African Higher Education Leadership in Advancing Inclusive Innovation for Development / **AHEAD**

585919-EPP-1-2017-1-RO-EPPKA2-CBHE-JP

AHEAD

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TRAINERS' TOOLKIT:

Module "Inclusive & Grassroots Innovation"

Work Package 2.3

Erasmus+ Programme

Capacity Building in Higher Education

TRAINERS' TOOLKIT

For Open Educational Resource
"Inclusive & Grassroots Innovation"

African Higher Education Leadership in Advancing
Inclusive Innovation for Development / AHEAD

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Work Package 2.3

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I. Module overview and structure

Module overview

Innovation - in the conventional understanding - is viewed as a driver of productivity, competitiveness, economic development and growth. Inclusive innovation, in contrast, is understood as a driver of social development aimed at leaving no one behind: eliminating poverty, reducing inequalities among individuals and social groups, ensuring that marginalized and excluded members of the society participate in and benefit from the mainstream development. Although the concept of "excluded groups" may refer to youth, women, elderly people and persons with disabilities, in the context of inclusive innovation it is mostly associated with the lower-income groups. Hence, inclusive innovation comprises: 1) innovation *for* the poor that assumes the development and diffusion of products and service that meet the needs of the low-income group; and 2) innovation *by* the poor, or grassroots innovation that is led by the members of the low-income group themselves.

Inclusive and grassroots innovation has been recently brought to the forefront of the agenda for inclusive and sustainable growth of many countries. The governments of Kenya, Tanzania and Uganda are trying to create the national innovation systems that would integrate inclusive and grassroots innovation, i.e. reconcile the objectives of social development and economic growths, facilitate cooperation of universities, R&D centers and companies with local communities, involve grassroots actors in the innovation process and protect their intellectual property rights. Higher education institutions are well-poised to play the leading role in this process by promoting pro-inclusive innovation among its staff members and students, and by providing support to grassroots innovators in developing, implementing and scaling up their innovation ideas.

This module is an introduction to the field of inclusive and grassroots innovation. It covers such topics as: characteristics of inclusive and grassroots innovation; challenges in building an ecosystem for inclusive innovation; role of technology, business and policy in supporting inclusive and grassroots innovations; business models suitable for inclusive innovation; and economic concepts relevant to inclusive innovation and inclusive growth. It is targeted at students, recent graduates and any other learners interested in this field and willing to develop and bring to market an inclusive or grassroots innovation.

The module is comprised of six lectures. Each lecture contains: reading material combining theoretical concepts and real-life examples illustrating them; learning activities integrated in each lecture and fostering active learning by each students; a self-assessment test; a short glossary of the terms used in the lecture; a list of references. In addition, the module includes a final assignment aimed to help students apply what they learned to practice.

Module structure and workload

Lecture.1 3 academic hours (2 hours in-class and 1 hour independent learning)	**Characteristics of inclusive and grassroots innovation** *Annotation*: Inclusive and grassroots innovation should be distinguished from the so-called "mainstream" or "market" innovation. The ultimate aim of the latter is to deliver profit-making goods or services. In contrast, inclusive and grassroots innovation improve the life of the community by providing goods and services covering basic aspects of life such as transport, sanitation, electricity and water. Their social bias and the strong community involvement that they entail are their main characteristics. This lecture focuses on the concepts of inclusive and grassroots innovations, their intrinsic characteristics as well as their suitability for low-income groups.
Lecture.2 4 academic hours (2 hours in-class and 2 hours independent learning)	**Challenges in building an ecosystem for inclusive innovation as a prerequisite for scaling up inclusive and grassroots innovation** *Annotation*: An ecosystem for inclusive innovation can be defined as the sum of a number of actors (communities, innovators, policy makers, research organizations, educational and financial institutions) and their interrelations. As in all ecosystems, the malfunctioning of one agent can affect the performance of the whole. Mutual interdependence can result in either successful scaling up of inclusive innovations or total failure. This chapter analyses the specific challenges that inclusive and grassroots innovators meet and the behaviour of the ecosystem that can either hinder or facilitate their market realization.
Lecture.3 4 academic hours (2 hours in-class and 2 hours independent learning)	**Role of technology, business and policy in supporting inclusive and grassroots innovation** *Annotation*: The potential of the Bottom of the Pyramid (BoP) market is enormous and consumers in the BoP have many unmet needs. This chapter discusses the role of business, technology and policy in supporting inclusive innovation. It reviews the strengths and weaknesses of different companies to support inclusive innovation. We review the possibilities for the application of technology in the inclusive innovation process. Finally, we examine how policy instruments can support inclusive innovation.
Lecture.4 4 academic hours (2 hours in-class and 2 hours independent learning)	**Business model innovations suitable for inclusive innovation** *Annotation*: A business model is a sustainable way of doing business. This chapter focuses on the basic concept of the business model and business models suitable for inclusive innovation. Inclusive business models include the poor into a company's supply chain as employees, producers or business owners or develop affordable goods and services for the BoP consumers. The chapter presents a business model innovation, proposed by Angeli and Jaiswal, by describing its four dimensions: value creation, value appropriation, value proposition, and value discovery. Finally, the Business Model Canvas is introduced as a tool for developing and

	communicating inclusive and grassroots innovation ideas. The tool is described in its nine elements: Customer segments, Value proposition, Channels, Customer relationships, Revenue streams, Key resources, Key activities, Key partners, and Cost structure. The advantages and drawbacks of the Business Model Canvas are also explained.
Lecture.5 2 academic hours (in-class learning)	**Economic terms and concepts relevant to inclusive innovation and inclusive growth** _Annotation_: The purpose of this lecture is to provide a brief overview of economic concepts related to inclusive innovation and inclusive growth. It reviews the concepts of economic growth and inclusive growth, the relationship between inequality and poverty, poverty reduction and pro-poor growth. In the end, we present some of the means for inclusion of poor people in the society, such as productive employment, gender equality, and social safety nets. The lecture also provides a basic understanding of the concept of social inclusion.
Lecture.6 3 academic hours (2 hours in-class and 1 hour independent learning)	**Examples and Good Practices** _Annotation_: In this lecture we present some cases of good practices in the field of inclusive and grassroots innovation. The examples are mapped and presented using the Business Model Canvas elements (Osterwalder & Pigneur, 2010). The business model canvas presents the creation and delivery of value for target customers according to nine design parameters. A number of success factors for business model innovation can be derived from the cases presented in this lecture, such as the capability to create a large consumer base, to create economies of scale that keep costs low, to cross-subsidize between different customer segments, or to design a process that is standardised.
Final project 10 academic hours (2 hours in-class and 8 hours independent learning)	**Development and presentation of ideas for inclusive or grassroots innovations** Students are asked to generate, rationalize and present an idea for an inclusive or grassroots innovation project. The assignment suggests describing the idea using the Business Model Canvas template, extended by two additional elements: the analysis of market conditions and other external forces that may influence the implementation of the innovation.

The module foresees 30 academic hours of workload, including 14 hours of in-class learning and 16 hours of independent learning. The hours of in-class learning are almost equally distributed among the lectures (2 academic hours per lecture). Almost all lectures require independent learning – home preparation, for which 1 or 2 hours of work per lecture are foreseen. The development of the final project requires about 8 hours of preparatory work (independent learning) and 2 hours of in-class work (presentation of innovation ideas).

II. Expected learning outcomes

Learning outcomes

As a result of engaging with the materials in this module, learners are expected to develop the following knowledge, skills and competences:

Knowledge	▶ Inclusive and grassroots innovation and its importance for low- and middle- income countries; ▶ Inclusive innovation ecosystem and interrelations between its key actors; ▶ The role of technology, business and policy in supporting inclusive and grassroots innovation; ▶ Business models applicable to inclusive innovation; ▶ Economic growth; inclusive growth; inequality; poverty; gender equality; pro-poor growth; social safety nets; productive employment; and social inclusion.
Skills	▶ Describe the specific characteristics of inclusive and grassroots innovation and distinguish them from "mainstream" innovation; ▶ Identify the major challenges that affect the market realization of inclusive and grassroots innovations in low- and middle- income countries and the ways they can be overcome in an effective innovation ecosystem; ▶ Analyse and explain the impact of business, technology and policy on inclusive and grassroots innovation; ▶ Apply the Business Model Canvas as a tool for developing and communicating an inclusive or grassroots innovation idea; ▶ Analyse examples of inclusive and grassroots innovation and draw out from them good practices that could be transferred to other contexts.
Competences	▶ Demonstrate awareness of inclusive and grassroots innovation and their value for low- and middle-income countries; ▶ Generate, rationalize and present an inclusive innovation idea applicable to the local context.

III. Methodological guidelines

Prerequisites

This module is designed to provide foundational knowledge on inclusive and grassroots innovation. It will be particularly useful for students with little or negligible background in this field. However, students with more substantial knowledge on the topic can also benefit from the module by expanding the breadth and depth of their understanding of inclusive and grassroots innovation, and the challenges of developing and scaling up such innovations. For the second category of learners, additional readings are of particular value.

Although there are no formal prerequisites for this module, it is intended for learners, who wish to develop, implement and lead inclusive and grassroots innovation projects, and for learners interested in researching the topic further.

Instruction and in-class participation

Instruction should generally comply with the prevalent instruction culture in the educational institution. However, trainers should note that this toolkit is designed to facilitate a seminar-type instruction. This means that pure lecturing should be kept to a minimum and the class should be based on discussions and presentation of case studies and examples. Students are expected to have read the required readings in advance. The purpose of the classes is to encourage debate on the covered topics and to enhance creative thinking and readiness for getting involved in inclusive and grassroots innovation.

Additional readings are provided for more advanced students, for future reference, or for students researching the topic further, e.g. with regard to developing their final projects. Students are expected to come to class prepared to contribute meaningfully to in-class discussions, assignments and exercises. The participation of guest lecturers who are exceptionally knowledgeable in the field under discussion – and especially active grassroots innovators – is strongly encouraged.

It is recommended that each class includes discussion on the learning activities implemented by students as part of independent learning (home preparation for the class). These mostly include presentation and analysis of case studies, or preparation for an in-class debate. Students can be asked to implement the learning activities either individually or in small groups.

In addition to the learning activities suggested for each lecture, trainers are encouraged to create their own assignments for in-class group activities related to the topic of the day. Group assignments should be manageable in view of the required reading and should involve an element of creativity or debate, or alternatively aim at improving presentation skills. It is

strongly recommended that group assignments involve problem-solving that is interdisciplinary in nature (requires inputs from various fields). The quality of students' involvement in group assignments should carry additional weight in final grading and assessment.

Important note on the required readings: the required readings should be taken as a pick-and choose proposal. If the length is deemed unmanageable, instructors could choose to assign sections from the different readings or pick only certain reading(s).

For convenience of the trainers, more details and guidelines on the use of the teaching/learning material included in each lecture is provided in the section "Class structure and learning activities".

IV. Assessment and grading

Assessment

The following examples of assessment options are designed as a pick and choose list, i.e. each trainer can develop their own assessment plan based on the institutional context and the aims of the course.

I. Individual/ group (e)-portfolio of learning assignments

Each lecture of the module foresees a learning activity that asks students either to provide examples of the issues discussed in the lecture, or analyse a case study, or prepare (e.g. present a position) for a discussion/ debate. Students are expected to prepare these learning assignments at home and present them in class. By the end of the course, students should have a portfolio of six assignments. The format of each assignment and the expected results are described in the following section. Well-developed portfolios would include all assignments implemented according to the tasks and instructions. Both electronic and paper-based portfolios should be accepted.

II. Final exam

The final exam should consist of both multiple-choice and open questions. The length of such an exam could range from 1 hour to 1.5 hours. The multiple-choice test can be created using the questions from the self-assessment tests included in each lecture. Or the trainer can develop their own test questions based on the issues that were in the focus of the discussions during the course.

A case-study based exam could be the preferred option for advanced-level students or practice-oriented training. Students may be asked to analyse a case study via multiple-choice and open questions. The length of such exam could range from 1.5 hours to 3 hours depending on the length of the case study or the number of case studies included.

Trainers implementing the course can choose to introduce a mid-term exam as well.

III. Final project "Development and presentation of ideas for inclusive or grassroots innovations"

The final assignment is due by the end of the module. Students will take on the challenge of engaging in inclusive and grassroots innovation by conceiving, developing and presenting their own idea of an inclusive innovation (e.g. new product, service, process, or business model that brings social value to the local community). A detailed description of the assignment is provided in the following section. However, trainers can develop their own guidelines, taking into consideration the needs of students and their level of knowledge in the related fields.

Grading

Assessment should generally comply with the prevalent assessment and grading rules in the education institution. It is recommended that assessment of the learning assignments and final projects should prioritize innovative ideas and creativity.

Proposed grading

- ▶ Individual/group in-class participation: 10%
- ▶ Individual/ group (e)-portfolio of learning assignments: 20%
- ▶ Final exam: 20%
- ▶ Final project: 50%

Code on academic honesty and plagiarism

Each institution implementing the module is encouraged to follow its own code or set of rules with regard to academic honesty, non-discrimination with regard to gender, ethnicity, religion or sexual orientation, open debate and respect for diverging opinions, plagiarism, etc.

Trainers are recommended to explain to students the assessment and grading requirements applicable to this module in the beginning of the course. This is particularly important for the final assignment, as it would allow students to start thinking about and collecting information for their own innovation project well in advance before the end of the course, thus potentially improving the overall quality of the developed projects.

V. Class structure and learning activities

Lecture.1 Characteristics of inclusive and grassroots innovation

Learning outcomes:

After engaging with the learning material in this lecture, students should be familiar with the concepts of inclusive and grassroots innovation and their specific characteristics that distinguish them from "mainstream" innovation. They should be able to outline the benefits of inclusive and grassroots innovation for low- and middle-income countries.

Furthermore, after implementing Learning activities 1.1 and 1.2, students should be able to identify and describe examples of inclusive and grassroots innovation originated in their local context.

Workload: 3 academic hours (2 hours of in-class learning and 1 hours of independent learning for engaging with the reading material and implementation of the learning activities).

Learning activity 1.1:

Objective:

Identify examples of inclusive innovation in the local context; describe these examples using the characteristics of inclusive innovation.

Task:

Provide examples of "inclusive innovation" from your context. Describe the new solution (product, service, process, business model); give details about who and when invented it; explain why it can be called "inclusive" (e.g., how it fits with the main characteristics of inclusive innovation: *Social, Affordable, Accessible, Impactful, Participatory, Relevant*, and what is the level of inclusion associated with this innovation: *Intention, Consumption, Impact, Process, Structure*). Present these to your groupmates.

Implementation procedure:

Several scenarios can be possible depending on the students' level of preparedness. More advanced students can be asked to give such examples during the lecture. In this case, the trainer can allow 5-10 minutes for in-class - either individual or group - preparation, and then ask students to present their examples. Each example should be discussed in detail, and where necessary, the trainer should ask additional questions and lead a debriefing session (summarizing the results of the exercises).

If the group consists of less prepared students (students with no or limited previous experience in the subject of the lecture), the trainer can opt to give them this assignment as home work, and dedicate time during the next in-class session for discussing their examples. Like in the previous scenario, the trainer should lead the discussion and summarize its outcomes.

Irrespective of the implementation scenario chosen by the trainer, students should be advised to record at least one example of inclusive innovation as part of their portfolio of learning assignments. A well-developed description would be about 5 000 characters and would include factual details about the chosen example and a comprehensive argument for classifying this example as "inclusive innovation". For electronic portfolios, pictures of the innovation could be added.

Timing:

The time needed for this exercise will depend on the implementation mode chosen by the trainer (e.g. in-class implementation only or home preparation followed by in-class presentation; individual or group implementation). In general, the trainer should allow about 7-10 minutes for the presentation and discussion of each example.

Learning activity 1.2:

Objective:

Identify examples of grassroots innovation in the local context; describe these examples using the main characteristics of grassroots innovation.

Task:

Provide examples of "grassroots innovation" or local ingenuities from your context. Describe the innovation/ ingenuity (what it is, who and when developed it); explain the local need behind it; explain how it involved local community members; and evaluate its impact on the community (particularly, in terms of improved inclusion and sustainability). Present it to your groupmates.

Implementation procedure:

Similar to Learning activity (LA) 1.1, the trainer should choose the most appropriate way of implementing this activity according to the level of preparedness of the group and the needs of students.

Depending on the time available, the trainer may divide the students in two small groups – one working on examples of inclusive innovation (LA 1.1) and another one – on examples of grassroots innovation (LA 1.2). In this case, both groups should be encouraged to reflect on the examples provided by their groupmates, compare and contrast the given examples, make conclusions about commonalities and differences existing between inclusive and grassroots innovations.

All students should be advised to record at least one example of grassroots innovation as part of their portfolio of learning assignments. A well-developed description would be about 5 000 characters and would respond to all questions posed in the task. For electronic portfolios, pictures of the innovation could be added.

Timing:

Timing will depend on the implementation mode chosen by the trainer. About 7-10 minutes should be allocated for the presentation and discussion of each example prepared by the students.

Lecture.2 Challenges in building an ecosystem for inclusive innovation as a prerequisite for scaling up inclusive and grassroots innovation

Learning outcomes:

After engaging with the learning material in this lecture, students should understand the structure of an ecosystem for inclusive innovation and the interrelations between its key actors. They should be able to identify the major challenges that affect the market realization of inclusive and grassroots innovations and the ways to overcome them in an effective ecosystem.

Furthermore, after implementing Learning activity 2, students should be able to analyse the innovation ecosystem in their country or region and assess the extent to which it supports inclusive and grassroots innovation.

Workload: 4 academic hours (2 hours of in-class learning and 2 hours of independent learning needed for engaging with the reading materials and implementing learning activity 2).

Learning activity 2:

Objective:

Analyse the extent to which the innovation ecosystem in your country or region supports inclusive and grassroots innovation (more specifically, whether and how it helps to overcome the major challenges to developing and scaling up inclusive and grassroots innovation: limited access to knowledge and skills; insufficient dissemination; lack of access to adequate financing; lack of market information; regulatory and policy challenges).

Task:

Prepare for in-class discussion on the topic of this lecture. How innovation ecosystem in your country/ region supports inclusive and grassroots innovation as regards overcoming the challenges discussed in this lecture:

► Are there any initiatives allowing for knowledge exchange between inclusive/ grassroots innovators and formal institutions such as universities, research centers, and public bodies?

► How is the process of dissemination and diffusion of inclusive/ grassroots innovations facilitated?

► What kind of financing schemes can grassroots innovators access to support their inventions?

► Are there any training opportunities that could help inclusive/ grassroots innovators to learn to analyse the market?

► How does the legal and regulatory framework support inclusive and grassroots innovation?

Implementation procedure:

Carrying out a discussion as suggested in the task above will require that students are prepared for it. The lecture itself provides general information about the ecosystem challenges to developing and scaling up inclusive and grassroots innovation. The trainer should supplement it by examples from their country/ region/ context and suggest students additional readings related to the national or regional innovation ecosystem, as a basis for preparing for the discussion.

The discussion can be implemented in several ways.

Option.1: the trainer can divide students in several small groups and ask each group to prepare information for each question included in the task above. The list of questions can be revised (reduced or extended) by the trainer according to the specific training needs. Then, during the in-class session students can be asked to share what they found in relation to their question. The trainer should facilitate the discussion and ask additional questions to the whole group.

Option.2: the trainer can suggest that students should use all questions listed in the task as a guideline for preparing an argument related to the strength and weaknesses of the national/ regional innovation system as regards the extent to which it supports or hinders inclusive and grassroots innovation. The organization of the discussion itself can also be different, for example:

► *Conventional*: Each student (or a group of students) presents their argument. The rest part of the group contributes to the discussion by providing feedback to the presenter(s): either agreeing or disagreeing with the argument, and providing additional evidence either to support it or to disprove it. The trainer should facilitate the discussion by giving additional comments and summarizing the results of the discussion.

► *Alternative*: Students can be divided in two groups. One group should be asked to focus on the strengths, and the other group – on the weaknesses of the national/ regional innovation ecosystem as regards the extent to which it supports or hinders inclusive and grassroots innovation. The groups should be asked to identify strengths and weaknesses in the areas related to the five challenges (questions) listed in the task and build

arguments around them. One – most advanced – student should be appointed as a leader of the discussion. During the implementation session (in-class), the leader should ask each group to present their arguments area by area (question by question). After each pair of arguments (strength vs. weaknesses), the leader should choose the "winning team" and reason his/her choice by explaining why their argument was more persuasive. After five rounds of the "argument battle" are conducted, the winning group is identified based on the sum of the number of rounds they won. The leader and/or the trainer should summarize the results of the discussion.

Irrespective of the way the discussion is organised, students should be advised to prepare a written evidence of task implementation as part of their portfolio of learning assignments. If Option.1 is chosen, this written evidence could be a well-developed response to the given question. If Option.2 is applied, it could be an argumentative essay about either strengths or weaknesses of the national/ regional innovation ecosystem related to supporting inclusive and grassroots innovation. A well-developed piece of writing should be between 5 000 and 10 000 characters; it should represent an original work and include student's own conclusions.

Timing:

Timing will depend on the chosen implementation mode. But at least 1 academic hour should be foreseen to carry out the discussion.

Lecture.3 Business model innovations suitable for inclusive innovation

Learning outcomes:

After engaging with the learning material in this lecture, students should understand the opportunities and challenges of inclusive and grassroots innovation for all types of business. They should be aware of the application of new technologies in the inclusive innovation process and understand the role of the government policy in supporting inclusive innovation projects.

Furthermore, after implementing Learning activity 3, students should be able to identify an example of technology that supported an inclusive/grassroots innovation in their country or region, and analyse internal and external factors that supported and/or hindered the application of this technological solution.

Workload: 4 academic hours (2 hours of in-class learning and 2 hours of independent learning needed for engaging with the reading materials and implementing learning activity 3).

Learning activity 3:

Objective:

Identify examples of inclusive technological innovations or a technology that supported an inclusive/grassroots innovation in your country or region; analyse internal and external factors that supported and/or hindered the application of this technological solution.

Task:

Find an example of technology that supported the development and spread of inclusive/grassroots innovation in your country or region. Provide general information about this technological solution and develop a SWOT analysis for it using the chart below.

INTERNAL FACTORS	
- What internal factors enabled (strengths) or hindered (weaknesses) the inception, development and diffusion of this solution (e.g. company's human, physical, financial and other resources)? *and/or* - What are the benefits (strengths) of the solution itself (e.g. added value for customers/ users); what are its limitations (weaknesses)?	
Strengths (+)	**Weaknesses (-)**
- - - - -	- - - - -
EXTERNAL FACTORS	
- What external factors enabled (opportunities) or hindered (threats) the inception, development and diffusion of this solution (e.g. policy frameworks, regulatory environment, funding, demographics, relationships with partners, economic and market trends)? *and/or* - What factors enabled (opportunities) or hindered (threats) the use/ application of this solution in the given context?	
Opportunities (+)	**Threats (-)**
- - - -	- - - -

Implementation procedure:

Students should be asked to prepare this assignment at home and present their findings during in-class learning session. The trainer can support students by providing a list of ideas (inclusive technological innovations) that students could work on. More advanced students can be asked to find and analyse other examples. This assignment can be implemented by students either individually or in small groups. During in-class session, students should be asked to present the examples they found and the analysis of the cases. The trainer should encourage and facilitate a whole-group discussion on each presented example by asking additional questions about the

influence of internal and external factors on the development and application of the given technological solution.

Students should include their work on this task in the portfolio of learning assignments. The work can be presented as a filled-in template supplemented with narrative information about the technological solution, an essay or a power point presentation covering all aspects included in the task and the template.

A well-developed assignment should include a comprehensive analysis of both internal and external factors that had impact on the development and implementation of the given technological solution. The quality of analysis, rather than the length of the piece of work, should be the leading criterion in assessment and grading.

Timing:

About 10-15 minutes should be allocated for the presentation and discussion of each example prepared by the students.

Lecture.4 Role of technology, business and policy in supporting inclusive and grassroots innovation

Learning outcomes:

After engaging with the learning material in this lecture, students should understand what a business model is and how it can be applicable to inclusive innovation. They should get familiar with the business model innovation of Angeli and Jaiswal, as well as the Business Model Canvas tool.

Furthermore, after implementing Learning activity 4, students should be able to apply the Business Model Canvas to analyse cases of inclusive innovation.

Workload: 4 academic hours (2 hours of in-class learning and 2 hours of independent learning needed for engaging with the reading materials and implementing learning activity 4).

Learning activity 4:

Objective:

Apply Business Model Canvas to the analysis of the case study (real-life example of inclusive innovation); analyse the case study using this tool.

Task:

Read the Case Study "*Bringing Safe, Quality Medicine to All. Goodlife Pharmacy: A Health Hub for East Africa*" (December 2018), developed by the International Finance Corporation, World Bank Group. The Case Study is available at this webpage (accessed on 11.12.2020): https://www.ifc.org/wps/wcm/connect/0a387cc8-f8d4-45d2-b9f5-bde2769d8f93/Goodlife_FINAL_wCover_Low+res.pdf?MOD=AJPERES&CVID=mxngmef

Analyse this Case Study using the Business Model Canvas and discuss the building blocks of the Goodlife Pharmacy's business model with your groupmates.

Template and supporting questions:

Customer Segments:
Who does the business serve? What are the needs and wants of the target customers? What problem(s) does the business solve?

Value Proposition:
How does the business improve the lives of its customers? What benefits does it offer them?

Channels:
How does the business communicate with and reach its customers to deliver the value proposition?

Customer Relationships:
How does the business create and retain customers? How does the business create awareness among customers?

Revenue Streams:
How does the business earn revenue? Who pays for its products and services?

Key Resources:
What resources did/does the business need to use, in order to make the business model work?

Key Activities:
What were/are the most important things the business needed/s to do, in order to make the business model work?

Key Partners:
Who were/are the main partners of the business? How did/do they help the business model work?

Cost Structure:
What did/does the business have to pay for, in order to deliver its value proposition to its customers?

Implementation procedure:

Students should be asked to prepare this assignment at home and present their findings during in-class learning session. The trainer should lead the discussion on the content of the case study paying attention to each building block of the Business Model Canvas. The discussion of finding can be made all together with the whole group of students. Alternatively, students can be divided in a few smaller groups and asked to discuss their findings and share ideas within their group. Then, each small group can be suggested to summarize their findings in front of the whole group.

Students should include the analysis of the case study – the filled in template – in their portfolio of learning assignments. A well-developed piece of work would include comprehensive information in each section of the template (each element of the Business Model Canvas).

Timing:

About 45 minutes should be sufficient for in-class discussion of the case study.

Lecture.5 Economic terms and concepts relevant to inclusive innovation and inclusive growth

Learning outcomes:

After engaging with the material in this lecture and implementing Learning activity 5, students should get familiar with the concepts of economic growth and inclusive growth, recognize the relationship between inequality and poverty, understand what pro-poor growth, productive employment and social safety nets mean, and gain basic knowledge about social inclusion.

Workload: 2 academic hours (in-class learning).

Learning activity 5:

Objective:

Use in the given context the terms introduced in the lecture.

Task:

Fill in the blanks in the text below with the terms introduced in this lecture. Use the following words / word combinations: inequality, social inclusion, social safety nets, poverty reduction, women, opportunities, inclusive, productive employment, pro-poor.
Reflect on the interrelations between the terms introduced in this lecture.

"One of the biggest challenges for governments around the world is _____. Concerted efforts towards increasing _____ have to be made in order to secure significant improvement of the social standing and wellbeing of the poor. This could be achieved

only by reducing _____ and ensuring a more equitable society trough creating more _____ for employment of members of marginalized groups, such as _____ and the disenfranchised. Economic growth has to be _____ and _____.

Therefore, governments are deemed to create enough opportunities for _____. Another keystone of government social policy is to set up a robust system of _____, which are important in crises, during which typically lower overall employment levels create preconditions for lower consumption. In the long run, this could lead to heightened sense of lack of fairness in many groups of society. It also sometimes leads to lack of trust in the markets and could end up in social unrest - a phenomenon, which for the most part affects the poor and disenfranchised."

Implementation procedure:

This is a short exercise that does not require any home preparation. It can be given to students as in-class assignment after the discussion on the terms included in this lecture.

Timing:

10-15 minutes should be sufficient to complete this exercise (incl. time for implementation and discussion).

Answer to the exercise (List of words in the correct order): Poverty reduction; social inclusion; inequality; opportunities; women; inclusive [and] pro-poor; productive employment; social safety nets.

Lecture.6 Examples and Good Practices

Learning outcomes:

After engaging with the learning material in this lecture and implementing Learning activity 6, students should be able to analyse examples of inclusive and grassroots innovation and draw out from them good practices that could be transferred to other contexts.

Workload: 3 academic hours (2 hours in-class and 1 hour independent learning for reading and analysing the examples of inclusive and grassroots innovation).

Learning activity 6:

Objective:

Explore various examples of inclusive and grassroots innovations and reflect on good practices that could be drawn from them.

Task:

Analyse the case studies provided in this lecture. Identify the characteristics of inclusive and grassroots innovation in each of the cases. What good practices can be drawn from them?

Explain the transferability potential, success factors and constraints of the good practices that you manage to identify in each case study.

Implementation procedure:

This assignment can be implemented as an in-class group activity. Students can be divided in several groups and each group can be assigned several case studies. Each group should be asked to share ideas within the group about each of the cases (identify characteristics of inclusive/grassroots innovation; formulate a good practice based on each case; hypothesize about transferability potential, success factors and constraints of the good practices). Students can be given big sheets of paper (e.g. flipchart paper) to jot down their ideas and then use this sheet for presenting the findings to the whole group.

After each presentation, the other students (other than presenters) should be encouraged to provide feedback, e.g. agree or disagree with the presented conclusions, suggest other good practices or additional transferability tips, success factors and constraints.

The analysis of at least one case study should be included in the portfolio of learning assignments. A well-developed analysis would be an essay of about 5 000 characters, addressing all questions included in the task.

Timing:

Two academic hours of in-class work should be dedicated to the analysis of the case studies.

Final assignment "Development and presentation of ideas for inclusive or grassroots innovations"

Objective:

This learning activity is the final assignment of the module "Inclusive and grassroots innovation". It aims to integrate the knowledge obtained through the engagement with the learning material in all six lectures and let students apply it to their own project.

After implementing this learning activity, students should be able to generate and rationalize an idea for an inclusive or grassroots innovation project.

Workload: 8 hours of preparatory work (independent learning) and 2 hours of in-class work (presentation of innovation ideas).

Task:

Develop an idea for inclusive/ grassroots innovation that is relevant to your local context. Describe your idea using the template provided below. Make sure that it is a realistic idea, which you yourself would consider implementing, should you have a chance to do so.

Template and guiding questions:

This template is based on the Business Model Canvas, which is extended by two "building blocks" related to the analysis of the external environment that may either support or hinder the

implementation of your idea. Fill in this template by answering the guiding questions. Make your narration up to the point and keep the text in each building block of the canvas within 2 000 characters (incl. spaces).

Title of your idea:
Customer Segment: What customer segment does your idea address? Who will it serve? What are the needs and wants of this target group? What problem do they have that your idea will solve?
Value Proposition: What is the essence of your idea? What makes it inclusive? How will it improve the lives of your target group (customers)? What benefits does it offer them?
Channels: How will you communicate with and reach your customers to deliver your value proposition?
Customer Relationships: How will you create and retain your customers? How will you create awareness of your idea among your customers?
Revenue Streams: If your idea is implemented, how will it earn revenue? How will cash come from your customers, and how will it grow?
Key Resources: What resources will you need in order to implement your idea? Consider human, physical, financial and other resources.
Key Activities: What activities will you need to carry out to develop, implement, disseminate and/or commercialize your idea (solution)?
Key Partners: Who will you need to partner with? How will they help you develop, implement, disseminate and/or commercialize your idea (solution)?
Cost Structure: What will you have to pay for, in order to deliver your idea (solution) to your customers?
Market conditions:

Who are your potential competitors? Why your idea (solution) is better than the alternatives currently offered by the competitors? What is your competitive advantage?
Other external forces: Are there any external factors that may support or hinder the development, implementation and dissemination of your idea (solution)? Think about national innovation policy, regulatory environment, demographics, financing opportunities, etc. How will you use the supportive factors, and how will you mitigate the risks arising from the hindering factors?

Presentation:

Prepare a text version of the assignment (filled in template) to submit to your trainer, and prepare a power point presentation to share your idea with your groupmates.

Implementation procedure:

This assignment should be prepared as part of independent learning. Students should develop their final projects for the last in-class meeting. Two academic hours should be dedicated to students' presentations. This session can be advertised at the University as an *Inclusive and Grassroots Innovation Fair* to attract audience other than the course participants. The trainer could consider inviting other lecturers and/or external expects as a jury – evaluators of the students' ideas. The best ideas could be promoted to the Innovation Hub (or Incubation centre) for further development, prototyping and, potentially, launching.

A well-developed project would satisfy such criteria as:

- ► Originality and novelty
- ► Inclusive character (meet the need and/or foresee active involvement of local community members)
- ► Feasibility of implementation and scalability potential
- ► Internal cohesion (well-aligned elements of the Canvas)
- ► In-depth analysis of internal and external factors that would support or hinder the development and implementation of the idea
- ► Length of the text version of the project: 10 000 – 15 000 characters
- ► Attractiveness of the presentation

The trainer can modify the list of assessment criteria, depending on the specific objectives set for this exercise.

VI. Readings and resources

Lecture.1 Characteristics of inclusive and grassroots innovation

1. Heeks, R. et al. (2013). *Inclusive innovation: Definition, Conceptualization and Future Research Priorities*. Centre for Development Informatics, Institute for Development Policy and Management, SEED, Manchester. URL: https://www.researchgate.net/publication/334613068_Inclusive_Innovation_Definition_Conceptualisation_and_Future_Research_Priorities
2. OECD. (2013). *Innovation and inclusive development*. Discussion report revised February 2013. OECD Publishing, Paris. URL: http://www.oecd.org/sti/inno/oecd-inclusive-innovation.pdf
3. Smith, A. and Stirling, A. (2016). *Grassroots Innovation and Innovation Democracy*, STEPS Working Paper 89, Brighton: STEPS Centre. URL: https://steps-centre.org/wp-content/uploads/Grassroots-innovation-and-innovation-democracy.pdf
4. Smith, A., et al. (2012). *Supporting grassroots innovation: Facts and Figures*. SciDevNet. URL: https://www.scidev.net/global/icts/feature/supporting-grassroots-innovation-facts-and-figures.html
5. UNCTAD. (2017). New Innovation Approaches to Support the Implementation of the Sustainable Development Goals. New York and Geneva. URL: https://unctad.org/system/files/official-document/dtlstict2017d4_en.pdf

Lecture.2 Challenges in building an ecosystem for inclusive innovation as a prerequisite for scaling up inclusive and grassroots innovation

1. Jackson, Deborah J. (2011). *What is an Innovation Ecosystem?* National Science Foundation, Arlington, VA. URL: http://erc-assoc.org/content/what-innovation-ecosystem; https://erc-assoc.org/sites/default/files/download-files/DJackson_What-is-an-Innovation-Ecosystem.pdf
2. OECD. (2015). *Innovation Policies for Inclusive Development: Scaling up inclusive innovation*. OECD Publishing, Paris. URL: https://www.oecd.org/innovation/inno/scaling-up-inclusive-innovations.pdf
3. OECD. (2015). *Innovation Policy for Inclusive Growth*, OECD Publishing, Paris. DOI: https://dx.doi.org/10.1787/9789264229488-en.
4. UNCTAD. (2014). Innovation policy tools for inclusive development. Geneva. URL: https://unctad.org/system/files/official-document/ciid25_en.pdf

Lecture.3 Role of technology, business and policy in supporting inclusive and grassroots innovation

1. Foster, Ch. and Heeks, R. (2015). *Policies to Support Inclusive Innovation*. Centre for Development Informatics, Institute for Development Policy and Management, SEED, Manchester. URL: http://hummedia.manchester.ac.uk/institutes/gdi/publications/workingpapers/di/di_wp61.pdf

2. Koirala, S. (2018). *SMEs: Key Drivers of Green and Inclusive Growth*. OECD Publishing, Paris. URL: https://www.oecd.org/greengrowth/GGSD_2018_SME%20Issue%20Paper_WEB.pdf

3. Muriithi, M. S. (2017). *African small and medium enterprises (SMEs) contribution, challenges and solutions*. European Journal of Research and Reflection in Management Sciences, 5(1), 36-48. URL: https://www.researchgate.net/publication/315516536_AFRICAN_SMALL_AND_MEDIUM_ENTERPRISES_SMES_CONTRIBUTIONS_CHALLENGES_AND_SOLUTIONS

4. Tewes-Gradl, Ch. et al. (2013). *Inclusive Business Policies: How Governments can Engage Companies in Meeting Development Goals*. ENDEVA: Enterprise solutions for development. URL: https://endeva.org/wp-content/uploads/2014/11/Endeva_IBPolicies_2013-2.pdf

5. *Transformative Technologies official website*. A collection of case of introducing advanced Western technologies into emerging and frontier markets, with a particular focus on sub-Saharan Africa. URL: https://transformative-technologies.com/

Lecture.4 Business model innovations suitable for inclusive innovation

1. Aalto University BOP research group. (2012). *Doing Business at Emerging Markets: Guide for Inclusive Innovation*. URL: https://wiki.aalto.fi/display/BOP/Inclusive+business+models+in+low-income+contexts?preview=/93562678/94832620/Guide%20for%20Inclusive%20Innovation%20in%20BOP%20markets.pdf

2. Amit, R. and Zott, C. (2012). *Creating Value through Business Model Innovation*. MIT Sloan Management Review, Vol. 53, No. 3, pp. 41 – 49. URL: http://aproaingenieria.com/intranet/uploads/creating-value-through-business-model-innovation.pdf

3. Angeli, F., Jaiswal, A. K. (2016). *Business Model Innovation for Inclusive Health Care Delivery at the Bottom of the Pyramid*. Organization & Environment, 29(4), 486-507. URL: https://journals.sagepub.com/doi/full/10.1177/1086026616647174

4. Gradl, C. and Knobloch, C. (2010). *Brokering Inclusive Business Models*. Private Sector Division, UNDP. URL:

https://www.undp.org/content/undp/en/home/librarypage/poverty-reduction/private_sector/brokering-partnerships.html;
or: http://www.undp.org/content/dam/undp/library/corporate/Partnerships/Private%20Sector/Brokering%20Inclusive%20Business%20Models.pdf

5. United Nations Development Programme. (2008). *Creating Value for All: Strategies for Doing Business with the Poor*. UNDP: New York. URL: http://www.rw.undp.org/content/rwanda/en/home/library/poverty/creating-value-for-all---strategies-for-doing-business-with-the-.html

Lecture.5 Economic terms and concepts relevant to inclusive innovation and inclusive growth

1. Alexander, K. (2015). *Inclusive growth: Topic guide*. Birmingham, UK: GSDRC, University of Birmingham. URL: https://gsdrc.org/topic-guides/inclusive-growth/
2. DFID Policy Division. (2004). *What is Pro-poor Growth and Why do We Need to Know?* Pro-Poor Growth Briefing Note 1, Department for International Development, London. URL: https://gsdrc.org/document-library/what-is-pro-poor-growth-and-why-do-we-need-to-know/
3. Hanmer, L. and Booth, D. (2001). *Pro-poor growth: Why do we need it? What does it mean? And what does it imply for policy?* Paper prepared for Sida's Poverty Project. Overseas Development Institute: London. URL: https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3556.pdf
4. OECD. (2015). *All on Board. Making Inclusive Growth Happen.* OECD Publishing, Paris. DOI: https://doi.org/10.1787/9789264218512-en.
5. World Bank. (2017). *Social Inclusion in Africa*. URL: https://www.worldbank.org/en/region/afr/brief/social-inclusion-in-africa

Lecture.6 Examples and Good Practices

List of references to Lecture 6 should be used to obtain more detailed information on the case studies included in the lecture.

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