# Lasin

LATIN AMERICAN SOCIAL INNOVATION NETWORK

## RESULTS AND REFLECTIONS

Editors: Mark Majewsky Anderson, Sergio Puerta & Carla Cipolla

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Latin American Social Innovation Network
© Latin American Social Innovation Network (LASIN) Project
Glasgow Caledonian University,
Cowcaddens Road,
Glasgow,
G4 0BA
Scotland, UK
e-mail: mark.anderson@gcu.ac.uk
www.lasin-eu.org

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# Foreword

CLAIRE MOREL
HEAD OF THE INTERNATIONAL COOPERATION UNIT
DIRECTORATE-GENERAL OF EDUCATION, YOUTH, SPORT AND CULTURE – EUROPEAN COMMISSION

## ERASMUS+ AND CAPACITY BUILDING FOR HIGHER EDUCATION

In recent decades, internationalisation has become one of the main drivers of higher education modernisation worldwide. Internationalisation establishes a global and open arena for higher education and research, allows the emergence of new players, and offers new opportunities for individuals and institutions. For these reasons, the European Commission supports cooperation between European higher education institutions and those from partner countries around the world, convinced that this cooperation is mutually beneficial for all institutions involved and for the societies they serve.

The Erasmus+ programme for education, training, youth and sport, is open to the world and one of its actions funds Capacity Building projects for Higher Education. These are based on multilateral partnerships between higher education institutions (HEIs) and other relevant partners, and the Latin American Social Innovation Network project is one of these projects. In total, 62 Erasmus+ Capacity Building projects have been granted a total of EUR 56.8 million in Latin America since 2015. Capacity-Building projects typically focus on:

- curriculum modernisation
- modernisation of governance and management of HEIs and systems
- strengthening of relations between Higher Education and the wider economic and social environment

Projects also promote people-to-people contacts and intercultural understanding. Beyond the specific aims and results of each funded project, the process of effective cooperation among the institutions involved in the consortia is a goal and a success by itself, a transversal benefit of the action for all the actors involved[1].

*1 More information on the Capacity Building projects can be found in the Erasmus+ website:*

*http://ec.europa.eu/programmes/erasmus-plus/opportunities/organisations/innovation-good-practices/capacity-building-higher-education_en*

The European Commission supports regional integration processes in Latin America, to move towards the creation of an EU-LAC[2] Common Higher Education Area. The LASIN project, which is led by a consortium composed of 3 Colombian, 2 Brazilian, 2 Chilean and 2 Paraguayan universities (plus British, German and Spanish universities), is an example of regional cooperation.

The LASIN Project places a particular emphasis on universities and the connection with their social environment, which is very much in line with the wider goals of Erasmus+ Capacity Building action to promote cooperation with the labour market, entrepreneurial structures, local communities, civil society and society at large.

LASIN belongs to the first generation of Capacity Building projects selected in 2015. This book is a concrete deliverable of the project, disseminates its results and hopes to inspire other, similar projects.

*Latin American Social Innovation Network*
*561610-EPP-1-2015-1-UK-EPPKA2-CBHE-JP*

*2 European Union – Latin America and the Caribbean.*

# Introduction

MARK MAJEWSKY ANDERSON, CARLA CIPOLLA, SERGIO PUERTA
GLASGOW CALEDONIAN UNIVERSITY
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO
UNIVERSITY OF MUENSTER

LASIN (Latin American Social Innovation Network) project has developed a new model for University - Socioeconomic engagement, based on a combination of curricular and extra-curricular activities, learning materials and tools, practical training, mentoring, and the development of specific support units that are dedicated to strengthening the Universities' links with the wider social environment. In essence, LASIN represents a new paradigm for knowledge transfer within universities, supporting the concept of social innovation as key to social development and cohesion at both a regional and international level.

Funded by the European Commission, the project involves a consortium of thirteen partners, including eleven universities, with Glasgow Caledonian University coordinating as the lead partner. The project's activities are based within four Latin American regions – Mercosur (based in Chile), Comunidad Andina (based in Colombia), Central America (based in Panama) and Brazil.

Over the course of three years, the partners have designed a methodology and a series of curricular and extracurricular activities within the participating institutions in order to promote and support social innovation. Specialised social innovation support units (SISU's) were opened in each university in Latin America, to develop sustainable initiatives and actions that contribute to directly to social cohesion, equality and socioeconomic development in each region.

The project directly involves the academic community, the staff and students of the universities involved, and it aims to have a far greater reach - impacting upon the lives of individuals; the activities of community organisations; indigenous, youth and women's groups; local authorities; NGOs; SMEs; and many others.

The LASIN book is the result of this process, in which all the experience gathered as part of the project has been collated in order to promote the project's activities and results.

The book includes a series of experiences and reflections about how social innovation can be supported by HEIs. These contributions are provided by LASIN partners but also include special guests: scholars and other actors that have direct experience of the working processes of social innovation that take place between universities and the broader society.

## A New Role for Universities

It is increasingly essential that universities offer environments in which new knowledge is not only created but also harnessed in such a way that it can effect real change in our societies. With the recent crises in democracy, the seemingly inexorable increase in inequalities and the rise of populism, the need to understand the processes involved in transforming society at a systemic level is more urgent than ever. This transformative movement, usually referred to as social innovation, though often misunderstood and misrepresented, is in a sense the only viable response to what Roberto Ungar describes as a 'dictatorship of no alternative' . It is precisely the failure of economies, bureaucracies and ideologies to offer a viable solution to our myriad problems that has led to the emergence of a movement that is defined by its search for alternative solutions.

If universities are to serve their societies and their students as they should, it is essential that they create environments which encourage and nurture this drive for change, supporting social innovation just as it supports technological and scientific innovation.

## A New Model for Social Innovation Support

How should they do this? Universities' defined mission over the last forty years has been founded on a combination of three intrinsic elements: teaching, research and what has loosely been called knowledge exchange, the process by which universities innovate and externalise the knowledge that they generate. This latter element traditionally involves a combination of various processes including intellectual property management, spin-off creation, licensing, access to funding, entrepreneurship and consultancy. For better or for worse, this has meant that universities have increasingly become instruments for wealth creation and economic development and their success is often measured on their ability to turn knowledge into cash. Reflecting this trend, students are increasingly encouraged to pursue vocational courses with specific career trajectory defined by the needs of society today. All this contrasts deeply with the historic isolationism of universities as elitist intellectual citadels whose output and outcomes were rarely challenged or evaluation.

It means that universities simply cannot afford to indulge in areas that are not demonstrably effective in a socioeconomic sense. Research is only seen as relevant if it can show impact and that impact needs to be evidenced and quantified. In light of this harsh reality, it is not enough to propose an agenda for social innovation support within universities without articulating how it can fit within the current university model. It may well eventually help to subvert the current prevailing orthodoxy within the system but for the time being it must abide by it.

In order to support social innovation, we must first understand it and like all terminologies that are widely used but poorly understood there is a danger for the aspirations behind it to be contaminated by the very systems that it purports to challenge. First and foremost, social innovation is a concept, a term that is derived from the need

to encapsulate a movement of different activities under a unifying heading. As with all concepts, it remains abstract and fluid until it is given context. While the terminology may have emerged in the last ten years or so, it is clear that the phenomenon – according to such a definition – has always existed. Although in hindsight we may consider Robert Owen a pioneer of social innovation with the better working conditions, education and a fairer community he introduced in New Lanark, Scotland, he never conceptualized his actions as such. His achievement was that he sought and implemented alternative solutions to meet the social needs and challenges brought about through industrialization.

It is a clear example of social innovation within the context of the time, as per its definition, but in the context of today its relevance is limited. There is a wealth of definitions on offer – predominantly referring to *"new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations."*

Within the university context, the innovation process is characterized by the externalization of new knowledge, which, as a result, is given value and becomes effective. Fundamentally the process behind social innovation should be no different, only that the value afforded to the new knowledge is social. However the nature and dynamic of the social innovation process is very different from that of technological innovation since the focus is not on what is produced but rather the need it fulfills as well as the types of collaboration it generates. Universities have a particular role to play, not just as catalysers of social innovation, more importantly as intermediaries between the subversive nature of social innovation and the policymakers and investors who are intrinsically cautious and demand evidence-based legitimization of the social innovations being produced.

Social innovation conventionally emerges from the beneficiary communities themselves and their actions are defined by them, not by governments. As such, universities need to develop a rich dialogue and instruments for collaboration with communities and civic society in the same way that they have more conventionally engaged with business.

Back in 2010 the study on Social Innovation prepared by SIX and the Young Foundation for the Bureau of European Policy Advisors underlined the problem: *"Civil society and the grant economy have long been rich sources of social innovation, but they are not well-placed to develop rigorous methods for innovation, lack R&D capacity, and find it hard to spread risk."* The report categorised four key barriers to social innovation:

Access to finance; Scaling models; Skills and formation; Networks and intermediaries. Clearly, universities represent ideal partners to help break down or at least mitigate against many of these barriers. They can provide appropriate R&D for robust, empirical evaluations of the effectiveness of social innovation, offering an understanding of what can accelerate and scale-up, beyond the anecdotal. Currently, while social innovation is becoming increasingly recognised and rewarded as a relevant discipline within social sciences (just as other forms of innovation research became more prevalent in the 80's and 90's), it remains siloed

within that narrow discipline. Social innovation needs to be supported across thematic areas, in health, engineering, sciences and humanities; the whole portfolio of knowledge produced by universities needs to be put at the disposal of social innovators for them to grow and flourish to their true potential. One area that is already demonstrating its effectiveness in providing instruments to help effect change is design, and in particular the emergence of techniques of design thinking and service design as a way of approaching so-called 'wicked problems' – apparently unsolvable and intrinsic to the 'dictatorship of no alternatives'.

As policymakers become more convinced of the effectiveness of social innovation, universities will be given more opportunities to establish effective support in other areas. Just as technical expertise in specialised areas can support commercial businesses and give them the means to help grow and expand, the same technical expertise can be offered to social innovators. But in addition to this, Universities are providers of a range of logistical support to their community that can provide real added value to social innovation:

through the exploitation of their tacit and codified knowledge; through capacity building, mentoring and training; through the use of specialised equipment; through the provision of real and virtual spaces for networking, hot-desking or more formal incubation facilities; through selection and evaluation expertise; through lobbying. While social innovation has existed as an ill-defined, undervalued phenomenon for decades, universities have likewise always supported civil society through a variety of activities without necessarily being able to categorise them under a unified terminology. However, there are two interrelated, fundamental characteristics of university support for social innovation that need to change:

i) social innovation support activities tend to be ad hoc and largely altruistic, universities have not recognised or systemised a process to measure the social return on investment; ii) as a result, while commercial innovation is recognised and institutionally supported by well-established knowledge transfer offices, there is no professional support function or physical space within universities for supporting social innovation. This function needs to understand the dynamics of the process and the challenges that social innovators and communities face in order to drive social change. And social innovators need to recognize the potential of universities as partners and facilitators for social innovation.

# EDITORS

## MARK MAJEWSKY ANDERSON

Is Director of Research and Innovation at Glasgow Caledonian University. He coordinates several international projects in addition to LASIN, mainly focused on social innovation. These include Southeast Asian Social Innovation Network (SEASIN - Thailand, Malaysia, Cambodia and Myanmar), Social Innovation through Knowledge Exchange (SIKE – Germany, Portugal, Croatia, Spain and UK) and Strategy for Change (Portugal, Sweden, Netherlands, Ireland, UK). He is a Global Council member of the Social Innovation Exchange and Non-Executive Director of the Melting Pot, Scotland's premier social innovation co-working space.

## CARLA CIPOLLA

Has been involved since 2004 in projects on social innovation in Europe, Africa and in Brazil where she is now professor of the UFRJ - Federal University of Rio de Janeiro / COPPE. She is the international coordinator of DESIS Network (Design for Social Innovation and Sustainability) which gathers labs based on more than 45 design schools from all over the world and the UFRJ Coppe DESIS Lab. The Lab's team collaboratively developed, as result of LASIN project, the Social Innovation Support Unit - USIS at UFRJ, which is gathering professors, technicians and students, from different departments and disciplinary fields, to collaboratively work with social innovators in the city of Rio de Janeiro. Her main research activity relates social innovation and design for services.

## SERGIO ANDRÉS PUERTA

Has been involved in EU projects since 2012 at the Innovation Office (AFO) of the University of Muenster in Germany. He has been coordinating the implementation of collaborative projects between Germany and Latin America, with countries such as Mexico, Panama, Colombia, Peru, Brazil, Chile and Bolivia, among others. His main contribution to the LASIN project has been with the Monitoring of Social Innovation Cases and leading the edition of this book in its digital, printed and interactive versions. In addition, he volunteers for other international initiatives rooted in Latin America, Europe and India that connect people with native communities and ancestral wisdom, as a peace broker and activist for the rights of Nature.

# SECTION 1

# Perspective About Social Innovation Between Europe And Latin America

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

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# PART 1
# EXPERIENCES FROM HEI´S

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

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# Academia's Different Approaches To Social Innovation: The Example Of TU Dortmund University

DMITRI DOMANSKI, SABRINA JANZ
TU DORTMUND UNIVERSITY, GERMANY

domanski@sfs-dortmund.de, janz@sfs-dortmund.de

## Introduction

Social innovations are often developed at the interfaces between different societal sectors. The links between them are mainly created by single organisations and initiatives. Many of these institutions consider themselves as a coupler between different parts of the society. They develop new, joint methods of research, guidance, consultancy, promotion and financing. Nevertheless, in a knowledge society, academia may have the most important role in developing, testing and diffusing social innovations. Higher Education Institutions (HEIs) and research institutes represent important platforms to promote intensive exchange between different disciplines, business sectors and cultures (Anderson, Domanski, & Howaldt, 2018).

However, the results of the global mapping of the research project SI-DRIVE (with about 1000 cases) show that HEIs do not engage systematically in the field of social innovation so far. Universities participated in only 14.9 percent of the reviewed initiatives and in total organizations from the field of research and education were involved in slightly more than 21 percent of social innovations. Hence, this sector plays a relatively small role compared to other societal sectors when it comes to developing and diffusing social innovations (Howaldt, Schröder, Kaletka, Christoph, Rehfeld, Dieter, & Terstriep, 2016).

This raises the question of the role of universities in social innovation processes. The marginal engagement of research and education institutions is in strong contrast to their essential role as knowledge providers in classical innovation processes as well as one of the pillars of the triple helix model and an indispensable part of the concept of innovation systems. Furthermore, while in natural and technical sciences there is a long tradition of innovation support accompanied by formation of qualified human resources, in social sciences there is still a lot of unexploited potential in this regard (Anderson, Domanski, & Howaldt, 2018). In Germany, this issue was explicitly addressed through the declaration *"Social Innovations for Germany"*, elaborated by actors from all societal sectors and presented to the Federal Government in 2014.

## TU Dortmund University and its role in social innovation

TU Dortmund University (TUDO) is the fourth

largest Technical University in Germany. Sozialforschungsstelle (sfs) (*"Social Research Centre"*) is a central scientific institute of TUDO. Founded in 1946, sfs is one of the oldest and one of the largest German research institutes in social sciences. Since the mid-1980s, sfs has carried out or participated in more than 100 European projects in cooperation with partners in nearly all countries of the European Union.

More than 10 years ago, sfs declared social innovation its main research topic. This decision was based on a long experience in the field of innovation, especially in the areas of labour and education, and the necessity for focusing on innovations, which are not technological, but consist of new social practices. Researchers at sfs are strongly convinced that social innovations are at least as important for societal development as technological innovations, but at the same time, the importance of social innovations in meeting societal challenges is still often underestimated in both innovation research and policy. Therefore, sfs is pushing forward academic research on social innovation and understands itself as an international player in the field of theory and methodology development. Recent works are aiming at understanding the international dimension of social innovation and its theoretical concepts, investigating social innovation as new social practices and their imitation processes and understanding the role of social entrepreneurship.

Recently, sfs has been involved in several EU-funded projects on social innovation, among others:

- *"SI-DRIVE: Social Innovation – Driving Force of Social Change"*, a large scale research project coordinated by sfs that aims at developing a global mapping of social innovations and theorizing the concept of social innovation (FP7);
- *"SIC – Social Innovation Community"*, aims at creating a 'network of networks' of social innovation actors (Horizon 2020);
- *"Students4Change – Social Entrepreneurship in Academia"*, aims at developing a pedagogical method for universities and higher education institutions to teach and train university entrepreneurs to be active players implementing social innovations (Erasmus +);
- *"SIKE – Social Innovation through Knowledge Exchange"*, has the task to demonstrate the potential of universities to use their knowledge in order to affect social change in a direct way.

Further important projects, which demonstrate the variety of topics covered by sfs in the field of social innovation, include *"I-LINC – Platform for ICT learning and inclusion for youth employability and entrepreneurship"*, *"MAKE-IT: Understanding Collective Awareness Platforms with the Maker Movement"*, and *"COCOP: Coordinating Optimisation of Complex Industrial Processes"*. Additionally, there are also projects funded by the German Government. Here, the project *"KoSI-Lab: Communal laboratories of social innovation"* is particularly worth mentioning. It is working on creating new potentials to address societal challenges at the local level through collaboration in laboratories of social innovation.

In the following, we want to focus on SI-DRIVE and KoSI-Lab as two outstanding examples of how TU Dortmund University is working in the field of social innovation in both research and an area, which can be generally understood as the so-called third mission.

## SI-DRIVE

The project *"SI-DRIVE: Social Innovation – Driving Force of Social Change"* was coordinated by TU Dortmund University's Social Research Centre sfs. This large-scale project is one of the biggest social innovation research projects that have existed so far. It aimed at extending knowledge about social innovation (SI) in three major directions:

- Integrating theories and research methodologies to advance understanding of SI leading to a comprehensive new paradigm of innovation.
- Undertaking European and global mapping of SI, thereby addressing different social, economic, cultural, historical and religious contexts in eight major world regions.
- Ensuring relevance for policy-makers and practitioners through in-depth analyses and case studies in seven policy fields, with cross European and world region comparisons, foresight and policy round tables.

As a global project, SI-DRIVE involved 15 partners from 12 EU Member States and 10 from other parts of the world. SI-DRIVE was characterised by a unique systemic approach, which analysed social innovation against a comprehensive societal background. The project incorporated the predominant cultural and historical contexts as well as the determining governance models. Therefore, the SI-DRIVE approach goes beyond typical concepts, which mainly focus on gathering examples of successful practices, hence aiming at delivering concepts and methods of and for social innovations in order to be successful.

Moreover, SI-DRIVE overcomes specific and sector related research approaches (for example, related to social economy, public sector or social services) by aiming at a comprehensive and systematic analysis, focusing on the main societal challenges reflected by different policy fields and mapping social innovations all over the world. The methodology developed in SI-DRIVE is combining qualitative and quantitative research filling the gaps of each methodology in a complementary and interrelated way. Besides qualitative research (reviewing and reporting social innovation relevant theories and state-of-the art), SI-DRIVE conducted a quantitative mapping of more than 1000 social innovation cases all over the world.

Thus, SI-DRIVE mapped cases gathered from the whole world of social innovation reflecting both geographical areas and policy fields. It incorporated the diversity and plurality of concepts and understanding, objectives and actors and their diverse roles within a social innovation process. Through explorative inventory of a growing and varying area, the project reflected the broadness and usability of social innovation, proved the variety of actors and their interaction and explored the systemic character and concept of social innovation.

Additionally, SI-DRIVE was innovative in its research procedure. It used a cyclical approach in the form of a double iteration loop improving theory, methodology and policy after two empirical stages. Accordingly, significant parts of establishing an integrated theory of social innovation are delivered through inductive appraisal and improvement of empirically obtained data.

### KoSI-Lab

Another opportunity of how social innovation can be supported by HEIs is within collaborative projects between HEIs and other institutions. The project *"KoSI-Lab: Communal laboratories of social innovation"* is one of those, which develops two municipal social innovation labs in the cities of Dortmund and Wuppertal, Germany. Urban social innovation labs are open institutions to support collaborative work on cities' social, ecological and economic problems (Wascher, Hebel, Schrot, & Schultze, 2018).

The project consortium of KoSI-Lab consists of partners from research and practice. There are three research organisations: sfs (*"Social Research Centre"*, TU Dortmund University), Wuppertal Institute and ILS – Research Institute for Regional and Urban Development, Dortmund. There are two municipal partners: City of Dortmund, Economic Development Agency and City of Wuppertal, Department of Civic Engagement. And one civil society organisation is also part of the project: Zentrum für gute Taten e.V., Wuppertal (a charity that coordinates volunteer work in Wuppertal).

Capital I involves actors from administration, politics, economic, society and sciences who develop jointly new social and practical solutions for complex challenges of demographic change, sustainable urban development and improvement of the promotion of employment.

The project mainly focuses on social innovation initiatives related to the following topics:

- Sustainable urban development (e.g. urban land use; urban mobility concepts and infrastructures; energy efficient restoration; municipal participation; urban quality of life; civic quarter development; community centres; neighbourhood selfhelp organisations, e.g. urban gardening)
- Demographic change (growing elderly population, migration, integration, esp. for refugees)
- New work (school-work-transition; youth unemployment; long-term unemployment)
- Municipality (as initiator or partner in projects) (Wascher et al., 2018)

KoSI-Lab assumes that social innovation labs provide a physical space and/or process in which collaboration between very different stakeholders is supported in order to develop social innovation initiatives (ibid.). The project is part of a federal research programme, which aims at finding innovative ways to face societal challenges. In order to create a prototype lab model, KoSI-Lab wants to learn from established social innovation labs around the world (ibid.).

Capital I is a good example for collaboration between different organisations and actors in order to face societal challenges through social innovation initiatives. The project is coordinated by the TU Dortmund University's Social Research Centre sfs, which is trying to use the high potential of intersectoral collaboration when HEIs work together with other societal.

While the projects SI-DRIVE and Capital I refer to research and the third mission respectively, it is also worth taking a look at TUDO's activities in

the field of social innovation which are related to teaching. Although, at TU Dortmund University there is no special course or programme for social innovation or social entreprenesurship, it is one of the contents of several courses. For example, the so-called Projektstudium in the Bachelor degree Rehabilitation Pedagogy fulfils many certain characteristics of a social Innovation course. The concept itself can be seen as a social Innovation because it is a new practice in teaching and the students are working in projects to find innovative solutions for social problems.

## Projektstudium

An interesting didactic concept is the Projektstudium (German for *"project study"*) of TU Dortmund University. It is a special two-semester course for students in the third year of the Bachelor degree programme Rehabilitation Pedagogy. The objectives are increased transfer of theory into practice, research-based-learning in projects with a practical orientation, target support of self-directed, capability-oriented learning in heterogeneous groups and the acquisition of academic competences.

Considering the working definition of the SI-DRIVE project, which understands social innovation as a *"new combination and/or new configuration of social practices in certain areas of action or social contexts prompted by certain actors or constellations of actors in an intentional targeted manner with the goal of better satisfying or answering needs and problems than is possible on the basis of established practices"* (Howaldt et al. 2014, 14), the course fulfills many certain characteristics of social innovation:

- It reacts to new challenges the HEIs are facing: Teaching competences and enabling students to work practically and to take responsibility.
- It is a new configuration of the teaching practice based on evaluating the former study programme.
- It includes several projects that are engaged in the field of social matters. Consequently, it contributes to better analysing or even satisfying needs and problems of the society.

### New challenges of HEIs

Higher Education Institutions (HEIs) can be seen as academic as well as societal institutions. Depending on the perspective, their main tasks lie on scientific work or contributions to society (Berthold, Meyer-Guckel, & Rohe, 2010). Both tasks complement each other and have great importance to society. With the change of the society, the role of HEIs changes as well simultaneously (ibid.). There is an increasing importance for universities to fulfil more societal services additionally to their academic tasks. HEIs are qualifying professionals for public and private institutions and take an important role in facing ecological challenges (Dima, Vasilache, Ghinea, & Agoston, 2013). In terms of teaching, the requirements for HEIs are in a process of change. Through the implementation of the so-called Bologna reform Bachelor and Master degree programmes were created to establish a European standard for Higher Education (Mieg, 2017). Potential employers expect Bachelor students to develop practical competences during their study. The Bachelor curriculum is supposed to impart more action competences beside the regular technical knowledge (Jungmann, 2011).

Sombetzki (2014) analysed the acquisition of competences and pointed it out to be a necessary requirement for taking over responsibility. According to this, the following three competences seem to be important to convey to students:

- Communication skills: Need of communication for being responsible.
- Action competence: Goal-orientation of the action.
- Judgment skills: Cognition, Reflection and Interpersonal skills, trust, reliability (Sombetzki, 2014)

It is apparent that teaching competences has great importance to HEI courses. On the one hand, it prepares students for practical work. On the other hand, it is required for responsible interaction.

One of the main aspects of the Projektstudium lies on teaching competences. By project-orientated and interdisciplinary research, the academic action competences are trained. These competences are categorised in the following four groups: professional competence, social competence, methods competence and self-competence. The Projektstudiumis well structured and gives detailed advices about what should be taught and learned in every step of the project. Students develop the ability to detect problems in the field of rehabilitation and to design a project on their own. A further aspect is the organisation of teamwork to train communication skills and social competences. Students learn the application of scientific work methods and the reflection of their own competences, just to name a few examples. The work on a scientific project takes place in a very self-responsible way. Under the academic monitoring, students participate in the whole scientific circle from the generation of ideas to the organisation up to evaluation and presentation (Pferdekämper & Walther, 2015). The course is well structured and transparent. During the course meetings and from the online platform, students receive detailed information about how to develop each competence (Pferdekämper & York, 2017).

## New configuration of the teaching practice

By evaluation of the former study programme, the Projektstudium course was developed in 2013/2014 and is now permanently integrated into the curriculum of the Bachelor degree programme Rehabilitation Pedagogy.

The Projektstudium is a project-based teaching concept that includes problem-oriented and self-organised learning. All participants have equal responsibility for the decision process and the project work (Kaliva, 2016). One of the project-based learning characteristics is the focus on the learner's needs and interests. Self-organised and problem-oriented learning as well as taking responsibility form an important part for the organisation and the progress of the project (ibid.).

In the third year of the Bachelor degree programme Rehabilitation Pedagogy, all students participate in the Projektstudium where they work in groups with about 10 students on various topics. The main part has to be organised by the students in a self-responsible way. Around 110 students form eleven groups of the Projektstudium over a two-semester period.

The concept of the Projektstudium is grounded on the principles of research-based learning where students participate actively in every phase of their research project. They do not only receive an abstract idea about the process of a research project but a holistic understanding. They create the research project from the beginning where they develop questions and hypotheses, choose a method and show the results actively on their own. Another goal of research-based learning is to provide gathered results for third parties (Huber, Hellmer, & Schneider, 2009).

With the introduction of Bachelor and Master courses the educational system has changed in order to facilitate self-organised learning (Mieg, 2017). As mentioned above, teaching competences takes a big part in the Bachelor study programme and focuses especially on active, independent and cooperative work, for which research-based learning constitutes an appropriate model (Huber et al., 2009). The concept of *"project study"* is a related reform from the 1970s and 1980s, which focuses on societal change in addition to teaching scientific knowledge. The *"project study"* has been criticised for having a low theory transfer. The unsuccessful beginnings of the *"project study"* showed furthermore, that students need active support and feedback as well as a clear structure for the orientation. The Bachelor degree programme Rehabilitation Pedagogy is one of the study programmes that has successfully improved and implemented the *"project study"* concept (Mieg, 2017). Taking into account the former criticism on the concept of *"project study"*, TU Dortmund University's Projektstudium has the intention to balance practical as well as theoretical knowledge and the transfer between them. Secondly, during the Projektstudium students receive extensive support and feedback from teachers, tutors and the project staff who is responsible for this teaching concept.

In summary, TUDO's Projektstudium appears as an improved version of the *"project study"* from the 1970s, which provides clear structured theory-practice transfer supported by various teachers and contact persons.

## Satisfying and analysing social needs

The Rehabilitation Pedagogy degree programme belongs to the Faculty of Rehabilitation Sciences, which contains 17 teaching and research areas. Each of them has a special research focus in the field of rehabilitation.

The guiding principles of education and research at the Faculty are considering diversity as usual, respecting the individuality of every human being, focusing on the competences and capabilities of every individual as well as finding ways for persons with disabilities to participate in the various social systems. The Projektstudium provides eleven project groups assigned to the three main topics *"Education, School, Inclusion"*, *"Inclusive working Environments"* and *"Technology, Inclusion, Participation"*. The groups focus on these different social topics and develop research projects that aim at solving a problem or further researching questions about the chosen topic. This approach contributes to analyse and satisfy social needs in two ways: by the specific project itself and by the preparation of students for innovative projects in their further profession.

To demonstrate the innovative character of the project topics some are exemplarily introduced:

- Developing an innovation biography of the organisation PIKSL. The students worked together with PIKSL, an organisation that reduces digital barriers and the complexity of everyday life using competences of people with and without disabilities.
- Analysis and evaluation of a school referring to its implementation of inclusion. Based on this evaluation, the project group has developed recommended actions for the school to improve its strategy of inclusion.
- Empowering seniors to use the internet by developing a brochure with support instructions and a collection of contact points.
- TU Dortmund University's Projektstudium is a good example for a social innovation in several ways:
- Being a social innovation itself
- Creating innovative initiatives and research projects right away
- Enabling students to conduct initiatives within their professional work

At the same time, TUDO's Projektstudium is not a course that would explicitly focus on social innovation. Social innovation is not a content of the general course schedule. This is a critical factor since the course does not appear in a mapping for social innovation courses. The advertised aim of the course is not to impart knowledge about social innovation to the students. The potential of disseminating knowledge about social innovation remains untapped. By providing explicit knowledge about social innovation, students would get a concrete basis for actions in the field of social innovation. Altogether, the concept of TUDO's Projektstudium could be an even better opportunity for the integration of social innovation into the higher education if it included social innovation in the curriculum.

## Challenges And Next Steps

There is an on-going challenge of raising the awareness of the importance of social innovation for societal development. In recent years, TU Dortmund University's Social Research Centre sfs has been successful in this task and has developed alliances with multiple actors from different societal sectors. In order to give more sustainability to social innovation as an important topic in research, learning and policy, TUDO's sfs co-founded the European School of Social Innovation (ESSI). One of the next challenges, after finalizing the project SI-DRIVE, will be to establish ESSI as a network organisation with impact in the key areas mentioned above.

Among its priority topics, TUDO's sfs is emphasizing the importance of academia in engaging systematically in the field of social innovation.
One concrete attempt to advance on this issue will be the project Social Innovation through Knowledge Exchange (SIKE) in which TUDO's sfs participates as a partner. This Knowledge Alliance project – funded within the Erasmus + programme – has the task to demonstrate the potential of universities to use their knowledge in order to affect social change in a direct and meaningful way. It will

do this by developing new paradigms and tools for knowledge exchange practice that embrace social innovation, encourage social entrepreneurship and offer more effective support to local communities. The Partners – leading socially innovative universities and experienced social innovation drivers – will work together to create an ecosystem that nurtures and supports sustainable, resilient and responsible innovation.

Projects such as SIKE show that the role that HEIs are playing in social innovation has evolved in recent years. Besides researching transformation processes, more approaches in which academia itself is considered an active participant in processes of social innovation are increasingly coming to the fore. Concepts such as Design Thinking or Transformative Research with focus on active participation of stakeholders are becoming more important for the work of HEIs with their environments (Schneidewind & Singer-Brodowski, 2013). Through transformative research, science seeks to solve societal problems by activating processes of societal change. Against this background, creation of appropriate structures (Living Labs and other spaces for exploration and learning) that help to develop knowledge based on experience in order to establish new social practices has received growing attention and needs to be further promoted. Only by sensitising people about societal problems and possible solutions, HEIs can advance the development of social innovation with community members. Through concepts, such as Service Learning or Explorative Learning, knowledge and experience of students are taken on and links between academia and society are developed, with the latter becoming an important partner in addition to economy. This also includes the question of new modes of knowledge production and scientific co-creation of knowledge aiming at an integration of practitioners and social innovators in the innovation processes (Anderson, Domanski, & Howaldt, 2018).

Nevertheless, there are several challenges that HEIs need to meet in order to advance in the area of social innovation. First, they need to better understand what social innovation is: while more and more HEIs recognize the importance of social innovation for societal development and the need to engage in this area, they do not necessarily understand what social innovation is exactly about (e.g., it is often confused with the area of University Social Responsibility, which does not necessarily refer to (social) innovations). On the one hand this is not surprising considering the lack of conceptual clarity in this area. But on the other hand, while solid academic knowledge on social innovation remains scarce, many universities still rarely – if at all – participate in social innovation research. Hence, as long as those who work in this area and aim at introducing change have no clear concept and understanding of social innovation, it will be difficult to succeed. While in the EU social innovation has become an increasingly important research topic in recent years, in many parts of the world it is still quite seldom. This leads us to the next challenge.

Thus, second, social innovation should be integrated along the three missions. As described above, social innovation is appearing on a growing number of universities' agendas, sometimes even becoming an important part of their development strategies.

Some universities offer classes and degrees, such as Master or Bachelor. Others focus on research in social innovation. Probably the most common way for universities to engage in this topic that we can observe is related to manifold activities within what is usually referred to as the third mission (here mainly understood as social responsibility, outreach and engagement). Nevertheless, we can rarely see a university where social innovation is integrated in all three missions. Moreover, the challenge is not only to develop activities in teaching, research and the third mission. It is the issue of integrating social innovation along the three missions in a comprehensive way: the work in every 'mission' needs to be connected to the work in other missions, so that it can benefit from the others.

Third, there is a challenge of integrating both the top-down and the bottom-up perspective. Usually, when universities assume their role as socially responsible institutions regarding their environment they start developing initiatives, which are supposed to favour different target groups (e.g. communities). However, such initiatives tend to be designed and implemented from the university's perspective, missing to involve the target group right from the start. It is not surprising then that projects developed by HEIs do not necessarily respond to the needs, the ideas and the visions of communities and other target groups. HEIs have to learn how to work with target groups on equal footing and how to integrate their own perspective with the latter's perspective. As shown above, projects such as KoSI-Lab and SIKE have already started to address this issue.

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# AUTHORS

DMTRI DOMANSKI
domanski@sfs-dortmund.de

Is senior researcher and lecturer at the Social Research Centre (sfs) of TU Dortmund University. Co-founder of the European School of Social Innovation (ESSI). Recently, he worked on the global research project "SI-DRIVE: Social Innovation – Driving Force of Social Change" (lead partner) and is currently participating in the Horizon2020 project "Social Innovation Community (SIC)" as well as the Erasmus+ projects "Students4Change: Social Entrepreneurship in Academia" and "Social Innovation through Knowledge Exchange (SIKE)". He was awarded the Josef Hochgerner Fellowship 2017 for the best research proposal on social innovation.

SABRINA JANZ
janz@sfs-dortmund.de

Is researcher at the Social Research Centre (sfs) of TU Dortmund University. After her Bachelor degree in Rehabilitations Pedagogy, she obtained her Master degree in Rehabilitation Sciences at TU Dortmund University. She is currently working as a researcher in two projects concerning social innovation in academia: "Students4Change: Social Entrepreneurship in Academia" and "Social Innovation through Knowledge Exchange (SIKE)".

# Desde La Multihélice A La Innovación Social: El Caso De La Universidad Católica Del Norte UCN

EMILIO RICCI, ROBERTO CONCHA MATHIESEN
UNIVERSIDAD CATÓLICA DEL NORTE UCN, CHILE

ericci@ucn.cl, roberto.concha@ucn.cl

## De La Triple Hélice A La Multihélice De Innovación Social

Henry Etzkowitz (2008) describe la Triple Hélice como un sistema en el que interactúan las esferas institucionales de la universidad, la industria y el gobierno, intercambiando roles así como desempeñando cada una los suyos tradicionales. La polinización cruzada entre esas esferas –graficadas dinámicamente como tres hebras que ascienden en espiral– es un estímulo para la innovación y va prevaleciendo en los diversos sistemas nacionales de innovación. En tal sentido, González, T., (2009) afirma que los sistemas de innovación hoy en día operan sobre una interfaz que corresponde a la zona de encuentro entre los subsistemas de la universidad, de las industrias basadas en conocimiento y de los gobiernos.

Desde una perspectiva sistémica, la innovación puede ser entendida como una propiedad emergente de la articulación entre esas tres esferas. Pero en la sociedad del conocimiento de nuestros días es la universidad la que opera como principio generador, así como el gobierno y las fábricas eran las principales instituciones de la sociedad industrial de los siglos XIX y XX.

La ventaja competitiva de la universidad, sobre otras instituciones productoras de conocimiento, son sus estudiantes. Su entrada y graduación regulares aportan continuamente nuevas ideas, en contraste con las unidades de investigación y desarrollo (I + D) de las firmas y laboratorios gubernamentales que tienden a osificarse, careciendo del *"flujo de capital humano"* que está integrado en la Universidad[1]. (Etzkowitz, 2008, p. 1).

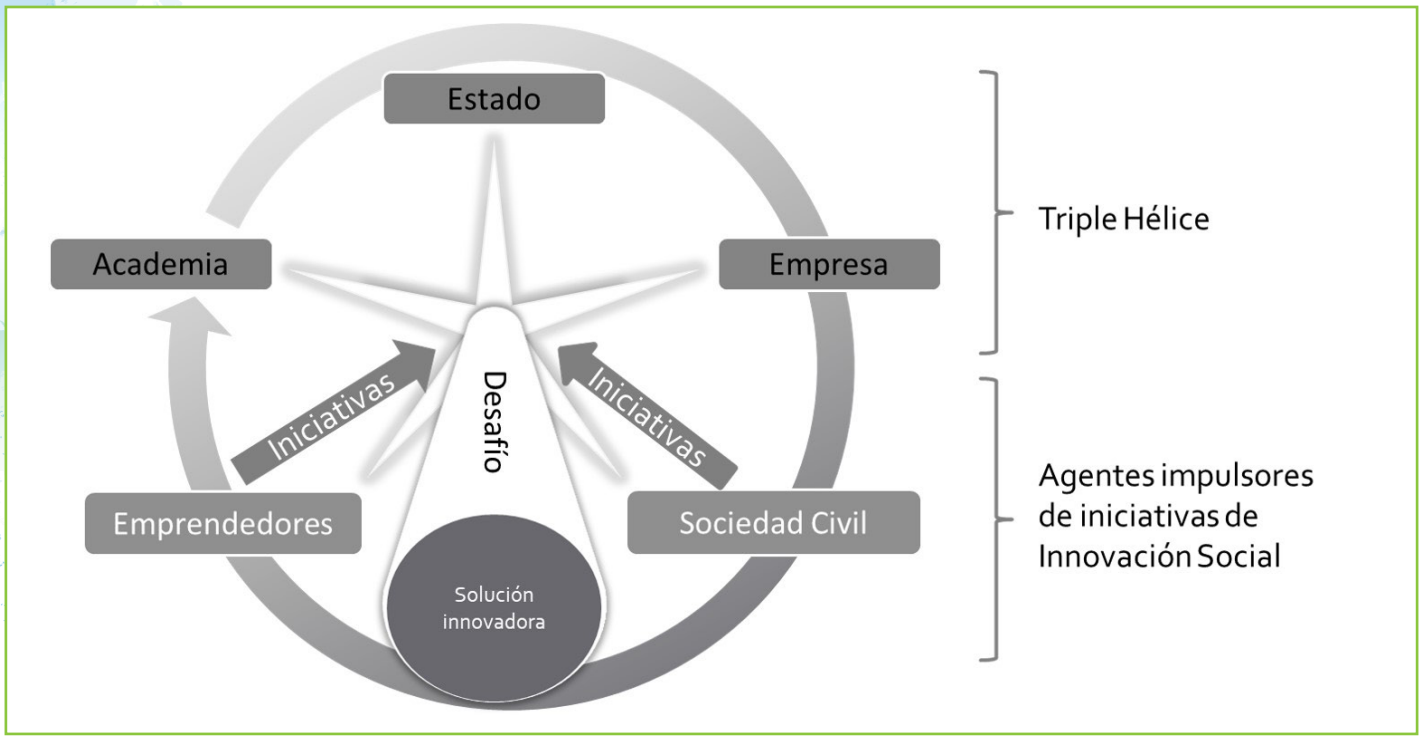
De acuerdo con Etzkowitz, para el crecimiento de esa dinámica se requiere una sociedad civil activa cuyas iniciativas se fomentan desde diversas áreas de la sociedad. *"Una triple hélice anclada en una floreciente sociedad civil fomenta el surgimiento de diversas fuentes de innovación"*[2](Etzkowitz, 2008, p. 11). Así, otros autores señalan la importancia de incluir como hélices de innovación al emprendedor y a la sociedad civil (Gatica, 2016), esferas conformadas por ciudadanos habitantes de los territorios que deben ser consideradas como usuarios y/o impulsores de innovaciones. Por esta razón, nosotros preferimos hablar de una *"multihélice de innovación"*, que en su dimensión mínima articula a la universidad con la

1. Traducción libre desde el inglés
2. Traducción libre desde el inglés.

empresa o el emprendimiento, y en su dimensión óptima incluye también al sector público (Estado/ Gobierno, gobierno regional, comunal) y a la sociedad civil.

Por otro lado, consideramos el concepto de innovación social que alude en cierta medida a soluciones creativas desarrolladas por la ciudadanía para resolver problemáticas sociales y ambientales de su entorno. El Modelo Multihélice de Innovación Social (MMHIS) desarrollado por E. Ricci y R. Concha en la Universidad Católica del Norte (UCN) con financiamiento del FIC-R Antofagasta, al enfocarse en la innovación social, busca potenciar iniciativas impulsadas desde la ciudadanía a través de su articulación con instrumentos del Estado y la empresa. En consecuencia, el MMHIS, no sólo promueve un sistema de innovación donde la Universidad impulsa la imbricación entre actores/ sectores (condiciones de entorno) sino que además opera como modelo de intervención social, que contribuye a viabilizar, hacer sostenibles y escalar innovaciones sociales, Además de integrar en sus procesos los lineamientos estratégicos de Desarrollo (2009-2020) e Innovación (2012-2020) de la Región de Antofagasta. La academia parte por identificar los grandes desafíos de innovación y desarrollo para la región, a partir de un diálogo con los sectores público, privado y comunitario, para luego detectar las iniciativas ciudadanas que están abordando esos desafíos.

**Imagen 1:** Sistema de Innovación Social Múltihélice.
Fuente: Elaboración propia.



Desde este modelo, se entiende la innovación social como una nueva solución impulsada por la ciudadanía, en diálogo con actores de la academia, el estado, la empresa y la comunidad, quienes aportan al diseño de dicha solución, para enfrentar problemas o desafíos del entorno, de tipos sociales o ambientales, que no han sido adecuadamente resueltos por las soluciones pre-existentes. Puede corresponder a una solución tecnológica y/o a un modelo de intervención, el cual es co-construido con los grupos a los cuales se va a beneficiar o que van a utilizar la innovación, por lo tanto implica nuevas prácticas sociales. De esta manera, la innovación social se hace cargo de las problemáticas que muchas veces escapan a las soluciones que por sí solos pueden ofrecer el Estado y el mercado, de acuerdo con sus respectivas planificaciones, intereses, recursos y capacidades disponibles.

La Universidad es la esfera estratégica para propiciar la multihélice de innovación social, dadas sus tres funciones fundamentales que son: i) formación, en aspectos como la innovación, la creatividad, la cooperación y la solidaridad; ii) generación de conocimiento, recogiendo aprendizajes de las iniciativas de innovación social, a partir del trabajo de académicos y sobre todo de estudiantes que buscar soluciones a las problemáticas de su entorno; y iii) relación con el medio, conectando el conocimiento y la formación con la promoción de la innovación social, ya sea apoyando iniciativas concretas que responden a los desafíos del entorno, o impulsando su escalamiento, transferencia y replicabilidad.

## El Método Multihélice De Innovación Social

El desarrollo del MMHIS ha implicado acciones en las tres funciones de la Universidad recién mencionadas. En el área de la formación, se realiza el "Diplomado en Innovación Social y Modelo Multihélice de Cooperación Territorial" para personas que hayan terminado estudios de pregrado. Las/os alumnas/os, además de participar en clases lectivas y ser evaluadas/os por el manejo de las materias abordadas, debieron diseñar y desarrollar iniciativas innovadoras con impacto social a lo largo de 3 meses de taller, para obtener su diploma. Dichos proyectos en muchos casos implicaron alianzas entre dos o más alumnos, así como procesos de co-creación con los potenciales beneficiarios y otros actores, para complementar distintas áreas de conocimiento y alcanzar soluciones más innovadoras y eficaces. Además del diplomado, el profesor E. Ricci imparte cursos optativos orientados a la formación en competencias genéricas para la innovación social, en estudiantes de pregrado.

En cuanto a generación de conocimiento, la UCN ha contribuido con la sistematización del MMHIS y la generación de publicaciones y ponencias que sintetizan dicho modelo. También se han generado redes de colaboración con especialistas en innovación social de Chile, Latinoamérica y Europa, lo que ha permitido enriquecer el modelo a partir del intercambio de conocimientos.

Pero sin lugar a dudas, el mayor aporte del MMHIS hasta ahora ha sido en el ámbito de la

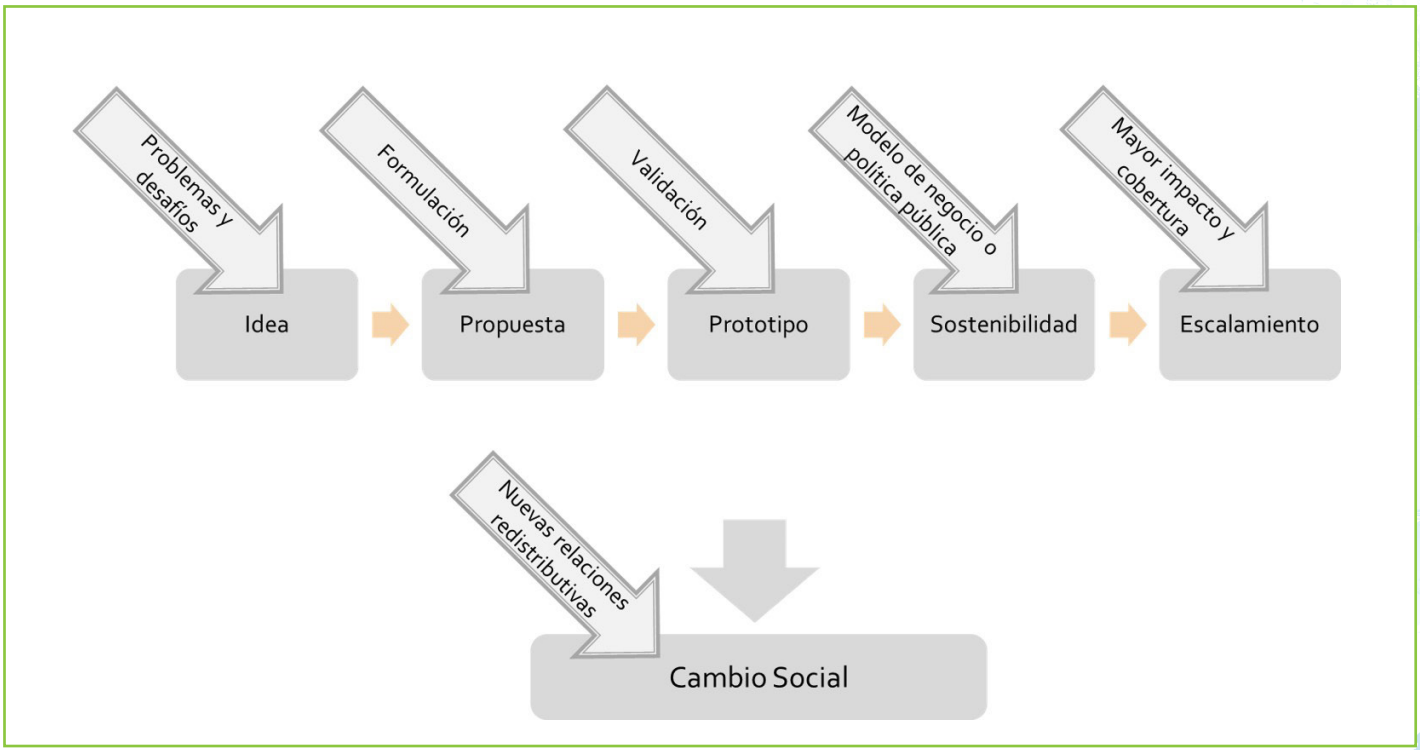
vinculación con el medio ya que el énfasis de las acciones ha estado en promover un ecosistema favorable a la innovación social así como el desarrollo de iniciativas concretas. Las acciones e instrumentos implementados en este ámbito permiten describir una trayectoria metodológica, con el objetivo de conformar núcleos multihélice (redes de colaboración multiactores/multinivel) en torno a iniciativas impulsadas por la ciudadanía que abordan desafíos de la región. Cada una de esas iniciativas y esos núcleos, se sustenta en un/a agente impulsor que puede ser un/a líder social, un/a emprendedor/a o un colectivo, interesado/a y comprometido/a con la solución propuesta. Los desafíos del proyecto Multihélice UCN fueron identificados en gran medida a partir de las Estrategias Regionales de Desarrollo y de Innovación, Región de Antofagasta. Los temas priorizados en el ciclo 2016-2018 fueron: fuentes hídricas no convencionales, energías renovables, turismo sostenible, habitabilidad y diversidad cultural, ésta última expresada principalmente como migración. El método diseñado y aplicado implica la selección de iniciativas con agente impulsor, que proyecten como resultado la creación de valor social y ambiental frente a los desafíos señalados. Luego se impulsaron articulaciones multihélice a escala local y regional para cada núcleo, de modo que se pudiera avanzar en la innovación, la sostenibilidad, el escalamiento y el posicionamiento de los núcleos, así como del proyecto Multihélice que les ofrece soporte.

Para la identificación de los posibles núcleos multihélice, se utilizó un método exploratorio de mapeo de actores/iniciativas a través de entrevistas a autoridades y funcionarios de instituciones públicas, académicos e informantes calificados en los espacios locales. En las entrevistas se abordaron 4 tópicos: i) explicación del proyecto, sus avances y proyecciones; ii) identificación de temas convocantes para una articulación multiactores, de interés para el entrevistado (en el marco de los grandes desafíos predefinidos); iii) identificación de actores/iniciativas con potencial impacto social o ambiental en los temas convocantes; y iv) convocatoria a actividades de articulación multihélice organizadas en el marco del proyecto.

También se detectaron ideas innovadoras con impactos social en sesiones de pitch (lanzamiento) en que los agentes impulsores presentaron sus ideas a comités evaluadores. Así por ejemplo, se participó en la jornada final de presentación de proyectos formulados por alumnos del Diplomado Innovación Territorial Aplicada (Políticas Públicas UCN), en donde se seleccionó una iniciativa como potencial nuevo núcleo. También el propio diplomado llevado a cabo en el marco del proyecto Multihélice permitió identificar nuevas iniciativas y agentes impulsores que pueden ser focalizados. En tal sentido, el diplomado opera como semillero para futuros núcleos multihélice. Otros espacios para conocer iniciativas pueden ser sesiones de evaluación en el marco de concursos, proyectos, programas, cursos, incubadoras o aceleradoras que promueven la innovación y el emprendimiento, etc.

La búsqueda exploratoria en espacios locales de la región permitió descubrir iniciativas que ya tenían una trayectoria, de modo que el apoyo requerido iba en la línea de la sostenibilidad y el escalamiento. En las sesiones de pitch, en cambio, se pueden descubrir iniciativas en distintas fases de desarrollo (proyecto, prototipo, sostenibilidad o escalamiento).

**Imagen 2:** Fases de la Innovación Social:
Fuente: Elaboración propia.




El paso de una iniciativa por la secuencia de fases que va desde la idea o propuesta hasta el fin último que es el cambio social, implica un período prolongado, que puede abarcar varios años, por lo tanto la promoción y acompañamiento a la innovación social debe ser por lo menos a mediano plazo, considerando procesos de entre 4 y 6 años. Parte de la metodología Multihélice es asumir que, de los núcleos focalizados, sólo algunos lograrán consolidarse en ese tiempo y algunos se diluirán.

El método diseñado para el MMHIS incluyó la realización de talleres y seminarios con una invitación amplia a actores de las distintas aspas de la hélice, de espacios locales y de la capital regional, con incidencia en las iniciativas focalizadas. El objetivo de dichas instancias era posicionar el proyecto y propiciar articulaciones multihélice, sin embargo, se logró una mayor presencia de agentes impulsores de innovaciones sociales, no tanto así de actores del ámbito público, pese a que fueron invitados con la debida antelación y los conductos adecuados. Pero aún más baja fue la participación de empresas, sin embargo, en este caso se suma la dificultad de acceder a interlocutores y mecanismos adecuados para lograr una convocatoria efectiva.

Una vez identificadas las iniciativas innovadoras que crean valor social y/o medioambiental, se realizaron visitas a las experiencias para recabar información de

primera mano, que permitiera finalmente evaluar y seleccionar a los/las agentes impulsores con quienes colaborar. Dicha selección se basó en el análisis de cada iniciativa respecto de 5 criterios: i) presencia de agente impulsor de la iniciativa (persona o colectivo que desde la ciudadanía está comprometida con impulsar la iniciativa); ii) anclaje en la comunidad (habitantes del espacio local son beneficiados y participan de la iniciativa); iii) rol que juga o puede jugar la universidad en el desarrollo de la experiencia (en conocimiento, diseños, formación, prácticas y tesis); iv) mérito innovador (ofrece una nueva solución frente a problemas y desafíos que no han sido superados); y v) el impacto en cuanto a generación de valor social o ambiental (beneficio para la comunidad y su entorno, en lógica redistributiva). Respecto de cada uno de dichos criterios, se aplicó una escala de 3 niveles: i) rojo, que implica ausencia del criterio y dificultad para revertir dicha situación; ii) amarillo, que implica ausencia o presencia débil del criterio pero con posibilidades de revertir la situación; y iii) verde, presencia consolidada de la variable en cuestión. Las iniciativas con alguna dimensión en rojo fueron descartadas.

Luego de esto se propiciaron articulaciones multihélice en torno a cada iniciativa seleccionada para conformar los núcleos, lo que implicó apoyar a el/la agente impulsor/a en su relacionamiento con actores de los ámbitos público, privado, académico y de la sociedad civil. El apoyo se tradujo mayormente en respaldar las invitaciones y diseñar las conversaciones, cuando fue requerido. Se realizaron reuniones bilaterales y multilaterales con quienes podían aportar a cada iniciativa, lo que permitió construir vínculos y mecanismos de colaboración para la formación de los núcleos. En muchos casos, los propios agentes impulsores sostuvieron por sí mismos estas conversaciones, prescindiendo de la mediación del equipo Multihélice.

Paralelamente, se conformaron redes territoriales y temáticas entre agentes impulsores de varios núcleos y otros actores interesados. Con dichas redes se realizaron reuniones y talleres a las cuales fueron invitados actores de las distintas esferas de la multihélice relacionados con el territorio o con el tema convocante. Los talleres temáticos giraron en torno al turismo sostenible (se abordaron temas como Turismo de Base Comunitaria, avistamiento de cetáceos y Astroturismo), y se realizaron en los territorios municipales de Calama, Antofagasta y Mejillones. Los talleres territoriales estuvieron asociados al borde costero de Antofagasta. Complementariamente, se realizaron encuentros con actores que tienen alta incidencia en la toma de decisiones a nivel regional, tanto del ámbito público como académico y privado, en función de requerimientos puntuales para el desarrollo del proyecto. Estos encuentros también sirvieron para posicionar el proyecto Multihélice.

Uno de los instrumentos del MMHIS es el Fondo de Arranque, destinado a impulsar y/o potenciar las iniciativas focalizadas que requieran de inversión para desarrollar un prototipo o para lograr una mayor sostenibilidad. Opera como fondo de apalancamiento, catalizador de articulaciones multihélice (con actores como Municipio y otras entidades públicas, empresas con presencia local, académicos y/o estudiantes universitarios, comunidad local) para la generación de sinergias

y la obtención de apoyos complementarios. Se destina a adquisición de bienes y servicios que no correspondan a gastos regulares de la entidad ejecutora (e.g. salvo excepciones justificadas, se evita la compra de insumos y materiales de alta rotación, pago de cuentas, personal estable, etc.). Los perfiles de proyecto presentados al Fondo de Arranque, una vez aprobados, fueron complementados con análisis y estudios técnicos (mediante contratación o aporte de especialistas) antes de realizar las inversiones, lo que en algunos casos llevó a reorientar el gasto. Esto implicó a su vez una demora desde cuando se aprobaron los proyectos hasta el momento en que se realizaron las compras.

Todos los núcleos focalizados podían acceder al Fondo de Arranque en algún momento del proceso de apoyo, siempre y cuando hubiesen formulado un proyecto basado en la articulación multihélice y fuese pertinente para el desarrollo de un prototipo o para la sostenibilidad de una innovación social. El Fondo de Arranque es considerado como una herramienta de intervención, que dinamiza el proceso de innovación social multihélice, por lo tanto, el presupuesto consideraba financiamiento para todos los núcleos que lo requirieses y donde fuese oportuno el gasto, sin tener que competir por los recursos.

Otro instrumento implementado fue el sistema de tesis y prácticas en innovación social, que dispuso de becas para que estudiantes aportasen con diseños, estudios y/o modelos a los núcleos. Se consideró que estos productos podían servir para complementar el Fondo de Arranque, de tal modo que se lograra una mayor pertinencia y eficiencia en los gastos o bien para acciones anexas. El sistema de tesis y prácticas también puede servir para propiciar articulaciones entre actores de la academia (profesores, tutores y/o directores de carrera de los becarios) con la innovación social. Sin embargo, muchas veces hay dificultades para que coincida oferta y demanda de prácticas y tesis. En consecuencia, este instrumento no puede ser parte fundamental para el desarrollo de las iniciativas de los núcleos, dado que es posible que no haya estudiantes interesados.

El proyecto Multihélice no asignó más de 2 becas simultáneamente dado que un número mayor de tesistas y estudiantes en práctica generaría una carga –en cuanto a seguimiento– que la dirección del proyecto no hubiera podido asumir adecuadamente. Se debe considerar que las prácticas y tesis pueden ser un aporte no sólo a nivel de núcleos de innovación social sino también a nivel del proyecto Multihélice en su conjunto. Así, parte de la sistematización del modelo se logró a través de una tesis de Magister en Innovación.

Un tercer instrumento disponible para los núcleos son las consultorías que se pueden contratar para fortalecer aspectos administrativos y económicos de los núcleos, en el caso de aquellos que requieren diseñar, fortalecer o reestructurar sus modelos de gestión y de negocio; para asesorar el diseño y/o la implementación de innovaciones; para la gestión de proyectos y para apoyar procesos de vinculación con actores de los ámbitos públicos y privado. La mayoría de estas consultorías fueron contratadas en la región de Antofagasta salvo cuando se buscaba atraer capital humano avanzado desde fuera, para dejar capacidades instaladas.

Por último, está el equipo estable del proyecto, compuesto por un director (sicólogo, experto en formación de competencias genéricas para la innovación social); un coordinador (antropólogo, doctorado en gestión cultural y patrimonial); apoyo administrativo; asesoría en control y gestión; y una encargada de animación sociocultural (para la vinculación cotidiana con los/las agentes impulsores). Este equipo contó también con apoyo de consultores para el diseño de instrumentos, producción audiovisual, difusión en distintos medios y vinculaciones estratégicas.

Cabe agregar que todos los procesos, al ser impulsados desde la Universidad, están sujetos a mecanismos de control y exigencias que ralentizan la ejecución de actividades, por lo tanto, esto debe ser considerado en la planificación en cuanto a que los plazos sean flexibles y no muy ambiciosos.

En resumen, el método Multihélice abarca los siguientes pasos:

a. Formación en innovación social a estudiantes y egresados de pregrado.
b. Detección de iniciativas/agentes impulsores de soluciones frente a los desafíos de la región.
c. Selección, de acuerdo con criterios predefinidos.
d. Apoyo a los/as agentes impulsores para que formulen proyectos potenciadores de sus iniciativas basados en la cooperación multihélice.
e. Asesorías para acceder a fondos disponibles en el entorno.
f. Asignación de Fondos de Arranque a iniciativas que tengan mérito y en las que sea pertinente el uso de este instrumento.
g. Asesorías técnicas a las iniciativas, mediante consultorías, estudiantes becarios y el apoyo de académicos, para mejorar los proyectos.
h. Articulación de 'núcleos multihélice de innovación', a través de reuniones y talleres multiactores, multinivel, para potenciar las iniciativas de innovación social.
i. Firma de acuerdos finales (convenios, cartas, contratos) entre las partes para concretar y proyectar en el tiempo acciones de colaboración.
j. Divulgación de experiencias para promover la innovación social (cápsulas audiovisuales, notas, noticias y reportajes en diversos tipos de medios).
k. Generación y difusión de conocimiento relativo a la innovación social (mediante sistematización, ponencias, publicaciones y seminarios).

## Resultados

A nivel de agentes impulsores/iniciativas de innovación social el proyecto tuvo los siguientes resultados principales:

Se trabajó con 15 iniciativas en 7 territorios municipales (de los 9 existentes en la región de Antofagasta). Con 10 de las iniciativas focalizadas se logró una continuidad en el trabajo y avanzar en la sostenibilidad y/o el escalamiento esperado. No se logró establecer un trabajo regular con las otras cinco iniciativas, ya sea porque prosiguieron de manera autónoma, prescindiendo del apoyo Multihélice, o bien porque las iniciativas dejaron de contar con un agente impulsor (una de ellas con fondo de arranque). Las iniciativas focalizadas tuvieron relación con los siguientes temas: Turismo sustentable como alternativa para la diversificación de la economía regional (que depende de la gran minería), con 6 iniciativas (Budeo tour, Turimso

indígena de Coyo, Gastronomía Buzorital, Pescaturismo Mejillones, ruta de los changos y Cicloturismo Pimiento Tour); aprovechamiento de fuentes hídricas no convencionales, con 1 iniciativa (Agua de niebla Paposo); uso de energías renovables, con 1 iniciativa (Restaurante La Normita Caleta Buena); uso pertinente de espacio y de técnicas constructivas para una mejor habitabilidad, con 6 iniciativas (Bloques de Tierra Compactada en Chiu Chiu, Plaza astronómica en población Lickanatntay, reciclaje de playa Las Almejas Rechangueando, resguardo de playa Llacolén Club Cúpula; Red ciudadana Borde Costero Antofagasta, mitigación de impacto ferroviario en población COVIEFI), y desarrollo de la interculturalidad frente a la migración, con una iniciativa (Migrarte.cl).

Se asignaron Fondos de Arranque a 9 iniciativas, de las cuales 8 beneficiaron a iniciativas que lograron avanzar en sostenibilidad y/o escalamiento. Sólo una de las iniciativas con Fondo de Arranque no logró la continuidad esperada debido a que dejó de contar con agente impulsor (una Junta de Vecinos que cambió de directiva).

A nivel de ecosistema regional de innovación, el proyecto contribuyó a facilitar la vinculación entre actores de distintos ámbitos y a fomentar el involucramiento de la ciudadanía en el diseño de soluciones para desafíos regionales. Se firmaron 8 acuerdos de colaboración que involucran a actores de las distintas aspas de la hélice.

A nivel de posicionamiento del proyecto, éste fue expuesto en múltiples instancias regionales, en un seminario a nivel nacional (Cumbre Minka Ashoka U Valparaíso), y en 3 congresos internacionales (en Panamá, Perú y Brasil). En el Congreso AFIDE Panamá 2017 se presentaron 2 ponencias y 1 póster. Se establecieron diversos vínculos internacionales con entidades que estudian y promueven la Innovación Social a nivel latinoamericano y global: la Red LASIN (Latin America Social Innovation), AFIDE (Asociación para la Formación, Investigación y Desarrollo del Emprendimiento) y la Triple Helix Association.

A nivel de especialistas, se entablaron vínculos de colaboración con expertos en innovación social de diversos países y entidades, varios de los cuales participaron en un Seminario de Innovación Social organizado en Antofagasta en enero de 2018.

En el Diplomado de Innovación Social y Modelo Multihélice de Cooperación Territorial ya han participado 29 alumnos, los cuales se diplomaron con 15 interesantes iniciativas de Innovación Social que fueron presentadas en una sesión final de pitches ante un panel evaluador internacional. Varios de esos alumnos han seguido trabajando en red con posterioridad al término del diplomado, se proyectan como potenciales nuevos núcleos multihélice y van a colaborar como mentores de nuevas iniciativas.

Gracias al sistema de becas para prácticas y tesis en innovación social se logró potenciar una iniciativa con Fondo de Arranque que buscaba implementar una planta fotovoltaica en Caleta Buena, municipio de Tocopilla. Dicho sector no cuenta con tendido eléctrico y la planta sirvió para proveer la única industria local: un restaurante que compra a los pescadores su producción y le agrega valor como oferta gastronómica.

Se postularon proyectos complementarios a 6 concursos, lográndose financiamiento en 2 de ellos, mientras que en otro está pendiente la entrega de resultados. Dichos proyectos buscaban ya sea potenciar iniciativas concretas de innovación social o bien dar continuidad y complementar al propio proyecto Multihélice como Centro de Innovación Social.

Los talleres y seminarios realizados por el proyecto con invitación abierta a actores relevantes de la región en las distintas esferas de la Multihélice (taller de inicio, Feria del Mar, Seminario Internacional, taller de cierre), tuvieron entre 60 y 90 personas en promedio por jornada. A su vez, los múltiples talleres dirigidos a los núcleos tuvieron una asistencia de entre 10 y 30 personas en promedio aproximadamente. De esta manera se logró dar a conocer el MMHIS y se promovieron prácticas acordes con dicho modelo.

A nivel teórico metodológico, se logró adaptar el modelo Triple Hélice (relativo a sistemas de innovación), con el objetivo de promover la innovación social en la región de Antofagasta. Esto implicó el desarrollo de conceptos, métodos, técnicas, instrumentos y procedimientos que constituyen el MMHIS. Dicho desarrollo teórico-metodológico fue recogido en un informe de sistematización a la vez que es descrito de manera sintética en este artículo.

Se llevaron a cabo múltiples actividades que contribuyeron a posicionar una cultura de innovación social, su comprensión sistémica e instrumentos para promoverla. Para ello se logró una aparición regular en medios de comunicación con noticias, notas y reportajes relativos a la innovación social, en medios regionales y nacionales, a la vez que se editó un libro sobre innovación social y modelo multihélice.

Por último, cabe destacar las actividades formativas, además del diplomado, que se llevaron a cabo fuera de la Universidad durante la ejecución del proyecto, en las cuales se promovió la innovación social en ciertas áreas específicas: talleres de Turismo de Base Comunitaria (con voluntarios del proyecto Stars-Erasmus+); talleres y capacitaciones para núcleos.

## Proyecciones

Para el ciclo 2018-2019 se ha adjudicado financiamiento del FIC-R Antofagasta, que consentirá continuar con las principales líneas de acción del MMHIS, lo que implica un acompañamiento a los procesos en marcha y la promoción de nuevas iniciativas de innovación social, implementando ajustes al método ya desarrollado. En particular, se espera mejorar el sistema de selección de iniciativas, combinando el método exploratorio con llamados abiertos a postulación, que permitan identificar y evaluar a un mayor número de iniciativas.

También se realizará una nueva versión del diplomado en innovación social, incorporando la retroalimentación que han hecho los alumnos, en cuanto a la necesidad de reforzar ciertos aspectos como la construcción de indicadores para medir impacto, el diseño de modelos de gestión y negocio, el relacionamiento con la comunidad para la co-construcción de prototipos y, en lo posible, una vinculación de las iniciativas con capitales ángeles.
A lo anterior, se agrega la publicación periódica

de una revista de Innovación Social, que permita difundir iniciativas destacadas para su transferencia y escalamiento, así como cuestiones teóricas y metodológicas de interés para los profesionales e investigadores que trabajan en esta materia.

El nuevo ciclo se inicia con la conformación de una Plataforma de Innovación Social integrada por académicos y otros actores relevantes interesados en esta temática. Dicha plataforma debe llegar a institucionalizarse como Centro de Innovación Social dentro de la estructura organizativa de la UCN, para que su labor se sostenga en el tiempo. Esto implica el diseño e implementación de un modelo de sostenibilidad, basado en la generación de servicios para el ecosistema de innovación y las entidades que lo componen. Se debe establecer una relación más fluida con las entidades públicas y privadas del entorno regional, para que contribuyan a la sostenibilidad del Centro, mediante el auspicio de ciertas acciones y la contratación de estudios o servicios.

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www.tripleheliceucn.cl

## AUTHORS

EMILIO RICCI
ericci@ucn.cl

Psicólogo clínico y de comunidad, Universitá degli Studi di Roma "La Sapienza", especializado en Terapia Familiar, Accademia di Psicoterapia della Famiglia de Roma, Master en Terapia Familiar, Universidad Autónoma de Barcelona. Profesor asociado y Director de la Plataforma de Innovación Social en la Universidad Católica del Norte UCN.

ROBERTO CONCHA MATHIESEN
roberto.concha@ucn.cl

Licenciado en Antropología, Universidad de Chile, Master en Gestión de Patrimonio Cultural y Doctor en Gestión de la Cultura y el Patrimonio, Universidad de Barcelona. Es socio fundador y consultor de ONG Poloc y coordinador de la Plataforma de Innovación Social en la Universidad Católica del Norte.

# Abordagem Multidisciplinar Do Design Para Inovação Social Na Universidade De Aveiro

TERESA FRANQUEIRA, GONÇALO GOMES, MARIANA RIBEIRO
UNIVERSIDADE DE AVEIRO, PORTUGAL

teresa.franqueira@ua.pt, goncalo@ua.pt, mariana.calheiros@ua.pt

## Introdução

Em Portugal, a Universidade de Aveiro (UA) destaca-se pela sua abordagem colaborativa com parceiros externos à instituição, como a indústria da região, organizações e instituições do 3º sector e a sociedade civil, em particular a comunidade local.

Por ser uma Universidade jovem, fundada em 1973, apresenta uma resiliência em relação a outras universidades portuguesas, adaptando-se facilmente às mudanças tecnológicas e às correntes contemporâneas. A inovação esteve sempre presente no *"ADN"* da UA desde a sua fundação e não é por acaso que é uma das universidades portuguesas pioneiras na investigação e ensino da inovação social em vários domínios científicos. A área científica de Design tem sido uma das promotoras da Inovação através da colaboração multidisciplinar. Inicia o percurso na investigação e no ensino da Inovação Social na Universidade com a Unidade Curricular (UC) - Design para a Inovação Social, leccionada no 2º ciclo (Mestrado em Design e Mestrado em Engenharia e Design de Produto). Esta UC surge no seguimento de uma outra com os mesmos conteúdos mas com outra designação, *"Ergonomia Social do Design"* instituída no ano lectivo 2009/2010.

A Unidade Curricular *"Ergonomia Social do Design"* teve um papel transitório das áreas mais convencionais do Design como por exemplo, Design de Produto e Design Gráfico, para a realidade e necessidades sociais, assim como para áreas emergentes como o Design de Serviços. Teve também um papel introdutório sobre o tópico do Design para a Inovação Social, tendo mostrado a relevância deste com debates internos sobre a pertinência das novas áreas do Design e a sua ligação com os métodos tradicionais de ensino e prática do Design.

Paralelamante surge a rede DESIS (Design for Social Innovation and Sustainability - http://www.desisnetwork.org) com a criação de vários DESIS Labs em universidades em todo o mundo, sendo a Universidade de Aveiro membro fundador da rede.

Em 2011 é criado oficialmente o grupo de investigação ID+ DESIS Lab (http://www.idmais.org/desislab/activities/), já existindo na Universidade de Aveiro informalmente desde 2009, e fazendo parte também da unidade de investigação ID+ Design Media and Culture. O ID+ DESIS Lab foca-se em temáticas relacionadas com a Inovação Social, como o Design de Serviços e Design Estratégico para a Sustentabilidade, Educação para a criatividade e inovação, e Design para a capacitação da economia e conhecimento local.

Na agenda estratégica da UA, a inovação social também está presente e activa nos Departamentos de Ciências Sociais, Políticas e do Território, e de Economia, Gestão, Engenharia Industrial e Turismo, para além do Departamento deComunicação e Arte. Esta participação activa e colaborativa de áreas distintas do conhecimento na promoção e investigação da Inovação Social enriquecem o tema no contexto da Universidade, provocando iniciativas colaborativas multidisciplinares. É também de ressalvar que faz parte da estratégia da Universidade de Aveiro a promoção desta parceria interdepartamental, e isto é comprovado pela proximidade física dos departamentos no Campus, pela participação em conjunto em projectos europeus, pela coadjuvante de docentes de diferentes áreas a lecionar no mesmo curso e até na mesma unidade curricular.

## Ensino De Design Para A Inovação Social

Na Unidade Curricular de Design para a Inovação Social, referida anteriormente, existe um incentivo para que exista esta relação interdepartamental, assim como com a comunidade local e com a indústria da região. Nos projectos realizados pelos estudantes no decorrer da disciplina é encorajada a investigação bipartida, com uma componente teórica para sustentação do projecto, mas também, uma parte prática com pesquisa etnográfica. Nesta componente prática realiza-se a análise do contexto envolvente onde a Universidade está inserida sendo necessária a colaboração da comunidade local, para que haja uma compreensão das problemáticas reais existentes. Para que os projectos consigam dar resposta às necessidades locais o processo de estudo é feito em parceria também com a comunidade, uma vez que são esta quem melhor consegue fornecer informações precisas sobre a problemática sentida.

A metodologia adoptada pelos docentes desta UC baseia-se nos modelos de Human Centered Design (HCD), proposto pela IDEO, e em particular numa adaptação do Double Diamond, proposto pelo Design Council.

O primeiro modelo referido é descrito pela IDEO como uma abordagem criativa para resolução de problemas que começa com as pessoas e termina com novas soluções. O HCD tem que ver com a construção de uma empatia com as pessoas com as quais se geram ideias para a resolução dos problemas. (https://www.ideo.org/approach)

O modelo Double Diamond baseia-se numa esquematização que *"(...) mapeia os estágios divergentes e convergentes do processo de design, mostrando os diferentes modos de pensamento que os designers usam, permitindo dividir o processo de design em quatro fases distintas: Descobrir, Definir, Desenvolver e Entregar"* (https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond).

É a partir destes modelos que se adapta a metodologia usada e aplicada ao longo do período lectivo da UC de Design para a Inovação Social. Estes modelos servem como base, pois as metodologias, assim como as ferramentas utilizadas durante o processo de Design são flexíveis podendo ser adaptadas às situações e contextos dos diferentes projectos nos quais irão ser aplicados. O Design para a Inovação Social é um processo imprevisível,

pois todos os contextos e partes mudam de acordo com os diferentes projectos e, consequentemente, as metodologias e ferramentas precisam de ser adaptadas de acordo com o enquadramento no qual o projecto se encontra inserido.

Como processo de desenvolvimento projectual tem-se como estratégia o e pesquisa de casos de estudo em contextos nacionais e internacionais e a investigação no *"terreno".* Com isto pretende-se que os casos de estudo sirvam como exemplos de boas práticas e que desencadeiem um debate construtivo e crítico como estratégia a seguir para a elaboração dos projectos dos estudantes, e evitando a construção de projectos baseados em preconceitos ou problemáticas infundadas.

A análise crítica e imparcial é da maior relevância quando o objectivo é a inovação social. É necessário compreender a envolvência e as reais necessidades da sociedade, assim como respeitar e compreender os diferentes aspectos culturais das partes envolvidas.

A Inovação Social tem como propósito a evolução e o desenvolvimento de soluções inovadoras para problemáticas sociais reais, sendo necessário aceitar e incluir a diferença e a diversidade social dos agentes envolvidos nos projectos. Esta compreensão e respeito é promovida e celebrada durante a progressão do projecto com o incentivo dos docentes através do encorajamento no estabelecimento de uma relação entre os estudantes e a comunidade envolvida.

A Inovação Social é percepcionada de modo a que as pessoas sejam a sua maior valia e o seu maior impulsionador, pois é pelas pessoas, com as pessoas e para as pessoas que existe a motivação e o propósito para criar soluções para problemas e necessidades reais. A Inovação Social existe como resposta à necessidade de soluções às mais variadas problemáticas sociais, em que as formas mais convencionais e tradicionais de responder a esses problemas são inadequados e obsoletos. É com as pessoas que o desenho destas soluções poderá ser enquadrada de forma responsável e correcta, e é através da relação e da comunicação entre as várias partes, como a Universidade, a comunidade local, as organizações do 3º sector e a indústria, que se poderá dar resposta de acordo com o contexto e o conhecimento contido em cada uma das partes sobre a temática abordada. Através da participação cívica e espontânea são identificadas dificuldades na comunidade, e é com a sua proactividade de querer mudar que a inovação acontece. No entanto, é através do suporte de diferentes disciplinas e áreas de conhecimento que são encontradas soluções eficazes, sustentáveis e responsáveis, pois apenas com uma contribuição abrangente e multidisciplinar, consegue-se chegar a soluções mais favoráveis. Através do Design, é possível coadjuvar com o desenho da estratégia de soluções, com os instrumentos e metodologias, assim como a sua visão holística e criativa, o que facilita e promove a inovação.

## Oficinas De Inovação Social

Para além desta relação dentro da própria disciplina de Design também foi sendo construída uma relação interdepartamental na Universidade de Aveiro. Esta relação começou com o entendimento de que seria necessária mais diversidade de conhecimento

na implementação e condução de workshops para geração de ideias de inovação e empreendedorismo social junto das comunidades. O ID+ DESIS Lab há muito que realizava workshops utilizando a metodologia acima descrita, mas nem sempre era possível desenvolver modelos de negócio que permitissem dar seguimento às ideias e soluções encontradas. Foi assim iniciada uma parceria com a área científca da Gestão e que posteriormente se alargou à área da PARTICIPAÇÃO CÍVICA E GOVERNAÇÃO LOCAL. Esta relação permitiu alargar o âmbito de aplicação e transferência de conhecimento junto de actores locais e regionais, como Municípios, Associações e Instituições de Acção Social.

Foram sendo testadas novas metodologias e modelos de funcionamento para que um grupo tão diverso pudesse alcançar objectivos comuns.

Um dos casos de sucesso deste relacionamento multidisciplinar e intersectorial são as Oficinas de Inovação Social (OIS) que contribuíram para a criação de impacto e crescimento da economia local através da capacitação da comunidade. Estas oficinas contaram com a parceria da CIRA (Comunidade Intermunicipal da Região de Aveiro) que engloba 11 Municípios, e da Universidade de Aveiro, assim como com a Incubadora de Empresas da Região de Aveiro (IERA).

Este projecto teve como base a identificação de competências e recursos regionais como suporte de desenvolvimento e inovação, sendo crucial a componente do conhecimento associada à Universidade mas também ao conhecimento e realidade local das comunidades, dos empreendedores envolvidos e dos alumni.

A mais-valia das inovações sociais são as pessoas. Pessoas de vários sectores de actividade, com diversas competências profissionais, diferentes capacidades de inovar, de empreender, de criar novas formas de organização e de intervir na sociedade. São estas pessoas que criam serviços para colmatar as suas necessidades e resolver parte dos problemas que enfrentam no dia-a-dia. Ao resolverem os seus problemas estão também a resolver os problemas dos outros participando activamente na esfera pública e social.

Estes serviços são feitos pelas pessoas, com as pessoas e para as pessoas.

Emergem das bases, são fenómenos espontâneos e, na sua maioria, pensados de forma operativa. Falta-lhes contudo um pensamento holístico e uma abordagem estratégica para se conseguirem posicionar no mercado e ter a visibilidade necessária à sua disseminação.

Actualmente assisitimos a várias formas de incentivo à inovação social, de origem institucional, associada ao poder local ou governamental, cuja estratégia se baseia na operatividade dos cidadãos para que ambos possam interagir de forma flexível, participada e colaborativa.

Foi com base nestes pressupostos que se organizaram as Oficinas de Inovação Social. Um dos objectivos partiu da necessidade de auxiliar no desenvolvimento destas novas formas de serviços sociais e novas formas de organização económica implementando e promovendo novas estratégias, novas políticas, novas instituições que operam de forma aberta e flexível, de forma inovadora e estruturadas com espírito empresarial.

É na simbiose do serviço público com o empreendedorismo social que poderemos encontrar soluções inovadoras para alguns dos problemas da sociedade contemporânea.

A organização das materializou este programa: espaço de encontro entre a sociedade civil, empreendedores sociais, pessoas detentoras de conhecimentos sobre o património local, de saberes únicos, tradicionais, típicos da região, investigadores, técnicos camarários, profissionais qualificados, e todas as pessoas da região que desejam operar uma mudança positiva.

Os instrumentos de Design utilizados nestas oficinas permitiram a criação, desenvolvimento e visualização de ideias de negócio baseadas em serviços de carácter social , cujo objectivo era não só a sua missão social, mas também a sua sustentabilidade financeira.

Fruto da colaboração entre os diferentes actores envolvidos, as 4 oficinas tiveram como resultado prático um conjunto de 12 ideias de negócio inovadoras com potencial para o desenvolvimento económico, social e cultural da região.

## Projectos Internacionais

Outro exemplo a referir como caso de trabalho multidisciplinar é a participação interdepartamental e internacional em diversos projectos europeus coordenados na UA pelo ID+ Desis Lab.

O projecto Erasmus + Strategy for Change conta com docentes da Universidade de Aveiro das áreas de Design, Gestão e Ciências Sociais, Políticas e do Território, num consórcio composto por parceiros internacionais do Reino Unido, Irlanda, Holanda e Suécia. Este projecto visa estabelecer um programa de formação transnacional formalizado para preparar os alunos para a realização de projectos eficazes de inovação social com as comunidades locais onde se inserem as respectivas instituições de ensino superior.

Existindo já a Unidade Curricular de Design para a Inovação Social e o envolvimento dos estudantes com a comunidade local, o projecto ajudou a criar sinergias com outras instituições de ensino superior fora do país.

O projecto SEASIN (Southeast Asian Social Innovation Network), é um outro projecto Erasmus+ cujo principal objectivo é promover e apoiar de forma efectiva a inovação e o empreendedorismo social em instituições de ensino superior com o propósito de potenciar um crescimento socioeconómico sustentável e inclusivo no Sudeste Asiático.

Este projecto é financiado pela Comissão Europeia e reúne um consórcio de 15 parceiros, incluindo 11 universidades. Grande parte das actividades desenvolvem-se em 4 países do Sudeste Asiático: Tailândia, Mianmar, Cambodja e Malásia. O projecto visa implementar um novo modelo sócio-económico para o envolvimento regional de cada umas das universidades asiáticas com base numa combinação de actividades curriculares e extracurriculares.

Estas actividades serão implementadas em

unidades de suporte (SISU – Social Innovation Support Units) criadas especificamente para o fortalecimento das ligações das universidades com os parceiros sociais mais próximos.

Também neste projecto, liderado pelo ID+ DESIS Lab, estão envolvidas outras áreas científicas do departamento de Economia, Gestão Industrial e Turismo da Universidade de Aveiro.

O projecto KATCH_e (Knowledge Alliance on Product-Service Development towards Circular Economy and Sustainability in Higher Education) tem participantes de 4 países europeus, Portugal, Dinamarca, Áustria e Espanha. Na Universidade de Aveiro, os docentes envolvidos pertencem às áreas científicas de Química, Engenharia Civil, Economia e Gestão, Ambiente e à semelhança do anterior, coordenado pela área científica de Design do Departamento de Comunicação e Arte. Os participantes do projecto são Instituições de Ensino Superior, Empresas e Centros de investigação, onde a partilha de conhecimento e experiências únicas de cada parceiro enriquecem o projecto ao mesmo tempo que trazem uma perspectiva realista do enquadramento do projecto no contexto em que será inserido. O projecto tem como objectivo desenvolver materiais de formação em Design para a Economia Circular nos sectores do mobiliário e da construção. Os conteúdos pedagógicos são destinados a estudantes e profissionais da indústria e focam-se especificamente no desenvolvimento de produtos e serviços sustentáveis.

Também o projecto SIKE (Social Innovation through Knowledge Exchange) demonstra como parceiros distintos conseguem desenvolver conhecimento através da partilha, de forma a gerar Inovação no Empreendedorismo Social. Neste projecto pretende-se estabelecer uma relação entre as Instituições de Ensino Superior, Organizações e Empresas na área da Inovação Social, e a comunidade local envolvente, onde se demonstre o potencial das universidades para usar os seus conhecimentos de modo a afectar a mudança social de maneira directa e significativa, estimulando as capacidades de empreendedorismo social dentro da Universidade e junto da comunidade regional. O projecto conta com a participação de 11 parceiros provenientes de 5 países europeus.

Estes projectos co-financiados pela União Europeia são um bom exemplo de como a multidisciplinaridade e a diversidade, quer científica quer cultural, devem ser celebradas e nutridas. De notar que a Inovação Social é uma área transversal a várias áreas do conhecimento, e só numa perspectiva multi e pluridisciplinar se poderá efectivamente criar conhecimento e condições para o seu desenvolvimento e implementação.

## Conclusão

À semelhança do que acontece nos processos de inovação de sistemas de produto-serviço, o Design desempenha um papel de extrema importância na construção da relação entre o mundo artificial e as pessoas, entre o crescimento económico e o bem-estar social, entre a tecnologia e a natureza. Sabemos que a inovação é sistémica, resultado de relações/interacções complexas entre indivíduos, organizações e os seus sistemas operativos, e as inovações sociais promovem e ajudam a impulsionar uma mudança sistémica

porque alteram comportamentos e ajudam a criar uma sociedade mais activa, mais criativa e mais inovadora.

É na construção de uma plataforma de entendimento entre as bases e o poder institucional que o Design actua através do desenho de cenários de futuros possíveis, de visualização de ideias, de representações de estratégias de funcionamento, de construção de significados para os sistemas complexos que emergem desta colaboração.

As Universidades, com os seus recursos humanos (estudantes, docentes, técnicos, etc) e as suas várias áreas de conhecimento, são os parceiros mais bem posicionados para uma aliança efectiva com as comunidades onde estão inseridas. É pela criação de relações de proximidade e de confiança, com a abertura das instituições de ensino superior à sociedade, convidando as pessoas a serem parte integrante do conhecimento que ali se produz, colaborando com elas e permitindo que a transferência de conhecimento se transforme em partilha de conhecimento. Em nome da Inovação. E pela Inovação Social.

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# AUTHORS

TERESA FRANQUEIRA
teresa.franqueira@ua.pt

Designer, doutorada em Design Industrial pelo Politecnico di Milano, docente na Universidade de Aveiro, Diretora da Design Factory Aveiro no Creative Science Park, coordenadora do grupo de investigação ID+ Desis Lab e coordenadora científica de quatro projectos europeus Erasmus +.

GONÇALO GOMES
goncalo@ua.pt

Designer, doutorado em Design e professor auxiliar na Universidade de Aveiro onde leciona em unidades curriculares de Projecto em Design e Design para a Inovação Social. É também membro integrado do Instituto de Investigação em Design, Media e Cultura [ID+] e co-fundador do grupo de investigação ID+ DesisLab.

MARIANA RIBEIRO
mariana.calheiros@ua.pt

É licenciada em Design pela Universidade de Aveiro e mestre em Design Innovation and Citizenship pela The Glasgow School of Art. É bolseira de gestão de ciência e tecnologia no âmbito do Design para a Inovação Social no grupo de investigação ID+ Desis Lab.

# Ferramenta De Interação: O Desenvolvimento Do Mapa Cognitivo De Inovação Social Da Agência UFRJ De Inovação

PAULO REIS FILHO, IRIS GUARDATTI SOUZA, GUILHERME MONTEIRO
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO, BRASIL

paulo@inovacao.ufrj.br, iris@inovacao.ufrj.br, monteirocmrj@pep.ufrj.br

## Introdução – A Sociedade Do Conhecimento E Seus Novos Desafios

As questões associadas à produção e gestão do conhecimento passam a ter caráter estratégico para o indivíduo, para a sociedade e para as organizações. Como posto no relatório UNESCO (2010, p.12) *"a rapidez e a complexidade das mudanças econômicas, tecnológicas e culturais exigem que homens e mulheres se adaptem e readaptem ao longo de suas vidas"*.

Com o ritmo intenso das inovações tecnológicas e as consequentes mudanças socioculturais, a sociedade do conhecimento evidencia que, como aponta Drucker (1999), *"as atividades que ocupam o lugar central das organizações não são mais aquelas que visam produzir ou distribuir objetos, mas aquelas que produzem e distribuem informação e conhecimento"*.

Além da importância para a inserção econômica dos indivíduos, os processos de aquisição do conhecimento tem também a importante dimensão da manutenção da tradição cultural das sociedades.

O conhecimento, fator tradicional de superação de desigualdades, ganha potência nessa nova perspectiva, como ferramenta de transformação social. No entanto, existe uma desproporção entre a capacidade de gestão das informações que se precisa acessar com aquelas que, na prática, atingem e impactam os indivíduos. O excesso de exposição às quantidades crescentes de dados e a qualidade (veracidade) de sua origem, são potenciais fontes de ruídos, conflitos, enganos e perda de performance. Nessa perspectiva, os conteúdos, significados e valores associados com os quais os estes indivíduos se deparam, em muitos casos, ou se afastam da realidade (verdade) ou podem se tornar estressores – geradores de incertezas e redutores de produtividade.

Três perspectivas surgem, a partir do exposto: parece ser urgente a criação de soluções que possam minimizar a turbulência, que o excesso e a velocidade das informações, causam aos indivíduos; o fenômeno da estruturação de sociedades que dão, cada vez mais, espaço para a importância e difusão do conhecimento, pode, por sua vez, como consequência, oferecer novos caminhos de construção de arranjos sociais menos desiguais; evidencia, assim, a oportunidade de se construir, com o auxílio das tecnologias digitais, ferramentas que possam agilizar a integração de pessoas com intenções similares

e trocas de conteúdos e materiais para debates para a construção de consenso e novos conhecimentos.

## A Inovação Social E A Extensão Universitária

A inovação social (I.S.) pode ser vista como uma resultante de ações que produz rupturas na maneira de fazer as coisas, nesse sentido, envolve e oferece novas formas de atuação e solução frente aos desafios, principalmente, aqueles que impactam a qualidade de vida e bem-estar das sociedades.

Pode assumir, então, várias formas que não necessariamente possuem características comuns – cada caso é um caso, que envolve complexidade específica. O direcionamento de ações que focam o relacionamento com a coletividade permiti novas formas de solucionar questões e de mobilizar recursos.

Para o Centro para Inovação Social do Canadá (http://www.socialinnovation.ca), a inovação social se refere às novas ideias que surgem e tem potencial para alterar alguns rumos das dinâmicas sociais, econômicas e ambientais – trazendo, assim, contribuições benéficas para a qualidade de vida das pessoas e para a preservação do planeta. Trata, dessa forma, de ideias com o poder de romper com as estruturas atuais, com foco na transformação de sistemas e na alteração da forma como as estruturas, os comportamentos e os desafios são percebidos.

Os desafios de nossa sociedade são, crescentemente, complexos. No contexto de uma sociedade em processo de desenvolvimento e busca de modelos e políticas de construção da cidadania, as universidades tem papel, cada vez mais relevantes.

No Brasil, a extensão universitária se constituiu em uma das principais ferramentas de integração entre a universidade e à sociedade. A extensão universitária é concebida como um processo interdisciplinar, que foca educação, cultura, ciência e política – no sentido de promover processos de interação e transformação positiva – na relação entre universidade e setores da sociedade (FORPROEX, 2012).

*Nesta perspectiva a extensão universitária exerce uma função essencial no ensino superior brasileiro, tanto para o aperfeiçoamento dos discentes, quanto para o processo de formação continuada dos docentes, para que ambos busquem estabelecer uma relação com a sociedade, visando a de troca de saberes, a construção de um pensamento crítico e a melhoria da qualidade de vida da população (FERNANDES et al, 2012.).*

Nesse processo de interação e diálogo, o corpo social da universidade – alunos, docentes e técnicos administrativos, se envolvem em ações voltadas para atender as demandas da sociedade. O princípio da interação dialógica busca orientar o desenvolvimento de relações entre a universidade e os setores sociais – por meio da utilização de ferramentas facilitadoras de processos dialógicos e de troca de saberes – substituindo o tradicional discurso da hegemonia acadêmica, pela ideia de interação com projetos e organizações sociais.

*A diretriz Interação Dialógica orienta o desenvolvimento de relações entre Universidade e setores sociais marcadas*

*pelo diálogo e troca de saberes, superando-se, assim, o discurso da hegemonia acadêmica e substituindo-se pela ideia de aliança com movimentos, setores e organizações sociais. Não se trata mais de „estender à sociedade o conhecimento acumulado pela Universidade", mas de produzir, em interação com a sociedade, um conhecimento novo. Um conhecimento que contribua para a superação da desigualdade e da exclusão social e para a construção de uma sociedade mais justa, ética e democrática (FORPROEX, 2012, p.16)*

A Universidade Federal do Rio de Janeiro – UFRJ tem um histórico importante em ocupar esses vazios que separam a geração do conhecimento acadêmico e científico, das demandas da sociedade.

## Agência UFRJ De Inovação

A Agência (http://www.inovacao.ufrj.br) é uma iniciativa voltada para a aplicação e difusão dos múltiplos aspectos da Inovação dentro da UFRJ. Vinculada à Pró-reitoria de Pós-Graduação e Pesquisa (PR2), da UFRJ de Inovação, ficando responsável pelas atividades de Propriedade Intelectual e Transferência de Tecnologia. Como posto na sua página oficial, entre as atribuições da Agência estão a difusão da Inovação em toda a universidade, o gerenciamento dos processos de proteção do conhecimento oriundos de pesquisas acadêmicas, a organização de processos de licenciamento de tecnologias e a articulação de parcerias entre empresas e a UFRJ de modo que o conhecimento produzido na instituição possa, de fato, chegar à sociedade. Também é atribuição da Agência articular projetos inovadores nas áreas de Empreendedorismo e Inovação Social.

Para a Agência, as I.S. respondem às necessidades de melhorar práticas sociais ou organizacionais, pactuando com a redução das desigualdades e privilegiando a melhoria da qualidade de vida. São processos, serviços e produtos que satisfazem as necessidades sociais através de conhecimentos e tecnologias geradoras de novas soluções, através da participação e da cooperação dos atores implicados.

A área de inovação social tem o propósito de articular, organizar, reunir, integrar e estimular as iniciativas socialmente inovadoras geradas na UFRJ. O trabalho desenvolvido nessa área tem em vista que projetos desse tipo podem ser adotados como políticas públicas, apropriadas por comunidades e empresas, ou ainda contribuir para o desenvolvimento de novas soluções que promovam necessárias transformações sociais.

Por meio de uma política de integração de diversas áreas disciplinares, a Agência articula colaborações de dentro e de fora da universidade, estimulando o diálogo entre iniciativas socialmente inovadoras, que tem como meta buscar soluções para os desafios do contexto contemporâneo.

Este papel da universidade de fomentar, apoiar e estruturar estudos, projetos e iniciativas sociais, contribui para o estabelecimento de um canal de troca efetiva com a sociedade, no intuito de aumentar o impacto gerado por estas ações.

## Metodologia

O mapeamento dos inovadores sociais da UFRJ é um esforço com o objetivo de mapear, catalogar, difundir, partilhar e articular os atores-chave que

se envolvem em projetos de inovação social da universidade. A partir daí a plataforma desenvolvida pode contribuir para a ampliação do entendimento sobre o conceito e a pluralidade do tema da Inovação Social.

O princípio da interação dialógica é, aqui, retomada, com a visão de David Bohn (1985). A questão central é fazer emergir ideias e, partir daí, buscar significados novos e compartilhar com os demais, expondo, assim, as distintas intensões, interesses e motivações que permeiam os discursos. Para tanto, Bohn estabelece quatro objetivos principais que caracterizam essa lógica:

a) aperfeiçoar os processos comunicativos;
b) refletir sobre a cognição (ou seja, observar a dinâmica da mente de um modo prático e disciplinado);
c) construir microculturas por meio da criação de redes de conversação; e
d) produzir e compartilhar significados.

Da mesma forma, na medida em que se torna possível visualizar os demais pares, pretende-se promover o crescimento e o fortalecimento das iniciativas de I.S., dentro e fora da universidade. O mapa tem ainda, grande potencial para impactar outras instâncias institucionais da universidade – nas dimensões operacionais e estratégicas .

A Agência UFRJ de Inovação desenvolveu um trabalho que se divide em três dimensões complementares:

1- Entrevistas com alguns membros da comunidade universitária que já interagem com o setor de inovação social da Agência e que auto declaram trabalhar com o tema, além de indicados por estes entrevistados e membros da Rede IVIS;
2- Construção de um mapa do ecossistema de Inovação Social da UFRJ, em fluxo contínuo;
3- Desenvolvimento de um repositório de arquivos, contendo os conteúdos estruturantes, dos vários projetos em andamento e do estado-da-arte da temática.

O que pretende é que este seja um projeto contínuo e ampliado pelos atores da comunidade universitária e estendido aos parceiros externos de forma a propiciar a construção de efetivas e desejadas transformações sociais.

## A Economia Da Colaboração E O Projeto HUB

A economia colaborativa e a participação como paradigma para a articulação, interação e formação de redes de solução de problemas.
A nova economia vem evoluindo como lógica e contribuindo para a estruturação Os players dos setores mais sofisticados, já orientam suas atenções para este movimento, que não é mais apenas uma tendência.

O conceito de Creating Shared Value (CSV) desenvolvido em 2011, por Porter & Kramer, já tinha o objetivo de orientar condutas de gestão mais integradas. Este, em consonância com a tendência da colaboração – movimento crescente nos meios digitais e com reflexo, evidente, no mundo analógico – parece buscar conformar essa nova perspectiva onde as interrelações participativas ganham importância na sociedade.

Buscavam, portanto, perspectivas mais abrangentes, sobre o potencial do papel da inovação dentro das organizações, as quais poderiam avançar na promoção interna de atividades e serviços inovadores, conduzidos e motivados por metas que fossem de encontro com necessidade sociais, na mesma proporção que buscam resultados econômicos.

Na nova perspectiva, a competitividade da organização está vinculada à um tipo de performance interdependente e multirrelacional com as várias comunidades de entorno – associando, assim, o sucesso do desempenho econômico com o desenvolvimento social.

Para Drucker (1993) e depois, Porter e Kramer (2006), as ações das empresas impactam, atingem e influenciam o ambiente social de distintas formas e em diversos aspectos – defendem, assim, que as organizações têm o dever de orientar suas estratégias de ação, não apenas pela busca do lucro, mas, também, para ações de desenvolvimento social.

A lógica do compartilhamento vai ganhando força e aceitação nas esferas organizacionais. Ao mesmo tempo em que se incrementam as possibilidades de maiores integrações entre projetos sociais e o andamento dos negócios – nessa perspectiva de integração, as várias unidades de negócios de uma organização, passam a mobilizar seus staffs para uma visão mais holística.

A economia da colaboração e do compartilhamento traz novas formas de fazer, de pensar, de comercializar, de possuir e de descartar produtos. Trabalha com plataformas de interação, em rede, que permite a ampla participação coletiva e a troca de informações.

O Projeto HUB da UFRJ (Hub) nasce em meio a essa construção e se associa ainda com as temáticas da cultura do faça-você-mesmo, típica dos makerspaces e fablabs – ou seja, ambientes de trabalho – usualmente equipados com máquinas operadas por computação, capazes de construir e conformar peças e produtos, com vários tipos de materiais – conduzidos e operados de forma coletiva e colaborativa, onde indivíduos com interesses comuns e complementares, se encontram para interagir, criar, socializar, compartilhar conhecimentos e colaborar.

A conceituação do Mapa, também se apropria dessas perspectivas, na medida em que se utiliza de plataformas utilizadas nos negócios mais sofisticados, para dar corpo a uma ferramenta de potencialização de projetos de inovação social.
O Hub, por ter como uma de suas competências técnicas o desenvolvimento de plataformas de redes inteligentes e interativas, assumiu o desafio. A proposta do projeto visava levantar dados críticos sobre a temática, bem como, acompanhar o desenvolvimento de um projeto nascente, no campus da UFRJ – nascia o Mapa Cognitivo de Inovação Social - MCIS.

## O Mapa Cognitivo De Inovação Social

Os mapas cognitivos são aplicações que visam possibilitar a identificação, análise e exploração

de dados, com o objetivo de auxiliar a formação de juízo de valor e/ou tomada de decisão – estes podem ter como origem, coletas e agregações obtidas das várias mídias, ou podem ser obtidos a partir do processamento computacional.

Como os demais mapas de visualização científica, os mapas cognitivos tem a característica de permitir o acesso à informação de forma passiva, quando apenas identifica, armazena e manipula os conteúdos de interesse, sem interferência, ou de permitir ao usuário interagir com a plataforma, de forma dialógica, para identificar, armazenar e manipular os conteúdos de interesse – assim, oferece a possibilidade da interação e intervenção, em tempo real, com os produtos gerados pelos programas.

A visualização científica é uma forma de comunicação que conforma um sistema de representações de dados, os quais refletem distintos aspectos de uma mesma temática – a informação vista em múltiplas perspectivas, auxilia o efetivo e eficiente entendimento do todo e a geração de conhecimento.

A Figura 1, mostra o sistema de interação que aponta as lógicas estruturais que modelam o conceito central.

A construção de um modelo vai visar a conformação de um universo de significação, que represente o objeto/campo investigado, com o intento de facilitar sua manipulação, análise e contribuição. Essas modelagens podem se tornar muito sofisticadas, gerando gráficos hiperrealistas, ou podem ser mais sintéticas e esquemáticas auxiliando a condução e construção de entendimento e conhecimento.

Figura 1. Forças modeladoras do sistema integrador do mapa
Fonte: Dos autores, baseado em Bohm (1985) e Reis Filho (2009)

A plataforma utilizada oferece uma quantidade grande de interligações e um sistema de fluxo de dados dinâmicos eficiente. O KUMU (https://kumu.io) é um sistema de visualização genérica que permite a alocação de dados, de forma interativa, se orienta para oferecer o entendimento de situações com alto grau de complexidade. Assim, oferece meios para organizar, mapear, construir redes de interação, como meio de engajar pessoas que buscam plataformas que permitam a colaboração, o compartilhamento e o aprendizado coletivo, como configurado na Figura 2.

É possível adicionar conteúdos, de forma customizável e em vários formatos, como textos, imagens, vídeos e hiperlinks associados a ele, os quais podem se posicionar estrategicamente no mapa.

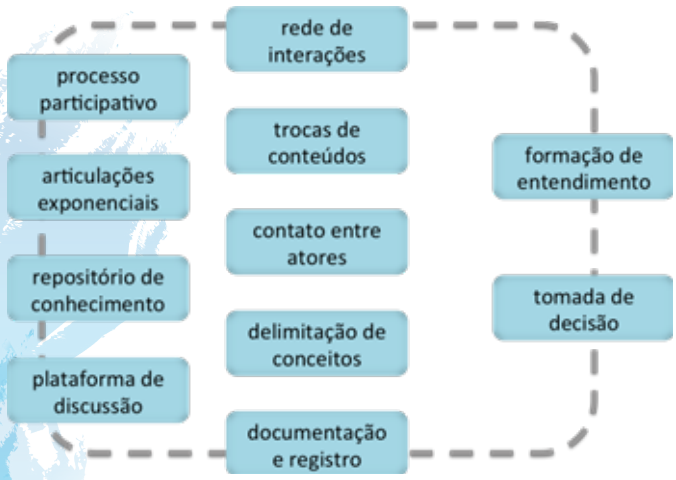



Figura 2. Estrutura conceitual do mapa cognitivo
Fonte: Dos autores, baseado em Bohm (1985) e Reis Filho (2009)

## O Desenvolvimento

O Mapa, como uma nova plataforma de convergência de atores com interesses próximos, pretende, ainda, prover um domínio de conhecimento interdisciplinar, com capacidade de conformar um concentrado de informação temática, facilitando o acesso e agilizando sua utilização crítica e direcionada. O conhecimento, hoje, pode ser oriundo de fontes múltiplas e com características semânticas variadas.

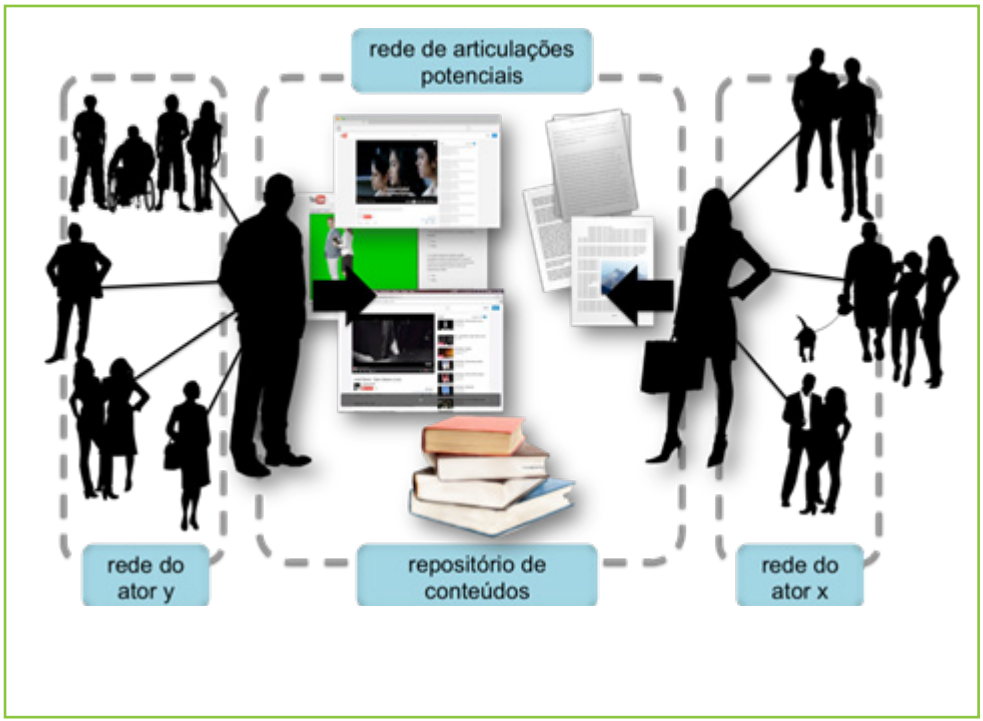
Para conduzir este processo, foi preciso a aproximação com a temática da colaboração e do compartilhamento. O conceito tem origem na Universidade de Harvard, a partir dos trabalhos do professor Lawrence Lessig (um dos fundadores do Creative Commons – está a frente da defesa da Internet livre e do direito à ampla distribuição de bens culturais), o termo 'economia compartilhada' faz referência ao consumo feito de forma colaborativa. A dinâmica ganha corpo, a partir da lógica de compartilhamento dos bens individuais que estejam ociosos.

Como desenho de um novo modelo de economia, a lógica aponta a priorização do 'ter acesso' ao invés do 'ter posse' (Shirky (2012); Schor (2014) e Botsman & Rogers (2009)).

*A economia compartilhada teve origem na década de 1990, nos Estados Unidos, impulsionada pelos avanços tecnológicos que propiciaram a redução dos custos das transações on-line peer-to-peer e viabilizaram a criação de novos modelos de negócio baseados na troca e no compartilhamento de bens e serviços entre pessoas desconhecidas. A economia compartilhada é constituída por práticas comerciais que possibilitam o acesso a bens e serviços, sem que haja, necessariamente, a aquisição de um produto ou troca monetária (SILVEIRA et ali, 2016, p.299)*

O conceito geral traz a prática do compartilhamento de bens e do consumo colaborativo, como forma de interação social – com impactos, cada vez mais profundos, no mundo empresarial. Novos negócios, baseados nas mudanças tecnológicas – internet, conexões P2P e redes sociais – tem gerado modelos de negócios e lógicas de consumo, que extrapolam as fronteiras tradicionais.

Derivadas deste contexto, novas formas de interação vem se conformando e se refletem nas relações interpessoais e profissionais, em várias facetas da vida contemporânea. A Figura 3 traz as possibilidades dessas interações – de conteúdo, conhecimento acumulado e potenciais encontros.




A aprendizagem, ou construção do conhecimento é um processo onde um conteúdo de informação previamente organizada é transmitido para alguém. Nossa proposta permeia a construção do conhecimento em paralelo à conformação visual de conteúdos e dos atores/agentes que estão envolvidos com a busca e a geração de conhecimento. Assim, a aproximação com a 'aprendizagem significativa' de Ausubel (2003) (tipologia de abordagem iniciada por Jean Piaget, onde se dá ênfase na cognição, supondo que esta se dá por um processo de construção evolutiva – construtivismo) se faz importante para nortear a possibilidade de cada usuário – na medida que pode interagir – poder se sentir confortável em sua navegação, a partir do reconhecimento de algum tipo de proximidade – seja oferecida pela origem (autor ou instituição, pelo conteúdo ou, ainda, pela forma/estética.

*(1) é menos difícil para os seres humanos apreenderem os aspectos diferenciados de um todo, anteriormente apreendido e mais inclusivo, do que formular o todo inclusivo a partir das partes diferenciadas anteriormente aprendidas; (2) a organização que o indivíduo faz do conteúdo de uma determinada disciplina no próprio intelecto consiste numa estrutura hierárquica, onde as ideias mais inclusivas ocupam uma posição no vértice da estrutura e subsumem, progressivamente, as proposições, conceitos e dados factuais menos inclusivos e mais diferenciados (Ausubel, 2003, p.166)*

Caracteristicamente, os mapas conceituais como visto em Novak e Gowin, (1999) consideram uma construção de uma estrutura hierárquica de

conceitos que vão sendo apresentados na forma de conexões lógicas e vão evoluindo no sentido de progredir, sofisticar e integrar o composto do conhecimento.

No caso do MCIS saímos de uma plataforma limitada por duas dimensões e avançamos em possibilidades n-dimensionais. Dessa forma, como em sua evolução, pode-se pensar em hyper conexões automáticas e visualizações baseadas em realidade virtual, a estruturação pode ganhar uma visão mais abrangente, oferecendo maiores perspectivas cognitivas – vale apontar que a característica temática do MCIS, facilitaria a 'aprendizagem significativa' por reunir os dois grandes pressupostos de Ausubel: a predisposição para aprender (visto que a audiência seria composta por especialistas e interessados) e uma exposição/oferta de materiais potencialmente significativos (para este público).

Apesar da evolução nas perspectivas dimensionais, o objetivo maior, da assimilação, aprendizagem e construção de conhecimento, se mantém. Assim, busca se estruturar no sentido de explorar as distintas formas de impactar o sistema cognitivo, para oferecer maior eficácia na interação – como reitera Vekiri, a seguir.

*A informação visual tem a vantagem de ser organizada de uma maneira síncrona, que permite a muitas partes de uma imagem mental estar disponível para um processamento simultâneo. Quando informações visuais e verbais são apresentadas contiguamente no tempo e espaço, é possibilitado ao aprendiz formar associações entre esses materiais visuais e verbais durante a codificação mental. Essa potencialidade pode aumentar o número de caminhos que o aprendiz pode utilizar para resgatar essa informação, porque um estímulo verbal (ou visual) pode ativar as representações verbal e visual (VEKIRI, 2002, p.267).*

## Considerações Finais

Como exposto por Lemos (2002) as facilidades de conexão e interatividade, através das novas tecnologias, permitem novos espaços para construções e a criações de algo novo, que podem se transformar em ferramentas com potenciais para convívios interativos e comunitários. Tais constructos podem, como visto, ter potencial para integrar indivíduos, difundir conhecimentos, buscar consenso e estabelecer guias interativos.

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# AUTHORS

**PAULO DE OLIVEIRA REIS FILHO**
paulo@inovacao.ufrj.br

D.Sc. Civil Engineering PEC/COPPE/UFRJ; M.Sc. Industrial Engineering PEP/COPPE/UFRJ; M.Sc. Innovation and Intellectual Property INPI. Design Manager e Pesquisador da Agência UFRJ de Inovação. Pesquisador do LABFUZZY PEP/COPPE/UFRJ. Professor Titular ESPM/RJ. Coordenador do Projeto HUB de Inovação da UFRJ.

**IRIS GUARDATTI SOUZA**
iris@inovacao.ufrj.br

Mestre em Engenharia de Produção. Especialista em Ergonomia e em Educação e Desenvolvimento de Recursos Humanos. Graduada em Pedagogia e Educação Artística pela Universidade Federal do Rio de Janeiro. Integra o quadro funcional da Universidade como Técnica em Assuntos Educacionais, atuando na área de Educação, empreendedorismo e inovação social.

**GUILHERME MONTEIRO**
monteirocmrj@pep.ufrj.br

Estagiou na Marinha do Brasil e na Agência UFRJ de Inovação, bolsista da Fundação Ezute também fez parte de movimentos empreendedores universitários. Atualmente é do HUB de Inovação da UFRJ e mestrando em Engenharia de Produção pela COPPE/UFRJ. Possui interesse em Complexidade Econômica e a graduação tem se dedicado ao estudo, pesquisa e prática da Inovação.

# Innovación Social: Re-Orientando El Paradigma Hacia La Sostenibilidad Local Y Planetaria A Través De Innovación Científico-Tecnológica

WALDO VALDERRAMA, JORGE CEA, WERNER KRISTJANPOLLER, LAUTARO GUERRA, ANDREA CORVERA
UNIVERSIDAD TÉCNICA FEDERICO SANTA MARÍA, CHILE

waldo.valderrama@usm.cl, jorge.cea@usm.cl, andrea.corvera@usm.cl, werner.kristjanpoller@usm.cl , lautaroguerrag@gmail.com ,

## Motivación

El Proyecto LASIN del programa Erasmus+ de la Unión Europea tiene como propósito central promover la innovación social desde universidades latinoamericanas, creando una red de *"unidades de soporte de innovación social"* que promuevan y apoyen iniciativas. Entre las actividades iniciales se buscó adoptar alguna definición de innovación social de entre varias propuestas (Figura 1), que orientara el diseño y ejecución de las actividades. Sin embargo, a poco andar se pudo apreciar la dificultad de alcanzar una comprensión unificada y operacional de innovación social, que permitiera coordinar los esfuerzos en cada país y universidad.

Las descripciones citadas presentan tanto sesgos económicos (lo transable) como sociales propiamente tales (lo relativo a las relaciones y su componente intangible). Así, en una definición se habla y da por entendido qué son *"bienes sociales"* o *"necesidades sociales"*, y que hay brecha de oferta y demanda entre lo que proveen el Estado o el mundo privado, y lo que se requiere. En las otras definiciones citadas se concibe la innovación social como un cambio en alguna dimensión cultural, que crea nuevas relaciones y que se sostiene en el tiempo. También como un proceso que luego de ser perfilado,

**NESTA**
Es explícitamente para el bien social y público. Es la innovación inspirada por el deseo de satisfacer las necesidades sociales que pueden ser descuidadas por las formas tradicionales de provisión del mercado privado y que a menudo han sido mal atendidas o resueltas por los servicios organizados por el Estado.

**CEPAL**
Es un proceso en el que se destaca, por un lado, la capacidad del cambio que genera en una determinada cultura tecnológica, artística, científica, filosófica u organizativa; por otro, la sustentabilidad en el espacio y en el tiempo que permite la replicabilidad. Este último aspecto es considerado unos de los indicadores más importantes de una experiencia de innovación social exitosa

**Comisión Europea**
Desarrollo y aplicación de nuevas ideas (productos, servicios y modelos) para satisfacer las necesidades sociales y crear nuevas relaciones sociales o colaboraciones. Representa nuevas respuestas a las acuciantes demandas sociales, que afectan el proceso de las interacciones sociales. Está dirigido a la mejora del bienestar humano. Las innovaciones sociales son innovaciones que son sociales tanto en sus fines como en sus medios. Son innovaciones que no sólo son buenas para la sociedad, sino también mejoran la capacidad de los individuos para actuar.

Figura 1 Definiciones de Innovación Social

puede replicarse en otros lugares y grupos, que se desarrolla a través de cooperación y participación de los involucrados.

Sin embargo, para el equipo de la Universidad Técnica Federico Santa María, estas definiciones no resultaban del todo orientadoras a la hora de traducirlas en un programa de acción. Los problemas que reciben comúnmente el rótulo de *"sociales"* son muchos, muy variados, y siempre urgentes. Como contraparte, los recursos humanos, financieros y materiales al alcance para abordarlos son totalmente insuficientes. Como primer problema, al equipo de trabajo se le hacía difícil definir prioridades respecto de cuáles iniciativas impulsar en su unidad de soporte y cuáles descartar, de modo de alcanzar un mínimo de eficiencia en el logro de metas y uso de recursos.

Sin embargo, el aspecto más crítico surgió de analizar críticamente tanto las ideas contenidas en nuestra primera convocatoria de proyectos, como las ideas que recibe la agencia estatal chilena CORFO en sus propias convocatorias. El presente trabajo presenta los resultados de dicho análisis. Haremos en primer lugar algunas consideraciones sobre acepciones del término social. Luego caracterizaremos el significado implícito que adopta en la mayoría de las ideas que circulan en nuestro medio (y también entre nuestros estudiantes). Finalmente, intentaremos proponer una interpretación alternativa, más acorde con los objetivos de sostenibilidad que animan el movimiento de innovación social.

## Lo "Social"

El adjetivo "social" es tan diversamente usado, que se hace ambiguo. Desde la interpretación más canónica, sería la fenomenología de individuos formando grupos. Esto es válido para seres humanos, gran cantidad de animales, incluyendo los así llamados insectos sociales. Es tan amplio que requiere enfoque.

*"Social"* en la sociedad humana actual presupone *"una actitud y/o comportamiento colectivo que toma en consideración los intereses, intenciones o necesidades de otros miembros del grupo al que se pertenece o interactúa, con un propósito explícito o implícito de bien común."* Por supuesto, este es el fundamento de acciones concretas.

Sin embargo, no debe perderse de vista que, en las sociedades antiguas, esta definición tiene un sentido restringido. Solo se refiere a los miembros de la propia tribu o pueblo, y no se aplica a los esclavos o a los miembros de otros pueblos rivales. La ética antigua, expresada en reglas de bien y mal tales como los diez mandamientos cristianos, solo se refiere a la convivencia entre los considerados *"iguales"*. Vestigios de esta forma de pensar están presentes en la mentalidad de empresarios católicos de profunda devoción personal combinada con una actitud empresarial y comercial implacable.

La lógica humanista presupone a cada ser humano libre, igual y hermano, con las implicancias solidarias respectivas y la creación de una perspectiva de justicia para apreciar la realidad. Sin embargo, el humanismo también ha visto crecer la lógica de lo *"privado"*, lo excluido del goce o escrutinio público. La libertad humanista se expresa tanto en el hacer y deshacer en el mundo económico, como en el actuar en la intimidad, donde no es necesario

ceñirse a exigencias tales como vestuario, lenguaje u ordenamiento del entorno material propio. Lo *"social"* entonces adquiere un nuevo cariz. La libertad asociada a la ciencia, la empresa y el desarrollo colonial crea nuevas desigualdades que requieren de acciones *"sociales"* para ser mitigadas.

El siglo XIX vio el auge del término *"socialismo"* en el ámbito político, como un planteamiento que cuestionaba globalmente el auge capitalista privado. Inicialmente se refería a visiones de grupos partícipes de la Revolución Francesa que imaginaban comunidades de productores ligados unos a otros por una solidaridad fraternal, en contraposición a la búsqueda del provecho individual en competencia, donde las empresas de las clases pudientes tenían clara ventaja. Jacques Roux escribía en 1793 *"El comercio y el derecho de propiedad no pueden consistir en hacer morir de miseria y de inacción a nuestros semejantes"*. Más tarde, el término se usó para referirse a una propuesta global de organización de la sociedad que abolía la propiedad privada de los sistemas productivos y la existencia de clases sociales, revolución incluida, que condujo a una oleada de diversos regímenes *"socialistas"*, transversalmente condenados por la Iglesia, y cuya realidad anduvo bastante lejos del sentido inicial del término. Mientras tanto, la Iglesia llamó a los problemas generados de la migración desde el campo a las fábricas urbanas, la *"cuestión social"*, apelando a la caridad de la elite conservadora para mitigar la miseria resultante. Así, el sentido de lo *"social"* quedó teñido de una dualidad semántica plagada de hostilidad entre los actores políticos de derecha e izquierda, que el colapso mayoritario de los regímenes socialistas no ha llegado a disipar aún.

La herencia presente de este enfrentamiento previo es que lo *"social"* vuelve a ser en la conciencia colectiva un problema de mitigación de la desigualdad en el acceso al poder económico, que se aborda en forma distribuida, eclipsando completamente la percepción del Estado como regulador y gestor per se de la convivencia social (fuerzas armadas y orden público, leyes y justicia, economía, salud, educación, etc.). En la actualidad, el Estado no solo ejerce un rol redistributivo, sino que pasa a ser el principal filántropo a través de los programas de *"ayuda social"* y protección social, a través de órganos propios o subsidios a la iniciativa privada.

## El Enfoque De Filantropía

Las aproximaciones predominantes a la innovación social en Chile, y por extensión, en toda Latinoamérica, se pueden enmarcar mayoritariamente en búsqueda de mitigación de *"exclusiones"* derivadas de desigualdad en el poder, que impiden que grupos sociales puedan desplegar las formas de vida considerada *"normales"*, quedando fuera, o *"excluídos"*. Desde esta mirada, la innovación social se concibe como una práctica esencialmente humanitaria que crea nuevas maneras de corregir desigualdades, en busca de una sociedad más inclusiva.

La exclusión toma un gran número de formas específicas, como se ilustra en la Figura 2. La pobreza, la falta de poder económico, es el principal foco de las iniciativas llamadas sociales. Puede ser endémica, o bien transitoria, derivada de catástrofes o inmigración de grupos empobrecidos. Otra forma específica comprende carencias de autovalencia, derivadas de discapacidad, vejez,

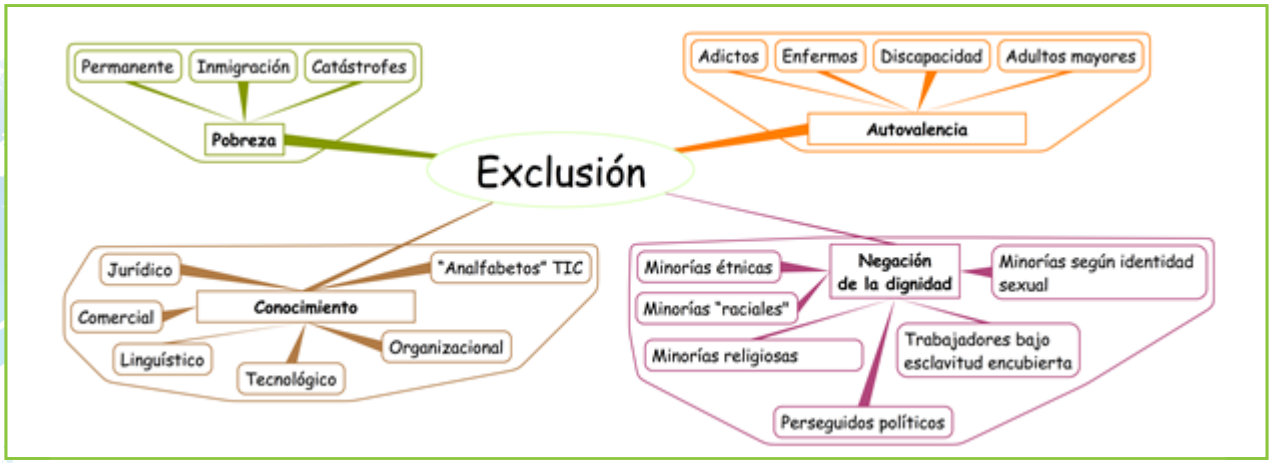


Figura 2 Un abanico tentativo de las formas que adopta la exclusión.

enfermedad o adicción. Una tercera forma de exclusión que va ganando relevancia es la del conocimiento, que si bien correlaciona con la pobreza en muchos casos, en otros se expresa como desadaptación a los estándares de acción en la vida económica. Una cuarta forma de exclusión se puede caracterizar como *"negación de la dignidad"*, y se refiere al rechazo a grupos étnicos, *"raciales"*, religiosos, o de sexualidad no aceptada por la mayoría conservadora.

La situación de exclusión asume con frecuencia un carácter agudo, con grave deterioro de la calidad de vida e incluso, de la supervivencia de los excluidos, que pasan a llamarse *"vulnerables"*. Por ello, tiene el poder de movilizar impulsos solidarios, respaldados a su vez por la mayoría de las religiones y tradiciones morales.

Sin embargo, también presenta limitaciones que es necesario reconocer. La urgencia moviliza voluntarios y donaciones en el corto plazo, pero tiende a ser efímera. Algunas iniciativas en Chile, como la Teletón o el Hogar de Cristo, presentan estructuras de sostén financiero estable, pero son más bien la excepción. Con frecuencia, la ayuda reiterada genera clientelismo e incentivos perversos para mantener la situación de vulnerabilidad. En otros casos, la ayuda resulta en la adopción de patrones culturales y de consumo propios de la elite que se publicita en los medios, destruyendo culturas locales. Cuando la ayuda se organiza entre países, como se ha documentado en el caso de África, sus resultados tienden a ser paralizantes y fomentan más bien la corrupción.

Las limitaciones más fundamentales son estructurales. Por un lado, el foco en la inclusión busca mitigar el desbalance, sin cuestionar su origen. Sus soluciones son por ello de corto plazo, sin ir a las causas últimas. Como se ilustra en la Figura 3, se crea la imagen reduccionista de que los que se ubican dentro del círculo están *"bien"*, constituyen una jerarquía por su poder, y que los problemas sociales se refieren primariamente a una desigualdad que se mitiga con la solidaridad filantrópica. El tipo de innovación que inspira esta mirada se concentra primariamente en redistribuir

el acceso a lo existente. El gran ausente en este enfoque es la sostenibilidad global.

## El Enfoque De Sostenibilidad

La lógica humanista del enfoque filantrópico, al centrarse solo en una sociedad humana escindida de lo que llama *"el medioambiente"*, pasa por alto una clase de problemas relativos a la sostenibilidad de las formas de vida de las sociedades humanas y su impacto en el ecosistema planetario del que son un subsistema. Si el ideal es el acceso igualitario a las formas de vida contemporáneas, sin hacerse cargo del impacto ambiental asociado, imaginemos tan solo por un momento el impacto de que cada familia tenga acceso a automóviles, calefacción o refrigeración basados directa o indirectamente en la combustión. Al priorizar la sostenibilidad, toman forma como problemas sociales el calentamiento global; la escasez de agua dulce; la contaminación del aire urbano, de los suelos, ríos y mares; la destrucción de ecosistemas críticos para la vida en el planeta con el fin de alojar nuevos hábitat o campos de cultivo para una humanidad en permanente expansión; el divorcio entre el interés económico y el bien común que se desprende de la concentración económica a escala global, y muchos otros que no alcanzamos a enumerar. Todos ellos son factores que condicionan potentemente la vida social de una manera transversal, donde nadie queda excluido…o todos a la vez.

La innovación social concebida como alcanzar formas de vida social más sostenibles cuestiona más bien la corriente principal, el modo de vida de los que se sienten incluidos, y que producen la mayor proporción del calentamiento global, consumen la mayor parte del agua dulce, generan la mayor cantidad de desechos, y así sucesivamente. Desde esta perspectiva, concebir la innovación

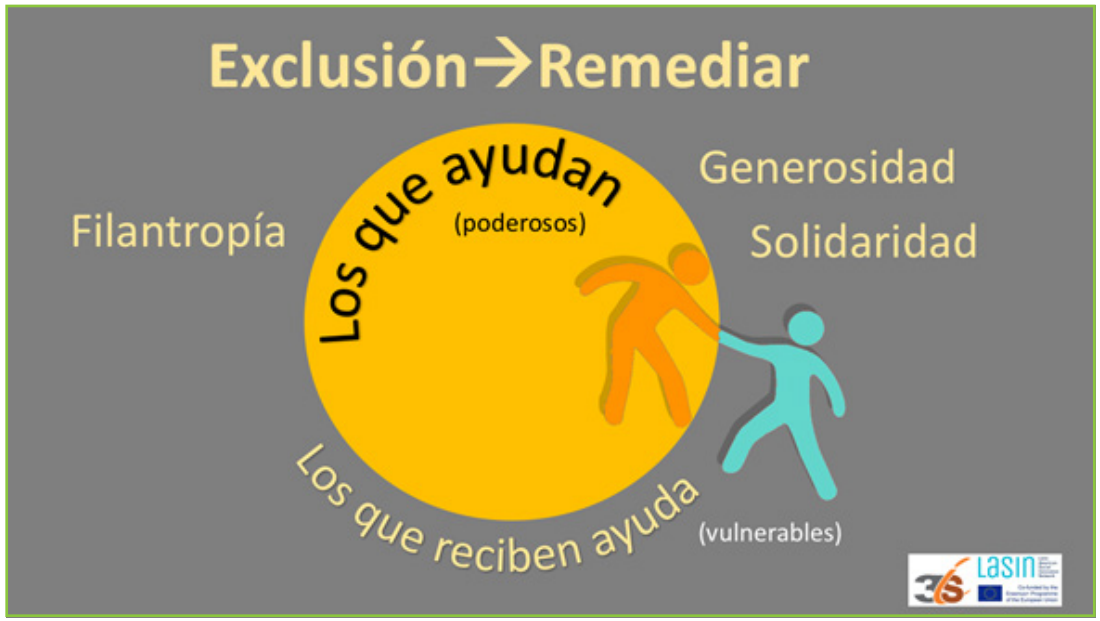


Figura 3 La lógica tras la visión de exclusión

social como un problema de inclusión para reducir desigualdades sencillamente enmascara los problemas más relevantes. Haciendo una analogía, equivale a reducir el sistema de salud a la atención de urgencia en medio de una epidemia. Sin embargo, el enfoque de sostenibilidad debe interpretarse como una ampliación de la visión que no sustituye la acción urgente del mundo filantrópico.

Hasta hace quinientos años, se creía que la Tierra era el centro del Universo. La idea de que el ser humano es *"el centro de la creación"* todavía ronda en gran parte de nuestras estructuras sociales y sistemas de creencias. En el Siglo XXI, lo social tiene una dimensión planetaria. Los actores sociales comprenden todas las formas de vida salvaje y doméstica, visible y microscópica que hacen posible la vida sobre el planeta en la forma que conocemos. La búsqueda de sostenibilidad nos invita a repensar el sentido de lo social, desde una base de ecología, dejando de lado la obsoleta y antropocéntrica noción de medioambiente para adoptar una de ser el hermano aventajado responsable de la supervivencia de una nave llamada Tierra, finita y necesitada de equilibrio.

Los *"Objetivos de Desarrollo Sostenible"* 2030, elaborados por el PNUD, son un intento de traducir esta nueva mirada en una síntesis de objetivos a perseguir en todo el mundo. Aunque en su formulación coexisten elementos de las lógicas humanista y planetaria, representan un gran paso adelante al incorporar temáticas como el agua, la energía, ciudades resilientes, tecnologías e industrias sostenibles, producción y consumo responsable, el clima, la vida submarina o los ecosistemas terrestres.

Figura 4 Objetivos de Desarrollo Sostenible del PNUD para 2030

## Tecnología E Innovación Social

¿Cómo impulsar una innovación social en lógica de sostenibilidad?

Cuando se trata de incorporar a una comunidad en una iniciativa para mitigar desigualdades que le afectan, el proceso de cambio tiene niveles de incertidumbre notoriamente más bajos. Los

síntomas se viven en carne propia, y participar de la solución tiene beneficios directos y tangibles. Por ejemplo, una organización de diseñadores que domina la comercialización de productos en mercados de alto poder adquisitivo presta apoyo a artesanos de zonas apartadas para que modifiquen sus productos, sus procesos de fabricación y de comercialización, y logren agregar mayor valor a su trabajo. Para los diseñadores, hay una cuota de filantropía sustentada en su propio poder económico que da margen a esta actividad. Para los artesanos, los beneficios son evidentes. Algo similar ocurre con organizaciones que prestan diversos servicios cuyos usuarios no cuentan con el poder económico para pagar un valor comercial por ellos, y que son subsidiados de diversas formas. El beneficio está al alcance de la vista.

Tomemos, en cambio, la conducta energética, a modo de ejemplo. La combustión como medio de generar potencia para calentar o mover se remonta a los orígenes del ser humano, y su uso extensivo en la actualidad es el gran responsable del calentamiento global y de todos sus efectos. Si razonamos que el problema proviene de un uso *"excesivo"* de esta tecnología, entonces la solución es reducir las emisiones restringiendo su aplicación a través de regulaciones estatales, como con las restricciones vehiculares. Sin embargo, esto sería fácilmente fuente de conflictos e inequidades. Obviando la congestión vehicular, la restricción en el uso de automóviles priva en muchos casos a los más pobres de su medio de transporte o trabajo, y con ello merma su fuente de ingreso o les dificulta la vida. Los más pudientes, que generan un volumen per cápita de emisiones considerablemente mayor que la media, ven apenas afectado su consumo a través de adquirir un segundo vehículo. Una innovación social podría ser en este caso discurrir formas más eficientes de usar los medios de transporte para reducir la demanda, a través de uso compartido coordinado mediante una plataforma a través de internet. Una variante de lo que hoy ya ofrecen Uber o Cabify. Claramente la exhortación al menor uso no es eficaz en este ámbito. El cambio tecnológico representado por la plataforma de coordinación sí ofrece una posibilidad de aprendizaje de nuevas formas de satisfacer las necesidades de transporte con un impacto en la economía energética y el volumen de emisiones.

Sin embargo, otra manera de abordar el logro de un ciclo energético más sostenible es mediante cambio tecnológico más profundo, representado por la generación de potencia a través de tecnología solar y/o eólica. La innovación social es aquí más difícil, dado que implica superar barreras de acceso cognitivo y tecnológico, probables mayores costos (al menos iniciales), incertidumbre en el proceso de cambio, y un beneficio en gran medida intangible (reducción del calentamiento global). A menos que haya un efecto claro (mejora del aire en una ciudad con aire hipercontaminado), o que haya adopción de un nuevo credo, es más difícil persuadir a una comunidad de involucrarse en un cambio.

Lo anterior sugiere una estrategia para impulsar la innovación social orientada a construir sociedades más sostenibles: modificar prácticas y creencias de cada grupo social cambiando tecnologías insostenibles en que basa su modo de vida por otras más sostenibles. Pensemos tan solo en la Internet y luego la Internet móvil, cuyo impacto ha sido más profundo en la forma de vida social planetaria que siglos de prédica y acción *"revolucionaria"*. Por supuesto, solo algunas tecnologías pueden conducir

hacia formas de vida social más sostenibles. Del mismo modo, los cambios tecnológicos solo son un pivote para inducir cambio en las costumbres y creencias de las sociedades, y no sustituyen la reflexión filosófica y ética.

## Hacia Un Mapa De Ruta De Innovación Social Para La Sostenibilidad

Para una institución cuyo quehacer central es la ingeniería, el desafío de sostenibilidad es enorme. Intentaremos bosquejar en esta última sección temáticas que concurren a este desafío.

El primer desafío es tomar conciencia no solo cualitativa sino también cuantitativa de la magnitud del problema a través de la medición. La ciencia ambiental provee ya la huella de carbono como una medida efectiva del impacto ambiental de diversos procesos, con un error razonable. La internet de las cosas permite hoy obtener a una escala de hogar o taller individual los datos que permiten evaluar muy finamente el impacto ambiental de cada grupo y actividad a través de su huella de carbono. La medición permite transformar una discusión radical de afirmar y negar entre sordos, en una de transar y lograr acuerdos de desempeño. Hay aquí grandes espacios para innovar socialmente, involucrando a organizaciones de todo tipo en esta autoevaluación de su impacto.

El segundo desafío es el de la vida urbana, en sus dimensiones materiales y culturales. Las ciudades pueden ser interpretadas como grandes máquinas de distribuir energía, agua, alimentos, medios de transporte, dar trabajo, manejar residuos, cuyo diseño y operación auto organizada por grandes poderes oligárquicos distan mucho de dar condiciones de supervivencia para todos sus habitantes. ¿Es posible elevar el nivel de autosuficiencia de comunidades urbanas? Este tema es claramente susceptible de ser enfocado por métodos de innovación social.

El tercer desafío es la creación de nuevas tecnologías de huella de carbono reducida que sustituyan a las actuales en los diversos ámbitos: agua, energía, manufacturas, envases, transportes, construcción, reciclado, disposición, etc. Aunque tradicionalmente el motor de estos desarrollos ha sido la empresa privada con fines de lucro, diversas fuerzas tales como la responsabilidad social empresarial, las empresas B, la formación en muchas universidades y ONG's que promueven formas específicas de sostenibilidad, las organizaciones de consumidores, los movimientos sociales articulados mediante Internet, junto a emprendedores inspirados en un credo sostenible pueden dar a luz nuevas propuestas más sostenibles.

El cuarto desafío seguirá siendo uno que excede lo tecnológico, y se inserta profundamente en las creencias que sostienen la organización del mundo. Así como las empresas B intentan redefinir el propósito de la empresa privada, incorporando en ella la gestión de la totalidad de sus impactos, hay que preguntarse por los límites al crecimiento cuantitativo de la especie humana en un planeta que es finito. ¿Puede sostenerse el crecimiento económico indefinidamente? ¿Es sostenible sacralizar toda vida humana?

## AUTHORS

**WALDO VALDERRAMA**
waldo.valderrama@usm.cl

Metallurgical engineer, M.Eng., with a diploma on business. Assistant Professor at the Dept. of Metallurgical and Materials Engineering of Federico Santa Maria Technical University in Valparaiso, Chile. Main concern on innovation in mineral processing. Current work directed to sustainable technologies and small-scale mining from a social perspective.

**JORGE CEA**
jorge.cea@usm.cl

PhD(c) in Management, MBA, Industrial Engineer, Academic at the Commercial Engineering Department of Federico Santa Maria Technical University, in marketing, entrepreneurship and social economy. Member of the board of the Social Innovation Office 3IS, director of La Quinta Emprende, cross-platform media communication in entrepreneurship and innovation in Chile (www.laquintaemprende.cl).

**WERNER KRISTJANPOLLER**
werner.kristjanpoller@usm.cl

Ph.D Universidad Autónoma de Madrid, MBA and Industrial Engineer UTFSM. Professor of the Industrial Engineering Department at Universidad Técnica Federico Santa María, Chile. Currently Industrial Engineering Program (UTFSM Valparaiso) and Director of 3ie, the Business Incubator of UTFSM.

## AUTHORS

**ANDREA CORVERA**
andrea.corvera@usm.cl

Journalist, Master in Human Resource Management. Responsible for the areas of networking, communications and the Mentoring Network of 3IE, the business incubator of Federico Santa María Technical University.

**LAUTARO GUERRA**
lautaroguerrag@gmail.com

Systems and industrial engineer, has postgraduate studies in business and family systemic psychology. Has taught at the Federico Santa Maria Technical Engineering University in Valparaíso, Chile. His main interest is the person in relation to technical and social systems.

# Articulando Prácticas De Dialogo Entre La Universidad Y El Territorio: Una Experiencia De Innovación Social

MARGARITA PASTENE VALLADARES, FELIPE RIVERA URBINA
UNIVERSIDAD DE PLAYA ANCHA, VALPARAÍSO

margarita.pastene@upla.cl, felipe.rivera@upla.cl

Las universidades han experimentado profundos cambios, tanto en su organización como en sus competencias y fines institucionales, al ser consideradas como las instituciones que mejor puede afrontar los desafíos de la sociedad del futuro, en tanto pilares del conocimiento, del desarrollo de la ciencia, la innovación tecnológica y la innovación social.

Ello conlleva un desafío mayor en cuanto a su relación con el entorno y la orientación del quehacer académico hacia las necesidades y demandas sociales, que permita crear auténticos espacios de diálogo con la sociedad, no sólo en la mera transferencia de conocimiento, sino en el involucramiento virtuoso para la creación y *"generación compartida de conocimiento".*

En las actividades de interacción con el entorno, se ha privilegiado la relación universidad-empresa y se han generado estrategias de participación en el desarrollo productivo de los diversos países, cuyos indicadores más significativos, se encuentran en Estados Unidos y Europa, creando y consolidando puentes de relación efectiva, a partir de la investigación aplicada, la innovación científica y tecnológica.

Algunas instituciones de educación superior, a nivel latinoamericano, se han propuesto fortalecer su relación con este sector, tanto público como privado, para consolidar su liderazgo y posicionamiento efectivo en el ámbito empresarial.

Debido a estas lógicas mercantiles, el sistema de educación superior chileno ha sido duramente cuestionado durante los últimos años, porque se instaló un modelo a través del cual se fue transformando paulatinamente y sin cuestionamiento, al estudiante en cliente y a los y las académicos/as en empresarios/as.

Desde esta lógica, las políticas de fomento a la innovación se instalan en gran parte de las universidades estatales del país, como parte de una dinámica de mercado que determina la competitividad, el patentamiento y la comercialización de la ciencia y la tecnología.

La Comisión Nacional de Acreditación de Chile, CNA, organismo público y autónomo que tiene como misión verificar y promover la calidad de las instituciones de educación superior, constituyó, en abril de 2010 un Comité Técnico de Vinculación con el Medio, con la misión de orientar un debate acerca de un marco conceptual, definir parámetros y criterios precisos en esta área y sugerir a las propias instituciones de educación superior

las estrategias de incorporación de una política de vinculación con el medio, en todos los ámbitos de la actividad académica, en tanto proceso transversal.

Esta iniciativa propuso un nuevo enfoque para la vinculación con el medio, considerando la bidireccional y transversalidad como elementos claves para que las instituciones, principalmente a las universidades estatales, dado su rol social, alcancen legitimidad, pertinencia y credibilidad, ante la sociedad, reconociendo en ella, sus múltiples saberes y experiencias.

*"Es necesario impulsar un cambio de enfoque en el proceso de su construcción: desde un conocimiento generado en forma unilateral, unidireccional y vertical (de adentro hacia fuera, de los que saben a los que ignoran), centrado principalmente en la inspiración de la academia, hacia un conocimiento compartido, horizontal y bi-direccional, basado en oportunidades de desarrollo, las demandas y la interacción fecunda entre la academia y los actores sociales, culturales y productivos, externos a la universidad".( von Baer, Heinrich, 2010)*

Desde esa perspectiva y con el propósito de contrarrestar el sentido mercantilista de la interacción con el medio, la Universidad de Playa Ancha, ha fomentado un diálogo con su entorno que apunta a generar una mirada crítica institucional y desarrollar proyectos de verdadero impacto en innovación social.

La Universidad considera la VCM como una de sus funciones principales, incorporada a los procesos formativos e investigativos, la que asume el nuevo enfoque en la interacción con el entorno, a través un diálogo transformador y de colaboración recíproca y permanente, desde una perspectiva de innovación social continua.

## Innovacion Social Y Desarrollo TerritoriaL

El año 2014 la Universidad de Playa Ancha a través del Proyecto *"Generación de Conocimiento Compartido: Un modelo replicable de innovación social para el desarrollo territorial de Playa Ancha"* se propone el fortalecimiento de su el rol como universidad pública y regional, acorde a lo declarado en su misión.

Como elemento diferenciador y distintivo, se incorpora al proyecto el concepto de *"innovación social"*, para que a través de procesos de co-construcción de conocimientos entre los saberes del territorio y los distintos saberes académicos, se apliquen propuestas de transformación, en el ámbito social, reconociendo la cooperación y la asociatividad como elementos fundamentales del desarrollo local propuesto. (Boisier, 2001, Alburquerque, 1997, Riffo, 2013)

La innovación social se relaciona también con la transformación del sentido del trabajo universitario, pues bajo esta propuesta, la valorización, el rescate y la visivilización de los saberes situados en la externalidad de los limites convencionales de la universidad vuelven a cobrar sentido, toda vez que dicho proyecto significaba un impulso al cambio institucional y a la forma en que se construye universidad pública y regional.

Como forma de ilustrar los elementos que mejor reflejan los propósitos académicos de la Universidad de Playa Ancha, desde la perspectiva de generación compartida de conocimientos, describiremos brevemente la experiencia vigente del *"Centro*

*Diurno para el Adulto Mayor de Puertas Negras"* del cerro de Playa Ancha de la comuna de Valparaíso, pues en este proyecto se han ido asentando el enfoque de vinculación con el medio bidireccional y transdisciplinar, que conlleva un proceso efectivo de innovación social.

A mediados de 2015, dirigentes sociales de la parte alta de este sector, proponen a la Universidad, la creación de un centro de atención de adultos mayores para abordar el problema de los cuidados comunitarios de estas personas en situación de abandono y dependencia. Nace entonces el Centro de Atención Diurno para el Adulto Mayor, con el apoyo disciplinar de la carrera de Terapia Ocupacional de la Facultad de Ciencias de la Salud de la Universidad, el que se emplaza en el barrio de Puertas Negras. Este lugar posee una alta vulnerabilidad social y pobreza, sumado a las dificultades geográficas y de accesibilidad que hacen de la comuna de Valparaíso, un lugar complejo de habitar para el 20% de población mayor.

En esta población mayor, se distingue un grupo heterogéneo que presenta una amplia gama de estados de salud y funcionalidad, diferenciándose entre personas activas y sin co-morbilidad, personas frágiles con alto riesgo de pérdida funcional y en el extremo, personas con dependencia completa y múltiples enfermedades crónicas y avanzadas. (MINSAL: 2015)

El objetivo central que se ha trazado el Centro Diurno, es implementar una estrategia de salud que avance hacia la construcción de un modelo de gestión de cuidados comunitarios, entendiendo por estos el conjunto de actividades, ya sean remuneradas o no remuneradas, destinados al bienestar desde un apoyo multidimensional: material, económico, moral y emocional a las personas con algún nivel de dependencia, y por extensión a toda persona en tanto sujeto expuesto a situaciones de riesgo y pérdida de su autonomía (Aguirre, 2007).

La metodología de trabajo definida para esto, incorpora a profesores/as y estudiantes de último año de la carrera de Terapia Ocupacional al trabajo del Centro Diurno, y la conformación de un equipo acompañante integrado por dirigentes sociales de la zona alta del cerro y otro de tipo técnico por académicas de la carrera, buscando orientar el proceso de trabajo en terreno por un lado y el proceso formativo en aula por otro, los cuales serán evaluados para medir el nivel de impacto en la transformación social que se propone.

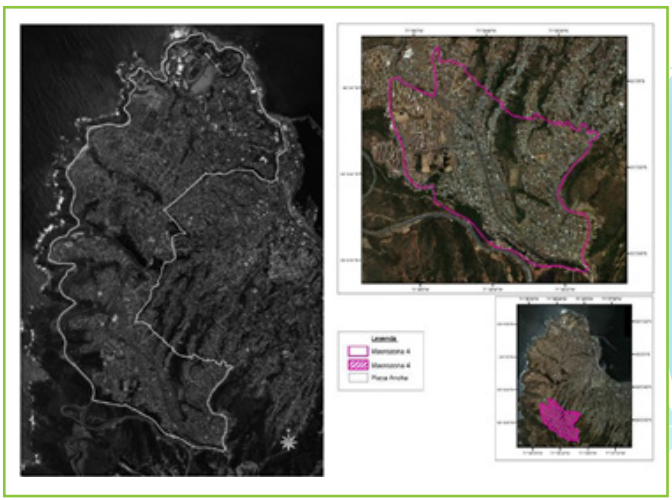

Imagen 1. Izquierda. Cerro de Playa Ancha. Derecha, ubicación macrozona 4, zona alta de Playa Ancha.
Fuente: Unidad de Innovación Social – DGVCM UPLA.

En términos operativos, un grupo de estudiantes se encarga de cada persona mayor en situación de dependencia y realizan una evaluación inicial desde el punto de vista gerontológico, enmarcado en los principios del abordaje en Terapia Ocupacional.

Los y las estudiantes durante las clases de cada una de las asignaturas vinculadas, reciben los contenidos que requieren desde el punto de vista geriátrico, tutorías de acompañamiento para su intervención donde se revisan las evaluaciones, el plan de intervención, el seguimiento de caso, y se refuerzan los contenidos y conocimientos teóricos necesarios. Estos asisten una vez por semana, durante 15 sesiones por semestre al domicilio de las personas mayores, siendo monitoreados en terreno por terapeutas ocupacionales en coordinación con dirigentes sociales del sector, siendo estos últimos, el nexo con la comunidad y el Centro de Salud Familiar de Puertas Negras.

En resumen, bajo esta modalidad de trabajo hoy podemos hablar de una experiencia que arroja sus primeros resultados: desde 2015 a la fecha, han participado más de 260 estudiantes de la carrera de Terapia Ocupacional, todos en el marco de un proceso formativo que considera el aprendizaje en terreno como parte de los conocimientos fundamentales de este ámbito disciplinar de la salud.

Del mismo modo, se ha trabajado directamente con alrededor de 216 personas mayores dependientes y sus respectivas cuidadoras, abordando el ámbito familiar y la sobrecarga biopsicosocial que conlleva cuidar un familiar, elemento que abre una discusión importante, pues se trata de una tarea asumida generalmente por mujeres, expresando con esto la reproducción de las desigualdades sociales de género.

A raíz de esta experiencia, surge un conjunto de elementos que nos permiten reflexionar, primero en torno al concepto de los cuidados comunitarios y el rol del estado, la sociedad y el mercado en el establecimiento de condiciones mínimas de bienestar y cuidado. Y por otro, sobre el rol de la universidad en torno a la generación de conocimiento científico con pertinencia local y resultados transformadores. Se trata de iniciar un análisis que nos dé cuenta del impacto social de una vinculación virtuosa entre los actores relevantes del medio y de la propia universidad.

Otro elemento característico de esta experiencia, es que surge desde la comunidad, que identificó el problema de los cuidados de personas mayores en situación de dependencia y ven en la universidad un aliado en la generación de una estrategia que permita abordar el problema, integrando saberes académicos, de estudiantes y actores relevantes del entorno.

Es aquí, en donde por un lado aparece el componente de innovación social asociado al proceso de diálogo que se genera en el desarrollo de un proyecto de las características del centro diurno. Tanto dirigentes, cuidadoras, académicos/as y estudiantes son parte

de un proceso virtuoso que nos propone varias líneas de evaluación, en beneficio de la atención integral del adulto mayor.

Esta experiencia presenta la oportunidad de enriquecer el proceso formativo de estudiantes. mediante el conocimiento de realidades complejas in situ, lo que ha derivado en la elaboración de estrategias que van desde el uso de aparatos ortopédicos hasta el mejoramiento de las condiciones de habitabilidad de una persona mayor, planteando desafíos para programas gubernamentales de atención y cuidados de personas mayores, que carecen del sentido comunitario que presenta este centro de atención diurno.

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# AUTHORS

MARGARITA P. VALLADARES
margarita.pastene@upla.cl

Directora General de Vinculación con el Medio, Universidad de Playa Ancha, Valparaíso. Periodista, Magíster en Ciencia Política y Dra. (c) en Ciencia Política, académica de universidades chilenas, en docencia de pre y postgrado y en investigación en el área de Periodismo, Comunicación Social y Ciencia Política. Actualmente es Presidenta Nacional del Colegio de Periodistas de Chile.

FELIPE RIVERA URBINA
felipe.rivera@upla.cl

Profesional de la Dirección General de Vinculación con el Medio, Universidad de Playa Ancha, Valparaíso. Trabajador Social y Magister en Investigación Social y Desarrollo. Se ha desempeñado en organizaciones no gubernamentales, programas y proyectos estatales, y en universidades públicas del país.

# Apropiación Social Del Conocimiento: Una Estrategia Que Transforma Comunidades

LEONOR AVELLA BERNAL
UNIMINUTO, COLOMBIA

cavella@uniminuto.edu

En los espacios de formación superior se han venido presentando profundas transformaciones que se convierten en escenarios en los que, además de generar y transmitir conocimiento a estudiantes se transfiere este conocimiento a la sociedad, es decir se ha pasado de considerar que la generación, transferencia y apropiación del conocimiento era exclusivo de las aulas de clase para pasar a considerar que el conocimiento nace y se construye en el mundo social en el que nos encontramos inmersos.

Esta nueva concepción del mundo del conocimiento ha provocado profundas transformaciones en las concepciones y dinámicas presentes en la educación superior; hoy no solo es importante que los estudiantes desarrollen competencias propias de su quehacer profesional, se requiere que adquieran competencias que les permita enfrentar los retos globales que impone el mundo moderno.

En esta perspectiva UNIMINUTO, ha considerado como uno de sus retos estratégicos "La transformación de comunidades y solución de problemas sociales" (UNIMINUTO, 2014, p. 119), para lo cual cuenta con el Parque Científico de Innovación Social (PCIS) que tiene la misión de promover la Innovación Social basada en conocimiento científico, articulando investigadores y comunidades bajo la premisa de Apropiación Social de Conocimiento (ASC)

El PCIS, concibe la apropiación social del conocimiento (ASC) como un escenario de enseñanza aprendizaje en el que los conocimientos tácitos y tradicionales de los territorios y el saber científico formal de investigadores se conjuga para responder de manera integral a las necesidades locales y regionales optimizando los recursos y potencialidades con que cuenta tanto la comunidad académica como el contexto social para crear, apropiar y aplicar el conocimiento en la búsqueda de soluciones innovadoras que den respuesta a las demandas del entorno social, en este sentido, el proceso cognitivo de la academia deja de ser estrictamente teórico e instrumental y pasa a ser un proceso de aprendizaje significativo basado en el mundo real y las experiencias que subyacen en éste, consolidando *"un escenario de construcción social en un diálogo permanente entre realidad – análisis de la realidad – creación de nuevas realidades – transformación en la praxis diaria"* (Avella, 2017, p. 48); este escenario de construcción colectiva, tal como afirma COLCIENCIAS (2015) *"implica, por un lado, la democratización del acceso y uso del conocimiento científico, y por el otro, revaluar la importancia de otros saberes no producidos en las altas esferas científicas e investigativas"*

En concordancia con (Núñez 2010), la ASC constituye una permanente interacción entre la sociedad y los ejes de investigación para generar y aplicar conocimiento adaptable a las necesidades de los territorios haciéndolo propio y usable por quienes participan activamente de esta construcción; cada entorno particular tiene la capacidad de producir, adaptar, aplicar e interiorizar el conocimiento estableciendo interconexiones entre el saber cotidiano y el saber formal que permita construir escenarios innovadores frente a los desafíos que impone la globalidad, esto significa fomentar y desarrollar en los territorios capacidades para entender, analizar y reflexionar la realidad de manera creativa, en esta lógica los docentes investigadores y semilleros de investigación se acercan a los territorios para escuchar, entender, analizar, co – crear e implementar soluciones conjuntas con los actores que confluyen en el contexto territorial objeto de transformación.

## La Apropiación Social Del Conocimiento Debe Ser:

- Un proceso intencionado entre comunidad científica y territorio, construido en forma conjunta y a partir de los saberes compartidos que generan nuevos conceptos y aprendizajes que conllevan a la innovación y desarrollo

- Un proceso sistémico que interconecta la realidad y sus fenómenos, entendiendo que las situaciones y eventos que se suscitan en el mundo real, interactúan recíprocamente obligando al docente investigador y territorio a interpretar la realidad en forma transdisciplinar.

- Se actúa en red activa entre la ciencia y la sociedad generando mediación de saberes.

- En el centro del proceso está la comprensión del conocimiento a partir de realidades particulares y saberes colectivos.

Para dar respuesta a las anteriores condiciones, el PCIS ha considerado cuatro (4) grandes categorías que orientan el acercamiento, acompañamiento y co – construcción de conocimiento para la Innovación Social con los territorios en los que se involucra:

**1. Pensar Sistémicamente:** *"El pensamiento sistémico constituye un modelo de pensamiento orientado a la comprensión del mundo y sus categorías en forma multidimensional contemplando la interconexión entre el todo y sus partes para resolver los retos que los distintos sistemas sociales, económicos, culturales y políticos se plantean"* (Avella 2017, p.51) esta categoría invita tanto a investigadores como territorios a realizar comprensiones complejas e intencionadas de la realidad estableciendo conexiones para comprender los problemas y sus propiedades, asumiendo *"la necesaria intercomunicación entre investigación y trasformación de la realidad, entre teoría y práctica, entre conciencia e intencionalidad"* (Juliao 2016, p. 132), es decir va más allá de una simple mirada de los hechos para profundizar en los sucesos y sus relaciones integrando el pensamiento creativo, analógico, abductivo con el pensamiento analítico, lógico y estratégico en un ejercicio de comprensión, co –creación e innovación para la transformación de la realidad.

**2.Investigación Situada:** En concordancia con Juliao (2011) este tipo de investigación promueve el encuentro entre el mundo teórico y el mundo práctico, se sitúa desde la realidad y desde allí se construye, pasa del objeto de investigación al sujeto de investigación de manera compartida y flexible entre el investigador y el territorio, maximizando la representación de la realidad que uno y otro tienen de la situación objeto de conocimiento; en esta reflexión compartida se generan discursos que son apropiados y posicionados produciéndose nuevos conocimientos e innovaciones que impactan el territorio haciendo posible la transformación de paradigmas que son construidos y asumidos por el territorio y transferidos a otros escenarios territoriales y académicos.

**3. Construir Redes Y Alianzas:** Tal como indica Dabas (2007) un proceso de co construcción colectivo constituye escenarios abiertos para el intercambio dinámico y diverso entre los actores que confluyen en los ecosistemas de innovación potencializando los recursos que cada uno posee en la creación de alternativas novedosas para el desarrollo territorial; esta comprensión lleva a la ineludible premisa de que el mundo y sus variables son complejas y diversas, siendo necesario establecer interconexiones entre distintos actores que gestionen la movilización e intercambio de conocimiento y recursos que posibiliten el flujo de la innovación y consoliden acciones concretas que conlleven a transformaciones sistémicas. En esta lógica, no es posible concebir los procesos de innovación y desarrollo sin la articulación entre academia - estado – sociedad – empresa y más allá sin los vínculos que estas articulaciones gestan tanto en individuos como colectivos.

**4. Aprendizaje Territorial:** Consolida el proceso de generación y reconocimiento de los conocimientos territoriales para el desarrollo y fortalecimiento de capacidades locales y regionales, potenciando como ya se ha mencionado, los recursos, prácticas y experiencias innovadoras que pueden llegar a ser replicadas y escalables por los niveles de sustentabilidad que representan; esta se convierte en la fase de salida de la ASC en tanto evidencia procesos de empoderamiento y participación activa para la gestión del territorio de manera autónoma, haciendo uso eficiente de recursos, conexiones y actores para la puesta en marcha de soluciones innovadoras y cambio social acordes tanto a las expectativas como a la visión de futuro en cada región.

Alineados con la estrategia nacional de apropiación social de la ciencia la tecnología e innovación de COLCIENCIAS se materializa la apropiación a través de cuatro líneas de acción para impulsar la cultura científica desde la ASC:

**Participación Ciudadana:** Entendida como la coparticipación de los diversos actores y grupos sociales en la toma de decisiones frente a necesidades, problemáticas u oportunidades, así como en la co –creacion e implementación de soluciones haciendo uso de la ciencia y conocimiento que esta genera.

Implica la participación de la ciudadanía en el desarrollo de proyectos de investigación y desarrollo a partir de la generación de ideas, conocimiento y saberes para definir las soluciones desde la cosmovisión de las comunidades.

**Gestión Social Del Conocimiento:** Implica procesos de formación e investigación a partir de la organización de la información colectiva a la luz de información científica que conduzca al desarrollo de marcos conceptuales propios de los contextos en los que se produce.

Significa potenciar el aprendizaje colectivo para pasar de informaciones aisladas a datos y cifras que favorezcan la mediación entre la ciencia, tecnología y sociedad; surge de la relación entre la reflexión investigativa y la acción práctica de la representación de la realidad.

**Comunicación Y Difusión Del Conocimiento:** Esta estrategia está orientada a la presentación y comunicación de manera activa y creativa de información, conocimientos y saberes a los distintos actores que gestionan el conocimiento, aquí se potencia el saber individual y colectivo a través del dialogo de saberes para legitimar el conocimiento.

Se requiere que el conocimiento sea estructurado en contenidos impresos y digitales que puedan ser difundidos tanto al interior de los territorios participantes de las experiencias como con otros contextos que puedan potenciar este saber.

**Transferencia E Intercambio De Conocimiento:** Responde al desarrollo de capacidades regionales para impulsar el posicionamiento del conocimiento que se genera en su interior de tal forma que pueda ser usado en beneficio de la sociedad. En términos de innovación social la transferencia de conocimiento se puede materializar en Joint Ventures, generación de Spin-of y start-up, consolidación de tecnologías sociales escalables en contextos similares a aquellos en las que fueron creadas.

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## AUTHORS

LEONOR AVELLA BERNAL
cavella@uniminuto.edu

Trabajadora Social, Magister en administración de empresas con énfasis en dirección de proyectos; especialista en gerencia Social, terapia familiar sistémica, diplomada en redes sociales para la gestión del conocimiento. Directora de Apropiación Social del Conocimiento en el Parque Científico de Innovación Social de UNIMINUTO. Docente investigadora y consultora en procesos de apropiación social del conocimiento, evaluación y sistematización de experiencias de desarrollo territorial con sectores de alta vulnerabilidad a partir de la implementación de estrategias participativas y de innovación social. Responsable de procesos de apropiación, publicación y propiedad intelectual.

# La Innovación Social En Una Universidad Pública, Humanista, Investigadora Y Latinoamericana

ROBINSSON CARDONA CANO, MAURICIO DOMÍNGUEZ OQUENDO, GABRIEL VÉLEZ CUARTAS, DUBAN TORRES ARROYAVE, LAURA SUESCÚN RAMÍREZ, GABRIEL MARIO VÉLEZ SALAZAR, ELIANA MARTÍNEZ HERRERA, PABLO JAVIER PATIÑO GRAJALES, YAN CARLOS CATAÑO MONTOYA, ANA LUCÍA PÉREZ PATIÑO, JAMES ALBERTO MORALES CHINCHA.

UNIVERSIDAD DE ANTIOQUIA, COLOMBIA

innovacionsocial@udea.edu.co

Este artículo plantea una reflexión en torno a la innovación social como concepto y como proceso práctico promovido desde una universidad pública, humanista, investigadora y latinoamericana. Además, hace una propuesta para la gestión de la innovación social adaptable y replicable a cualquier contexto universitario a partir de la experiencia de la Universidad de Antioquia (Colombia) en el marco de la consolidación de su Sistema Universitario de Innovación.

Los autores y colaboradores de este texto hacen parte del grupo de investigadores, empleados administrativos y estudiantes de la Universidad de Antioquia que han aportado al desarrollo del Proyecto LASIN ERASMUS en la Institución y que han contribuido con sus producciones académicas a la conceptualización y puesta en marcha del proceso de innovación social en la misma.

## I.

*"La innovación social es al desarrollo social lo que la innovación tecnológica al desarrollo productivo; ambas se complementan para obtener mejoras en materia de productividad y calidad de vida"*, declaración que se encuentra en el informe *"Experiencias exitosas en innovación, inserción internacional e inclusión social: Una mirada desde las pymes"* (CEPAL, BID, & OEA, 2011) y que nos ubica en el debate que tienen organismos multilaterales, como la CEPAL sobre la importancia de la innovación social para la humanidad. Sin embargo, este concepto se ha convertido *"en una construcción sombrilla que después de una fase de excitación enfrenta desafíos de validez al estar en riesgo de tener demasiados y diversos significados para diferentes personas y académicos"*, conclusión del trabajo investigativo de Rüede y Lurtz (2012) en el cual se sustenta que hasta el momento no ha existido consenso respecto a lo que significa innovación social como concepto compartido entre las comunidades académicas y, por tanto, se tienen problemas en la búsqueda de acuerdos que permitan avances investigativos superiores.

Para empezar a hablar de innovación social es apropiado, en primera instancia, referirse a la innovación, y para ello se afirma que los asuntos relacionados con esta palabra y lo que ella pueda significar para la sociedad actual, se deben, principalmente, al sociólogo francés Gabriel Tardé (1903), quien cristalizó por primera vez la idea del desarrollo dinámico en su obra *"Leyes de la Imitación"*. Tardé afirmó que *"el ser social, en la medida en que es social, es esencialmente imitativo y la imitación juega en las sociedades un papel análogo a la herencia en la vida orgánica o a la de la vibración entre cuerpos inorgánicos"*. Así, las sociedades se imitan unas a otras con facilidad y rapidez exponenciales. Al final de su carrera, enfatizó inequívocamente la *"invención"* como el

factor que subyace a todas las imitaciones; destacó la iniciativa libre de los individuos en el proceso de cambio social, pues para innovar, descubrir, despertar por un instante de su sueño de hogar y de patria, el individuo debe escapar de su entorno social. De esta manera, puso en relieve la propuesta de que la innovación surge en el momento justo en que hay fracturas en la constitución de sociabilidad. Deduce que el progreso social, como individuo se efectúa de dos maneras, a través de la sustitución y de la acumulación. La primera se refiere a los inventos o reemplazos continuos que desde dentro del sistema hace inútiles a los precedentes, y la acumulación, se refiere a los *"descubrimientos científicos"*; y que esto tiene que ver de una u otra forma con las repeticiones, multiplicaciones o contagios que se propagan por sí mismos, que luego generan variaciones como respuesta a un problema.

Lo anterior, da una pincelada sociológica para comprender mejor las ideas que años más tarde, el economista Joseph Schumpeter plantearía sobre la innovación. Es interesante conocer estos planteamientos, ya que se expresaron antes de él y en otro campo de conocimiento. Tardé concibió el cambio económico y social en perspectiva similar a Schumpeter, donde las leyes de la imitación, que son la base para la constitución de lo social, se pueden equiparar con lo que hoy conocemos como la constitución cíclica de lo que permite la continuidad del mercado y la concentración de capital.

Siguiendo a Schumpeter, en el siglo XX el concepto de innovación se redujo paulatinamente al de innovación tecnológica. Los comentarios sobre innovación social en la literatura después de Schumpeter son escasos y marginales (Moulaert, Martinelli, Swyngedouw y González, 2005). Durante las dos últimas décadas, el concepto de innovación social ha aparecido en el panorama de los estudios de gestión, como una sombrilla de diferentes campos como el emprendimiento social, los movimientos sociales y la economía social.

La UNESCO en su informe del 2005 sobre las sociedades del conocimiento, propuso que el conocimiento no puede verse únicamente como mercancía y alentó la creación de sistemas educativos abiertos, el trabajo en colaboratorios, la multiplicación del acceso a las tecnologías de la información, la construcción de indicadores de sociedad del conocimiento y no únicamente orientados a relación conocimiento-economía. De esta manera, el papel de la innovación desde una economía política de la inclusión tomó fuerza, dirigiendo el concepto a la sociedad y no solo al desarrollo del mercado.

En este contexto entra la universidad humanista: una universidad para la civilidad y la formación de individuos autónomos, éticos, libres, con pensamiento universal y transformadores de la sociedad. La universidad que pone sus misiones al servicio de la sociedad y del cambio como principios modernos de constitución; aquella que se integra al mundo en todos sus órdenes y propone el acceso universal a la educación superior en principios de igualdad, especialmente favoreciendo a los más desprotegidos (véase por ejemplo: Misión de la Universidad, Estatuto General de la Universidad de Antioquia. 1994). En el marco de la sociedad/economía del conocimiento, el papel de la

universidad humanista se amplía, se convierte en esa institución capaz de dialogar, de hablar con el entorno desde las ciencias, pero, también, capaz de prever sus desenlaces desde las humanidades.

La universidad humanista y transformadora se enfoca en la construcción de una sociedad del conocimiento, en la que pone al servicio de la sociedad en general su principal insumo: el conocimiento científico, y que centra su accionar en las comunidades y las ciudadanías, en dirigir sus procesos investigativos al bienestar, la calidad de vida, la inclusión social, la solidaridad, la participación ciudadana, el medio ambiente, la atención sanitaria, la eficiencia de los servicios públicos o el nivel educativo de una sociedad. (Echeverría, 2008, p. 610). Este enfoque ha de referirse a la innovación social, a la conformación de relaciones horizontales de diálogo y consenso con las comunidades con las que colabora la universidad para conocer sus necesidades y contribuir juntos, a transformar sus realidades.

De acuerdo con esto, se hace primordial realizar una aproximación al concepto de innovación social desde la mirada de una universidad pública, humanista, investigadora y latinoamericana, y cómo en ésta se puede implementar un proceso de gestión para la innovación social.

Para Cajaiba-Santana (2014) lo que subyace en el camino de la innovación social no es un problema social por resolver, sino el cambio social tras dicho problema, y su característica distintiva reside, en la novedad y en las acciones intencionales inherentes y orientadas hacia un resultado deseado.

Las innovaciones sociales están asociadas a acciones intencionadas, planificadas, coordinadas, orientadas a objetivos, legitimadas y emprendidas por agentes sociales que apuntan al cambio social y al establecimiento de nuevas prácticas sociales. Por lo tanto, una innovación social se puede definir como *"una nueva combinación y/o configuración de prácticas sociales"* Howaldt (2016).

Por lo tanto, en un contexto universitario, la innovación social puede definirse, como un *proceso aplicado a una necesidad social de un territorio, que contempla la relación universidad-sociedad, en el marco de la sociedad del conocimiento. Este proceso se sustenta en la aplicación de conocimiento científico – tecnológico con posibilidad de ser escalable del campo social al político; es decir, con capacidad de dar una solución sustentable, creada con, para y desde la comunidad; ésta deberá contemplar un factor innovador que garantice la apropiación social del conocimiento, y si exitosa y replicada en otros territorios (sin que ésta sea una consecuencia obligada de la dinámica del proceso innovador), será candidata de convertirse en política pública*.

Esta estrategia de transferencia de conocimiento para la generación de autonomías territoriales, se hace necesaria debido a la necesidad de cerrar brechas de desigualdad social y económica. Así lo argumenta Stiglitz (2012), dejando claro que *"el desarrollo no es posible en presencia de desigualdades extremas y en ausencia de esfuerzos sostenidos para fortalecer la acumulación de capacidades de producción y utilización de conocimientos y de innovación".* Es por esto que la universidad latinoamericana, deber dar pasos más firmes en este sentido, para que retome su competencia e influya concretamente en la promoción de soluciones a los desafíos del

entorno social y global, pues *"lo que importa no es solo la producción de conocimiento, sino también que dicho conocimiento se use en maneras que se sitúe la salud y el bienestar de las personas por delante de las ganancias corporativas"* Stiglitz (2012).

Bajo este concepto, a continuación, se presenta una propuesta de gestión de la innovación social en una universidad, principalmente, pública, humanista y latinoamericana.

## II.

Hablar de innovación invita a pensar en un hecho humano que inicia por el fortalecimiento de la razón y la creatividad, no de manera separada, sino en articulación para que se pueda pensar en aplicaciones o soluciones provenientes del conocimiento tradicional o científico, a situaciones que requieren ser mejoradas o potenciadas. Por ello, la innovación debe incorporar la cualificación de habilidades y capacidades para que el sujeto se pregunte por las necesidades y oportunidades de su territorio, para que pueda poner al servicio de éstas sus conocimientos, experiencias y procesos creativos; lo anterior, siempre de la mano de otras disciplinas y conocimientos.

Así, una acción o iniciativa será innovadora cuando las comunidades (entendido como, estamentos universitarios, estado o gobierno, proyectos, emprendimiento sociales, ONGs, empresas privadas, grupos organizados, entre otras) estén interesadas en apropiar las nuevas soluciones o participar en la creación de las mismas, con el fin de aunar esfuerzos para aportar al bienestar, la calidad de vida, el desarrollo social y económico, con miras a lograr impactos positivos sobre la vida de todos los participantes en el hecho innovador.

Ahora bien, la innovación social, debe adherirse al quehacer de una institución universitaria, como un proceso de articulación de todas sus áreas del conocimiento (desde sus procesos de investigación, docencia y extensión), en tanto capacidad institucional instalada, para resolver problemas de la población y generando relaciones de trabajo cooperado y de diálogo de saberes entre todos los actores.

Lo anterior, como menciona Martínez, Vélez y Cardona (2016), implica una gestión de la relación entre la universidad y la sociedad desde el punto de vista de la investigación colaborativa y la extensión para la solución de problemáticas sociales, de manera tal que se aporte en las trasformaciones y cambios necesarios para crear valor social de cara a la calidad de vida y el bienestar social.

De esa manera, debe existir una plataforma donde docentes, investigadores, estudiantes, administrativos, egresados, empresas, actores gubernamentales y comunidad, puedan interactuar para responder a dichos retos y buscar la salida de conocimiento, potenciar o desarrollar ideas, proyectos, soluciones o acciones sociales, que puedan luego, materializarse a través de política pública, acciones o movimientos cívicos o iniciativas emprendedoras. Esto implica pensar desde una postura organizativa, en mecanismos de articulación entre los tres ejes misionales (investigación, docencia y extensión) y la comunidad,

Figura 1. Estructura para incorporar la innovación social en una Universidad pública.
Fuente. Elaboración propia.

desde una perspectiva macro para la generación de normativas; desde una perspectiva meso, para el fomento, pedagogía y monitoreo; y desde una perspectiva micro, para la implementación de las potenciales innovaciones sociales.

Dicha articulación ha de tener presente que entre la dependencia que gestiona la innovación social y la unidad académica o grupo de investigación que desarrolla o propone la solución, se debe desatar un proceso colaborativo que comprende las siguientes etapas, no necesariamente de forma lineal:

**La Etapa De Desarrollo** se da al interior de las unidades académicas donde se generan soluciones a problemáticas sociales con las comunidades o, en ocasiones, sin ellas. Esta solución será la base para tener el repositorio de activos de conocimiento, o resultados de investigación con potencial de desatar innovaciones sociales, para lo cual, la gestión del conocimiento juega un papel fundamental, en tanto será la memoria viva de la solución a retos sociales.

**La Etapa De Entrada** hace referencia a todas aquellas acciones de pedagogía para generar una cultura de innovación social, tales como, actividades de sensibilización, formación y procesos de acompañamiento a los estamentos universitarios interesados en participar de los temas de innovación social. En esta etapa, también se realiza la identificación permanente de esos activos de conocimiento o iniciativas ya desarrolladas por las unidades académicas, la cual puede darse bajo convocatoria o por remisión de las mismas iniciativas.

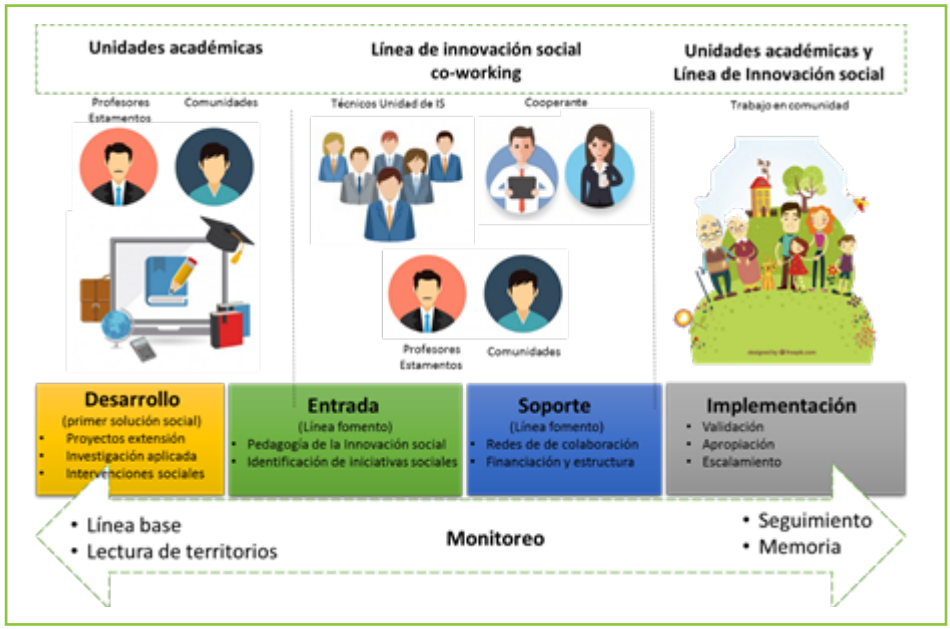


Figura 2. Proceso y etapas para la innovación social
Fuente: Elaboración propia

**La Etapa De Soporte,** aporta las metodologías para estructurar y dar sostenibilidad a las potenciales innovaciones sociales, principalmente, a través de la generación de redes de trabajo y cooperación técnica, humana y económica. La etapa de implementación consiste en la puesta en marcha de la potencial innovación social teniendo como base la búsqueda de la apropiación de la comunidad y los medios para escalar la solución en otros contextos con problemáticas similares. A su vez, debe estrategias para la sostenibilidad de la innovación social implementada.

Para que la institución reconozca las potenciales innovaciones sociales debe velar porque al menos se cumpla con:

- Participación colaborativa por parte de los tres actores (estamentos, comunidad y entes público-privados) en el diagnóstico, desarrollo, implementación, ajuste, sistematización y réplica.
- Acciones claras dentro de la condición de la iniciativa para fomentar la apropiación y favorecer su réplica.
- Plan de trabajo claro orientado a vincular actores para la mejora de la iniciativa y creación de comunidades empoderadas.
- Estrategia de sostenibilidad que puede incluir una de estas salidas: emprendimiento social, movimiento o acciones sociales, proceso social desde la base de la pirámide y acciones para mejorar política pública.

Sin embargo, en el caso de activos que tienen potencial, pero no han pensado en la innovación social, la idea es conocer su estado de madurez para identificar una ruta de gestión clara. En otras palabras, se debe considerar la creación de una estrategia de gestión de proyectos sociales que, más allá de ser banco de proyectos, les permita a estas iniciativas con potencial, gestionar recursos para desarrollarse en otras etapas de madurez. En este ejercicio se debe hacer diferenciación entre proyectos sociales, acciones sociales, voluntariados, responsabilidad social universitaria, entre otros ejercicios universitarios, los cuales pueden o no ser potenciales innovaciones sociales, en tanto sean activos que su solución tenga como base el conocimiento (tradicional u original, tecnológico o aplicado) creado o co-creado por actores de la Universidad y externos.

Por último, se contempla una **Etapa Transversal De Monitoreo** para gestionar el conocimiento de todo el proceso, desde la documentación del activo, la gestión del mismo y la generación de línea base de la iniciativa para conocer la brecha que hay entre el problema y el estado ideal de la situación a atender. De igual manera, se debe hacer lectura permanente de los territorios a la luz de los objetivos de desarrollo sostenible –ODS- (marco referencial de los hitos globales) e implementar mecanismos de sistematización para hacer seguimiento a los impactos, evaluar y dejar memoria de la implementación de la innovación social.

La esencia de la gestión de la innovación social en instituciones de educación superior, reside en su metodología para el trabajo colaborativo entre agentes cooperantes, comunidad externa y universitaria, la cual se puede proponer en tres vías, así:

- Como proceso, en el que se da una interacción y diálogo de saberes entre los actores que comparten un objetivo común, y que parte de la generación de oportunidades, pasando por el desarrollo de la idea y concluyendo en el seguimiento y la evaluación de la innovación social.
- Como acciones necesarias para desatar la innovación social, donde la dependencia encargada de ello, participa como acompañante del proceso, teniendo como base cuatro acciones de seguimiento (diagnostico, planificación, observación-acción y reflexión) propuestas por Kemmis (1988), la cuales se harán permanentemente y de forma lineal durante seis momentos de trabajo que surgen de una adaptación a la propuesta de la CEPAL (2008) para desarrollar innovaciones sociales. Éstos momentos son: demandas según los ODS, propuesta, implementación, mantenimiento – sostenibilidad, ampliación e identificación del impacto.
- Y desde la fase de desarrollo de la iniciativa, donde se estable el grado de desarrollo de la innovación social (inicial, creativa, prueba, madurez, réplica), con el fin de realizar un plan de acompañamiento a la medida en cuanto a recursos humanos, técnicos o económicos.

Esta dinámica se puede ver de izquierda a derecha en la siguiente gráfica:

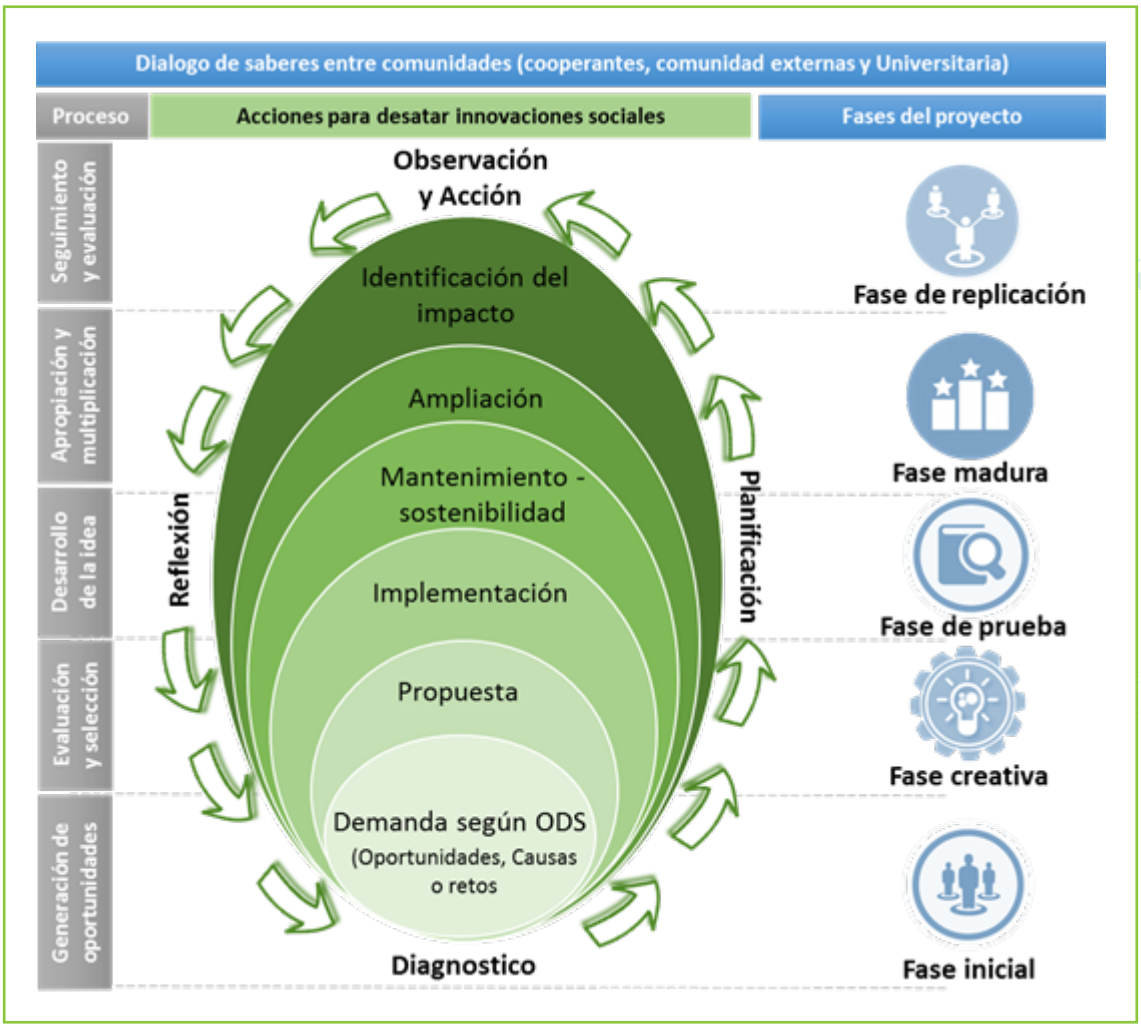


Figura 3. Metodología para promover la identificación de iniciativas sociales
Fuente: Elaboración propia a partir de Kemmis (1988), (CEPAL, 2008)

Con base en lo anterior, todo proceso de innovación social podrá presentar resultados o factores de medición como:

- Emprendimientos sociales con el fin de generar lucro compartido, valor social y garantizar la sostenibilidad económica.
- Redes de trabajo para la interacción y cooperación (técnico y económico) entre estamentos universitarios, comunidades, organizaciones público- privadas para desatar proyectos, iniciativas o acciones sociales.
- Innovaciones sociales replicadas o escaladas para otros contextos con problemáticas

similares a las atendidas originalmente.

- Incidencia en políticas públicas locales, regionales o nacionales.
- Recursos gestionados (humanos, técnicos y económicos) para adelantar innovaciones sociales en cualquiera de las fases del proyecto o iniciativa.
- Métrica e indicadores de aporte a los ODS de la ONU (2015).
- Promotores sociales cualificados (personas y organizaciones) que participan en actividades de sensibilización, formación o implementación de innovaciones sociales.
- Activos de conocimiento apropiados, es decir, conocimientos protegidos o no (conocimiento tradicional, científico y tecnológico) que son incorporados a las soluciones, proyectos o acciones sociales que promueven innovaciones sociales.
- Vinculación de organizaciones públicas o privadas para desatar innovaciones sociales.

Finalmente, desarrollar procesos de innovación social al interior de una universidad pública, humanista, investigadora y latinoamericana, implica pensar mecanismos de articulación entre el talento humano de la institución, determinar la estructura, la financiación y los vínculos que se desean generar en este sentido; y diseñar una plataforma que tenga una posición dinámica en el proceso de identificación de activos de conocimiento y acompañamiento para su gestión (reconocimiento, diagnóstico, desarrollo, apropiación y escalamiento). De igual manera, es menester desde la etapa de monitoreo, establecer cuáles serán los focos de intervención por parte de la Universidad, por lo que se debe iniciar con el reconocimiento de fortalezas y asuntos de trabajo de las unidades académicas (grupos de investigación y procesos de extensión) con el fin de hacer un comparativo desde oferta real (activos de conocimiento tradicional-original, tecnológico y aplicado) y demanda (territorios de trabajo con foco en los ODS).

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# AUTHORS

GABRIEL VÉLEZ CUARTAS
gjaime.velez@udea.edu.co

Profesor Asociado de la Universidad de Antioquia y Doctor en Ciencias Sociales y Políticas. Su trabajo y especialidad académica gira en torno a la construcción de mapas de conocimiento, la colaboración Universidad, Empresa y Estado; políticas públicas, teorías de la comunicación y la información y análisis de redes.

MAURICIO DOMÍNGUEZ O.
erik.dominguez@udea.edu.co

Administrador de empresas, Magister en gestión de ciencia, tecnología e innovación con diez años de experiencia en gestión de proyectos, emprendimiento, gestión empresarial, social y cultural. Entre sus temas de interés y conocimientos se encuentran: gestión de la investigación; gestión y valoración tecnológica; innovación social; modelos y planes de negocio.

ROBINSSON CARDONA CANO
robinsson.cardona@udea.edu.co

Profesional de la Unidad de Innovación de la Universidad de Antioquia, Magister en Gestión de ciencia, tecnología e innovación y Magister en Educación. Se ha desempeñado como docente en áreas de emprendimiento, innovación, gestión del conocimiento, formación pedagógica y psicología organizacional; y ha sido asesor de proyectos empresariales.

# Poder Diseñarte

LIDA LORA GÓMEZ
FUNDACIÓN UNIVERSITARIA DEL ÁREA ANDINA, COLOMBIA

llora@areandina.edu.co

Muchas veces se piensa –o se suele pensar- que el Diseño de Modas, por su campo de acción y ámbito de extensión, es un arte plástico carente de conciencia humana y ambiental. Esto se da porque, ante la percepción social, los diseñadores de modas obramos en un mundo en donde las apariencias lo son todo y donde el ser humano es un producto en sí mismo. Por esta razón, desde la Fundación Universitaria del Área Andina y su programa de diseño de modas, nos hemos enfocado en lograr una interrelación con las comunidades vulnerables partiendo del capital humano.

Con esto, en un proceso de interacción social entre estudiantes de diseño de modas y diferentes comunidades vulnerables que hemos ido encontrando en el camino, como lo son cabildos indígenas, campesinos, fundaciones de niños y mujeres con diferentes enfermedades y discapacidades, entre otras, hemos podido entender el diseño de otra manera y ponerlo en práctica en realidades distintas, dándole un mayor alcance, al punto que, en pocas palabras, analizando diferentes aspectos, hemos llegado a diseñar un mundo especial para cada persona.

Así entonces, creamos *"Poder Diseñarte"*, un proyecto en el que, por poner un ejemplo, estudiamos, con los estudiantes de Fundamentos textiles, los trabajos ancestrales sobre fibras naturales y técnicas manuales de tejeduría a través de salidas pedagógicas en búsqueda de conseguir el conocimiento directamente de las comunidades artesanales campesinas e indígenas que tiene Colombia, dejándoles un mensaje a los estudiantes que trasciende de las clases teóricas y prácticas que se puedan impartir en el aula, pues toca la conciencia social de cada uno de ellos.

En estas visitas, en las que, como decíamos, nos enfocamos, en un primer estadio, en las fibras naturales, conocimos, por ejemplo: i) el algodón orgánico o lienzo de la tierra de Charalá, Santander; ii) el fique de Curití, Santander y sus diferentes procesos de hilatura –en los que vimos la rueca con uso-; iii) el fieltro con seda pura en Timbío, Cauca; y iv) técnicas artesanales de tejeduría, como hilar y tinturar con tintes naturales lana virgen en el municipio de la Calera, Cundinamarca, entre otras. Sin embargo, más que lo que pudimos aprender de estas comunidades, lo que fue realmente valioso de la experiencia fue lograr dejarles algo a todas éstas a partir de sus necesidades, ya fuese en labores de diseño y variación de productos, hasta venta de los mismos. Así entonces, comenzamos a organizar proyectos de intercambio de saberes para exponer formas para tinturar mejor, confeccionar fibras naturales, patronar tejido de punto manual

-como hilar piña y coco para hacer accesorios-, focalizados en brindar ayuda desde nuestro campo de conocimiento.

Con esto, logramos darnos cuenta de que, en Colombia, por innumerables razones, entre ellas –por qué no- la globalización, se están perdiendo las técnicas de tejeduría, en tanto las comunidades no ven su tradición como un arte digno de conservación especial por sus valores históricos y culturales.

Fue tal el crecimiento de la interacción entre las comunidades y los estudiantes, en un constante proceso de enseñanza y aprendizaje, que nacieron nuevos proyectos, tanto que un día nos pidieron 80 mochilas Wayuu y, con el líder de la comunidad de TOCOROMANA, en la Guajira, logramos trabajar junto a muchas mujeres, todas tejiendo al mismo tiempo, para lograr el pedido y brindarles una entrada económica a los miembros de la comunidad.

Ahora bien, aunque se trató de un ejercicio remunerado para los miembros de la comunidad, una vez se logró la cantidad solicitada y se entregaron, nuestra participación, como programa, facultad y universidad involucró otros factores. Esto debido a que, por un lado, nuestros estudiantes aprendieron el idioma Wayuu y las técnicas mas ancestrales de tejeduría (como la tejeduría con el dedo gordo del pie) y, a cambio, realizamos caminatas ecológicas de recolección de basuras, tejimos con las mujeres de la comunidad posibles productos innovadores con su técnica ancestral, hicimos ciclos de conferencias, talleres de confección, de estampación y les conseguimos maquinaria a través de donaciones, sin contar que, como si todo esto fuera poco, las mujeres desplazadas del Chocó realizaron charlas de empoderamiento de la mujer.

Todo esto lo llevamos haciendo por 11 años de la mano con comunidades vulnerables: primero fueron artesanos, luego nuestros proyectos comenzaron a tener reconocimiento y fueron las comunidades quienes empezaron a buscarnos a nosotros, aunque ya sus necesidades no eran solo de tradiciones artesanales, por lo que, en efecto, abrirnos las puertas en otros espacios sociales.

Una vez se dio esto, todo cambió porque Poder Diseñarte no sólo sirvió para conservar el valor cultural de diferentes muestras artesanales y sus comunidades, sino que, también, inició una variante que no previmos: la mejora de la autoestima personal.

Esto debido a que, un día, una enfermera del hospital cancerológico de Bogotá, quien trataba niños, mujeres y hombres con muy corta esperanza de vida, nos pidió su ayuda y se nos presentó un nuevo problema. Esta no era una comunidad que buscaba enaltecer sus valores culturales y sus productos autóctonos, tendríamos que, con lo que sabemos, darles una esperanza de hacer algo diferente.

Con esto, con la Facultad, teniendo a PODER DISEÑARTE como referente, hablamos con los pacientes y los convertimos en modelos de pasarela por un día. Es decir, tendrían que desfilar ante la mirada de atentos espectadores sin ser profesionales y, peor aún, sin sentirse confiados personalmente para exponerse. Para esto, desde la Universidad, empezamos solos, por lo que nos tocaba organizar todo: vestuario, pasarela, maquillaje, transportes, almuerzos, música, etc.

Así, llegó el primer desfile fue con la fundación Sanar, cuyos miembros son niñas de menos de 15 años y, nuevamente, logró efectos positivos inesperados, pues, por lejanas que fuesen las fechas de desfile, ellas hacían hasta lo imposible por conseguir su meta de ser modelos de pasarela por una vez en su vida. Esto, después de arduo trabajo por 6 meses, en los cuales las familias y las personas de la fundación nos apoyaron mucho, hizo que, en las niñas, brotaran nuevas ilusiones y nuevos métodos de recuperación física y psicológica, pues las niñas practicaban en sus casas e incluso una de ellas, ante la incapacidad de caminar, desfiló en silla de ruedas.

Este desfile, por el contundente éxito que supuso en las niñas, lo presentamos tres veces bajo el nombre *"TU SUEÑO"* y con un vestuario diseñado y confeccionado directamente por las estudiantes del Área Andina con materiales donados, todo basado en los sueños individuales de cada una de las niñas. Así, se realizaron vestidos personalizados –una niña de 8 años quiso ser una muñeca de cajita de música, otra niña quiso ser una chica Bond, otra una princesa, etc.- aunque no faltaron los inconvenientes, pues una de las niñas no logró llegar al desfile por un incremento en su afección, de tal forma que, para rendirle homenaje, una luz siguió el espacio vacío por donde ella desfilaría entre los asistentes.

Fue tal el efecto, en esta creciente suscripción de colaboradores, que la demanda de desfiles, por parte principalmente de quienes serían modelos por una vez, incrementó e hicimos desfiles con más fundaciones de apoyo a personas con cáncer, en los que, incluso, por curioso que suene, un grupo de solo hombres con cáncer de mama desfiló y las invitaciones sobrepasaron nuestra capacidad.

Con el paso del tiempo, especialmente después de que fuésemos invitados a salir en televisión, conseguimos muchos aliados, desde maquilladores profesionales que trabajaban gratis hasta asesores de reinas nos daban clase de pasarela, sin mencionar que los estudiantes de diseño de modas pudieron empezar a trabajar con una amplia variedad de materiales que donaban las empresas participantes.

Esto, sin esperarse, llevó, otra vez, a que el grupo de modelos aumentara, en tanto prácticamente todas las fundaciones de cáncer en Bogotá quisieron ser nuestros aliados, de forma que, de Poder Diseñarte, nacieron otros proyectos, por lo que, en la universidad, creamos el día de la responsabilidad social y este, durante tres años, para potenciar esa autoestima que la medicina y los recursos económicos no pueden brindar, desde la moda, nos centramos en hacer jornadas de donación de cabello para entregar más de 100 pelucas por jornada a las fundaciones AMESE (Asociación Apoyo a las Mujeres con Enfermedades del Seno), SANAR (Fundación Sanar niños con cáncer) y SIMMON (Sinergias Integradas para el Mejoramiento del Manejo Oncológico).

Es decir que cada vez que llegamos a diferentes grupos poblacionales a partir del arte que tantos consideran superficial. Sin embargo el punto más alto del proyecto fue cuando nos buscaron las mujeres con cáncer de seno con un problema que nadie antes había tratado de resolver: cuando les es extirpado uno o ambos senos, no pueden seguir usando los brasieres que solían usar antes del tratamiento. Así, en un sincero esfuerzo en la resolución de problemas, iniciamos una investigación llamada *"ROPA INTERIOR PARA MUJERES CON SENOS DIFERENTES"* que abarcó

factores como los materiales y la comodidad para sentirse atractivas. Esto, lógicamente, nos impulsó a hacer lo mejor que hacemos, brindar confianza personal y mejora en la autoestima mediante desfiles de moda en los que, por un momento, se es la estrella en una pasarela.

Para este momento no sólo habíamos aprendido mucho sino que habíamos marcado un camino a seguir, dejando labores positivas a nivel social. Era tiempo de volver a nuestras raíces: la recuperación de técnicas ancestrales textiles.

Para esto, atendimos uno de los problemas más grandes que ha tenido Colombia: el conflicto armado. Por lo que recibimos diferentes grupos de mujeres desplazadas por la violencia de Tumaco, Nariño, lo que nos exigió ampliar aún más el espectro de colaboradores, para lo cual se nos unieron la facultad de mercadeo, la facultad de diseño gráfico y la facultad de gastronomía.

De esta unión nació lo que llamamos *"ORIGEN"*, en el que desarrollamos el proceso de curtido en pieles de pescado para vestir, nuevamente en un desfile de modas, a mujeres de la comunidad. Para esto, se utilizaron los bordados en patchwork, la música la realizó un grupo de personas de la comunidad y la facultad de gastronomía, después de una rigurosa investigación sobre costumbres culinarias, participó en el cierre del desfile proveyendo alimentación especial para la ocasión.

En conclusión, después de años de interacción social inesperada e imprevista, logramos que los estudiantes piensen en los demás y vean que hay otros caminos para desarrollarse como diseñadores en los que se puede brindar una función social más allá de la creatividad visual, mediante una mirada hacia su país y su cultura.

Así se logró generar, en los estudiantes y en todos aquellos que se han animado a participar junto a nosotros, sentido de pertenencia en su cultura para respetar la sabiduría ancestral y los valores autóctonos para evolucionar e innovar desde su propia identidad: la identidad colombiana.

## AUTHORS

LIDA LORA GOMEZ
llora@areandina.edu.co

Lida Lora Gómez, Fashion Designer and University professor at the Área Andina University Foundation, teaching design, textile experimentation, fashion trends and working as a researcher and a consultant in sustainable fashion and social responsibility focused on tradition and cultural values.

# Emociones Y Habilidades Para Surfear El Futuro

HECTOR JORQUERA
COOPERATIVA ARAUCANIAHUB, UNIVERSIDAD DE LA FRONTERA, CHILE

hjorquera@araucaniahub.cl

## Alicia En El País De Las Anomalías

Recibo la invitación a escribir en este interesante libro, en momentos en que mentoreo a una emprendedora que declara su motivación por erradicar *"la ceguera evitable"*. Para eso, en pocos meses montó una empresa a la que llamó *"VEMOS, Red Comunitaria de Salud Visual"*; realizó validaciones en localidades pequeñas que no cuentan con oferta pública ni privada; gestionó con empresas y municipios el reciclaje de armazones, que una vez refaccionados son ofertados sin costos para los clientes y ambiciosamente, en cada ciudad que *VEMOS* visita, comunica que desea *"cambiar el mundo mirada a mirada"*.

Alicia no hallaba empleo como Diseñadora Gráfica, profesión saturada de egresados en Chile, requería criar sola a su hijo y postuló a una cadena óptica nacional para trabajar como vendedora. En su rutina cotidiana, conoció muchos clientes que no podían comprar lentes por su elevado precio, y se informó del difícil acceso a diagnósticos oportunos con especialistas. Junto con aprender técnicas comerciales en la tienda, en horario vespertino se entrenó como Óptico Contactólogo, profesión que ejerció tras dejar ese empleo. Su desazón aumentaba al conocer más personas en necesidad de lentes. Algo funcionaba bien para la industria, pero la brecha parecía ser enorme para las personas

Llegó hasta Araucanía Hub, nuestra cooperativa de innovación y espacio cowork en busca de apoyo. Nos sorprendimos al descubrir en las estadísticas nacionales de salud, que ocho millones de chilenos sufren dificultades visuales, de los cuales cinco millones necesitan usar lentes y al menos tres no lo saben, por falta de examen oportuno. O que el 70% de las ciudades no cuentan con oferta pública ni privada de salud visual y que el tamaño del mercado de lentes ópticos en el país, equivale anualmente a unos U$ 175 millones. La propia Organización Mundial de la Salud indica en sus análisis que el 80% de los casos de discapacidad visual son evitables y que pese a ello, unos 624 millones de personas la padecen. Sus expertos advierten que 2,5 billones de personas sufren problemas visuales, cifra que se ampliaría a 4,8 billones al 2050, de no mediar una intervención decidida y eficaz: otorgarles lentes. La desazón de Alicia, pasó entonces de ser una sospecha, un n *"yo pienso"*, *"he oído casos en terreno"*, a ser un problema social global de magnitudes conocidas y soluciones abiertas y urgentes. Y su caso, puede ayudar a las universidades a ver algo que aún no distinguen con nitidez.

## Entrenar La Intuición Y La Sensibilidad

Lo que mueve a Alicia es una emoción, no una evaluación fundada o el análisis racional de un problema o mercado. Es más, ella desconocía las estadísticas que hacían de este un grave problema o generaban una oportunidad de negocio social, sólo intuía a partir de la experiencia recurrente de atender pacientes, que algo no funcionaba para las personas y eso la insatisfacía. Mientras más trataba con personas, más ampliaba su experiencia e intensificaba su sentimiento de injusticia o inequidad. ¿No fue ese mismo tipo de insatisfacción la que movió a Muhammad Yunus a prestar 27 dólares a 42 mujeres y fundar más tarde el Grameen Bank?. ¿No fue su vergüenza porque las ecuaciones económicas que enseñaba a sus alumnos no conseguían evitar hambrunas ni muertes, la que lo llevó a salir a las aldeas y experimentar el microcrédito?

Ni Alicia es la más experta en salud visual ni Yunus era entonces quien más sabía sobre finanzas y comunidades, sin embargo fueron capaces de emprender desde su insatisfacción, porque se comprometieron con la disonancia que enfrentaron, apropiándose de ese espacio a través de la solución que desplazaron, inicialmente a pequeña escala. En el centro de sus iniciativas no estuvo la argumentación racional, sino la ambición por transformar vidas; hubo más osadía prudente para encarar lo que les incomodaba, que cálculos y planes. Aquello siempre viene después.

Modelos educativos basados en la racionalidad técnico - científica que planifica y controla un mundo dado, prepara estudiantes para leer antiguos mapas y orientarse en territorios conocidos y objetivados, en los que es más relevante saber qué y no saber cómo. La preeminencia lógico intencional de este modelo resulta insuficiente para navegar en sociedades líquidas y abiertas a la co-invención como en las que vivimos.

La enseñanza del emprendimiento y la innovación en las universidades latinoamericanas, ha puesto más énfasis en los instrumentos, que en el cultivo de un nuevo modo de ser social que se encarne en las destrezas y habilidades de los estudiantes y les permita surfear el tsunami de cambios en el trabajo, las instituciones y los valores de nuestras sociedades. Los modelos y planes de negocio son meras herramientas, que sin foco en los propósitos transformadores, dificultarán a las nuevas generaciones enfrentar con efectividad las olas de desempleo, obsolescencia y fragmentación que viviremos en las próximas décadas.

¿Cómo fortalecer entonces el carácter, la intuición, la especulación creativa, el espíritu emprendedor y no la mera reproducción de modelos y mapas? Generando comunidades que más allá de los destellos de genialidad individual, nutran a los estudiantes de experiencias diversas y desafiantes, que estimulen sus liderazgos y capacidad de problematizar desde los dolores ajenos, escapando del *"garaje"* de sus buenas ideas.

## Emprender Para Surfear El Futuro

Se estima que unos 650 de 3.000 millones de empleos actuales serán robotizados en el futuro

cercano y que cerca del 70% de las nuevas profesiones u oficios que existirán en veinte años, aún no se crean. *"Hacer carrera"* no estará en las posibilidades de miles de millones de personas y las humanidades serán las disciplinas con mayor demanda en medio de nuestras complejidades, sea por la necesidad de comprender comprensiones ajenas, lidiar con la incertidumbre y fluir con otros, sea por la urgencia de dotar de sentido al nuevo orden emergente. De todos modos, requeriremos entrenar a nuestros jóvenes en un set de habilidades que conjugadas en la acción, generen un estilo emprendedor, empático y colaborativo.

## Nuevas Identidades Y Conversaciones

Alicia no ejerció su primera carrera profesional universitaria y luego estudió en centros no tradicionales su especialidad de Óptico Contactólogo, un oficio casi desconocido en el país y fue definiendo para sí una nueva identidad a partir de la práctica de éste. Estas habilidades, la de desaprender y redefinir la identidad en contextos inciertos, serán imprescindibles para las nuevas generaciones. Para ello es necesario que las universidades expongan cada día con más intensidad a los estudiantes a situaciones cotidianas, no de campus virtuales ni centros protegidos, volcándose a buscar desafíos comunitarios auténticos que no se adapten a sus mallas curriculares, sino por contrario, que las obliguen a revisarlos una y otra vez para sintonizar con las personas y sus intereses reales. Los profesores serán guías del aprender a aprender: aprender lo conocido ya está resuelto.

De igual modo, nuestra emprendedora ha desarrollado cierta maestría en el pedir ayuda y hacer ofertas que hacen sentido a personas, comunidades, empresas y gobiernos. Ambas habilidades son capaces de movilizar en diversos ámbitos a distintos tipos de actores. La capacidad de ofertar, esto es, de hacer coincidir un servicio, producto, proceso o sistema con los intereses de quien puede tomar decisiones para requerirlos, es por definición lo que mueve a cualquier emprendedor, social, cultural o de negocios. Una vez que el emprendedor fluye haciendo ofertas y da origen a una empresa u organización que las concentra, se concentra en coordinar equipos humanos y materiales, pidiendo ayuda a cada instante para satisfacer a esos clientes con excelencia. Así, ofertar y pedir son caras de una misma e imprescindible habilidad.

Finalmente, cuando Alicia declara que desea *"cambiar el mundo mirada a mirada"* o *"erradicar la ceguera evitable"*, constatamos que el nivel operativo de su actuar emprendedor ha dado paso a un relato que integra todo lo descrito y lo sostiene. Así, identidad pública, ofertas, clientes, pedidos y equipos se congregan en una narrativa que se afina y muta con la experiencia, que se articula y rearticula manteniendo el sentido, que define su saber hacer como una promesa para otros y lo comunica con efectividad.

Las universidades tienen aquí un espacio amplio para entrenar a sus estudiantes, si comprenden mejor que el emprendimiento y la innovación tienen más relación con la poesía y las humanidades que con la ingeniería y la economía, porque están profundamente ligadas al hablar

y las conversaciones, más que a la ejecución operacional de un plan. Se trata de recuperar el hablar poético, esto es, un estilo de comunicar que evoca (anomalías, pasado común), convoca (equipos, redes) y regala metáforas que alumbran nuevas formas de pensar o hacer, que es lo que hace todo buen emprendedor cuando sus servicios tienen demanda y generan valor. *"Cambiar el mundo mirada a mirada"* es metafórico, hasta que miles de ciudadanos antes sin acceso, tienen sus lentes y rinden mejor en sus trabajos, actividades sociales o escolares.

## AUTHORS

**HECTOR JORQUERA**
hjorquera@araucaniahub.cl

Fundador Cooperativa AraucaniaHub / Profesor Universidad de La Frontera - Chile EmprendedorSocial, fellowAshoka desde el año 2000; se desempeña como consultor de empresas en programas de innovación social; profesor en MBA Universidad de La Frontera; speaker y relator en programas de entrenamiento para emprendedores.

# SECTION 2
# LASIN RESULTS

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

# PART 2
# DIAGNOSIS

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

# RESULTS OF THE INITIAL QUESTIONNAIRE AND PARTNER AUDIT

GABRIEL VÉLEZ CUARTAS, DANIEL FELIPE PATIÑO, ERIK MAURICIO DOMÍNGUEZ, CRISTIAN FIGUEROA, ELIANA MARTÍNEZ.

UNIVERSIDAD DEL DESARROLLO - UDD

UNIVERSIDAD DE ANTIOQUIA - UDEA

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

UNIVERSIDAD DE ANTIOQUIA 1803

instituto de innovación social
Fundación Miguel Kast - Universidad del Desarrollo

Co-funded by the Erasmus+ Programme of the European Union

# DIAGNOSIS

## Introduction

The Latin American Social Innovation Network (i.e., LASIN project hereafter) has as a main objective to support and promote social innovation as a means to achieve sustainable and inclusive socio-economic growth, social cohesion and equity in Latin America, through intercultural, curricular and extracurricular activities. Specifically, the project aims:

- To foster social innovation as an integral part in the institutional activities in knowledge transfer and encourage a university-community engagement with local communities and in particular disadvantaged groups.
- To develop and consolidate a sustainable model of social innovation in Latin American universities through a network of social innovation support units (SISU), and;
- To create a range of learning and teaching tools aimed at promoting entrepreneurship and graduate employability with a particular emphasis on social innovation projects.

One of the first activities of the project, which was carried out during the first three months, was to conduct a preliminary diagnosis of the understanding and experience of Social Innovation of the partners and associated entities in the project. The results of this diagnosis were presented at the Kick-off meeting and this report presents the compiled results of the initial questionnaire and partner audit.

## Methods

In order to conduct the preliminary diagnosis we followed a four-stage process to develop a questionnaire to capture the partners' understandings and experiences of Social Innovation.

### Stage One: Devising The Items

The five items of the questionnaire were based on a consensus between the team of representatives from the universities that were in charge of developing the diagnosis (i.e., Universidad de Desarrollo from Chile and Universidad de Antioquia from Colombia). The team followed the recommendations of the project (e.g., the project suggested to take into account quality guidelines such as ISO26000 and ALFA Tuning ISUR model) and after two meetings agreed that the questionnaire should ask the partners about the following items:

1. The alignment of their understanding of Social Innovation with the definitions stated by The European Commission; The Economic Commission for Latin America and the Caribbean; Socialinnova; The National Endowment for Science, Technology and the Arts (NESTA) and The ALFA Tuning INSUR model.

2. Their activities and projects related to Social Innovation.

3. A description of their outstanding Social Innovation experiences.

4. A report on any mission statements, policies and/or regulations related to Social Innovation that exists in their context.
5. A description of their organizations or networks related to their social innovation activities or projects.

The responses to all the items, with the exception of the first one, were qualitative, where the respondents were given the choice to answer the question in text form and to provide additional documents to back up their arguments. The response to the first item was considered to sit on a continuum and was obtained by direct estimation methods using 3-point scales. The scales ranged from 0 to 2 were 0 was equal to zero alignment with the definition (the final version of the instrument is presented in the appendix No.1).

### Stage Two: Validation

The first draft of the questionnaire was sent to all the partners that were working on its development and to the coordinator of the project. This stage served as a content validation where the team and coordinator assessed the appropriateness of the included content, and identified important areas for improvement. For example in this validation phase it was decided to exclude from the questionnaire the question related to the ISO 26000. After this validation phase the instrument was translated to English.

### Stage Three: Administration

The final version of the questionnaire and a presentation letter were sent by email to 13 partners: Glasgow Caledonian University, Universidad de Alicante, University of Munster, Universidad Técnica Federico Santa Maria, Universidad de Desarrollo, Universidad de Antioquia, Fundación Universidad del Área Andina, Whitney Colombia SAS, Universidade Federal do Rio de Janeiro, Universidade Federal do Estado do Rio de Janeiro, Universidad Católica Santa Maria Antigua, Universidad de Istmo and Social Innovation Exchange.

### Stage Four: Analysis

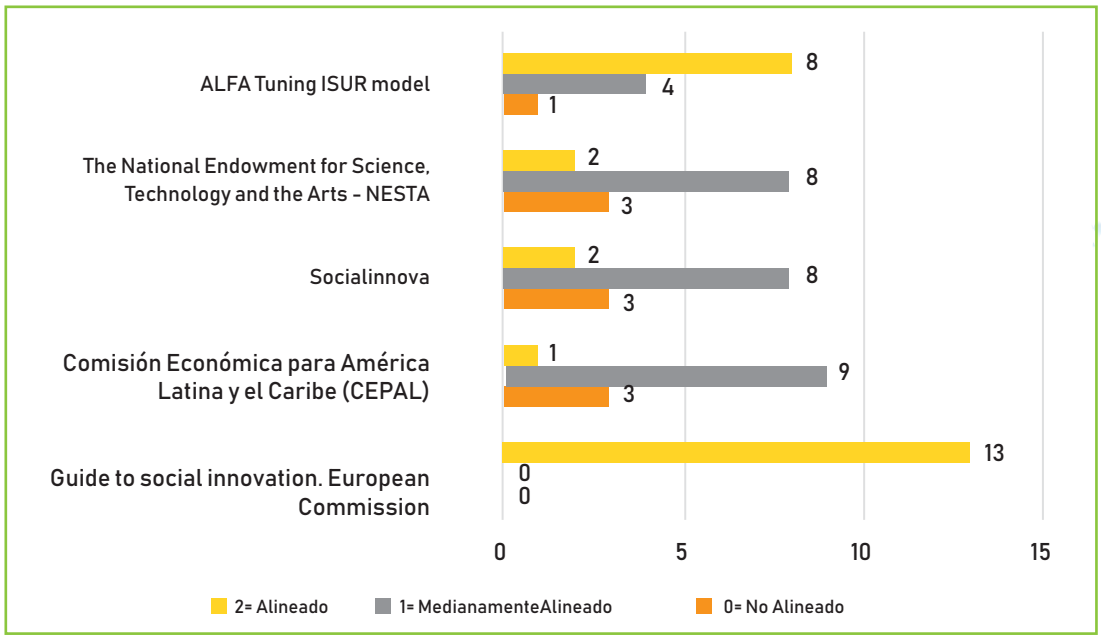
In order to find common understanding between the partners around the concept of Social Innovation, we performed basic descriptive quantitative and qualitative analysis of each of the item's responses.

## Results

All of the 13 questionnaires sent were received. 11 of them have all the questions answered, one without the answers to questions 2, 3 and 5; and a questionnaire without information in question 5.

## Alignment With Institutional Definitions Of Social Innovation Among Participating Institutions Of Lasin.

Figure 1. Affinity with institutional definitions of social innovation




(See File: Tabulación.xlsx hoja de cálculo "Pregunta 1")

Thirteen of the partners aligned with the definition of the European Commission, 8 with the definition of ALFA Tunning , NESTA and Socialinnova 2 and 1 with the definition of ECLAC. This accounts for a major amount in understanding social innovation; as generating new ideas for generating welfare from interactions and collaboration and capacity building. A little more than half emphasize the role of the University in such initiatives by sharing an alignment with the definition of ALFA Tunning.

Between 8 and 9 partners said they were fairly aligned with the definitions of NESTA, Socialinnova and ECLAC. Both definitions Socialinnova and ECLAC share in common the idea of change and replicability, while NESTA gives special emphasis on the idea of building social and public goods. Focalizations could be considered a general idea raised by the EEC which agree most institutions.

Two universities submitted additional own definitions with which align, especially linked to their experience in investigating this phenomenon. Universidad del Istmo, is fairly aligned to the definition of social innovation proposed by Stanford Graduate School of Business.
Federal University of Rio de Janeiro, aligns strongly with the proposed definitions : Giovany Cajaiba - Santana, Bartholo , R. and UFRJ Agência de Inovação.

## Activities And Projects

### Table 1: Number of activities or projects related to SI by dimension

| Social innovation projects or activities | | Curricular and pedagogical dimension | Organizational dimension | Investigation, innovation and development dimension | Relationship with the environment dimension | Internationalization dimension | Other dimension | Total |
|---|---|---|---|---|---|---|---|---|
| Glasgow Caledonian University | GCU | 4 | 1 | 1 | 3 | 2 | 0 | 11 |
| Universidad de Alicante | UA | 3 | 1 | 2 | 0 | 1 | 0 | 7 |
| University of Munster | UM | 2 | 1 | 3 | 2 | 3 | 0 | 11 |
| Universidad Técnica Federico Santa María | UTFSM | 5 | 1 | 0 | 5 | 1 | 0 | 12 |
| Universidad de Desarrollo | UDD | 3 | 3 | 2 | 4 | 0 | 0 | 12 |
| Universidad de Antioquia | ANT | 2 | 2 | 3 | 0 | 0 | 0 | 7 |
| Fundación Universidad del Área Andina | FUAA | 3 | 3 | 3 | 5 | 3 | 0 | 17 |
| Whitney Colombia SAS | WHIT | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Universidade Federal do Rio de Janeiro | UFRJ | 2 | 2 | 4 | 1 | 3 | 0 | 12 |
| Universidade Federal do Estado do Rio de Janeiro | UNRIO | 3 | 0 | 0 | 1 | 4 | 0 | 8 |
| Universidad Católica Santa María Antigua | USMA | 2 | 3 | 2 | 3 | 5 | 0 | 15 |
| Universidad de Istmo | ISTMO | 2 | 1 | 1 | 3 | 1 | 1 | 9 |
| Social Innovation Exchange | SIX | 1 | 1 | 3 | 1 | 2 | 0 | 8 |
| TOTAL | | 32 | 19 | 24 | 28 | 25 | 1 | 129 |

Elaborated by: Equipo UANT-UDD (WP1)

https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi/defining-social-innovation

http://prpg.ufla.br/_ppg/admpublica//wp-content/uploads/2014/02/artigo_6.pdf

http://docplayer.com.br/6342152-Qual-ufrj-queremos-ser.html

http://www.pr2.ufrj.br/programas/programas/inovacao/attach/05-01.pdf

http://www.inovacao.ufrj.br/index.php/cultura-da-inovacao/inovacao-social

Organizations reported between 7 and 17 social innovation projects distributed in the dimensions defined below (see Table 1):

**Curricular:** Refers to a relevant and quality academic and social proposal, part of the institutional educational project, which promotes a comprehensive, professional and civic education (being, knowledge, know-how and know how to live). This is done by integrating service learning approach, the promotion of social entrepreneurship and enriching learning environments. It thus contributes to the training of teachers and students, with a clear commitment for improving life quality of different social groups. The components that are analyzed are: training of students; Professional development for university staff; and equitable educational response in response to diversity.

**Organizational:** Dimension regard to the management and transformation of the institution, from the mission, vision, policies, strategies, plans, programs, organizational structure, processes and impacts. These are developed and applied for its proper functioning and daily living, from an organizational culture that facilitates social innovation responsible. The components that are analyzed are: planning, management and institutional evaluation; Organizational structure; and organizational culture.

**I + D + i:** Describes the implementation and contributions from research and development to social innovation and improving processes and solutions to major problems related to the development of society in which the university is involved. This implementation, although corresponds directly lead it to the units responsible for research at universities, it is also the responsibility of teaching (undergraduate and graduate), university management and linking with the medium or extension. The components that are analyzed are: institutional research policies in social innovation; research community and networks of knowledge production; Management, transfer and diffusion of knowledge; Promotion of research on priority issues.

**Relationship With The Environment:** Refers to link the university from its substantive functions, established with the rest of society through the cultural, social, economic, educational institutions and communities. This relationship arises from a consideration of equality to share common goals and objectives in projects that promote understanding, reflection and resolution of challenges of local, national and international environment.

The components that are analyzed are: Relationship with society, projects, contribution to national

development; Networking works in relation to both, the community and different stakeholders; Public policy advocacy; Generation of academic and popular knowledge.

**Internationalization:** Refers to an institutional process of crossing borders. It is a dynamic process that has a strategy that aims to integrate international and intercultural dimension in the mission, cultural practices, development plans, curriculum and policies of the universities.
The components that are analyzed are: Policies promoting internationalization; International research projects; Social work approach in international networks; international academic mobility; and joint training programs (undergraduate and graduate).

**Others:** Raised by participants and are not described in the proposals.

Six of the institutions report activities in all dimensions, one of which adds its own classification of innovation, (degree, focus, aperture and source). Three reported activities in 4 dimensions, the absent ones are, relations with the environment, internationalization and R & D + i. Two of them reported only activities in three dimensions. In a relationship with the environment and internationalization and other R & D + i and organizational case. Two of the organizations reported no activities in any dimension.

In the curricular dimension include the following types of activities: curricular programs, school programs in which undergraduates are linked to projects, training workshops on social innovation, development of entrepreneurship programs among students, competitions among undergraduates, fairs integration of ethnic knowledge into curricula. The beneficiaries are mainly students and members of local communities.

In the organizational dimension include activities such as efforts in institutional mission changes to include social innovation as an important concept, development of initiatives to foster innovation in institutional planning and promotion of organizational culture. Internal calls are implemented in institutions to finance small extension projects undertaken by students or teachers institutional administrative staff, including principles of social and ethical responsibility in institutional projects. Among the important public are internal university communities and various national and international public related institutions.

R + D + i centers dedicated exclusively to social innovation, development consultancy in this field, development of spin-offs and science parks and development of various projects of national and international research. The beneficiaries are the communities of researchers and other external.

With regard to relations with the environment include membership in international councils and associations, relations with financial institutions for the development of microcredit, adherence to national manifestos on social innovation, the development of national and international networks of peer institutions, interagency agreements with cultural organizations, use of media to make programs on the topic, creating centers of social

entrepreneurship, development of outreach projects, including professional practices in social programs. There are several public involved mainly depending on the type of external institutions activities.

In the international dimension include social innovation projects aimed at extra national communities and programs for undergraduate and graduate students abroad and from abroad (mobility).

Each of the dimensions presented in general relate to various aspects of social activities linked to innovation. Some cases make a special emphasis on the development of social programs in general, close to the concepts of development of public goods or social responsibility. They stand out from the other side the emphasis on entrepreneurship. Finally there is another portion of institutions that refer explicitly to projects developed from new ideas or capacity building to create them.

For further specification table activities and projects reported by each of the participating institutions is presented in Annex No. 2.

## Significant Experiences

Eleven organizations presented their most significant experiences (see Annex No. 3). The experiences presented relate in particular to strengthening research communities in social innovation consulting projects to other institutions to develop social innovation programs, outreach programs and social appropriation of knowledge, business incubators, research projects on social innovation, outreach projects with social components and implementation of social innovation projects, projects of rapprochement between university researchers and people grouped in local communities, establishing relationships between universities and programs in public administration, curriculum and extracurricular programs, and networking international agency.

The diversity of experiences allows visible significant potential for benchmarking strategies within the network by the significant amount of skill developed in different fields of social innovation. There are experiences ranging from teaching to implementation of specific programs of social entrepreneurship or experience of conducting international projects.

For further specification table outstanding experiences that were reported by eleven of the thirteen participating institutions presented in Annex No. 3.

## Social Innovation Policies And Regulations

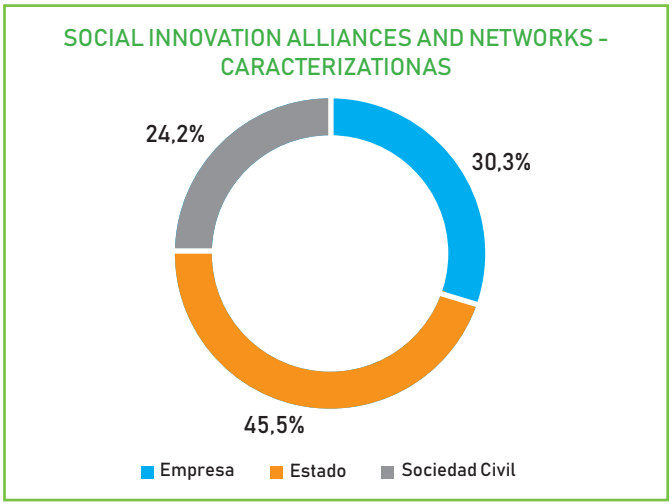
The organizations surveyed were asked to account for the regulatory framework operates on its institutions. Table 2 shows the number of reported normal activities according to institutional, municipal, provincial, national or other groupings.

A total of 18 institutional policies, 7 municipal, 11 departmental, 15 national and 7 classified as other relevant especially regarding the design of policies or projects underway that function as political documents were obtained.

Table 2. Normal activities reported by institutions according to territorial levels.

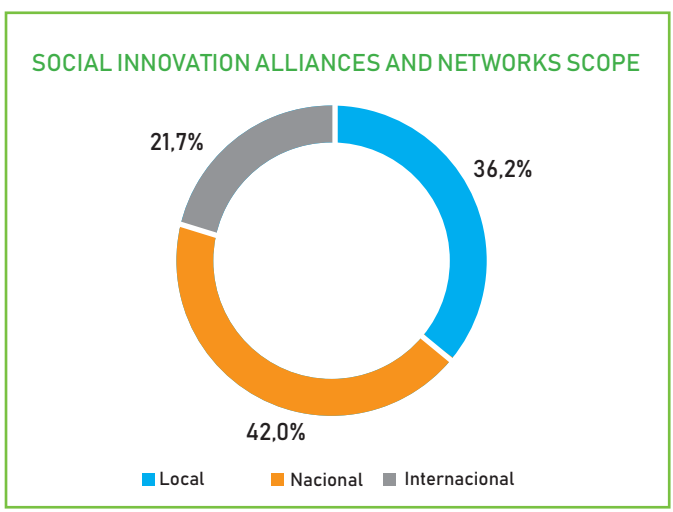
| Policies / Social innovation regulations | | Universities / Institutionals | Municipal | Departmentals | Nationals | Others | Total |
|---|---|---|---|---|---|---|---|
| Glasgow Caledonian University | GCU | 1 | 0 | 1 | 0 | 0 | 2 |
| Universidad de Alicante | UA | 2 | 1 | 2 | 1 | 1 | 7 |
| University of Munster | UM | 0 | 1 | 1 | 0 | 0 | 2 |
| Universidad Técnica Federico Santa María | UTFSM | 1 | 1 | 0 | 1 | 0 | 3 |
| Universidad de Desarrollo | UDD | 1 | 1 | 0 | 2 | 0 | 4 |
| Universidad de Antioquia | ANT | 1 | 1 | 0 | 1 | 0 | 3 |
| Fundación Universidad del Área Andina | FUAA | 1 | 0 | 0 | 3 | 1 | 5 |
| Whitney Colombia SAS | WHIT | 0 | 0 | 0 | 0 | 1 | 1 |
| Universidade Federal do Rio de Janeiro | UFRJ | 2 | 0 | 0 | 0 | 0 | 2 |
| Universidade Federal do Estado do Rio de Janeiro | UNRIO | 0 | 0 | 0 | 1 | 0 | 1 |
| Universidad Católica Santa María Antigua | USMA | 4 | 1 | 2 | 4 | 1 | 12 |
| Universidad de Istmo | ISTMO | 4 | 1 | 3 | 2 | 3 | 13 |
| Social Innovation Exchange | SIX | 1 | 0 | 2 | 0 | 0 | 3 |
| TOTAL | | 18 | 7 | 11 | 15 | 7 | 58 |

Elaboration: Team UANT-UDD (WP1)




Elaboration: Team UANT-UDD (WP1)

Figure 2. Distribution of the types of actors involved in networks




Elaboration: Team UANT-UDD (WP1).
Figure 3. Territorial distribution networks

In general, it could be viewed as hypothesis that some institutions are participating in a more centralized approach than others, as some institutions identify policy initiatives from the local to the national, others only national standards. Not all regulatory environments of the institutions have provisions directly related to innovation and social innovation, but specific problems associated with innovation, and entrepreneurship for example.

This research enables identification of policy frameworks that can be analyzed later to better understand the experiences presented by the various institutions.

In Annex No. 4, the links and specification of the normal activities reported by participating institutions according to territorial levels shown

## Networks And Alliances

Annex 5 shows networks recognized by the participating organizations. There was a total of 53 networks, alliances and affiliations to national and international society. International networks built with civil society, developed local programs in cooperation with private enterprise and state. Local or national alliances with private companies or public administration using cooperation strategies with local and national civil society stand out. Multi sectoral networks and at different territorial levels are also of note.

The highest percentage is participation of public administration networks and alliances partners Lasin (45.5 %), followed by a 30.3 % stake of enterprises and 24.2 % of civil society. Dominated national alliances (42 %), followed by local (36.2 %) and ending with 21.7 % of international networks. Some of the networks are especially dedicated to the implementation of projects, others to design policies and strategies, some of which also implement them. It also highlights research

networks. These experiences showed a large exploitable capital of benchmarking strategies among partner organizations in Lasin.

For further specification this information is presented in Annex No. 5 table Allies and social innovation networks they were reported by the participating institutions.

## Conclusion

The main findings of this analysis can be summarized in the following five points:

1. There is an important agreement between the partners in understanding social innovation as generating new ideas for generating welfare from interactions and collaboration and capacity building.

2. Partners reported various activities and projects of social innovation (n = 129) distributed in the following dimensions: curriculum (n = 32), organizational (n = 19), R & D + I (n = 24), concerning the environment (n = 28) and internationalization (n = 25). Only one of the organizations reported no activities in any dimension.

3. The diversity of new experiences reported by partners allows visible significant potential for benchmarking strategies within the network, due to the significant amount of skills developed in different fields of social innovation. There are experiences ranging from teaching to implementation of specific programs of social entrepreneurship or experience of conducting international projects.

4. Not all of the regulatory environments of the partners there are provisions related directly to innovation and social innovation. Sometimes the normal activities emphasize specific problems associated with innovation and entrepreneurship for example.

5. By percentage there is greater participation of public administration networks and alliances partners Lasin (45.5%), followed by a 30.3% stake of enterprises and 24.2% of civil society. Dominated national alliances (42%), followed by local (36.2%) and ending with 21.7% of international networks.

The results of this analysis should serve as input for the second activity of the first work package which consists of the development of the Latin American survey on social innovation. Specifically, the reports submitted by the partners in this diagnosis allowed: 1) identify some of the key players, decision makers and community organizations in the region related to social innovation; 2) identify their main experiences, practices and activities. These two contributions will be critical in determining the content of the survey and its target audience.

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**Report Prepared By:**

Gabriel Vélez Cuartas PhD. Profesor de la Facultad de Ciencias Sociales y Humanas de la UdeA.; Daniel Felipe Patiño PhD. Profesor Facultad de Medicina de la UdeA.; Erik Mauricio Domínguez MsC de la UdeA.; Cristian Figueroa Director UDD; Eliana Martínez- Herrera PhD. Profesora Facultad Nacional de Salud Publica de la UdeA.

# PART 3
# CASE STUDIES

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

# MONITORING OF THE CASES

UNIVERSITY OF MÜNSTER - WWU
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO - UFRJ

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Lasin LATIN AMERICAN SOCIAL INNOVATION NETWORK

WWU MÜNSTER

UFRJ Universidade Federal do Rio de Janeiro

Co-funded by the Erasmus+ Programme of the European Union

http://teatroemcomunidades.com.br/mare-de-espetaculos/

# BRASIL

## THEATRE IN COMMUNITIES

IRIS GUARDATTI; PAULO REIS; GUILHERME MONTEIRO
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO

The main source for this text are the answers to the questionnaire for monitoring, previous resesarch on the website (both written by the program's coordinator Marina Henriques Coutinho) and local interactions.

The Extension Program 'Theater in Communities' works, through the theatrical language, the training of young people living in one of the largest favelas complexes in the city of Rio de Janeiro / Brazil - the Maré Complex.

Created in 2011, it is an initiative linked to the Department of Theater Education of the Federal University of Rio de Janeiro - UNIRIO, and is coordinated by Profª. Marina Henriques Coutinho.

Its main action is the performance of undergraduate students in Theater as advisors of groups formed by adolescents and adults in different points of the Maré Complex. These students are responsible for conducting the theater classes that take place regularly every Saturday morning, integrating actions in the three axes of higher education: academic education, social extension and institutional research.

## Kind Of Social Innovation

Theatrical work proved to be an educational practice of enormous value, often adopted in social inclusion projects. Consisting, as is the case, of the collective effort, the theater is capable of strengthening the affective ties, the self-confidence and the critical thinking, reinforcing the autonomy and the creative capacity of each member of the group. The actions of the Theater Extension Program in Communities occur in territories marked by violence, the Maré and Penha Complex in Rio de Janeiro / Brazil.

Art and culture are recognized instruments of mobilization with the potential to exert a strong impact on the lives of children, youth and adults, offering a counterpoint to face and oppose violence. The main objective of this University Extension Program is to offer contact with the theater.

The program aims to promote the production of knowledge in theater, artistic practice and pedagogy, stimulated by the meeting between the Theater School (UNIRIO) and residents of Maré.

It is observed that the continuity, regularity and quality of the activities offered by the program in recent years have guaranteed positive results, both qualitative and quantitative.

The achievement of these results was aided by important collaborations with partner institutions, such as the Maré Development Networks (REDES); the Maré Arts Center,

the Carioca Arena Dicró; the Favelas Observatory and the Américo Veloso Municipal Health Center.

Has been constant, growth in the number of participants. In 2016, seventy-five young people and adults participated in three theater centers.

At university, the number of students interested in attending also grew. There has been an increase in the number of families and residents who make up the audience attending the project presentations and attending the meetings organized by the Community Theater staff.

## Social Challenge To Be Solved

The activities of the program are already included in the agendas of the partner institutions. From the qualitative point of view, the contribution that the program offers to the participants of the communities of Maré and Penha, as well as to the students of the Training Course of Teachers of the UNIRIO, future teachers of theater.

The students of the Federal University of the State of Rio de Janeiro - UNIRIO are responsible for guiding the practical work developed in the theater centers that operate simultaneously on Saturdays. The activities emphasize the development of improvised processes for theatrical creation, with the aim of stimulating creative forces in the young participants, developing the capacity to work within a group and cultivating interest in the theater and its possibilities.

At the end of each year, there are presentations where ideas and subjects can derive from the reality

of groups and issues related to their community, to the investigation of distant and even fanciful universes.

## Community Involvement & Development

The open and collaborative process of game trials enables the staging of theatrical events that include parents and the community in general. The event is called 'Maré[1] de Espetáculos'. Since the creation of the program, there have been twenty-one theatrical events with molds made up of residents of Maré and Penha, led by UNIRIO students.

Concerned about the importance of "mobility" throughout the city, two events entitled "Idas ao Teatro" and "Encontrão" (meetings between all those involved in the project conducted at the UNIRIO Theater School) were created.

Recognizing the difficulties that the young people of the communities face, particularly those farther away from downtown Rio de Janeiro and the South Zone of the city, to attend cultural activities, whether due to the high fare of public transportation or to the feeling that they do not belong to those places, the fact is that many prefer to remain in their communities and give up their right to the city.

The transportation provided by the university has been a great help in carrying out these events. Every year, groups have the chance to visit cultural sites in the city of Rio de Janeiro.

They participate in ballets, exhibitions, musicals and many types of performances and plays. Considering that these populations have historically been excluded from such places, these movements contribute, if not to overcome social and economic discrepancies, to the enjoyment of rights.

This does not mean that establishment values are strengthened or mainstream productions are considered to have a higher status. It is understood that seeing a wider context helps to perceive the contradictions contained in society.

The right to move around the city also means the right to the city and citizenship. This can mean a process of "urban regeneration". Once more aware of their rights, the inhabitants of the favela will be better able to promote concrete and effective transformations.

## Relationship Of The Hei With The Surrounding And Social Impact

However, some challenges are presented to the development of the Program. One of the main challenges faced is the context in which it is inserted. Locations accommodating theater groups are dominated by drug warring factions at war and often experience conflicts between traffickers and police.

*[1] 'Maré' means tide - the periodic rise and fall of the waters of the ocean. 'Maré de Espetáculos' is a joke with de term.*

The Maré Complex is one of the largest agglomerations of poor communities in the city of Rio de Janeiro, despite its 130,000 inhabitants, is neglected by public authorities. This neglect exposes youth to the difficulties experienced by residents of Brazilian urban peripheries, whose daily life is marked by a combination of numerous vulnerabilities: low schooling, coexistence with criminal factions, armed conflicts and preconception.

Another challenge lies in securing grants for extension courses for students who participate as facilitators in the program. The fact that resources for public universities in Brazil are increasingly scarce is worrying.

There are also problems to ensure transportation from the university to the workplace. Regarding the incentive to research, it is important to note that the extension program interacts with teaching activities (undergraduate and postgraduate).

It is also inserted in the research of the teacher who coordinates the project: "Applied theater: investigations about an expanding universe. It is a field of study called in Brazil as Community Theater and is recognized in the international context as Applied Theater (applied theater).

*"A broad set of theatrical practices and creative processes that take participants and audiences beyond the reach of conventional mainstream theater in the realm of a theater that responds to ordinary people and their stories, local settings and priorities. , occurs in informal spaces, in non-theatrical locations in a variety of geographic and social settings: schools, community centers, street, prisons, a property or any other location that may be specific or relevant to the interests of the community "(PRENTKI, Tim e PRESTON, Sheila (2009), The Applied Theatre reader, London e New York: Routledge. p.9)*

In the evaluation of the coordinator of the Program, all the challenges already mentioned will continue to confront them in the future because they are part of a bigger challenge - social change.

The program's effort is to contribute to a network of sociability that presupposes the trajectory of these young people beyond their vulnerable situations, working from the perspective of rights holders, capable of planning autonomous and emancipatory strategies and, necessarily, supported by socio-educational teaching, by networks of schools, universities, labor, non-governmental organizations, programs and public policies for young people.
The Community Theater Extension Program has the following impacts:

- **EDUCATIONAL -** the direct impact on the life situation of the participants; in relation to their rights as citizens; in terms of equal rights and discrimination.

- **ARTISTIC CAPACITY -** Contact with theater language, training, attitude change in relation to proposed activities, degree of involvement, participation, group interaction, growth, motivation, curiosity, appreciation.

- **COMMUNITY DEVELOPMENT -** Impact of actions on communities and partner institutions: strengthening of cultural identity, support for cultural diversity and training of the public.

SOMOS DA MARÉ E TEMOS DIREITOS

**• IN THE UNIVERSITY –** Contribution to the training of future teachers of theater, recognition by the University of popular knowledge of communities and the advancement of scientific knowledge.

Universities are social actors with a great capacity for intervention capable of complementing the strength of community groups, creating new networks of sociability in order to overcome inequality. The participation of the academic world in initiatives such as Theater in Communities helps to improve the preparation of professionals with perspectives of social advances.

The program thus expresses the most appreciated values of extension in the Brazilian university, which aims to develop working methods integrated with its philosophical principles, mainly maintaining respect for the people with whom they interact.

It is believed that the educator and the learner are in a horizontal relationship where the exchange of knowledge and experience is the philosophical principle of practice, made possible by the dialogical approach. Therefore, the method of work and the ultimate goal of action are: to teach to learn and to learn to teach.

The long-term consequence sought by the program is the consolidation of networks capable of involving community organizations, universities and public institutions and authorities leading to significant changes in the areas of popular communities in Rio de Janeiro.

The possibility of growth of the initiative is closely linked to how the university can support the Program. If there are resources, new centers can be created.
It is important to mention that there is an expansion of the scope of the program at international level, being object of institutional studies and academic works, such as monographs and articles.

One of the most recent publications is the article "Theater and reinvention of the divided city" by Marina Henriques Coutinho[2], program coordinator . There is also an important partnership between the Program and the University of Michigan, Ann Arbor, signed by a mutual cooperation agreement between UNIRIO and the American institution. Since 2013, the Community Theater Program has hosted students from the University of Michigan, Ann Arbor, through a partnership with the Pradesh Creative Arts Project (PCAP). In 2014 and 2015, UNIRIO students and faculty visited and participated in the activities of the PCAP in the US[3]. They are academic and artistic residences both at UNIRIO and Ann Arbor. At these times, the groups participate in classes, events and the activities of the PCAP.

*"The student mobility, during graduation, broadens the horizons of the young university, future professionals, favoring their contact with the contexts of other countries and young people from different parts of the world ", affirms the teacher of the School of Theater and coordinator of the Theater program in Communities, Marina Henriques Coutinho.*

## Scalability & Replicability – Sustainability

The partnerships made by the program promote the exchange of knowledge, the dialogue between learning and intellectual academic work, and the knowledge and cultural formation proper to popular communities - a two-way communication. In other words, knowledge is open, a constant flow shared by all.

The infrastructure and support necessary for the development of the activities of the Program are the responsibility of the educational institution. Physical spaces, scholarships for students and transportation are available. In addition to support for research, publications and academic events. However, the program could not exist without the participation of communities and partnerships with community organizations.

It is an Education and Culture program, developing specific skills, in this case, mastery of theatrical language and activities that promote awareness of people's health.

In this way, the university through the Program in Theater in Communities is related to several

*2. COUTINHO, Marina Henriques; Theatre and the reinvention of the divided city. Applied Theatre Research, v. 4. p.105 – 116, 2016.*
*3. More information on last page.*

institutions, such as: Centro de Artes da Maré and Carioca Arena Dicró, Secretary of Culture of the Municipality of Rio de Janeiro, Health Department of the Municipality of Rio de Janeiro, Américo Veloso Municipal Health Center and the University of Michigan / Ann Arbor.

The profile of the participants is characterized as follows:

A) Most are people from outside the university;
B) Residents of Favela da Maré and Penha.
C) There are single women and single mothers among the participants.
D) There is a group of elderly women.

The program is based on the collaboration of individuals working in localities of community organizations.

The main communication strategies are the website and the page on facebook. The pages of partner institutions are also an important vehicle for publicizing the program:

http://redesdamare.org.br/blog/noticias/teatro-em-comunidades/

http://arenacariocadicro.org.br/site/

https://lsa.umich.edu/pcap/students/study-abroad.html

https://razorwirewomen.wordpress.com/2016/06/11/guest-blogger-caroline-baron-on-the-UNIRIO-program-teatro-com-comunidades/

The Program is funded by the university and public resources from the public. In 2014, the Program was recognized by the Public Notice of the Carlos Chagas Filho Foundation for Research Support of the State of Rio de Janeiro (FAPERJ). These resources made it possible to acquire permanent materials for the university and the Maré Arts Center.

The program also has international support. In 2014 and 2015 he received air tickets and accommodation for academic and artistic residency in Ann Arbor funded by the University of Michigan.

## For More Information:

http://teatroemcomunidades.com.br

Vídeo clip 'Maré de espetáculos 2016': https://www.youtube.com/watch?v=ooHNVnGUwKc

https://www.facebook.com/Programa-Teatro-em-Comunidades-1395153857471958/.

http://www.unirio.br/news/estudantes-da-escola-de-teatro-realizam-residencia-artistica-em-michigan

http://www.unirio.br/news/recepcao-a-estudantes-de-michigan

https://lsa.umich.edu/cgis/programs/americas/gcc-brazil-theatre-and-incarceration.html

Entrevista e relatório de notícias sobre a parceria com Ann Arbor: http://global.umich.edu/newsroom/escaping-with-theater/

CASCOLA
CASCOREZ
Oficina de Fuxico

# BRASIL UNIVERSIDADE DAS QUEBRADAS

IRIS GUARDATTI; PAULO REIS; GUILHERME MONTEIRO
FEDERAL UNIVERSITY OF RIO DE JANEIRO

The main source for this text are the answers to the questionnaire for monitoring, previous resesarch and local interactions.

## Kind Of Social Innovation

The University of Quebradas (UQ) was created in 2010 with the objective of promoting the exchange and absorption of university knowledge with the cultural and artistic production manifested in the outskirts of the city of Rio de Janeiro.

The idea was born from the doctoral thesis on rap, made at UFRJ by the researcher Numa Ciro, currently one of the coordinators of the course, under the guidance of Heloísa Buarque de Holanda, who also works on the project. The initial proposal of the thesis was to gather people linked to culture in the outskirts of Rio de Janeiro to exchange information.

The project was consolidated through the Advanced Program of Contemporary Culture (PACC), Federal University of Rio de Janeiro (UFRJ). The proposal was to create a common environment, to enable and promote the exchange of ideas between the students of the course - 'quebradeiros' as they are called - and the teachers. The term 'quebradeiros' (breakers) is an expression, or slang, to indicate those who live on the outskirts of the city.

On the one hand, the university participates, contributing with a kind of formal knowledge, and on the other, the students, who bring to the classroom their sensibilities and experiences of the artistic world and the experience of the periphery of the city - are artists and cultural producers from different 'territories' - with different experiences and perceptions.

The project, conformed as Extension Course, was created and the first group began in 2010, with 40 students. In 2011, that number rose to 50 and later, 70 students. Even with the course completed, many alumni return to attend classes, reinforcing the university's motto of 'once a 'quebradeiro', always a quebradeiro''.

Beá Meira, one of the first responsible for the project, comments that the University of Quebradas is an exchange place. Where everyone leaves this experience with new knowledge at every meeting.

The course deals with subjects such as Philosophy, African Culture, Art and Architecture in Antiquity, Classical Epic, Greek and African Myths, Yoruba Mythology, Romanticism in Art and Literature, Black Literature and 'Cordel' - a type of handmade notebook produced by lithography, of illustrated poetry, typical of northeastern Brazil. In the second part of the course, classes of Cinema,

Music, Dance, Theater and elaboration of Cultural Projects are taught, as well as Language and Expression workshops. The project has already had the partnership of some institutions, such as Firjan, Petrobras and the Roberto Marinho Foundation.

The differential of this project is that it is not limited to training, but it invests in the exchange and the mixing of knowledge between the community that is producing culture outside the universities and the academic community can be impacted and stimulated to create new forms of knowledge and new expressions artistic activities.

## Social Challenge To Be Solved

According to Heloísa Buarque de Hollanda, professor emeritus of Critical Theory of Culture of the School of Communication of UFRJ, the name of the project - University of Quebradas - is because the jargon *'broken' in the Northeast and in São Paulo means a distant place, peripheral. It is also an allusion to the university's need to break its rigidity and open itself to the popular.* "

Heloisa Buarque de Holanda explains that the University of Quebradas is dedicated to the effort of *"cultural translation, listening and recognition of the other".*

The *'quebradeiros'* go through a selective process to join the project, which offers activities from April to December. Once a week, they go to the campus of the Faculty of Arts, on the Island of Fundão (city of Rio de Janeiro), for a full day of academic immersion. *"We launch an annual call for selection of 'quebradeiros' because we want to receive leaderships*

*with artwork already consolidated in their respective outskirts".*

Even if they have not completed formal education, candidates submit a portfolio describing their artistic performance and a presentation letter. Then there's an interview. It is similar to a selection process for the master's degree, but without the requirement of diplomas.

The University of Quebradas Project of the PACC / UFRJ is an academic extension experience in the area of culture that aims to consolidate an environment of exchange between knowledge and practices of creation and production of knowledge, articulating cultural and intellectual experiences produced inside and outside the academy.

The project is based on the concept of ecology of knowledge. Knowledge of the university is embedded in a system of knowledge, in which formal knowledge must dialogue with informal knowledge, which is popular, more intuitive, but not less important. For Heloisa, there is no hierarchy between cultures - to say that the culture of outskirts is less developed is wrong. *"Just as communities that did not have the opportunity to receive formal higher education show a strong lack of access to knowledge and the intellectual production of universities, the academic community also denounces a similar lack of access to other knowledge and cultural formations outside of the university ".*

## Community Involvement & Development

This project intends to be worked in two ways. Like the communities that are producing culture but do not have access to the intellectual production of universities, the academic community also denounces a similar lack of access to other knowledge and cultural formations outside the University.

What is wanted with the University of Quebradas is to promote the production of knowledge and artistic creation stimulated by the encounter and the dialogue between the academic community and the producers of culture and artists of the outskirts.

Thus, the project wants to establish itself as an environment, a space of interaction between the various knowledges that make up the texture of contemporary culture, enhancing the production of knowledge and artistic creation in the city.

Professor Heloisa Buarque de Hollanda, in an interview for the blog Access (http://www.blogacesso.com.br/?p=2684) reported:

*"I had been working for a long time with the outskirts and peripheries of the city, developing research, and I realized that the academy had complete ignorance of the favela, what the people who lived there thought, I did not know much, I knew that there were wonderful intellectuals, but I did not know what they were thinking. It was then that I proposed an exchange of experiences, instead of continuing with the existing works (...) The great difference of a project like this is when the second group comes with a different academic baggage, since the resident of the periphery did not have the opportunity to formally study some given subject before. Many have had contact with much of the content covered in class, but not*

*in an organized way. They have a demand for repressed knowledge and, consequently, a much more enthusiastic search. And that's what makes this exchange so rich."*

## Quebradas University Process

It is still rare in the academy to develop permanent spaces for dialogue, capacity building and shared creation among diverse cultural segments.

The University of Quebradas Project, in turn, aims to meet this demand that today becomes urgent due to the current impact of the development of the culture of the peripheries and the resources generated by the new digital platforms.

It is the creation and the implementation of this space that this project proposes as a new format of extension policy in UFRJ:

- We create a cutting edge extension program in the area of culture that has continuity and becomes a reference in the area;
- We open the space of the University to the diverse cultural communities;
- We offer extended training for cultural producers and artists from the peripheries through face-to-face and virtual meetings with intensive use of new digital interaction platforms;
- We promote a productive meeting between UFRJ researchers, thinkers, participants in cultural projects in the peripheries and university students, encouraging debate, research and the production of shared knowledge;
- We stimulate the shared production of articles, texts and videos on the Internet, reaching different audiences.

## Relationship Of The Hei With The Surrounding And Social Impact

The Project offers weekly classes, seminars, lectures, workshops and laboratories defined according to the development and demands of the Program. The duration of the Program is one year. The total workload is: 216 hours. There are 70 students in the unit of UFRJ, 40 students distributed by the advanced poles and the potential public of the network.

The University of Quebradas has an annual call for the selection of project participants. Quebradas Program will work in six areas of cultural production: Philosophy, History, Literature, Visual Arts, Architecture, Theater, Dance, Music and Digital Culture. The program covers the decisive moments of the cultural formation, namely: Antiquity, Romanticism, Modernism and Contemporaneity.
During the course period, the student will have follow-up and orientation of his / her research project by professors and researchers from UFRJ. At the end of the year the projects will be delivered to an external examining board and the student will receive an evaluation and an extension certificate from UFRJ.

The University of Quebradas website will offer content support to students and will allow the expansion of the exchange between students and teachers. In addition to having a video library with the registration of classes and other videos and a link library with bibliographical references to increase the scope of the lesson.

The presence of the project in the main social

AUDITÓRIO

media extends the networks of exchange of experiences around common themes and interests, promoting a relationship based on the concept of co-creation.

In 2017, 80 places were made available for the course with classes taught on Tuesdays from 10am to 6pm, participants should have a minimum attendance of 75%, in addition to presenting a final work to complete the course. The breakers show how the peripheries are lacking in new repertoires. The demand is very high for the inscription.

We have, unfortunately, reported Heloisa, to eliminate a lot of people. They are artists who speak very well, work very well, but need a repertoire increase. The 'breakers' are people who already work, who already have a project, that already has its band or whatever.

Since 2013, the project takes place in the first half of the year at the Faculty of Letters of UFRJ and in the second half at the Museum of Art of Rio - MAR, in the center of the city of Rio de Janeiro. In the MAR, the classes also have to do with the exhibitions, there is a productive integration with the Museum.

In the Faculty of Letters the focus is on the humanities, theater and literature. In MAR the course turns to the visual cultures. In order to have UFRJ certification, students must have completed both modules. In both, the discussion is based on the system of exchange and respect for an ecology of knowledge.

Pedagogical coordinator Rosâmgela Gomes emphasizes that the scope of the project expands beyond the experience lived in the course. A series of new perspectives are only perceived by those who accompany and coexist with the groups from the beginning. Rosângela points out some of these new perspectives:

- The possibility of participating in the projects and initiatives of others;
- The wide exchange of experiences;
- Building a broad network of cultural and social actors;
- The development of friendships - many are extremely lonely;
- The increase in the degree of autonomy - many are dependent on external actors, with little attitude to move forward;
- The set of interactions, helps and increases the direction of projects and initiatives;
- Groups with similar and complementary intentions are formed;
- The possibility of participating in other activities within HEI.

## Scalability & Replicability – Sustainability

The work has biases of maturity, as for the general format, for example. However, by perceiving itself as an interaction system, it is fluid and permanently subject to change. In this sense it is always under construction.

In some ways, it has regressed, such as in the participation and support of other institutions. With the advent of the economic crisis, traditional supporters have suspended their support. In this way, it does not count with financial support, to advance in more sophisticated actions.

The project is based on a methodology of interaction and monitoring that needs to be conducted and followed with dedication and quality. Playback attempts were tested, however, the original format was undone, which changed the scope of the project.

# CHILE
## BALLOON LATAM

instituto de innovación social
Fundación Miguel Kast - Universidad del Desarrollo

IRIS GUARDATTI; PAULO REIS; GUILHERME MONTEIRO
FEDERAL UNIVERSITY OF RIO DE JANEIRO

The main source for this text are the answers to the questionnaire for monitoring, previous resesarch on the website (both written by the program's coordinator Marina Henriques Coutinho) and local interactions.

Balloon is a social enterprise that promotes the strengthening of communities and their development through programs of connection and creation of shared value between local entrepreneurs, agents of change, institutions of higher education and organizations of the public and private sectors. It provides tools for the development of people and communities, seeking solutions to local challenges, keeping in mind the possibilities of reality, historicity, culture, geography and productive development specific to the locality.

Students develop their entrepreneurship skills and share their learning with local communities. At the same time this could promote job creation and culture. In the particular case of Balloon Latam the concept of community is fundamental. They look for each person to feel good and work towards achieving this. The development of trust is a key part, as it requires the honesty and trust of each of its members and thus achieving the feeling of belonging, which makes members feel safe and proud to share the feeling and to collaborate with the same purpose. They seek to work with the concept of collaboration rather than individualism in which people understand that by growing as a community they also grow as individuals.

They aim to work with more than individuals rather they make sure to work with the key actors and stakeholders of the ecosystem with the common goal of strengthening community development and bringing together citizens with the public and private sectors of their region.

Over time Balloon's managed to add to its model companies, public institutions, foundations, B corporations and tertiary education organizations, bringing them all together and helping in increasing the effectiveness, endogeneity and relevance of the work performed in each locale.

It will be reflected in the increased profits of local entrepreneurs. They aim to remain a seedbed of social leaders and change agents, formed to challenge themselves to bring about transformative change in their communities, their countries and ultimately, the world. And will try to prepare for future scenarios, defining specific strategies that solve the problems of society in a more viable and effective way, thus, one of their main long-term objectives is to shape the public policies of the countries in Latin America where they work.

The Balloon model contemplates shared financing between all the actors involved in every one of the ecosystems. In this way, shapes a business model that is coherent with their mission, in which all involved parties, betting on sustainable community development and the generation of shared value, commit themselves to the development of different Balloon programs. The actors' stakes are as follows: students, universities and private. Balloon has a long-term development model for the locals where they work. Where different social innovation programs are implemented a promotion of skills and social and business activities of all stakeholders as well as the generation of meaningful links and ties among them.

## Kind Of Social Innovation

Balloon Latam is a social enterprise that promotes the strengthening of communities and their development through linkage and shared value creation programmes between local entrepreneurs, change agents, tertiary education institutions and organizations from both the private and public sectors.

Balloon Latam generates instances of shared value creation and provides tools for the development of people and communities by searching for solutions to local challenges, while keeping in mind the intervened locale's particular reality, historicity, cultural, geographical and productive development possibilities.

## Social Challenge To Be Solved

They want Latin America to stop being one the world's most unequal regions, allowing its over 600 million inhabitants to have greater access to opportunities and resources that allow them to work from and for their passions, shorten the gaps that hinder them and work collaboratively and cooperative in their own communities based on trust, respecting the historicity and culture of each locality while promoting sustainable and decentralized development.

## Community Involvement & Development

Balloon Latam has a long term development model for the locales where they work; where different social innovation programs are implemented, all working towards the strengthening of the locale itself, the promotion of social and entrepreneurial abilities and activities of all stakeholders in a given one as well as the generation of meaningful links and ties among them. The Balloon Latam model itself is made of four big phases:

In the first phase a deep diagnosis is made of the potential locales to be worked at. Necessary empirical information about the most important gaps, needs and opportunities of the community are gathered, working hand in hand with local stakeholders and potential partners for a future implementation.

Phase in which our team installs itself in the locale and articulates all stakeholders of the local ecosystem for the subsequent implementation of a Balloon International program, which serves as the first big milestone of the model as far as impact in the community goes, activating the local's inhabitans by having them work among themselves as well as with the then future Balloon Fellows directly. The base line questionnaire of the impact evaluation is also performed at this point.

After having an active community, where the working groups articulated in the previous phase are in place, Local Innovation Comittees are formed, which serve to give continuity to the work done before, as well as giving legitimacy to the entrepreneurs as working and articulated groups, while also serving as development and growth focal points for the whole locale.

Phase in which the same local entrepreneurs, consolidate themselves as ambassadors of their own communities working directly with other entrepreneurs by transmitting their experience and knowledge to others through the Balloon B-Local program as well as the implementation of a Balloon Fair, recycling center and gallery of local products for the environmental education and the use of residues.

The first milestone in the Balloon Latam model is the Balloon International program, a social innovation program for the catalyzation of change agents and development of communities, where various change agents and social leaders from all over the world work hand–in–hand with local entrepreneurs of over a five week course in a unique cross–learning experience.

Following the local's diagnosis and articulation, change agents from all over the world are summoned for a chance to work with the local's entrepreneurs as well as receiving a unique innovation and entrepreneurship course. All change agents apply for the Balloon Fellowship and after an exhaustive selection process, anywhere between 8 and 20 of them are chosen, the number selected being proportional to the number of intended entrepreneurs to be worked with.

## Relationship & Interaction With HEI Sector / Relationship Of The HEI With The Surrounding And Social Impact

They aim at working with more than individuals, rather, they make sure to work with the key actors and stakeholders of the ecosystem, with the common goal of strengthening community development and bringing together citizens with the public and private sectors of their region. Over time, Balloon's managed to add to its model companies, public institutions, foundations, B corporations and tertiary education organizations, bringing them all together and helping in increasing the effectiveness, endogeneity and relevance of the work performed in each locale.

Companies they work with are ones that make an active contribution to improve their social, economic and environmental surroundings, with the goal of optimizing their competitive situation and their added value. In Balloon they see a chance of relating in a better way with the environment and fostering local economy through entrepreneurship. With us, long term and trusting relationships are built with the communities that are nearby their operations, generating a setting that promotes their development.

For this, it's fundamental that local development is defined as a strategic and transversal axis in the organization, that is, not limited to a single area of the organization, but one that goes hand in hand with the sustainability of the business as a whole. Relationships with Balloon and the communities impacted must be long–term ones, sustained not only by resource input, but also supporting with new activities and tools that compliment the on–site work with the entrepreneurs and communities. Public institutions they work with make sure communities develop in a productive way, intertwining the local, regional and national ecosystem. For this to happen it's important that coordination exists with public policies and resource allocation with intent to activate and revitalize rural economies, creating centers of development that generate knowledge, methodologies and practical tools so that the entrepreneurial ecosystem can acquire a leading role generating income, employment, relationships in the community and well-being. Public sector institutions they've worked on include regional governments, tourism and commerce chambers, municipalities and others.

The foundations they maintain alliances with stand out because of the integrating vision they have about the territory, where they seek to strengthen and develop it via the growth of businesses, forming

ECOMARKET

projects that allow a sustainable social and economic development in the each communities, salvaging and fostering local resource and knowledge as well as incorporating technology in a non invasive manner.

B Corporations they keep alliances with are companies that redefine the meaning of entrepreneurial success, using market forces to give solutions to social and environmental problems. Each of them complimenting our intervention with the core of their business: recycling and environmental conscience, development of communities through the incorporation of sustainable tourism, reuse of waste for high value proposal product development, as well as giving solutions to the problem that waste generates in the environment.

Their tertiary education institutions network is formed by those that put social innovation close to their students and see value in delivering a comprehensive and multidisciplinary formation. They give their students access to resources, role models, on–site learning opportunities and the necessary guidance so they can achieve their potential as change agents. They promote bonding between students, teachers, universities and the environment, so that with different initiatives students can create innovative solutions to different social problems of the country.

## Social Impact

Balloon Latam seeks to promote community development and the strengthening of local economies through the promotion of innovation but with a fundamental difference. Not through just any type of innovation, through endogenous innovation.

Considering how human capital, innovation and knowledge contribute significantly to boost growth and development, communities must encourage innovation from within, as well as its resources and immediate surroundings; for this reason, Balloon Latam promotes the generation of conscious, autonomous, responsible, democratic and horizontal innovation spaces that develop from and for themselves, while being aware of their surroundings, all through a series of explicit or implicit, but always conscious, ingredients and processes that facilitate tools, methods and systems for each group to self-organize and self develop from their own resources and possibilities.

This allows Ballon to apply a method in which communities can be organized and establish the basis of a projection towards an integrating horizon, where the people who make up the community can believe more in the value of their own resources, talents and abilities, as well as those of their peers, fostering relationships of trust and generation of shared value, and betting on a diverse and rich universe in its varied composition. This way, rather than promoting the exploitation of the most 'convenient' resources, fostering of endogenous and frugal innovation culture is favored, which focuses on the essential; innovation based on the development of new products and services with resource constraints and low environmental impact, which in turn allows the costs (and therefore the final price) to be kept as low and accessible as possible, as opposed to those tending to innovate in the more advanced countries, where companies use and exploit all available resources and transfer the cost to customers, who must weather the price increase. In short, in Balloon Latam they bet on applying existing resources, creativity and ingenuity in the face of adversity.

## Stages Of Social Innovation / Scalability & Replicability

Balloon Latam seeks to impact the lives of hundreds of entrepreneurs, and measuring that impact is something they're deeply committed to. This section details how they intend to measure the impact, scalability and replicability of the program on the entrepreneurs of the places they work in.

Their target population are local entrepreneurs from the communities that mostly come from low-income levels. Most of the participants are between the range of 25 to 65 years old, with many of them having an incomplete basic education.

Given the excess of demand for the program, an experimental evaluation will be performed, with randomization applied on the entrepreneur level. This way, they'll be able to fairly choose which entrepreneurs get to participate in the five week Balloon International program, and they'll also be able to scientifically identify the effects of the program. The sample size will be composed of 140

local entrepreneurs for the control group and the same amount for the treatment group.

From the total population of entrepreneurs in each country, our target population are all the entrepreneurs that live in the communities where the program is to be implemented. From those, the evaluation sample will be all the entrepreneurs that apply for the chance to participate in the five week intensive training program. After having all the potential participants answer the base line questionnaire, treatment will be applied to 140 entrepreneurs.

## Sustainability

The Balloon Latam model contemplates shared financing between all the actors involved in every one of the ecosystems. This way a business model that is coherent with their mission is formed, in which all the involved parties, betting on sustainable community development and the generation of shared value, commit themselves to the development of different Balloon Latam programs. The actors' stakes are as follows:

The local partner is the institution or group of institutions that apply for the implementation of the Balloon Latam programs in the communities they are interested in, and they commit to a long term work with Balloon Latam. The local partners can be companies, public institutions, foundations or a group of them. The implementation budget varies according to the country and territory.

The Balloon Fellows make a payment of USD$2.500 for participating in the Balloon International program. Out of the total value that each Balloon Fellow contributes, 12% is destined to the obtaining of the Balloon Latam Innovation and Entrepreneurship course certificate by the Pontifical Catholic University of Chile, and 10% is destined to a common fund for the awarding of prizes in assets at end ceremony of the program.

Universities can finance the participation of their students, alumni or staff in the Balloon International program (USD$2.500) and of their master, or doctorate students as researchers of Balloon Research.

Sponsors are allied companies or institutions that form part of the model through non pecuniary contributions such as wardrobe, co-branded products, prizes for the entrepreneurs, etc. The independent researchers make a payment of USD$2.000 a week for the participation in the Balloon Research researching programs. In the implementation of the Expoarte Balloon program, a percentage of the sales that the entrepreneurs generate in the space is destined to Balloon Latam, as well as a minimum interest rate in the case of the investments that are done through Balloon Local Fund. Participation of the actors in the model according to the program.

Lago LlanQuihue

# CHILE
## TAKE A HAND

IRIS GUARDATTI; PAULO REIS; GUILHERME MONTEIRO
FEDERAL UNIVERSITY OF RIO DE JANEIRO

The main source for this text are the answers to the questionnaire for monitoring, previous resesarch on the website (both written by the program's coordinator Marina Henriques Coutinho) and local interactions.

The case focuses on empowering people and communities through innovation, social inclusion, health care and the elderly. Innovation can be seen in the development of new products and services but also in its business model. Through new forms of production, distribution and relationship.

Its innovation is protected by the system of licenses. It benefits from both its own and external resources. The TakeaHand team seeks to materialize the affordability of modern technologies and their benefits impacting the quality of life of people in the health area with presence in Chile, Venezuela and Costa Rica. TakeaHand arrives in Chile with the help of startup Chile to be incubated at the 3IE Institute business incubator of the USM.

CORFO/Start-up Chile have supported the venture with their networks, funds and training. Other international organizations such as the Inter-American Development Bank (IDB) and the Latin American Development Bank (CAF), the Israeli Embassy, have supported dissemination, training and networks for the formation of alliances. With the Fablab of the University of Chile there is an agreement of space and infrastructure for the development of the project.

The users of Takeahand's prosthesis receive a treatment that includes a follow-up of the evolution of those people. This accompaniment in the process allows measuring the advances and results that are obtained with the product. The team has grown both by the people dedicated to the project at 100% and by the number of collaborators that make up the network.

With the TakeaHand prosthesis users save 60% of the costs of a prosthesis and since these types of products are necessary throughout life, this means direct savings and medical expenses.

TakeaHand scale with collaborative networks creating production centers with local entrepreneurs interested in a social impact with industry 4.0. The production centers have training, licenses, machinery, support and services in the cloud, allowing an exponential growth in network. TakeaHand's growth strategy is to protect the development and innovation of its designs by means of patents that it then licenses to the production centers that it creates in a franchised, networked model.

As a brand TakeaHand is the only one recognized for

having prosthetics with commercial value in the market based on industry 4.0. There is a network of communication with collaborators, the public in general, users, partners, and stakeholders, based on web 2.0.

Currently TakeaHand is funded by public resources of CORFO, and so is also co-financed with own resources. But it is not ruled out in the future to carry out crowd funding campaigns to help the economic sustainability of certain Take a Hand initiatives, especially if they are mainly donations.

## Kind Of Social Innovation

TakeaHand is dedicated to developing functional orthopedic systems, adapted to the needs and abilities of each person, with the to put independence within reach. This is done through 3d printing of prostheses. For this it makes use of the technologies emergencies and social networks, with the proposal of creating a support network, a distributed production system and a library of products in the cloud to deliver their solutions to any place in a collaborative marketing model.

The TakeaHand team seeks to materialize the affordability of technologies and their benefits, generating an impact on the quality of life in the health area, presence in Chile, Venezuela and Costa Rica. Connect solidarity of the good people, with the talent of the best professionals and the spirit of overcoming the adversities of those who face a physical difficulty.

## Social Challenge To Be Solved

For the majority of people who require prosthesis is very difficult to obtain since those that in the market are not affordable or do not work functional. According to the World Health Organization (WHO), there are more than 30 million people who by accident, illness or birth represent this condition and for which there is no solution that suits your needs. Of these 90% unemployed and 30% of children do not attends schools.

Against this reality was born TakeaHand developing solutions that empower a sector generally society innovating with the use of new technologies through a family of products orthopedic products that adapt to the needs of each person, so that they can carry out the activities that dream without hindrance.

Products and Services guaranteed TakeaHand have made their users recover from the confidence of a hug to the power of exercising in the sport of his preference. His proposal is that nobody has a problem of functionality in their hands regardless of their physical, economic, geographical or social condition, placing physical independence within reach of who needs it by combining design, expertise and state-of-the-art technologies in a personalized service.

## Community Involvement & Development

The goal of TakeaHand is to make sure no one has a functionality problem in their hands, and believe that the best way to do it is through collaborative economics.

TakeaHand is in the process of reproducing and scaling its experience, they want to make technology transfer so that the public and private organizations with which we work in different countries can produce locally the solutions that they need.

The community is invited to participate in some different formats. People with demands are geared to interact with the TakeaHand team and interested people and

companies have the opportunity to interact with co-creative process with events such as http://www.3dmakingrace.com, where they invited others to join and accelerate the ability to provide solutions.

## Relationship & Interaction With HEI Sector

With the aim of expanding the range of prosthetics that exist in the market - where some of them are neither affordable nor functional - TakeaHand aims to deliver a new perspective to orthopedic solutions through the design of customized prostheses, supported by new technologies, in 3D printing and crowdfunding through a platform in the cloud. Takeahand is a company incubated at the International Institute for Business Innovation (3IE) of the Federico Santa María Technical University..

## Relationship & Interaction With HEI Sector / Relationship Of The HEI With The Surrounding And Social Impact

The products obtained are the result of an intensive process of interaction - research and development - direct with different actors, such as prosthesis users, prosthodontists, technicians, kinesiologists, traumatologists, orthopedists, prosthesis houses, directors and representatives of public and private foundations, municipalities, makers, universities, among others. These represent the links of the prosthetic value chain in Chile.

TakeaHand has as its value proposition the development and design of functional, ergonomic and affordable orthopedic solutions adapted to the capacities of the people. Thus, he works by adding value to his collaborative network, looking at the creation of a world where everyone has the hands they need.

TakeaHand has two major competitive differences, which allows the development of products that are complemented by aattention and personalized design.

The first thing is that the user does not adapt to the product; a takeaHand prosthesis
adapts to the user, their needs, anatomy, abilities and purchasing power - is not just a custom made prosthesis.

For most people who require them, prostheses on the market are not affordable or not tailored to their needs. At takeaHand we make affordable solutions functional and quality services with the objective of ensuring that no one has a practical problem in their hands regardless of their physical, economic, geographical or social condition.

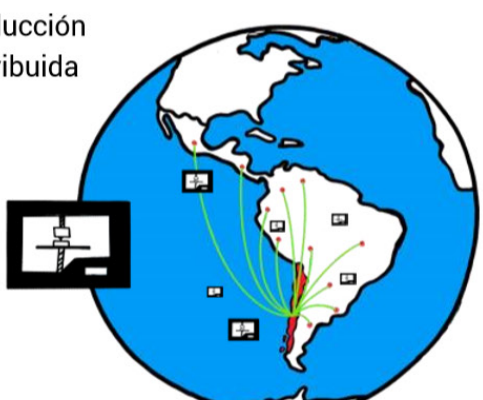
The second is this collaborative network that makes you unique. The network adds value by uniting the solidarity of good people, to finance the talent of the best professionals, fostering a sense of belonging and expertise in the project. Knowledge in takeaHand is shared with this network and grows exponentially because its actors are motivated by social development and also the personal fulfillment that leads to profit aspirations.

Currently solutions have been developed for upper limbs assistance devices for these and a research line is currently being developed for lower limb prostheses.

The systems developed by TakeaHand have the particularity of providing a customized and high performance product, in which different processes and materials are combined. In this way these prostheses adapt to the specific needs of users, such as lifting weights, cycling or rowing, among others.

3D printing is used as a basis to revolutionize manufacturing processes and make possible a product made conveniently on demand. Likewise polymers, textiles and metal-mechanical parts are used to complement the products so that they have the quality, durability, resistance and functionality guaranteed by doctors and specialists, taking care that the products are anatomical and hypoallergenic.

Sistema de producción distribuida



Diseño colaborativo

Red de apoyo

In this way each joint is analyzed so that the final result is more than a prosthesis made to measure and more than the visual complementation of a part of the body, but is a solution that integrates different adaptation tools, increasing the quality of life of the patient and their independence.

## Stages Of Social Innovation

TakeaHand solutions bring together knowledge applied ergonomics and biomechanics to generate systems with a unique mobility, activated with the strength, control and precision that every person has in their joints. At present, solutions for upper limbs, assistance and is on the way to lower limb prosthesis. TakeaHand systems are unique in taking advantage of the technological development to provide a product customized and high performance, in which combine different processes and materials.

The 3D printing is used as a basis to revolutionize manufacturing processes and make it possible to product manufactured conveniently on demand. Also, polymers, textiles and parts metalworking products that complement the to have the quality, performance, durability, resistance, and functionality guaranteed by

doctors and specialists, taking care that they are anatomical and hypoallergenic.

## Scalability & Replicability - Sustainability

Each piece is analyzed so that the final result is more than a piece made to measure, more than technical assistance rather than the of a part of the body but a solution combining different tools to enable the users to truly adapt and perform those activities people with demand always wanted, how to eat, do exercise and perform independently in your environment.

In this context TakeaHand also carries out a post-delivery follow-up process of the prosthesis, which offers a personalized service to the patient during the period of adaptation of the joint. In addition, there is a model of support through donations that can be used to finance the prostheses of low-income people.

More details and strategic plans for TakeaHand can be accessed at:

http://comunidad.socialab.com/uploads/Respuesta/1216d1_takeaHand_PlanEstrategico.pdf

# COLOMBIA

UNIVERSIDAD DE ANTIOQUIA

## MUSIC SCHOOLS' NETWORK OF MEDELLIN

SERGIO PUERTA
UNIVERSITY OF MUENSTER

The main source for this text are the answers to the questionnaire for monitoring and the interview.

The Music Schools' Network of Medellin is a program of the Mayor's Office created by Municipal Agreements in 1998, for generating and strengthening coexistence processes and citizen culture through training of girls, boys, and young people through the enjoyment and learning of music.

The Faculty of Arts of the University of Antioquia operates the network, which is part of the artistic and cultural training of the Culture Secretariat of Medellin.
The Network articulates and develops its work in five dimensions, namely Pedagogical, Aesthetic-musical, Sociocultural, Communicative and Administrative, strengthening and projecting a public, social and musical program for Medellin. The case aims for social inclusion and urban regeneration, encouraging attitudes of concertation, participation and social integration, educating citizens for life through art and culture. At the same time, they seek to ensure girls, boys and young people's rights in the dimensions of being, doing and knowing.

The training program is divided in three cycles, which are designed not only using specialized musical knowledge, but also giving the boys a chance to acquire the discipline of musical interpretation, thus changing their daily habits and offering an alternative occupation other than the ones related to violent situations in vulnerable areas of some neighborhoods. Boys and girls between 8 and 18 years take part of the training processes.

Although musical products in a professional standard is not the essence of the initiative, the most skilled boys and girls with the best performance are awarded to participate in a more advance musical ensemble, which brings together boys and girls out of the 27 music schools, creating a permanent concert schedule, turning out to be so striking for society. The musical ensembles are part of the official program of the Network and do not generate income for the musicians, who have had the chance to play at a local, national and even international level. Further information of all their activities, stories and others, can be found on their official website and their Facebook page. http://www.redmusicamedellin.org/ , https://www.facebook.com/ReddeEscuelasdeMusicadeMedellin/

The university supports the initiative with teachers, trainees and graduates from the Faculty of Arts to lead the training processes, and the network has their own spaces and endowments, mainly represented in musical instruments. A high proportion of them are being used during several years, lacking extra resources for its

renewal, because the contributions provided by the Mayor's Office, are hardly enough to maintain the administration of the network.

Besides the future financial sustainability, some questions regarding the training models for musicians and performers arose, posing the challenge to link more clearly the musical education with the social dimension. Due to the financial limitations, they don't intend to grow as network, but at least to continue operating.

Nonetheless, the Network is well known in Colombia and the impact of the initiative represented in the number of boys and girls trained in schools, has gradually increased since the creation of the first schools in 1998, particularly the social impact in areas with vulnerable children in neighborhoods with violence situations. The initiative has also inspired the creation of other networks in Medellin, in theater, plastic arts and dance, also with resources of the Mayor's Office.

## INTERVIEW

### Participants:

Wilson Berrio - Pedagogical Manager of the Music Schools Network. In charge of Five Schools of the East Zone and the 11 integrated groupings of the Program.

Juan Fernando Giraldo Lopera - Saxophonist Musician, Program General Director. He was also a workshop member of the Youth Symphonic Band of the Program.

The Music Schools Network of Medellin is a program of the Citizen's Culture Secretariat, Subsecretariat of Art and Culture of the Mayor's Office of Medellin and operates through the Faculty of Arts of the University of Antioquia since May 2005. Prior to this operated since 1996 with the Amadeus Musical Foundation.

The schools are distributed in three zones, Northwest, South and East. The administrative structure of the school has a General Management and 3 coordinations. Administrative, Social and Pedagogical Coordination. Each coordination has a group of managers. The pedagogical coordination has 3 zonal managers and a curricular manager, who is in charge of observing the curricular functioning for each training subarea. The social coordination has 3 managers too. Administrative coordination has also a production team in charge of organizing events, concerts, communications, as well as all aspects related to administration.

The network has 27 music schools, and each school director has an administrative support team and trainers who are responsible for giving the classes of instruments, language, choirs, cultural expression, etc. In addition, they have 11 directors of integrated groupings, which bring together the most talented boys among the different schools. These groups also have their own administrative support and trainers.

Around 5000 children and young people are currently involved in the program. At the historical level, different strategies have been set up to connect children and young people to the program. In order to be part of the initiative, children between 7 and 14 years old do not need previous knowledge of music. After the age of 14, a previous knowledge in music is required and they are allowed to join until the age of 18, with an additional stay of 6 years, that is, until the age of 24 they can participate in the Program. Every year, around 80 children per school and about 2000 per year join the program. The Network is a program in process that obeys to the different dynamics that the city generates in its history. Currently, children and young people should be studying to participate in the program, but the way to extend the program to the non-school population is still being analyzed. The objective is to maintain adequate program coverage in the city, without compromising the quality of the program.

The starting point of the Program was inspired by the Venezuelan Orchestral System, play and strive, who even gave advice to the pioneers of the Program in the city of Medellin. Initially, it was necessary to make efforts for the program to take strength and gain credibility in the city, so it was necessary to show results quickly in front of the difficult social reality that lived the city of Medellin by that time, beyond the issue of violence and addictions. This is how they saw the opportunity, through art and particularly Music, take the Program to the neighborhoods where this problem was more strongly evidenced.

One peculiarity of the program was first having establish the different schools in the neighborhoods, with formations in strings, winds, percussion, etc. separately, and from there on forming the orchestral nuclei for large formats. In the orchestral nucleus, participate the children and young people who desire so, because the aim of the program

is that they can learn through the joy of learning music.

The program was created through an agreement of the mayor's office for the establishment of 20 music schools. In year 97 6 of them were already established and by the year 98 the goal of 20 schools had been fulfilled. There are currently 27 music schools. Thirteen schools of bowed string instruments (Violin, Viola, Cello and Contrabass), plus of thirteen of Wind Instruments and Percussion (Flute, Clarinet, Oboe, Bassoon, Saxophone, Trumpet, Tuba, Baritone, Horn and Percussion). School number 27 was founded in 2010, which is also very particular because it has been transformed, is the school of Whistles y Drums, for Colombian music.

In 2008, the Symphonic Band was included. In 2009, the Tango Orchestra and Popular Music Ensemble were added. Since 2003, the Choirs have started with the Youth Choir and in 2005 the Choir of Families, which is very interesting for the inclusion of the children's parents who also want to sing and make music.

The Tango Orchestra and the Ensemble of Popular Music are integrated groupings, fed by the schools that have a more conventional emphasis, with the format of academic, European and classical music. The Network seeks to balance the training, giving an account of the cultural diversity of the city, since it has always had a component and an Afro population in its culture, as well as the influence of tango and other popular music. Nowadays, the Colombian music school is also in operation, integrating pulsed string instruments and the Colombian clarinet, which combines the music of the Andean region and the Colombian coast of both the Caribbean and the Pacific. These regions are fed by the different cultural traditions and the idea is to link them to the processes of professional training, giving way to the approach of ancestral knowledge with conventional knowledge.

The Program has three cycles of Music Education. The first cycle is addressed to children without previous knowledge, in two levels, musical initiation and instrumental initiation, one year each. At the beginning of the second year, they choose the instrument they want to play. The second cycle has three levels, basic, intermediate and advanced, two years of duration each. The intermediate level is also called pre-band. At the advanced level, they become part of either the band or orchestra with a greater projection in their territory and at the city level. Mostly boys and girls from advanced level are the ones who become part of any of the 11 musical groupings of the program. The third cycle of training lasts approximately 4 years and in this one, the most advanced integrated groupings are, with permanent projection in the city, outside the city and sometimes outside the country. As they progress in the different cycles, the duration and frequency of classes increases, while boys acquire more discipline and passion for music. The training process is also flexible and the boys for their dedication and good performance can advance faster through the different cycles.

Parallel to the evolution of the program, the training approach has also evolved. Initially, it was mainly intended to offer children and young people an occupation to protect them from falling into

harmful activities characteristic of their social environment. Subsequently, there was a need to integrate personnel to support the social area, more or less since 2000, 2001, to accompany the processes in the communities, not only for the training of the children, but also for the trainers, usually with the support of teachers and practitioners of Psychology and other social areas of the University.

In 2007, a team was exclusively hired to strengthen the social component of the Program, outlining it as a social project, rather than a musical aesthetic project, with a more psycho social, care and assistance approach. In 2017, the new coordination also poses a different vision, considering music as a social and community artistic manifestation, in which intrinsically, parallel to the musical trainings that develop collectively, a series of soft skills necessary for healthy coexistence, including discipline are breaded.

On the other hand, from the curricular point of view, there are some components that allow respect, empathy, tolerance, among others to be introduced. To do this, a sensorial, creative and expressive, conceptual and socio-affective component are included within the formative processes, enabling the children to express what sensations the lesson generates, what they can create from it and generate their own concepts, as well as being able to make and receive reflexive and constructive criticisms in the daily exchange with their peers.

Musical instruments always remain within each of the venues, except for those occasions when concerts are held elsewhere. However, in many cases due to the enthusiasm of children and young people, their parents make an effort to buy them their own instruments.

Because the initiative is born by a municipal agreement, it is not threatened by changes in government, as each administration guarantees resources for maintaining the initiative as a city program, which has generated a great social fabric. Nevertheless, there is a need for renewal of instrumentation, which has been used for several generations and has naturally worn down in recent years, but they do not have enough resources to do so. Likewise, it is necessary to build pedagogy at the administrative level, not only for sustainability but also for strengthening of the initiative's quality, usually due to lack of specific knowledge of the program's needs related to the musical field.

On the other hand, the contribution of the university has been significant through an interdisciplinary team throughout the duration of the program, with a joint construction not only as an administrative operator, but as a voice that contributes, manages, dialogues and strengthens the program in its vision and projection. Likewise, the Network has had a great impact not only in the University of Antioquia, but also in other universities and musical, artistic and cultural institutions of the city, as well as in symphonic and philharmonic orchestras, which today receive many of the young people who have been through the program. Some of them have decided to become professional in their musical training, even taking masters abroad, on many occasions returning to support the initiative from another perspective.

In contrast to the processes of musical training, there is also a projection towards the community at large. The 27 schools of music are present in their territory in a territorial projection exercise, either through an open class, a concert with their musical grouping, seedlings or choirs, etc. City concerts are also held in parks and theaters, in response to requests from private companies or other institutions. On average, there are about 15 concerts a month, in addition to the proposals of each school.

Apart from this, concerts are held with the integrated groupings, called seasonal concerts and a monthly concert at the Theater of the University of Medellin, last Monday of each month, impacting in this way a large number of people who benefit from these concerts, since all are offered free of charge to the public.

Concerning the transfer of knowledge from the community to the academy, it is an everyday exercise. The programs combine musical artistic training with social processes of human formation and require a specific profile, seeking a perfect balance between academic expertise for teaching at a musical level and relevance and management skills at the community level. As a result of the above, diploma studies are being developed based on the experiences of this specific type of knowledge for this type of artistic training programs such as Batuta and CLAN in Bogotá. At this moment, they are working directly on it with the support of the Metropolitan Technological Institute (ITM), one of

the higher education institutions that belongs to the city's administration.

Specifically, the support of the University of Antioquia is given through the trainees and the constant dialogue in the monthly interinstitutional meetings of processes and visions about the learning in the musical aesthetic. The practitioners' contribution has been mainly given to support the trainers and the school directors work from the musical pedagogy.

The Network has always been concerned with the articulation with different cultural institutions in the city and the country, beginning to weave some alliances for the program's enrichment at the pedagogical and aesthetic musical level, through trainings, master classes, concerts, etc. Some of these institutions they've had some relations with are the Philharmonic of Medellin, EAFIT University and its Symphonic Orchestra, the Children' University of EAFIT, Fine Arts, Antioquia's Museum, BATUTA, the Ministry of Culture, among others. There is a more entrenched agreement with the ITM for the recording of city concerts and the Tango Orchestra, performing concerts at its facilities as compensation for their support to the Network.

Music Recordings and a journalistic book of the 20 years of the Network have been published. The Network contributes with knowledge at the research level, by the work of 213 people team among artistic creators and trainers who have developed pedagogical research projects. If an editorial line were consolidated, it would be possible to give a chance to these voices accounting for everything that is done in the Network. Currently, an alliance with the Editorial Fund of the ITM is being worked out, analyzing the budget feasibility for fair publication to the arrangers and composers. However, extra support would be required to establish a publishing infrastructure, which the Network does not currently have. Most of the professors are musicians, although for the work of corporal expression they also count on theater teachers. Additionally, there are professionals in the social, communications and administration areas, but the highest percentage is related to the arts.

As far as impact measurement is concerned, in 2005 a social impact study of the program was carried out up to that time. Besides, when the children enter the program, they interview them and their families to know their motivation and expectations, as well as to inquire in which other programs they participate. In the Network's institutional video, there are some experiences where the children comment that their participation in the program has taken them off the street, and has protected them from the world of drugs. The training team and the facilitators end up becoming a second family for the children. However, there are no established mechanisms for the systematization of impact measurement. There are quantitative and historical records of the different contractual indicators, although they are working in the constant way of obtaining the qualitative data in different dimensions. In the 20 years book and in the bulletins of the Network's web page, some stories of life transformation of some boys and young people who have participated in the Program have been included.

Because it is a public order initiative, it can not accept

monetary donations. However, existing resources may be sufficient to sustain the Program, but not for growth. For the current year, there is no budget item for the participation of events abroad, which have a high impact on the children's life experience. Similarly, there is insufficient capacity at the level of infrastructure and instrumentalization, in order to link more children and young people to the program. All this depends on the guidelines drawn up by the municipal administration, who grant the resources for the program. Nonetheless, the administrative team of the Network is also responsible for defending the needs of the program to maintain the quality and demonstrate that the Schools generate a transformation of the social environment in the place where they are, defending the need to expand the presence from schools to other areas, creating a greater impact on the city.

The Network has achieved to grow its raison d'être and the goal for which it was created, offering children the opportunity to occupy their time, creating protective environments so that besides learning music, they also build relationships with others children, away from drug use and delinquency. In addition, the program facilitates the discovery and changes in their worldview, from a perspective different from their habitual social environment, which in many cases is quite complex. An example of this are the integrated groupings, where children from all schools converge, thereby facilitating the construction of society and city in these relationships, because they are children from strata 1 and 2, strata 4 and 5.

The Network as a brand is recognized at the city level and have a presence on social networks like Facebook, Instagram and Twitter, in addition to their own website and a YouTube channel. With the musical groups they have been present in countries like Belgium, Holland, Germany, Spain, Argentina, among others.

Medellín

# COLOMBIA
## PARK OF LIFE

UNIVERSIDAD DE ANTIOQUIA

SERGIO PUERTA
UNIVERSITY OF MUENSTER

The main source for this text are the answers to the questionnaire for monitoring and the interview.

Park of Life was proposed by the University of Antioquia and since 2012 in alliance with the Mayor's Office of Medellín, opened a space to citizens for the promotion of health, quality of life and human development, looking for the appropriation of rights and guarantees by vulnerable populations. This implies the transformation of cultural imaginaries related to health, which requires significant investments and changes in the behavioral factors of the culture and involves the construction of tools and methodologies to promote the inclusion and strengthening of the social fabric. Their guidance to work for the promotion of life is the well-being and health on the axes of health education, cross-sectoral coordination, reorientation of health services, public policies, development of life skills, community involvement, healthy environments, and communication and health.

The University provided the ground and the Mayor's Office built the place where Park of Life currently operates. On the model of Inter-Administrative Cooperation Agreement, this project is co-financed by the University of Antioquia and the Mayor's Office of Medellín. The University provides strategic and operational management, and pays the administrative staff, while the Mayor allows the project to participate as operator of some of its projects.

Park of Life assumes social inclusion under the concept of social health, which refers to health of a person in relation to their ability to interact with others and thrive in social settings. In this sense, this aims to promote and protect the rights of community for the improvement of their quality of life, operating social projects in lines such as health promotion, sexual and gender diversity, citizen participation, etc., generating an open and creative space for the encounter and the dialogue of knowledge in the city of Medellin.

From the perspective of content and knowledge generation, Park of Life access existing information transformed and systematized in the field exercise, becoming new information addressed from the perspective of qualitative and quantitative assessments. In their approach, the implemented methodologies from experiential education apply knowledge in pedagogical routes and then put them as an input in the service of other projects of the Park.

Park of Life has a general communications plan, as a guide for the planning and development of communication actions that make visible the work of the entity, manage alliances and position the institution in the imaginary of the inhabitants of the city. This plan includes internal and external communications supported by advertisers,

communicators and journalists from the teams of the different projects operated by the Park. Similarly, the Communication's Office of Faculty of Medicine and its team of professionals nurture this strategy.

The innovation empowers people and communities with each of its projects and interventions, not only as a beneficiary, but also as an active agent of their interventions, through participation of leaders and validating agents. They also work with other local companies and institutions through specific cooperation agreements, always with the aim of boosting resources and increasing the impact level in the communities. The intersectoral management is part of the strategic platform of the Park of Life. In the same way, the initiative promotes education and culture by listening to the voices of some inhabitants of the city, generating spaces for creation and meeting, facilitating different ways of understanding human development, quality of life and promotion of health. Thus, the Park promotes academic and cultural programs and activities as the center of its activities and projection to the community.

With more than 100 events in a six months period, social investment has been reflected in issues related to the protection of sexual and gender diversity, the health of vulnerable communities, community participation, childhood, etc. In this way, to measure the impact they observe evaluation as a strategic tool for health promotion, which allows validation and monitoring of the achievement of its objectives, which must be transversal in the execution of all its programs and Projects. Each

project led by the Park of Life follows a process of systematization consisting on the collection of information, analysis of what happened, based on the learning of the different components. For this purpose, different sources of information are used, such as participants' observations, written and oral sources, and field diary. Statistics and quantitative indicators are also taken into account.

Although the case benefits from both its own and external resources, financial sustainability to maintain effective processes over time, that allows them to have an effective impact and not short-term interventions, is a big challenge for the future implementation of initiative. Another challenge faced by Park of Life to carry out their activities is the implementation of technological surveillance actions for knowledge management, visibility before national and international entities and management of political lobbying for the incidence in decision-making and associated public policies in health promotion. Although the University of Antioquia pays for the support of the physical infrastructure and the project base staff, the Park must generate its own income to guarantee its future sustainability. The University of Antioquia includes graduates and practitioners among its project operation team. In this way, it seeks to consolidate an interdisciplinary team that represents a job projection for its graduates and students.

On behalf of the university, some of the disciplines involved are the Faculty of Medicine, Public Health, Communications, Physical Education, Social Sciences, Nutrition, Nursing, and Information Systems Management. However, the case has involved other public and private institutions in their activities, such as the Ministry of Health, Secretariat of Social Inclusion, Family and Human Rights - Secretariat of Citizen Participation - Youth Secretariat - Ministry of Education - INDER - Telemedellín and Teleantioquia.

It also delivers a cultural programming component involving cultural entities such as local museums, cultural centers and libraries to diversify its offer for the community. In addition, the Park works with educational institutions such as public and private schools, colleges and universities as natural scenarios for the development of programs and activities and as allies in the development of some of the strategies linked to awareness raising. An example of successful collaborative actions derived from the Park are an urban garden with participation of the neighboring community and a space for the promotion of emerging artistic talents, called "Wall in white". Thus, the case has brought in few years a program with different projects that are constantly growing and evolving, working side by side with the community and stakeholders to achieve their objectives inspiring people.

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# INTERVIEW

## Participants:

Andrés Marín - Leader of Relationships and Intersectoral Alliances.

Social challenge to be solved.
Medellin has been classified by the UN as one of the most unequal cities in Latin America. Therefore, one of the main challenges faced by the initiative is that of social inclusion through Social Health, understood as the integrality of the city or community, giving access to democracy and citizen participation, recreation, culture, education and, of course, physical well-being. The initiative aims at access to basic rights, participation, sexual and gender rights, rights related to diversity and public policies of ethnic groups, all encompassed under the Andean concept of called "Buen vivir" (well-being). This facilitates the improvement of the quality of life in one of the most unequal cities in Latin America.

### Characterization Of The Population.

The characterization of the target population is done in a very transversal way. However, Park of Live develops actions in areas of different strata throughout the city, although efforts are mostly aimed at the vulnerable population. They have worked with street dwellers, street children, youth, ethnic population, LGTBI population, women, and seniors, among others. Some of the projects are developed according to the opportunities offered by the public policies of the city and each project, it is evident the characterization of the population served. Particularly, there is a very low participation of people belonging to the upper strata of the city, and have been the most complex communes to articulate to the work of the Park.

The more active projects are those related to training and culture, such as training in health promotion, healthy lifestyles, and culture of peace. Likewise, gallery of art, processes of artistic formation, creative interventions, diploma courses and continuous training are the most active ones.
The weakest processes are those carried out with the state, especially those processes that are threatened and interrupted by changes in the public administration of the city, or can be delivered to another ally for their development.

Medellin takes the Word is an example of this. A structure project for social participation and democracy, the qualification of public opinion and the strengthening of critical citizen thinking, which despite the success in its implementation, the state withdrew their support for its maintenance. That is one of the greatest risks faced by different projects every four years with the changes in the city administration, depending financially on political will.

The Park is an operations center where part of the training process is carried out in its classrooms, lecture halls, laboratories and interactive classroom, although 99% of its activities are carried out in public parks, educational centers, companies, townships, the streets, communal action boards, in the houses, that is, the whole city is the main stage. The whole administrative part is handled in the building of the Park of life, and some actions such as the programs

Parque de la Vida es tuyo, entra, conócelo, disfrútalo.

RECOPILA

with the older adult, and some formative processes take place there too.

They are currently working on a recomposition of the Park's structure, in a more horizontal way. Until now, the activities had been coordinated through an academic committee that usually becomes very theoretical and idealistic, due to the lack of contact in the fieldwork, therefore now a city advisory committee will be formed, with representatives of other universities, the social and cooperative sector, private businesses, youth, among others. The idea is that the leaders representing these guilds advise and guide the work of the Park.

Its administrative structure will be compounded by the Coordination, Communications Area at a technical level, Social Mobilization Area and Relations. The missionary activities are structure in the following areas:

- Management of Park's own Programs – Academic and Cultural Management.
- Project management - Articulation with city projects, State and Private Companies.
- Evaluation and Information Systems. Quantitative and qualitative analysis.
- Administrative area. Quality system, logistics, operational, etc.

Before it was operating through the different projects and if any of them stopped, it also slowed

the activities of the park. The new work structure will allow for a plan based on the Park's strategic lines and an operational plan with its respective indicators.

In addition, the need for intellectual protection of several of the Park's creations is contemplated, so that these won't be transferred to other state agencies, inhibiting the possibility of a better development of these initiatives.

The Park of Life is born paradoxically in a sector where the city's funerals predominate, with resources granted by the mayor's office for the building and on a land owned by the University, who in turn have been in charge of developing the concept of what the Park represents.

A quantitative evaluation of the different projects has been done, although due to the lack of resources, administrative and structural conditions, it has not been possible to make an impact assessment on the behavioral changes, attitudes and competences of the Park's beneficiaries for the long term.

Regarding the strategy for monitoring and follow-up of Park's activities, most of it has to do with indicators related to each Project. The activities are bound to quantitative indicators, monitored in terms of deliverables for every project. However, there are currently no available mechanisms to allow general alerts for the solution of special situations when required.

Community leaders are one of the main partners in reaching out the community through local planning (PL) and participatory budget (PP) programs. Both programs are made up of members of community action boards and local action boards, councilors and community leaders. From the state, the initial guideline on the type of problems that need to be addressed in a specific area of the city is given. Through the health, human rights and women's boards, they get in touch with the specific population they want to reach. On other occasions, it is done through the private sector, for example, when an entrepreneurship training in social inclusion and diversity is required. Some of the projects are addressed to specific populations, like those aimed at ethnic or LGTBI population, whereas others are targeted at all types of population, including children, youth, adults, public institutions, private sector, etc.

Apart from community leaders, there are no staff identified as volunteers who frequently support the activities of the Park, so far. However, the Advisory Board that is taking shape as the new structure of the Park, will have the ad honorem support of some leaders of social, cooperative and private sector, among others, who would be a few times in a year, putting their knowledge and expertise at the service of Park of Life's strategy.

Their main current challenge for performance is the technological monitoring and visibility actions, as well as the political Lobby and financial sustainability. They do not have technological monitoring tools and they try to look at similar experiences from other countries, even though the socio-cultural contexts differ.

In addition to the city hall and the university, there have been some financial alliances with

private companies' foundations, when it comes to implementing projects in the same social lines that these foundations want to attend. Regarding the social sustainability, they have also been related to councilors, community leaders and social validators from academia. Park of Life currently operates as an inter-administrative agreement between the university and the municipality of Medellín for a period of 8 years, of which five have already passed. However, the Park must participate in public calls in order to access financial resources for some projects maintenance. Additionally, they also seek ways to obtain resources through international competitions or calls, with NGOs or other international organizations, although they require support to strengthen their skills for that matter. They consider that private enterprise could also be a potential ally for financial support of the initiative, assuming that social inclusion is not an exclusive responsibility of the state.

Since the actions of the park depend mainly on the financing by the state, actions of political lobbying have been carried out before the different secretariats of the city's government and some councilors, for channeling the resources of the governmental plan through the Park's activities. One of the main allies on the government side, is the Secretary of social inclusion, family and human rights of Medellín, nonetheless it is a complex task to access many of the resources to finance their activities by the state. Consequently, the park has developed a Political Sustainability Plan, for every four years when there is an administration change. Thus, another of the challenges faced by the initiative is being able to guarantee the permanent hiring of a base team, since the vast majority of collaborators have been connected through temporary contracts of service rendered, which end once they finish the projects they have been hired for.

The reason of being for the park's activities in terms of thematic lines arise in the first instance from the results of studies that have been paid by the state, which are crossed with pertinent information from other organisms State.

The park has developed its own methodologies to fulfill its activities, mainly through the Wisdoms dialogue, experiential education and direct contact with people. Nevertheless, on many occasions enough trained personnel is needed to be able to implement these methodologies, due to the lack of financial resources for their hiring. To try to mitigate the effects of this situation, they have created a program called Promoters of Communication, addressed to different social leaders representing the community, such as priests, boy scouts, motorcyclists, etc., who are taught methodologically about everything the park knows how to do, so that they become multipliers and promoters of social innovation in their own communities. However, contact with many of them has been lost and it has not been possible to follow up on their performance and scope.

Some of its tools for the inclusion and strengthening of the social fabric are oriented in the resignification and methodological change of what already exists. Playing with the triad of the political, ethical and aesthetic dimension, where aesthetics represents the way in which human being is shown. For this, it has been necessary to break the paradigms of

a capitalist and adult-centrist society, where the child is considered a subject without voice, and from there to break the myth of "If you are having fun, you are not learning". Thus, the Park assumes as part of his philosophy the opposite, "If you are having fun, you are learning", applying it in a simple way to the context, such as dancing conversations, taking into account the taste that Latins have for dancing.

Another methodology developed by the Park is that of the five vowels. To approach, to excite, to inform, to operate or to act and to universalize, in order to achieve the replicability and sustainability, being fundamental that all the developed methodologies pass through the filter of the five vowels and the experiential education, to maintain the essence and the seal of the Park. It is a matter of reading contexts and the needs of community, stripping away the vain vision of academia, where only everything that is complex, dense and with multiple quotes of several authors, is useful. The contents and materials used have been developed in conjunction with the community, instead of approaching them directly with primers or other elements, which do not arouse people interest. One of the major obstacles for the implementation of these methodologies is to break the paradigm about entertainment and the impact it might have on changing the city.

By the time of the interview the current projects were Ethnicities, Healthy lifestyles, Education and Culture – This is life (Children, youth, home garden, community garden, blank wall), Audiovisual Production Center, I take the floor (To strengthen critical thinking community). The ones in contractual procedures are Caregivers, School of metro leaders, In Plural (With population LGTBI). In addition, there are two associated Projects permanently active, which are Living Lab and I Feel. Anyone can participate in the activities of the Park. However, some of the projects have certain conditions, such as the Etnias Project, for which it is indispensable to come from an indigenous community or Casa Somos (We are home), a subproject of the Healthy Lifestyles Project, which works directly with families who have social vulnerability problems, or some with problems of psychoactive substances consumption.

A record of participation and attendance of the participants in the different projects is always kept, because some of the training processes are certified by the university as seminars or diplomas, as an additional motivation for people, to receive an official certification from the University of Antioquia.

Without the resources of the University and the Mayor's Office, it would not be possible for the Park to operate. As previously mentioned, some projects are occasionally carried out with the support of the Private Companies. The cooperative or private sector have supported some of the Park's activities through specific cooperation agreements for the provision of resources generally in kind in form of a service exchange such as the use of infrastructure, joint events and in some cases with financial support, when the Park services are sold. It is also expected that the new structure will facilitate the contribution of these sectors with their know-how. Concerning the impact of the initiative on education and culture, the major challenge is

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the scientific measurement of it, beyond the quantitative measures. However, a change in the perception or perhaps the quality of life of people can be appreciated. At the closure of some training processes, some people have mentioned that they are no longer depressed, they have hope and their circle of friends has expanded. On the other hand, some other have felt empowered and decided to study, like the case of some women. Similarly, you can appreciate the strengthening of community ties in the neighborhoods, and acceptance of diversity and sexual differences, gender or ethnicity, going beyond the fact of recreation and culture, since all these processes are observed amid the increase of laughter and joy. Although until now, they have not found scientific mechanisms to carry out this measurement and our interviewee adds: "I do not know if someday society will measure smiles and joy as an indicator of social transformation."

Additionally an impact on the city is perceived, when programs with similar activities to the ones of the Park begin to emerge. For example promoters of the conversation that encourages participation by people of street or dance conversations promoted by other cultural institutions of the city, but no doubt one of the main challenges is to be able to measure that impact.

A first possible approach to demonstrate the impact, has been through the journalistic component of the Park, at the end of certain processes, when a publication of stories from some people who participated in the program, are being documented as life transformation stories.

The G8 (Group of Eight universities), National University of Colombia in Medellín, University Luis Amigó, Theater Pablo Tobon Uribe, Theater Matacandelas and some cultural corporations are some other educational and cultural institutions that have worked with the Park. Although, they are aware that it is very difficult to build a relationship with some institutions, due to lack of knowledge and recognition of the work and impact for the community of the activities performed by the park, coupled with Bureaucratic processes by the involved parties, when willing to make an alliance through a cooperation agreement. Some of these alliances have been conjunctural, for a short period or for specific events, but with some institutions, it has been possible to establish alliances for mutual strengthening and collaboration.

As already mentioned, the University of Antioquia provides permanent support to the activities of the Park. Similarly, some graduates and practitioners from other universities have also been involved, mostly through the temporary contracts of service rendered. The Faculty of Medicine and Communications are those who have been mainly committed to support the Park of Life, although it is necessary to involve other areas and faculties for the strengthening of the Park's projects.

In addition to the Park's own publications, some have been achieved by linking master's students to Park's processes, focused on particular academic processes. They had an additional publication addressed to community leaders with instructions from Medellín Takes the Word, a multimedia publication that integrates video, radio, animations and methodological primers.

Currently, the advisory committee integrates a guest of the EAFIT University, National University and the University of Antioquia, although there has not been an active participation from them by now. That's why, with the re-evaluation of the new advisory committee, the participation of expert teachers from different areas is sought, who probably do not have a high position at the managerial level within the institutions, but are an important voice in society and wish to commit themselves to contribute with their knowledge and expertise.

Initially the proposal of the Park was developed supported by an interdisciplinary team of teachers from the University of Antioquia who met weekly. Teachers in the areas of Physical Education, Medicine, Dentistry, Public Health, Social and Human Sciences, Communication and Nursing, among other, where part of it. Currently some teachers are directly related to the Park, such as the Park Coordinator and some project coordinators who are also university professors, from the areas of Communication, Gesis (Management of Health Information Systems), Journalism, Administration And Physical Education.

From the quantitative level, a measure of the initiatives' impact is regularly carried out, and from the qualitative point of view, measures have been taken particularly in the project Medellín Takes the Word, taking into account changes in the behavioral factors of the culture, although it is clear that much more remains to be resolved in this matter.

Despite the difficulties in financing various initiatives of the Park, financially the Park reaches a breakeven point and sometimes even generated surpluses that have been used for the institutional strengthening of the park. These resources are administered through the Faculty of Medicine of the University.

The objectives and goals proposed by the Park arose from various studies carried out by the city hall and the university, and in their exercise, these objectives have been fulfilled. The results of the indicators have been recorded, but it is necessary to make a measurement again to compare the growth to the initial results.

At a general level, one of the main contributions of the university has been their Faith in this Program, in addition to knowledge, the academy and professors' support, advisers, students and deans, making the Park a city program, beyond their facilities. Likewise, the park has documented its know-how, from the methodologies of two hours that have been used on a certain time, to complete projects, step by step.

Although the Park envisages in its vision becoming a national benchmark in the promotion of health, at the moment it does not contemplate a strategy of growth or expansion towards other regions, but focuses mainly on the sustainability and stability of the different projects that the Park currently has, before giving way to the expansion. Nevertheless, some specific actions have already been carried out in other areas of Antioquia, through the university thanks to their presence in the region and it is only through them that they the program could potentially be extended to other cities in the region. The recognition of Park of Life as a brand is mainly

at the local level, between private companies, sectorial guilds, community leaders, the metro, hospitals and the mayor's office. However, the initiative was presented as a practice of excellence in health promotion within the framework of the World Conference on Health Promotion, held between 21 and 24 November 2016 in Shanghai.

Concerning their communication and outreach strategy, they use social mobilization as a tool for training and raising awareness. They do not have the resources to make great television or radio programs, so they use creative intervention. Intervening traffic lights, streets, sidewalks and libraries with an exercise called by themselves as markers. In addition to the usual use of social networks, emails and newsletters, the success of its communication strategy is in the urban intervention and creative campaigns using Art and socio-cultural encouragement, as in the case of the Campaigns of resignification in parks and the city streets, with clowns and flyers, delivering a mobilizing message.

They have also had a program on local television, Saludando TV, also available on their Youtube channel, a space for health promotion with their creative and fun style, outside the traditional interview format with a doctor or expert.

The financing of the activities of the Park is done through the state, the university, the sale of some concrete projects to private companies, as well as the application to calls and presentation of projects in other stays. On the other hand, more than a sustainability plan they have a diagnosis of social, political and financial sustainability with concrete actions within a reasonable time frame to guarantee the permanence of the project.

# COLOMBIA

AREANDINA
Fundación Universitaria del Área Andina

## ASAKAA, THE GREETING OF AREANDINA

SERGIO PUERTA
UNIVERSITY OF MUENSTER

UNIDAD DE SOPORTE
A LA INNOVACIÓN SOCIAL

The main source for this text are the answers to the questionnaire for monitoring and the interview.

Considering the ethnic communities and their heritage in a state of vulnerability, Areandina has decided to highlight their practices to generate greater inclusion, working with communities in their place of origin and communities that have been forcedly displaced by ongoing violence to cities other than their native ones. Asakaa's activities are oriented only to ethnic communities and intends to preserve their heritage practices, also promoting their economic, social and environmental sustainability through productive tools.

The intervention implies small changes in the daily life of the community, as well as deep because of their rooted customs. In the same way, both the dissemination of their heritage and their empowerment towards sustainability requires support and investment, which depend on currently unavailable allies. Another particularity challenging the future of this initiative is the fact that several individuals in the community suffer low vision and memory problems because of war, besides a high expectation of early victories and seeing results in their counterparts.

Through the project, the community could optimize and redesign their processes and products to be more commercial. Historically the fish skin has been discarded in the coastal areas of the country, but women make full use of it, for elaboration of leather goods and jewelry, which are used for sale and consequently improvement of their income.

Areandina contributes from fashion design and entrepreneurship to the consolidation of commercial activity, like the current project with the treatment of fish skin and previous initiatives with traditional woven clothes. It benefits from both its own and external resources. Areandina provides some of their own resources and installed capacity for these projects and the community receives some other inputs from the government. In addition, the case promote partially the circular economy.

The Department for Social Prosperity (DPS) contributed through its program for employment creation and employability, by donating machinery and equipment to strengthen the artisanal production and marketing processes. In addition to the resources provided by the DPS, the project generates its own income with the work of the community, being thus financially supported by own resources, government and academia.

The case came emerged as a proposal from the community, who had been already working on the initiative prior to its breakdown due to violence and now

willing to strengthen it, they look for assistance at the university. Professors of graphic and fashion design are currently supporting them, thus promoting entrepreneurship activities too, from the empowerment with tools related to fashions design. Classroom exercises have resulted in rapprochement with the community, even to the point that representatives of the community are now transferring ancestral knowledge to the University, specifically to the students of gastronomy.

The economic and social benefits and costs of the project will be measured with the resources generated by the community and the number of participants, as well as the required investment.
The project benefits different actors with their activities, like young people, single mothers, older adults, people with disabilities and victims of violence; but the baseline for measuring the impact of the initiative has not been established yet.

Although the project is at a young stage of its development, it has a great potential to continue growing and expanding their outreach to some other and diverse communities, engaging professors and students in the knowledge exchange, looking for innovative ways to preserve the culture heritage and build solutions with the people.

## INTERVIEW

## Participants:

Julieth Rodríguez - Director of Social Responsibility of Areandina.
Giovanni Forigua - Director of Social Projection

Asakaa begins when the community of Tocoroma from Guajira searched for help from the University, stating that they want to work with them. Thence the University goes on a pedagogical exercise with the students of Gastronomy and Fashion Design. In this exercise, the characterization of this population was made. When this phase concluded, they advanced towards the Tumaco community, with whom they are currently working. In this community, work is done mainly with women. Thus, it is estimated how many families can be benefiting when working with these women.

Keeping in mind that, this work involves displaced population, which is a floating population with a tendency to increase. That can be seen every time they visit the project, usually there are one or two more people or families that are coming. Currently, although the conflict is declining in the interior of Colombia, Tumaco is one of the areas that displaces people still.

There are two main focus areas for project intervention. One directly with the students through the PISE (Semester Integrator Plans), involving students for example of Fashion design with the community in their interaction to generate a specific project. The other focus of intervention is on the community as such, with the help of some students and teachers for the training of communities.

Methodologically, they work in the beginning with focus groups, to identify the needs that must be satisfied and also to see how the community can reciprocate to the academy, as in the case of students of gastronomy, who learn about the culinary traditions with the members of the community directly.

Considering the stages in which they are working with the populations, the productive tools for their training are developed. In the case of the Afro communities of Tumaco, work is being done on the generation of skills that will allow the participants to acquire other tools later. For example, the Business Administration program supports everything related to the generation of business model, Marketing for commercialization of products, among others. In many cases, the processes do not start from scratch, but are being complemented by previous advances of the community, such as the improvement of sewing techniques, strengthening of teamwork, social division of labor in production, etc.

They have a mini-program with teachers of complementary areas, which is adapted according to the needs and nature of the Asakaa projects. Internally the university works with a document called the GREEN FILE, which allows them to collect basic information about the project, such as objectives, activities, timetable, academic programs involved, expected results, monitoring and evaluation indicators, because due to the project's short time, it is not possible to make an impact measurement yet.

Although there are guidelines for intervention, the specific themes and skills to be worked are not imposed, but are developed hand in hand with the community. The starting point has been sitting down and talking to the community about what they have, what they need, and what they want

from the university to begin the process of building the intervention model.

The process with Guajira lasted for more than a year and with the community of Tumaco, only six months have passed, at the time of this interview. The university has day a called, the "day of the Volunteer" and it was through this space that the community of Tumaco approached the university. Since then the process of joint work began.

In addition to the communities of Guajira and Tumaco, they have worked with the community of Salto del Tequendama, which though are not an ethnic community, wanted some help for the recovery of the cultural tradition, resulting from a combination between French and Colombian, supporting the recovery of cultural tradition at the gastronomic level and of its architecture. That has also been a joint work with the community, with peasants of the area and the recovery of the fog forest of Salto del Tequendama.

With the community of Tocoroma from Guajira, some relationship is still possible. With the Salto del Tequendama's community, the Alliance has been closed by delivering of restored menus, the recovery of the fog forest and its hand over to the foresters empowered by the community itself. These two are common sources of income for that community by the tourism that they have over there. However, the central idea is to equip communities with the necessary capacities, so that their processes can be self-sustaining and replicable with surrounding communities.

For the performance of the initiative, one of the main challenges is to connect other possible actors. Nevertheless, the university have articulated efforts with professors of the National University related to the subject of ancestral knowledge, from the areas of Medicine and Anthropology, wherewith Areandina does not currently have. They receive as counterpart the knowledge related to the subjects of Gastronomy and Fashion Design, which the National University lacks for the recovery of ancestral knowledge related to these areas. The University of Los Andes has been working on the identification and recovery of native species of endangered fish in the Region of Tumaco, with a potential to work with their skins once established that they are no longer in danger.

On the other hand, communities are somewhat reluctant to deal with issues of inter-agency coordination at the international level, as they consider that the processes are highly bureaucratic and ultimately no progress is made. On the contrary, they prefer to work with support of the Academy, in the generation of capacities so that they can develop their own while recovering ancestral knowledge. However, the university has a list of potential stakeholders, who could eventually be contacted as the project progresses.

One great advantage they have had with the Tumaco community is that they are very organized and show great interest in participating in the process, without having to press them or make greater efforts to keep them linked to the project. The most important thing is that there has always been clarity with the community, indicating to them what the university is capable of giving them and consulting them what they need.

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Tumaco's community present in Bogotá is established as a "Mutual", facilitating the establishment of an interinstitutional agreement with the University for the exchange of knowledge of both sides, which facilitates establishing some duties towards them, as well as some rights regarding the relationship of the community with the university.

At first, there were different expectations on behalf of the community, so it was important for the university to clarify the action's framework in which they can move, to avoid future disappointments. Among community's expectations is the need to work independently and self-sustaining, since several women participating in the project must work all day long in domestic employment, with no choice other than leaving their children alone during the time they are at work.

One achievement has been clarifying the women about the need to acquire the necessary skills not only in the subject of entrepreneurship, but also to work in associative processes, so that they can eventually develop their productive activities within their social environment and likewise, they can keep an eye on their children.

With the community of Tocoroma, it was possible to fulfill the purpose which they approached the university for, as well as with the community of Salto del Tequendama, where the very scope of the relationship with the academy was always very punctual.

Among the established customs of the community, necessary for the development of the project, the gastronomic aspect has been of vital importance, linked mainly to work in community and linked to women's work in Guajira, as well as weaving. Specifically in the Guajira that matriarchy has been something facilitating the recovery of knowledge, in a natural way.

In contrast, the community of Tumaco is reframing the theme of Palenque and Quilombo, forms of associativity of the community, with the support of Culture Secretariat. A Quilombo is smaller than a Palenque, where the community organizes and meets to manage knowledge and needs from the inside out. Quilombos have some Knowers or community leaders, who are empowered by their communities to establish the communication processes and relationships with external agents. Knowers are the contact points for the development of project activities, and are responsible for transmitting the information to the community. The academy does not have access to the Quilombos, because it is where community meets to make its decisions, which will be later communicated through their knowers.

At the external level, the university holds fairs and exhibitions, facilitating community participation in these spaces, as well as support for the configuration of its corporate image, resulting from a joint work of the community with the university's marketing area. Likewise, the university has a public relations agency, which facilitates the communication of the projects outwards, strengthening their visibility, even obtaining interviews for the project actors in mass media such as RCN and CM&, some well-known TV channels in Colombia.

Community empowerment is clearly visible in the last six months of the project, on the one hand by the increase in the working group and on the other, on the frequency of meetings, where women often bring new proposals for their integration, evidencing community's empowerment towards the project sustainability.

The university has been training the women in the project, with the support of the Faculty of Business Administration in the preparation of business plans, so that themselves are the ones to propose and identify what type of organizations they would like to relate to. According to the specifications of the type of institutions in which they demonstrate interest, the Faculty guides them in the elaboration of the necessary documents to establish this relation. In this way, other possible allies for the sustainability of the project have been identified. For example, the initiative is currently participating at the United Nations' competition related to Biodiversity.

On the academy's side, some medium-term actors are the National University and the University of Los Andes, who also have had a certain journey in the work with this community and now Areandina wants to strengthen the articulation with these institutions.

The current project with the Tumaco communities is carried out directly in Bogota with the displaced population. In Tumaco there is a satellite of the community, supported by other actors who contribute for example sending raw material for the social entrepreneurship with the fish skin to Bogota city. Likewise, there will be a visit of one of the community leaders in Tumaco, know as "Mama Patria", for the articulation with this satellite.

In the specific process of knowledge exchange, the community has contributed to the handling of fish skin, whereas the university through the fashion design program with specific knowledge for dyeing, curing, suitable cutting techniques to facilitate sewing, among others. Until this point of the project, the process of mutual learning has been given and the collaborators of the design program have begun with the schematization of suits out of fish skin, as well as the bonding of a student for her thesis work. It is a process in which complementarity and knowledge exchange is given.

About the exchange made with the Wayuu community, three very important things have remained for the academy. A gastronomic recipe book compiled by the graphic design program, an undergraduate thesis with two students of fashion design and a research text on the subject, and a video graphic work with the compilation of their traditions and knowledge. For the community a business model has been created for the sale of their products online, their backpacks and handicrafts.
In addition to the knowledge exchanged so far, it is also desired to include the subject of ancestral medicine, articulated with the Faculty of Medicine of the National University. It is observed that generally the communities have small gardens with different plants that have different medicinal properties and the women want to see how to establish a kind of school, where they can transmit this specific knowledge.

Another opportunity that has arisen, is the accompaniment in the vocational aspect and the elaboration of a life plan, with the support of the psychology program, providing career guidance for the young people of the community who are finishing their secondary education.

One of the main strengths of the installed capacity for the project is the human capital, integrated by not only teachers and students but also by volunteers. Among them, there are teachers from other areas other than those directly involved with the initiative. Similarly there are some graduates who want to link to the project from the currently working lines. The students who join in supporting the research work, and the teachers are also linked from the platform of social projection of the university.

At the infrastructure level, now Areandina has the SISU, in addition to the workrooms of the fashion design program located in different venues. In fact, the women who are part of the initiative have already gone to university and have made use of molds, machines, and mannequins. Similarly, the spaces related to the program of graphic design and animation, are available and at service of these initiatives. Additionally, there are the gastronomy laboratories, equivalent to more or less eight kitchens. Also part of the university's administrative budget is intended to subsidize some expenses or costs of initiatives, such as transportation and refreshments.

Formally, there is no permanent government support. Some government agents have been contacted to address specific issues, particularly in the area of health or some other particular needs of the community.

Other important input required to strengthen the initiative is the establishment of alliances with other stays, so that the community can be given greater resources. At present, the capacity to send students or teachers to the project's satellite in Tumaco is not available.

The project activities involve mostly women. However in Guajira they also had the interaction of some men with the students when they worked the aspect of the patronage with the fabrics and the weaving, unusual situation because in this community men do not normally weave.

The project with Tumaco's community is still in the phase product's development and in parallel; the marketing plan for these products is being developed. Initially, the marketing of the products is done more internally, but it is considered the inclusion of other markets to other cities and even countries yet. Once they have a catalog including different products of leather goods made with fish skin, they will try to approach new markets in other levels.

Regarding the Wayuu community, progress was achieved with the elaboration of a business plan and marketing of products through a web platform. This was achieved supported by a teacher from the marketing area; but unfortunately, it could not be implemented so far, mainly due to difficulties of communication and access to the area, although the Areandina retains the interest of returning efforts in this direction.

## Community Development And Participation.

Current project has its suppliers of fish skin in Tumaco, because women part of the initiative prefer to bring their supplies from there through the satellite. The university does not have direct contact with the suppliers. Women of the project have their contacts through relatives and acquaintances, who provide them with the raw material they require.

## Impact On Education And Culture.

Inside the university, the project has had a high impact thanks to direct relation with the community and knowledge exchange in both directions. Towards the community, specifically with Tumaco's community, the improvement of organizational aspects has been easier within the Quilombos. Likewise, the generated social capital has been very important, facilitating community's articulation with other district entities to meet certain needs.
The community of Tumaco is organized as Mutual ANDAE. A Mutual is a Network of Corporations or Cultural Foundations that articulate with each other to propose projects and initiatives. The university meets with them at least once a week and maintains a direct contact through the teachers or students, as well as constant communications via email or telephone.

There is currently no formal link with other higher education institutions. The Asakaa project is from Areandina, but it has managed to articulate certain activities with the University of the Andes and the National University, since both institutions also work with the same community, but from other areas. However, for the university it would be very important to be able to formalize an agreement for cooperation with other institutions and thus be able to guarantee continuity.

The connection of the majority of students supporting the initiative is through their PISE. Others do it as part of their degree work and some as a volunteer, but this does not constitute any type of student's internship nor hours of social work.

Concerning the relationship of the University with the environment; the Department for Social Prosperity was supporting Asakaa project with the Wayuu community, but currently there is no active participation of other public institutions within the project. They specifically supported with the provision of certain machinery and equipment to facilitate community's production activities. In regards of Tumaco's community, it is expected to obtain the support from other institutions of public sector for getting some equipement and spaces for the distribution of the products.In the current phase, there is no need for articulation with other public institutions, but in the future, it would be necessary to articulate with other institutions such as the Ministry of Interior, who could eventually support them with the restitution of land, which in turn could contribute to their productive processes. The administration of the initiative is achieved through the coordination of social projection of the university, with some teachers who are specifically linked to the project, but it does not function as a separate organism with its own organizational scheme.

Regarding the impact measurement, there are some indicators for monitoring and evaluating specific goals. Usually the measurements are made semiannually, according to the teachers and students' support time. In the GREEN CARD of the project, the activities derived from the specific objectives are registered, some of them linked to follow-up recorded in the green accompanying card. This accompanying card basically records the people participating in the different activities, both at the institutional level and the communities side. The central problem to be solved by the initiative is to equip them with the necessary tools for self-sustainability within their social environment, to improve their quality of life and avoid them having to travel to other ends of the city for developing their productive activities.

The term initially agreed to make a first evaluation of the project, is three years, with the possibility of extending it, in case is needed. The project is currently in an initial phase focused on capacity building.

Although the initiative is mainly aimed at strengthening ethnic communities, with the knowledge acquired so far, it is planned to widen the scope of the Asakaa initiative to other types of communities.

The Asakaa project is recognized at the institutional level, but steps are being taken to publicize the

brand outwards. With the university's media agency support, work is being done to strengthen the visibility of the current initiative supported by Asakaa project, but at the same time it is also desired to strengthen the visibility of the Asakaa's program.

ABERCROMBIE

# PANAMA

# USMA

## SCHOOL FARM CASICIACO MARIA HAREN

SERGIO PUERTA
UNIVERSITY OF MUENSTER

The main source for this text are the answers to the questionnaire for monitoring and the interview

Granja Escuela Casiciaco Maria Haren Alde is a farm located in Llano de las Minas in the Province of Herrera in Panama, inaugurated in September 1997. The farm was donated by a Spanish NGO, which acted through the Spanish Agency for International Cooperation. This initiative arises from a real and palpable need in the district of Las Minas, Los Pozos Ocú. The project was born from a Christian commitment to help people in need and new trends in cooperation to help teaching and learning by doing. The project was established on three basic pillars: more efficient and diversified production, training the producer and the future professional, consistent marketing of the product obtained. They aim to keep the quality from the line of organic agriculture and sustainable livestock, as viable alternatives in tune with the world's demand.

In 1999 and after the two years of financial auspices by the Spanish Government, the Research Center for Agricultural and Environmental Sciences (CEICAA) of the USMA, took over the maintenance, monitoring and administration of this farm, nowadays under the administration of Adelaida González and Jorge Castro, director of Campus USMA AZUERO and Coordinator of the farm respectively.

The Farm is located in an area where the communities are much dispersed and have very low incomes, besides the fact that there are very few access roads and those used to reach the Farm are not in the best conditions. This is one of challenges for the project.

The case is categorized as a social economy initiative. Their main social challenge is the improvement of the quality of life of surrounding communities' members, through training in agricultural production and other topics such as business management, health and others. The surrounding communities are both young people, women and older adults who are generally small producers having spaces of land that have not been able to use in an efficient way. People can see good practices developed in the farm, which can be replicated in their places.

They train producers in sustainable and productive techniques, through the development of appropriate technologies that can be transferred. This increases the self-esteem of the producers, actively integrating population in the development of their own initiatives, leading proposals for the sustainability of community based-development. The local producer with low incomes repay the knowledge transferred and the exchange of

other agricultural species cultivated in the farm, bartering goods of some native seeds or a small amount of their production to be used for sowing and redistributed among other local producers.

They foster the reproduction of animals in smaller farms where they have no way of improving production, exchanging patrols for example, for social investment, using techniques or models of self-sustaining development with small producers in other regions with the support of local and international organizations.

This project is a space where professional farmers, students and academics converge, as well as administrators of institutions related to agriculture to transfer experiences and good practices seeking common benefits and fighting against poverty, promoting associativity, cooperativism, learning communities and development of social projects replicable in other communities.

The farm has an infrastructure to promote the exchange of experiences, knowledge and good practices among teachers, academics and students from both the USMA and other higher education institutions like Arkansas University and Winona University, but also from other local educational institutes in agricultural sciences.

In addition, other local bodies or organizations participate supporting or receiving support from them exchanging good production practices. Furthermore, other public bodies have been sporadically involved in the project, like the IDIAP (Institute of Agricultural Research of Panama) and the Ministry of Education, through which the farm

provided instruction to primary and secondary schools in the region.

In the same way, they accept special visitors from other regions and have available rooms for accommodation for academic and non-academic activities. The farm receives incomes from the sale of training services, the rental of rooms and projects that have been developed with local institutions. Thus the case benefits from both, its own and external resources, their infrastructure, as well as from human and financial resources of the HEI.

The training processes offer an exchange of experiences and provide tools for the empowerment of the population, so they realize that the improvement of their conditions is in their own hands.

Moreover, the one who provides the training also learn what the villagers do and how they do it, exchanging their good practices, like the treatment of biological wastes from various production or seeding processes, which are used for other purposes in other areas.

These are just some of the characteristics and experiences that make this case successful. Thus it demonstrates how it is possible to support, involve and empower community, exchanging knowledge and growing together as a community, despite the difficulties and challenges faced to keep this initiative viable in the near future, even when the economic resources might not be abundant, finding innovative ways of compensation in this cooperative exchange of knowledge, seeds and products.

# INTERVIEW

## Participants:

Adelaida González Salazar - Director of the University Regional Center of the USMA in Chitré and General Coordinator of the Farm.
Lourdes López Polanco - Director of the of the USMA Campus in Veraguas.
Jorge Castro Peralta - Administrator of the Farm, engineer in animal production.

The School Farm Casiciaco Maria Haren Alde, colloquially known as the USMA Farm has in its facilities lounges and sleeping areas, for the reception of groups that want to be trained in agricultural subjects. On the farm, trainings are offered according to the needs of the community mediators of the province of Herrera who live in the area, and those of other groups that visit the farm like associations of organic agriculture and students of the university, among others. Some of the institutions that have used the facilities of the Farm for their training, mainly by its representatives in the region, are the IDIAP (Agricultural Research Institute of Panama), MIDA (Ministry of Agricultural Development), Agrotourism ATP (Agrotourism Panama Tourism Authority) and representatives of the Judiciary of Public Ministry.

On the other hand, in one year the farm can train between 5 to 6 groups of people in the community. Depending on requirements and what is being specifically applied, training can last from one to three days on average. The main topics that have been taught in the training are basic aspects in organic agriculture, as well as grazing hen, minor species and management of rural incubator.

They also work frequently with representatives of MIDA in the area of Las Minas in matters related to Agroturismo. In addition, the Farm is part of the group of Agro-touristic farms of the Province of Herrera, accredited as such by the MIDA, but not by the ATP. Thus, the farm has the potential to develop new themes not only at a formative level, oriented towards agro and ecological tourism, where the inhabitants of the community can be integrated too, not with the intention of changing their current occupation, but as a complement to their current productive activities. In this sense, it could include classes of tourist culture, as well as the attention to the visitor, service quality, security in farms, gastronomy, among others. To do this, it would be necessary to seek the support of the ATP and MIDA, who regulate the declarations of agrotourism farms.

The Farm is a non-profit organization, which depends on the University. At Azueros Campus of the USMA, it has among its careers Engineering in Animal Production and Engineering in Natural Resources. In this way, the teachers of these careers have been given information on the facilities offered by the Farm, so that they can integrate these themes and offer them to their students, and possibly complementing their training on the farm. Students are also supportive with community training, assisted by their teachers. Azueros also offers other courses such as International Business and Industrial Administrative Engineering, which have participated in the training processes too. However, it is considered that careers such as Psychology and Architecture have a huge field of possibilities to support the activities of the farm, which do not strictly stick to the agricultural issue.
With regard to community training, one of the main obstacles is the following situation. It must be taken into account when programming the training, that the farmer would have to leave his farm and allocate part of his productive working time for the sustenance of his family to it. To be able to carry out the training, an alternative is to bring young collaborators, who will train the farmers directly to their farms or to schedule one or two dates for people to come to the Farm, preventing that it coincides with the harvest or planting times. Therefore, efforts are being made to coordinate actions with MIDA for the promotion of training, because they have organized producer groups according to the productive seasons.

Besides the possibility of bringing the training directly to the peasants, supported by the students, another alternative would be to offer the training processes after the working day. However, the challenge still remains to be able to access the farm. The majority of peasants live in remote areas where there is little public transportation, so it is often necessary to arrange transportation to take them directly to the farm. The trainings must be programmed in advance and normally direct invitations are made through the local Radio, which is the only mean of communication present in the more remote areas, indicating the points in which the transport enabled for it, will pick them up.

In this way, one of the main objectives for which the Farm was founded is satisfied, so that farmers can subsequently replicate the received knowledge on their surroundings. When offering training in food topics to mothers or women within the family, they should also be allowed to bring their young children to the farm. It is for all these reasons that it is a great challenge to reach the inhabitants of the area

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with training, without removing them from their environment.

At financial level, their main source of income is the lodging services. They have an agreement with a nearby hostel that sends them people for accommodation including meals. This money is used to cover expenses of the different activities of the farm. On the other hand, they also plan to include a Biotechnology Laboratory, which will have its own budget from the university's research direction. This may eventually generate products suitable for sale or barter, being barter one of the activities generating a closer proximity to the community.

For the coordination and development of the different activities of the farm, the administration has an Annual Operational Plan (POA), which includes a planning of the different products and planting periods for the different times of the year. At present, they use machinery for the execution of some activities, which has facilitated the decrease in labor costs.

The sustainable productive techniques that have been transferred in the Farm are organic food, use of forage in the feeding of animals as an alternative dietary supplement, breeding of genetics in pig species, rescue of the creole hen and architecture for an adequate use and disposal of avian and porcine waste. Under an agreement, also the

repopulation of the cultivation of coffee in uplands was carried out.

With regard to the transfer of knowledge from the community, a training session was held on the initiative of a woman member of the community, about the use of banana in the tamales dough. There emerged the idea with the support of a teacher from Linares, to train people on the use of various agricultural products from this zone that sometimes generate large surpluses and people do not know how to use them.

In the same way, taking advantage of the possibilities of diversification of the farm, there have been training in quail farming, teaching the community that not only the hen is the only type of bird that can be raised.

An interesting phenomenon has occurred during some formations, when some of the people invited to be formed, have more specific knowledge and closer to their contextual reality that the one academy tries to transfer. Sometimes the peasants end up transferring their knowledge to their "classmates" during the formations, receiving a place as facilitators instead of being only participants.

In this sense, there is also an opportunity to rescue the knowledge related to the use of medicinal plants. However, country people who possess this knowledge do not feel confident enough to give their knowledge to the representatives of the academy, because there is a paradigm that the academy is the one who knows and perhaps, they will not take seriously, what the inhabitants of rural zones could teach them. The transfer of this knowledge is given in a more natural and spontaneous way, among the inhabitants of the region.

On the other hand, the farm also offers the possibility of developing research from the agricultural and scientific point of view, in various subjects with the support of professors and university students, also involving students of schools with agricultural vocation that have presence in the Area, in order to encourage the curiosity and inquisitive ability of young people.

In terms of resources for maintenance, the University is responsible for paying the salaries of personnel involved in the administration and maintenance of the farm. Besides the income generated by accommodation and training for different groups other than peasants from surroundings, they apply with projects before some institutions in order to obtain additional resources for the development of academic and research activities. The administration of the Farm is empowered to resolve day-to-day situations, although for global issues, the Rector (Administration) and Vice-Rectors (Research) represent the USMA.

A particular type of negotiation widely used in the area is the exchange of goods in kind. For example, if someone has a specific type of seed, but he does not have the means for its multiplication or production, he provides the farm with it and as payment the produced quantities are distributed. The exchange or direct barter of products, such as barter coffee and corn, rice, avocado, etc., is usually done.

Another particular example of the different possibilities and opportunities present in the farm is this one. Although, it is not part of the Farm's activities, they provided a deposit service for porotos' producers in order to support the community. In the form of a silo, local small-scale producers have delivered their production to the Farm, who served as mediators with the big distributors, thus, guaranteeing a better price of the poroto for the small producers of the zone.
Unfortunately, up to date, there have not been documented variances of the different good practices that are being developed in the farm, which could eventually be used for the preparation of manuals on diverse topics.

Likewise, there are no current tools for measurement of the impact. Nonetheless, as a result of a thesis work with USMA students, a comparative measurement of some variables that partially evidence the impact that some training processes had on the families that participated in it was made. Informally the impact is perceived only through the comments received by people, who in one way or another benefit from the services offered by the farm.

### Relations With Other Institutions.

At the institutional level, the farm has a research agreement with IDIAP for the research field and the Biotechnology laboratory. Another agreement is being sought with the Ministry of Education for agricultural schools of the zone. As a patrimonial asset of the USMA, most of these agreements are carried out at the institutional level. Nevertheless, the farm has relationships on a personal level with the schools in the area, receiving students to learn in situ, how some of the farming processes, the different crops and animals' production on the farm work.

We can notice the Farm faces different challenges when carrying out its activities. Another particular problem in the area is that young people no longer want to work the land. Their parents and grandparents are the ones working there. Young people prefer to learn in colleges and universities to leave the rural life, but here the Farm plays an important role, offering a space to support the training of young people from agricultural schools, as well as those who choose to study careers in agricultural sciences.

Regarding the visibility and handling of communications of the farm, they have a facebook page, but they require institutional and technical support to set up an official website to strengthen the farm's visibility and communication strategy. As previously mentioned, radio continues to be an effective means of communication when convening community members for participation in training activities.

Https://www.facebook.com/granjacasiciaco.lasminas

GRANJA

# PANAMA

# USMA

## YOUTHS UNITED FOR THE DIALOGUE

SERGIO PUERTA
UNIVERSITY OF MUENSTER

The main source for this text are the answers to the questionnaire for monitoring and the interview

The YOUTHS UNITED FOR THE DIALOGUE (YUD) is a student's organization, young people in constant search for all kind of solutions through Dialogue. It promotes the formation of Debate Groups, in different public and private institutions (High Schools and Universities), organizes national and international forums for debate, lectures and university-level speaking competitions, teaches argumentative and dialogic techniques, as well as many related activities with the use and promotion of dialogue and freedom of speech.

The organization was born as the dream of "usmeños" students who reflected on the vague debate that was taking place in the National Assembly of the country, compared to the debates presented in Ancient Greece, and with this vision, they consolidated this dream with support of the USMA. It is a response to the national reality of Panama, which presents evident educational and cultural deficiencies, expressed in the sharped social inequality and the low public participation.

This is a social innovation in Panama, as it has been the first organization to strengthen effectively the debate between different high schools and universities. Likewise, it allows a direct contact space between high school and university students, politicians, entrepreneurs, people of national eminence and communities of difficult access, through conversations, debates, values lectures, training and social workshops.

YUD preaches social inclusion, as well as self-empowerment of the individual through education and dialogue. They are aimed to create a more informed society resorting to discursive weapons rather than physical violence or some irrational reaction to a delicate situation. In other words, to resolve conflicts and controversies through reason and the good manners of humanity. Their main social challenge is contributing in education through dialogue, creating and training debate clubs in official and private schools, thus empowering young people of all social and economic backgrounds to break the barriers of inequality in Panama.

The organization builds its relationship with the university and high schools through agreements. Each institution delegates a trained discussion counselor who represents the group in an expansive way, mentors the debate clubs in decision-making and prepares them in an educational way in the personal and intellectual development of its members. Thus, they are added to a database, receiving constant information on learning opportunities, both at national and international level.

The Innovation empowers people and communities,

identifying leaders or future leaders, who will contribute to today and tomorrow's society. YUD involves active participation of the community represented in the students, who receive opportunities of undergoing training processes, encouraging the exchange of ideas among young people, raising awareness of the importance and need of being engaged proposing solutions to the problems for the development of a better Panamanian society.

They promote, cooperate, advise and coordinate, jointly with the state organs, the development of projects for the benefit of the community and executing actions permanently before the governments, so that the dialogue is considered like Politics of State for the solution of conflicts or controversies. Besides the creation of Debate Groups in different High Schools and universities of Panama, they conduct training workshops on argumentative techniques; organize regular discussion forums, speech competitions, and the YUD Spots, monthly informal spaces held in local restaurants where students can share with professionals and recognized persons at the country level success experiences with in different areas. Currently the group has 160 registered members in their database.

YUD involves people from countless sectors of Panamanian society, beyond the university community of the USMA. For the best success of the different activities and projects, it relies both on private companies to obtain funds, on public entities for training and infrastructure for activities, in school and university educational centers, officials and individuals, as the main beneficiaries of

JUD's work. In addition to the official educational centers, other public institutions have taken part of their activities, like the National Assembly of Panama, the Electoral Tribunal and the Ministry of Health.

The impact is partially measurable in terms of the number of schools benefiting annually and the amount of students in the discussion clubs. The main benefit of those who at some point took part of the program is definitely in the field of education and culture background, which transcends traditional academic teachings. On the other hand, it has created an opportunity to generate jobs in private companies for outstanding YUD advisers who draw their attention, to work in seminars or as official teachers in private schools. In the same way, the communities with severe access difficulties take advantage of the teachings shared by the volunteers program of the organization.

Their advisory board comprises seven members USMA students. At first, only students of Law where part of the project, but now also students from Political Sciences, Psychology, Business and Social Communication participate. However, they also keep relations with other HEIs as additional beneficiaries, like the University of Panama, Technological University of Panama, Florida State University, Quality Leadership University and Latina University, fostering the creation of discussion clubs.

Using the social networks like Facebook https://www.facebook.com/JUDUSMA/, Twitter and recently Instagram too, they provide information related to their different events, having more than 1200 followers in their Facebook page, but also they do some publications in the USMA journals with the main achievements and activities of YUD. YUD is not an organization for commercial or similar purposes and remains 100% adhered to the USMA, who follows up their financial performance, and provides monthly training from professors to the students. The organization finances itself through the different activities carried out by them, such as workshops with foreign exhibitors, "TedX's", food sales, parties, etc., as well as sponsorship from private companies. Nevertheless, the economic sustainability is one of their main challenges for their future maintenance, as well as the rotation of members when graduating from university, because they usually lose contact with YUD.

Until now, more than 20 schools take advantage of the educational benefits of YUD bringing them together in their panel discussions, conversations, workshops and up to 10 different dialogue formats. Students from both high schools and universities, national and foreign, are rewarded with knowledge through eminent representations in national and even international debates.

## INTERVIEW

## Participants:

Daniel Lumaruri. President of Youths United for the Dialogue.

By the year 2009, there were around seven discussion clubs, present and reserved only for some

schools. From there came the idea by students of the USMA, with Youths United for the Dialogue (YUD) and decide to broaden the participation to other young people. They think every school has the right to have their own debate's club and therefore students have also the right to take part in them, to discuss and contribute with their ideas. YUD then emerged as a non-profit student organization, attached to the USMA.

Other people with more experience in different discussion techniques train USMA students, so that they can go to schools and train other young students there. Initially, USMA teachers trained them in communication techniques and how to speak in public, but for more or less 5 years, the trainings are performed only by young university students for other young people. Debate clubs in schools are open to any high school student and they have also their own advisory boards. Each school determines the admission mechanism for its participants, but to attend the discussion forums there are some filters set to select a certain number of people according to the available places.

The Advisory Boards of the different clubs have always a President, Vice President and Secretary, with autonomy over their functions. This can be vary in the advisory boards of every school, but additionally at YUD they have a treasurer, academic affairs, logistics and outreach coordinators. YUD's Advisory Board changes annually, with its proper start-end connection.

The Advisory Board is elected by individual vote and whoever wants to, has the opportunity to run as candidate, submitting his/her proposal and plan justifying why he/she should be elected. In addition, the candidates go through a Knock Out interview, having to answer a series of questions quickly, in order to get to know them.

Each administration has its own work plan including the different trainings that will be offered to the students. Trainings for university students function as a Diploma. Those who fulfill the whole process are apt to become trainers of the schools' students. Likewise, the board meets twice a month to follow up and see how to implement the activities outlined in the work plan, in order to meet the objectives set at the beginning of the year.

During the first three months of the year, trainers who are part of the USMA are trained weekly. Starting in April, they begin to train the young people in the schools. In many cases, high schools have a direct agreement with YUD USMA, which facilitates their work.

YUD USMA meets weekly and students from the different careers of the university are allowed to join, but most of them are law students. They have also had students of social communication and psychology. For the training cycle of the first three months of the year, they have already structured different modules to be offered. After that cycle, other trainings are held once or twice a month in specific topics or other new debate formats, inviting both university and high school students. Trainings in high schools occur frequently throughout the year. In Panama, there may be two or three discussion forums per month, which is the reason why young students of high schools are being trained regularly for such forums.

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YUD handles between seven and ten debate formats and simulations in which students have been trained, such as the United Nations, Parliament or Congress, National Assembly, Supreme Court of Justice, British Parliament, among others, preparing students to assume certain Roles and discuss on various topics, from different positions. Additionally, each time they have the opportunity to attend debates internationally, if they know a new debate format, it is integrated to the trainings. Once a year, the Great YUD Forum is held and the conclusions emerging from it are presented to the National Assembly of Deputies, so that they can see the opinion of the young people and occasionally some deputies whom they have had contact with, have taken into consideration the conclusions proposed by young people. The debates are open to all types of public and anyone who wishes can be part of the audience. In this way, they have found some sponsors who like to support their work with donations.

In addition to the Great YUD Forum, they have the Intercollegiate Debate, for the High Schools Debating Clubs and the National Debate Championship for young university students. They also have YUD Spots, where they receive as guests successful people in different fields, such as singers, deputies, TV producers, etc., to share their experience in a more informal atmosphere with young people in a bar or a restaurant. Politicians, national celebrities and other stakeholders who

have been invited to participate in JUD spots, in 90% of cases have given a positive response to their participation in the first contact.

Most of the topics covered in the debates reflect national and sometimes international issues related to problems that affect a community, or some new law that has been enacted, etc. Sometimes in the debates, solutions or alternatives are proposed for the situations under discussion, but normally it is not possible to take concrete action in this regard, which involves other stays.

To finance the three great debates carried out per year, they look for sponsorship from private companies and state organs. For participation in international debates, they receive sometimes financial support from the university. When they do not, they also seek sponsorship from other private institutions and some expenses should be occasionally covered by the students themselves. Likewise, for their participation in international debates, YUD sales some food in the university, organizes parties and happy hours in other public places, among others. Some trainings in international discussion techniques are offered to the public with a minimum cost of admission of five dollars.

Besides the challenge of funding for YUD activities, another one is the loss of contact with graduate students, since many of them enter the labor market or continue their master's studies abroad. However, once they had the financial support of one of the founding members of YUD at a crucial moment, who has also become an important ally for them.

From the beginning, they have been supported and encouraged by the University to act on their behalf, providing a vote of confidence and a space for free expression, as well as the support for the development of events. YUD makes an important contribution to the development of the young people as a person, offering a different outlook on the world, in addition to training in communication techniques and how to speak in public, which in turn contributes to the development of the future professional. Additionally, one of YUD's great contributions is its teaching that differences can be solved through dialogue, as an alternative way to solve conflicts, preventing many problematic situations to be worse.

The debate has become very popular in recent years in Panama. Other universities begin to have their own discussion clubs, in younger stages. In the city of Panama 35 debate clubs are affiliated to YUD, 5 from public schools and 30 from private schools. Through the Panamanian Association of Debates (ASPADE), debate clubs have been brought to other regions of the country and YUD has eventually carried out joint actions with ASPADE. In addition, they have collaborated with debate clubs from other universities, and have held joint events with the University of Panama, Technological University of Panama, Florida State University, Quality Leadership University and Latin University.

For the benefit of other universities, YUD has also launched a discussion manual, making it available to other people and institutions that want to learn from their good practices. In addition, they offer consulting services to other HEI, and even if they

require it, YUD provides some trainers on specific topics they might need.

As part of their communication strategy with potential sponsors, they send written invitations to private companies, offering different packages or sponsorship kits in different rates, linked to how they would publicize their company during the events, through either banners, social networks, event folders, etc. However, they also receive donations from private individuals.

Values YUD is their social project, a facet to approach the community from vulnerable areas in cooperation with some foundations to give oratory workshops to young people outside the university or high schools, among other activities. At first, they visited different types of foundations, but now they have focused on a single one to provide continuity and follow-up of the intervention processes in it. In this facet of YUD, they have a mayor participation of students of psychology, social communication, engineering, among other academic areas different from law.

YUD was born as an initiative of USMA students with the support of some teachers. At present, they have received occasional trainings from university professors and from international trainers who have passed through the city too. At the institutional level, they have permanent support from the USMA Division Vida Universitaria, which is responsible for monitoring and supporting the different associations that arise inside the university, in charge of managing YUD's financial resources and monitoring the development of its activities.

In terms of publications and the YUD's visibility, they have a space for the publication of a monthly article in the University's law magazine, called the Impartial. Their Facebook and Instagram accounts are particularly active, even with more followers than other university accounts. It is through these means that they disseminate the information about their events and activities before, during and after. Internal communication with other YUD members is normally done via e-mail.

In YUD, young people are the main players, most of them students who benefit themselves directly from the initiative. Through the YUD Values program, they have extended this benefit to other people with physical and social disabilities, through the foundations, which they have worked with. Nonetheless, they do not currently have a mechanism or tool to facilitate the measurement of this impact, even in quantitative terms, because they do not have experience in this field.

From its beginnings, the initiative has taken a lot of strength and recognition in different spheres, being recognized by mayors, deputies and even the presidency of the republic, receiving invitations to participate in some events and meetings of the government. It is remarkable the fact that YUD is a youths' organization that works for young people, initially through the debate, but now promoting the importance of dialogue. One of their new challenges is to increase the involvement of students from other careers within the university, which has been partially achieved. They also want to propose the Great YUD Forum at an international level.

Jóvenes Unidos por el Diálogo
"Solo con el conocimiento
se puede dialogar"

adidas
Del Istmo

# PANAMA
## ART WITH CAUSE

SERGIO PUERTA
UNIVERSITY OF MUENSTER

The main source for this text are the answers to the questionnaire for monitoring and the interview

It is a social inclusion project, which seeks to support children, and young people living in difficult access or high socially vulnerable areas who have little or no contact with art. Art contributes to form the child's personality, enhances his talents and favors social interaction.

Their main social challenge is to integrate children into activities related to art in a holistic way to their development as individuals, despite the dispersion of vulnerable areas, population diversity, interculturality, understanding of the program operation and limited availability of human and financial resources. The lack of an efficient monitoring and evaluation system and the creation of a permanent support nucleus at the community level threatens the program's future sustainability and its expansion capacity.

Now the panorama sees better with the University of Istmo (UDI) as their ally, who will contribute to the benefit of the project with their infrastructure and eventually human resources through professors and students support. In addition, TEATRO BOYS S.A. as leaders of the project, generate their own resources through the public performances offered at a professional level.

However, the active participation of communities including direct beneficiaries (children and adolescents), parents, teachers and other community leaders is a key factor to ensure the program's sustainability. Art with cause promotes the education in arts and culture, by strengthening artistic activities and skills development of children and young people from 7 to 17 years.

Their dynamic of intervention until now consist in the training of a community leaders as local facilitators in the program's guidelines. Afterwards, the project facilitators visit the communities to implement workshops with the children and teenagers in singing, painting and theater. At the end of the workshops, the participants with outstanding development are selected to go for a weekend to Panama City, where they have the chance to participate in some cultural and recreation activities.

Most of these children have never been to the capital city and taken part of such activities, because they come normally from rural and isolated regions of the country. Now the program with the support of the University will scale their activities to urban zones.

Nevertheless, the program doesn't end at this point. The children and youngsters will return now as ambassadors to their communities, sharing their experiences. In the meanwhile, the program continues its operation with support of the local facilitators, and from time to

time, they receive a monitoring visit from the project's leaders for its follow up and detection of improvement possibilities.

Such initiative has not been run previously as a program, but in order to achieve a sustainable impact, it requires human, economic and community support to offer children a direct contact with art as a mean to raise their interest in developing qualities and becoming a force to introduce social changes. It is based on the principles of Solidarity and Democratization of Art, which corresponds to the lack of intervention programs in these areas. Art with cause fosters the establishment of Community Theater Groups, Community Support Committees, as part of the mechanism of project's expansion.

The impact of the case is measurable in terms of coverage and the team increases as the number of communities increases. It also favors the participation of external actors by promotion of volunteering, inclusion of other artists and the incorporation of the university structure. Their activities are communicated through social networks and they keep direct communication with stakeholders and partners. Besides the University, the Panama's National Institute of Culture (INAC) endorsed the case, through a cooperation agreement with Teatro Boys considering the project an innovative extension strategy, providing once financial support.

For further financial support of their activities, Teatro Boys generates their own resources through theater plays and events called Art Nights with Cause. They receive also donations from third parties and other funding campaigns, but this

wouldn't be enough for the project's growth. Therefore, as part of their expansion strategy, the alliance of Theater Boys with the UDI is a key factor that involves common goals for the development of the initiative, broadening their horizons and support opportunities from other stakeholders.

## INTERVIEW

## Participants:

Mark Elmanzar – Theater Boys' Secretariat – Theater Teacher.
Ricaurte Olivar – Theater Boys' Sub-secretariat – Singing Teacher.
Joel Pinzón – Volunteer.
Erika Salinas – Volunteer.

The interviewees sustain that children form their personality until they are 8 years old and with the help of the arts, they can develop their potential for their future performance as adults. In Panama it is thought that people cannot live from art, giving priority to other sciences such as architecture, medicine, etc. However, they are convinced Art should be included in children and young people's education.

Erika Salinas, volunteer of the program says she knows very well what theater, art, dance and culture do for a community, and what this can provide to a country. The child can take home what he learns and helps his parents with it, because his parents are often also ignorant of many things. It is not just the child, it is what he can bring to the future, what he is going to give.

She has 15 years of experience in projects of this nature. She is trained in music, knows how to play the piano, theater, and different painting techniques. She mentioned she has trained her daughters also in these arts, besides teaching them to appreciate everyone, just for the simple fact of being human, independent of other labels that society can put on them, especially in areas affected by urban violence. Using art as a mechanism of inclusion, based on the principle "we are all valuable, we are all equal" and therefore we all deserve respect.

In this way, they try to support children and young people living in areas of difficult access and high social vulnerability, who have little or no contact at all with art.

The dynamics of intervention in the community basically imply six cycles, which we will describe in the in the next pages. (See image below)

### Focusing.

They choose a community according to the contacts they have, sometimes on the governmental side, as in Macaracas Los Santos, where they had direct contact with the mayor, and observed facilities of receiving support with the students' structure of the community, as well as in the community of Bajo Grande, through a contact in the governmental side of the community.

Other communities they want to sum up to this initiative are David, the region of Ngöbe-Buglé and Veraguas. Looking for contact from either the government, academy or schools.

### Outpost

This phase begins with one of the volunteers or a member of Teatro Boys going to the community to verify the space that community offers for the development of the program. Afterwards, they explain the the operation of the program and the whole process to the community leader, teacher or collaborator who will be supporting the training of the children.

In this phase, they are given a manual that they have structured as result of an exhaustive investigation based on certain criteria and indexes for learning art to children. The starting point and scope of the formation are explained here too. In addition, they deliver the complete package of manuals, along with the permits, which the parents should give to the children in case they are selected for the Weekend of contact with art in Panama.

### Art Workshop

For the implementation of the workshops, they rely on other people. Some local volunteers, some permanent volunteers of Theater Boys and other volunteers registered on Art with Cause Nights, held by the company. One of the greatest difficulties for the volunteer's support is their time availability to travel to the intervention areas, due to their obligations, either work-related or academic.

The art workshop lasts three days. The team arrives to the communities on Friday, starting activities on Saturday early in the morning. Once again, they reiterate the procedure and established rules to participate in the program. During the practice, there is a period for observation of what young people and children have learned in the formations and what their abilities are.

The theater workshop lasts 3 to 4 hours. The painting and singing workshops, between 2 and 3 hours. The workshops include theory and practical application. The proportion of participants in different arts varies in each community. Although the workshops and formations are currently carried out principally in painting, singing and theater, their intention is include other themes in the future, such as dance and even entrepreneurship, so that children and teenagers, especially those with musical skills, learn how to potentiate the talent they carry inside and to be able to live from it.

### Contest

In this phase, the difficult part is to choose the children that will participate in the weekend. Through the workshops they can detect the leaders, who will later share the experience lived in Panama City, inspiring also the other children who were not selected. From the beginning and during the workshop, the children are aware of the criteria under which they are being evaluated for their participation in the Art weekend in Panama, which is constantly reiterated.

The selection is basically made in three age groups. From 7 to 10, 11 to 14 and from 15 to 17, the three best are chosen in each group. The best tenth child is chosen from any of the three age groups. A good physical, emotional development and performance in the weekend workshop is taken into account for selection. Nevertheless, children under 7 years can participate in the painting workshops too.

Once the workshop and contest have finished, the children who won the contest are taken to Panama City two months later. The winning children are announced through the collaborators one week after the workshop.

## Weekend Of Contact With Art

Children and Teenagers who won the contest arrive Friday in Panama City. First, they are welcomed and informed about the weekend's schedule. For this welcome session, they invite the people who have sponsored the visit of these 10 participants to Panama City, so they can meet them.

On Friday they do a painting workshop. On Saturday they have a theater workshop and they go to the Cinema and/or Theater Performances for children. Additionally they visit the Museum of Panama's canal or the Biomuseo. On Sunday takes place the closing ceremony, when the children receive their award certificate and other gifts such as coloring or theater books, with instructions for the creation of theater groups in their community. Here the children give their feedback from their experience.

It is worth noting that most children come from the interior of the country and have never had the opportunity to visit Panama City, much less to visit museums, theaters or cinemas, which is why this weekend causes a great impact on them. But that is not all. There are two responsible parents for the

community, who accompany the children during the trip. One of them approached them one day with tears in his eyes, thanking them because he had never seen a theatrical play in his life before.

If they had more sponsorship, they could bring more children for the weekend and include more activities in the program. The whole weekend includes also the accommodation, maintenance and transportation of the children and teenagers.

### Monitoring And Follow-Up.

It is one of the most important phases of the whole program. The main objective of this process is to transmit initially to the community the different abilities that the volunteers and leaders of the program have, so that later the community will continue transmitting this knowledge to other children in the surrounding communities. The first monitoring visit usually takes place three to four months after the Art workshop. The idea of monitoring, apart from training the leader, is to provide the means for children to perform their own plays and present them to the community.

An example of this process's outcome is the community of Macaracas. They celebrate annually the feast of the Holy Kings, their local holyday. This time some children and teenagers from the program, where involved in the theatrical performance, along with adults. In the same way, the community has raised the possibility of incorporating other skills related to theater, such as production. Another possibility could be the search of scholarships for children who had the potential to become professional actors.

Normally in primary schools, artistic education is not very complete. Only painting and folklore are offered, as something extracurricular. In secondary school, artistic expressions and crafts are given, along with family and development courses. Music is taught mostly theoretically part, but there is no follow up. The artistic training is not a priority in education; therefore, deficiencies are present in arts education. Even in many cases, music teachers lack professional or academic training in this field.

For this monitoring phase, the support nuclei by the community is essential. It works as a type of study school, where someone directs the operation with supported by teachers and parents of the community. In these support nuclei, volunteers with skills in singing, painting and acting, teach the students in these three arts.

For the creation permanent support nuclei a rapprochement and a cultural education not only to the child, but also with their relatives, is required from time to time. Other important need for the nuclei are the materials and infrastructure for the development of the formations. So far, the "art kits" have been donated by third parties, which are promoted through social networks, especially for paint workshops, where more materials are required. They have also used radio spaces for the promotion of "art kits", giving the community a chance to participate. Until now, there is only one support nucleus in each community.

### Who are the theater boys?

Theater Boys is a theater producer, with currently seven partners involved, but Art with Cause (Arte

con Causa) is its slogan and social projection project, to facilitate access to art and culture to children and teenagers. In their annual operation plan, they include the academic planning, including those in the monitoring phase, as well as the theater productions to generate income for financing the project. Around 400 and 450 children have participated so far in the formations, between 100 and 150 children per community.

Costs have been much higher than its revenue. An Art with Cause workshop in a community costs approximately between US$ 3,000 to US$ 4,000, normally a bit more. This is the cost of a complete cycle, which includes the transportation, food, supplies, etc., plus the Weekend of Contact with Art. After that, monitoring and tracking requires less money. About US$ 500 or so.

They look for help not only from the Government, but also from private sponsors, churches, or natural persons. As part of their strategy, they present the program to potential collaborators, as they did with the INAC (National Institute of Culture) and TVN (National TV of Panama), public institutions who have supported the Project until now. In the same way, they have been occasionally sponsored by some private businesses. , but they don't have any long term financial agreement yet.

INAC sponsored the Weekends of Contact with Art they have realized during this year. Now, they do not have any permanent agreement with this institution, but there is a possibility of receiving their support again, if they get a favorable evaluation of the program's results this year. Ministry of Housing (MIVI) has also once sponsored some of their activities. They had support of the Border Police too, with round trip transportation of the children of Yaviza to Panama for a weekend.

Some other institutions that eventually can support them are the Mayors' Offices in the municipalities where they want to implement the project, and the Ministry of Social Development in Panama (MIDES), but they have had no rapprochement with MIDES yet.

Fundraising activities are carried out on a regular basis, depending on the needs of the program, mainly prior to the realization of the workshops in the communities and the visit of the children selected to visit the city of Panama. When the fundraising activity is promoted, it is announced that a certain percentage of the proceeds will be used to sponsor the activities of Art with Cause. Main revenues are the quotas of the partners of Theater Boys, plus the occasional income of the productions every two or three months.

Theater Boys usually call these activities Nights of Art with Cause, where all the presentations including magic, singing, dancing, own productions and some of other artists who have collaborated with the project are donated. The current income is enough to sustain the project up to a certain point. Currently they don't have financial support from other stays at national or international level, apart from those already mentioned above. From time to time they get donations from private sector and other third parties. They've also tried to get resources Via Crowfunding. Donations, theatrical productions and workshops offered to individuals who want to learn theater. 10% of the proceeds go to Art workshops with cause.

Thus, they have managed it to finance their activities until now, but normally the rest comes from their own pocket. However they need support with infrastructure, human resources and financial support for the development of activities, since own resources are not enough. Now through the alliance with the UDI, they have the opportunity to access new spaces where they can offer the workshops and other activities to raise funds for the financing of the program.

They don't have any long-lasting relation with other educational and cultural institutions. Now, they are starting the alliance with the University of Istmo (UDI), which they consider a great opportunity for them to create more niches in communities and the establishment of a support network for these communities, so that the project can be sustainable. If there is support from students in other communities, they could get contact with the mayors in the places they would like to intervene to provide lodging and food, and Theater Boys would be in charge of providing the materials. If the university headquarters were close to the community, the implementation costs of the program would be reduced.

Another main potential of the alliance with the UDI is their infrastructural and potential students' support. The backing of the universities when looking for sponsors would ease the search for economical support. People do not know the brand of Theater Boys yet, because they only have two years of creation.

Internal communication and external communication is mainly managed via electronic means. They make publications through Social Networks like Facebook, Twitter and Instagram. They are working on the development of a website and all their activities are reported before, during and after, although they would require support to manage the constant updating of these activities. When contacting the communities to be intervened, they send notes either by fax or email, because some communities have access to electricity and internet, but some don't.

The impact of the initiative is measurable and the team has increased. These days, 7 members of Theater Boys and around 15 volunteers, collaborate with the program. Most of them are artists who have come out of the presentation of their productions. Their collaborators in each community keep records of the workshop participants.

With teachers and collaborators in each place, the participation of children is monitored, at least two to three times a year. In case of desertion, they try to talk directly with the children and their families, to know a bit more about the reasons for their dropout and to see how they can support to solve that situation to facilitate the children's return to the program.

The Director of the company, who has more experience in the administration, does the Monitoring and Evaluation of the program. They also receive feedback from the program with community leaders and teachers who have supported them, who have previously received feedback from children.

Theater Boys follows-up the activities at least 2

or 3 times in a year, but the workshops are being carried out locally every weekend. The Academic plan is included in their Annual operation plan, with some quantitative indicators. In addition, they keep record of the children who have participated in the program and they have characterization of the target population by age ranges, of the communities involved.

Even though their objectives had been fulfilled, these have been rephrased several times. They are currently working on the program's growth strategy. Initially, they will manage it to think and build this strategy; they require more people for the execution phase.

Besides the training in arts, some other abilities are included in children and teenagers' formation, such as teamwork, respect for themselves and others, self-care. Creativity and entrepreneurship, crafts or sculptures with recycled materials as well as other soft skills, are thought to be included in the trainings. They want children to learn to value the land, our big house, Mother Earth; because if we do not take care of what we have, what will we leave to future generations?

# PART 4
# SOCIAL INNOVATION SUPPORT UNIT - SISU

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

# SISU GENERIC MODEL REPORT

UNIVERSIDAD DEL DESARROLLO TEAM - UDD
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO TEAM - UFRJ

Version: 31 May 2016

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Universidad del Desarrollo
Universidad de Excelencia

UFRJ
Universidade Federal do Rio de Janeiro

Co-funded by the Erasmus+ Programme of the European Union

# GENERIC MODEL

## SOCIAL INNOVATION SUPPORT UNIT (SISU)

UDD - UNIVERSIDAD DEL DESARROLLO TEAM
UFRJ - UNIVERSIDADE FEDERAL DO RIO DE JANEIRO TEAM

## Executive Summary

The intention of this deliverable is to give an outline of the characteristics of a generic SISwU model for LASIN partners. The SISUs (Social Innovation Support Unit) have the specific aim of widening the scope of regular knowledge transfer activities in order to achieve the following:

- An increase in new social innovations, social enterprises and projects;
- New funding opportunities, including microcredit resources;
- New collaborations between university academics, students, communities and social programmes in order to lend academic credibility;
- New innovation models (foundations, cooperatives, not-for-profit companies).

### Why Are SISUs important For Universities And The Community?

- SISUs contribute hands-on experience to the learning process;
- SISUs connect learning experiences to the social context;
- SISUs boost innovative ideas and maximise impact;
- SISUs can engage with the community;
- SISUs provide students and academics with the capacity, motivation and experience to engage with the community.

### A SISU Is:

- A space for dialogue, where different societal stakeholders (e.g. policy makers, academics and experts, representatives of a local organization or community, and the private sector) are invited to engage with each other, to discuss their ideas and create innovative solutions in order to tackle commonly recognized problems or discuss issues where there may be conflicting perspectives. This means that a SISU does not act only when ideas are already developed, but it actively works to foster new ideas, by encouraging new collaborations and relationships; and making connections between the different stakeholders in society (this is one of the key drivers of social innovation);

- A space for innovation and co-design, where new ideas can be developed with a participatory and co-design approach between universities and society. By being based in higher education institutions, the SISU participates in this co-design and participatory process by providing its own internal resources (staff) and

allowing society to access resources available within the university (academics, students, tacit and codified knowledge, infrastructure, space, networks etc.), and bringing together different stakeholders in society to one place (citizens and communities; public and private sector etc.).

**SISU is A Hub For Connecting People:**

- It connects universities (academics and students at all levels) with representatives of public and private bodies; including policy makers, decision makers, managers, civil society representatives, community groups etc.

**Specifically:**

Academics: social innovators and anyone from the LASIN network will be able to contact academics in order to receive the necessary guidance.
Representatives from private bodies: industry will be able to generate inputs related to prototypes, products, services and models for social innovators.
Representatives from public bodies: public managers/public servants will be able to generate inputs on how social innovators can integrate with current policies, including access to finance.

**Experts:** SISU should incorporate suitable experts for mentoring social innovators.

## Introduction

A workshop was developed with LASIN partners, where they were invited to define the characteristics of the SISU model. The input from the consortium has been incorporated into the SISU generic model as described in this document.

This document is composed as follows:

**Strategic Position Within The Hei:** this section includes recommendations of possible strategies and actions necessary for the implementation of a Unit in a Higher Education Institution; and a description of the potential institutional limitations that might be encountered. It is based on the review of guidelines and best practices in social innovation support identified during the Preparation Phase (WP2).

**Physical Space:** this section includes recommendations about the characteristics of the physical space for the operation of the SISU and is characterized as an incubation facility, including resources and equipment available as part of the LASIN project. This section is divided into two parts: (1) Minimum Viable Product (MVP) and (2) the optimal SISU.

**Approach, Operation And Methodologies:** this section includes recommendations about the operation of the SISU and which methodologies and approaches could be used to support the achievements of its main goals.

**SISU Specific Activities:** There are a number of specific activities developed by the LASIN Project that may be integrated within as part of the SISU model development and maintenance. These include:

- Social Innovation Studios: specific workshops

that may be implemented to complement the SISU day to day activities and support HEIs in raising awareness about Social Innovation and developing projects

- Masters Programme in Social Innovation: institutions may wish to adopt the programme to complement the SISU activities, creating a curricular activity to strengthen the knowledge base surrounding social innovation and furthering their transnational postgraduate opportunities.

**Checklist:** developed to give guidance to partners, so they can review their processes or activities necessary for the implementation of SISU.

**Annexes:** detailing specific aspects about design, physical space, SISU operations, recommendations and additional resources as well as the description of the Social Innovation Studios.

## Strategic Position Whithin The HEI

This section includes recommendations of possible strategies and actions to implement a Unit in a Higher Education Institution; as well as a description of the potential institutional limitations that might be encountered[II1] . This is based on the review of guidelines and best practices in social innovation support identified during the Preparation Phase (WP2).

| TYPOLOGY OF INSTITUTIONAL AFFILIATION | EXAMPLE |
|---|---|
| **SISU placed at high management level within the HEI:** These SISUs support a myriad of projects inside the HEI, and work as an enabling unit (working through calls for projects) | UFRJ Pro-Rectorate for Outreach projects http://extensao.ufrj.br/ |
| **SISU inside specific departments in the HEI:** These SISU's are formalized as research centres or labs coordinated by a professor; or a group of professors; or other University staff member and area (VP of Innovation). | Social Innovation Institute UDD-FMK http://iisocial.udd.cl/ LTDS http://ltds.com.br/ DESIS Lab Politecnico di Milano http://www.desis.polimi.it/ Center for Social Design, MICA http://www.micasocialdesign.com/ Stanford Center for Social Innovation http://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi |
| **SISU as an incubator:** These SISU's are formalized as incubators or part of existing traditional incubators (as a section specifically dedicated to social innovation) | Centro de Inovación y Emprendimentos http://cie.ort.edu.uy/ |

| TYPOLOGY OF INSTITUTIONAL AFFILIATION | EXAMPLE |
|---|---|
| **SISU as a specific project:** These SISU's are constituted as specific projects that exist to foster SI practices between university and society | Expedition Münsterland https://www.uni-muenster.de/Expedition-Muensterland/projekt/index.html Bertha Center for Social Innovation - University of Cape Town http://www.gsb.uct.ac.za/s.asp?p=178 |
| **SISU as a combination of different previous strategies:** **These SISU's are specific projects, run from a specific department and/or operate similar to an incubator** | The Waterloo Institute for Social Innovation and resilience (WISIR) http://sig.uwaterloo.ca/ |

The table above shows possible models for institutional relationships between the Units (SISU) and the HEIs.
Table: HEIs and SISUs (examples from the deliverable 2.1)

By reviewing these examples, different kinds of institutional affiliations emerge that are currently being used to promote social innovation in HEIs.

Each of these affiliations has advantages and disadvantages, and these should be considered carefully in relation to the specific conditions that each LASIN partner will find within their own HEIs and how their individual SISU will develop. Each university must find the best institutional model for their SISU.

When defining the institutional model for the SISU in the university, the following limitations might be encountered:

- University decision-makers might not see the need for a SISU;
- Social Innovation may already be embedded in a number of faculties, and professors who are working with social innovation may have no strategic coordination;
- There may be no physical space provided for the SISU.

The criteria that defines the minimum operational activity level required for a SISU is:

- There must be a meeting point for people/professors interested in Social Innovation;
- There must be an information desk.

However, strategically, we would recommend the following activities for a SISU:

- Operating as a centre for research
- Incubating ideas and projects
- Accelerating projects
- Providing tools for professors/classes to foster social innovation
- Acting as an interface between the university; society; and surrounding communities.

## Physical Space

This section includes recommendations about the characteristics of the physical space for the SISU. It is characterized as an incubation facility, and includes

resources and equipment made available as part of the LASIN project. The proposal contains what is considered to be the minimum requirements for an effective SISU, and then recommended facilities for the medium to long-term development of a SISU. These criteria have been developed from the input of the LASIN Partners at the workshop carried out during the project kick-off meeting.

A Social Innovation space (Minimum required) is needed in order to establish a physical space where people can gather together. This space must contain a co-working space where people can work collaboratively and openly as well as private offices where stakeholders can have private meetings.

In order to foster the social innovation process within the institution, the space should be equipped with the appropriate facilities. These could include resources such as 3D printers and laser cutters but a simple and important element is also the design of the space itself. The space needs to be attractive to students, entrepreneurs, professors and members of the wider community interested in social innovation and entrepreneurship.

Specifically, we would recommend the following:

**1. Co-Working Space (Minimum Required):** This is an open space for students and community meetings, talks and exhibitions related to innovation. This should be flexible and mobile, with furniture and resources allowing this versatility.

**2. Front Desk (Minimum Required):** Virtual or physical space where users have access to generic information regarding the SISU. This front desk can

be virtual, for instance, a website; or physical, or both. This is the place where the SISU's objectives and contact information is available for anyone interested in knowing more.

**3. Technological Exploration:** This is space exclusively dedicated to machinery and equipment that allows SISU users to prototype and explore possible solutions to their needs. This space should include 3D printers, laser cutters, computers, technological exploration material and other machinery needed to develop technological projects.

**4. Classroom:** This is a space where lectures, talks and other forms of workshops and small events can take place without disturbing entrepreneurs and innovators working in other areas of the SISU.

**5. Scenario:** This space should have two functions an area which can be used as a space for relaxing and having informal conversations, but also one which can be used for special events and talks with larger groups of people.

## Approach, Operation And Methodologies

This section includes recommendations about the operation and activities of the SISU and which methodologies and approaches could be used to support the achievement of the SISU's main objectives.

### SISU General Objective

The general objective of a SISU is:

- To promote a change, or specifically social change, in the environment in which they are based (neighbourhoods, cities, regions, countries). Social change is one of the key features of social innovation, and it is a term used to describe variations in, or modifications of, any aspect of social processes, social patterns, social interaction or social organisation.

Under this approach a SISU shifts the way a university operates in relation to society (a change in the usual social interaction between the university and society at large). The first step for a SISU is to strategically define its interaction with other stakeholders for any given project. This might involve:

- Defining the relevant stakeholders that interact or should interact with the SISU;
- Defining the area of change to be focused on (such as: sustainability, well-being, inequality, social cohesion, and any other specific societal challenges in the environment within which the SISU operates);
- Defining how this change can be achieved in a socially innovative way (social processes, social patterns, social interaction or social organisation).

### SISU Specific Objectives

The specific objectives of a SISU are to foster the development of social innovation (that ultimately results in social change) through a variety of means :

- New social enterprises and projects;
- New social innovations (social innovation

overlaps with, but is not the same as, social entrepreneurship. Supporting social innovation is a broader task than supporting social ventures);

- New organizational models (foundations, cooperatives, not-for-profit);
- New models for corporate social responsibility (rethinking the way in which private bodies interact with society);
- New business and funding models, including microcredit and crowd funding resources;
- New products and services (produced as a result of new social processes, social patterns, social interactions or social organisations);
- New collaborations between university academics and social programmes;
- New courses, content or projects that seek for a social change.

## SISU Characteristics

A SISU should have the following characteristics:

- **Creativity:** the SISU is a creative environment, which is not only generated by the physical spaces it offers but also through people who work within them. The SISU encourages the presence of people in their facilities. A SISU encourages people to use spaces and resources available to develop ideas, projects and also enhance and generate knowledge.

- **Collaboration with society:** a SISU will not deliver or provide a top-down solution to a society, as "experts from university" providing knowledge to "passive citizens" but will recognize the diffused creativity available in society and that social innovations often emerge from bottom-up initiatives such as citizens' activism, emerging spontaneously from a specific group of people. A SISU recognizes and relies on existing capabilities and resources in people and institutions.

- **Open-Door Policy:** a key policy of a SISU should be to have an open-door policy in order to attract social innovators but also any kind of stakeholder. This is a key factor for supporting projects but also to raise awareness inside and outside LASIN's institutions. In this way, a SISU is a hub that that connects multiple stakeholders around societal problems.

- **Mutual-Learning Process:** a SISU will foster knowledge exchange between universities and society in a mutual learning process. Universities recognize the knowledge embedded in society (e.g. Traditional knowledge) and, at the same time, they make scientific and technological knowledge available to society. This defines the innovative status of a SISU using new and resourceful strategies to tackle societal demands.

- **Innovative Copyright Policy:** social innovations are the result of collaborations between different stakeholders in society to face commonly recognized challenges. Traditional copyright policies may not be appropriate in a SISU if it is to foster the right environment for the development of social innovation, it might hinder the process.

- **Academic Credibility:** an active SISU

contributes to academic credibility in the realm of social innovation (as universities have done in scientific and technological innovation through institutes and dedicated centres).

## SISU team

- **Coordination:** the coordination part of the team is responsible for all strategic decisions related to the SISU operation and its resources. Faculty members and technicians should support and collaborate with the coordinator(s).

- **Advisory Board:** is composed of specialists and senior researchers who can advise the coordinators and SISU users on areas related to the SISU activities.

- **Technical Staff:** support is needed for administration and management of the technological resources and physical spaces in the SISU. They should have the skills to operate machinery (for example the 3D printers and laser cutters).

## SISU Generic Process

*About the process*

As mentioned before, a SISU can take different formats depending on the structure and strategy of each HEI. However, a SISU must foster social innovation and raise awareness within the university community. For this reason, we introduce here a generic SISU process to be used as a guide and a recommendation on each HEI's designing process.

A clear process is useful as a tool for partners to define how to approach the design of a SISU. Additionally, a clear process can be shared with the SISU's stakeholders, so they know how and when to participate . The number of stages or projects that each HEI starts with does not matter, but using the process as a guide is important. It is then possible to add or remove stages later depending on the appropriateness of each stage.

The SISU generic process has 5 stages. It starts with an entrance, where new individuals enter the SISU. The SISU process ends with a closing stage, where the individual leaves the SISU because he or she fulfils the requirements established by each HEI. In between, the process contains an offer module, where the entire social innovation support is described and delivered to the individual or group (users) who enter in the SISU process. This module is followed by a monitoring and evaluation stage designed to keep track of the advances of each individual or group, also to be able to continuously improve the process being provided by the SISU.

A SISU may have the following characteristics at each stage:

- **Entrance:** this includes the materials, resources and dissemination of the SISU opportunities among students and HEI staff (it may include an email sent out with an invitation to visit the SISU website and look for opportunities).

- **Offer:** this includes a menu of activities and resources to promote and empower Social Innovation (SI), which includes specialized support, capacity building, SI courses, boosting strategies.

- **Monitoring:** this includes the supervision of the activities in progress, to ensure they are on course and on schedule to meet the goals defined by participants. It includes requirements defined by the SISU coordination.

- **Evaluation:** information from the monitoring stage can be used to update the participant's goals and observe any partial results. The goals should be defined earlier in the process in a participatory procedure (with individuals and groups involved) and must be related to what is going to be monitored. It includes criteria defined by the SISU coordination.

- **Closing:** it is required to define an "exit strategy", that is, when the SISU support will not be required. This is an important point in the process and should be clearly defined. It will depend on whether the project itself will end, or will continue on its own without SISU support when it is considered developed and sustainable enough to do this.

## SISU Operational functions

To realize the approach described above and operate effectively, a SISU should serve a dual role:

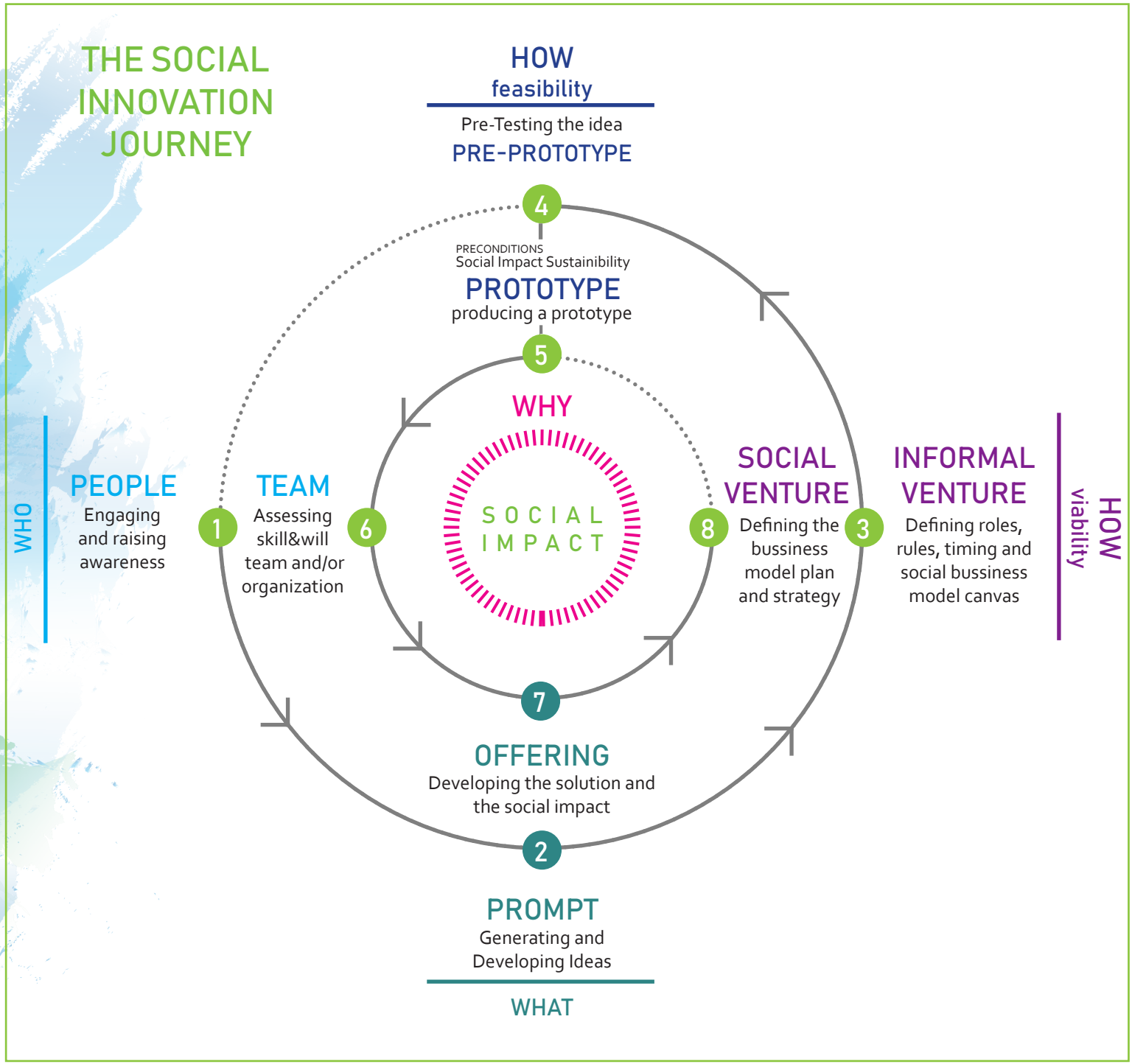
- SISU in an active mode: it operates as a catalyser, actively looking for social innovation/ enterprises to be involved with;

- SISU in a passive mode: it operates as a balcony, being constantly available to support local actors;

### 1. SISU As A Catalyser

The SISUs catalyse the existing potential for social innovation in the society, actively looking for opportunities for social innovation/enterprise to develop. In this model of action, a SISU does not operate as a "balcony" where it would be waiting to be used and contacted by social actors; rather it goes beyond the university, interacting with institutions and communities. This stimulates new ideas that are emerging and developing, converging in the development and implementation of new ideas (products, services and models) to meet social needs and create new social relationships or collaborations (c.f. Guide to Social Innovation. European Commission).

Relying on existing knowledge, an interesting example of a catalyser process comes from the EU project TRANSITION https://ebn.eu/sharedResources/users/30/Scaling%20Social%20Innovation_BENISI-TRANSITION%20experiences%20and%20first%20success%20stories.pdf , it is shown in the picture below:
The *TRANSITION* project considered that *"Social innovations often emerge from bottom-up initiatives, from citizens' activism, from spontaneous group of neighbours. TRANSITION action format aimed to support innovators from the very early stage of an idea, to empower communities to grow solutions to social needs and raise awareness around them. Moreover it aimed at delivering supporting activities to groups and innovators usually excluded from traditional path of incubation."*


THE SOCIAL INNOVATION JOURNEY
HOW
feasibility
Pre-Testing the idea
PRE-PROTOTYPE
4
PRECONDITIONS
Social Impact Sustainibility
PROTOTYPE
producing a prototype
5
WHY
SOCIAL IMPACT
WHO
PEOPLE
Engaging and raising awareness
1
TEAM
Assessing skill&will team and/or organization
6
8
SOCIAL VENTURE
Defining the bussiness model plan and strategy
3
INFORMAL VENTURE
Defining roles, rules, timing and social bussiness model canvas
HOW
viability
7
OFFERING
Developing the solution and the social impact
2
PROMPT
Generating and Developing Ideas
WHAT

(from *TRANSITION* project website: http://transitionproject.eu/learning-outcomes/project-methodology/

Therefore, the very beginning of this process is to *"raise"* awareness (1): *"Find and activate potential social innovators. This is an in-depth phase to be centered on the explicit or implicit awareness of the social innovators of their role and actions. It allows, in parallel, for light to be shed on hot topics. Awareness could be raised through direct contact with local initiatives and promoters, so as to present them with the possibility of supporting them through the design process/tools/output"* (Meroni et al, 2015, http://goo.gl/6n5l8f).

Other example that runs in the catalyser logic is the Social Innovation Institute (IIS) located on the Department of Innovation and Development of Universidad Del Desarrollo (UDD).

The mission of the Institute is to prepare change makers who will give a new solution to existent social challenges. To prepare those change makers the IIS offers innovative courses to teach the concept, but also innovative programs to insert social innovation in the regular schools' syllabus or create new instances of hands-on learning and impact. In that way, the purpose of enabling change makers through capacity building can assist those students to search for demands and ideas outside the university and bring those concerns to the IIS and develop a project or an enterprise to solve the problem.

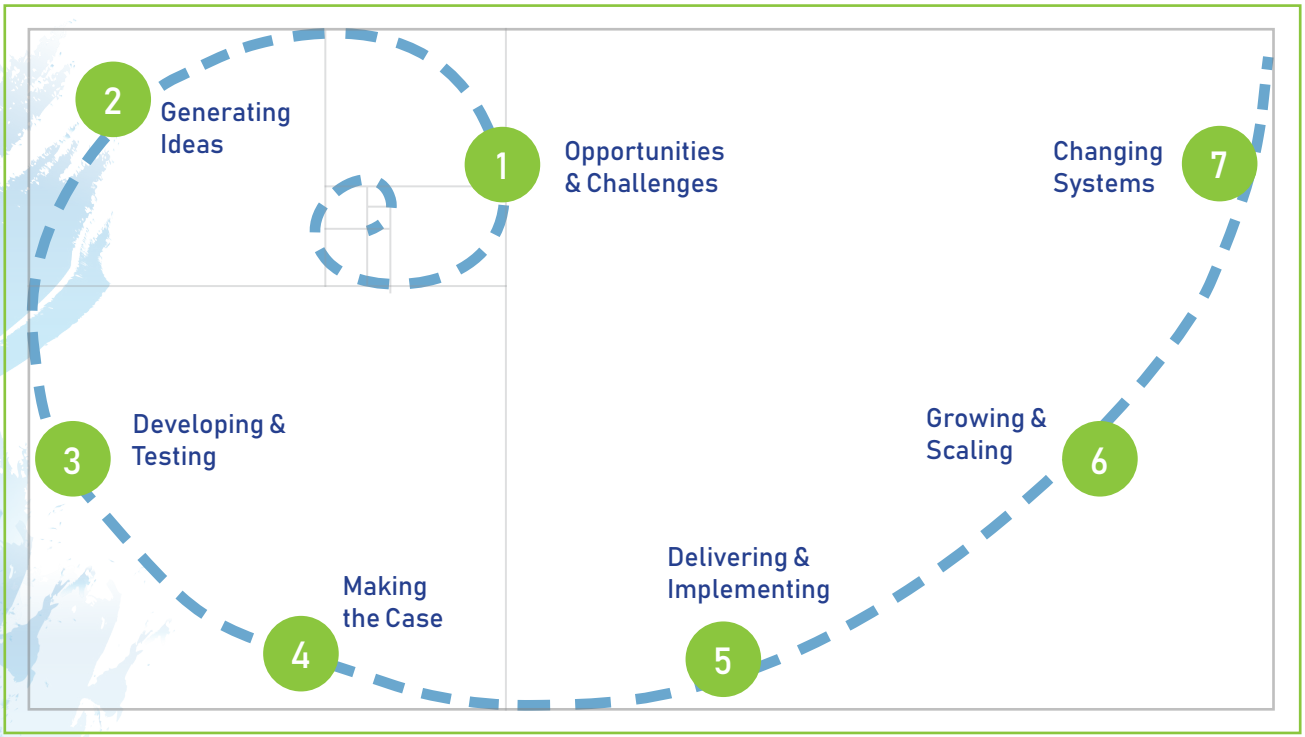
The IIS encourages evidence-based policies to boost social innovation. To accomplish that, the IIS is working on several studies with its associate researchers. The research covers topics such as social innovation ecosystem, social entrepreneurs or senior entrepreneurship, that kind of knowledge can help the development of transformative projects.

## 2. SISU As A Balcony

The SISU is open to any demand brought in by social actors. In this model, the SISU operates as a balcony and has a less active role in searching for opportunities in social innovation. In this way, social actors contact the SISU in order to promote a personal idea for a social enterprise or a social innovation project and the unit offers support to develop those ideas with its principles and processes.

Relying on available research, an interesting example of how this approach could work comes from the DIY (Development Impact and You), a platform built by NESTA (http://diytoolkit.org/). They develop a set of tools "specially designed for practitioners to dive straight into action. Yet the tools presented here are grounded in existing theories and practices of innovation, design, and business development." *There is a useful framework for understanding "how to put ideas to work, and focusing on the different methods, and different mindset, needed at each stage"* for developing social innovation from established opportunities or identified demands. The seven stages of this framework are showed below:

**Opportunities & Challenges:** This phase involves diagnosing the causes of a problem, or identifying the opportunities that a new change could bring about. In the balcony model, the social actor has already identified this opportunity and needs help developing it and deepening the problem research.




**Generating Ideas:** Use creative methods like design to increase the number of solution options from a wide range of sources.

**Developing & Testing:** In a trial and error process, ideas are iterated and strengthened. This can be done by simply trying things out, or through more rigorous prototyping and randomised controlled trials.

**Making The Case:** Before trying to implement the idea, firm evidence must be built up to back it up and then share it honestly.

**Delivering & Implementing:** Includes identifying what is working well, and what is not, as well as securing income streams that enable the long term financial sustainability to carry the innovation forward.

**Growing & Scaling:** In this stage there are a range of strategies for growing an innovation – from organizational growth, to licensing and franchising. Emulation and inspiration also play a critical role in developing an idea or practice in a more organic and adaptive manner.

**Changing Systems:** Systemic innovation is where maximum social impact can be produced. It usually involves changes in the public and private sector over long periods of time, and the interaction of many elements and new ways of thinking.
Source: http://diytoolkit.org/

Please note that there are also interesting examples in Latin America to be considered. We suggest HEI teams to do a literature review to find the best approach, either for the balcony or for the catalyser model. Also, we recommend that the HEI teams check the institutions mentioned in the first part of this deliverable under the section "Strategic position within the HEI) to understand their operations and get insights into their methods.

## SISU Implementation

### SISU Operational Plan

At each stage it is possible to identify different strategies. Here are some possibilities to be explored:

**1. Entrance:**

A. SISU as a catalyser carries out an active search for individuals and projects. This option requires planning and specific activities for awareness raising and events to attract new users.

B. SISU as a balcony: It could utilise a passive strategy of receiving users who have actively decided to enter in the SISU process. In order to achieve this, the SISU must have a well-designed and highly visible space within the University.

**2. Offer:** There are a number of possible services offered by the SISU which must be well defined and resourced. Below is a list of (non-exhaustive) examples:

A. Specialized Consulting
i. Legal
ii. Design
iii. Business Model
iv. Marketing
v. Accountability
vi. Financial Sources

B. Entailment
i. Internal articulation (departments / researchers / experts)
ii. External articulation (NGOs / government / communities)

C. Capacity Builder
i. Courses
ii. Workshops

D. Boosting
i. Mentoring
ii. Networking activities
iii. Accelerator
iv. Incubator

**3. Monitoring:** The items and characteristics to be monitored are defined by each partner in relation to their facilities and resources.

**4. Evaluation:** The evaluation should be done considering the monitoring and the criteria and goals are defined by each partner.

**5. Closing:** The projects should have reports and consolidated data to feed into further analysis and a portfolio of results.

Important aspects to be considered:

**Participatory Process:** each SISU should foster a participatory model where social innovators can benefit from contribution at all stages of their project or initiative.

**Networking:** each SISU relies on the LASIN network to get support from other LASIN organizations. This can enhance the performance of any social innovator and stakeholder, allowing them access to other perspectives.

**Mentoring:** one of the main issues that should be included in the participation process is Mentoring from experts. The possibility to receive advice from more experienced practitioners should be one of the key benefits for social innovators.

**Partnerships:** partnerships between the SISU's, the public, private sector and society (specifically NGO´s, Collectives and others community associates) are an important point that seeks to foster partnerships between stakeholders, thereby helping raising awareness.

**Financial support:** financial support should not be provided necessarily from the SISU budget, but each SISU must be ready to guide social innovators towards entering into fundraising processes.

## SISU Users

This section describes specific users (from the academic community to wider society) of the services provided by the SISU. Taking into account, the two operational models proposed above, different social actors are recognized as possible SISU partners and users. It Is important to identify these potential stakeholders within the regional ecosystem as an integral part of defining the offer that the SISU presents.

### 1. SISU As A Catalyzer

Since this approach involves the SISU as active in engaging social actors and searching for opportunities for social innovations/enterprise to happen; the main partners and users were identified as:

**University Community (Technicians, Students And Professors):** This is a group that can represent a partner in searching for opportunities and working on social innovation projects in society, and also can be a user of the SISU service when the unit itself facilitates processes of engagement and ideation with the university community in order to foster opportunities for social innovation.

**Government:** public managers/public servants could generate inputs on how social innovators could be integrated with current policies. Government institutions such schools, hospitals, communities centres and others can be good places to search for new ideas and social innovation projects, therefore, the government and its institutions can be both partners and users of the SISU service.

**Social Projects/ NGOs:** In spaces where the social concern is already a reality, there are opportunities to identify and problem-oriented social innovation projects. This work can be done in these organisations but also in their territory, with the

groups they work with or with specific demands they might have.

**Local Communities:** Local communities are spaces that have a specific culture and can be empowered to participate and identify social innovation projects. A collaborative process can involve and approach these communities in order to develop ideas for social innovation projects to solve local problems.

**Informally Organized Groups:** There are engaged groups that organize themselves informally and can be a fertile space to develop ideas for social innovation. These groups already have strong leadership, which can empower the community/ neighbourhood in the collaborative process.

Private Enterprises: Private enterprise can be a good partner for social innovation projects and a good source of new opportunities, especially in the social responsibility context.

## Other HEIs

### 2. SISU As A Balcony

While the catalyser model has the SISU in an active role, searching for new opportunities to foster social innovation,; in the balcony model the SISU operates as a receiver of ideas from different actors. In this approach, the aim is to develop the idea and enable people to carry it forward.

All the actors described before (in the SISU as a catalyser section) can also be acknowledged in this model. Adding to these, there is another actor that can be a user in this approach: the individual citizen.

**Individual Citizen:** an individual citizen can approach the SISU in order to get support to develop a social innovation project or idea.

**University Community (Technicians, Students And Professors):** This is a group that can represent a partner in searching for opportunities and working on social innovation projects in society, and also can be a user of the SISU service when the unit itself facilitates processes of engagement and ideation with the university community in order to foster opportunities for social innovation.

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**Private Enterprises:** Private enterprise can be a good partner for social innovation projects and a good source of new opportunities, especially in the social responsibility context.

### SISU Additional Activities

The LASIN project has developed specific activities that could work to support HEIs in implementing their SISU. We suggest that the tasks related to the Studios and to the development of the Masters course may be key elements in the promotion of the SISU. The first happens during SISU model prototyping phase, the second comes later on in the SISU's development.

The Studios guidelines and Masters course development are not detailed in this document. They will be available in subsequent documents available to members of LASIN.

### Social Innovation Studios

One institution from each country will host a training workshop to raise awareness and encourage new social innovation projects. The key element to the Social Innovation Studio is the selection of participants from various disciplines and backgrounds – academics, students, professionals, government representatives etc. Reflecting this, the structure of the programme will seek to break down the boundaries between them.

The Studios consist of the following basic elements:

- An open call for applications, from which 20 applicants will be selected per studio
- Working on real life social challenges while being mentored through the process
- Training on social innovation tools and methods
- Three projects (of the 80 across Latin America) will be offered the chance to travel to Europe

### Master Programme In Social Innovation

Given the interest to reach out not only to teachers and students but also to professionals, research organizations and SME's, the LASIN project shall consolidate the results of the research and diagnoses as well as the experience in delivering social innovation activities in order to design a master's programme that will offer professionals the tools to generate skills to facilitate social enterprise and entrepreneurship and contribute to development and social cohesion within their countries and region. The program will aim to provide joint international degrees from a number of partner HEIs, thereby promoting the consolidation of a common area for higher education within Latin America and contributing to the approval of credits and contents between HEIs in the region. As such, the programme may offer the opportunity for the SISU to contribute to the academic outputs of their institution.

# CHECKLIST

The purpose of this checklist is to give guidance to the partners so they can review the processes or activities necessary for the implementation of SISU. This guide is specific to the requirements set out initially in the project, and at the same time leaves enough leeway for the partners to adopt a range of operations in those areas that are of local relevance, depending on the circumstances of each HEI.

1. Strategic Position

A. To whom does the SISU directly report (person/ unit)? _____

B. Strategically, where is your SISU located?

- High Management Level?
- Specific Department?
- As an Incubator?
- As a specific project?
- As a combination of: _____

2. Stakeholders

List the main SISU stakeholders:

3. Physical Space

Describe the physical space assigned to the SISU (please include photos and dimensions)

4. Equipment

Describe your SISU equipment:

- PC _____
- Internet _____
- Working space _____
- Co-working space _____
- 3D printers _____
- Other _____ ?

5. Communication

Describe your communication strategy for the main SISU stakeholders

6. SISU Process

A. Define your entry policy?

- Catalyzer
- Balcony
- Other: _____

B. Describe the main offer of your SISU to the stakeholders

7. SISU Users

Identify the potential users of your SISU (include estimated numbers of users?

- Individual Citizen
- University Community (technicians, students and professors)
- Government
- Social Projects/NGO
- Informally organized groups
- Local Communities
- Private Enterprises
- Other _____

# ANNEX 1:
# Analysis Of The Specifications For The Physical Space

PLEASE NOTE: FURNITURE IS NOT AN ELEGIBLE COST FOR THIS PROJECT.

As such, the budget for equipment submitted to the Commission is as follows:

| AMOUNT | DETAIL | COST (€) |
|---|---|---|
| 5 | PC's printers (including 3d or laser printers) | €12.000 |
| | Software | |
| | Access to database and publications | €5.000 |
| TOTAL | | €17.000 |

Any other costs will represent matchfunding on the part of the partner institution.

# NICS - NUCLEUS OF CULTURAL AND SOCIAL INNOVATION

MARIA SIMONE DE MENEZES ALENCAR, LUCIENE NUNES
FEDERAL UNIVERSITY OF RIO DE JANEIRO STATE - UNIRIO

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Lasin LATIN AMERICAN SOCIAL INNOVATION NETWORK

UNIRIO

Co-funded by the Erasmus+ Programme of the European Union

# BRASIL

## FEDERAL UNIVERSITY OF RIO DE JANEIRO STATE- UNIRIO

## Our SISU: NICS (Cultural And Social Innovation Nucleus)

At Unirio the SISU is called NICS (Nucleus of Technological, Cultural and Social Innovation). NICS is an integral part of the Board of Technological, Cultural and Social Innovation of Unirio's Pro-Rectory of Postgraduate, Research and Innovation. The Nucleus of Cultural and Social Innovation (NICS) aims to promote and monitor the implementation of social and cultural innovation projects at UNIRIO, and also give support to external initiatives.

## UNIRIO

The Federal University of the State of Rio de Janeiro (UNIRIO) is a public law foundation that is part of the Federal System of Higher Education. It originated from the Federation of Isolated Schools of the State of Guanabara (Fefieg), created by Decree-Law No. 773 of August 20, 1969, which brought together isolated higher education establishments previously linked to the Ministries of Labor, Commerce and Industry; of health; and Education and Culture.

The creation of FEFIEG provided the integration of traditional institutions, such as the Central School of Nutrition, the Alfredo Pinto Nursing School, the National Theater Conservatory (now Theater School), the Villa-Lobos Institute, the School of Medicine and Surgery Foundation of Rio de Janeiro and the Librarianship Course of the National Library. With the merger of the states of Guanabara and Rio de Janeiro in 1975, FEFIEG was renamed Federation of Isolated Federal Schools of the State of Rio de Janeiro (FEFIERJ). Two years later, the Permanent File Course (from the National Archives) and the Museum Course (from the National Historical Museum) were incorporated into FEFIERJ. On June 5, 1979, by Law 6,555, FEFIERJ was institutionalized under the name of the University of Rio de Janeiro (UNIRIO) and, on October 24, 2003, Law No. 10,750 changed the name of the Institution to the Federal University of State of Rio de Janeiro, however, the acronym was maintained.

UNIRIO's mission, vision and principles represent its institutional identity, constituting itself in a set of macrobalizers that govern, inspire and lead the Institution's course. This triad serves as a guideline for the decisions, attitudes and behaviors of the whole community, in the exercise of their responsibilities and in the pursuit of their objectives, based on institutional principles. Its mission is to produce and disseminate knowledge in the

various fields of knowledge, contributing to the full exercise of citizenship, through humanistic, critical and reflexive training, preparing competent and up-to-date professionals for the world of work and for improving the living conditions of society . The Vision is recognized as a reference center in the production and dissemination of scientific, technological, artistic and cultural knowledge, committed to the transformations of society and to organizational transparency.

UNIRIO is governed by the following principles: I. Ethical conduct; II. Humanism; III. Democracy and participation; IV. Theoretical-methodological pluralism; V. Universality of knowledge; VI. Interdisciplinarity of knowledge; VII. Excellence; VIII. Indissociability between teaching, research and extension; IX. Regional, national and international insertion. X. Public nature; XI. Free graduation education. XII. Sustainability.

The University's main objectives are to produce, disseminate and preserve knowledge in all fields of knowledge; To form citizens with a humanist conscience, critical and reflexive, committed to society and its transformation, qualified for the professional exercise; To foster and stimulate the development of basic and applied research, especially those linked to stricto sensu postgraduate programs; To extend to society the benefits of the cultural, artistic, scientific and technological creation generated in the Institution; Maintain interchange with public and private entities, organizations and social movements.

## NICS At Unirio

At Unirio, NICS is one of the nucleus of the Directorate of Technological, Cultural and Social Innovation (DIT). The DIT's mission is to strengthen UNIRIO's relationship with the community, involving government agencies, companies and other civil society organizations, with the objective of creating opportunities for teaching, research and extension activities that benefit from these interactions, and to promote, as a deliberate strategy the transfer of technology for the economic, scientific, technological and social development of the country.

Its main objectives are to participate in strategic alliances and develop cooperation projects involving national and international institutions and companies, other ICTs and non-profit public and private law organizations dedicated to research and development activities aimed at the generation of innovative products and processes; To manage the innovation policy of UNIRIO, converging with the objective of the Pro-Rectory of Postgraduate, Research and Innovation (PROPGPI) to contribute to the development of the production of knowledge in order to favor the advancement of social justice.

## NICS Physical Space

NICS develops its activities in a room in the center of Rio de Janeiro, close to all types of public transportation. This room has flexible furniture, so that it can be used as a coworking room, classroom with different layouts according to the proposed activity. It has equipment for recording image and sound, computers, internet and all the necessary infrastructure to support projects, mentors and other actors involved in social and cultural innovation projects.

### NICS Services And Activities

NICS supports Social Innovation projects both inside and outside the University. External projects can participate in the mentoring cycles, lectures, workshops and round tables promoted by the core. The internal projects participate in all the same activities and can also compete for edicts in cultural and social innovation.

### NICS Users

The Nucleus is used both by the internal and external community to the University. Participating in mentoring projects are students, servants, teachers, outsourced employees, representatives and members of external projects and external mentors.

## NICS Stakeholders

Today, the main stakeholders of NICS are the Europeo Design Institute (IED-RIO), the Hub New Economies and the National Institute of Industrial Property (INPI).

IED is a completely Italian matrix of excellence, operating in the field of advanced training and research, in the disciplines of Design, Fashion, Visual Arts, Communication and Management of initiatives based on Creativity and Innovation. Today, fifty years after its foundation, IED is an international institution, a place of culture and formation articulated by a network of 11 venues. Milan, Rome, Turin, Venice, Florence, Cagliari and Como, in Italian territory, and Barcelona, Madrid, São Paulo and Rio de Janeiro as international units.

Its aim is to offer creative young people a complete preparation, a *"Culture of the Project"*, which will accompany them throughout life, thanks to a faculty composed of excellent professionals and to partnership with prestigious companies, where *"know how and know-how"* Grow together. This simple expression stands out in the manifesto of the Instituto Europeo di Design - IED since its foundation. Over 50 years, FDI has trained more than 150,000 professionals from around 100 countries.

HUB New Economies is a collective formed by professionals and students whose purpose is to experiment and disseminate alternatives to a sustainable and regenerative economy.

To this end, they act online disseminating and generating informative content, and in the offline medium conducting consultancies, workshops and lectures.

The National Institute of Industrial Property (INPI) is a federal agency linked to the Ministry of Industry, Foreign Trade and Services, responsible for the improvement, dissemination and management of the Brazilian system of granting and guaranteeing intellectual property rights for the industry.

Among the INPI's services are trademark registrations, industrial designs, geographical indications, computer programs and topographies of integrated circuits, patent concessions and franchise agreements and the different modalities of technology transfer. In the knowledge economy, these rights become competitive differentials, stimulating the constant emergence of new identities and technical solutions.

## NICS Projects

In two years of activity of the Nucleus two mentoring cycles were carried out, where 25 projects and 22 mentors participated. Both projects and mentors were actors inside and outside the University and participated in all the actions promoted by the NICS. The fields of knowledge of interest to projects and mentors focus on areas such as education, health, quality of life, culture, environment, income generation, inclusive education, citizenship, food and access to new media.

Some of the projects that went through our mentoring cycles were Bug 404, JIS Urbano, Polo de Informação and Chat Bug 404 participated in our 2017 mentoring cycle and is a digital platform of interactive narratives: webdoc, interactive and multiplatform documentary, hypervideo, sound maps. It is a network project for research, dissemination and consolidation of a network of critics, directors, artists and stakeholders in general.

JIS Urbano is composed Active Citizens Group from São Gonçalo and the British Council, and work at the engagement and transformation of local realities, based on active citizenship and community mobilization. He participates in the mentorship of 2018.

Polo de Informação aims to assist public and community libraries that do not have the automated collection with a system to manage their books.

CHaT - Culture Housing and Work has the objective of mediating the interests of Public Power, owners and desireless populations in search of spaces. A kind of pacification of the occupation with the consent of the owner, using, for example, the spaces, temporarily or with counterparts of architectural and infrastructural improvement and bureaucratic assistance of the public power.

## Activities, Achievements

The Nucleus was created in 2016 and has since developed activities to disseminate the concepts in Cultural and Social Innovation in the University and in the local community, as well as actions to foster such concepts and practices. For that, workshops, mentoring cycles, lectures, round tables, mini-courses and discussion meetings were held. It was also created the Innovation Chamber, an instance of the University linked to the Directorate of Technological, Cultural and Social Innovation, responsible for the creation of the institutional policy of Innovation, as well as definition of the concepts and directives guiding the actions of Cultural and Social Innovation in the University.

# USIS - UNIDADE DE SUPORTE À INOVAÇÃO SOCIAL UFRJ

CARLA CIPOLLA, BIBIANA SERPA, RITA AFONSO
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO - UFRJ
UNIVERSIDADE FEDERAL DO RIO DE JANEIRO - UFRJ, FACC

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LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

USIS

UFRJ Universidade Federal do Rio de Janeiro

Co-funded by the Erasmus+ Programme of the European Union

# BRASIL

## FEDERAL UNIVERSITY OF RIO DE JANEIRO – UFRJ[1]

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*How to encourage university-community engagement with local communities and disadvantaged groups? This is one of the main questions of the project LASIN – Latin American Social Innovation Network. Specifically, one of the main activities of LASIN is to design and run what are called SISU – Social Innovation Support Units, i.e., units dedicated to support the promotion of social innovation processes between university community members and external actors. Universities are privileged contexts for the experimentation of creative projects in social innovation if the focus is placed on fostering the interaction between internal and external actors, which can be significantly empowered by design practices. The specific objective of this paper is to describe a model for the SISU operation together with principles based on the design approach to social innovation. The recognition of the importance of the design in the promotion of social innovation has been particularly highlighted through the activities of DESIS (Design for Social Innovation Network). Design is also acknowledged through manuals and toolkits (not necessarily developed in design schools) that use tools and methodologies that clearly refer to design approaches. The main research question of this study is: how can design for social innovation promote social innovation at the intersection of the university and the wider society? To answer this question, this study was developed using a research through design approach and applies the SISU under development for the UFRJ - Federal University of Rio de Janeiro as a reference, which includes a consideration of the Brazilian policies (and their qualitative framework) regarding the relationship between university and the rest of society.*

**Keywords.** *Design, Social Innovation, Latin America, Outreach projects.*

## Introduction

How to encourage university-community engagement with local communities and disadvantaged groups? This is one of the main questions of the project LASIN – Latin American Social Innovation Network, currently being developed by a consortium of European and Latin-American universities, whose activities form the background framework of this study.

Specifically, one of the main activities of LASIN is to design and run what are called SISU – Social Innovation Support Units, i.e., units dedicated to support the promotion of social innovation processes between university community members and external actors with the aim to "contribute to sustainable and inclusive

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JIS URBANO

socio-economic growth in Latin America through intercultural curricular and extracurricular activities for supporting social innovation as a means to promote social cohesion, equity, proper geographical balance and diversity" (Anderson, 2014).

The specific objective of this paper is to describe the model for the SISU operation together with principles based on the design approach to social innovation. The main research question of this study is: how can design for social innovation promote social innovation at the intersection of the university and the wider society? To answer this question, this study was developed using a research through design approach (Mullaney, 2016) and applies the SISU under development for the UFRJ - Federal University of Rio de Janeiro as a reference, which includes a consideration of the Brazilian policies (and their qualitative framework) regarding the relationship between university and the rest of society.

Universities are privileged contexts for the experimentation of creative projects in social innovation if the focus is placed on fostering the interaction between internal and external actors, which can be significantly empowered by design practices (Manzini, 2015). The recognition of the importance of the design in the promotion of social innovation has been particularly highlighted through the activities of DESIS (Design for Social Innovation Network), which comprises more than forty Labs based in design schools all over the world. Design is also acknowledged through manuals and toolkits (not necessarily developed in design schools) that use tools and methodologies that clearly refer to design approaches (Murray et al., 2010; Corubolo and Meroni, 2015).

However, interactions between university and external actors can be problematic, so that much of the knowledge produced within the university remains in this environment or, due to the lack of effective mediation, the potential for solving social problems promoted by such knowledge is ignored by external communities and groups.

However, the development of outreach projects has been recognized as an important way to foster the interaction between university and the broader society in the Brazilian context. It was defined in 2012 at the National Meeting of FORPROEX (the Forum that gather all Pro-Rectors for Outreach Projects) in what was called a National Plan for Outreach Projects, which states that outreach projects "go[es] beyond its traditional understanding of dissemination of knowledge (courses, conferences, seminars), provision of services (assistance, advice and consultancy) and cultural diffusion (realization of events or artistic and cultural products)" to point out a definition of university in which the relation with external actors is "regarded as oxygenation necessary for academic life" (FORPROEX, 2012).

## Methodological Framework

There are studies that refer to the interaction between universities and the wider society (Greenwood and Levin, 2003), either in the transformation of the society or in its reproduction (Brennan et al., 2004). This study was framed from a design perspective and, to answer the research questions, it was developed as research through

design (Mullaney, 2016) in which "the researcher develops a design process as a method to investigate his/her research object" (ibid., p.68). From that, new knowledge is created through the creation of a design artifact. Therefore, the development of a Social Innovation Support Unit at UFRJ was the way to achieve its research objectives.

In the first phase (analysis), the following activities were developed: (1) a theoretical review to understand the concepts of social innovation and design for social innovation to define the theoretical framework and principles of the SISU. The Brazilian policies (and their qualitative framework) regarding the relationship between university and the rest of society were also analysed.

The second phase (synthesis), included: (1) analysis of how social innovation is considered and being developed in other higher education institutions (HEI)around the world. This analysis was looking for different kinds of institutional and organizational arrangements to inspire the definition of the SISU at UFRJ and its specific characteristics in the sector; (2) a focus group with representatives from different sectors of the university (professors, students, technicians)in which qualitative data on expectations, preferences and beliefs about the SISU were raised; (3) semi-structured interview with an actor from outside the university (representative of a Non-Governmental Organization - NGO); (4) the design of the SISU to gather all the collected information. For the design phase, the Business Model Canvas - BMC tool (Osterwalder and Pigneur, 2010) was used, as it allows the SISU model developed for UFRJ to be easily presented in a visual way.

## The SISU's Theoretical Framework And Principles

This section presents the results of the theoretical review on which the key definitions of the SISU were based.

### Social Innovation And Design

The term 'social innovation' is used here with different meanings in five main topics: processes of social change and societal transformation (Young, 2011; Handerson, 2013; Cajaíba-Santana, 2014); business strategies and organizational management (Drucker, 1987; Altuna et al., 2015; Herrera, 2015); social entrepreneurship (Cunha et al., 2015); new products and services (Gershuny, 1982; Mulgan et al., 2007; Phills et al., 2008); and governance and capacity building (Garcia et al., 2016). Moreover, social innovations are also related to specific areas and disciplines, such as sustainable production and consumption (Manzini, 2002; Jaeger-Erben et al., 2015); education (Benneworth and Cunha, 2015); psychology (Bulut et al., 2013) and design (Morelli, 2007). Thus, there are many definitions of social innovation, each best suited to serve the purposes of these various topical and research concerns.

An extensive critical review of the definitions can be found in Cajaíba-Santana (2014). The author emphasizes that *"what underlies the path of social innovation is not a social problem to be solved, but the social change it brings about"*, which includes the creation of new ideas that propose *"new alternatives and new social practices for social groups"* (p. 44). According to Franz et al. (2012, p.4), the most distinctive feature of social innovation is a change in *"the way people*

*decide, act and behave, alone or together"*. Moulaert (2013, p.2) defines social innovation as *"innovation in social relations, structures of governance, greater collective empowerment and so on".* Haxeltine et al. (2015) define Transformative Social Innovation as *"a change in social relations, involving new ways of doing, organizing, framing and/or knowing, which challenges, alters and/or replaces dominant institutions/structures in a specific social context"* and a social innovation initiative (SI-initiative) is defined as a *"collective of actors that (aims to) work on ideas, objects and/or activities that are socially innovative"* (ibid., p 18); Cipolla and Manzini (2009) highlighted the role of interpersonal relational qualities in social innovation processes.

Among all the social innovation definitions analysed, this study considers the ones mentioned in the previous paragraph to compose a specific definition to guide the development of the SISU at UFRJ:

*Social innovation is a change that manifests new ways of doing, organizing, framing and/or knowing, that are based on new interpersonal relational patterns between participants and greater collective empowerment in the face of social demands and challenges with the aim to foster a systemic change. This change can be intermediated by products or services, but social innovation happens throughout the process. That said, it is recognized that social innovation processes can be facilitated and supported by projects, but these should be welcomed and their characteristics jointly developed by stakeholders, with commonly recognized benefits being produced throughout the project development.*

This definition includes reference to co-design processes as a key element of design for social innovation (Manzini, 2015) .Manzini (2014) also recognizes that design for social innovation corresponds to a set of activities in which the designer contributes to the process of co-design for social change. With the term 'co-design', the author understands that design for social innovation occurs when different actors, both specialists and non-specialists, are able to interact in a way that considers diverse environments and encompasses several competences (Sanders and Stappers, 2008). Social change is understood by as *"all processes of change that contribute to sustainability, not only the reduction of environmental impact, but the regeneration of common goods and the reconstitution of the social fabric"* (Manzini, 2014, p. 65).

There are many tools that rely on design to promote social innovation. An example of how this approach could work comes from the DIY (Development Impact and You), a platform built by NESTA (Murray, 2010), in which a set of tools was developed, *"specially designed for practitioners to dive straight into action. Yet the tools presented here are grounded in existing theories and practices of innovation, design, and business development."* (Development Impact and You, 2017). This is a useful framework for understanding *"how to put ideas to work, and focusing on the different methods, and different mindset, needed at each stage"* (Ibid). Here, design expertise is related to others (business, anthropology, etc.) to empower social innovation processes.

Another example comes from a member of DESIS Network (Design for Social Innovation and Sustainability). The DESIS Lab based at Politecnico di Milano developed an action format of design for social innovation, the 'Social Innovation Journey',

structured on a non-linear sequence of steps and actions that progressively engage a community and help it to set up and prototype a social innovation activity (Meroni et al., 2013). The journey is designed to develop social innovation ideas from a very early stage.

## Universities And Their Outreach Activities In The Brazilian Context

The end of the dictatorship period enabled Brazilian universities to rethink their role and interactions with other sectors and actors in society. The relationships between the practices of Teaching, Research and Outreach Projects (the three pillars to be developed by universities) were redefined, and a non-assistencialist view (Freire 1970, 1978) of the Outreach Projects was put in place.

The importance of outreach projects for Brazil's development was endorsed by the government, and defined by a specific law and a national plan[2].Outreach activities are understood as interdisciplinary processes, indissociable from teaching and research, and based on educational, cultural, scientific and political principles oriented to promote the transformative interaction between university and other sectors of society (FORPROEX, 2007, Nogueira, 2000).

Rocha (2006) defines Outreach Projects as those with active involvement of social movements, local communities, organized social groups - formal or informal - in facing problems whose solutions may be rooted in the results of research or the experience of previous outreach projects. Regarding this definition, the author still suggests that the scientific interests of researchers and the production of scientific knowledge are closely linked to the satisfaction of needs and interests of social groups deprived of power. Without the interaction allowed by Outreach Projects, the university runs the risk of being isolated, detached from the most pressing social problems and incapable of offering society and governments the knowledge, technological innovations and professional skills that sustainable development requires.

To concretize this renewed link between university and the wider society, the Outreach Projects should aim to provide support in solving the problems of social exclusion and social discrimination (FORPROEX, 2012).

Within the framework of the previous definitions of social innovation and design for social innovation– on which co-design (Manzini, 2014), innovation in social relations and collective empowerment (Moulaert, 2013; Cipolla and Manzini, 2009) are focussed – the SISU in the UFRJ aims to sustain the groups and communities excluded and discriminated against as protagonists of their own processes of change, which are to be done together with the university community, in a mutual learning process. The SISU is focused not only on these

*2 The Law of Directives and Principles for National Education (Law No. 9,394), establishes the Outreach activities as one of the purposes of the University and settles the possibility for financial support from the Government, through scholarships and grants (Articles 44, 52, 53 and 77). Soon after the National Plan for Outreach Projects from 1998, elaborated and approved by FORPROEX, increased the scope of the outreach activity and valued this practice in the university. In the same logic, the National Education Plan (re) established the universities' responsibility in their teaching, research and outreach functions in the initial and continued qualification of basic education professionals and set up that "at least 10% of the total credits required to get under graduation degrees in Brazil will be reserved for the students' activities in outreach actions" (FORPROEX, 2012).*

groups and communities, but embraces and supports all kinds of actors and their respective challenges, ideas and solutions that could be framed within the definition of social innovation as stated in this study.

## The SISU's Institutional Framework And Operation

### Case Analysis And SISU's Specific Features}

The analysis was focused on understanding the characteristics of units situated in higher education institutions(HEI) that have stated their main aim as supporting projects with social purposes. Among the cases collected, the definition of social innovation varied and some did not correspond with the one adopted in this study. This list is not exhaustive, but was built to identify the main typologies of institutional affiliation and operational models. The following typologies were found (examples for each typology are listed in Table 1).

Table 1: Examples of SISU identified

| TYPOLOGY OF INSTITUTIONAL AFFILIATION AND OPERATION | EXAMPLE (S) |
|---|---|
| SISU placed at a high management level within the HEI | UFRJ Pro-Rectorate for Outreach projects<br>http://extensao.ufrj.br/ |
| SISU inside specific departments in the HEI | LTDS Laboratory of Technology and Social Development<br>http://www.ltds.ufrj.br<br>DESIS Lab Politecnico di Milano<br>http://www.desis.polimi.it/<br>Center for Social Design, MICA<br>http://www.micasocialdesign.com/<br>Stanford Center for Social Innovation<br>http://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi |
| SISU as an incubator | Centro de Inovación y Emprendimentos<br>http://cie.ort.edu.uy/ |
| SISU as a specific project | Expedition Münsterland http://www.uni-muenster.de/Expedition-Muensterland/projekt/index.html<br>Bertha Center for Social Innovation - University of Cape Town<br>http://www.gsb.uct.ac.za/s.asp?p=178 |
| SISU as a combination of different previous strategies | The Waterloo Institute for Social Innovation and resilience (WISIR)<br>http://sig.uwaterloo.ca/ |

**SISU Placed At A High Management Level Within The HEI:**
supports myriad projects inside the HEI, and works as an enabling unit for outreach projects, working through calls for projects and providing bursaries;

**SISU Inside Specific Departments In The HEI:**
is formalized as a research centre or a lab coordinated by a professor, a group of professors or other university staff;

**SISU As An Incubator:**
is formalized as an incubator to support social projects and enterprises;

**SISU As A Specific Project:**
is constituted as a specific project that exist to foster social projects;

**SISU as A Combination Of Different Previous Strategies:**
Based on this analysis, and comparing it with the institutional and legal framework in Brazil, it was identified that the SISU at UFRJ operates more effectively if recognized as an Outreach Project ("SISU as a specific project") by the UFRJ Pro-Rectorate for Outreach projects. The conceptualization and development of the SISU in the UFRJ took advantage of the benefits provided

by Brazil's law and policies that govern the development of outreach projects, specifically:

- 10% of the total credits required to get undergraduate degrees in Brazil will be reserved for the students' activities in outreach actions;
- The development, participation and coordination of outreach projects is required for professors to advance their academic careers;
- The possibility for financial support from the Government, through scholarships and grants.

This means that academic credits can be provided to students involved in the SISU's activities (they could also be awarded scholarships). It can also attract professors interested in advancing their academic careers to work on an Outreach Project.

## Feedback From Representatives In And Outside The University

The university focus group revealed that it is feasible for the SISU to be operated as an outreach project. The definition of social innovation adopted in this study was confirmed (even if not with the same specific terms and paragraphs). The motivation for students to engage in the SISU was discussed (students can choose from a wide portfolio of different outreach projects in the university to get their credits). The support for leadership of students in developing outreach activities, with professors and technicians acting mainly as tutors, was considered an important motivational aspect. Students were also motivated to develop their own projects and find resources in the university to get them developed. Students also stressed the importance for them to have information about and access to different resources in the university; this was mainly knowledge and tools dispersed around different research groups and labs, that was not easily accessed or known about. It was reported that a project is being developed by students in UFRJ to answer this demand. It was confirmed that the SISU would also support this project being one of the resources available.

The semi-structured interview with an external actor (representative of an NGO working to protect animals) revealed his interest in getting support from the SISU to develop its core activity, mainly through gaining access to the university's expertise and human resources.

It was therefore noted that one of the key activities of the SISU should be to find common interests between students (supported and guided by professors and technicians) and external actors, which could motivate both to engage in the development of common projects. Jointly, they can promote social change by performing a mutual learning process in which existing or new social innovations are improved or developed.

## The Ufrj Sisu Model

To synthetize information collected in the first and second phases of this study, a Business Model Canvas – BMC (Osterwalder and Pigneur, 2010) was built. Although the BMC was recognized as a useful tool, its specific features were adapted to be used in this study: it included the substitution

of the term *"customer"* for *"user"* and the insertion of a cell called *"Non-monetary Resources"*, to indicate that the SISU is sustained also by internal resources of the university, which do not include payments to people involved.

Table 2 offers a visual presentation of the different aspects of the SISU. Two main aspects guided the description of the SISU using the BMC tool[3]: the value proposition of the SISU is stated based on: (1) the definition of the social innovation established in this study; (2) the qualitative characteristics of the outreach projects recognized by the university. Other cells were filled with specific operational aspects that support this value proposition (key partners, key activities, key resources, relationship between users and the SISU, user segments and channels through which the value proposition is delivered to users.

The SISU is defined as an interdisciplinary and inter-institutional outreach project managed by the Graduate Programme of Production Engineering (usually known as Industrial Engineering) at UFRJ,which reports directly to a high management level within the HEI, the UFRJ´s Pro-Rectorate for Outreach Projects; it is coordinated by professors programme, where the SISU is also physically located.

It gathers professors from different departments and courses and, in this, the SISU provides the expertise of the whole university to external actors. It encompasses entrepreneurship, innovation, management, marketing and design, including service and product development[4] . The SISU process and projects include qualitative issues, such the adoption of participatory and co-design processes and new patterns of interpersonal relations.

The value of the knowledge brought by the users and stakeholders is recognized and is an important aspect of the SISU operation.

In terms of physical space, usually in the UFRJ, professors have specific spaces (called labs) to develop their activities. The SISU is designed as part of a *"multi-lab"* approach. The spaces are designed to host different labs and activities developed by the professors involved, including the SISU itself. This allows the physical space of the SISU to be used as a meeting place, hosting different activities led by the professors involved.

The SISU will also be an identifiable location for people looking for support for social innovation and entrepreneurship. The physical space will include specific features to host the SISU activities (e.g., making and workshop sessions related to co-design processes). Many activities can be held in loco, where groups and communities are situated, and not only in the SISU room in the university.

*3. The Business Model Canvas used has been adapted to insert a cell called « Non-Monetary resources »*

*4. Specifically, considering the expertise of each professor involved the SISU can provide support in the following fields: Design thinking; Service and Product Design; Strategic Design; Social Business Models; Social Marketing; Local Development; Cultural Production (including video production and new media); Business/Organizational Management; Hospitality and Gastronomy; Community-based Tourism; Entrepreneurship management and support.*

Table 2: SISU model (Business Model Canvas adapted)

| KEY PARTNERS | KEY ACTIVITIES | VALUE PROPOSITION | USER RELATIONSHIP | USER SEGMENTS |
|---|---|---|---|---|
| University community (professors, students and technicians)<br>Pro-Rectorate for Outreach projects – UFRJ<br>Institutions (NGO, Associations, Foundations, etc.) that empower social innovation processes | Co-design processes<br>Capacity building activities<br>Mentoring (for students and for social innovators)<br>Networking (specific partnership for each project) | Social change supported by product services and processes<br><br>Collective empowerment and mutual learning process (both for community, groups and external institutions and for university members)<br><br>Systemic change<br><br>New interpersonal relational patterns (manifested in the processes and services being developed) | Direct engagement of stakeholders and university representatives and regular meetings (for project development) throughout the co-design process<br>In loco visits and workshops | Communities and groups with social challenges, include, but not limited to, excluded and discriminated groups.<br>Institutions (NGO, Associations, etc.) that may benefit from university's resources to empower social innovation<br>Individual innovator, includes students and professors with socially innovative ideas and solutions previous strategies |
| | KEY RESOURCES | | CHANNELS | |
| | Students, guided by professors<br>Knowledge from different disciplinary fields (university) and knowledge brought by other stakeholders<br>Physical space and equipment to support co-design processes (e.g. 3D printers, computers, etc.) | | Communication channels include webpage and social networks.<br><br>In loco visits, meetings and workshops throughout the co-design process | |

| COST STRUCTURE | NON - MONETARY RESOURCES | REVENUE STREAMS |
|---|---|---|
| Specific costs for the SISU operation in the physical space: consumables and maintenance services for the equipment. Technical support. Software subscription (general overhead costs are covered by the university) | Credits for Students to participate in the SISU<br><br>Workload for professors (progression in their academic ranks) | Specific grants for outreach projects from UFRJ's Pro-Rectorate for Outreach projects and from other national and international institutions<br><br>Scholarship for students working in the SISU (provided by the UFRJ's Pro-Rectorate)<br><br>Financial support from companies (social innovation as an innovative corporate social responsibility) |

The SISU relies on existing methods and tools to empower social innovation processes, such as DIY (Murray et al.,2010) and the Social Innovation Journey (Corubolo and Meroni, 2015), which include design tools and principles. The tools and methods provided by the different professors and their diverse disciplinary fields will be also included. This has the potential to generate new tools and methods, customized specifically for the SISU operation.

This paper describes the current stage of development of the SISU. One of the issues under development is the definition of criteria to evaluate the impact of the SISU processes.

## Conclusions: The Role Of Design Between University And The Broader Society

The main research question of this study is: how can design for social innovation promote social innovation at the intersection of the university and the wider society? The development of the SISU in the UFRJ raised interesting elements consider in proposing answers.

The intersection of multiple disciplines in the promotion of social innovation has been highlighted in the literature review undertaken for this study. Therefore, the SISU does not embrace only design theory and practices in its processes; design experts have a role in the interaction with other disciplines. Expert designers in the SISU are invited to work with communities, groups and a variety of stakeholders. Here, is useful to remember the distinction proposed by Manzini (2015) between diffuse design and expert design: *"In a connected world design processes tend to be increasingly distributed among numerous actors who differ in culture, motivation, and professional development (...) traditional design knowledge, accumulated within the implicit knowledge of design experts, is no longer enough: too many subjects are involved and too many of them are not in the same place"* (pp.38-39). The recognition of a diffuse design knowledge is also part of the SISU, when it attained the value of the knowledge brought by the external actors of the university.

Consequently, the SISU, positioned at the intersection between the university and the rest of society acts in a dual mode:

1. As a 'hub' on which the knowledge and creativity inside and outside the university (including a diffuse design knowledge) can interact and produce new ideas, expressed in new social innovations.

2. Promotes a mutual learning process in which the representatives of these different knowledges (university and broader society) can learn with each other.

3. This could generate collective empowerment for all parties involved. Expert designers can support these processes by providing their problem-solving and sense-making skills (Manzini, 2015).

In its almost ten years of activity, DESIS Network and the experiments of the DESIS Labs are a precious resource to be analysed by those interested

in how design can promote social innovation from university to the wider society and vice-versa. The researchers who undertook this study are members of a DESIS Lab. The development of the SISU in the UFRJ is an opportunity for the local DESIS Lab to develop its activities with a renewed relationship with other disciplinary sectors in the university. Specifically, by coordinating the development of the SISU at UFRJ, it is in a privileged condition to increase the understanding about the application of design theory and practices (expert or diffused) to support socially innovative processes and results.

## The SISU Operation In 2017

The SISU model at Federal University of Rio de Janeiro described in the previous sections, run in 2017.

It provided support for 16 (sixteen) social innovation processes and initiatives. Projects covered different areas, from participatory urban planning, wildlife conservation and exchange market and parallel currency to LGBTT+ movement, music, feminism, city gardens and networking activities in favelas.
The SISU team included 10 (ten) professors, 25 (twenty-five) students, from the graduate and undergraduate courses in Production Engineering, Administration, Marketing, Design and Gastronomy, together with 2 (two) technicians from the UFRJ Innovation Agency.

The institutional framework and activities developed by the SISU followed the model described in the previous sections which included:

- Co-design processes: social innovators were involved in co-design processes with SISU team to refine their initial ideas;
- Mentoring (for students and social innovators);
- Capacity building activities: social innovators, with students and professors, were trained in specific meetings and throughout the mentoring process;
- Networking: SISU team has started to consolidate a *"USIS network"* that will gather social innovators involved in current and past mentoring activities.

Participants in the final evaluation meeting (December 2017) synthesised the main challenges and achievements of the SISU and suggested improvements for 2018 that include:

- The development of USIS Network, with regular meetings between social innovators, students, professors and stakeholders to share experiences and knowledge;
- Athough both sides jointly defined the expected outcomes, there is a need to manage expectations among social innovators and SISU team concerning time and effort involved to produce it;
- Improve the selection process by getting to know better the social innovators, the level of development of their initiatives and their commitment to engaging in the SISU activities; this will enhance the quality of the outcomes and the effectiveness of the SISU work.

The 2018 program includes these improvements.

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QUE PENA
QUE TAL

# INSTITUTO DE INNOVACIÓN SOCIAL-FMK

MARÍA FRANCISCA VARGAS
UNIVERSIDAD DEL DESARROLLO - UDD
VICERRECTORÍA DE INNOVACIÓN Y DESARROLLO. DIRECCIÓN DE RESPONSABILIDAD PÚBLICA

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LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

instituto de innovación social
Fundación Miguel Kast - Universidad del Desarrollo

Co-funded by the Erasmus+ Programme of the European Union

# CHILE

## INSITUTO DE INNOVACIÓN SOCIAL - FMK

UDD - UNIVERSIDAD DEL DESARROLLO TEAM
VICERRECTORÍA DE INNOVACIÓN Y DESARROLLO. DIRECCIÓN DE RESPONSABILIDAD PÚBLICA

Plaza de la Innovación es un edificio de 1.500 metros cuadrados construidos para ser un lugar para desarrollar proyectos de innovación y emprendimiento de forma colaborativa.

Es un espacio abierto para que los alumnos trabajen proyectos de innovación social. Las instalaciones albergan actividades del Ecosistema de Innovación y Emprendimiento que está compuesto por el Instituto de Innovación Interdisciplinaria, iCubo; Factoría; Smartlab; Instituto de Innovación Social; Club de Emprendedores; entre otros.

Se realiza investigación aplicada para resolver problemáticas de distintas comunidades a lo largo del país. El área de investigación tecnológica cuenta con equipamiento que fue financiado por el Proyecto Lasin que es parte del programa Erasmus Plus de la Unión Europea.

### Concepción

Espacio i, cuenta con un área de co-work y otra área para realizar eventos. Está abierto a toda la comunidad UDD y tiene un compromiso de encontrar nuevas soluciones más eficientes, eficaces y sostenibles a los problemas sociales de la región.

## Usuarios Del SISU:

- Investigadores: Vesna Mandakovic, Tomás Serey y Pablo Muñoz.
- Profesores del curso de innovación social: Mark Minneboo, Alejandra Inostroza y Ricardo Alvarado.
- Estudiantes de los cursos de innovación social, del Programa de Incubación UDD, del área de exploración tecnológica del Programa BalloonU, asistentes a los eventos del SISU y alumnos del área de emprendimiento del programa Sonríe UDD .
- Comunidades locales: Frutillar (Programa BalloonU), Pomaire y Tumbes (Área de exploración tecnológica) y Nancagua (Sonríe UDD).

## Servicios Y Actividades Del SISU

### Primer congreso de Emprendimiento y Desarrollo Local "Práctica, Política e Investigación"

**2 Y 3 De Octubre De 2017, Concepción.**

Conferencia que busca reunir a académicos, emprendedores, sector público y otros actores relevantes con el fin de construir una base de evidencia que permita conocer el aporte del emprendimiento en estas

ÁREA DE
EXPLORACIÓN
TECNOLÓGICA
Ministerio de Educación
Gobierno de Chile
CONICYT
Ministerio de Educacion
Gobierno de Chile
CORFO
LASIN
Co-funded by the Erasmus+ Programme of the European Union

zonas y potenciar su contribución al desarrollo socioeconómico y bienestar social.

El comité editorial hace un llamado abierto a quienes quieran enviar propuestas de exposiciones para la 1ra conferencia sobre Emprendimiento y Desarrollo Local.

### Área IX Open Day

**15 De Noviembre De 2017, Espacio Co-Work, Plaza I, Santiago.**

*"Tecnología e Impacto social"* invitación para conocer y probar el equipamiento tecnológico.
Presentación del Instituto de Innovación Social y del proyecto LASIN, presentación del proyecto Área IX, demostración y prueba de equipamiento tecnológico.

### Concurso "Ideas Innovadoras En Educación"

**10 Octubre – 6 Noviembre De 2017, Santiago.**

Dirigido a alumnas en práctica de Pedagogía en Educación Básica, de Pedagogía en Educación de Párvulos y del programa de Formación Pedagógica, que quieran implementar una solución innovadora a un problema identificado en la práctica.

*Premios:* 1er lugar CLP$250.000, 2do lugar CLP$170.000

### Seminario "Políticas Públicas Para El Emprendimiento Social"

**Lunes 7 De Mayo 2018 Santiago**

El seminario reunió expertos nacionales e internacionales para establecer una base de evidencia para el diseño de políticas públicas de

apoyo al emprendimiento social, enfocándose en 4 áreas prioritarias: modelos de negocios, medición de impacto, inversión y financiamiento, colaboración con el sector público.

**Workshop De Innovación Social:**
2 Y 3 De Junio De 2017

Workshop dirigido a alumnos de pregrado de la UDD con ideas o proyectos con impacto social. Los mejores proyectos ganaron una de las 3 pasantías en una de las universidades socias del proyecto LASIN en Europa.

## Proyectos Más Importantes Del SISU:

**Oliber:** Innovación frugal (bajo costo) que consiste en una órtesis que no causa daño a la piel y que envuelve la mano del usuario a un conjunto de imanes que permiten fijar objetos metálicos con facilidad, ayudando en la realización de acciones o actividades de personas con manos atrofiadas por factores como piel de cristal, artritis, artrosis o amputaciones, y que por daños u otros problemas, que no pueden utilizar prótesis.

Cuentan con el apoyo de: Debra Chile, Teletón, Corfo, Socialab, JumpChile, Centro de Innovación UC, UDD, ICuboUDD, Tarmac SF.

Premios otorgados: RaiN icuboUDD, Oper Gate, Jump Chile, Ideaton, Tarmac SF.

**Más Que Preferente Merecido:** La cultura Chilena, cree que los adultos mayores no son un aporte a la sociedad porque ya no sirven. Sin embargo este es un segmento cada vez más importante para la población.

El proyecto busca disminuir estos estereotipos a través de un cambio en las señaléticas, pasando de la imagen de viejos débiles, jorobados, con bastón y deteriorados a viejos empoderados, vivos y que exigen lo que merecen. A través del reemplazo de la señalética rígida y estática por una más activa y dinámica.

## Programas Del Sisu

**BallonU:** Programa de innovación social que busca que los alumnos universitarios vivan una experiencia integral de formación y aprendizaje en terreno, mediante el trabajo con emprendedores rurales, aportando a la formación de un ecosistema de emprendimiento local fortalecido y a al empoderamiento de las comunidades. Es así como en un período de 10 días, equipos interdisciplinarios e interuniversitarios entregan herramientas y metodologías esenciales para el fortalecimiento de proyectos empresariales de los emprendedores de la región, profundizando en materia de comercialización y marketing.
Entre las propuestas locales hay iniciativas de turismo, agricultura, gastronomía, artesanía, entre otras.

**Semana I:** Programa que se realiza a partir de desafíos dirigidos a alumnos, los cuales son propuestos por docentes de la universidad y/o empresas e instituciones, en donde se busca fortalecer el desarrollo de competencias a través

# PRIMER CONGRESO

## Emprendimiento y Desarrollo Local: Práctica, Política e Investigación

2 y 3 de octubre de 2017
Concepción, Chile

El emprendimiento en zonas rurales y periféricas ha avanzado en los últimos años, tanto en el volumen de actividad y visibilidad, como en el desarrollo e innovación en programas y políticas de apoyo. Es momento de hacer un balance y mirar hacia adelante. En esta conferencia buscamos reunir a académicos, emprendedores, sector público y otros actores relevantes con el fin de construir una base de evidencia que permita conocer el aporte del emprendimiento en estas zonas y potenciar su contribución al desarrollo socioeconómico y bienestar local.

El comité editorial hace un llamado abierto a emprendedores, académicos, investigadores, profesores, actores del sector público y asociaciones civiles a enviar propuestas de exposiciones para la 1era Conferencia sobre Emprendimiento y Desarrollo Local.

## Envío de trabajos y formatos (Expositores)

Recepción de trabajos: hasta el 15 de septiembre de 2017.

Para participar como expositor: Enviar trabajos de investigación, experiencias de innovación rural e innovaciones públicas implementadas en zonas rurales. Los interesados en presentar sus trabajos deben enviar un resumen extendido de entre 500 y 800 palabras en alguna de las siguientes categorías:

- Trabajo de investigación
- Innovación en práctica
- Innovación en programas o política pública

**El mejor trabajo será seleccionado para participar en la 16th Rural Entrepreneurship Conference en Plymouth, Reino Unido en junio de 2018.**

Detalles sobre formato y aspectos a considerar en las propuestas pueden ser descargados en: http://emprendimientorural.udd.cl

## Registro

Registro al Congreso: hasta el 25 de septiembre de 2017.

Invitan:

UNIVERSITY OF LEEDS
Sustainability Research Institute

IE | UDD
Instituto de Emprendimiento

instituto de innovación social
Fundación Miguel Kast - Universidad del Desarrollo

Newcastle University
Centre for Knowledge, Innovation, Technology and Enterprise

Balloon Latam

Mentores de Impacto

Gobierno Regional Región del Biobío

LASIN Latin American Social Innovation Network

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http://emprendimientorural.udd.cl

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ÁreaIX UDD
OPEN DAY
15 DE NOVIEMBRE DE 2017
ESPACIO CO-WORK, PLAZA I

## TECNOLOGÍA + IMPACTO SOCIAL

TE INVITAMOS A CONOCER Y PROBAR NUESTRO EQUIPAMIENTO TECNOLÓGICO.

9:00 – 9:30 HRS: CAFÉ DE BIENVENIDA
9:30 – 12:00 HRS:
PRESENTACIÓN INSTITUTO DE INNOVACIÓN SOCIAL Y LASIN
PRESENTACIÓN AREA IX
DEMOSTRACIÓN Y PRUEBA DEL EQUIPAMIENTO

INFORMACIONES E INSCRIPCIONES:
INNOVACIONSOCIAL@UDD.CL
HTTP://IISOCIAL.UDD.CL

ORGANIZA: instituto de innovación social
FINANCIADO POR: LASIN Latin American Social Innovation Network — Co-funded by the Erasmus+ Programme of the European Union

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Universidad del Desarrollo
Dirección de Responsabilidad Pública

Universidad del Desarrollo
Facultad de Educación

## Concurso Ideas Innovadoras en Educación

**OBJETIVO:**
Implementar una solución innovadora a un problema identificado en la práctica

**DIRIGIDO A:**
Alumnas en práctica de Pedagogía en Educación Básica, de Pedagogía en Educación de Párvulos y del Programa de Formación Pedagógica

**FECHAS:**
- 10 octubre: taller y lanzamiento
- 11 al 26 octubre: postulaciones
- 27 octubre al 3 noviembre: evaluación
- 6 noviembre: entrega de resultados

**PREMIOS:**
1er lugar: $250.000
2do lugar: $170.000

LASIN Latin American Social Innovation Network
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Changemaker Campus Ashoka U

de la interdisciplina y colaboración. Los desafíos de Semana i se caracterizan por ser retadores, interactivos y vinculados con el entorno, se pueden realizar a lo largo de todo Chile, dentro o fuera de las sedes de la UDD.

El objetivo es que los alumnos participen, a tiempo completo y de forma interdisciplinaria, en actividades pensadas en la flexibilización de la forma de aprendizaje.

**Programa De Incubación UDD:** Programa que busca dar apoyo a alumnos que desean emprender o ya tienen un negocio en marcha, entregándole herramientas y apoyo para poder desarrollar y potenciar sus proyectos con apoyo UDD durante un semestre. Pueden postular todos aquellos equipos que tengan una idea de emprendimiento o un negocio en marcha.

**Curso De Innovación Social:** El Programa entrega distinciones fundamentales para que los alumnos fortalezcan sus habilidades en el ámbito de la innovación social, poniendo énfasis en: contribuir a una ampliación del entendimiento de la innovación social, entender e identificar las instancias claves del proceso innovador, desarrollar habilidades prácticas que faciliten el desempeño en el ámbito de la innovación social.

Este curso es fundamentalmente un espacio reflexivo y de descubrimiento conjunto alumno-profesor. Es un curso fundacional y de iniciación en el ámbito de la innovación social.

## Logros Y Reconocimientos:

### Programa Dlab Gana 1Er Lugar De La Categoría "Curriculum" Del Innovation Awards 2018 De AshokaU:

AshokaU, eligió al programa dLab de iCubo UDD como ganador de la categoría "curriculum" en su concurso de innovación social, 'Innovation Awards 2018', destacando al dLab por su desarrollo de soluciones reales en innovación social, las que ayudan a crear un impacto profundo en la sociedad, siendo la primera Universidad o emprendedor latinoamericano gana este premio.
La ceremonia de premiación se realizó el 6 de abril en Boston, Estados Unidos, durante la conferencia AshokaU Exchange.

### UDD Es Designada Como Changemaker Campus De AshokaU:

Debido a su rol como líder en innovación social y formación de agentes de cambio, la UDD se convirtió en la primera institución chilena en ser parte de la red mundial AshokaU. La UDD aportará su experiencia y compromiso con la Responsabilidad Pública y la Innovación Social tanto en Chile como en Sudamérica, experiencia que comienza desde su fundación hace 28 años.

La UDD se unirá a la red Changemaker Campus, una comunidad global y dinámica de estudiantes, administrativos, profesores y socios comunitarios que comparten inspiración, conexiones y un compromiso para ampliar el alcance e impacto de la innovación social y la generación de cambios en el mundo. El reconocimiento es el resultado de un riguroso proceso de selección.

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## Stakeholders Del SISU

Todos los Stakeholders se vinculan a la Universidad a través de actividades curriculares y extracurriculares.

**Balloon Latam:** empresa social para América Latina que potencia el micro desarrollo territorial, buscando fortalecer y poner en valor su patrimonio cultural, socio ambiental, humano y económico, mediante el desarrollo de programas de investigación, formación y articulación con las comunidades.

**Fundación Debra:** entidad sin fines de lucro que brinda apoyo, información y educación a todos los pacientes portadores de Epidermolisis Bulosa que habiten en Santiago de Chile o regiones (deben trasladarse a Santiago).

A través de la Fundación tendrán acceso a manejo de enfermería, controles médicos, atención dental, atención sicológica, rehabilitación y control de exámenes en forma periódica. El fin es que los pacientes aprendan a convivir con su enfermedad de la mejor manera posible y logren insertarse en la sociedad.

**Fundación Interpreta:** entrega herramientas gratuitas para informar al migrante y de forma paralela sensibilizan a la comunidad Chilena a través de talleres en escuelas y campañas masivas en medios de comunicación tradicionales y redes sociales.

**Hogar de Cristo:** fundación que enfoca su trabajo a lo largo de todo Chile en aquellos que se encuentran con mayor daño y vulnerabilidad y a quienes las políticas sociales no logran alcanzar, lo cual implica una atención de mayor complejidad.

**Lo Barnechea Emprende:** organización comunitaria sin fin de lucro. Sus objetivos son: Fomentar el emprendimiento en la comuna, Entregar herramientas que apoyen la creación y el crecimiento de los negocios, Financiar a emprendedores con potencial de crecimiento sostenible, Gestionar financiamiento, y alianzas públicas y privadas.

**Minicipalidad de Renca:** en esta comuna está ubicada la Clínica Jurídica UDD, en donde los alumnos atienden causas de distinta índole para brindar apoyo gratuito a la comunidad. Además, la UDD trabaja con el área de Innovación y el área de Desarrollo Económico Local.

**Volando en V:** organización que imparte programas de liderazgo en colegios con la finalidad de promover la convivencia positiva dentro del aula como herramienta para combatir el bullying.

# CENTRO DE INNOVACCIÓN SOCIAL (3IS) DE LA UTFSM

WALDO VALDERRAMA R., LAUTARO GUERRA G., WERNER KRISTJANPOLLER
R. JORGE CEA V., ANDREA CORVERA B.
VICERRECTORÍA DE INNOVACIÓN SOCIAL
UNIVERSIDAD TÉCNICA FEDERICO SANTA MARIA

This project has been funded with support from the European Commission.
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LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

UNIVERSIDAD TECNICA FEDERICO SANTA MARIA

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# CHILE

## UNIVERSIDAD TÉCNICA FEDERICO SANTA MARIA

VICERRECTORÍA DE INNOVACIÓN SOCIAL 3IS
INSTITUTO INTERNACIONALPARA LA INNOVACIÓN EMPRESARIAL

**Posición Institucional:** Vicerrectoría Académica, Dirección General de Investigación, Innovación y Postgrado, Instituto 3iE

**Presencia Física:** Casa Central (Valparaíso), Campus Vitacura y Campus San Joaquín (Santiago). Espacios abiertos a la comunidad IF Valparaíso 3iE (Valparaíso) e IF Caja Los Andes (Santiago).

El Proyecto LASIN llevó a la Universidad Tecnica Federico Santa María a crear el 3iS, la Oficina de Innovación Social al interior del Instituto Internacional para la Innovación Empresarial (3iE), que es la incubadora de emprendimientos de la Universidad. El 3iE tiene carácter institucional transversal dentro de la Universidad, con un presupuesto permanente todos los años y proyección cierta en el futuro. El 3iE depende de la Dirección General de Investigación, Innovación y Postgrado, la cual a su vez depende de la Vicerrectoría Académica.

Como parte del 3iE, el 3iS está presente tanto en los diversos campus de la Universidad: Casa Central (Valparaíso), Campus Vitacura (Santiago) y Campus San Joaquín (Santiago), como también en los espacios abiertos a la comunidad IF Valparaíso 3iE (Valparaiso) e IF Caja Los Andes (Santiago). Esto dota al 3iS de la posibilidad de uso de sala para charlas, espacios de co-work, laboratorios y salones de eventos.

El enfoque que se ha dado al desarrollo de la innovación social en nuestra universidad se centra principalmente en los problemas de sostenibilidad que afectan al conjunto de la sociedad. Se desvía así del concepto habitual de los problemas sociales como aquellos asociados a sectores vulnerables impedidos de valerse por sí mismos y que requieren por ello de ayuda solidaria.

Dado el carácter mayoritariamente científico-tecnológico de nuestra institución, el 3iS busca promover el bien común a través de intervenciones en las tecnologías que modelan el comportamiento social. Los proyectos que hemos impulsado hasta ahora se refieren a comunicaciones durante catástrofes, metodologías de aprendizaje de conductas sociales de bien común, limpieza costera y reciclado de desechos de la práctica acuícola, o el reciclado de envases de bebidas de plástico y carton/plástico tetrapak® como medio educativo en colegios y comunidades. Todos estos proyectos no hacen distingo de grupos sociales y se dirigen al conjunto de la sociedad.

El principal foco del 3iS en esta primera fase de su

desarrollo es educacional. Buscamos desarrollar el potencial que nuestra Universidad tiene para generar iniciativas de bien común, sostenibles en todo sentido, difundiendo nuestro enfoque a través de charlas, módulos en programas formativos y, a partir del 2º semestre de 2018, un curso electivo de plan, accesible a todos los estudiantes de la Universidad. Este último curso combina una formación conceptual con un taller de generación de proyectos de innovación social, con la expresa intención de que sean postulados a fondos de fomento o se desarrollen como emprendimientos sostenibles y vinculados con el medio.

A su vez, el 3IS ha aparecido en diversas publicaciones al interior de la Universidad, a nivel local y nacional, lo que le ha permitido darse a conocer en la comunidad universitaria, en la región y el país.

https://laquintaemprende.cl/2016/11/19/el-nuevo-3is-de-la-usm/

https://issuu.com/usmperiodico/docs/mirada_universitaria_n__2

https://laquintaemprende.cl/2017/05/11/diez-proyectos-ganan-concurso-de-innovacion-social-3ie-usm/

http://www.3ie.cl/iniciativas/concurso-innovacion-social-3is-usm/

http://www.3ie.cl/noticia/3is-lleva-cabo-workshop-innovacion-social-importantes-expositores-del-area/

Entre los medios que el 3iS ha implementado para realizar su labor se cuentan:

- Charlas sobre Innovación Social dentro de la Universidad
- Charlas sobre Innovación Social abiertas a la comunidad
- Studio metodología SIX
- Concursos de Financiamiento de Ideas
- Asesoramiento para postulación a fondos
- Mentoring de proyectos de Innovación Social

En estas actividades se ha llegado a diversos actores, lo que incluye:

- 220 estudiantes presentes en charlas sobre innovación social
- 40 reuniones de Mentoring con proyectos
- 20 proyectos de profesores y estudiantes apoyados en su formulación
- 90 asistentes a los Studios metodología SIX
- 4 miembros del equipo LASIN USM certificados internacionalmente como mentores.
- 90 participantes en un módulo de innovación social con formato de Studio del programa de formación de emprendedores de 3iE.
- 15-20 alumnos del prototipo del Curso de Innovación Social UTFSM en el 2º semestre de 2018, que proyectado en régimen atenderá 120 alumnos por semestre.
- 2 de nuestros profesores participando como docentes del Magister en Innovación Social a Distancia de la Universidad de Salamanca.

Las actividades realizadas enmarcadas en el proyecto LASIN han permitido tener relaciones con diferentes stakeholders a nivel regional, como:

- Universidad de Playa Ancha
- Pontificia Universidad Católica de Valparaíso
- Universidad de Viña del Mar
- Inacap
- La Quinta Emprende
- Corfo Regional
- ONG's: Phoenix Brik, ESC Working, Asociación Parque Quintil de Valparaíso

El 3iS ha apoyado especialmente 4 proyectos que comparten el enfoque de bien común transversal a la sociedad a través de innovaciones en tecnología dura y blanda:

## S!E

El terremoto de 2010 en Chile motivó a un grupo de estudiantes de la Universidad Técnica Federico Santa María a desarrollar una tecnología que permite restablecer la comunicación tanto desde las autoridades a la población como entre personas individuales combinando la radiotelefonía y los teléfonos celulares, sin necesidad de internet ni redes móviles. La radio es siempre el primer canal en restablecer su funcionalidad en los terremotos y es el que mayor cobertura geográfica ofrece. La aplicación celular extrae información agregada imperceptiblemente a la transmisión radial, llevando información oportuna y confiable a las familias por parte de las autoridades y permitiendo también el intercambio de mensajes.

SIE, Sistema de Información de Emergencia Móvil, desarrollado por EMERCOM es una innovación tecnológica que ha hecho que su principal creadora, la ingeniera Barbarita Lara, haya sido reconocida entre los innovadores menores de 35 años mundialmente destacados en 2017 por el MIT.

Página web: http://www.sieapp.cl/

https://www.technologyreview.es/listas/35-innovadores-con-menos-de-35/2017/inventores/barbarita-lara-chile

## Plastilinarte

Plastilinarte plantea una metodología propia basada en el Arte como Juego, transversal y aplicable a distintos ramos, que permite mejor comprensión de contenidos, motivación e interés; haciendo que niños y docentes puedan sacar mejor provecho de la experiencia educativa e influir positivamente en su entorno. Plastilinarte se inspira en un propósito de bien común de mejora de la experiencia y convivencia.

Página web: https://www.plastilinarte.org/

## Idigreen

La empresa se enfoca en procesos de reciclaje y educación. Uno de sus proyectos es transformar los desperdicios producidos por las boyas y otros dispositivos de flotación de poliestireno expandido, material utilizado en las actividades marítimas como acuicultura y captación de semillas de mitílidos. Buscando mitigar en forma sostenible parte del desastre ambiental provocado por este material, Idigreen ha desarrollado una innovación a través de un reactivo que al entrar en contacto con el poliestireno, reduce su volumen a un 3% del original. El producto líquido obtenido puede ser usado como recubrimiento incoloro de características hidrofóbicas y dieléctricas sobre la superficie donde se aplique. Junto al valor social de descontaminar que propone este proyecto, la recolección comunitaria del poliestireno provee un espacio de aprendizaje para reforzar la conciencia medioambiental de los trabajadores acuícolas y las comunidades costeras del sur de Chile.

Idigreen está ampliando sus actividades, emprendiendo el reciclado de envases plásticos de yoghurt para convertirlos también en un producto impermeabilizante. Su acción se ha enfocado en colegios, donde los niños aprenden que reciclar no es solo el acopio, sino también producir algo nuevo. Los niños hacen trabajos de protección de superficies usando el producto de su propio reciclado.

Página web: http://www.idigreen.cl

## Phoenix Brik

ONG Phoenix Brik ha desarrollado un modelo inclusivo de educación y reciclaje de envases de bebida de cartón/plástico, con una planta de producción que acoge formativamente a alumnos de un colegio de niños de características especiales y organizando actividades de acopio y compromiso con la sostenibilidad en más de 40 colegios de la zona de Valparaíso, atendiendo a cerca de 8000 alumnos.

Los envases de desecho son transformados en tableros prensados en caliente, que son luego utilizados como forro aislante en viviendas muy económicas y material de construcción para contenedores y muebles en general. Las campañas en los colegios acentúan que reciclar no es solo el acopio diferenciado, sino producir nuevos objetos de valor para satisfacer necesidades. Los tableros

vuelven al colegio como contenedores, mesas, libreros, y también ¡casa para el perro!

Actualmente la Universidad colabora con Phoenix Brik a través de 3iS y otras unidades en la mejora y certificación de sus productos y procesos, en la preparación de propuestas para diversas fuentes de financiamiento, y en la definición de modelos de negocio con el fin de alcanzar una operación estable y sustentable.

Página web: http://www.phoenixbrik.com/

Dentro de los logros que se han alcanzado desarrollando este proyecto se contabilizan:

- Incorporar la innovación social en el trabajo de la incubadora de empresas 3iE de la Universidad Técnica Federico Santa María, y a través del 3iE, llegar a una amplia red de emprendedores, mentores, inversionistas, estudiantes y académicos.
- Plantear una visión de los temas de innovación social que pone al centro el logro de formas de vida sostenibles en todo sentido, cambiando el énfasis tradicional en la inclusión de los sectores vulnerables. En esta mirada, el cambio tecnológico juega un rol fundamental.
- Incorporar un curso de formación teórica y práctica de Innovación Social, para todas las carreras de la Universidad, destinado a generar proyectos en la sociedad civil, que hagan realidad la visión que hemos elaborado.
- Crear un espacio en la Universidad para apoyar las iniciativas que surgen de la propia Universidad y de la comunidad, sometiéndolas a los procesos de incubación para hacerse sostenibles.

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OFICINA
INNOVACIÓN
Plastilinarte

CONTAMO
ESTRATÉ
PERMITEN
CON
S!E

# UNIDAD DE INNOVACIÓN DE LA UNIVERSIDAD DE ANTIOQUIA

LAURA SUESCÚN RAMÍREZ
UNIVERSIDAD DE ANTIOQUIA - UDEA

This project has been funded with support from the European Commission.
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LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

UNIVERSIDAD DE ANTIOQUIA

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#INNOVACIÓNUDEA
#SoyUdeA
#MeGustalaUdeA

# COLOMBIA

## UNIVERSIDAD DE ANTIOQUIA

UNIDAD DE INNOVACIÓN

## Presentación Del SISU

En la actualidad, la Universidad de Antioquia es beneficiaria junto con otras trece organizaciones de una subvención por parte de la Unión Europea para construir marcos conceptuales para la Innovación Social en América Latina. A través del Programa Erasmus +, se dio vida entre octubre el 2015 y hasta octubre de 2018 a LASIN - Latin American Social Innovation Network, un proyecto para el desarrollo de capacidades en las instituciones de educación superior.

LASIN es una red que trabaja para contribuir al desarrollo y la cohesión social en América Latina a través de la puesta en marcha de actividades curriculares y extracurriculares, la construcción de herramientas y material de aprendizaje; y la creación de unidades de apoyo a la innovación social, que fortalezcan el vínculo de las Universidades con su entorno social.

Para el caso de la Universidad de Antioquia, el proyecto LASIN se integró a la consolidación del Sistema Universitario de Innovación, que transformó el Programa de Gestión Tecnológica (antigua dependencia encargada de los temas de innovación) en una Unidad de Innovación con cuatro procesos misionales y dos de apoyo. Ellos son: Proceso de Transferencia de Conocimiento, Proceso de Emprendimiento (que lidera la incubadora de emprendimientos de la ciudad de Medellín, Parque E), Proceso de Innovación Social y Proceso de Fomento de la creatividad y la innovación, transversal a los demás. Los procesos de apoyo están relacionados con la gestión de oportunidades y el direccionamiento estratégico a través del liderazgo de la Estrategia Comité Universidad Empresa Estado.

La innovación social en la Universidad de Antioquia se definió como la capacidad institucional instalada para resolver problemas de la población aplicando conocimiento original o desarrollando componentes tecnológicos que contribuyan mejorar la calidad de vida de las poblaciones. Y en este propósito el SISU, o Coworking como se conoce en la Institución, se convirtió en la plataforma para fortalecer las relaciones de trabajo cooperado entre la Institución (y sus unidades académicas), la sociedad, el estado y la empresa.

El SISU promueve articulación de todas las áreas del conocimiento de la Universidad y los actores que participan en ella, desde los procesos de investigación, docencia y extensión; fomenta el trabajo cooperado y diálogo de saberes entre actores para responder a retos sociales; y se vale de metodologías participativas para

lograr la apropiación social, empoderamiento de las comunidades, la sostenibilidad y la replicabilidad de las soluciones.

El espacio se encuentra ubicado en el Edificio de Extensión de la Universidad de Antioquia, donde tiene asiento la Unidad de Innovación con todos sus procesos. Cuenta con zonas de reuniones para networking y trabajo en equipo, aulas creativas, zona de trabajo en equipos de cómputo, oficinas y espacios de descanso y esparcimiento. En el Coworking se invita al trabajo colaborativo y flexible con muebles móviles y dotación amigable para la creación. Con su ubicación estratégica en el Edificio de Extensión, se integra a los auditorios, zona de exposiciones y de encuentro que oferta el Edificio para la Comunidad Universitaria y el público general.

El SISU de la Universidad de Antioquia abrió sus puertas a la Comunidad Universitaria en mayo de 2017 y desde entonces ha realizado actividades para:

- Promover una cultura de la innovación social en los diferentes estamentos de la Universidad a través de actividades de fomento y procesos de creación o fortalecimiento de soluciones cooperadas. Algunas actividades: Campamento Emprendedor, Curso de Formación de Gestores, Talleres ODS y Diálogos de Innovación.

- Gestionar acciones de colaboraciones interna entre unidades académicas y administrativas y con cooperantes externos en pro de acercar a las potenciales innovaciones sociales recursos técnicos, humanos y económicos. Algunas actividades: Convocatoria Buppe de Innovación Social 2017 y 2018. Adherencia a la Red de Innovación Social desde la Educación Superior de Antioquia - RISES.

- Vincular el SISU a los procesos misionales de la Universidad de Antioquia. En este momento se encuentra articulado al proceso de Innovación Social de la Unidad de Innovación, cuenta con un equipo de trabajo y ha enfocado sus acciones en el marco de las directrices institucionales (Plan de Desarrollo Institucional 2017 – 2021).

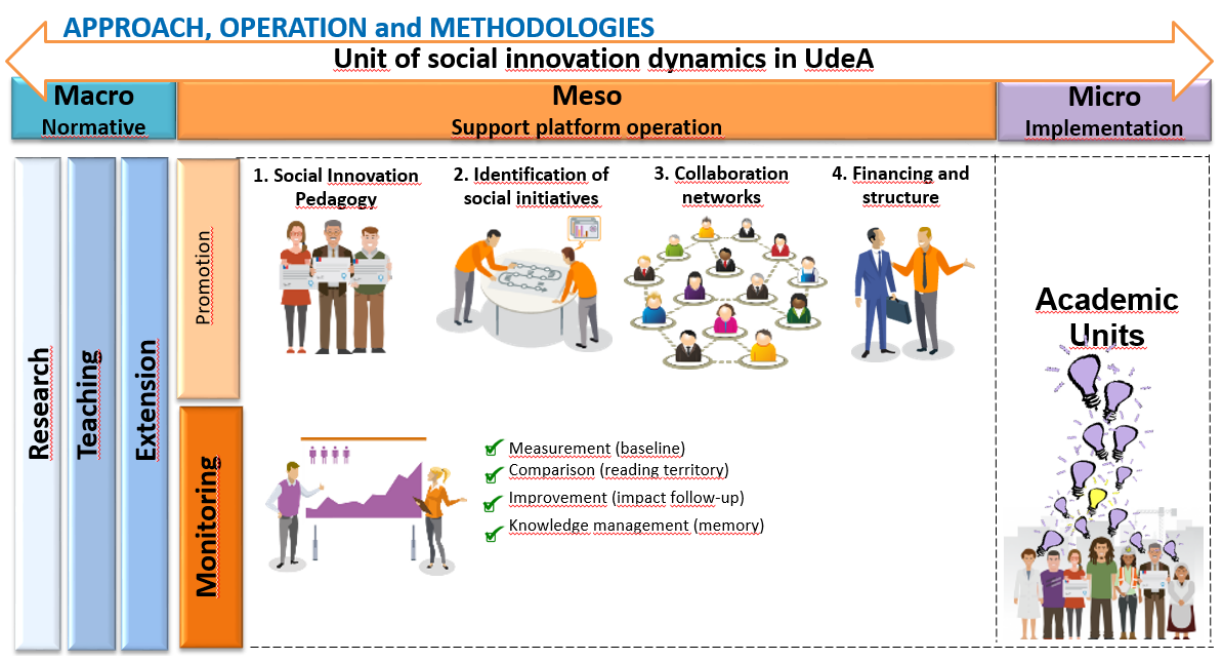
## Proceso De Innovación Social En La Universidad de Antioquia:

Gracias a lo construido en el Proyecto LASIN y los aportes de los investigadores y profesores de la Universidad de Antioquia quienes han participado en la consolidación de este proceso, se han definido los siguientes asuntos de trabajo en los cuales se debe concentrar el SISU:

**Pedagogía De La Innovación Social:** Desarrollo de actividades y herramientas curriculares y extracurriculares para promover la cultura de la la innovación social y generar espacios que incentiven procesos de ideación que propendan por el desarrollo de propuestas de cambio social a través del encuentro de diversos saberes.

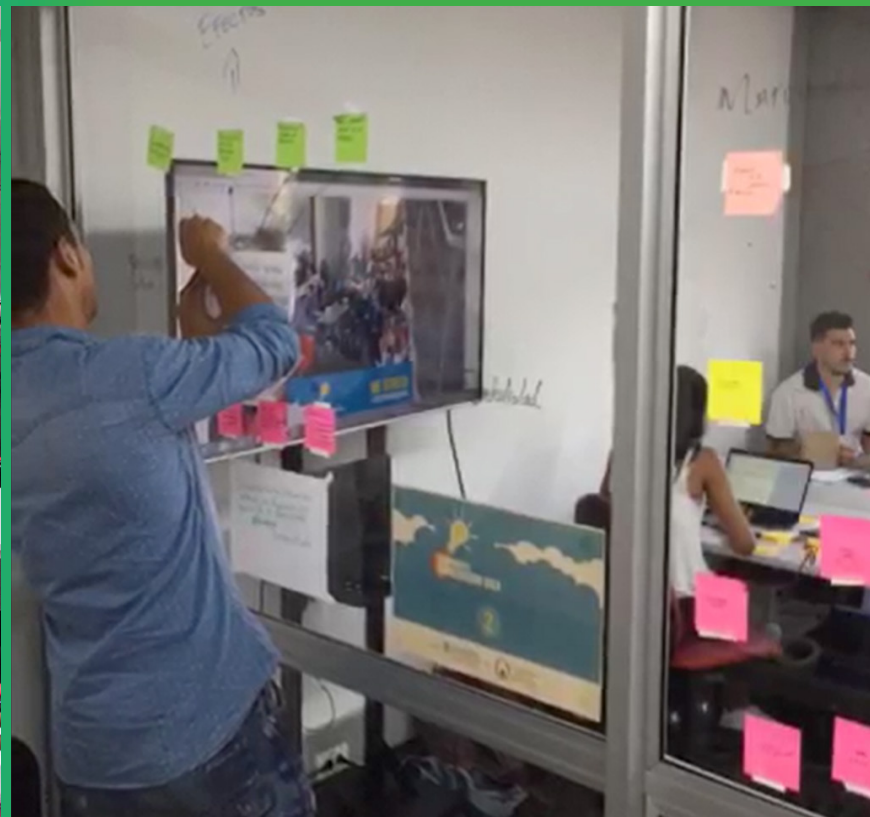
**Identificación Y Caracterización De Iniciativas Sociales:** Mapear las iniciativas generadas en la Universidad y con las comunidades que tienen potencial de convertirse en innovaciones sociales, son el fin de contribuir a su esalamiento, réplica y gestión de conocimiento.

**Gestión De Iniciativas De Innovación Social:** Acompañamiento y método para aquellas iniciativas que ya cuentan con un alto potencial de consoliarse como innovaciones sociales: puede ser desde la esturcturación de las iniciativas, la financiación, la artculación con externos, y la gestión de otros recursos para ellas.




Recuperado de: Documento de Trabajo. "Taller de Innovación" 2016. Robinsson Cardona Cano. del documento elaborado por Martínez, Vélez y Cardona (2016) y agradecimientos al profesor Jorge Robledo Velázquez.

PROCESO DE INNOVACIÓN SOCIAL
1
IDENTIFICAR PROBLEMAS
ENCONTRAR SOLUCIONES
BRINDAR HERRAMIENTAS
5
ESCUCHAR A LA COMUNIDAD
MULTIPLICAR APRENDIZAJES Y EMPODERAR
MONITOREAR SOLUCIONES
EJECUTAR SOLUCIONES Y BUSCAR MEJORAS



**Redes De Colaboración:** generación de redes de colaboración que puedan integrar las diferentes partes involucradas en la atención de las necesidades sociales. El proceso estará encargado de potenciar relaciones internas y externas para asegurar financiación de proyectos, el involucramiento de las instancias que deben estar presentes en el proceso y generar los espacios políticos y económicos para que las propuestas tengan un buen desarrollo para la generación de innovaciones sociales. Además de participar en la red latinoamericana de innovación social - LASIN -, la Universidad de Antioquia también hace parte de la red local de innovación social desde la educación superior - RISES.

**Monitoreo:** Es una línea de trabajo tanto para hacer lectura del territorio y para identificar el grado de desarrollo de la innovación social con el fin de identificar la apuesta que debe efectuar la Institución. Contempla mecanismos que deben observarse, vigilarse y ser objeto de seguimiento, con acciones de mediciónlínea base; comparación – lectura de territorios, mejora-seguimiento al impacto y gestión del conocimiento - memoria.

Algunos logros del Proceso de Innovación Social:

- Definición del proceso de Innovación Social, sus asuntos de trabajo y Plan de Acción 2018. Configuración del equipo de trabajo.
- Inicio de la Identificación de Activos de Conocimiento con potencial de innovación social; y la identificación de 10 iniciativas.
- Articulación con Redes de Innovación Social local e internacional: LASIN, RISES y Nodo de Innovación Social de Ruta N.
- Pasantía a Universidad de Alicante de 3 estudiantes de la UdeA, en el marco del Proyecto LASIN.
- Articulación Vicerrectoría de Extensión: Acompañamiento a proyectos para Convocatoria BUPPE de Innovación Social. (42 proyectos presentados y 30 que pasan a evaluación).
- Articulación con Vicerrectoría de Docencia: Formulación de Diplomado para Profesores en Innovación Social.
- Articulación con Proceso de Fomento: Participación en Campamento Emprendedor con Retos Sociales.
- Ejecución del Proyecto LASIN: Preparación de agenda para 2da conferencia latinoamericana de innovación social. Medellín – Bogotá. Septiembre de 2018, que se articulará al Simposio de IS de RISES.
- Proyectos externos formulados para contribuir a la sostenibilidad de la Unidad de Innovación.

Sin duda, el proceso se encuentra en construcción y consolidación, pero ya cuenta con el respaldo institucional de la Universidad y la acogida y reconocimiento de la comunidad universitaria.

Más información: www.udea.edu.co / innovacionsocial@udea.edu.co

# UNIDAD DE SOPORTE A LA INNOVACIÓN SOCIAL DEL AREANDINA - USIS

LINA MARÍA TÉLLEZ
FUNDACIÓN UNIVERSITARIA DEL ÁREA ANDINA

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LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK
AREANDINA Fundación Universitaria del Área Andina
MIEMBRO DE LA RED ILUMNO
UNIDAD DE SOPORTE A LA INNOVACIÓN SOCIAL
Co-funded by the Erasmus+ Programme of the European Union

# COLOMBIA

## FUNDACIÓN UNIVERSITARIA DEL ÁREA ANDINA

La USIS tiene una posición estratégica dentro de la alta dirección de Areandina; es parte de la Dirección Nacional de Responsabilidad Social, la cual además de coordinar su funcionamiento y rendir cuentas sobre la gestión, cuenta con un alcance relevante de implementación de proyectos sociales a nivel nacional, el relacionamiento externo y el prespuesto para ejecución autónoma.

## Descripción De Las Instalaciones Y Equipos De La USIS

La USIS cuenta con espacios de coworking y espacios de trabajo individual. La facilidad en la adaptación del espacio físico permite personalizar el escenario según las necesidades.

Al ingreso hay una zona de recibimiento de asistentes, con línea telefónica y escritorio (pensada para facilitar la confirmación de acceso). La siguiente zona es una sala loft, seguida por un espacio con sillas y mesas redondas y coloridas que pueden unirse o separarse según la cantidad de personas que se encuentren en el lugar. Frente a ello se cuenta con una pantalla interactiva para presentaciones.
El siguiente ambiente cuenta con una mesa interactiva, la cual consta de una pantalla dispuesta horizontalmente para que los asistentes puedan compartir contenido multimedia con tan solo tocarla con sus manos.

La USIS cuenta con un salón apartado, dotado con equipos iMac y una impresora 3D en el cual se pueden realizar pilotos y prototipos, así como edición de video y fotografía.

## Servicios Y Actividades

USIS es para público interno y externo, que tenga interés en Innovación Social, alrededor de:

- Generar nuevas ideas sociales o proyectos.
- Aceleración de proyectos.
- Encontrar herramientas innovadoras.
- Clases de Innovación o relacionadas con Innovación Social.
- Interactuar con otros Grupos de Interés sobre Innovación Social.
- Reuniones relacionadas con Innovación Social.

## Usuarios De La USIS

En 2017, la USIS reunión 1500 usuarios y 234 horas de trabajo. En lo que va de 2018, 1330 usuarios y 228

horas, entre estudiantes, docentes, miembros de la comunidad y aliados. Entre 2017 y 2018, 1538 usuarios han sido estudiantes y 87 docentes.

## Proyectos De La USIS

### Talleres De Capacitación Gastronomía De Tumaco

Abriendo escenarios que no se habían explorado en Areandina, dentro de un marco de corresponsabilidad la comunidad con al que trabajamos el proyecto, capacita a estudiantes y docentes Areandinos en diferentes aspectos de la cocina del pacífico.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 57 | 2 | 6 |

### Capacitación Patchwork

Con base en las identificaciones conjuntas se capacita a las líderes de la comunidad en una técnica de costura que puede ser replicada por ellas a las demás mujeres con el fin de iniciar un proceso de emprendimiento sostenible, ya que se trabaja con retazos de tela desechados.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 5 | 1 | 9 |

### Transferencia De Conocimiento En Moldes Y Manuales Para Replica De La Comunidad

Como cierre del ciclo de capacitaciones se hace una última capacitación donde se entrega material a cada participante que sonta de moldes e instructivos para garantizar que se cuenten con herramientas en la comunidad para la replicación y por ende sostenibilidad del proyecto.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 3 | 1 | 3 |

### Feria Del Emprendimiento

Con el fin de relacionar al sector externo a nuestros proveedores y a las diversas iniciativas de emprendimiento que tenemos en la institución, se invitó a la comunidad a que pudieran exhibir sus productos y general capital social que les permitiera anexarse a redes de comercialización de los productos.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 100 | 1 | 6 |

### Donación Biblioteca

La articulación de los estudiantes del programa de Mercadeo permitió identificar la necesidad de equipar a la comunidad con material bibliográfico pertinente que permitiera desarrollar capacidades de apoyo a la lectura y generara un espacio donde se pudieran realizar capacitaciones y acompañamientos a los procesos de la comunidad.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 35 | 2 | 200 |

TRANSFORMACIÓN
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INTERDISCIPLINARIEDAD
INCLUSIÓN
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BUSCAMOS
OPORTUNIDADES
ESANDINA
S UN ESPACIO DE

### Formulación Proyecto De Cooperación

Como apoyo para que las ideas del emprendimiento no se queden en el papel se apoyó la formulación de un proyecto que permitiera a la comunidad aplicar a convocatorias de financiación con organismos nacionales y cooperantes internacionales.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 2 | 2 | 26 |

### AREAINNOVA 2030

Fortalecemos y fomentamos la generación de iniciativas de innovación social que propenden por el cumplimiento de la agenda 2030 y se articulen por cumplir las metas de los ODS mediante el apoyo a ideas de estudiantes que cumplen este objetivo, para esto nos articulamos con el Impact Hub con el fin de fortalecer los procesos interdisciplinarios que generar escenarios de intercambio de conocimiento y de redes en torno a la innovación social.

| ESTUDIANTES | DOCENTES | COMUNIDAD |
|---|---|---|
| 23 | 2 | 0 |

## Productos Académicos

### Talleres De Innovación Social

*Docente:* Gladis Edith Villalobos
*Horas asignadas:* 6 horas para 2017-2
*Objetivo:* Fortalecer las capacidades de los estudiantes de Areandina en esta temática
*Productos:* 4 talleres realizados por la docente de Salud para 30 estudiantes

### Talleres Los ODS En La Innovación Social

*Docente:* Gladis Edith Villalobos
*Horas asignadas:* 6 horas para 2017-2
*Objetivo:* Fomentar el conocimiento de los ODS en la comunidad universitaria
*Productos:* 1 taller realizado para 35 estudiantes en el marco del día de la Responsabilidad Social.

### Construcción De MOOC En Innovación Social

*Docente:* Gladis Edith Villalobos
*Horas asignadas:* 6 horas para 2017-2
Objetivo: Contar con procesos de formación que ayuden a masificar los conceptos de innovación social y fortalecer las capacidades
Productos propuesta de 3 unidades de MOOC con los temas de: 1. Introducción y conceptos generales 2. Proyectos de innovación social y 3. Emprendimiento social.

### Acompañamiento AREAINNOVA2030

*Docente:* Gladis Edith Villalobos
*Horas asignadas:* 5 horas 2018-1
*Objetivo:* Fortalecer la capacidad de gestión de los estudiantes y apoyar las iniciativas innovadoras y con mayor proyección social.
*Productos:* Acompañamiento a 12 ideas innovadoras seleccionadas para realizar el acompañamiento con 4 (hasta ahora faltan dos por realizar).

### Construcción De Los Talleres De Innovación Social

*Docente:* Edwin Camilo Saavedra Espitia
*Horas asignadas:* 10 horas para 2017-1
*Docente:* Yully Marcela García Camos
*Horas asignadas:* 8 horas para 2017-1
*Objetivo:* Construir los talleres de innovación social para los estudiantes y el desarrollo de las actividades en el marco de LASIN

## Productos: Talleres Construidos.

### Desarrollo de los Talleres de innovación social

*Docente:* Edwin Camilo Saavedra Espitia
*Horas asignadas:* 7 horas para 2017-2
*Objetivo:* Generar capacidad en los estudiantes de Areandina para generar innovaciones Sociales.
*Productos:* 4 talleres desarrollados con un grupo de 35 estudiantes durante el semestre.

*Docente:* Carlos Zamudio

*Horas asignadas:* 6 horas 2018-1

*Objetivo:* Apoyar en la construcción de la maestría en Innovación Social.

*Productos:* documento coneExplicación de seis (6) metodologías, distribución de cada metodología según el syllabus, recursos académicos tanto artículos como libros para los 9 syllabus.

## Redes Y Actores Relevantes De La USIS

- HUB: programa
- Polymath Ventures
- Networking LASIN
- ORSU
- Pacto Global - Mesa de Derechos Humanos
- Consejo Distrital de Voluntariado

AQUÍ
PUEDES
INNOVAR
AREANDINA
ILUMNO
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Co-funded by the
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# CENTRO DE INNOVACIÓN SOCIAL USMA (CIS-USMA)

AIXA QUIRÓS - JUSTINIANO MONTENEGRO
UNIVERSIDAD CATÓLICA SANTA MARÍA LA ANTIGUA - USMA

This project has been funded with support from the European Commission.
This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

USMA

Co-funded by the Erasmus+ Programme of the European Union

# PANAMA

## CENTRO DE INNOVACIÓN SOCIAL USMA

El CENTRO DE INNOVACIÓN SOCIAL USMA (CIS-USMA) se encuentra ubicado institucionalmente bajo la Vicerrectoría Académica/Vicerrectoría de Investigación y Extensión

**CIS USMA Cuenta Con Los Siguientes Espacios Físicos En 140 m2:**

A. Sala de reuniones con capacidad para seis personas con medios audiovisuales para presentaciones, discusiones grupales, asesoría, capacitación personalizada o para grupos pequeños.

B. Dos oficinas administrativas para los Coordinadores del Servicio Social Universitario (SSU) y del Centro de Apoyo de Emprendedores y Desarrollo Empresarial (CAEDE).

C. Un salón para presentaciones y reuniones llamada Sala de la Creatividad con medios tecnológicos audiovisuales.

D. Un espacio abierto para trabajos individuales y co-working con dos mesas con capacidad para 6 personas cada una. A su vez puede convertirse en una sola mesa de trabajo.

E. Espacio para descanso y de uso para reuniones.

F. Estaciones de trabajo tanto administrativas como para uso de usuarios.

G. El centro cuenta con tecnología como computadoras de escritorio, labtops disponibles para los estudiantes, docentes, organizaciones y demás entes usuarias del centro, televisores conexión a INTERNET para presentaciones y para videoconferencias, cámaras fotográficas.

H. Como complemento del centro, está por diseñarse, con fondos de LASIN y de PROYECTO IRUDESCA (Proyecto de Integración Regional Universidad y Desarrollo Sostenible en Centroamérica – Proyecto ERASMUS+) un Laboratorio de Innovación Social que contará con labtops, tablero digital, computadoras y software especializado.

I. El centro cumple con las condiciones para el ingreso de personas con discapacidad (sillas de ruedas y otros).

J. Área pequeña para uso de cafeteras y demás utensilios.

## Servicios Y Actividades Del SISU:

CIS USMA realiza múltiples actividades como reuniones de sensibilización, talleres para estudiantes, docentes y administrativos, conversatorios con organizaciones, capacitación a los socios (stakeholders) y encuentros para el fortalecimiento de la RED DE INNOVACIÓN USMA, asesorías a fundaciones y organizaciones externas, organización de conferencias abiertas para todo público relacionadas con la innovación social, encuentros presenciales o por videoconferencias con las cinco sedes universitarias de la USMA, monitoreo de avance de los

proyectos USMA de innovación social así como apoyo a través del Servicio Social Universitario, de los proyectos que realizan los estudiantes en las organizaciones y comunidades, apoyo a programas de capacitación organizados por socios como facilitadores, diseñadores curriculares, jurados de concursos de ideas de proyectos de IS, apoyo a proyectos juveniles de IS de estudiantes, participación activa en redes externas como la RED DE GESTORES DE INNOVACIÓN SOCIAL (RENGIS) a nivel nacional, apoyo en la organización de encuentros de Jóvenes por la Innovación Social.

## Usuarios Del SISU: Stakeholders:

| USUARIOS | NÚMERO |
|---|---|
| Estudiantes | 200+ |
| Académicos | 25 |
| Staff | 20 |
| Individuos | 25 |
| Comunidades Locales | 18 |
| Fundaciones | 20+ |
| ONGs | 15 |
| Instituciones Gubernamentales | 10 |

### AIESEC

Programa Internacional de intercambio cultural. Países: Colombia, México, Perú, Guatemala, Argentina.

### Alcadía De Panamá-Oficina De Cultura

Se desarrolla en las 24 Bibliotecas Públicas del Distrito de Panamá. El proyecto se denomina BIBLIONET. Cursos de office básico en las BIBLIONETS. Reforzamiento escolar (matemáticas y español). Cursos de pintura. Cursos de inglés básico. Talleres de Arte, Danza, Música. Levantamiento social de casas y fincas afectadas por la extracción de minerales en el Río Pacora.

### Centro De La Mujer Panameña

El Centro de la Mujer Panameña, acoge dentro de sí al Centro de Alcance Victoriano Lorenzo, aquí se le brinda un espacio de capacitación para alrededor de 100 niños en las áreas de informática, inglés, tutorías, talleres.

### Centro Juvenil Y Biblioteca Las Mañanitas

Dirigido por las egresadas de las Esclavas, El Centro brinda apoyo a la población Infantil y Juvenil de Mañanitas. Recibe a un promedio de 90 a 100 niños y jóvenes, diariamente, donde se les da acompañamiento académico, deportivo y cultural.

### Colegio Nacional De Abogados De San Miguelito

Centro de Orientación Legal gratuita ubicado en San Miguelito. Talleres sobre Sistema Penal Acusatorio. Talleres sobre Prevención de la Violencia

### Cruz Roja Panameña

Apoyo y orientación a migrantes en las áreas del Derecho. Colaboración en el Albergue para Ancianos ubicado en Calidonia. Capacitación y apoyo en el Hogar para niños ubicado en Villa Guadalupe del San Miguelito. Orientación Legal y Desarrollo Comunitario en la Sede de Chorrera.

### Centro De Alcance Por Mi Barrio San Pancracio-Cristo Redentor

Los Centros de Alcance se manejan bajo 5 ejes temáticos: Uso Creativo del Tiempo Libre, Desafío Soñar Mi Vida, Reforzamiento Escolar, Voluntariado.

### Ctac – Arquitectura Descalza

La construcción expansión y adecuación de la capilla en la comunidad de Las Lajas de Capira. Desarrollo educativo y alfabetización en la comunidad. Tutorías para la ayuda con los trabajos escolares de los niños y jóvenes Instalación de Paneles Solares en la capilla, en el área de recreación de la escuela.

### Comision De Justicia Y Paz

### Comision 20 De Diciembre

Apoyo en los procesos de investigación, para identificar expedientes relacionados a la invasión a Panamá del 20 de diciembre de 1989.

### COEFAM - Centro De Orientación Y Educación Familiar

Proyecto Educativo para 50 niños de 7 a 14 años que consiste en (9) nueve sesiones, donde podrán compartir, recrearse sanamente y socializar. Se divide en dos niveles de 7 a 10 años y de 11 a 14 años, se beneficiará a los niños de Los Libertadores de Betania y sus alrededores.

### Fundación Amigos Del Niño Con Leucemia Y Cancer - FANLYC

Existen tres proyectos donde podrás desarrollar tu Servicio Social los cuales son: Grupo Junior: puedes hacer parte de este quipo que apoya directamente

a los niños que se encuentran en el Hospital de Niños. Talleres: Acciones que desarrollaras en la Villa Fanlyc con los niños, aportando en los procesos de aprendizaje de los niños. Visita a los hogares y Actividades de Fanlyc. Se realizan visitas a los niños en sus hogares, con el equipo de Psicólogos para llevarles kit de apoyo para los niños. Apoyo a los niños durante las actividades como: Fest4You, Relevo por la Vida.

### Fundación Espacio Creativo

Desarrollo integral por medio de la Danza. Proyecto denominado ENLACE, desarrollado con 25 niños y jóvenes del Casco Antiguo: San Felipe, Chorrillo, Barraza, Sta. Ana, Calidonia. A los niños se les da acompañamiento Académico por medio de Tutorías, Cursos de Nivelación en Matemáticas, Ingles.

### Fundación Calicanto

Tutores en el programa CAPTA. Es un programa de capacitación y superación personal para mujeres de áreas marginadas que viven en riesgo social. El programa consiste en un proceso fundamental de siete semanas que proporciona habilidades para la vida con una serie de talleres de inteligencia emocional, comunicación, autoestima, salud, resolución de conflictos y finanzas personales. Dentro del Proyecto los estudiantes participan en tres procesos: Divulgación y visita a la comunidad. Charlas de motivación. Apoyo en las lecciones durante los talleres

### Fundación Caminos De Luz

El proyecto luz de esperanza tiene como objetivo principal disminuir la deserción escolar en comunidades de difícil acceso a través de la instalación de kits de esperanza (sistema de panel solar) en hogares de familias, en la comunidad de Santa Rosa de Capira. En la Actualidad también se están instalando pequeñas plantas para bombeo de agua.

### Fundación Olga Sinclair

Educación integral por medio del Arte. Asistentes en los talleres de arte y tutores para las actividades de reforzamiento escolar.

### FUNDAMORGAN

Promoción de los Derechos Humanos y Construcción de una ciudadanía responsable. Éste proyecto está dirigido a jóvenes entre 15 y 25 años. Se desarrolla por medio de 5 módulos, en los cuales se abordan los siguientes temas: Autoconocimiento, Autoestima, Autocuidado, Proyecto de Vida y Derechos Humanos.

### Fundación De Asistencia Social Judio Panameña Jupa

Aprende Divirtiéndote: Es un programa diseñado para promover, a través de la lectura y el arte, la práctica de valores y habilidades para la vida. Está dividido en tres módulos que se desarrollan durante cada trimestre del calendario escolar. Cada módulo consiste en tres talleres semanales de dos horas de duración.

### Fundación Laboral FL-JADIS

Espacio donde se proporciona capacitación para el trabajo y la vida, a jóvenes y adultos con discapacidad. Cuenta con un Laboratorio de capacitación para tecnología asistida.

### Fundacion Servir

Desarrollamos programas de recuperación para las personas que han caído en Inadaptación Social

SERVICIO
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e Infracciones a fin de devolverles la confianza y capacidades para que se incorporen a la sociedad como personas con valores y productividades. El campamento está ubicado en las Cumbres.

**Fundación Gema Excelencia Panamá**
El proyecto consiste en la elaboración de diversos talleres de desarrollo personal, etiqueta, liderazgo, manejo de si, protocolo, protección ambiental, trabajo en equipo. Los talleres serán dictados en el Instituto Nacional y la Escuela Justo Arosemena.

**Fundación Unidos Por La Niñez**
Charlas Fugaces: Éste programa tiene como eje principal la prevención y la promoción de la salud física y emocional de la familia. Consiste en hacer de las salas de espera de los Centros de Salud y lo Hospitales un espacio vivo de aprendizaje, concienciación y reflexión en temas relacionados con el bienestar y fortalecimiento familiar.

**Instituto Panameño De Educación Por Radio Iper Panamá**
Educación a Distancia para jóvenes y Adultos. Proyectos: Comunicación Social: edición y registro de las lecciones. Otras Carreras: Facilitadores o Tutores del Programa Maestro en Casa.

**Junior Achievement Panamá**
Talleres para el desarrollo del espíritu emprendedor y liderazgo en niños, jóvenes y mujeres. Talleres que se desarrollan: "Jóvenes Emprendedores", "La Importancia de Permanecer en el Colegio", "Mujeres emprendedoras".

**Mi Voz Para Tus Ojos**
El Proyecto buscar desarrollar Audiolibros, con las Privadas de Libertad, del Centro de Rehabilitación Femenina. Se les brinda capacitación en áreas tales como: Desarrollo Personal, Expresión Oral, Locución, Diseño Gráfico, Idiomas, Administración y Emprendimiento.

*Proyecto Lengua Madre:* es la implementación del Plan de Desarrollo Integral para la grabación de Audiolibros que provee la Fundación MVO, a adultos, jóvenes y niños Günas, ubicados en la comunidad de Koskuna, Veracruz, cuyo producto será Audiolibros en Güna y en español., destinados a unas 74.000 personas con discapacidad visual, intelectual o motora y adultos mayores en todo el país y que serán distribuidos por la SENADIS.

**Organización De Madres Maestras**
Talleres de Capacitación en temas como: Contabilidad Básica, Administración, inglés.

**Parroquía Nuestra Señora De Fátima**
Para participar debes acercarte para coordinar, los días: MIÉRCOLES DE 11:00 a.m. a 1:00 p.m. Actividades dentro de la organización:
Cursos de informática y talleres creativos en el Club House, Tutorías, Durante las tardes. • Apoyo en el hogar de ancianos San Pedro Nolasco

**Techo - Panamá**
El proyecto consiste en la Construcción de Casas de Emergencia que permite un acercamiento con la comunidad para desarrollarlas y empoderarlas. Consta de tres fases iniciales: Encuestas a Familias de La Comunidad, Descarga de Materiales y Construcción de casas de Emergencia.

**YMCA**

**Consejo De Rectores De Panamá** (16 comisiones)

**Red Nacional De Gestores De Innovación Social** (RENGIS)

**Jóvenes Unidos Por El Diálogo**

**Instituto Republicano Internacional**

**Ministerio De Desarrollo Social**

**Autoridad De Micro Y Pequeña Empresa** (AMPYME)

## Proyectos Que Apoya El SISU:

| NOMBRE | TIPO |
|---|---|
| Salvaguarda del Patrimonio | Estudiantil |
| Jóvenes Unidos por el Diálogo | Estudiantil |
| PRENDE – CLUB DE EMPRENDEDORES | Estudiantil |
| Fundación Laboral para Jóvenes y Adultos con Discapacidades | Fundación Padres de Familia e Hijos |
| Mi Voz para tus Ojos | Fundación |
| Caminos de Luz | Fundación |
| Centro Tecnológico y de Apoyo Comunitario - CETAC | Universitario |
| TECHO | Internacional |
| Fundación GEMA – Excelencia Panamá | Individuo |
| Granja Escuela Casisiaco Haren Alde | Universitario |
| Bibliotecas Municipales | Alcaldía |
| Madres Maestras | Fundación |
| FUNDACIÓN LABORAL FL-JADIS | Fundación |
| FUNDACIÓN IRI – Formación de Jóvenes en Riesgo Social | Internacional |
| Diplomado Liderazgo para la Transformación – Diseño de módulo de Innovación Social | Internacional |

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## Actividades, Logros:

1. Creación de LOGO del CIS USMA

2. Sensibilización y Capacitaciones:
- Equipo LASIN
- Comunidad Universitaria
- Videoconferencias a las Sedes Universitarias y futuros Centros de Innovación Social Extensión

3. Colaboración con los stakeholders, co-creación:
- Creación de la RED CIS USMA.
- Conferencias Internacionales AFIDE y LASIN

4. Monitoreo de dos (2) casos asignados a la USMA

5. Organización de conferencia internacional SOSTENIBILIDAD: Estrategia para la Formación de Personas Integras e Integrales

6. Primera Reunión de la Red IS USMA

7. Escogencia de estudiantes que viajarán a Europa: orientación y seguimiento a sus proyectos

8. Sensibilización y orientación a estudiantes, administrativos, profesores y aliados externos

9. Videoconferencias con sedes universitarias y coordinadores de PROYECTO LASIN

10. Planeación y participación de la Evaluación del CIS USMA (en proceso)

11. Puesta en funcionamiento del CIS USMA

12. Conversatorios continuos con la comunidad universitaria y aliados externos

13. Participación en la organización de la PRIMERA CONFERENCIA INTERNAL DE LA RED LASIN

14. Presentación de proyectos durante la conferencia internacional

15. Organización de réplicas de los Studios SIX

16. Evaluación de los SISUs de los cuatro (4) países

17. Creación de videos de casos y del Centro de Innovación Social USMA.

18. Múltiples reuniones y actividades en conjunto con RENGIS, organizaciones y fundaciones aliadas, investigadores

# INNOVATION HUB

CAROLINA TATARIS
UNIVERSIDAD DEL ISTMO

This project has been funded with support from the European Commission.
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LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Del Istmo

INNOVATION HUB

Co-funded by the Erasmus+ Programme of the European Union

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# PANAMA

## INNOVATION HUB - UNIVERSIDAD DEL ISTMO

## Mission And Vision

The Innovation Hub is a space for supporting, developing and strengthening initiatives generated by students and professors in the University, but also by entrepreneurs, enterprises, and investors related with social innovation and with projects that aim to have a positive impact and a societal transformation.

As such, the Innovation HUB vision is to become the first center to effectively promote and support social innovation in Panama, as part of an international network (LASIN) through projects and initiatives that ultimately create a new country culture.

## Services

The Innovation HUB offers services to all students, professors and external entrepreneurial mentors that are formally involved in a social innovation project. The services offered are:

- Space for meetings of the project team, with only internal or external participants and/or mentors.
- Technology equipment to be used by anyone as part of the activities executed within the project.
- Connection and networking of the students' teams with external mentors that can support them in specific phases of their project
- Workshops, informative sessions, inspirational talks and other events organized by the centre and offered to members only or the wide academic community, depending on the topic
- Incubation services, organized in seasons, that through specific programs support the transformation of an idea into an entrepreneurial project.

## Opportunities And Challenges

The biggest opportunity we identify in the mission of the Innovation Hub, is be one of the first centers to bring social innovation and its practices in Panama. Although social service and volunteering have been practiced in Panama since many years and in many different contexts, social innovation is a new topic, that up now is still often confused with social service. The Innovation HUB wants to demonstrate that social innovation can be sustainable and continuous, and can evolve into a social entrepreneurship that generates income along with change. With the background of the Lasin project and the support of the Lasin network, the Innovation HUB has the tools to bring forth this opportunity for the

entire academic community. The Innovation HUB is the mean that connects the academic community with the national social entrepreneurial and social innovation ecosystem. As an example, through the Innovation HUB and its activities, our University is part of RENGIS (Red Nacional Gestores Innovación Social). At the same time, it always is a challenge to incorporate new ways of thinking and operating, because they can be disruptive to the old ways of thinking or doing. Social innovation is a process that acts and generates impact in time, the more it becomes accepted and implemented by its users. In terms of the academic community, we use informative sessions, workshops and activities inside specific classes to bring the social innovation methodology to the students and to professors.

## Perspective

Considering the above opportunities and challenges, we are particularly ambitious the future of the Innovation HUB. We expect that with time and through the informative actions of the centre, more interest is generated in the academic community to create social innovation projects. So far we have cases of projects that were born in the Innovation Hub and projects that existed in other spaces and were brought to the Innovation Hub. We believe that social innovation is a topic of particular interest, that besides developing personalities, can also generate more socially conscious careers through social entrepreneurships.

## Informe Consolidado De Actividades Realizadas

**2017-2018**

### Social Shot "De Las Palabras A La Acción"

**25 -May-2017**

Actividad realizada junto a los aliados del Hub "Social Shot", en el marco de la apertura del

Centro de Innovación Social (SISU), donde se tuvo la oportunidad de recibir y compartir con los referentes de proyectos de emprendimientos sociales en Panamá.

### Taller Emprendimiento E Innovación Social
**3-Ago- 2017**

El 3 de agosto se llevó a cabo el taller de introducción al concepto de emprendimiento e innovación social brindado por el profesor Daniel Aldana Miranda, de la Fundación Universitaria del Areandina de Colombia. El mismo estuvo ofrecido a estudiantes de administración de empresas e ingeniería industrial.

### "El Viaje" Conferencia De Emprendimiento E Innovación Social
**6-Sept-2017**

El martes 6 de septiembre, se llevó a cabo la conferencia. En esta oportunidad contamos con la presencia de Jean Clauteaux quien, luego de 21 años como alto ejecutivo de L'Oreal, hoy se desenvuelve como emprendedor social. El evento fue coordinado y llevado a cabo desde el "Innovation HUB" de la Universidad.

### TAller De Innovación Social - Replica Six
**26-Oct-2017**

El 26 de octubre se desarrolló el primero de una serie de talleres de diseño de proyectos de innovación social. Esta serie de talleres replicó el formato de taller impartido por SIX y adaptado a las necesidades locales.

En esta primera edición se tocaron temáticas genéricas de innovación social, se presentaron las etapas de desarrollo de un proyecto y se trabajó con los estudiantes en el ejercicio de detección de problemas.

### Taller De Innovación Social- Replica SIX
**30-Nov-2017**

El 30 de noviembre se llevó a cabo el segundo taller de diseño de proyectos de innovación social como réplica de los talleres SIX.

En esta segunda edición se trataron los temas de prioridad de la innovación social a nivel nacional, trayendo como invitada externa a la Coordinadora de Innovación Social de la Secretaría Nacional de Ciencia y Tecnología (SENACYT). Se puso particular énfasis en el apoyo que agencias del Estado otorgan en iniciativas de innovación social.

### Encuentro De Innovadores Sociales-Replica Six
**16-Dic-2017**

Se creó un espacio de encuentro para alumnos motivados por el emprendimiento social. Este espacio tuvo como objetivo sensibilizar a los jóvenes en la temática, pero también presentarles la convocatoria de proyectos que saldría en el 2018.

### Taller De Descubrimiento - Replica Six
**20-Ene-2018**

En el marco del inicio de la Opción de Grado de Emprendimiento, se llevó a cabo el taller de descubrimiento donde llevamos a los alumnos a un proceso de creación de emprendimiento social.

¡ENCUENTRO DE
INNOVADORES SOCIALES!
Lugar: Sede principal
(Innovation Hub)
Día y Hora:
16 de Diciembre de 9:00 a.m. a 1:00 p.m.
Del Istmo
MIEMBRO DE LA RED
ILUMNO
INNOVATION
HUB
Lasin

### Taller Innovación Para El Cambio – Sede Panamá
**21-Feb-2018**

El 21 de febrero se desarrolló el primer encuentro con docentes, en Panamá, en el marco de una serie de encuentros denominados *"Innovación para el Cambio"*. En este encuentro se presentó la posibilidad de participar en proyectos de innovación social y de ser embajadores de la innovación en la universidad, como así también sumarse a la red de mentores del Hub.

### Taller Innovación Para El Cambio – Sede Santiago
**22-Feb-2018**

El 22 de febrero se llevó a cabo el segundo encuentro con docentes, en este caso en la ciudad de Santiago, como parte de los encuentros denominados *"Innovación para el Cambio"*. En este encuentro se presentó, al igual que en Panamá, la posibilidad de participar en proyectos de innovación social y de ser embajadores de la innovación en la universidad, como así también sumarse a la red de mentores del Hub.

### Taller Innovación Para El Cambio – Sede David
**26-Feb-2018**

El 26 de febrero se llevó a cabo el tercer encuentro con docentes, en este caso en la ciudad de David, como parte de los encuentros denominados *"Innovación para el Cambio"*. En este encuentro se presentó, al igual que en Panamá y Santiago, la posibilidad de participar en proyectos de innovación social y de ser embajadores de la innovación en la universidad, como así también sumarse a la red de mentores del Hub.

### Taller Replica Six– Sede David
**27-Feb-2018**

El 27 de febrero 2018, se desarrolló un encuentro en la ciudad de David donde llevamos a cabo el taller de diseño de proyectos de innovación social, replicando los conceptos del taller impartido por SIX y adaptado a las necesidades locales.

En esta edición se tocaron temáticas genéricas de innovación social, se presentaron las etapas de desarrollo de un proyecto y se trabajó con los estudiantes en el ejercicio de detección de problemas.

# PART 5
# REPORT OF THE STUDIOS

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

# SOCIAL INNOVATION EXCHANGE STUDIOS REPORT

TRICIA HACKETT

LASIN SOCIAL INNOVATION STUDIO DELIVERED BY SIX

June, 2017

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

six

Co-funded by the Erasmus+ Programme of the European Union

## Overview Of Lasin Programme And SIX

LASIN strives to achieve a new model for University-Socioeconomic engagement, based on a combination of curricular and extra-curricular activities, learning tools and materials, practical training, mentoring, and the development of specific support units that are dedicated to strengthening the Universities' links with the wider social environment.

The project will result in a new paradigm for knowledge transfer within universities, based on the notion that social innovation is the key to social development and cohesion at both regional and international level.

SIX, a partner with LASIN, is one of the world's primary network focusing on social innovation whose vision is that people all over the world can become better innovators by more easily connecting to their peers, sharing methods and exchanging solutions globally.

The SIX team designing and delivering the Social Innovation Studio included Louise Pulford, SIX Director, and So Jung Rim, SIX Programme Director, as well as Tricia Hackett, SIX Advisor & LASIN Studio Evaluator. SIX worked closely with Evelyn Goyannes Dill Orrico, Maria Simone de Menezes Alencar, Gustavo Nascimento, and Luciene Nunes from UNIRIO and Carla Cippola from UFRJ-Coppe

## Objective Of The Social Innovation Studio

The objective of the LASIN SIS is to raise awareness of and encourage new social innovation projects. The initiatives developed and the results achieved subsequent to the SIS will be crucial indicators for the kinds of complementary activities that might be implemented in the future.

he SIS also aims to support the development of the Master's programme through providing a solid understanding of Social Innovation theory, methods, tools and case studies from around the world.

## SIS Methodology

SIX designed and delivered the LASIN Studio in Panama City utilising key methods and tools of social innovation including *participation, co-creation, iteration, action listening and active learning.* SIX presented the origins, definitions and theory of Social Innovation as well as sharing Social innovation in practice case studies for inspiration and provocation of debate and to generate a deeper understanding of concrete ways that social innovation can be harnessed for meaningful social change.

The style of the Studio was hands on as participants learned and practiced stakeholder mapping; conducted rapid action research in the local area of the University on pressing social issues ranging from education to the environment; developed user personas, stakeholder analysis, asset mapping, interrogated global and local case studies, open space session and as a co-design exercise focused on the SISUs.

# BRASIL
## EVALUATION REPORT

TRICIA HACKETT, JUNE 2017.

On the 27th - 29th April 2017, SIX delivered the LASIN Social Innovation Studio (SIS) which was hosted by and carried out in collaboration with LASIN Partners from the Federal Universidade de Rio de Janeiro (UFRJ)-COPPE and Universidade Federal do Estado do Rio de Janeiro (UNIRIO).

The Studio was attended 26 students and LASIN staff and coordinators from UFRJ and UNIRIO.

## SIS Day One

The first day of the SIS began with introductions of each of the participants using several different activities aimed at creating an atmosphere of trust and openness.

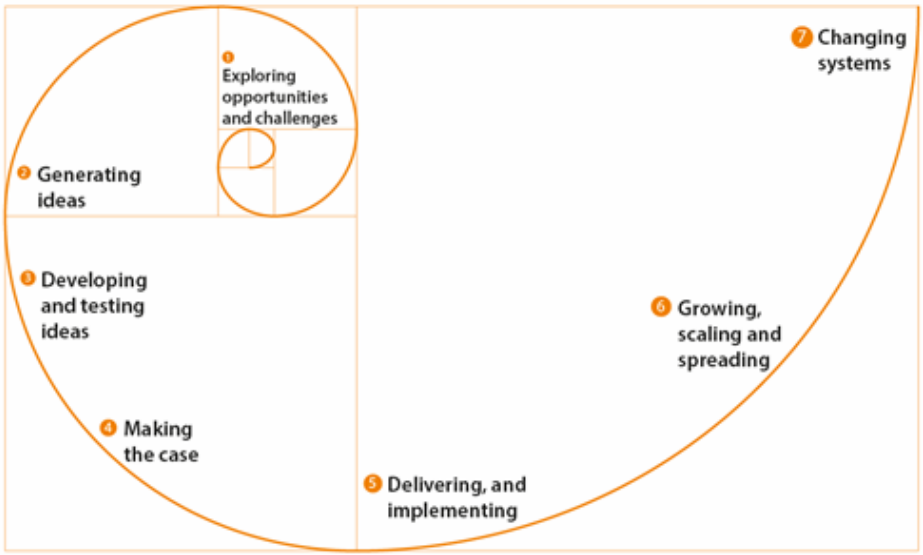
This was also the first opportunity for participants to share their projects and institutional affiliations with one another, SIX, and the local LASIN coordinators. An activity was undertaken in which each participant created a pictorial of what "moves them" to generate solutions to social problems and to create socially innovative projects.

SIX presented the origin, prevailing ideas, theories and definitions of Social Innovation as well as giving space to the participants to discuss and think about what social innovation means to them and for their work and/or studies.

The SIX working definition of Social Innovation is as follows:

*"New ideas, product service and models which meet social needs and create new social relationships and collaborations. Innovations which are both good for society and enhance society's ability to act."*

One of the enduring frameworks used in social innovation: *The Innovation Spiral* which was developed by NESTA and the Young Foundation and first published in the Open Book of Social Innovation (2010) was presented with specific examples given for each stage.




The Spiral of Innovation was a basis and a reference for many of the activities and discussions over the course of the two days of the Studio.

## From Theory To Practice

To help ground social innovation theory, concepts and definitions in real life, *Samara Tanaka* came to share her story of change about social innovation in a local community in Rio. Samara is a designer and social entrepreneur based in Rio de Janeiro, working and living with low income communities to create sustainable collaborative solutions in the areas of education, culture, sustainability and health through design.

The final activity of the day was modelling an abridged version of the OPEN SPACE technique were participants to take a deeper dive into the topics that had been presented throughout the day. The participants self-selected into group for discussions and could choose to flutter between groups and topics or stick with just one.

At the beginning of Day One, the participants were asked **"what are your expectations for the studio?"**

The expectations were reviewed and considered by the SIX team and they informed the content that was chosen for the subsequent days of the Studio.

*"Learn more about social innovation & getting to know people and create networks & take ideas to the government"*

*"Organic products: knowledge of the business structuring as a business plan. Sharing experiences."*

*"Methods for organizing projects & metrics and monitoring of impact"*
*"Group of Young People: Learn other experiences & how projects solve their problems & how to mobilise people."*

*"Methods"*

*"Create a network, get to know people, projects and methodologies and techniques & take the things that I learn back to natural food project"*

*"Financial instruments (tools) & understand how to solve the recurring challenges of the social innovation projects & dialogue with LASIN & consulting"*

*"Get to know other projects/people & to know the way to exchange between LASIN and the projects & better understand the concept of social innovation & how theater in the community can dialog with this concept"*

*"Learn new methods & fund social innovation in Brasil"*

*"Get to know the logic and expertise of social projects"*

*"Partnership and funding. Free internet / network. Technology."*

*"Exchange between participants to get to know different initiatives and give me a wider understanding of social innovation"*

*"Exchange more about the relation between public power (government) and funding."*

*"To help the community in the surroundings"*

*"Synergy among participants can be replicated"*

*"Social Credit: hope to meet people and projects"*

*"Networking. Making links. New ways of consuming."*

*"To meet people that will offer new ideas for projects. To help ways to gather resources or partners for the project and that it helps to solve problems in the execution of the projects."*

*"To learn, meet people, know more about social innovation field"*

*"How social innovation is being conducted in big projects"*

*"To learn and get know other projects"*

*"Tools for supporting projects & how to organize projects & participatory projects"*

*"Understand better the concept of social innovation & how to apply social innovation in the university & what is the difference between outreach and innovation"*

*"How do you get resources? How to open an NGO?"*

SIX solicited feedback at the end of the first day of the Studio. As with the 'expectations', this feedback was used to inform the content and activities of the second day of the workshop and was a way to model an iterative approach to designing learning experiences. SIX received the following feedback:

### "What was good / positive about the first day of the Studio?"

*"Exchange of experiences"*

*"The activities that we used"*

*"Great Spanish! & The sessions were very helpful"*

*"Interaction & atmosphere"*

*"Very nice and engaged facilitators & colleagues very open to exchange & great space"*

*"Opportunity to get to know people with similar interests"*

*"To get to know new people who work with social innovation"*

*"Breaking down the definition of what social innovation can be"*

*"Exchange of experience"*

*"The conversation with Samara"*

*"Stimulating conversations with other participants"*

*"Decentralised space for conversations & everyone was able to speak"*
*"Connection with people & reflections"*

*"Networking & concept of social innovation & paths to follow"*

*"Presentation of the workshop concepts"*

*"Networking & high level of the discussions & interactivity"*

*"Original perspectives (new points of view) of the discussions"*

*"Getting to know paths to social innovation"*

*"Samara's example was really good & discussions in groups were helpful"*

### "In what ways could SIX improve the Studio?"

*"More case studies"*

*"Funding options"*

*"I would like to hear more about finance methods"*
*"We could have more case studies and examples"*

*"A space for each person to talk about their project"*

*"Presentation of some of the techniques that we can apply to our projects to make them more sustainable, long-lasting and pertinent."*

*"To know more about the projects that were represented here"*

*"Discussions about what makes an innovation social"*

*"Being more practical"*

*"Avoid group repetitions"*

*"Better use of co-creation and co-production techniques"*

*"Little time develop ideas"*

*"More about management and social business & references about the concept"*

*"Presentation of more methodologies & ways of measuring impact and success"*

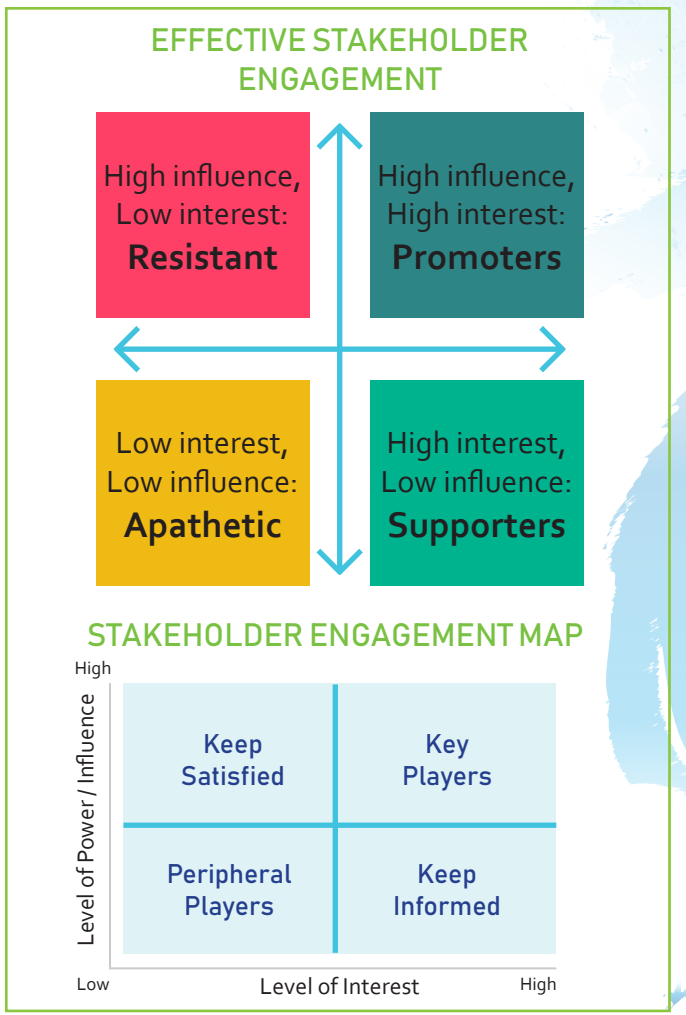
*"Material and video could be in Portuguese"*

*"Too little time for so many good exchanges"*

*"Have access to presentations"*

## SIS Day Two

The second day kicked off with a recap of first day including re-emphasising the key role that co-production and co-design have to play in social innovation processes as well as the importance of knowing who your stakeholders are. A frequently used tool in social innovation - *'Stakeholder Analysis and Power mapping'* - was presented to offer a technique to better understand stakeholder motivations and interests. In small peer groups, participants practiced the stakeholder identification and mapping for their projects and ideas and after bringing the small groups back together in one large group they each shared their reflections on the challenges and usefulness of the exercise and the tool.



In small groups, international case studies were presented to once again ground SI theory in practice. The case studies that were presented were:

## The Quipu Project

Is an internationally acclaimed, award winning interactive documentary and transmedia project about women and men who were forcibly sterilised in Peru in the mid-1990s. Twenty years later, they are still seeking justice.

Using a specially-developed telephone line and web interface, we are working with some of the affected people, providing the framework for them to tell their story in their own words and bringing it to an international audience. The story emerges as the archive of testimonies and responses grows.

The Quipu Project is an excellent example of the power of digital social innovation when it is combined with co-creation and movement building for human rights and social justice.

www.interactive.quipu-project.com

## URBACT Genius Open

The Genius Open project was part of the European Commission's ongoing URBACT programme that enables the exchange of knowledge and experience between cities through defined projects and networks. This transfer projects aimed to provide cities with new or additional benefit from adopting existing good practice already in use elsewhere and to test and understand the process of transferring good practice from one city to another and capture this as a defined methodology where possible.

The Open Innovation project tested the transfer of an existing practice to three other EU cities: Tallinn (Estonia), San Sebastián (Spain) and Siracusa (Italy). The practice being transferred was an open innovation model ("GeniUS!") devised by and used in the city of York. The case from Siracusa offers an inspirational example of how innovatio n methodologies can serve communities to collectively identify local challenges and co-create local solutions.

## Seoul City: The Listening City

Social innovation is gaining considerable interest in public policy discourse all around the world and South Korea is no exception. Ever since a well-known social innovator, Wonsoon Park, became

the Mayor of Seoul in October 2011, there has been a shift towards a participatory and open dialogue between the Seoul Metropolitan Government (SMG) and citizens.

Seoul City set up the Mobile Mayoral Office (MMO) where the Mayor and key decision-makers live in the area where they've identified a challenge that is difficult to solve. They meet the local leaders and residents in the area to understand the problem and come up with solutions that are shared by the stakeholders.

We introduced the case study of Seoul, exploring how the city is opening up different participation and engagement channels for its citizens and enabling a new form of governance to emerge.

## 100In1Day

Born in Bogotá, Colombia in 2012, it is a festival that offers deceptively simple and fun ways to foster creative and positive citizen action.

*"100In1Day is the perfect excuse to celebrate the active citizen in your city. It is an event to celebrate the power we have to dream and create the change we want to see in our communities. It is a day a year in which we remember the capacity we have to transform and co-create a better world through action."*

100 IN 1 DAY
A FESTIVAL CELEBRATING CITIZEN-DRIVEN ACTION

It is a model of social transformation that seeks to be widespread and appropriate around the world. It has been successfully replicated on four continents in 30 cities in 14 countries involving over 60,000 citizens and counting in 4,000+ urban interventions.

www.100in1day.com

The final activity of the second day was designed to help the participants find out more about each other's project as well as what each participant had to offer to one another. This was identified as a core need by both universities as well as the participants in the feedback and expectations from the first day. Combining two concepts – asset mapping and speed dating provided a way for every participate to have 3 minutes with every other participant to discuss what they or their project needs and what they or their project has to offer.

## SIS Day Three

After an 'untangling' activity to get people moving and energized, the participants were asked to self-organise themselves into small discussion groups by writing three keywords about their project.

The objective of this activity was to give participants a chance to have more in-depth discussions with other people and projects in which they shared important or core characteristics.

A Social Innovation Spiral was then re-introduced and drawn in life size on a white board. Then each participant was asked to come up to the board put a posted note on where they are at on the spiral and share what they need to take their idea/project to the next stage. This was a very visual way to get a sense how far along each project or idea.

The final session of the SIS was presentations of the SISU from each University partner.

The participants had the opportunity to learn more and be involved in a discussion about the development of the SISU and how they might be involved.

To close the SIS we asked the participants to answer the following question:

1. Did you make any new, relevant connections?
2. Did you learn a new tool or method that could help you with your project?
3. Do you have a deeper understanding of social innovation?
4. What suggestion or advice or thoughts do you have to help us improve the studio design and/or delivery?

### 1. Did You Make Any New, Relevant Connections?

From the outset of the SIS, the SIX team aimed to create a collaborative atmosphere in which there was space for each of the participants and the LASIN staff from UNI RIO and UFRJ-Coppe to get an in-depth knowledge of each of the projects being represented at the meeting.

Therefore, it is very positive that all participants felt they were able to make connections with one another and potentially work together or support one another in the future.

*"Yes, at first I realized that only a few projects related directly to my theme (I was especially interested in Eduardo's project of music with transgender people), but then during the group dynamics and exchanges between the colleagues, I began to identify many common issues and especially during the "speed dating", many skills that they have to offer and from which my project could benefit a lot."*

*"I believe we all made many connections. During the meeting, many people found important vectors for creating networks and partnerships"*

*"Yes, the studio allowed complementary projects to connect between themselves"*

*"Many and useful connections. I found services and knowledge that will be very useful to my project."*

*"Yes. I was able to have new ideas for my project."*

*"Yes. I made connections with people who attended the meeting in this period of 2.5 days and we will be able to strengthen and help ourselves."*

*"I made new connections that bring working opportunities in my project and future partnerships."*

*"Many new connections. I believe that it was one of the greatest opportunities that my action had in these six months of development."*

*"Yes. In different areas that will contribute to the next stages of the project."*

## 2. Did You Learn A New Tool Or Method That Could Help You With Your Project?

Nearly all participants felt that they learned a new tool or method that might help them in the future with their work and/ or project.

*"I think that on terms of more theoretical tools and methods, I would like to highlight two aspects that I found were positive:*

- *Stakeholders mapping, something that I had never done or seen.*
- *I realized that many group dynamics proposed by the facilitators can be adapted and used in my project."*

*"Not necessarily a new method, but new tools to help us find ways of improving our ideas and formulating a structure."*

*"Yes. The spiral gave me the notion of the step by step, at which stage we are and what we need to advance in our projects."*

*"Yes. Some dynamics that were used: stakeholders chart, for instance."*

*"Maybe I will use the spiral."*

*"Yes, the frame of resisting, promoting, supporting and apathetic partners."*

*"I expected to learn some more tools about developing social innovation projects. However, the networking was a nice surprising outcome"*

*"The innovation spiral. With the experience of Samara, I have learned about '4D fluxonomy'. The importance of knowing deeper the problem that I intend to solve."*

*"I've learned others means of dissemination. Also, experiences that complement my ideas"*

*"Method or tool, I wouldn't say so. But the ideas became a lot clearer from the methods and tools that were used."*

*"Yes. The definition of potential stakeholders and partners for the project was something that I had little knowledge of and it's a good tool."*

*"Yes - the Innovation Spiral."*

### 3. Do You Have A Deeper Understanding Of Social Innovation?

The majority of participants told us that gained a deeper understanding of about social innovation.

*"Yes, I have learned a lot since it was a mysterious concept for me, but I think it still lacked a little more SI theory and techniques."*

*"A little time ago, I participated in a training for leaderships in the third sector, where it was presented a platform of paths to follow in the management of a project. Having participated on Lasin was incredible because I could remember the activities that brought me new ideas and vectors of verifying my project."*

*"Yes. Innovative ideas that can change the life of a group of people or communities, sometimes with simple ideas, but in the majority of times suggested by the involved group itself, without the need of great financial investments. But the most important is that the existing 'problem' comes from the group and not 'from the outside to the inside'."*

*"Not yet. New questions have arisen about how to define when an innovation has a social aspect or not. This distinction can be necessary in some moments."*

*"I don't know if deeper, but surely simplified the perception about the theme. There are many more possible areas to innovate than I thought."*

*"Yes, I have now new Social Innovation views".*
*"I still have some questions about the extent of social innovation, but I was able to understand that the concept is much larger than I previously expected."*

*"Totally, I think that, above all, social innovation must worry about the process, about the different means through which we will achieve our aims."*

*"I've known other projects, their difficulties, challenges and experiences in social innovation that can contribute to my project."*

*"Sort of. I hoped to deepen even more."*

*"Yes. A lot. The learning about networking instead of engaging people, or at least not only engaging people. This changes a lot the development prospects of a project."*

### 4. What Suggestions Or Advice Or Thoughts Do You Have To Help Us Improve The Studio Design

## And/Or Delivery?

*"The process spiral could have been explored in a more detailed way."*

*"All of the meeting was great. I just think that it lacked a better explanation about the concept and SI application methodologies. However, I think that everything that was presented has helped everyone (a lot), especially the ones that are starting their projects. PS: Here in Brazil there's an institution called Brazil Foundation. It's an American institution that helps social projects here in Brazil. I think it would be a good proposal to bring together the ideas of the universities, Six, and BF."*

*"Loved the activities, the information and the structure offered by UFRJ and UNIRIO for this studio to happen. Suggestion: PowerPoint in Portuguese."*

*"The deepening about the concept of social innovation is precisely a point that needs to be worked on. I missed more time for that. Practical suggestion: control more the breaks, since there is little time available. The "studio" was important to raise some questions to the groups, especially those who are on an early stage. The main positive point: opportunity to know partners and other projects."*

*"Maybe add an exercise regarding the Change Theory to know how to deal with the stakeholders. The positive point was regarding the group autonomy. It was very good that the facilitators let the people dictate the rhythm."*

*"I loved every one."*

*"It would be nice to level the expectation of the participants in order to get everyone on the same page about what will (would) happen during the studio (suggestion for next studios). Even though the result was really good, it would be nice to know in advance what to expect."*

*"I suggest that more real cases of social innovation be presented and to explore why it did or didn't work."*

*"I consider that it lacked a little more of exploration of the different forms of funding/getting resources for the project."*

*"Bibliographic content - suggestion. (about social innovation)"*

*"I think the language barrier has made things a little more difficult. I hoped to learn more about social innovation, technically speaking. The presentations of social innovation cases throughout the world were very inspiring."*

*"The ways that were used to make us establish contact between ourselves were interesting and effective, a network of mutual cooperation."*

*"You are masters! And inside a propose of bringing together scientific knowledge with social productions and knowledge, it was perfect! The presentation of the project from the Mayor of Seul and the project from Siracusa, for me, were the peak of the meeting, because they connect my dreams and projects, in the Action Jardim Trindade, in São Gonçalo, where there are only a few organizations and social participation and no commitment of the government with the quality of life of the people and with the world. I am very happy with the opportunities!*

*"I consider that the workshop was very good for itself. But the fact of having different groups has given the event a great potential to change experiences and increase the network and partnerships possibilities."*

*"Exercise/present more examples in the spiral and in the stakeholders map before handing out the activity to everyone."*

*"I liked a lot! Thanks! Keep going!"*

# Addendum Prepared By Unirio On The Candidate Selection Process

## Report On The Candidate Selection Process

LASIN STUDIO – Rio de Janeiro

The process of disseminating the call for participation in the LASIN Studio was carried out jointly by UNIRIO and UFRJ. The call began on February 17, 2017, and it was released on their institutional websites, Facebook, teams' networks (e-mails), and groups related to social innovation. The call to the Studio is attached.

UNIRIO received applications by e-mail until March 31 and has given the UFRJ team access to the e-mail account. A confirmation of receipt was sent to all applications received.

Since the call was launched during vacation and carnival, we extended the deadline by a further fifteen days, thus increasing its dissemination. By the end of the deadline, we had 90 applications. Nevertheless, we still received applications after the deadline, which were answered as follows:

*Hello,*

*Thank you for contacting us about the LASIN Social Innovation Studio call.*
*Since the submission date had already been extended, we are not accepting late registrations.*

*But you are already connected to our network and will be notified of future activities and events.*

*The Latin American Social Innovation Network (LASIN) aims to rethink the university's role and to provide a new model of engagement, based on a combination of curricular and extracurricular activities; learning tools and materials; practical training; mentoring; and the development of specific support units dedicated to strengthening links between universities and society. The project will result in a new paradigm for knowledge transfer within universities, supporting the concept of social innovation as the key to social development and cohesion at both regional and international levels.*
*Founded by the European Commission, the project involves a consortium of 13 partners, coordinated by Glasgow Caledonian University. The activities of the project in Brazil are being developed through the Social and Cultural Innovation Center of UNIRIO and DESIS of COPPE/UFRJ.*

*See you soon!*
*LASIN Team/Brazil*

Our call was very wide. We asked them to describe in 300 words the challenge and the idea, besides contact information. However, few candidates followed this guidance, which made the selection process much more difficult. Some wrote a lot, others a little. As a learning tool for this type of selection, I suggest using an online form, better defining the fields that have to be filled out.

For the selection, we created an evaluation committee at UNIRIO and another at UFRJ. Each of these committees selected 20 projects in order

of priority, considering their scope in society, their theme of action, and their stage of maturation, in order to have a balance between these different aspects.

Then, the UNIRIO team consolidated the final list prioritizing those projects that were common to both evaluations and completed the list respecting the order of selection that each partner defined as priorities.

Since there were holidays between the date the results were released and the beginning of the Studio, we chose to invite 20% more projects and request their confirmation.
The dissemination of the result was done by email, where the selected were informed to be essential to be present at all sessions of the Studio, as the message below:

*Hello,*

*Congratulations! You have been selected to participate in the LASIN Social Innovation Studio that will take place on the 27th, 28th, and 29th of April. The activity is a two-and-a-half-day workshop that will provide participants with a mix of more formal training in tools and methods and the opportunity to apply these methods to real projects. The studios include traditional classroom training and group dynamics, where solutions are sought for real challenges.*

*Important information follows:*

*1. Agenda:*

- *04/27 - 9:00-17:00 - UFRJ - Centro de Tecnologia, Bloco G sala 207 - Ilha do Fundão*
- *04/28 - 9:00-17:00 - UNIRIO - Av. Pasteur, 458 - CCH - Memória Social sala 2 - Urca*
- *04/29 - 9:00-12:00 - UNIRIO - Av. Pasteur, 458 - CCH - Memória Social sala 2 - Urca*

*2. Studio requires 100% presence from the beginning because it has group dynamics and in a continuous process. Thus, the absence in any of the sessions implies in termination of the activity.*

*3. The Social Innovation Studio will be realized by SIX consultants in English, but we will have translators.*

*4. Transportation and food costs are the responsibility of each participant.*
*We ask you to confirm your participation before the 19th, in order to avoid idle vacancies in the Studio.*

*See you soon,*
*LASIN Team/Brazil*

Considering that there were other good projects that had applied and that could be integrated into LASIN, we also sent a message to the non-selected projects, as follows:

*Hello,*

*Thank you for your participation in the call for the LASIN Social Innovation Studio.*

*Unfortunately, due to the large volume of proposals, your proposal was not selected. However, you are now connected to our network and will be notified of future activities and events.*

*The Latin American Social Innovation Network (LASIN) aims to rethink the university's role and to provide a new model of engagement, based on a combination of curricular and extracurricular activities; learning tools and materials; practical training; mentoring; and the development of specific support units dedicated to strengthening links between universities and society. The project will result in a new paradigm for knowledge transfer within universities, supporting the concept of social innovation as the key to social development and cohesion at both regional and international levels.*

*Founded by the European Commission, the project involves a consortium of 13 partners, coordinated by Glasgow Caledonian University. The activities of the project in Brazil are being developed through the Social and Cultural Innovation Center of UNIRIO and DESIS of COPPE/UFRJ.*

*See you soon!*
*LASIN Team/Brazil*

In this way, we aimed not only to select the participants but also to publicize the LASIN network among the social innovators who have applied.

We consider that the way the call has been made, quite comprehensively, has advantages and disadvantages. The advantages are the freedom and creativity of proposals that did not have to follow a predetermined format. The disadvantage is that since there was no predefined format the selection had to be flexible to punctuate and finalize the selection process.

In conclusion, the participants have positively evaluated their participation in the Studio, which reveals that the selection process was successful and involved the participants who really could take advantage of this opportunity.

# CHILE
## EVALUATION REPORT

TRICIA HACKETT, JUNE 2017.

On the 1st – 2nd June 2017, SIX delivered the LASIN Social Innovation Studio (SIS) which was hosted by the Universidad del Desarrollo (UDD) and and carried out in collaboration with UDD and the Universidad Técnica Federico Santa María (UTFSM).

The workshop attended by 23 students plus the LASIN coordinators, 11 students from UDD and 13 students from UTFSM. The UDD LASIN coordinators are Francisca Vargas and Cristian Figueroa and UTFSM LASIN coordinators are Andrea Corvera and Waldo Valderrama..

## SIS Day One

The first day of the SIS began with introductions of each of the participants using several different activities aimed at creating an atmosphere of trust and openness.

This was also the first opportunity for participants to share their projects and institutional affiliations with one another, SIX, and the local LASIN coordinators.

An activity was undertaken in which each participant created a pictorial of what "moves them" to generate solutions to social problems and to create socially innovative projects.

SIX presented the origin, prevailing ideas, theories and definitions of Social Innovation as well as giving space to the participants to discuss and think about what social innovation means to them and for their work and/or studies.

The SIX working definition of Social Innovation is as follows:

*"New ideas, product service and models which meet social needs and create new social relationships and collaborations. Innovations which are both good for society and enhance society's ability to act."*

One of the enduring frameworks used in social innovation: *The Innovation Spiral* which was developed by NESTA and the Young Foundation and first published in the Open Book of Social Innovation (2010) was presented with specific examples given for each stage.

The Spiral of Innovation was a basis and a reference for many of the activities and discussions over the course of the two days of the Studio.

Participants were asked to share with us what social innovation means for them.

To see "The Innovation Spiral" go to page 356

They said that... *it is taking good solutions that already exist in the community and helping them to have wider impact, it is an ambiguous concept, it means inclusion, it gives a new meaning, it is a creative way to use existing resources, it improves the quality of life, generating social value, who has responsibility for doing it?, resolving local problems with the community, behaviour change, creating a common good, to solve the specific pain of someone, to satisfy social needs.*

To offer the SIS participants an inspirational and a concrete example of a socially innovative local initiative, Ignacio Loyola, Executive Director of *INTREPRETA* and Marckenson Jean Baptiste, Project Leader at *INTERPRETA* gave a presentation on their work. Santiago-based *INTREPRETA* aims to transform the social context through communication and marketing by integrating solutions from the business sector in social context. They described a project using digital technology to help and support newly arrived immigrants to Santiago so they can thrive in their new country. *INTERPRETA* create free tools to offer usefull information to immigrants and promote awareness among the local community through workshops in schools and public information campaigns through traditional and social media.

## Returning To The Innovation Spiral...

Participants were asked to name their project/idea, think about where it is on the Innovation Spiral and identify the biggest challenge for moving the project/idea to the next stage. Then all of the projects/ideas were mapped out to give a collective overview of the different stages of development for the group of projects/ideas. Most were clustered around the initial 'generating ideas' and 'developing and testing' stages.

At the beginning of Day One, the participants were asked **"what are your expectations for the studio?"**

*"to learn to connect to people from different places and with different perspectives. To learned to incorporate innovative methods and apply them to my project."*

*"to learn how to improve the quality of life."*

*"Learn. To advance with my project. Connect to people."*

*"To get to know other ways to be successful in having our project help the most number of people possible."*

*"To gain tools, connections and knowledge. To be able develop the project to make it as advanced as possible."*

*"I would like that after our 1.5 days together that I have*

*fresh ideas and that through getting to know what they [SIX] do, to be able to relate these ideas with my work because at this moment it needs the oxygen of new initiatives."*

*"Learn. Meet people. Networking. Feedback. Have a good time and experience."*

*"Learn and have a great time."*

*"Knowledge and vision about the concept of 'social innovation' from other entrepreneurs. Complimentary work alliances among the project and other participants."*

*"To soak up the atmosphere of innovation. Create a network of contacts."*

*"To meet people and ventures and to create networks. To gain tools to optimize my venture. To learn about*

*development opportunities, financing and support for my venture."*

*"To grow, learn and share."*

*"Generate a network. Validate my idea/project. Learn about other ideas. Access to information, data, statistics, etc."*

*"Have fun and learn as much as I can! They to learn more about it and how to turn our cities into smart cities, using what we have around us."*

## SIS Day Two

### Si Case Studies From Around The World, Si Tools And Methods Explained And Put Into Practice

Because social innovation is more than just definitions, tools and methods, the second day was kicked off with a cultural activity. Participants were asked to form two groups and collaboratively choose a poem to be read aloud to the rest of the group. This activity was inspired by the great social innovation scholar, Robin Murray, who believed that if you start a meeting or lecture with a poem it changes the brain's wavelength.

Next, SIX presented case studies of successful and inspirational social innovation projects and initiatives from around the world including:

## Family by Family

The mission of Family by Family is to find, coach, and link up families to develop each other's goals and connections. Link ups are how Family by Family works to enable thriving. Link ups connect families who are going through tough times with families who have come out the other side. Together, families go to new places, meet new people, and try new things. Through spending time with a

To see more case studies around the worlg go to page 360

family who has 'been there, done that', families experience other ways of doing family, learn new strategies and skills, and gain a sense of hope and forward direction.

They worked with more than 100 families in Marion, South Australia, to co-develop the Family by Family solution. Instead of beginning with a predetermined outcome or established program, they asked: what would be a good result for people? To answer that, They spent time with families, learning what motivates them, what excites them, what works for them. They then used a process called prototyping, which involves trying out ideas by testing them with real families until we found something that worked. They listened to the families – the adults and the children – about what worked for them and what didn't.

www.familybyfamily.org.au

## GoodGym

Born in London a few years ago, GoodGym is successful innovation that encourages people to combine exercise with doing something good for the community. GoodGym arose out of a frustration with normal gyms being a waste of energy and human potential.

After a year or so of thinking, testing and developing ideas the project was submitted to Social Innovation Camp in December 2008. The project was rapidly developed by a wonderful team of people and won first prize. Good Gym is now successfully operational involving across London and in other areas of the UK garnering a great deal of positive media as well as support from diverse funders.

www.goodgym.org

## Stakeholder Analysis And Power Mapping

A frequently used tool in social innovation - *'Stakeholder Analysis and Power mapping'* - was presented to offer a technique to better understand stakeholder motivations and interests. In small peer groups, participants practiced the stakeholder identification and mapping for their projects and ideas and after bringing the small groups back together in one large group they each shared their reflections on the challenges and usefulness of the exercise and the tool.

## The Closing Sessions

For the closing of the SIS, the coordinators of SISUs from UDD and UTFSM short presentations to the whole group. The participants had the opportunity to learn more about the purpose of the SISUs and be involved in a discussion about the stage of development of the SISU and how they might be involved for the future.

To see "Stakeholder Mapping" graphic go to page 359

The last part of the studio was dedicated to offering the space for participants to develop and practice their project pitches in pairs and small groups. This was added to the agenda as directly after the SIS, the UDD students would be pitching their projects to an independent panel and as the UTFSMA students will be doing in the near future.

To close the Studio, we asked the participants to answer the following question:

1. Did you make any new, relevant connections?
2. Did you learn a new tool or method that could help you with your project?
3. Do you have a deeper understanding of social innovation?
4. What suggestion or advice or thoughts do you have to help us improve the studio design and/or delivery?

### 1. Did You Make Any New, Relevant Connections?

From the outset of the SIS, the SIX team aimed to create a collaborative atmosphere in which there was space for each of the participants and the LASIN staff from both universities to get an in-depth knowledge of each of the projects being represented at the meeting.

*"Yes, connections with other universities, other entrepreneurs and the project that was invited to present."*

*"Definitely."*

*"No, I didn't make any new connections."*

*"Yes, I met new people with interests in common."*

*"Yes, I met more young people that have ideas and projects, I got know their points of view and to exchange ideas was extremely positive for me."*
*"Yes, I received feedback from all of my classmates on my project and to be able distinguish and define my project."*

*"I only have received suggestions on how to advance the project."*

*"Yes, I made links with other entrepreneurs that gives us the opportunity to generate something new."*

*"It was a very valuable to be able to share experiences and to nourish myself and my project. Many thanks."*

*"Yes, projects that can give me more value to my project."*

*"Yes, connections and feedback from my classmates."*

*"Yes, I connected with people that work with recycling."*

## 2. Did You Learn A New Tool Or Method That Could Help You With Your Project?

The SIX team were keenly aware in the design of the Studio that participants were seeking to learn new, concrete social innovation skills and tools. The Santiago workshop offered participants the opportunity not only to learn but to do through activities that included stakeholder mapping, creating relevant user personas and undertaking rapid, doing action research on a pressing social issue with the local community.

*"Yes. Stakeholder mapping. It helped me to clarify many things. It was valuable to think about the concept of social innovation."*

*The Stakeholder analysis process and other experiences."*

*"Research"*

*"The participants helped me to develop my project and gave my vision another focus which was enriching."*
*"Yes I learned new tools."*

*"Yes through the activities."*

*Yes, the stakeholder mapping."*

*"The feedback given when presenting the project."*

*"The innovation spiral."*

*"So many."*

*"I have learned to develop the citizen participation aspect of my project, seeing how easy it is to leave the social part last.*

## 3. Do You Have A Deeper Understanding Of Social Innovation?

*"Yes. Stakeholder mapping – I loved learning this. Other experience made me rethink some of the aspects of my project. The feedback was really valuable."*

*"I learned that social innovation is a tool that will change the future."*

*"Yes I learned about the process of social innovation."*

*"Yes that you can experience in a tangible way the importance of being in an ecosystem and to live in a collaborative atmosphere."*

*"Yes, the importance of having the problem before the solution and the importance of making connections and teams."*

*"Yes, that there isn't only one definition and it all depends on the how the entrepreneur see it."*

*"Very good activities with very good speakers."*

*"To understand the true problem that is causing pain."*

*"I have learned how to connect myself better with other people, that this is a basis for identifying a topic for social innovation. Also that to innovate you need to be able to fail to be able to do something new learning from the mistakes."*
*"Yes, a new vision or way of thinking."*

*"Send the contact details of the presenters. Present more case studies."*

*"Yes that it is necessary to work together with other people and for the common good."*

*"The concept of social innovation."*

*"It is very important to know why you are doing things. I learned a lot."*

*"I have learned to define with more precision the difference between social innovation and social assistance, understanding that the difference that you find is not only in the methods but also and very importantly that empathy is part of the development of the process of observation of the context and only afterwards do you develop the project."*

## 4. What Suggestions Or Advice Or Thoughts Do You Have To Help Us Improve The Studio Design And/Or Delivery?

*"It was a great workshop. However, it would be better if you could do it with less of a rush and with more time to listen to us between yourselves and give us more feedback. This is the most important things for those of us who are just starting out."*

*"Include more music and more interactions. Use the PowerPoint more and make it more interactive."*

*"Yes, to identify the step [in the innovation spiral that you find the project and to test out in a rapid way the product, service, to find the validation to launch it."*

*"The innovation spiral process I liked a lot and definitely it is a tool that I will use in my projects."*
*"More universities. Hopefully together with different countries to connect with different realities. Many thanks for everything."*
*"Yes, to define the stage that where the project is on the innovation spiral."*

*"It was a very unique experience that I am grateful for. My suggestions would be to give more space for reflection, have more group activities, have more people in the workshop, give more space for debate."*

*"Show other types of social innovation using more technology. Many thank."*

*"Develop thematic groups so that they can focus on developing the ideas of the project."*
*"The experience was too short."*

*"No suggestion. I like the course."*

*"Send the PowerPoint presentation with the contact information of the organisations and the presenters."*

*"Please keep going."*

In conclusion, overall participants have positively evaluated their participation in the Social Innovation Studio which indicates that the selection process was successful and involved the participants who really could take advantage of this opportunity and the that the design and delivery of the Studio was appropriate, effective and well-received.

In addition, the comments in the evaluation show that the participants really took on board the information and knowledge that was shared over the course of the two days. The participants made new connections, learned and expanded their knowledge of social innovation, and gained knowledge and experience of using practical social innovation tools and methods that they can use in their projects, organisations or social groups.

# COLOMBIA
## EVALUATION REPORT

TRICIA HACKETT, JUNE 2017.

On the 30th – 31st May 2017, SIX delivered the LASIN Social Innovation Studio (SIS) which was hosted by the La Fundación Universitaria del Área Andina (Área Andina) in Bogotá and and carried out in collaboration with Área Andina and the Universidad de Antioquia (UdA).

The workshop was attended by 31 participants – 3 students from UdA and 23 students and one lecturer from Area Andina, as well as LASIN coordinators from each university and four members of community project.

## SIS Day One

The first day of the Studio began with introductions of each of the participants using several different activities aimed at creating an atmosphere of trust and openness. This was also the first opportunity for participants to share their projects and institutional affiliations with one another, SIX, and the local LASIN coordinators.

An activity was undertaken in which each participant created a pictorial of what "moves them" to generate solutions to social problems and to create socially innovative projects.

SIX presented the origin, prevailing ideas, theories and definitions of Social Innovation as well as giving space to the participates to discuss and think about what Social Innovation means to them and for their work and/or studies. The SIX working definition of Social Innovation is as follows:

*"New ideas, product service and models which meet social needs and create new social relationships and collaborations. Innovations which are both good for society and enhance society's ability to act"*

One of the enduring frameworks used in social innovation: *The Innovation Spiral* which was developed by NESTA and the Young Foundation and first published in the Open Book of Social Innovation (2010) was presented with specific examples given for each stage. The Innovation Spiral was a basis and a reference for many of the activities and discussions over the course of the two days of the Studio.

To see "The Innovation Spiral" go to page 356

We also asked participants to share with us what social innovation means for them.

They told us that for them Social Innovation relates to sustainability, empathy, change, happiness, passion, inclusion, solutions, equity, opportunity, perseverance, philanthropy, efficiency, imagination, effectiveness, knowledge, effort, creativity, communication, diversity, gender, ecological, and transformation.

SIX presented case studies of successful and inspirational social innovation projects and initiatives from around the world including:

*GoodGym, The Quipu Project , Family by Family.*

## Local, Inspirational Projects Were Presented FUCISPAC And The Fundación Biblioseo

## FUCISPAC

The Studio included members of the FUCISPAC from the barrio of Usme, a grassroots foundation promoting cultural from the pacific of Colombia and local social enterprise projects and a partner of Area Andina, offered their distinct and practical experience of how social innovation can apply to grassroots, community projects. In addition to participating in the Studio, they also gave a presentation about their social enterprise creating blankets from leftover scraps from the textile industry. They also gave a performance of traditional music and dance from the pacific coast of Colombia.

## Fundación Biblioseo

Ivan Trebol from Fundación Biblioseo presented the foundation´s work with young people and children. A 13 year old girl who has been involved with the foundation presented her experience as a young entrepreneur and told the audience not only of her successes but her failures and how much she has learned them.

The mission of the organisation is to educate children and young people as social leaders and entrepreneurs, by means of the designs of spaces, and experiences that will encourage their ability of dreaming, creating and innovating. In this way, they will be able to create sustainable solutions to the problems of their surroundings.

Biblioseo
e-Responsables de la información

To see more case studies around the worlg go to page 360 and 373

## Expectations And Feedback On Day One

At the beginning of the workshop, SIX asked each participant to write down what their expectations for the Studio. The expectations were reviewed and considered by the SIX team and they informed the content that was chosen for the subsequent day of the Studio

At the beginning of Day One, the participants were asked **"what are your expectations for the studio?"**

*"Enrich my ideas with new knowledge"*

*"Acquire knowledge. To be empowered by new knowledge of the topic. I dream of being an entrepreneur. To contribute to my community"*

*"To learn more about the topic of innovation"*

*"To recognize the importance of innovation. To give what I can. To learn about social innovation. To meet people."*

*"To change my point of view of innovation. To get to know the methods and techniques to be an authentic innovator. The get to know and get involved in social change."*

*"To learn more about the way to innovate to deliver new ideas to my project."*

*"Motivation and desire to innovate. To have support of each idea."*

*"To learn new things because all that one learns one can use to help others. To feel very good about myself."*

*"To learn more about social innovation and get to know new ideas and people"*

*"To learn and to know new things. #innovation."*

*"Opportunity. Have fun. Dynamic. To explore."*

*"I hope that in this course I will be able to connect and to show my ideas about how to improve the textile world through my experience."*

*"New knowledge and ideas for my life."*

*"To acquire tools to help develop our project and to make connections with other connections to receive support."*

*"To learn how to create a project that will have sustainable impact for my country."*

*"During the workshop, I hope to cultivate and receive ideas that help me to enrich my social qualities and my knowledge of entrepreneurship."*

At the end of the Day One, participants were asked **"what was good about the first day of the studio?"**

*"The interpreter should speak louder. Give more information and contact details for the workshop facilitators"*

*"Improve the conceptualization and the theoretical exercise on social innovation because it is very important to understand the evolution of the concept."*

*"Give this workshop in many more places. Many thanks."*

*"Organise the space better."*

*"Find more time to integrate the participants and the workshop facilitators."*

*"Find time for the facilitators to share more about their personal story."*

*"More individual interactions among the groups with ideas about innovation."*

*"Improve the atmosphere."*

*"Improve the organisation and the commitment of some of the participants."*

*"Well I think that you don't have anything to improve. I feel very good about what happened/was offered today."*

*"There should be more interaction with the facilitators so you can tell about your experiences."*

*"Have a bigger space as there are many participants."*
*"Improve the way the space is organized."*

*"I don't have any suggestions. The experience was absolutely fantastic.*

At the end of Day One, participants were also asked **"in what ways could SIX improve the studio?"**

*"Examples of successful innovations to begin or to continue along the path."*

*"Energy. The activities. The inclusiveness."*

*"I like all of the activities that we did, the presentations and the examples which motivated me to continuing fighting for our dreams and to contribute our bit for a better world."*

*"It was a fantastic space of transformation which included the concept of responsibility and social protection. 'An exchange of ideas'"*

*"The interaction with the participants. The learning that each person who spoke offered. It is not necessary to have money if you really want to help."*

*"I like the activities that the facilitators managed and the video to support the examples y and the didactic structure of questions when forming a line to understand the general concept of social innovation."*

*"I like how the topic of social innovation was treated."*

*"I liked to have been able to observe and to get to know other experiences of innovators that help us to have other perspectives."*

*"Good energy, good topics, playful."*

*"Changed perspective. I have opened my mind to ideas. Very dynamic and enriching."*

*"I liked the interactions and the diversity of ideas that were presented and the way that everyone was able to contribute their ideas with others."*

*"I like the activities that we did and that they taught us and showed up many projects to motivate us to continue with what we are working on."*

*"I like the creativity of the methodology and the warmth and kindness of the SIX facilitators. Many thanks."*

*"I very much liked the session today, new experiences, new cultures, new people that I got to know. It was a nice atmosphere to strengthen the knowledge. Excellent people."*

*"I like all of the activities, the topics, the activities sharing with other people, the space and hearing about other projects. Thank you."*

## SIS Day Two

### Continutation From Day One: Si Tools And Methods Explained And Put Into Practice

## User Personas

User personas are a semi-fictional archetype that represents the key traits of a segment of users/ beneficiaries/clients based on the data collected from user research. Creating user personas is a method for developing and designing a new service, process or product from the perspective of the user/beneficiary/client.

After the technique was presented, participants were asked to try it out creating their own user personas in small groups. Their user personas were to be informed by the projects or projects ideas they or someone in their group is undertaking or testing out.

Each group presented the user persona they developed to the whole group as a way to share and reinforce their understanding of the technique.

## Rapid Action Research

Another method - rapid, action learning - was presented in the context of the first step of the Innovation Spiral which necessitates having a better and more in depth understanding social problems and challenges.

Participants organised into small groups to conduct rapid action research related to the own projects or the project of someone in their group. They had an hour to formulate two key questions related to social issue that the project is addressing and conduct interviews in the local area or within the university. When the groups reconvened following the research activity, they shared both their findings as well as their learning and reflections on undertaking the exercise. The exercise was enthusiastically undertaken by the groups with many sharing that they had new learning, insights and ideas after conducting the interviews.

## Final Session

The final session of the Studio included presentations of the SISUs from Area Andina and the University of Antioquia to the whole group. The participants had the opportunity to learn more about the SISU and be involved in a discussion about the stage of development of the SISU and how they might be involved for the future.

To close the Studio, we asked the participants to answer the following question:

1. Did you make any new, relevant connections?
2. Did you learn a new tool or method that could help you with your project?
3. Do you have a deeper understanding of social innovation?
4. What suggestion or advice or thoughts do you have to help us improve the studio design and/or delivery?

### 1. Did You Make Any New, Relevant Connections?

From the outset of the SIS, the SIX team aimed to create a collaborative atmosphere in which there was space for each of the participants and the LASIN staff from both universities to get an in-depth knowledge of each of the projects being represented at the meeting.

Every participant responded positively to this question some explaining further:

*"Yes. Although more than connections, I have made good friends and gotten to know new people."*

*"Yes. With people from the Usme community, students and organisations."*

*"Yes. I have met different people from different backgrounds, different professions and with different ways of living to mine that have enriched me personally and people who I have generated relationships with in the short term."*

*"Yes, I have met new people from whom I am sure I have learned a great deal."*

*"Yes,, connections with students, teachers and classmates."*

*"Yes, I have met very nice people and ones who I would like to have the opportunity to meet again as I received very valuable knowledge from them.*
*"Yes, many"*

*"Yes new connections and deeper connections."*

*"Yes. With each student that I spoke to, with my classmates, professors, with the people from the organisations, and with everyone from SIX."*

*"I am from Medellin and I made new connections and new friends to support us in our projects."*

*"I made new connections and reconnected with new*

*people. The possibility to share brings one the great opportunity to identify with and get to know the humanity of someone else."*

*"Yes, I got to know the stories of people who have good attitudes and a lot of perseverance. I learned things from new perspectives."*

*"Yes, I interacted with and got to know new people with whom I hope to stay in contact."*

## 2. Did You Learn A New Tool Or Method That Could Help You With Your Project?

The SIX team were keenly aware in the design of the Studio that participants were seeking to learn new, concrete social innovation skills and tools. The Bogotá workshop offered participants the opportunity not only to learn but to do through activities that included stakeholder mapping, creating relevant user personas and undertaking rapid, doing action research on a pressing social issue with the local community.

*"As for the method of the Spiral, I think that it is an excellent way to understand a challenge or problematic to be able to arrive at solution."*

*"Yes. The relationship with people/communities is fundamental in order to know what they need. For this you need a relationship with them is essential for the process of innovation."*

*"Yes, the basis to initiate and develop ad idea is to 1. Identify the problem 2, formulation of ideas, and the 3. delivery of a project."*

*"Yes. To create new links with people regardless of who they are, to know what are the things they are preoccupied by and worried about is a way to understand a problem."*

*"Yes. The ethnographic study that allows one to have a direct connection with people to broaden ideas and to see the if the project is really viable or if it requires change to continue."*

*"Yes."*
*"I learned, among many things, that one should go to the community to ask about needs before undertaking a project."*

*"I thought the methodology that was used during the two days was very cool. It was very dynamic and that help me learn much more."*

*"Doing interviews/research/testing before, during and after launching a service to the market."*

*"Yes, all of the knowledge offered has been very good as tools to develop any idea."*

*"Yes, according to the Innovation Spiral, we need to start at the beginning."*

*"Yes. I have encountered and learned methods of discovery, planning and perseverance."*

*"Yes, the importance of listening to others, their point of view and what I can I learn from them."*
*"Yes. I liked the activities and being able to see polarised opinions and views when doing the line exercise. It was a good activity for the group."*

*"Yes. The Innovation Spiral is very interesting."*
*"Yes, new ways to deliver our projects."*

*"I learned about the Innovation Spiral and how to have it or use it with projects."*

*"Yes, some tools that I had learned before in education but had never used."*

*"Yes. To know that I have to listen better and that way to learn and be able to put myself in the place of another person."*
*"Yes, though I had already learned about social ethnography but hadn't learned about building networks. This helped me and I am grateful to have it."*

*"Yes. The spiral of innovation. This gave us the basis for doing social innovation. Moreover to see the connections between people as a tool."*

### 3. Do You Have A Deeper Understanding Of Social Innovation?

*"The truth is that these types of activities help us to comprehend much better the topic of 'innovation'. It is a total transformation of our ideas and projects and in this case with people with fantastic ideas like you all.*

*"I have learned that ideas are limitless and our ideas are not alone. Also, I learned that there are many people in Colombia and in other parts of the world trying to improve things through social leadership and the this is what innovation tries to do, to be a leader."*

*"Yes. That it is not necessary to have a lot of money to develop our ideas only to surround yourself with the right people. It not necessary to have a completely new idea it is only needed to know if it is already happening how to apply it to a new group or sector de of the population to see how to make a change and to do something different."*

*"Yes. For social innovation, it is not necessary to create new things, that to be able to innovate what is needed is empathy, love, confidence, hard work, work for well-being of the society."*

*"Yes. To develop a project it is very important to have communication with other people to be able to enrich the idea."*

*"Yes."*

*"I learned everything about social innovation as I had never heard anyone talk about it before."*

*"Yes, the Innovation Spiral and the process of innovation."*

*"I have learned that for your idea to be more complete you have to connect yourself with the people who you believe are the beneficiaries (empathy)."*

*"Yes, that we need deal with problems in a better way, that social innovation is action."*

*"Yes, I learned that social innovation is thinking about a social challenge and giving it a solution although at times the solution that we give doesn't work and we fail but we should keep trying and striving."*

*"I learned that social innovation is not only about creating new things but also it can be implementing*

*projects or cases that already exist but finding the tools for implementation, the building of interpersonal and interdisciplinary relationships is fundamental to be able to relate to a specific community."*

*"Yes, not necessarily something new but something better."*

*"Yes, I learned that social innovation is not exclusively for geniuses. 'Anyone can do social innovation'."*

*"Yes, they taught me not only to promote social innovation but how to do it with charisma and a smile."*

*"I learned many new things including the importance of making new connections and strengthening empathy."*

*"Yes, I learned to differentiate and deepen what it [social innovation] is and that we shouldn't give up and we need to work hard in our projects and for our goals that we have for the future."*

*"Yes, I learned that innovation isn't only new ideas, but a type of idea that can generate a new response and knowledge that helps others."*

*"Of course! From the most basic thing such as the concept of social innovation. This was something new for me. Now I understand it in its different forms. I learned that the there is a belief that innovation is only something completely new in the world but that isn't actually the case."*

### 4. What Suggestions Or Advice Or Thoughts Do You Have To Help Us Improve The Studio Design And/Or Delivery?

*"I don't have any suggestions because absolutely everything was fantastic, I very much liked the two days of the workshop and I would like to have the opportunity to participate again on day."*

*"To have more integration activities among the participants. I would like to have had an activity to extract many tools to develop our projects or idea which offered knowledge of the whole innovating creation process. This would be a great support and help."*

*"I consider that the activities of the conference were adequate and they generated a closer relationship with the facilitators/speakers."*

*"No suggestions. It is a very good project. Many thanks."*

*"The workshop has been excellent. I hope to be able to continue to be in contact with the SIX team because I am really passionate about all of the research and what's more if it has anything to do with social innovation for which I would like to be guided in the process. Thank you."*

*"Only that I want to say many thanks for the beautiful learning. Very much for our project as well as for our personal lives. Thanks to people like yourselves it is easier to go forward and to be able to help others in our community. Thank you."*

*"Thank you for offering your time and for telling the world about the great work that you are doing. With much gratitude, affection and admiration."*

*"Many thanks for the opportunity to be here sharing this experiences with you all."*

*"To me, these two days have been very good. To me, Louise, Tricia, So seem like very intelligent and fun on top of that. I am leaving very content and with a strong desire*

*to learn more about social innovation. Thank you for the wonderful experience that I have lived in these two days. I am super happy. Thank you."*

*"I don't have suggestions. I liked the activity."*

*"Implement this project in bigger groups, more frequently and with the same energy to continue building and transforming people like me. Thank you! "*
*"Send the agenda in advance."*

*"The presentations had a lot in English and this was a bit confusing."*

*"I very much liked the atmosphere that you created and the things and information that you left us with."*

*"It was an excellent course. I would be very good to spend more time with you all "*

*"The only thing that left is to say that I am grateful for the workshop. I feel that such a long workshop is difficult for those who work but I also believe that all the information that was offered was very valuable. Many thanks!"*

*"The programme and the activities were too interesting, so much so that we didn't take any notes but actually this is important for the community. Thank you for teaching us the things you know. "*

*"My only suggestion relates to the language - although I understood everything that you wanted to share, language generates more connection, familiarity and empathy."*

*"It would be great to have the presentation sent to us."*

*"Everything was brilliant."*

*"Congratulations. I liked the activities. I gained a lot of personal learning."*

In conclusion, the participants have positively evaluated their participation in the Studio, which indicates that the selection process was successful and involved the participants who really could take advantage of this opportunity and the that the design and delivery of the Studio was appropriate, effective and well-received. In addition, the comments in the evaluation show that the participants really took on board the information and knowledge that was shared over the course of the two days.

INNOVATION HAPPENS HERE

# PANAMA
## EVALUATION REPORT

TRICIA HACKETT, JUNE 2017.

On the 24th – 25th May 2017, SIX delivered the LASIN Social Innovation Studio (SIS) which was hosted by and carried out in collaboration with LASIN Partners from the Universidad de ISMA and the Universidad Católica Santa María La Antigua (USMA).

The workshop was attended by 27 participants which included a diverse mix of people from community organisations, local government, students from each university, professor as well as LASIN coordinators and staff.

## SIS Day One

The first day of the Studio began with introductions of each of the participants using several different activities aimed at creating an atmosphere of trust and openness. This was also the first opportunity for participants to share their projects and institutional affiliations with one another, SIX, and the local LASIN coordinators.

An activity was undertaken in which each participant created a pictorial of what "moves them" to generate solutions to social problems and to create socially innovative projects.
SIX presented the origin, prevailing ideas, theories and definitions of Social Innovation as well as giving space to the participates to discuss and think about what Social Innovation means to them and for their work and/or studies.

The SIX working definition of Social Innovation is as follows:

*"New ideas, product service and models which meet social needs and create new social relationships and collaborations. Innovations which are both good for society and enhance society's ability to act."*

One of the enduring frameworks used in social innovation: *The Innovation Spiral* which was developed by NESTA and the Young Foundation and first published in the Open Book of Social Innovation (2010) was presented with specific examples given for each stage. The Innovation Spiral was a basis and a reference for many of the activities and discussions over the course of the two days of the Studio.

To see "The Innovation Spiral" go to page 356

SIX presented case studies of successful and inspirational social innovation projects and initiatives from around the world including:

*Seoul City: The Listening City , 100In1Day, GoodGym.*

## Si Tools And Methods Explained And Put Into Practice

## Stakeholder Analysis And Power Mapping

A frequently used tool in social innovation - *'Stakeholder Analysis and Power mapping'* - was presented to offer a technique to better understand stakeholder motivations and interests. In small groups, participants tried out the stakeholder identification and mapping based on social issues that were identified within the group.

## Rapid Action Research

Another method - rapid, action learning - was presented in the context of the first step of the Spiral of Innovation which is having a better and more in depth understanding social problems and challenges. Participants organised into small groups to conduct rapid action research on five pressing social issues: public space, education, jobs and young people, social cohesion, and the environment. They had an hour to formulate two key questions related to each topic and conduct rapid research in the local area. When the entirety

of the group reconvened following the research activity, they shared both their findings as well as their learning and reflections on undertaking the exercise. Many reported that they were surprised by the responses they had from the public and for some it made them think differently about the issue they were exploring.

## Expectations And Feedback On Day One

At the beginning of the workshop, SIX asked each participant to write down what their expectations for the Studio. The expectations were reviewed and considered by the SIX team and they informed the content that was chosen for the subsequent day of the Studio.

To see more case studies around the worlg go to page 360,373 and 382
To see "Stakeholder Mapping" graphic go to page 359

At the beginning of Day One, the participants were asked **"what are your expectations for the studio?"**

*"Acquire the tools for social development of children, adolescents, adults and older adults"*

*"Learn about social innovation and how to be involved in projects that will better the lives of everyone and how to include it in everyday life; how to meet more needs even when we belong to an organisation."*

*"Learning about the continuity of social projects; know how to make an efficient financial plan; know whom to I can ask for funding; connect with other foundations."*

*"Learn tools that will help me multiply social innovation projects: incentivising them; spreading them; making them more effective; replicating them."*

*"I hope to learn how to efficiently develop social projects y to know about new methods that will improve our projects.*

*Identify innovative actions; know how to land and implement; know how to design an innovation programme."*

*"For me it is important to know how to be able to help others, in the projects, that I can make concrete to be able to successful innovate to improve my country and communities to have a better country with an excellent quality of life"*

*"The creation of innovative social process and how to measure them."*

*"To be able to finish a solid idea of social innovation; to know the basis for making an innovative project happen; to create links that can help me to grow an idea and participate with others."*

*"Learn, create, give."*

*"To make contacts and find and involve communities that lack networked resources and likewise to be part of the organisations of the network."*

*"To enrich my existing knowledge and obtain ideas to innovate our projects and at the same time make a network for knowledge exchange."*

*"To identify options or ways to channel social and economic initiatives"*

*"I would like our foundation to be part of SIX."*

*"Inspiration to develop innovative projects that are sustainable for society."*

*"To have a better focus to educate, apply and develop social type projects."*

*"To get resources to develop social entrepreneurship."*

*"I hope to obtain from this seminar knowledge to develop innovation projects that can support the people that have the least or are vulnerable."*

*"Get a more concrete idea of social innovation. How it can work? What is the power of it? How can people re-shape society?"*

*"To learn about spaces to apply to funds to make sustainable the social programmes that we are developing."*

*"To develop abilities that allow me to develop and execute social innovation programmes in the university."*

*"To know and learn techniques and strategies necessary to develop social innovation projects in an efficient manner."*

*"To be able to differentiate between corporate social responsibility and social innovation; recommendations to help mature my recycling project as social innovation."*

*"To learn how to improve my project and to know how to focus in a progressive way for Panamanian society; obtain new intellectual, social and economic contacts."*

*"Acquire tools y knowledge that will permit us to do sustainable capacity building in communities where we develop our programmes so they can endure beyond the government administration."*

*"To better learn effective social innovations that transform people and communities to be able."*

*"As an entrepreneur, the thing I hope most for is to be able to fill up with knowledge about social innovation and to be able carry out my projects."*

*"I hope to find the way to articulate, help, advice, guidance related to development project for malnourished children and adolescents in Panama and Venezuela."*

*"Undertake and be able to make effective the projects that we have within the municipal libraries. To have more contacts for future projects and to learn more English as the facilitators speak English."*

At the end of the Day One, participants were asked **"what was good about the first day of the studio?"**

*"I liked the group activities as a way to change a bit the routine and learning about the best ways to innovate."*

*"It was very dynamic; the refreshments were good; the atmosphere was relaxed; I can appreciate the quality of the delivery of the workshop and those who delivered it."*

*"What did I learn? I learned that social innovation is necessary for the process of integration and resolution of problems; How did I feel? Identified. Satisfied. And with the consciousness of the importance of learning together. What did I realise? That everyday we learn. Good luck!"*

*"In my opinion, I really liked the dynamic of the workshop. Also, I have been able to learn new tools and knowledge that will help me with my entrepreneurship plans of social innovation for the benefit of society."*

*"Great atmosphere, relaxed, good vibes from all of the facilitators. Great ice breakers, great exercises, good activities and interaction"*

*"What I like the best was the activities on integration and innovation and the questions on the user diagnosis."*

*"The workshop and the whole agenda was very interesting to me."*

*"The Spiral was excellent!"*

*"I liked the activities and that it was very interactive and the excellent facilitators."*

*"I liked the group of participants, the group activities, the collaboration between different parts of the USMA and the society."*

*"The fact of being able to learn about social innovation was gratifying when you want to make a change. The most interesting part is to be able to understand from experts about how to delivery projects. Last but not least, the fact of being able to express are ideas has been excellent."*

*"The facilitators are warm. I would like to know how to belong to SIX. Thank you."*

*"The methodology and activities were very good."*

*"Excellent methods of interactions among participants; real examples that we can investigate; the formation of a network among the participants."*

*"The activities; sharing with others; to see projects; congratulations on the workshop. Very good."*

*"I liked the fact to have a guide of how, when to do*

*and achieve social innovations. It is important to have experience in themes that you want to work with."*

*"The workshop today was a great learning from me to have been able to share with more people and their experiences and projects. To be able to share with SIX has enriched my knowledge, methods and ways of applying them to projects thanks to the information of social innovation that I wish to be able to apply. Thank you."*

*"The planning of the workshop; the sharing of theory and later sharing practice; the practical participation of the evaluation and staying on time!"*

*"Thank you for your time. I am very grateful for your sharing of knowledge and the opportunity to share and refresh what I already know and have learned in the university."*

*"Practical. Participatory."*

At the end of Day One, participants were also asked **"in what ways could SIX improve the studio?"**

*"An opportunity for more people inside our organisation that we represent; to bring alternatives to improve our projects; direct contacts to continue our projects."*

*"In general terms, I have really enjoyed the seminar and I have not encountered any aspect to improve as everything has been incredible!!! Many thanks!! "*

*"I believe that the main thing to improve was the beverages. The hot soda had a very bad taste."*

*"The timing of the session given that it was during work hours of the participants; the practical activities should be more direct given the time the take; better utilise the translator."*
*"Ideal material. Citing sources or a complete profile of the case study from the point of view of the innovation spiral."*

*"Improve the colours of the slides so they are easier to read."*

*"Have the presentation in Spanish. (x2)"*

*"It would be good to go into more detail the ideas and strategies of the relevant themes of the innovation projects."*
*"More information; too many discussions."*

*"The agenda was very packed; more practical and concrete tools; less time for discussion. Be stricter with the time that each person has to be able to speak."*

*"It could have lasted longer"*

*"I would like to have an evaluation guide of when a project or idea is social innovation."*

*"Improve the timing."*
*"I would like you to share videos of experiences; the from the beginning you share the definition of social innovation."*

*"I would like to be more information presented on each step of social innovation."*

*"It has been a great experience, very dynamic, and great participation and the way of interacting with other participants is always gratifying. Thank you."*

*"The lunch could have been better. The interpreter could have been more expressive."*

*"In general, the activities were very interesting. The only details is that it can be difficult to receive information through translation. The rest was an excellent initiative.*

## SIS Day Two

### Continutation From Day One: Si Tools And Methods Explained And Put Into Practice

## User Personas

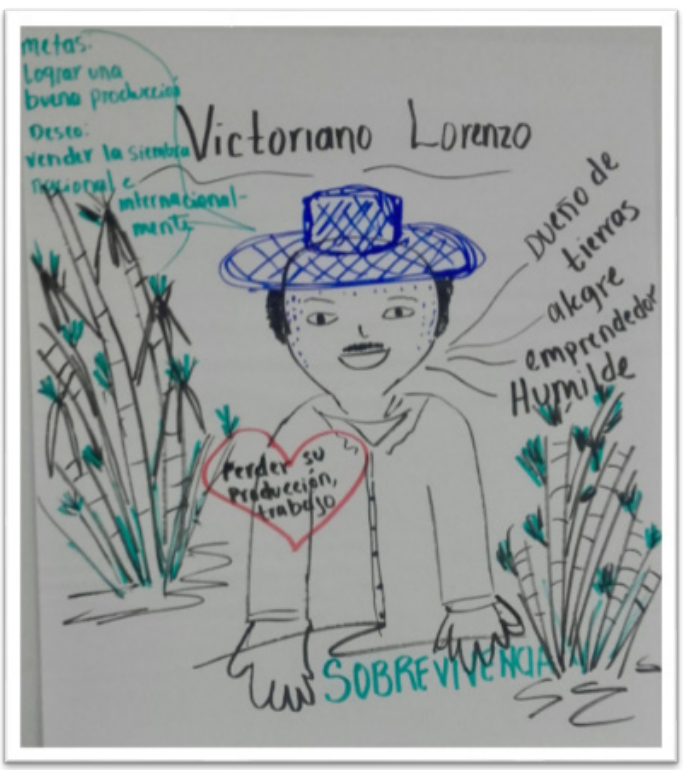
User personas are a semi-fictional archetype that represents the key traits of a segment of users/beneficiaries/clients based on the data collected from user research. Creating user personas is a method for developing and designing a new service, process or product from the perspective of the user/beneficiary/client.

After the technique was presented, participants were asked to try it out creating their own user personas. Their user personas were to be informed by the interviews they had conducted with the aim of generating a solution to their social challenge from the perspective of how it might best serve the fictitious person or user they created. Each group representing the five chosen social challenges generated user personas.

One of the personas created was *"Victoriano Lorenzo"* who was imagined to help the group focused on environmental challenges to innovative an appropriate solution – in this case bamboo production.

The final session of the SIS included presentations of the emergent SISUs from each University partner and included a tour of the new SISI space created by Universidad de ISMA.

The participants had the opportunity to learn more about the SISU and be involved in a discussion about the stage of development of the SISU and how they might be involved for the future. This session incorporated a co-design exercise using the Business Model Canvas.




## Business Model Canvas

SIX presented the Business Model Canvas - a collaborative tool that helps to communicate different business models with your stakeholders and brainstorm new ones.

Several small groups of participants worked on the Business Model Canvas from the perspectives of the SISUs and presented their ideas to each university as the final activity of the Studio.

To close the Studio, we asked the participants to answer the following question:

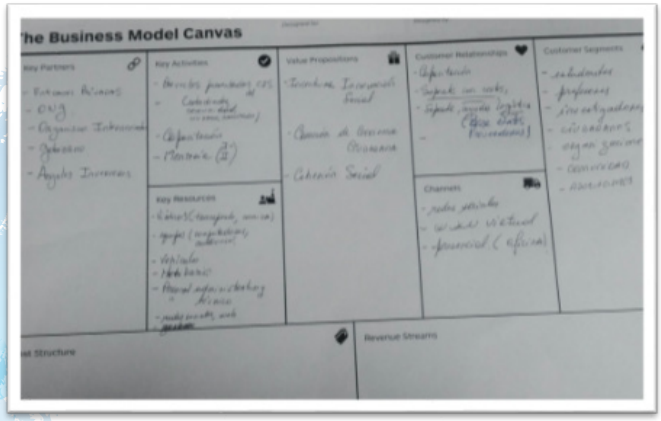
1. Did you make any new, relevant connections?
2. Did you learn a new tool or method that could help you with your project?
3. Do you have a deeper understanding of social innovation?
4. What suggestion or advice or thoughts do you have to help us improve the studio design and/or delivery?

### 1. Did You Make Any New, Relevant Connections?

From the outset of the SIS, the SIX team aimed to create a collaborative atmosphere in which there was space for each of the participants and the LASIN staff from both universities to get an in-depth knowledge of each of the projects being represented at the meeting.

Every participant responded positively to this question some explaining further:

*"Yes. I was interested in the projects that were shared like*




*the Bamboo. They gave me new ideas for our projects."*

*"Yes. Many."*

*"Yes, very good connections through doing the activities."*

*"Yes, I hope to integrate these new connections."*

*"Yes, ranging from people from other institutions to people from the government organisations."*

*"Yes, it has been very enriching."*

*"Yes, very motivational."*

## 2. Did You Learn A New Tool Or Method That Could Help You With Your Project?

The SIX team were keenly aware in the design of the Studio that participants were seeking to learn new, concrete social innovation skills and tools. The Panama City workshop offered participants the opportunity not only to learn but to do through activities that included stakeholder mapping, creating relevant user personas and undertaking rapid, doing action research on a pressing social issue with the local community.

Likewise, every participant responded positively to this question some explaining further:

*"Yes, I am leaving the workshops with a clear view."*

*"Yes of course. As a student without much information beforehand, this workshop allowed me to get to know the theme and give me the idea of all that is implied by social innovation."*

*"Yes, one of them was that in order to achieve goals and objectives it requires that first one must develop a social innovation plan with the whole teams."*

*"Yes, the stakeholder framework is really useful."*

*"Yes, I learned that social innovation is a process."*

*"Yes, the stakeholder mapping process to identify people who might be interested."*

*"Yes, especially how to improve process and actions that we are developing."*

*"Yes, I had never hear about the models that we have seen in these two days."*

*"New methods that I learned are the Canvass, User Personas, the participatory activities, and the spiral of innovation."*

*"Yes, definitively I learned methods that I am going to use from now on."*

## 3. Do You Have A Deeper Understanding Of Social Innovation?

Once again, each participant responded positively to this question with some offering commentary:

*"Yes, I learned something new about social innovation."*

*"Yes, I definitely have learned something new specifically the differences that exist how you can do it."*

*"Yes. I learned that social innovation can be a product, way of thinking, service or a process."*

*"Yes. Doing the interviews with people in the community changes the mentality that one has about certain topics and gives knowledge of how much people in the community know about certain topics or issues."*

*"Yes, definitely. For me as a student without much information, this workshop allowed me to get to know the topic and give me an idea of what the field of social innovation is.?*

*"Totally. About 80% of the information was new to me."*

### 4. What Suggestions Or Advice Or Thoughts Do You Have To Help Us Improve The Studio Design And/Or Delivery?

*"It was a very good experience to be able to share with people who want to make positive change like I do."*

*"Present a case study completely including the strategies. Thank you."*

*"Provide or offer activities that integrate the participants with the facilitators. This would improve the energy and the atmosphere of the workshop."*

*"Continue doing the Studios and bring us more about innovation."*

*"All of it was very dynamic! Congratulations."*

*"In general terms, the workshop was excellent. Very interesting topics and activities. For the next workshops it would be good to have the presentation in Spanish."*
*"That the seminar lasted one day more."*

*"I suggest continuing with this group and that every year we can receive this workshop or training. All was good."*

*"Maybe use the PowerPoint in a more involving way with the participants of the event. All else awesome." (written in English)*

*"The training was so interesting for the participants that it could have been longer in the amount of timing practicing."*

*"Continue with your enthusiasm. Make the world better."*

*"I believe that the communication was difficult for me (the language)."*

*"That everything had been in Spanish. The interpretation was not good. Also, it would be good to have more videos of successful cases."*

*"Excellent. I liked that you adapted the course to the group and that you constantly were checking in about our expectations."*

*"Maybe it would have been productive to work in the same projects from the interviews and in the stakeholder mapping to be able to go deeper."*

*"I have had a lot of learning being part of this workshop and it was very good to be integrated with the students to see what we could learn together and to be hard of these projects.*

In conclusion, the participants have positively evaluated their participation in the Studio, which suggests that the selection process was successful and involved the participants who really could take advantage of this opportunity and thatt the design and delivery of the Studio was appropriate, effective and well-received.

# PART 6
# MASTER PROGRAM

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

# SOCIAL INNOVATION MASTER

## FUNDACIÓN UNIVERSITARIA DEL ÁREA ANDINA
## GLASGOW CALEDONIAN UNIVERSITY

This project has been funded with support from the European Commission.
This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

GCU Glasgow Caledonian University

AREANDINA Fundación Universitaria del Área Andina

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# SOCIAL INNOVATION MASTER

**FUNDACIÓN UNIVERSITARIA DEL ÁREA ANDINA**
**GLASGOW CALEDONIAN UNIVERSITY**

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## El Inicio

La experiencia y la mirada de cada uno de los 13 socios del proyecto LASIN, se encuentran unos a otros en la diversidad de opiniones, conceptos e interpretaciones en torno a la Innovación Social. Algunos socios están en un rol de aprendizaje sobre la temática, en su primer acercamiento; y otros cuentan ya con un camino recorrido.

Durante la formulación del proyecto se identificó que un resultado pertinente del mismo, debería ser una Maestría en Innovación Social que representara la riqueza de la interculturalidad y las diferentes lecturas de cada una de las instituciones participantes; y que, al mismo tiempo, capitalizara los aportes intelectuales y posturas constructivas y críticas que atraviesan océanos y que se ponen sobre la mesa en cada reunión presencial.

## El Proceso

Con el liderazgo de la Fundación Universitaria del Área Andina y de Glasgow Caledonian University, la elaboración de esta propuesta de maestría surtió en varias etapas:

**ETAPA 1**
Identificación de insumos para el marco teórico

**ETAPA 2**
Identificación de otros programas académicos similares en la materia

**ETAPA 3**
Debates interinstitucionales para definición de la estructura y contenidos

**ETAPA 4**
Desarrollo de Syllabus y solicitud de retroalimentación

**ETAPA 5**
Profundización metodológica

## ETAPA 1

En una primera etapa se identificaron insumos para un marco teórico sobre Innovación Social, a través del cual se profundizaron algunos aspectos y se pusiera de acuerdo conceptualmente el equipo académico.

Con lo anterior se priorizaron los siguientes referentes teóricos, dando una lectura crítica a los mismos:

**Texto 1:** Strategies and Communications for Innovations – Hülsmann / Pfeffermann. An Integrative Management View for Companies and Networks. Michael Hülsmann, Nicole Pfeffermann

**Texto 2:** Expert panel on effective ways of investing in health (EXPH). Disruptive Innovation – Considerations for health and health care in Europe

**Texto 3:** Does Social Innovation Require Social Entrepreneurship?. Asceline Groot and Ben Dankbaar

**Texto 4:** Society and Business Review, Ethics of social innovation. Knut J. Ims Laszlo Zsolnai

**Texto 5:** Exploring Partnerships for Social Innovation. Mario Risso

**Texto 6:** Making Things Happen: Social Innovation and Design. Ezio Manzini

**Texto 7:** Proceedings of the 7th International Scientific Conference Rural Development 2015. Conceptual outlook to social innovation in EU. Edited by prof. Asta Raupelienė

**Texto 8:** Social innovation as a process to overcome institutional voids: a multidimensional overview Manuela Rösing Agostini

**Texto 9:** Which One Triggers the Other? Technological or Social Innovation. Cagri Bulut (Yasar University), Hakan Eren (Turkish Military Academy), Duygu Seckin Halac (Yasar University)

Para tres de los textos se elaboró una matriz de la cual se brinda un ejemplo a continuación:

| NOMBRE DEL ARTÍCULO | IDEAS PRINCIPALES (una por casilla) | IDEAS COMPLEMENTARIAS (una por casilla) | CIFRAS Y DATOS (una por casilla) | OBSERVACIONES |
|---|---|---|---|---|
| Exploring Partnerships for Social Innovation | RSE (responsabilidad Social Empresarial) | La RSE (responsabilidad Social Empresarial) debe tener en cuenta en sus cadenas de suministro dos vías hacia los niveles. | | Es un interesante artículo sobre Relacionamiento estratégico y Responsabilidad Social Empresarial, sirve como un ejemplo de caso exitoso de trabajo tripartito, sin embargo no hace mayores aportes sobre innovación social, se centra mucho más en RSE y en la necesidad de trabajar con los sectores ( empresa pública, provada y sin ánimo de lucro). |
| | Innovación social como resultado de la RSE | La Responsabilidad Social Empresarial y evidencia la migración de las organizaciones de atender solo necesidades sociales a generar innovación social, hace énfasis en que las acciones filantrópicas, voluntarias y de donación, ya no generan impacto en los consumidores finales. | | |
| | Alianzas estratégicas multisectoriales en RSE | Necesidad de organizaciones híbridas que contemplen la empresa privada, las organizaciones sin ánimo de lucro y las entidades estatales, esta articulación de actores posibilita "hacer la RS" pues esta interacción es la que dará el punto de actuación. | | |

ETAPA 2

La siguiente fase implicó el diseño e implementación de una encuesta que fue diligenciada por los socios del proyecto, que buscaba hacer un mapeo inicial frente al alcance y aspectos a ser incluidos en el desarrollo de la Mestría. Su estructura era la siguiente:

# Proyecto Lasin Red Latinoamericana De Innovación Social

## PROYECTO MAESTRÍA

De acuerdo con lo planteado en el cronograma del proyecto LASIN, está previsto el diseño de una Maestría en Innovación Social, con participación de las instituciones vinculadas al mismo.

Esta encuesta tiene como objetivo recoger opiniones, experiencias e información de las instituciones participantes en relación con los alcances y características esperadas de esta propuesta de formación.

Por lo anterior, solicitamos su valiosa colaboración con el diligenciamiento de los puntos que se presentan a continuación, con la mayor precisión posible respecto a los temas tratados.

### Denominación

La denominación del programa debe reflejar el nivel de formación y la naturaleza del campo de acción, definidos a partir de la oferta existente en los diferentes países y los contenidos curriculares.

De acuerdo con lo anterior, por favor liste a continuación los programas de maestría y las instituciones de su país - región que pueden considerarse afines al tema de la innovación social:

| NOMBRE DEL PROGRAMA | NOMBRE DEL LA INSTITUCIÓN | PAÍS |
|---|---|---|
| | | |

Por otra parte, de acuerdo con su experticia y conocimiento del área, ¿considera usted una denominación específica para el proyecto de maestría en desarrollo? Por favor menciónela a continuación

### Justificación

La justificación de un programa académico se fundamenta en las necesidades existentes en el área, las tendencias y estado actual de la formación, las posibilidades de desarrollo profesional y las proyecciones de cumplimiento de una función social

En esa línea, por favor describa brevemente los elementos que considere útiles para sustentar el proyecto en términos de:

A. Estado de la formación en el área de la innovación social en su país - región.

B. Necesidades del país - región que puedan ser cubiertas por los profesionales egresados del programa.

C. Características de programas similares que puedan ser analizadas para la formulación del proyecto.

D. Elementos diferenciales, entendidos como valores agregados del proyecto propuesto por la red LASIN.

## Aspectos curriculares

Los aspectos curriculares constituyen el núcleo central de cualquier proyecto educativo y hacen referencia a los elementos de orden académico, filosófico y científico del programa.

Por favor mencione a continuación los elementos que considere pueden ser útiles para la construcción del programa desde la perspectiva de la institución que representa:

A. Perfil de egreso esperado (en términos de competencias académicas y de desempeño profesional)

B. Cursos propuestos
De acuerdo con su experticia en el área y el conocimiento que tenga de otros programas similares, mencione a continuación los cursos que considera deberían ser incluidos en el plan de estudios para responder al perfil propuesto, haciendo una breve descripción de los mismos.

C. Estrategias pedagógicas

Con base en su experticia y el conocimiento que tenga de otros programas similares, mencione a continuación las ideas que tenga acerca de las estrategias pedagógicas y de evaluación que podrían incorporarse al desarrollo del programa.

## Medios Educativos

Los medios educativos soportan el desarrollo adecuado de un programa de formación, incluyendo recursos bibliográficos, bases de datos, recursos audiovisuales, entre otros.

Por favor mencione a continuación, los medios educativos con que podría contribuir su institución en caso de implementarse un programa interinstitucional de maestría en innovación social.

## Talento humano

El talento humano que soporta las actividades de formación es un elemento clave para el desarrollo de cualquier proyecto educativo. Tomando como base el grupo de profesores vinculados a su institución, por favor diligencie el cuadro que se presenta a continuación incluyendo aquellos académicos que podrían vincularse a un programa de maestría en innovación social:

| NOMBRE DEL ACADÉMICO | NIVEL DE FORMACIÓN | ÁREA DE DESEMPEÑO ACADÉMICO |
|---|---|---|
| | | |

## Investigación

La investigación es un componente fundamental de los programas de maestría, de acuerdo con su experiencia, conocimiento y expectativas, plantee brevemente las líneas y/o núcleos de investigación que podrían trabajarse desde la maestría.

## Comentarios

Si desea hacer algún comentario adicional o propuesta de desarrollo del programa de maestría que no se haya contemplado en los numerales anteriores, por favor plantéelo a continuación.

Producto de esta encuesta, surgió la siguiente matriz, tipo Benchmarking:

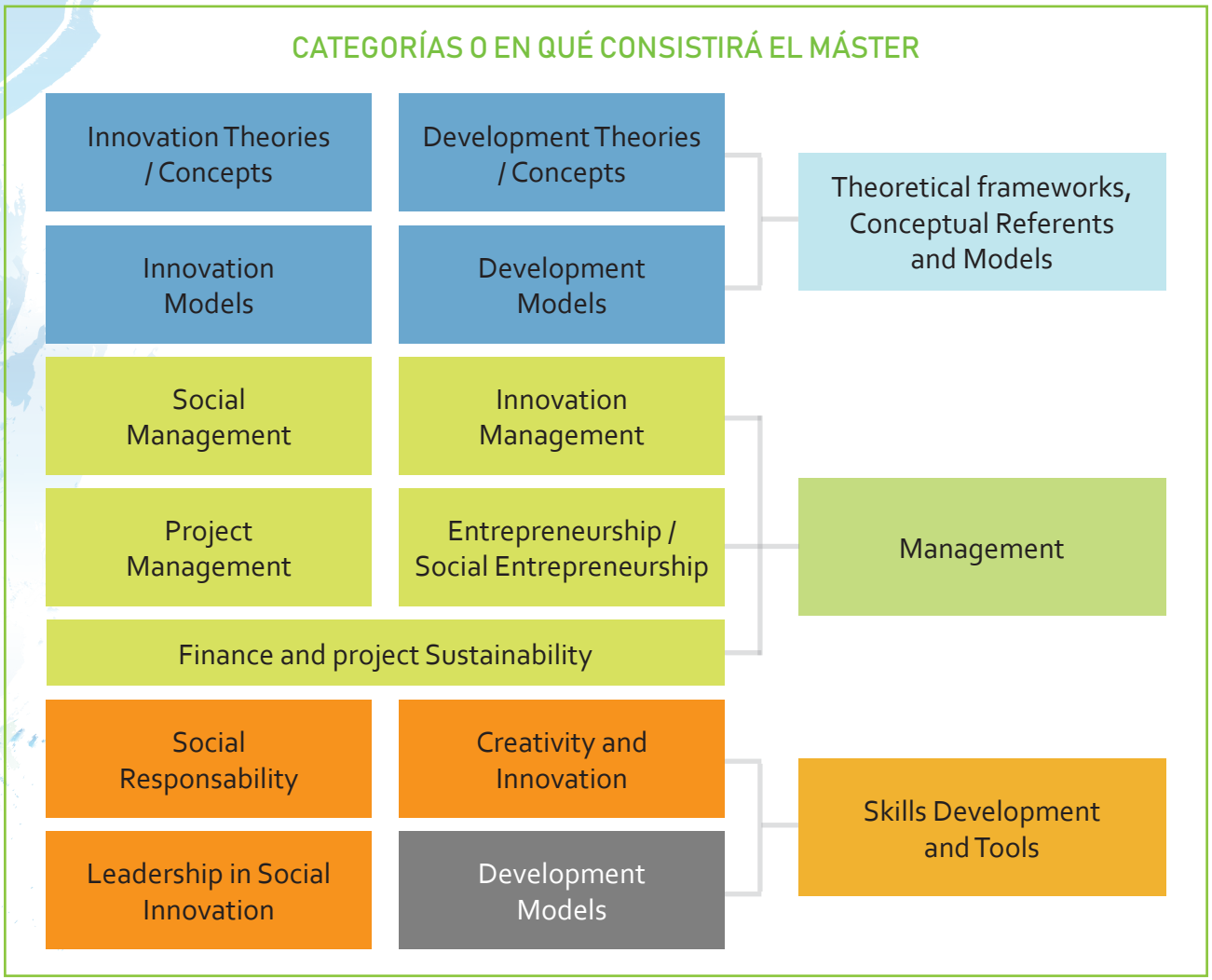
| RESULTADOS BUSQUEDA: MAESTRÍA INNOVACIÓN SOCIAL | | | | |
|---|---|---|---|---|
| No. | INSTITUCIÓN | PROGRAMA | DIRECCIÓN | INFORMACIÓN EN LA PÁGINA |
| 1 | UNIVERSIDAD ICESI Facultad de derecho y ciencia sociales Cali Colombia | MAESTRIA EN GERENCIA PARA LA INNOVACIÓN SOCIAL | http://www.icesi.edu.co/maestrias/gerencia_innovacion_social/ | Presentación Objetivo Plan de estudios Folleto Duración Estructura curricular Perfil aspirante Perfil egresado vías hacia los niveles. |
| 2 | UNIVERSIDAD EAFIT Medellín Colombia | La Maestría Gerencia de Empresas Sociales para la innovación social y el Desarrollo Local | http://www.eafit.edu.co/programas-academicos/posgrado/maestria-en-gerencia-de-empresas-sociales-para-la-innovacion-social-y-el-desarrollo-local/Paginas/maestria-gerencia-empresas-sociales-presentacion.aspx | Presentación<br>Objetivo<br>Perfiles<br>Estructura curricular<br>Plan de estudios |
| 3 | UNIVERSIDAD EAN BOGOTA COLOMBIA | Maestría en innovación social | http://ean.edu.co/seccion/maestria-en-innovacion.html | Título que otorga<br>Duración<br>Link para pedir información completa |
| 4 | UNIVERSIDAD A DISTANCIA DE MADRID | Máster Universitario en Emprendimiento e Innovación Social - See more at: http://www.udima.es/es/master-emprendimiento-innovacion-social.html#sthash.7rs6uTcI.dpuf | http://www.udima.es/es/master-emprendimiento-innovacion-social.html | Presentación Objetivo Perfil aspirante Plan de estudios Metodología y Exámenes Requisitos de Acceso Reconocimientos ECTS Precios, Calendario y Matriculación Claustro de profesores Competencias Prácticas y Salidas Profesionales Movilidad Internacional Datos básicos |
| 5 | UNIVERSIDAD DE DEUSTO Bilbao | Máster Universitario: Investigación, Consultoría e Innovación social | http://www.deusto.es/cs/Satellite/deusto/es/masteres/estudios-masteres/investigacion-consultoria-e-innovacion-social/programa | Presentación ¿A quién se dirige? Salidas profesionales Profesorado Programa Estudiantes internacionales Prácticas Orientación y recursos Calendario y horario Normas académicas y transferencia de créditos |
| 6 | UNIVERSITAT DE BARCELONA | MÁSTER DE SOCIOLOGÍA: TRANSFORMACIONES SOCIALES E INNOVACIÓN | http://www.ub.edu/web/ub/es/estudis/oferta_formativa/master_universitari/fitxa/S/M0V02/index.html | Presentación objetivos<br>Información general<br>Requisitos acceso<br>Perfil de competencias<br>Créditos<br>Idiomas del docente<br>Plazas<br>costos |

| | | | | |
|---|---|---|---|---|
| 7 | MULTIVERSIDAD EDGAR MORAN México Universidad Internal On -Line | MAESTRÍA Y DOCTORADO EN INNOVACIÓN SOCIAL Y CIENCIAS SOCIALES | http://www.multiversidadreal.edu.mx/maestria-y-doctorado-en-innovacion-social-y-ciencias-sociales.html | Presentación<br>Modalidad de estudio |
| 8 | La UPV/EHU euskampus: campus ofinternational excellence EMD (Escuela de Master y Doctorado) de la UPV/EHU | Máster en Innovación Social e Industrias Culturales y Creativas. | http://euskampus.ehu.es/master-en-innovacion-social-e-industrias-culturales-y-creativas/ master.mde@ehu.es y mde@ehu.es | presentación<br>Competencias básicas de la titulación<br>* proyecto formativo es el resultado de una alianza de la UPV/EHU con la Spri –la agencia de desarrollo empresarial del Gobierno Vasco- y el centro de investigación Sinnergiak Social Innovation con el fin de responder a la creciente importancia de la innovación social y de las industrias culturales y creativas en el desarrollo socioeconómico.Sinnergiak es una Unidad Autónoma dentro de Euskampus Fundazioa que está promovida por la UPV/EHU en el marco del Campus de Excelencia Internacional con el fin de crear un polo de formación, investigación, transferencia e innovación de referencia internacional con impacto local. |
| 9 | Universidad ANAHUAC MEXICO SUR alianza con Centro Mexicano para la Filantropía | Maestría en Innovación Social y Participación Ciudadana | http://www.cemefi.org/servicios/noticias/filantropicas/1581-maestria-en-innovacion-social-y-participaicon-ciudadana.html | Presentación<br>Perfil del egresado<br>Video promocional |
| 10 | HEC Paris | MSC SUSTAINABILITY AND SOCIAL INNOVATION | http://www.hec.edu/Masters-programs/Master-s-Programs/One-Year-MSc-MS-Programs/MSc-Sustainability-and-Social-Innovation/Key-Features | Presentación<br>Duración<br>Créditos<br>Idioma |
| 11 | AMANI INSTITUTE BRASIL | POST GRADUATE CERTIFICATE IN SOCIAL INNOVATION MANAGEMENT | http://amaniinstitute.org/programs/post-graduate-certificate-in-social-innovation-management?gclid=CNmegunZhswCFcQkhgodcTIKUg | Estructura<br>Duración<br>Justificación |
| 12 | DANUBE UNIVERSITY KREMS ECONOMICS AND BUSINESS MANAGEMENT Krems Austria | Master of Arts in Social Innovación | http://www.donau-uni.ac.at/en/studium/master_of_social_innovation/index.php | Presentación<br>Idioma<br>Duración<br>Costo |
| 13 | UNIVERSITY OF CAMBRIDGE JUDGE BUSINESS SCHOOL | Master of Studies in social innovation | https://www.jbs.cam.ac.uk/programmes/professional-practice/mst-social-innovation/ | PRESENTACIÓN |

| | | | | |
|---|---|---|---|---|
| 14 | GODDRD COLLEGE VERMONT | Master of Arts in Social Innovation & Sustainability | http://www.goddard.edu/academics/ma/master-arts-social-innovation-sustainability/ | Presentación |
| 15 | THE UNIVERSITY OF NORTHAMPTON | Social Innovation MA | http://www.northampton.ac.uk/study/courses/social-innovation-ma/ | PRESENTACIÓN<br>DURACIÓN |
| 16 | Ravensbourne | Master Design (MDes) Social Innovation | https://www.ravensbourne.ac.uk/courses/postgraduate/design-management-innovation-courses/mdes-social-innovation/<br>http://www.masterstudies.com/Master-Design-(MDes)-Social-Innovation/UK/Ravensbourne/ | Presentación del programa<br>Estructura del programa<br>Duración<br>Costos Idioma |
| 17 | GOLDSMITHS UNIVERSITY OF LONDON | MA IN SOCIAL ENTREPRENEURSHIP | | Presentación<br>Duración |
| 18 | STANFORD BUSINESS | Social Innovation MOOC (EN) | http://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi | PRESENTACIÓN<br>Currículo<br>Servicios<br>Programas |
| 19 | STANFORD Center for Social Innovation (CSI | Certificate in Public Management and Social Innovation<br>Certificate in Public Management and Social Innovation | hhttp://www.gsb.stanford.edu/stanford-gsb-experience/academic/social-innovation/certificate | Requerimientos y Curriculum<br>The Certificate is an academic option within the MBA and MSx programs and is awarded to students who focus their elective coursework on topics in social and environmental management. |
| 20 | HUB AMSTERDAN | A MASTERCLASS IN SOCIAL INNOVATION & SUSTAINABILITY | http://amsterdam.impacthub.net/event/a-masterclass-in-social-innovation-sustainability/ | Programa<br>Precio |
| 21 | Universidad de Deusto | Master de Investigación, Consultoría e Innovación Social | http://www.deusto.es/cs/Satellite/deusto/es/masteres/estudios-masteres/investigacion-consultoria-e-innovacion-social/programa | Presentacion<br>¿A quién se dirige? Salidas profesionales Profesorado Programa Estudiantes internacionales Prácticas Orientación y recursos Calendario y horario Normas académicas y transferencia de créditos Gestión de Calidad Proceso de ingreso Condiciones económicas Eventos informativos |
| 22 | Udima, Universidad a Distancia de Madrid | MASTER EN EMPRENDIMIENTO E INNOVACIÓN SOCIAL | http://www.udima.es/es/master-emprendimiento-innovacion-social.html | Presentación<br>Dirigido a<br>Objetivo principal del Máster |
| 23 | Universidad de Alicante | MÁSTER INTERUNIVERSITARIO EN COOPERACIÓN AL DESARROLLO | http://www.daea.ua.es/mastercooperacion/ | Horarios y exámenes del MCAD – Curso Académico Aula del MCAD – Curso Académico Becas para la realización de Masters oficiales Vídeo-Presentación del MCAD Formulario de Preinscripción Información de Interés |
| 24 | ESADE, Universidad Ramon Llull | LIDERAZGO E INNOVACIÓN SOCIAL | http://www.esade.edu/research-webs/esp/socialinnovation/formacion/LIS | Presentación<br>Estructura y contenido |

## ETAPA 3

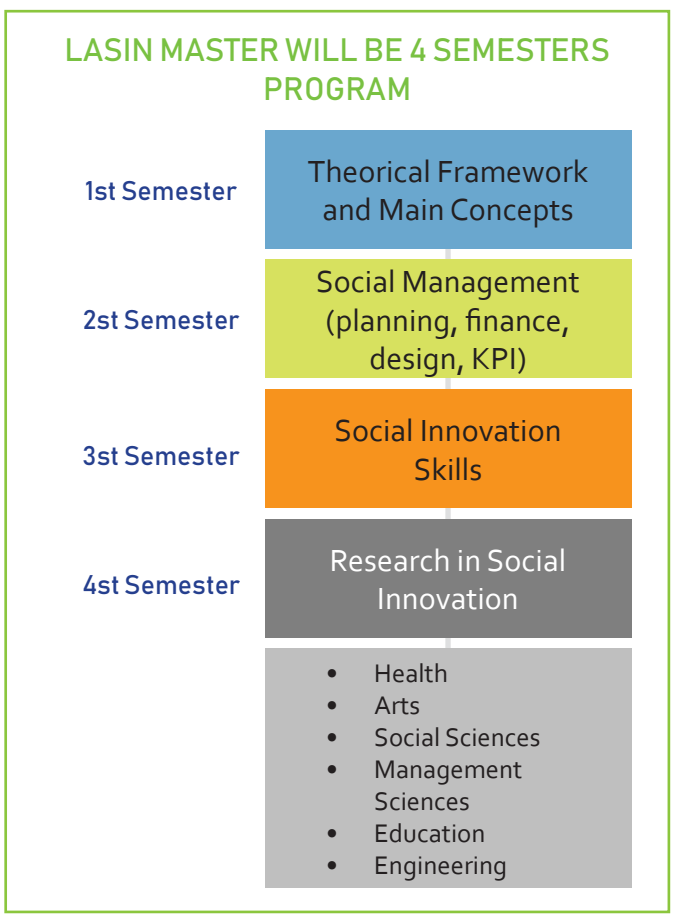
Un panorama más amplio de la oferta y el estado del arte, dio pie para iniciar debates internos acerca de la estructura que debía tener esta maestría, llegando a la siguiente:
Una primera categoría está basada en aproximaciones teóricas y conceptuales de la innovación social y el




desarrollo, con la intención de brindar un marco claro en torno a la unión de ambos frentes.
La segunda categoría está relacionada con la capacidad de gerenciar, aplicado al contexto social, de

innovación, de proyectos y de emprendimientos con foco en la sostenibilidad.

Finalmente, la tercera categoría gira en torno al desarrollo de habilidades y comprensión de herrramientas necesarias para la innovación social, entre ellos la responsabilidad social, la creatividad y el liderazgo, con un cierre de maestría que contempla una investigación sobre Innovación Social, en varios campos del conocimiento como se aprecia a continuación:




## ETAPA 4

Parte de la información aquí contemplada se compartió a través de herramientas online y también en los encuentros presenciales de LASIN, como escenarios de retroalimentación por excelencia.

A la par se desarrollaron syllabus o microcurrículos para las siguientes asignaturas, en coautoría de la Fundación Universitaria del Área Andina y Glasgow Caledonian University:

- Creatividad e innovación.
- Desarrollo.
- Innovación.
- Liderazgo e Innovación Social.
- Responsabilidad Social.
- Emprendimiento Social y gerencia de proyectos.
- Aspectos sociales, políticos y económicos de la Innovación Social.
- Apoyo a la Innovación Social.

Al mismo tiempo, con soporte de la Universidad del Desarrollo (Chile) se definió que era adecuado permitir que los futuros estudiantes de la Maestría pudiesen finalizarla con una tesis de grado o un proyecto de Innovación Social.

## ETAPA 5

Habiendo socializado con el equipo docente de apoyo en la Fundación Universitaria del Área Andina, la estructura y microcurrículos mencionados en el punto anterior, se desarrolló el siguiente portafolio para indicar las metodologías idóneas para el curso de la Maestría:

El fin del portafolio es presentar metodologías que podrán combinarse en una misma asignatura para ofrecer al estudiante mayor valor en la experiencia de aprendizaje.

Las metodologías se estructuran con una justificación que evidencia la pertinencia de la misma con la temática y los objetivos a cumplir

A. Metodología Creative Environment:

**Justificación:**
El aprendizaje rígido, desarrollado en el mismo lugar y con las mismas condiciones impide que el estudiante desarrolle habilidades superiores. Un estudiante que tiene poder sobre su proceso de aprendizaje expresa sus necesidades y gustos en la manera de adquirir el conocimiento, lo que genera, la oportunidad para que el docente moldee su estilo de transmisión de conocimiento basado en las sugerencias del estudiante y se convierta en un orientador del mismo.

**Objetivo:**
Empoderar al estudiante a participar activamente en su proceso de aprendizaje y evaluación mediante la flexibilidad en la elección del tiempo y el espacio para encontrar una experiencia de valor.

**Técnica:**
El docente propone un tema de discusión inicial basado en fuente documentada, la cual los estudiantes habrán leído con anticipación a la clase. Solicitará a cada estudiante una solución básica, este la presentará verbalmente ante sus compañeros y ellos podrán aportar, apoyar o disentir con sus opiniones. El docente estimulará la reflexión de las actividades individuales y colaborativas que se realizan en clase.

Durante el tiempo de clase, el docente identificará continuamente y en tiempo real las oportunidades de mejora de sus estudiantes y la evaluación de su trabajo, retroalimentándoles para que los estudiantes reflexionen sobre su práctica, se relacionen entre sí para mejorar su trabajo y vean en la crítica constructiva, la posibilidad de enriquecer su proceso formativo.

B. Metodología Aprendizaje Personalizado:

**Justificación:**
Cada estudiante es diferente y en un programa de maestría se vinculan profesionales de varias disciplinas, por tanto, cada estudiante tiene una necesidad y expectativa diferente.

**Objetivo:**
Enfocar el desarrollo de las temáticas contenida en los syllabus de cada asignatura al perfil de cada estudiante mediante la relación que establecerá el docente entre la planeación de la clase y el perfil del estudiante.

**Técnica:**
**Código abierto**

Esta técnica consiste en que el alumno experimenta y propone alternativas de solución a problemas, eventos y teorías contradictorias, basado en un modelo de innovación social propuesto por el docente, luego se procede a confrontar los resultados de cada estudiante mediante el diagrama de afinidad creado por el Dr. Kawakita Jiro (1980).

1. Metodología de los valores opuestos:

**Justificación:**
Distintas circunstancias requieren de modelos diferentes para la resolución de problemas, es el caso del modelo de *"imaginación"* que se ajusta perfectamente a situaciones en las que se requieren grandes avances e ideas originales, así como el caso del modelo de *"mejora"*, necesario para hacer cambios incrementales o controlar un proceso, para el caso del modelo de *"inversión"*, este es el más indicado cuando las respuestas rápidas y el logro de metas es prioritario, y el modelo de *"incubación"*, es el más adecuado cuando lo importante es el esfuerzo colectivo y participación de otros individuos.

**Objetivo:**
Desarrollar en los estudiantes habilidades personales mediante la ampliación de alternativas creativas para la resolución de problemas.

**Técnica:**
**Contraste de ideas opuestas**

Con base en la definición de un problema se divide al grupo en cuatro subgrupos cada uno de ellos asumirá una posición de pensamiento diferente: *"imaginación, mejora, incubación e inversión"*. Un primer subgrupo buscará las alternativas que se pueden generar desde el tipo de pens¬amiento *"imaginación"*, se refiere a la creación de ideas, grandes avances y métodos radicales experimentará, explorará, asumirá riesgos y visionará soluciones nunca antes propuestas, luego el segundo subgrupo de pensamiento *"mejora"*, la creatividad surge al encontrar formas de mejorar procesos o funciones, contrastará con el primero, asumiendo una posición de cambios pequeños sobre el sistema o componentes del mismo que incrementen su eficiencia. El tercer subgrupo correspondiente al tipo de pensamiento *"incubación"* que implica lograr la creatividad mediante el trabajo en equipo, la participación y la coordinación de los estudiantes. El cuarto subgrupo *"inversión"* implica tratar de lograr las metas con rapidez y competitividad, enfrenta desafíos y se concentra en la velocidad con la que puede llegar a una innovación.

2. Metodología de los paradigmas transformados:

**Justificación:**
El Programa Maestría Innovación Social tiene la responsabilidad de identificar el proceso mental y los paradigmas que posee cada estudiante cuando diagnostica y resuelve problemas sociales de manera creativa. Cada problema requiere de paradigmas diferentes, es decir, de que sirve entregarle al estudiante diferentes conocimientos, si cuando llegue al mundo real, resolverá los problemas con los mismos paradigmas que siempre lo han acompañado; por tanto, es nuestra oportunidad desde la Universidad AREANDINA, de cambiar el proceso mental de resolución de problemas, que sigue actualmente nuestros maestrantes.

Los cambios sociales nacen en las percepciones de sus integrantes, por eso cualquier esfuerzo o iniciativa que se implemente en la resolución de una problemática social, encontrará resistencia en la voluntad de los individuos. El cambio en la sociedad no se logrará, si primero no se cambia el hecho de como ocurren las situaciones para los involucrados en una solución.

**Objetivo:**
Conducir al estudiante hacia la transformación de las comunidades cambiando primero su propia percepción del mundo mediante la aplicación de métodos que transformen los paradigmas para que luego pueda cambiar la percepción de los individuos de una comunidad que serán parte de la solución, y eso solo se logrará si dichos participantes pueden adoptar puntos de vista diferentes a los que le han impedido ver otras soluciones.

**Técnica:**
**Refinamiento de ideas**

Esta técnica se desarrolla de la siguiente mantera: el docente propone una problemática, a la cual se los estudiantes encontrarán la solución óptima al final del ejercicio. El ejercicio parte del conocimiento previo que tiene el docente sobre el modelo o conjunto de conceptos que tiene como objetivo enseñar a sus estudiantes. El docente propone una problemática y el enfoque que debe tener las soluciones que propondrán los estudiantes. Alguno de los estudiantes levantará la mano para proponer una solución y el docente preguntará si alguien no está alineado con esta primera solución, de los estudiantes en desacuerdo, el docente escoge a uno y le solicitará que presente su contrapropuesta, de esta forma interactúan hasta que estén todos alineados. El docente dará su aporte después de cada participación de cada estudiante, para mostrar como la temática propuesta en el syllabus se está cumpliendo con su propia interpretación tanto de los aportes de los estudiantes como el suyo propio sobre el tema objeto de estudio.

3. Metodología criterios de personalidad para el desarrollo profesional

**Justificación:**
Cada estudiante tiene un ritmo de aprendizaje, una manera de apropiar el conocimiento nuevo y una forma para expresar los resultados, por tanto, el docente debe vigilar que a cada uno de sus estudiantes se le aplique la metodología ajustada a su personalidad. Para facilitar la implementación de esta metodología se sugiere que el docente tenga claro cuatro tipos básicos de personalidad que se pueden identificar un grupo de personas, personalidad entusiasta, personalidad metódica, personalidad autónoma y personalidad sensitiva.

**Objetivo:**
Desarrollar en los estudiantes el tipo de personalidad que tenga más débil a la luz de un modelo de cuatro variables para facilitarle la interacción con tipos de personalidad opuesta.

**Técnica:**
**Compensación por transmisión de conocimiento**

El docente premiará la capacidad que demuestre el estudiante para compartir el conocimiento previamente consultado en la casa, en lugar de premiar la posesión del mismo, es decir el docente evaluará la capacidad del estudiante para transmitir sus conocimientos a sus compañeros, este ejercicio se hará por equipos de trabajo que se irán conformando en la medida que un estudiante enseña a otro y este último expone al docente los conceptos adquiridos por el primer compañero.

Se calificará la capacidad de sacar los mejor del compañero en lugar de premiar el talento por sobresalir. En palabras de Tom Kelly, el gerente de IDEO, (2017) la famosa firma consultora en

innovación dice: "Un pequeño beneficio que se deriva de las culturas amigables a las ideas es que la gente no se aferra a una idea para siempre. En un entorno amigable a las ideas, se espera tener más ideas".

4. Metodología externalidades interactivas por disociación

**Justificación:**
La universidad tiene una responsabilidad para actuar como mediador entre la comunidad y sus estudiantes facilitando los medios de aprendizaje que conduzca a los involucrados (estudiante y comunidad) hacia un cambio por medio de la interacción.

**Objetivo:**
Desarrollar en los estudiantes la capacidad para vincularse con los actores locales y gubernamentales en la solución conjunta de los problemas de una comunidad en particular mediante una experiencia en la cual podrán confirmar la existencia de dos factores; en el primero los estudiantes aplicarán un modelo expuesto por el docente a una situación real previamente identificada por el estudiante y en el segundo, los estudiantes se auto-retroalimentarán del comportamiento que tiene el participante externo perteneciente a una comunidad de la situación identificada en la primer factor.

**Técnica:**
**Cartografía social**

Esta técnica permite diagnosticar la percepción comunitaria e identificar las potencialidades para la construcción de una asociación de los actores del sistema de innovación social, como son: comunidad urbana y rural, empresarios, entidades gubernamentales, universidades y entorno: (transporte público, recreación, servicios básicos), es preciso aclarar que la universidad no hará parte de dichas asaciones que se establezcan como resultados del ejercicio, sino que solo participará como mediadora de dichas alianzas. El proceso se realizará mediante talleres grupales partiendo de encuestas y entrevistas semiestructuradas elaboradas por los estudiantes dando lugar a una retroalimentación de las percepciones individuales de manera participativa.

# PART 7
# REPORT OF THE LASIN CONFERENCE
## PANAMA

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

USMA

Del Istmo
MIEMBRO DE LA RED ILUMNO

Co-funded by the Erasmus+ Programme of the European Union

# 1ST LASIN CONFERENCE

## 28 – 29 September, Panama.

**CAROLINA TATARIS, SOLEDAD MAQUIRRIAIN**
**UNIVERSIDAD DEL ISTMO**

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## Introduction

The 1st LASIN conference was the first international event organized within the LASIN project, and the official launching of the LASIN network. The aim of the conference was to gather initiatives and exchange experiences of social innovation in Latin America, while giving the LASIN project visibility. The key speakers were selected to be representatives of social innovation in big companies (ADIDAS) and the public sector (Panama City municipality). All LASIN project partners also presented their SISUs and mentioned projects that they are supporting, disseminating the deliverables and the impact generated through LASIN.

## Host Universities

The 1st LASIN conference was held in Panama, on the 28th and 29th September 2017. The project partners Universidad del Istmo and USMA arranged the logistics of the event, while the program was created by GCU and the collection of abstracts was done by UDD.

Universidad del Istmo together with USMA started the planning of the conference in early May, considering the different options for possible venues, arranging the details of the accommodation for the project partners and all logistic aspects relevant for the conference organization. More details in the specific sections following

## Venue

The venue for the conference was selected to satisfy the following criteria:

- Room for plenary session with capacity for at least 150 people
- 3 rooms available for parallel sessions
- Rooms suitable for the workshops. One of the workshops required room arrangement for groupwork, and another required space for moving around. The third workshop did not require any arrangement.
- Option to host the gala dinner
- Easy access, preferably in the center of the city

To comply with all the above characteristics, we selected the Hotel El Panamá as the conference venue. The Hotel El Panamá is a historical hotel, located in the center of the city (El Cangrejo area) and a few steps from the metro station.

The Hotel counts with a convention center that was able to accommodate the space needs of the conference.

The deal reached upon the logistics team and the hotel contemplated a complete package that included: the rooms booked for the consortium partners stay during the days of the conference, the rooms used for the conference activities, rental of audio-visual equipment, snacks, permanent coffee and tea station and the gala dinner. The rooms used were the "salón Portobelo" for the plenary session, and the "salones Bellamar 1 and 2" additionally for the 3 parallel sessions and workshops.

## Conference Budget

### Conference income:

The conference did not generate any income as it was free of cost for participants and speakers. The conference was full funded by the European Commission, through the budget of the LASIN project.

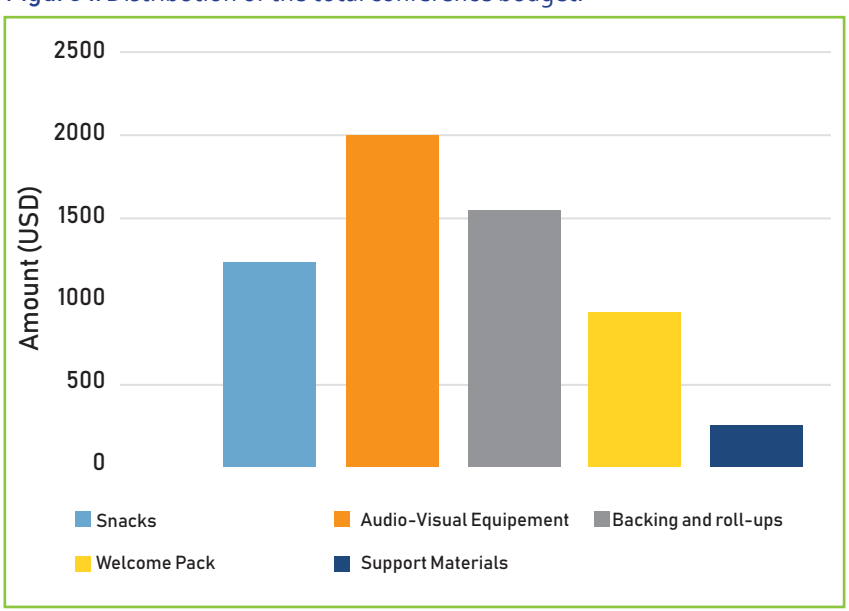
### Conference expenses:

The conference expenses included:

- Logistics expenses: Includes rental of the audio-visual equipment for all rooms used during the conference and the expenses for the snacks. The rental of the rooms used during the conference was sponsored by the Hotel El Panamá.

- Marketing expenses: Includes the printing of a backing panel for the stage of the main and secondary conference rooms and printing of two roll-ups. A welcome pack was also handed in to all participants, which included a folder made from recycled plastic bottle fiber and a cardboard pen. All marketing materials were

**Figure 1:** Distribution of the total conference budget.



designed with the conference logo and with the LASIN, European Commission and project partners' logos.

- Materials expenses: Includes the purchasing of all supporting materials, such as flipcharts, markers, cardboards, post-its for the workshops, materials for the participants' registration at the front desk etc.

The budget of the conference was of 5.960 USD, distributed as follows in the above categories.

The gala dinner was held on the first night of the conference (28th September) at the same venue, Hotel El Panamá. Attendance at the gala dinner was optional, as it had a cost of 30 USD per person, which covered the cost of the dinner (no income was generated). Thirty participants attended the dinner.

## Conference Promotion

The conference was promoted already in May 2017, by sending invitation e-mails to all stakeholders in the project partner countries. The conference was promoted also by social media posting on the official LASIN channels and the networks of the projects partners. Locally in Panama, the conference was announced on radio Panamá at the program Zona VIPTY. The call for papers was also posted on the official LASIN webpage, and in a local magazine in Panama (Ambiente & Responsabilidad).

During the consortium meeting held the day before the conference, a communication plan to cover the event was established, so that specific partners were responsible for social media publications. Twitter and Facebook were used, through the official LASIN pages and the hashtag *#Lasinconference2017* was created and used.

## Agenda

The day before the conference, a consortium meeting was held (27th September) to coordinate last minute actions regarding the conference organization and other coordination matters about

**Image 1**: Rector of Universidad del Istmo promoting the LASIN conference at Radio Panamá
**Images 2,3**: Mark Anderson (GCU, LASIN project coordinator) and Luciana Avanoni (Universidad del Istmo) promoting the LASIN conference on radio Panamá.

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the LASIN project overall. During this meeting, all project partners presented the status of their SISUs.

Prior to the conference, a call for abstracts was opened and promoted among social innovators, university professors, entrepreneurs, companies, organizations and other relevant stakeholders in all partner countries. In total, 106 abstracts were received and analyzed to ultimately select the speakers according to their relevance for the conference.

Each day, the conference begun with a plenary session, and continued with 3 parallel sessions. The talks were organized in 4 thematic units, as follows:

- Social innovation and the environment
- Social innovation and people: social cohesion and health
- Social innovation and people: education and employment
- Social innovation and technology

In between this agenda, plenary sessions were included during which all LASIN partners presented the status and activities of their SISUs. The first day concluded by 3 parallel workshops, while the second day concluded with a plenary "speed dating" session and conference wrap-up. Networking was a key part of the conference, so appropriate times for breaks and lunches were planned, as well as the gala dinner, to give chance to the participants to meet each other and exchange experiences.

Overall, 70 speakers coming from 14 countries (Germany, Brazil, Chile, Colombia, Costa Rica, Scotland, United States, Spain, Mexico, Peru, Honduras, Cuba, Panamá and Venezuela). presented their work during the conference.

## Delegates

In total 229 people registered online for the conference, coming from as many countries as the LASIN project partners, but also other Latin American countries, and of course from Panama where the conference was held. The 1st day of the conference, 180 people showed up, besides the rectors of the two Panamanian partner hosts (Universidad del Istmo and USMA). On the second day, 150 participants showed up.

## Volunteering

Universidad del Istmo and USMA as host universities for the conference supported the logistics and organization of the event through a short volunteering program offered to students of both institutions. Students were selected to support with onsite participant registration, orientation of the attendees, payments of the gala dinner fee, audio-visual check and support and time keeping of all sessions.

Images 4,5: Snapshots during the workshops and presentations at the LASIN conference.
Image 7: Volunteers of Universidad del Istmo and USMA supporting the logistics of the LASIN conference

LASIN LATIN AMERICAN SOCIAL INNOVATION NETWORK

Co-funded by the Erasmus+ Programme of the European Union

The LASIN Project (Latin American Social Innovation Network) is an ambitious initiative funded under the European Commission's Erasmus+ Capacity Building Programme. It specifically seeks to address societal challenges by establishing units specialised in social innovation support in eight HEIs in Latin America (Chile, Colombia, Brazil and Panama) and also to widen the Network into other countries and institutions throughout the region. Each of these social innovation units (SISUs) have developed a model for driving social change within their local communities through research, training and knowledge exchange, tailor made to local needs but also playing to the strengths of their University. What they share is a common purpose: to harness the facilities, knowledge and resources at their disposal to serve their communities in an innovative, effective and sustainable way.

This book describes their experiences and also showcases the initiatives they helped to develop whilst also inviting experts from Latin America and beyond to contribute to the debate and help define the latest advances in social innovation support.

Mark Majewsky Anderson
Director | Research and Innovation

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