Social Innovation in a Digital Context, SIDC

A one year programme for Social and Digital Innovators from the Middle East, North Africa and South Asia

LUND UNIVERSITY | 2014-15
Social Innovation in a Digital Context (SIDC)

– A one year academic programme for social and digital innovators from the Middle East, North Africa and South Asia, with interactive and practical components.

Drawing on leading-edge research, the SIDC programme integrates conceptual knowledge with participants’ personal experience to generate powerful and practical insights about social innovation in a digital context. Our graduating participants gain the skills required to conceive, design, implement and operate complex, innovative and value-based change projects targeting social innovation.

Welcome

Lund University combines a tradition of excellence dating back to 1666 with today’s cutting-edge research and innovation.

As a participant, you will benefit from the opportunity to tap into a global network of contacts among fellow participants, university staff, researchers and professionals working in the field of social innovation—a valuable asset for your future. Active learning, critical thinking and freedom of mind are not just encouraged here, but are a hallmark of the University.

We are particularly pleased to welcome international students as we value your contribution to the University’s diversity and quality of education. We know that it is in a multi-faceted environment where new creative ideas and exciting encounters are born.

Welcome to Sweden and to Lund University.

Kari Rönkkö, Programme Director
Marcin de Kaminski, Programme Director
Jessica Hansson, Lund University Commissioned Education

The programme is carried out by Lund University on behalf of the Swedish Institute.
Social Innovation in a Digital Context (SIDC) is a one-year academic programme, comprising 60 academic credits. Carried out by Lund University on behalf of the Swedish Institute, the SIDC programme supports social and digital innovators from the Middle East, North Africa and South Asia to pursue project work in the fields of digital technology, new media, and socio-political change.

The programme is designed for participants who want to develop creative and viable projects that help strengthen human rights and democracy building in their home countries, as well as boosting the understanding of the use of digital tools for socio-political change.

SIDC is a programme consisting of blended learning with a combination of face-to-face learning with two intensive periods in Sweden (three and five weeks respectively), online courses and a one week follow up in New York in October 2015 that concludes the programme.

The programme is built around two rigorous periods in Sweden, consisting of study visits, lectures and interactive seminars. The network, knowledge and skills gained during these periods are of substantial importance to the development of the change project conducted over the course of the year.

SIDC suits applicants with already existing outreach platforms who wish to combine their participation in the programme with other work commitments. In average participants spend around 40 hours per week on the programme.

The online courses include interactive discussions on forums and chats. Online lectures and video presentations are used to demonstrate new concepts, introduce creative exercises and workshops. A pedagogical learning platform called Luvit is used.

The SIDC programme lives up to its name as a creative and innovative learning experience that incites positive change while it is in the progress. Being a programme focusing on participatory design we remain open to new perspectives concerning these topics and incorporate them as the programme evolves.

**PROGRAMME AIM**

The aim of the programme is to strengthen individuals and movements who work for human rights and democratic development in the Middle East, North Africa and South Asia by expanding their networks and providing them with specific skills and tools for active and progressive work in social and political processes, as well as the opportunity to develop innovative change projects that can contribute to change in their home regions.

**PROGRAMME COURSES**

The programme consists of four part-time distance courses and is concluded by a full-time project course complemented by a course of theoretical reflection tying the participant’s theoretical understanding to their change project.

1. An International Perspective on Human Rights, Democracy and Governance
2. Assessment of Information and Technologies for ICT Safety
3. Social Innovation and Value-Based Participatory Design
4. Interplay Between Technology, Power Games and Politics
5. Social Innovation Project Course
6. Social Innovation Reflection Course

The lectures and seminars are led by researchers from different faculties at Lund University along with professionals working with digital and social innovation in the field. The seminars are designed to strengthen the understanding of the relationship between digital technology, democracy building and social change. The seminars are also meant to facilitate networking and collaboration among participants themselves. The academic part of the programme is also aimed at strengthening the progress of each participant’s change project.
The first part time course is - An International Perspective on Human Rights, Democracy and Governance (7.5 ECTS). The course focuses on a theoretical understanding of the development of the human rights field, this in relation to development of international discourses of law and democracy. This is done by proving a historical perspective on the development of human rights and law, which is essential for strengthening and contextualizing of the human rights aspect of the participants own change projects. The course addresses societal and social changes and discusses their identification and potential. It also discusses the potential of social change in relation to each participant’s change project.

The second part time course is - Interplay Between Technology, Power Games and Politics (7.5 ECTS). The course is given in parallel with the above-mentioned first course. The focus is on the political dimensions of new media in relation to its technical infrastructure. The interplay between global flows and interconnectivity is addressed, as well as local cultures and their social and technological expressions. The course includes discussions on activism, social movements, security and threats. It elaborates on the role that new media can play in social and political change movements. It highlights patterns and structures used in power games and politics that at first glance are difficult to discover behind technology and infrastructure.

The third part time course is - Social Innovation and Value Based Participatory Design (7.5 ECTS). The course focuses on the participatory dimensions of digital technology and its infrastructure. Historical developments of change and social innovations are addressed, together with fundamentals important to understand when working with change projects. It addresses the interplay between laws, norms and other structures in society. It includes elaboration on the challenge of incorporating ‘soft’ human values into design, as well as the ‘wicked-problems’ ensuing from the inclusion and empowerment different stakeholders in change oriented processes.

The fourth part time course is - Assessment of Information and Technologies for ICT Safety (7.5 ECTS) The course is given in parallel with the third course on Social Innovation and Value Based Participatory Design. It focuses on knowledge and orientation of safety measures, content classification and secure communications. This module helps the participants identify and frame threats from the outside, through knowledge about evaluating what might be safety critical information. A general orientation about risk assessment in online interaction is provided. Through hands-on guidance in a range of technological tools and strategies, this course also provides the participants with basic training in technological safety and risk mitigation involved in online communication.

The fifth full time course - Social Innovation Project Course (15 ECTS). In this course the participants will make use of several of the tools, methods and approaches acquired during the previous courses. This is where the participants are exposed to the real-world hands-on difficulties and challenges when finalizing and implementing the adequate scope of their social innovation idea in practice. Both concrete real-world results and written reflections in a project report are the expected outcome. The duality between reflections over the project achievements in the targeted practice together with reflections over the methodological choices will lead to an interesting project report.

The final sixth full time course - Social Innovation Reflection Course (15 ECTS) In the final course the participants will make use of the several concepts and theories acquired during the previous courses. This is where the participants are exposed to the challenge of describing, explaining and theorising their results of the implemented projects in relation to the targeted societal and political scene. An extensive report is the expected outcome. The duality between reflections over the the project achievements in the targeted political scene and society together with academic analytic concepts and theories will lead to an interesting and distinct academic report.

The programme has been an eye opener. How we can challenge status quo and create social impact” (Anjali, Bangladesh).

“The programme is a unique opportunity” (Naushineh, Bangladesh).

PROJECT FOLLOW-UP
At the end of the programme year participants meet again in order to present, discuss and disseminate project results during a one-week follow-up taking place in New York October 2015. During the follow up, participants will also have the opportunity to further expand their networks, through meetings and study visits with innovators, decision-makers and organizations on the socio-political and digital scene in New York.

SOCIAL INNOVATION
Social Innovation is about pursuing opportunities beyond the resources at hand. It is a state of mind characterized by a passion for change and for making things happen. Social innovators are pioneers working within their networks and organizations to create new social opportunities or build new businesses from scratch. Social innovation comes from individuals, groups or organizations, and can take place in the for-profit, nonprofit and public sectors. Increasingly, social innovation is happening in the spaces between these three sectors as perspectives collide to spark new ways of thinking.

Definitions of the concept of social innovation vary widely among the growing amount of people and organizations engaged in the area, but generally refers to new ideas that resolve around existing social, cultural, economic and environmental challenges. True social innovation is system-changing. Hence, it permanently alters the perceptions, behaviors and structures that previously gave rise to the identified challenges. Due to the prevalence of so-called “wicked-problems” within societal systems, change processes benefit from a value-based participatory design approach. With this approach, the people affected by the changes are invited and systematically involved in the design and implementation of the targeted changes.

PRACTICAL INFORMATION - SCHOLARSHIP, TRAVEL ARRANGEMENTS AND HOUSING
For the periods taking place in Lund at Lund University (three weeks between October 13th to November 2nd, 2014 and five weeks between April 20th to May 24th, 2015), the accepted applicants will be provided with free housing in student complexes in Lund and granted a stipend that covers meals and living expenses. The stipend will also include international travel to and from Sweden as well as to the follow-up, one week in New York October 2015.

Upon completion of the programme and presentation of the project, participants will receive a programme diploma and obtain 60 ECTS from Lund University.
Can anger be positive?

Posted on 12 October 2013 by Saloni Malhotra

The class of SIDC 2013 is unique in many ways and I feel blessed to be part of it. We are from 8 different countries with very varied backgrounds. But we have one thing in common. We are all angry about something and we want to use our anger in a constructive way. We want our anger to create change and influence society to be more tolerant, inclusive, fair, secure, expressive among other things.

Ali shared a quote in his presentation by Dr. Viktor E. Frankl, “Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” To me it is a powerful thought and that pregnant pause is what we all have right now before we launch or resume the battles for what we believe in. And as we learn to channel our anger into a positive and constructive way, Selma (http://sidc2013.com/author/selma/) reminds us that we are all guinea pigs. “If my project works on you, I know I can take it out in the real world!”
May the force be with all of us!

Interpretations of Globalization

Posted on 23 January 2014 by Nausheen Khan

Being a student of Economics and Political Science, one of the major problems that I believe we are facing right now is the growing inequality. Disparities in income, wealth and power created by political, economic, social and cultural systems cause this growing poverty and inequality. However I realized, if I truly want to understand this world, our problems, figure out solutions, it is not useful to simply concern myself with demand, supply, democracy and electoral systems so to speak. We are in a digital age and if I really want to bring social change, I need to expand my horizons and learn more about the Internet. I could not justify it to myself that I spent so much time with. In our daily life, we cannot comprehend that a genuine relationship would exist without us knowing the other players, whether it is our parents, siblings, friends, partners or even our enemies. Our natural instincts are to learn more about these people and feel a deeper connection. Gaining knowledge about the politics of the Internet, ICT Safety. Surveillance was the one of the main motivating factors for me to apply to this unique programme titled “Social Innovation in a Digital Context.” (read the full blog post at sidc2013.com).

CHANGE PROJECTS

The participant’s change projects are a central part of the SIDC programme and run parallel to the other programme activities and courses. The project should be directly connected to the participant’s home context and be based on the work and movements that the participants are engaged in, as well as the participant’s personal skills. It could be an existing project that the participants want to develop further or a project proposal to be brought from idea to reality. The change projects are innovative and aimed at creating sociopolitical change through digital technology.

With the support of a mentor, the change project will be planned, developed and launched during the course of the programme and two final reports will be presented alongside lessons learned at the end of the programme. The participants are encouraged to build collaborative networks with other programme participants, to support the development of each other’s projects and draw from the rich and diverse range of expertise and backgrounds that will be represented in the group of participants.

EXAMPLES OF PREVIOUS CHANGE PROJECTS

The change projects are to be innovative and creative, below are some examples of previous projects.

Project Hope Spoken/Broken – A People’s History in Beats and Bars used poetry and rap. The project aims to “increase awareness and empathy for Palestinians, inspire activism for necessary change” and “draw connections between the social justice struggles of marginalized and oppressed communities around the world.” This project illustrates the great power of networking through a common art form and bridging disparate groups globally, a cornerstone of social innovation.

The Peace Tech Camps were arranged in Iraq to allow bloggers, journalists and Human Rights activists to learn how to use digital tools for encrypting emails and chats, and how to protect their privacy when using social media. It also allowed participants to sit down and engage in dialogue with both Iraqi authorities regarding new legislation, as well as with representatives of Western social media companies such as Facebook on essential issues of digital security.

Safecity.in is a citizen’s initiative and online platform created to share information related to sexual abuse across India. The platform has three parts – a mapping platform to identify hotspots of unsafe areas, a knowledge section on important numbers, laws and other practical information and offline meetings called Safecity Sundays to focus on finding solutions for local societies. The project has been awarded the Facebook’s Access Innovation Award for crowd mapping.

Project Bedayaa is an interactive platform for the LGBTQI community in Egypt and Sudan. There are many obstacles facing the LGBTQI community in both Egypt and Sudan such as the lack of personal security and social acceptance, frequent stigmatization and discrimination, criminalization and religion prohibition of homosexuals. These obstacles contributed towards the fact that community members remained invisible and out of access to all services such as health and legal services and access to information. Bedayaa will be an interactive, informative and secure platform, at the same time easy to access to more LGBTQI community members.

Project PYAR - Pakistani Youth Against Radicalism (literally meaning ‘love’ in Urdu) aims to initiate an online platform to support, coordinate, map and network like-minded individuals and organizations working on counter-extremism in different areas of Pakistan. The web portal will also be supported by a number of activities such as street theater, graffiti, films unveiling personal stories of victims of extremism, workshop training sessions on peace-building, SMS lists, news/updates to help in providing counter-narratives to extremist ideology prevalent in Pakistani society. Different forms of activism and artistic expression will be used to challenge extremism and inspire community leadership against extremist mindset.

“l learned new tools and new ways of doing digital advocacy”
(Mohammad, Jordan)
Fika Without Borders – To change the world around the coffee table!

Fika Without Borders started as an initiative by the participants of SIDC 2013. The concept comes from the belief that the coffee table can bring together people from all over the world. Fika (pronounced “fee-kah”) is a social institution in Sweden; it means having a break with one’s colleagues, friends, date or family. The belief is that these simple egalitarian social interactions can help break barriers and change the world one fika at a time. There have been events on the following topics: Global Culture to Fight Extremism, Bangladesh: The Quest for Democracy, Women and Development, Democracy and Mass Surveillance, Tunisia-still fighting and the Dangerous Living - “The LGBTIQ Situation in Egypt.

ABOUT THE ORGANISERS

The Swedish Institute (SI)
The Swedish Institute (SI) is a public agency that promotes interest and confidence in Sweden around the world. SI seeks to establish cooperation and lasting relations with other countries through strategic communication and exchange in the fields of culture, education, science and business. SI also supports Swedish language instruction at foreign universities. SI works closely with Swedish embassies and consulates around the world. www.si.se

Lund University Internet Institute (LUii)
Lund University Internet Institute is a multi-disciplinary research facility, focused on studying digitization and innovation in relation to societal change. LUii is working closely with other actors at Lund University, as well as external academic and corporate actors. Among the topics covered by the inter-disciplinary research are open access and data, digital inclusion and online violations. www.luii.lu.se

Lund University Commissioned Education (LUCE)
Lund University Commissioned Education belongs to the division External relations and specializes in the marketing, sale, quality assurance and administration of commissioned education from Lund University. The university departments are responsible for the content of the training programmes, while Lund University Commissioned Education coordinates the programme administration. www.education.lu.se

Top reasons to study at Lund University
• One of the top 100 universities in the world
• Scandinavia’s top-ranked, full-scale university*
• The number 1 choice for international students studying in Sweden
• A non-profit, public university founded in 1666 – one of the oldest and broadest universities in northern Europe
• Over 100 Master’s programmes, 5 Bachelor’s programmes, 500 free-standing courses, exchange studies, Study Abroad programmes and PhD studies taught in English
• Ericsson, Sony Mobile, Tetra Pak, Gambro and Alfa Laval are among the large, well-known companies located in Lund with which the University cooperates
• A member of international research-intensive university networks LERU and U21
• Lund is the home to 30 world-leading research and innovation environments
• Lund is considered the best student city in Sweden with the unique combination of traditional student nations (social clubs), an academic society & student unions organising events and activities year round
• Sweden is ranked as the 2nd best country in the world when it comes to providing higher education**
• An international environment where 90% of Swedes speak English
• Sweden is the most creative*** and one of the safest countries in the world. It has also been ranked as one of the best countries to live in

* According to the THE ranking 2012
** According to the Universitas 21 ranking 2013
*** According to the Global Creativity Index (by Martin Prosperity Institute)
LUND UNIVERSITY – A MEETING PLACE FOR INTERNATIONAL STUDENTS

Lund University is the most popular choice for international students coming to Sweden, attracting students from all over the world. This creates a global environment where students encounter different cultural perspectives and gain international contacts – something which is valued by employers worldwide.

Lund University gives students the tools to explore and understand themselves and the world around them. They are taught how to think freely, creatively and critically, and to develop their ability to work across disciplinary boundaries and externally to tackle demanding problems. This lays the foundation for lifelong learning.

Lund is also voted as Sweden’s most popular student city and has the highest proportion of students among the population. With a thriving student life and clubs and societies for all tastes, everything is within cycling distance and the atmosphere in Lund is both international and intimate – just the place for making exciting friendships for life.

CENTURIES OF INNOVATION AND CREATIVITY
Lund University is one of the oldest learning institutions in Scandinavia. Officially established in 1666, Lund University can arguably trace its roots to 1436 when it was recognised as a studium generale, an institution of international excellence. Steeped in centuries of tradition, Lund University has always been at the forefront of innovation with its modern and dynamic approach. Innovation and creativity remain the bedrock of Lund University, where learning is about critical thinking and pushing boundaries to reveal new thoughts and ideas. Lund University has had the privilege of educating many Nobel laureates, prime ministers, a president and several notable leaders in society.

CUTTING-EDGE RESEARCH
Ultrasound, dialysis and the world’s fastest growing technology, Bluetooth, are all examples of revolutionary discoveries that have their roots in research at Lund University. More than 30 of Lund’s research fields are world leading, and research at the university, which gives Lund one of Sweden’s strongest and broadest research environments. More than 30 of Lund’s research fields are world leading, according to independent evaluations.

RESEARCH, EDUCATION AND BUSINESS COLLABORATION
Lund University places a strong emphasis on the employability of students and delivers programmes and courses in close interaction with business and society from around the world.

Ericsson, Sony Mobile, Tetra Pak, Gambio and Alfa Laval are among the large, well-known companies located in Lund with which the University cooperates.

The business sector in Lund also boasts an impressive breadth of knowledge-intensive companies at the forefront in their fields. Ideon Science Park hosts some 200 companies which collaborate with Lund University and have helped to make Lund known worldwide for cutting-edge research and technology.

Lund University and Region Skåne cooperate extensively in order to strengthen the development of health care and clinical medical research in the region. The cooperation between the University and Region Skåne has resulted in the Biomedical Centre (BMC) for research and education in Lund and the Clinical Research Centre (CRC) in Malmö.

We are battling poverty, war, hatred ever since man was here, these problems have not been resolved. So how to resolve them? We have to bring new approaches to solving these problems” (Syed, Pakistan)

INNOVATIONS
1944 The Tetra Pak tetrahedron
1946 The artificial kidney
1953 Diagnostic ultrasound
1966 Bricanyl – asthma medicine
1967 Nicorette - substance to help smokers quit
1969 A new X-ray contrast agent
1971 The ServoVentilator – the modern ventilator
1990 Oatly – oat drink for people with milk allergy
1991 Proviva – probiotic oatmeal dring
1991 Cancer treatment using lasers
1993 QlikTech software
1995 Bluetooth
1997 Precise Biometrics – fingerprint reader
1999 Decuma – handwriting recognition
2001 LUCAS – mechanical cardiac massage
2003 Blood purification using ultrasound
2004 Polar Rose – advanced image analysis and face recognition
2005 Hövding – invisible bicycle helmet
2007 Software for cardiac analysis
2007 Treatment for pre-eclampsia
2008 Cancer diagnosis using MRI
2009 Solar cells using nanotechnology
2010 Nocturnal Vision – night vision technology
2011 Covering to combat damp
2012 A quinoa-based skin cream
CANDIDATE PROFILE
For this year, we are aiming to recruit a diverse group of people composed of dynamic individuals from a broad range of disciplines, professions, and backgrounds. Participants should have existing outreach platforms in their home region, academic competence as well as practical skills. Applicants might have a background in law, IT, entrepreneurship, sociology, or political science for example.

We particularly welcome candidates with knowledge of and skills in computer technology and Internet security.

REQUIRED QUALIFICATIONS
- A Bachelor’s degree in a related field of study from an accredited university.
- Excellent oral and written communication skills in English.
- Permanent residency or citizenship of Afghanistan, Algeria, Bangladesh, Egypt, India, Iraq, Jordan, Lebanon, Libya, Morocco, Pakistan, Syria, Tunisia, West Bank-Gaza, or Yemen
- Likely to be around 20-35 years old.
- Able to commit to living in Lund, Sweden for three weeks between October 13 and November 2, 2014 and five weeks between April 20th and May 24, 2015, and can commit to participating in the programme for the entire year.
- Able to commit to follow-through on the management and final delivery of the change project.
- Solid experience in the fields of human rights, social and political justice, freedom of expression, or in web-based projects relating to the aforementioned fields.
- Proficiency in the use of digital tools and social media to communicate and build networks.
- Experience in building and maintaining user-generated web platforms.
- An interest in cooperation and in contributing knowledge and insight to other participants’ projects within the group and in learning from other participants’ knowledge and experiences.
- Open-minded and tolerant: will work with people of different ethnic or cultural backgrounds, different political or religious persuasions, or different sexual orientation.
- Good planning and organizational skills, and the ability to multi-task, work on several projects simultaneously in an efficient manner.
- Strong power of initiative and follow-through, and the capacity to think independently and creatively.
- Good research and analytical skills.

APPLICATION PROCEDURE
Please fill in the application form and submit it along with your CV and a letter of recommendation to sidc@education.lu.se by April 14th, 2014.

Make sure you answer all questions in the application form. All information and requested supporting documents should be submitted in English. Only applicants who have submitted a complete application will be considered for the programme.

A complete application consists of:
- A completed application form in English.
- An up-to-date CV in English, including relevant work experience and academic degrees.
- A letter of recommendation from a reference who is familiar with your work. It could be an employer, a university professor, or a colleague for example.

SELECTION PROCEDURE
A selection committee consisting of staff from the Swedish Institute and Lund University will review all applications. Shortlisted candidates will be contacted for interviews as a second step in the selection process. All interviews will be conducted through Skype. Priority will be given to applicants who have previously not attended one of the Swedish Institute’s scholarship, leadership and entrepreneurship programmes.

The Swedish Institute will contact 17 selected applicants by email by May 23rd, 2014. The Swedish Institute will also compose a list of reserve candidates in case a second selection round is needed. The Swedish Institute will ensure that there is an even distribution of candidates from the selected countries as far as possible.

Note that accepted applicants hold full responsibility for applying for a Schengen visa. Lund University will assist with information about the visa application process for accepted applicants. Participation in the programme will be awarded provided that the accepted applicant’s visa has been issued.