Instituto Palmas and the first ‘Palmas Center for Social Innovation’ in Brazil

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Finally, we would like to thank the community of Conjunto Palmeiras for their collaboration and input in the preliminary stages of this exciting initiative.
Executive Summary

Among the residents of Conjunto, Palmeiras, a community in Fortaleza, Brazil, lie its greatest potential drivers of change – the youth. Unyielding in its efforts to address the socio-economic difficulties in the community, Instituto Palmas (IP), an organization with a rich history in Conjunto Palmeiras, is committed to empower the disengaged youth through information technology (IT), enterprise learning and design thinking skills.

IP embarked on a sixth-month journey with a group of consultants, students from the Columbia University School of International and Public Affairs (SIPA, in order to create a space where the youth are encouraged to be creative, innovative and more confident to face bigger tasks ahead. What started as a project to benchmark transformative programs in IT education and training for youth in underserved communities, the collaboration evolved into the development of a unique and comprehensive set of products weaved into one human-centered design model: The Palmas Center for Social Innovation (Palmas Center).

Through benchmark research, study of leadership and social entrepreneurship models, and community consultations, the team of SIPA consultants were able to diagnose the problem constraining the youth from contributing to the social and economic growth of Conjunto Palmeiras. The poor and disempowered youth have limited access to skills, knowledge and opportunities to become problem solvers in the community. On this basis, the Palmas Center model decided to target youth between 10 and 20 years old – recognized to be the most vulnerable within Conjunto Palmeiras and its surrounding areas.

With the expertise and dedication of IP and key stakeholders, the SIPA consultants designed the Palmas Center model (the Model) from a series of best practices learned from desk and field research, and the problems and solutions that emerged from the pilot programs conducted by PalmasLab, IP’s Research and Innovations Lab in late 2014 and early 2015. The SIPA consultants mapped out a theory of change - by identifying the critical drivers that will affect the behavior of the youth as they deal with existing problems and circumstances in their family and community life.

Driven by this theory of change, the Model features a Minimum Viable Product (MVP), which is a set of key services that the Palmas Center will initially offer as a starting point to its target demographic. The MVP is composed of the Core Curriculum, Specialized Workshops, Design Thinking Seminar and Pitch Competition, as well as Post-Graduation components. The SIPA team enhanced the Model with additional products that will help the students practice their acquired skills and contribute to the growth and improvement of the Palmas Center.

The 3-year Model is further supported by two toolkits: (i) the Operational Toolkit – a customized manual that will guide IP in setting up the Palmas Center, from project planning, to funding and partnership strategies, and finally to its implementation and iteration phase; (ii) the Evaluation Toolkit – a framework for monitoring and evaluating the progress of the Palmas Center towards
providing enterprise learning to its students. As additional but equally important deliverables, the SIPA team also created: (i) the **Pitch Deck** – an externally-focused presentation aimed at communicating to a variety of stakeholders the key goals, outcomes and processes at the core of the Model; and (ii) the **Business Model Canvas** – a management template that outlines the segments necessary to build the Palmas Center, including key activities, resources, cost structure and revenue streams.

With the foregoing in mind, **engaged, enabled, and encouraged** students, with access to individuals who **exemplify** success in IT, entrepreneurship, and designing thinking, have the capacity to, produce valuable outputs and outcomes, and ultimately, impact the mindset of a challenged society.

Through the effective delivery and implementation of the above-mentioned products, the individuals and institutions responsible for the Palmas Center project are looking towards one goal: **the creation and sustainability of a learning environment that can foster motivation and enable the youth of Conjunto Palmeiras to reach their full potential as drivers of change in the community.**
Summary of Products

I. What We Do (Our Model)
This is a rigorous educational model focused on engaging vulnerable youth through a well-researched content delivery framework aimed at equipping youth with specific skills and support services to become motivated problem solvers and ‘change makers’.

This document includes the **Palmas Center for Social Innovation Recommendations** as well as a **Project Timeline and Budget** for Years 1, 2 and 3 of the start-up.

II. How We Do It (Our Operational Toolkit)
This is a customized set of processes and guidelines on how to set-up, implement and ideate the Model, as well as how and when to refer to the Background Research, the Business Canvas, the Evaluation Toolkit and the Pitch Deck.

This document includes the **Palmas Center Business Canvas**, a well-informed, detailed business canvas of integral components and considerations to for the operationalization of the Model.

III. How We Measure It (Our Evaluation Toolkit)
This document discusses the Theory of Change, Logic Model, Assumptions and Indicators for measurement.

IV. Why We Do It (Our Research)
This is an exhaustive, research-focused assessment of the two integral components of the project: 1) the Conjunto Palmeiras ecosystem, specifically as it relates to youth and 2) a benchmark study of transformational education programs aiming to equip youth with enterprise learning skills¹ with the hopes of creating motivated, empowered problem solvers and ‘change makers’.

V. How We Sell It (Our Pitch Deck)
This is an externally focused presentation aimed at communicating the key goals, outcomes, viability and processes at the core of the Model and operationalization to a variety of stakeholders.

¹ Defined by Rotherham Ready’s Big 13, it includes important attributes such as Team Work, Risk, Negotiating & Influencing, Effective Communication, Creativity & Innovation, Positive Attitude, Initiative, Organizing and Planning, Problem Solving, Leadership, Making Ethical Decisions, Financial Literacy and Product & Service Design.
WHAT WE DO:
[Our Model]

The Palmas Center for Social Innovation
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Definitions

**Benchmark study** - A study of twenty organizations that had the following objectives: offer IT-related courses, enhance the quality of public education in Brazil, and/or empower the youth through innovative platforms. From this, the SIPA team identified models that brought about significant change in the above-mentioned areas. The benchmark study entailed research in the following areas: *Content, Process, Post-Program* and *Monitoring and Evaluation*.

**Design thinking** - A protocol for solving problems and discovering new opportunities following a 5-steps process of empathizing, defining, ideating, prototyping and testing.

**Enterprise learning** – As defined by Rotherham Ready’s Big 13, it includes important attributes such as Team Work, Risk, Negotiating & Influencing, Effective Communication, Creativity & Innovation, Positive Attitude, Initiative, Organizing and Planning, Problem Solving, Leadership, Making Ethical Decisions, Financial Literacy and Product & Service Design.

**Human centered design**: A problem solving process used to design with communities, to deeply understand the people they’re looking to serve, to dream up scores of ideas, and to create innovative new solutions rooted in people’s actual needs.

**The Model** - Based on extensive research, including a benchmark study and community consultations, the Model for the Palmas Center for Social Innovation was designed.

**The program** - The Palmas Center for Social Innovation in practice

**Social innovation** - New ideas that simultaneously meet social needs and create new social relationships or collaborations. In other words they are innovations that are both good for society and enhance society’s capacity to act

**Under-employment**: Not having enough paid work or not doing work that makes full use of their skills and abilities.

**Youth**: Young people between the ages of 10-20

**Acronyms**

**HCD** - Human Centered Design

**SIPA** - School of International and Public Affairs

**UNICEF** - United Nations Children’s Emergency Fund
I. Context for the Model

The youth of Conjunto Palmeiras, Fortaleza are finding themselves progressively disengaged from their communities while also lacking skills and support to change their current situation. Unemployment, poor infrastructure, a dysfunctional educational system and a general lack of opportunities for personal growth and advancement have created an environment susceptible to disengagement, crime and violence - further perpetuating and amplifying the youth crisis.

Instituto Palmas and the PalmasLab will pilot and develop Brazil’s first Palmas Center for Social Innovation (‘the Palmas Center’) in Conjunto Palmeiras and surrounding areas, to equip youth with enterprise learning and design thinking skills. By participating in the Palmas Center’s programs, youth will learn to better identify the problems within their community, as well as design solutions for them with the guidance of peers, mentors, experts and practitioners.

The Palmas Center’s model was designed specifically to address and remedy some of the key challenges faced by the youth of Conjunto Palmeiras; however it also draws on empirical and theoretical evidence to engage vulnerable youth from a range of contexts. Through an iterative process of implementing this model, the vision is that youth will be able to improve their own social and economic well being, with the long-term goal of also improving the overall health and well being of their communities.
II. About the Palmas Center for Social Innovation

The Name
The name of ‘The Palmas Center for Social Innovation’ was designed to reflect its’ association with the Conjunto Palmeiras community and its affiliation to the series of Palmas institutional bodies - Banco Palmas, Instituto Palmas and the PalmasLab. It is envisioned to be a ‘center’ - a space where activities relating to ‘social innovation’ can take place. Social innovation is defined as new ideas (e.g. products, services and models) that simultaneously meet social needs more effectively than alternatives, and create new social relationships or collaborations. In other words they are innovations that are both good for society and enhance society’s capacity to act¹.

Motivation
The youth of Conjunto Palmeiras are **poor, disempowered** and lack the skills to become **active problem solvers**

Youth, generally speaking, are in a critical personal development phase; vulnerable to negative influences but also impressionable by positive factors. According to UNICEF, “Developing adolescents’ capacities and values through education can enable an entire generation to become economically independent, positive contributors to society. Investing in education and training for adolescents and young people is perhaps the single most promising action to end extreme poverty during this decade”².

The youth in Conjunto Palmeiras live in an increasingly challenging environment with limited access to skill development, knowledge and opportunities. Investment in education, training and skills development has tremendous potential to empower youth and improve community life.

Target Demographic
This model is aimed at engaging youth between 10 and 20 years old, as identified to be the most vulnerable within the community³.

The following 3 groups have been identified as key target groups within the community based on accessibility, schooling and work-experience. Each demographic group is then stratified into 2 sections: ages 10-14 and 15-20, to create groups sharing similar characteristics, with similar needs and similar experiences. While other youth may be interested and apply to the course, selection into the course should be mindful of providing access to those with high vulnerability and need.

The starting point for students admitted to the Palmas Center will be adolescents, youth between 15 and 20 years old. The rationale being that this program can motivate them to stay in school or to return and finish, as the Palmas Center was designed to compliment and enhance the formal

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¹ Source: Definition from Socialinnovator.info
³ Source: Palmas Center Suite: 4.Why We Do It [Our Research]
education system. Additionally, training adolescents can empower them to be economically independent and hence productive members of their society.

**Group 1: Youth attending formal education**
This youth demographic is most visible and accessible, while also exhibiting a minimum level of interest and motivation to learn.

- D1: In education system; aged 15-20
- D2: In education system, aged 10-14

**Group 2: Under-employed youth, not attending formal education**
These youth are likely to be more challenging to engage given that they are outside of the formal education system. Additionally, there are motivations and commitments that could compete or compromise their ability to attend the Palmas Center. Approaching this demographic will require new channels and strategies to inform them about the program. Similarly, they will need to be adequately engaged in the classroom. Considerations of this demographic should include: existing skill sets, the reason for not attending school, how long they have been outside of the education system and the nature of their underemployed situation, if applicable.

- D3: Under-employed; aged 15-20
- D4: Under-employed; aged 10-14

**Group 3: Unemployed youth, not attending formal education**
This is a critical demographic of youth that are less visible and less accessible, requiring more investment from the Palmas Center to identify them, engage them and motivate them. This means broader support to help the students overcome challenges that prevent them from accessing formal education and work.

- D5: Unemployed, out of formal education; aged 15-20
- D6: Unemployed, out of formal education; aged 10-14

<table>
<thead>
<tr>
<th>Youth Legend</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
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<tr>
<td>15 - 20 years old</td>
<td>D1</td>
<td>D3</td>
<td>D5</td>
</tr>
<tr>
<td>21 - 25 years old</td>
<td>D2</td>
<td>D4</td>
<td>D6</td>
</tr>
</tbody>
</table>

These grouping codes will be referred to further in the Model and the Operational Toolkit.

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4 Source: Dictionary definition: not having enough paid work or not doing work that makes full use of their skills and abilities.
Scale:

Conjunto Palmeiras currently has a total population of 36,599 people\(^5\), with roughly 11,000 youth, or nearly 35%\(^6\). There is already evidence of significant interest in this type of training program, as identified by PalmasLab through two pilot programming courses run in late 2014 and early 2015\(^7\).

According to the 2010 Brazilian census, there are 34 million youth in Brazil\(^8\), 38% of whom are living in poverty or extreme poverty\(^9\). The challenges of Conjunto Palmeiras are shared by many of those youth who stand to benefit from the Palmas Center for Social Innovation model once it has become robust, sustainable and scalable. However, each community faces a set of unique challenges and scaling up is a relatively arduous and complex undertaking, hence the decision to scale up should be made based on careful investigation. Please refer to the Operational Manual for tools to consider and investigate scaling up.

**Preliminary Estimate for Scaling\(^10\)**

The Model will be prototyped and tested in Conjunto Palmeiras with eventual scaling to reach Brazilian youth from other communities.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</tbody>
</table>


\(^6\)Source: Interview: Joaquim de Melo, January 2015

\(^7\)Source: Palmas Center Suite: 4.Why We Do it [Our Research] - The number of applications for the pilot courses were roughly 4 times the classroom capacity


\(^10\)Assumes 1 primary teacher who can teach 25 students per cycle, for 3 cycles per year -- gradually scaling to different Banco Palmas locations as the Model is refined and evidence suggests positive outcomes.
III. Driving Principles behind The Palmas Center

a. The Palmas Center Theory of Change

Drawing from the Rotherham Ready Enterprise learning and Acumen Leadership models, findings from the research phase and the benchmark study on transformative education and training programs, a framework was designed, including activities, outputs, outcomes, and expected impacts, to form the conceptual backbone of the Palmas Center for Social Innovation.

The theory of change below demonstrates that the key drivers of behavior change can be realized through a series of activities drawn from the benchmarking and research phase. Based on this framework and its underlying assumptions, activities that are adequately delivered will create an enterprising environment, which will result in increasing motivation and developing enterprise learning skills in students. If students become more skilled and motivated, we assume that this will lead to improved attitudes, behaviors and income generating opportunities. As more and more youth transform through this process, it will lead to improved community cohesion and well-being.

![Theory of Change Diagram]

b. Drivers of Behavioral Change

The Rotherham Ready model identifies four main drivers of behavioral change from which enterprise learning and leadership skills can be developed.

- **Engaging**: Provide a space for youth to engage in reflection, growth and self-discovery.
- **Enabling**: Provide capacity building opportunities through courses that equip youth with tools to drive social change. Reduce the digital divide by providing youth IT skills.
- **Encouraging**: Provide incentives, recognition and rewards for initiatives.
- **Exemplifying**: Provide access to successful individuals that students can relate to.

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11 Source: Palmas Center Suite: 4.Why We Do it [Our Research]
The Palmas Center will adopt and incorporate these drivers to achieve optimum behavior change amongst the students.

c. Youth Engagement Channels & Best Practices

A benchmark study included over 30 organizations working on transformative youth education and training programs, with a strong focus on information and technology\(^\text{12}\). The series of best practices drawn from this process form the foundational set of activities for the Palmas Center for Social Innovation.

Core Curriculum:

- **Duration of program**: The benchmark study findings reveal two types of programs: 1) training programs, which are shorter and focus on very practical skills; and 2) education programs, which hope to provide practical and theoretical skills, often substituting formal education or filling the gaps a poor formal education path left. Training programs had a duration of 9 to 20 weeks, while education programs had a duration of approximately two years. Nonetheless, further research revealed that longer programs were divided into terms of approximately 12 weeks; this amount of time is sufficient to teach a certain set of skills, and is also sufficiently short to ensure students can commit, particularly those demotivated or with various work commitments.

- **Content of program**: The common objective of the benchmarked organizations was to teach students a very practical skill that they could start putting in practice soon after completion. In the particular context of Fortaleza, anecdotal evidence suggests that there is a high demand for personnel with strong IT skills, but a deficit in supply. Many organizations focus on front end coding and programming, which most institutions teach in approximately 16 weeks. Instituto Palmas has carried out two pilot programs where they successfully taught front end programming to their students in 20 weeks. Another example is eJovem, a state government funded program that improves students’ math and language skills, as well as teaching them frontend and backend programming. The complete program lasts 18 months, but the courses are divided into 12-week modules. This enables students to commit to complete the program three months at a time, and the ability to skip modules or enter eJovem at a more challenging level, depending on their circumstances.

Design Thinking Seminar: One of the most important skills students will develop in the Center for Social Innovation is problem solving, which is a skill currently lacking for Brazilian youth, particularly those from the northeastern region\(^\text{13}\). By utilizing the Human Centered Design approach\(^\text{14}\) students will organically learn how to identify problems, understand these problems, and design adequate solutions for them. In the first two program pilots conducted by the Palmas Center, students designed a websites and/or computer games as their final product. These solutions will be showcased in a **Pitch Competition**, which was identified as a best practice in the Benchmark Study.

\(^{12}\) Source: Palmas Center Suite: 4.Why We Do It [Our Research]


Moreover, Instituto Palmas hosted a pitch competition as part of their Startup Weekend incubation event in March.

**Specialized Workshops:** The organizations that offer training programs focus on teaching a practical skill in a short period of time, between 20 and 50 hours. For example, Fábrica de Aplicativos teaches a mobile application development course that lasts 20 to 30 hours. Additional specialized workshops will allow students to gain practical skills that will complement their core curriculum in short, exciting bursts of new and innovative approaches to a range of subjects. These workshops would ideally cover mobile app development, management skills and communication skills, among others. The Workshop’s short duration allows for greater flexibility on a needs basis or as an opportunity emerges.

**Post-graduation engagement:** Support for graduates of the program is paramount to ensuring they can continue developing their ideas and access relevant resources. Organizations such as GirlsWhoCode offers alumni networks, which allow graduates to stay connected with the program, their classmates, professors and mentors after completion. Flatiron School offers support to develop startups while students are still enrolled in the program with the hopes that they will have employment after graduation. Additionally, Webmaker and Code.org maintain an open series of courses that graduates can take online after completion.

**Internship:** Most of the organizations included in the benchmarking study had objectives of providing employment to their students; thus, many included an internship as a requirement for graduation. This allows students to gain practical experience and connections with potential employers. For example, the internship component of eJovem is a key priority, such that state government funds are used to cover the salary of the interns. This allows students to strategically prioritize their internship over non-career related income generation, which they may need to provide their family. While creating internship opportunities are not part of the primary set of activities of the program, opportunities should be explored and considered as the needs of the students evolve and the nature of relationships with partner organizations and potential internship providers change. Accessing the established infrastructure of partner organizations to source internships could be beneficial to the program.

**Mentorship:** Many organizations bring mentors who are experts and practitioners in their areas to give students a professional perspective and to inspire them. GirlsWhoCode offers mentorships to students to be inspired and to contextualize what they future could be after following the IT and entrepreneurship path. These mentors would also collaborate with students in refining their ideas for their final product.

**Student Association:** One very important component of enterprise learning is to develop leadership skills. By allowing students a space for their student association that can collaborate in the continuing improvement of the program, they will take ownership of the Palmas Center, and will also develop leadership skills, as they will have to be organized and choose their representatives to this association.
d. Principles of Enterprise Learning and Youth Leadership

The following are two frameworks to be used as a conceptual guideline when designing a comprehensive curriculum of courses and workshops\(^\text{15}\). It should be again noted that these models should be continually referred to throughout the design of the curriculum content, as well as implementation phases of the program.\(^\text{16}\)

These models are referenced because they are robust products from reputable institutions with objectives are comparable to that of the Palmas Center for Social Innovation. Just like the Palmas Center, these models aim to create social entrepreneurs and leaders that will solve personal and societal problems through economic participation. Although a slightly different demographic group than the target demographic of the Palmas Center informs the models, the curriculum is grounded on extensive research on enterprise learning and leadership specifically in the context of poverty alleviation. This is a useful combination for our program since it combines individual enterprise with collective economic improvement.

Rotherham Ready began with a simple vision – to equip the borough’s young people with the enterprise skills they would need to make a success of their future and help create a thriving economy in Rotherham. Over the course of the project a diverse partnership has developed, bringing businesses, schools, children and teachers together in a new spirit of collaboration and innovation. Now Rotherham is acknowledged nationally and internationally as a center for excellence in enterprise learning and was recently crowned the ‘Most Enterprising Place in Britain’ for developing a culture of enterprise.

+Acumen started in 2012 with the vision of providing thousands of emerging leaders around the world with the skills and moral imagination they need to become more effective at changing the way the world tackles poverty. +Acumen makes Acumen’s work in leadership and the insights from their work in the field available to everyone through online courses and in-person networks. At Acumen, leadership begins with moral imagination: the humility to see the world as it is, and the audacity to imagine the world as it could be. Combined with operational skills and financial skills, their courses aim to equip emerging change leaders with the tools to change the way the world tackles poverty and build a world based on dignity\(^\text{17}\).

\(^{15}\) NOTE: It is important to note that the curriculum for the Palmas Center has not been created. This model provides tools, partners and a process to create the curriculum.

\(^{16}\) Rotherham Ready worked with leaders from business and education to come up with a set of 13 skills and qualities that young people need to face the future with confidence. http://www.rotherhamready.org.uk/the-big-13/

\(^{17}\) Source: +Acumen webpage: http://plusacumen.org
The Rotherham Ready Enterprise Learning & Acumen Leadership Models

The Rotherham Ready program has developed a list of 13 competencies that the youth should have to become confident enterprising individuals. These are organized across knowledge, skills and attributes. Knowledge is the theoretical or practical understanding of a subject, Skills are the proficiencies developed through training or experience and Abilities are the qualities of being able to do something.

The Acumen Leadership Model is a combination of financial expertise, operational expertise and ability to visualize the future. Operational skills are essential for starting, running and scaling of a vision. Financial skills enable the youth to use capital as a tool that can be used to execute the vision sustainably.

Note: These models should be applied when developing the Palmas Center curriculum.
IV. The Palmas Center for Social Innovation Model

The Big Idea: A learning environment for the youth of Conjunto Palmeiras that fosters motivation, equips them with enterprise skills, and enables them to reach their full potential

The Palmas Center model consists of a range of products that create a learning environment fostering motivation, empowering youth to become ‘change makers’ with enterprise skills, as well as open new doors of opportunity. This model draws upon extensive field research, as well as a benchmark study conducted by a team of consultants from the Columbia University School International and Public Affairs. It should be noted that the Model requires a degree of flexibility due to the fact that the content of the curriculum itself is still a process to be undertaken. A Content Design Working Group is to be established in order to assess the existing identified resources, materials and experiences and combine them with the findings of the Model through a careful and strategic process.

a. Overview
The Palmas Center course consists of 180 hours of instruction (over 12 weeks), plus additional products and services designed to develop and enhance various skills and activate behavior change both inside and outside of the classroom.

b. Core Curriculum
For 144 of the 180 hours of the program, students will learn key competencies and enterprising attributes, information technology skills, and operational skills. For pedagogical efficacy, classes should have a maximum of 25 students per class with one teacher, and two teacher assistants. Evidence suggests that a 12-week commitment is long enough to equip youth with technical skills, and short enough for students to commit and to reduce dropout rates.

The Core Curriculum will include:
- Technical IT courses: These are the courses that will equip the students with specific IT skills demanded by the industry and useful in facilitating a scalable business
- Operational Skills: These are helpful skills and tools that can help the youth operationalize the technical skills they are learning into an effective output. These include strategy, impact measurement, project management tools and Human-centered design

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18 Source: Benchmark study in Palmas Center Suite: 4.WhyWeDolt [OurResearch]
19 Source: Palmas Center Suite: 2a. How We Do It [Operational Toolkit]; but includes a range of key experts to collaborate in the design of the curriculum.
20 Source: The National Education Association (US). Maximum class size standards of
http://www.actfl.org/news/position-statements/maximum-class-size
21 Source: Benchmark study in Palmas Center Suite: 4.WhyWeDolt [OurResearch]
• Key-competencies and enterprising attributes: These are helpful for the personal and professional development of students that give them the ability to apply their technical and operational skills to create something meaningful for society

c. Design Thinking Seminar
Students will spend a fifth of the program (36 of the 180 hours) completing this weekly seminar in groups. They will identify challenges faced by their community, then design, test and iterate prototype solutions for these challenges - called Palmas Projects. They will be lead through the weekly process by the teacher, spending adequate time to understand each of the steps.

The 5-steps of Design Thinking:

These Palmas Project solutions will be showcased in a one-day Pitch Competition at the end of the course. By pitching their solutions in a Pitch Competition, they can once again refine, iterate and move their ideas forward by creating tangible products. In the process, they will also develop and strengthen confidence and communications skills.

d. Specialized Workshops
The Core Curriculum will be complemented by shorter, focused, skills-based workshops. They will be conducted outside of the 180 hours, at times identified by the teaching team based on the needs of the students to either a) enhance their set of technical and problem solving skills or b) provide additional insight, motivation, inspiration. The workshops will cover topics such as mobile app development, communication skills, management, and data collection.

e. Post-graduation
Post-graduation engagement and support is key to ensure graduates continue to apply their newly acquired skills. The center will:
  • Provide a physical working and brainstorming space
    ○ to work on their community solutions and/or business ideas
to interact with other students, alumni and community members

- Provide a Palmas Center eLibrary
  - provide online materials and resources for further enterprise learning, design thinking and skills development
  - can be used for both personal development as well as for additional courses that can be run by alumni or other motivated youth

- Provide seed-money or booster-funds
  - available through applications to help develop student innovations

- Conduct annual or semi-annual Pitch competitions
  - provide alumni and non-students opportunity to participate and gain exposure

- Create a database of contacts & available resources
  - to be used by students and alumni
  - can be experts and practitioners that can be sought out for guidance while developing their own projects

f. Internship Program

The internship program provides an opportunity for students to obtain relevant, practical experience that can help gain access to employment and potentially a future career. This may include working in a variety of environments - both in the community and beyond - to apply skills acquired at the Palmas Center, as well as develop new ones. Helping students access these internships requires considerable resources, which further reinforces the need to partner with other organizations that already have established paid internship programs. This can be managed on an on-going basis, when opportunities arise either during the program or post-graduation.

g. Mentorships

Mentors will have the task to answer students’ questions while they are developing their final products. Mentorship can help students beyond providing support for their project. It will connect students with people who have successfully used the skills that the students are learning to forward their career. Through the mentorship:

- Students will become motivated by visualizing the outcome of their effort
- Students will expand their network through the mentor
- Successful graduates can return as mentors to new students making this a post-program engagement strategy as well

h. Student Association

The student association will encourage the students to have greater ownership over the program. From the beginning of the establishment of the Palmas Center, beneficiaries will have a participatory role, and through the student association they would have an active role in the modeling of the Center to better fit their needs. Community consultations revealed the acute need for a safe space

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22 Source: eLibrary in Palmas Center Suite: 2a. How We Do It [Operational Toolkit]
where community members could trust each other and reflect on community issues. This space must give members personal and communal ownership over the outcomes of the Center. This network will function as part of the consolidation strategy of the Palmas Center; graduates can collaborate with the centers’ outreach strategy.

i. Visualization of the Program

Minimum Viable Product (MVP)
The Minimum Viable Product (components under the Yellow MVP banner) is the set of key products, which the Palmas Center will offer (“MVP”) to its target demographic. The MVP includes the minimum activities that should be implemented to achieve a basic level of progress towards the expected outcomes. It includes the Core Curriculum, Specialized Workshops, Design Thinking Seminar and Pitch Competition, as well as Post-Graduation components. The MVP serves as a starting point for the Palmas Center and the additional products and services can be added when and as needed.

Additional Products
The additional products (components under the Purple banner) require additional effort to initiate and facilitate which could initially distract from the delivery of MVP components. Student Associations, Internship Program and Mentorship components should be adopted if and when there is a) an organic demand or need for the product or b) sufficient resources.
V. Consolidation strategy
A number of strategies can be devised to solidify and reinforce the program within the community once the Palmas Center is operational. In addition to the post-graduation activities, these can be deployed to gain further community buy-in and ensure medium and long-run sustainability. By establishing more ties and links to the community, through clubs, youth groups, Program Ambassadors, an online community, etc, the presence of the Palmas Center will extend beyond the centers walls and become integrated into the community space.

1. Social clubs or Youth Groups
   ○ Alumni and graduates can leverage their experiences and knowledge to appeal to the broader public within the community, allowing more people to participate and become active.
   ○ Support can be provided to these clubs through access to necessary communication material to run activities, endorsement of club meetings and guidance on making the club a helpful learning resource for the participants.
   ○ Themes of interest can be identified by the youth to seek guidance and resources to run activities around those themes. In the end all contributions from various clubs can be gathered and shared with everyone so that participants can learn from each other and can feel a sense of community.

2. Program Ambassadors
   ○ Alumni and graduates can encourage local school management and other students to request the program to be brought to their schools, or to explore areas of synergy, as an after-school program or simply to use and share facilities

3. An Online Youth Community
   ○ Graduates and current students can create a community online, through regular webinars and online meet-ups, to discuss issues of interest. If enough interest is generated, the Palmas Center can post course content online while also maintaining an active peer-to-peer conversation for collective learning.

VI. Financial Sustainability
The Palmas Center can raise money through a number of sources. While initial funding will need to be procured for first three years of operations, funding sources can later be diversified and integrated in a way to make the Palmas Center sustainable and scalable. Sources include:

- Grants and donations
- Sponsorship money for events
- Fees for participating in Specialized Workshops for those who are not full-time enrolled in the program
- Rental of office space to community groups and for community functions
- Leveraging partnerships to share item costs
For long-term sustainability:
- Charging student fees through a needs-based scholarship program
- Service fee for connecting students to consultancy projects
- Alumni contributions
- Equity investment in launching student initiatives

VII. Monitoring & Learning
Refer to the “How We Measure It: Evaluation Toolkit” for more guidance on Monitoring & Learning processes for the Palmas Center Model. It includes:
1. The ‘Theory of Change’, which defines long-term goals and then maps backward to identify necessary preconditions for each step.
2. The Program Logic: a useful planning, communication and evaluation tool that articulates what the program is, what it expects to do, and how success will be measured.
3. The Indicators table: which breaks down each output of the Program Logic into measurable indicators, and provides suggestions for the data sources that can be used to measure these indicators
4. The Assumptions table: which outlines the assumptions that underlie the Theory of Change, Program Logic and Indicators table.
VIII. Recommendations & Action Plan

The Palmas Center for Social Innovation Ecosystem (visual)
This is a diagram demonstrating the aforementioned components of the Palmas Center in practice.
### Recommendations

#### Overview

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#### Legal Structure

| Exploration | Operates out of PalmasLab / with PalmasLab support | Operates out of PalmasLab / with PalmasLab support | Operates out of PalmasLab / with PalmasLab support |

#### Staffing

| Program Coordinator | 1 | 1 | 1 |
| Number of Teachers | 1 | 1 | 2 |

#### Target Demographic

| (See Youth Legend in Model) | Priority: D1, D3, D5 | Priority: D1, D2, D3, D4, D5 | Priority: D1, D2, D3, D4, D5, D6 |

| (exploration) | The next SIPA capstone team could work to explore the various demographic types in the Youth Legend to better understand how to deliver and contextualize the program to their needs and aspirations. | - | - |

#### Financial

| (see budget) | $153,720.00 | $160,491.00 | $305,488.00 |

#### Key Partnerships

| State Secretariat of Education, e/o sem; Instituto Felipe Martins de Melo; Melec; CUCAA | - | - | - |

#### Curricular

| Core Curriculum (CC) | Goal: Equip youth with useful problem-solving tools through an engaging set of activities and learning processes. Who: Developed by Content Design Working Group What: Curriculum of 144 hours over 12 weeks; 4 days per week; 3 hours per class. How: Build on learnings from the PalmasLab pilot programming courses; draw from Phase 1 content of e/o sem curriculum and the Driving Principles behind the Palmas Center; draw on benchmark study evidence of programs using IT for youth empowerment and increasing employability. Languages: HTML, CSS, Python, Ruby, C++, Scratch. Other tools: PHP, Data management, Graphic Design, Information security. Other skills: Robotics, Math, Language, Entrepreneurship, Management. |
| Specialized Workshops (SW) | Goal: Leverage existing partnerships to enhance student learning with additional tools. Who: Developed by external partners; incorporated into program by Content Design Curriculum Working Group. What: Mini courses; minimum 1 per cycle. How: Incorporate and leverage relationships with Fabrica Aplicativos (app development) & Instituto Felipe Martins de Melo (social entrepreneurship, etc.) to complement CC & DTS. |
| Design Thinking-Seminar (DTS) | Goal: Explore practical solutions to real problems, learn to work as a team, apply new skills and learn more about the issues they are interested in. Who: Developed by Content Design Working Group. What: Curriculum of 36 hours over 12 weeks; 1 day per week; 3 hours per class. How: Build on IDEO’s “Field Guide to Human Centred Design”, as well as Portuguese HCD resources. Culminates in Pitch Competition, showcasing projects to community members and relevant stakeholders. |
| Internships | Goal: Map potential opportunities within community & outside. Explore internships opportunities with e/o sem with regards to feasibility and practicality. Assess demand from students for such a program. Assess trajectory for how best to prepare students for internship opportunities. |
| Mentors & Mentees | Goal: To improve the products and enhance learning during the course of the program. Mentors will guide the students and answer any questions they may have while they are developing their final products. Who: Successful youth from within the community. Youth from Instituto Felipe Martins de Melo, other reliable/successful people who can engage with youth at little/no cost. |
| Student Associations | Goal: To develop an active student association which will encourage students to have greater ownership over the program. This should be an organic process but one that can be easily enabled by the Palmas Center (resources, spaces, time). |
| Post-Graduates | Goal: To continue engagement with youth by providing a space for collaboration and access to tools and resources to continue personal and community-driven endeavours. How: Provide creative work spaces in the Palmas Center; establish a library for complimentary resources; make seed funding available for students with ideas and projects. | Goal: To refine and improve CC content. Reflect, improve and allow CC flexibility to include, incorporate or swap in other skill sets that could also be applied/leveraged in Design Thinking Seminar. | Goal: To refine and improve CC content. Explore potential new waves of Core Curriculums that could appeal to different youth. |
| Financial | (see budget) | $153,720.00 | $160,491.00 | $305,488.00 |
| Key Partnerships | State Secretariat of Education, e/o sem; Instituto Felipe Martins de Melo; Melec; CUCAA | - | - | - |

#### Mentors & Mentees

- Goal: To improve the products and enhance learning during the course of the program. Mentors will guide the students and answer any questions they may have while they are developing their final products.
- Who: Successful youth from within the community. Youth from Instituto Felipe Martins de Melo, other reliable/successful people who can engage with youth at little/no cost.

#### Student Associations

- Goal: To develop an active student association which will encourage students to have greater ownership over the program.
- This should be an organic process but one that can be easily enabled by the Palmas Center (resources, spaces, time).

#### Post-Graduates

- Goal: To continue engagement with youth by providing a space for collaboration and access to tools and resources to continue personal and community-driven endeavors.
- How: Provide creative work spaces in the Palmas Center; establish a library for complimentary resources; make seed funding available for students with ideas and projects.
b. Timeline
### Project Timeline

#### Year 1
- **Planning Cycle 1 (Year 1)**
  - Youth Outreach for Admissions
    - Admission
    - Baseline assessment
    - Program
    - Pitch Competition and Graduation
    - Post program assessment/Feedback
    - Monitoring and Evaluation
  - Reflection and Iteration

#### Year 2
- **Planning Cycle 2 (Year 2)**
  - Youth Outreach for Admissions
    - Admission
    - Baseline assessment
    - Program
    - Pitch Competition and Graduation
    - Post program assessment/Feedback
    - Monitoring and Evaluation

#### Year 3
- **Planning Cycle 3 (Year 3)**
  - Youth Outreach for Admissions
    - Admission
    - Baseline assessment
    - Program
    - Pitch Competition and Graduation
    - Post program assessment/Feedback
    - Monitoring and Evaluation

- **Planning Cycle 4 (Year 3)**
  - Youth Outreach for Admissions
    - Admission
    - Baseline assessment
    - Program
    - Pitch Competition and Graduation
    - Post program assessment/Feedback
    - Monitoring and Evaluation

- **Year 3 Roadmap**
  - Market Research
  - Donor outreach
  - Partner outreach
  - Content Design Working Group
  - Update curriculum

- **Reflection and Iteration**
### c. Budget

**The Palmas Center for Social Innovation**

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d. Archetype & Student Journey

This fictional archetype was created drawing on real information and characteristics of youth and the general experience within Conjunto Palmeiras. The character attempts to best recreate a user experience within the community as well as the Palmas Center.

**Background**
Name: João  
Age: 18  
Sex: Male  
Born and raised: Conjunto Palmeiras  
Educational Level: currently in 2nd year high school  
Relationship Status: Single but has a 1-year-old child from previous girlfriend  
Routine: Attends school for 3 hours in the morning, plays video games at home or is out with friends in the afternoon  
Interests: Playing games and Tweets on his smartphone, Star Wars movies, playing soccer.  
Family Structure: Father is absent from life. He has an older brother that he hasn’t seen at school in two weeks and he came home two nights ago with injuries, probably as a result of gang violence. His mother is educated who takes care of the family.  
Environment: There are bullet holes lining the buildings on his street. He wants to play more sports, but he doesn’t feel safe going to CUCA - local recreational center because of gang tensions and territory in the community. He has heard of only 4 people from his high school that have gotten into public university, so he hasn’t experienced peers demonstrating the value of education.

**Student Journey**

*Year 1*
**Activities**

**House visit:** One day, João notices that someone from PalmasLab comes to his house and explains that they are starting a new initiative in the community and want to collect some information about their household members as well as their perceptions and experiences in the community.

**School visit:** Two weeks later, João recognizes the same PalmasLab staff member giving a presentation to his class about a new exciting Palmas Center in the community that will teach youth about how to make exciting projects using technology, including websites and apps for mobile phones. It sounds interesting to him so he takes an application form to fill out and drops it off the PalmasLab on the way to school the following day.

**Recruitment Process:** João receives an SMS from PalmasLab asking him to come by their office for a short 10-minute interview. He is told he can bring a friend too if he would like. He stops by and meets with another boy he recognizes from high school who says he is an intern at the PalmasLab. He asks João a few questions about school, about his aspirations and some challenges he faces. A week later, he gets another SMS saying he was selected for the course and that he should come March 1st for the first day of class.

**First Day at the Center:** He shows up at the new Palmas Center location a few doors down from the PalmasLab office and is quick to recognize a few other people from school and some others from the community. Maybe some of the other people are from the next community over; he’s never seen them before. He’s a bit nervous but the teacher seems really personable, engaging and does some fun activities to make everyone comfortable.

**Design Thinking Seminar Launch:** In the first Design Thinking Seminar, João is introduced to 4 other group members from his class that he will be working with. They are told to think about and write down some of the challenges that they themselves or someone they know, face in the community. They draw pictures, write notes on Post-It notes and laugh about how some of them look or sound funny. The teacher tells them that once a week the group will unite to talk more about identifying a problem and that they will be trying to create something to solve it. Upon hearing that from the teacher, who sounded serious but also encouraging, João has a pit in his stomach of both intimidation but also excitement.

**Mentor Visit:** A few weeks into the course, a special guest comes into the class. His name is Elias and he’s also from Conjunto Palmeiras but he’s older than João. He explains his struggles growing up in Conjunto Palmeiras - with little money at home, seeing the effects of drugs on his friends and feeling uninterested at school - that resonate with many of the students. Elias explains how he kept working hard and was able to get through high school and managed to secure a seat at the Universidade Federal do Ceará to become a teacher. João remembers vividly how passionate Elias was about education and how transformative it
can be. He said that he believed in himself and how he is focused on inspiring other youth in the community that they too can achieve great things.

**Design Thinking Seminar progress:** João and his group have agreed that one challenge in the community is knowing where to get certain goods or services. They wanted to create a directory of the shops so that people in the community could check the internet to see what shops and items were around in the community. It was also a way to help the shops to become more visible. They made a plan to walk around the community and identify the different shops and to put them into a spreadsheet on the computer. They would then use that information and put it into a Conjunto Palmeiras shops directory they would later create.

**Specialized Workshop - App Development:** In week 9 of the program, a group from Fábrica Aplicativos visits the Palmas Center to do a 2-day workshop on how to develop cell phone applications. Most of the boys in the class are excited to learn how to make video games while the girls seem more interested in creating applications for news within the community, specific to youth. João was able to create a simple car racing game during the course and was inspired to see how many later he could work with his group to make an application for his Conjunto Palmeiras shop directory project.

**Course Wrap-up:** The last week of the course came really quickly but João was excited to finish his Palmas project and share it with his mom and with the other groups at the Pitch Competition. While the course was challenging and covered a lot of new material, João was proud he was able to create something, especially something that would maybe help a few people in his community.

**Pitch Competition:** The one-day competition allowed for the community members and a few other special guests to come and see the projects that were made. There were 3 judges who walked around and talked to each of the groups to talk about the creation of their products. The judges then scored the projects on a few criteria and announced the top three projects, with João’s coming 2nd place. The 2nd prize awarded his group a small donation from a local organization that could be used to help move the website idea a little bit further - maybe to advertise about it or to seek additional assistance from an expert. The teams all received certificates for having completed the course in a neat little ceremony.

**House Visit:** Two weeks after the course ended, someone from PalmasLab came back to João’s house to ask his mother some more questions about the community, about things in the household, as well as about João. The person also asked João some questions about the program and about his perceptions of school, his future and his community.
**Outcome:** João is now more excited about going to school. He has stay in touch with other friends from the community by meeting up back at the Palmas Center’s library 2 or 3 times a week to study. He also agreed to give a little presentation about his experience in the program to the new cohort of students, allowing him to proudly demonstrate his new PowerPoint presentation skills.

**Year 2**

**Activities:** João comes back to the Palmas Center often to hang out on the computers and works a little more on the website project that is now live and being used by a few dozen people in the community. He visited the Pitch Competition for a new class and was really impressed with one of the projects that was developing an app to help students communicate when the bus had reached their stop, to help students along the path to school to be ready for its arrival. That would help students arrive to school on time better. He continued to work with that group post-graduation at the center to work out some of the kinks.

**Outcome:**
His grades improved a little bit, his mom feels like he spent more time at the Center than at home. She was proud that he wasn’t out on the streets like his other brother. João noted that some of his classmates were asked by local businesses to create webpages and Facebook pages for their companies and he realized how these new skills could help him earn some money in the future.

**Year 3**

**Activities:**
He is a mentor that sits in the classes of the first time students when he’s not preparing for his University exam. He spends time in the Palmas Center on the computers to research and to continue learning about computer programming through some online courses that are conveniently in Portuguese. He joined the Student Association and attends a monthly meeting to discuss ways the Palmas Center can better support the youth of the community.

**Outcome:**
João is an active member at the Center. He and his friends have an idea to create an app for their high school so that people could see when school events were. He is a mentor that sits in the classes of the first time students when he’s not preparing for his University exam. João now has a newfound sense of self-identity and he feels like a member of a community.
How We Do IT
[Our Operational Toolkit]

The Palmas Center for Social Innovation
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Definitions

**Benchmark study**: A study of twenty organizations that had the following objectives: offer IT-related courses, enhance the quality of public education in Brazil, and/or empower the youth through innovative platforms. From this, the SIPA team identified models that brought about significant change in the above-mentioned areas. The benchmark study entailed research in the following areas: *Content, Process*, *Post-Program* and *Monitoring and Evaluation*.

**Design thinking**: A protocol for solving problems and discovering new opportunities following a 5-steps process of empathizing, defining, ideating, prototyping and testing.

**Enterprise learning**: As defined by Rotherham Ready’s Big 13, it includes important attributes such as Team Work, Risk, Negotiating & Influencing, Effective Communication, Creativity & Innovation, Positive Attitude, Initiative, Organizing and Planning, Problem Solving, Leadership, Making Ethical Decisions, Financial Literacy and Product & Service Design.

**Human centered design**: a problem solving process used to design with communities, to deeply understand the people they’re looking to serve, to dream up scores of ideas, and to create innovative new solutions rooted in people’s actual needs.

**The model**: Based on extensive research, including a benchmark study and community consultations, the model for the Palmas Center for Social Innovation was designed.

**The program**: The suite of products of the model, in practice

**Social innovation**: New ideas that simultaneously meet social needs and create new social relationships or collaborations. In other words they are innovations that are both good for society and enhance society’s capacity to act

**Under-employment**: Not having enough paid work or not doing work that makes full use of their skills and abilities.

**Youth**: Young people between the ages of 10-20

**Acronyms**

SIPA - School of International and Public Affairs
HCD - Human Centered Design
MVP - Minimum Viable Product
Disclaimer:
It is important to note that while the Palmas Center for Social Innovation Model and Operational Toolkit provide an important initial framework to confront challenges faced by the youth in Conjunto Palmeiras, there were time constraints and limited exposure to certain youth groups, stakeholders and certain realities in Fortaleza during the creation of these tools. Further exploration and research is highly encouraged to enhance and refine assumptions and recommendations within the Model as well as the Operational toolkit.
I. Overview

This document complements the model of the Palmas Center for Social Innovation (the Palmas Center) by providing a detailed toolkit for its operationalization using Human Centered Design (HCD). HCD is a process and a mindset and this toolkit draws heavily off the IDEO Human Centered Design Field Manual, ensuring that the operationalization of the Model and the project at large, is an iterative process, constantly updating and evolving to best reflect the needs and ambitions of the youth of Conjunto Palmeiras.

“Being a human-centered designer is about believing that as long as you stay grounded in what you’ve learned from people, your team can arrive at new solutions that the world needs1.”

Human-centered design is not a perfectly linear process and each project invariably has its own contours and character. However, any design challenge will always move through three main phases: inspiration, ideation, and implementation. During the three phases, you will empathize with the communities and individuals you are designing for; you will figure out how to turn what you have learned into a chance to design a new solution; and you will build and test your ideas before finally putting them out into the world.

Modified HCD approach

In a traditional HCD approach, inspiration and ideation are creative and exhaustive processes; however for this project there was limited time and exploration in these phases due to the nature of the consultancy. While Instituto Palmas and the Columbia University SIPA consultants were inspired to initially create a “School for Apps”, that solution quickly changed to a more broad yet robust solution inclusive of Design Thinking and Enterprise learning. These processes should be continued during the evolutionary process of the Palmas Center to ensure the youth’s voice continue to be represented in the Palmas Center design and the Palmas Center adapts and evolves to these needs and ambitions of the youth.

1 Source: The IDEO Field Guide to Human Centered Design
You should also engage in analogous inspiration; which requires the Core Team to explore contexts that are completely different from the context of the Palmas Center, in order to identify creative ideas that have worked for other models. From these ideas the team can identify experiences that can be adapted for the Palmas Center. For example, the recruitment strategy of a Multinational Corporation may be a context that has little in common with Instituto Palmas, but their outreach and communication strategies may have important lessons for your team, since they have been proven successful and can be contextualized.

**Consolidation of Research and Recommendation for Operational Toolkit**

This toolkit brings together various elements of research and recommendation to provide actionable next steps to make the Palmas Center a reality. The recommended next steps draw from the following documents.

1. **What We Do (Our Model):** This document explains the proposed solution. The Palmas Center model is a prototype solution and the Modified HCD approach can be applied to develop an implementation and iteration strategy. It includes the Model Recommendations, Project Timeline and Budget.
2. **Why We Do It (Our Research):** This document explains the community context and background research. Since HCD focuses on keeping the people at the Palmas Center, the background research will contextualize our recommendations.
3. **How We Measure It (Our Evaluation Toolkit):** This document provides a framework for evaluation using indicators. It is useful for planning and implementing the M&E strategy and will also provide the necessary information for iteration.
4. **How We Sell It (Our Pitch Deck):** The Pitch Deck is an externally focused presentation aimed at communicating the key goals, outcomes and processes at the core of the Model and Operationalization to a variety of stakeholders. This is a useful resource for the funding strategy and partnership development.

**II. Mindsets**

This Human Centered Design approach amounts to wild creativity, to a ceaseless push to innovate, and a confidence that leads us to solutions we’d never dreamed of when we started²

This toolkit follows the philosophy of design and the seven mindsets that set design thinkers apart: Empathy, Optimism, Iteration, Creative Confidence, Making, Embracing Ambiguity, and Learning from Failure³.

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² Source: The IDEO Field Guide to Human Centered Design
³
Empathy is the foundation of a human-centered design process. It involves the following actions in order to understand the people for whom the solution is being designed.

- Observe. View users and their behavior in the context of their lives
- Engage. Interact with and interview users through both scheduled and short ‘intercept’ encounters
- Immerse. Experience what your user experiences

Instituto Palmas is a community-centered organization, which makes it easier for the team to empathize with the challenges of the community. However, it is important to understand what makes each target segment unique and different from the others. The model identifies six segments that the Palmas Center should serve, spanning age groups as well as current status in the education system and employment.\(^4\) Each segment has its own unique characteristics that the Palmas Center must capitalize on to maximize impact. It will be helpful to approach each segment with a beginner’s mindset in order to avoid missing important information during the interpretation of observations phase. While such a mindset increases ambiguity, it also encourages creativity and optimism, which drives improvement of the program through iterations, which would correct any problems in the original design.

**III. Set-Up**

Based on field and secondary research a proposed solution has been presented in the Palmas Center Model and Business Canvas. The next stage is to actually set up this center. This will require planning based on the research and recommendation presented in the Palmas Center design. The Instituto Palmas team will need to identify the key team members who will be driving the Set-up phase of the Palmas Center (Core Team). The Core Team will lead the planning after which more staff can be added for implementation. We recommend that some of the team members are a part of PalmasLab and have had experience with the PalmasLab’s programming pilot programs.\(^5\)

**Project Planning**

The planning process gathers key stakeholders in the project to collectively establish a timeline, assign responsibilities for the development of each element of the project, and establish milestones.

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\(^3\) Source: The IDEO Field Guide to Human Centered Design

\(^4\) Source: Palmas Suite: 1a. What We Do [OurModel]

\(^5\) The profiles of the Core Team members are enumerated under “What team will you need?” on page 11 of this document
The following are some useful principles to guide the planning that ensures the process is inclusive, strategic and realistic:

- **Strong leadership, support and commitment**
  Including key leaders in the design and operationalization of the process will translate the model into visible actions. Allocation of sufficient resources is critical for the implementation and sustainability of the intervention.

  Therefore, the first step in planning the implementation phase of the Palmas Center must be to form a team, define responsibilities and give them access to necessary resources to fulfill those responsibilities. The team must engage all stakeholders, especially the community, to increase ownership of the solution and facilitate the implementation.

- **An implementation plan and timeline**
  A process needs to be organized, structured and managed for the implementation. There needs to be a roadmap that sets goals linked to the activities taking place during the timeline. The strategic planning of the Palmas Center will start with the building of a roadmap with clear and realistic milestone and targets.

- **Stakeholder participation**
  Active participation of "end users" or stakeholders in the change process is a major factor determining success.

  The youth must be involved in the planning of this project, this will allow the Core Team to empathize with their needs and plan the implementation accordingly. Instituto Palmas has access to some segment of the target youth that have participated in previous programs. It is important to include both extreme and mainstream representation from all segments to create a robust implementation plan.

- **Continuous evaluation and improvement**
  A scheme checklist is necessary for the continuous evaluation of the implementation of the program, this will allow the team to collect feedback and ensure sustainability. The program logic and its indicators are useful tools to incorporate in the planning process to ensure timely and accurate data is available for evaluation.

**Create a Project Plan**

As you set out to face your challenge, you will need to create a plan. This gives you a chance to think through all the logistics of your project, many of which have already been discussed in the proposed solution. The details of the logistics are bound to change as the project progresses, but you will be in much better shape if you can plan for what is ahead. Reflect on your timeline, the space you will

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6 Source: http://www.hipxchange.org/FamilyRounds. These implementation principles are used in healthcare intervention by HIPxChange, which is sponsored by the Health Innovation Program at the University of Wisconsin–Madison to provide tools and materials for evidence-based health system change.

7 Source: The IDEO Field Guide to Human Centered Design
work in, your staff, your budget, what skills you will need, and what you will need to produce. Getting a good handle on all of this information can keep you on track.

**STEPS**

1. A good place to start is with a calendar. Print out or make a large one and put it up in your workspace. Now mark key dates. They could be deadlines, important meetings, travel dates, or times when your team members are unavailable.

2. Now that you have got a sense of your timeline, look at your budget and staff. Do you have everything that you will need? If you foresee constraints, how can you get around them?

3. You will need to get smart on your topic before you start implementing the model. Who should you talk to now? What will you need to read to be up to speed on your challenge?

4. Answer questions like: What is the curriculum that will be used in the Palmas Center? When should my team start the outreach to stakeholders? When will we need to launch the first cycle for the Palmas Center? How much time, money, and manpower will we need?

5. Your project plan will change as things evolve, and that’s perfectly OK. You can always amend things as you go but make sure that you are really thinking through your project before you start.

**Suggested Project Management resources**

1. Slack (free - dynamic communication system with document storage integration with Google Drive, and Dropbox)
2. MS Project (fee based - robust project management tool)
3. SharePoint (subscription based - robust institutional project management tool)

**What team will you need?**

HCD works best with cross-disciplinary teams. By bringing people from various backgrounds and perspectives, you’re going to bring new modes of thinking to your team. Is good to have a hunch about what kind of talent your team will need: content design, youth engagement, fundraising, financial management, business development, teaching, monitoring and evaluation. Since HCD is the underlying model for the Palmas Center it is recommended that the staff receive training on HCD to ensure that everyone has a common understanding of the principles that will drive the Palmas Center.

**STEPS**

1. First, assess how many team members you will need, your staff’s availability, and when your project should start and end.
2. Look at the Core Team and determine what members are good at and what they are not so good at. Moreover, determine which profile needs to be filled outside your current team and recruit for that position.

Based on the activities involved in setting up and running the Palmas Center, the following profiles have been identified. Although there are seven profiles in the ideal core team, that does not necessarily mean the team will be made of seven people, but rather that at least these seven profiles need to be filled.

- **Program Coordinator:**
  - Oversees and coordinates all the Palmas Center related activities, is the main responsible for the functioning of the program and works closely with all team members, particularly with the fundraiser and the finance person.

- **Content designer:**
  - This person will work closely with partners and potential students in content design to bring the lessons learned from PalmasLab’s first two pilots to the conversation, and to determine the number of students, schedules, and number of teachers needed. This person will be coordinating the Content Design Working Group, in which content design partners, PalmasLab representatives, and youth representatives will work together to develop the curriculum of the Palmas Center. We recommend that this person is part of the teaching team (lead teacher and teaching assistants) for the Palmas Center.

- **Finance manager:**
  - This person is in charge of the books of the Palmas Center, he/she will design a budget and will be the ideal person to consult for expenses and expansion.

- **Fundraiser:**
  - This person has a particular set of skills that make him/her able to identify new and creative ways to fundraise, and sell the idea of the Palmas Center. This person also needs strong communication skills to engage with potential funding sources.

- **Partnership manager:**
  - This person will be in charge of managing the relationship and communication with necessary partners for the Palmas Center. This person should work closely with the fundraiser and content designer as there may be stakeholders with multiple roles.

- **The Pitcher:**
  - This person has a particular set of skills that make him/her ideal to sell this idea to potential partners and funders/investors. This person can be the fundraiser or the project coordinator.

- **Monitoring & Evaluation coordinator:**
  - This person will be overseeing the monitoring and evaluation process, which includes data collection, analysis and recommendations. The person will use this data
to measure impact and areas of improvement for the next iteration. He/She must ensure that knowledge from each cycle is documented and shared.

3. For specific tasks your team is not qualified to do, remember you can always add a temporary team member to carry out this task.

4. Core team, especially Program Coordinators and Teachers are strongly recommended to complete a course on HCD, as they should become masters of the content, engrained with the principles of the Palmas Center, prior to designing the curriculum.

**Trainings and materials can be found:**
- Online in Portuguese (http://www.dtparaeducadores.org.br/site/)
- Online in English (http://tinyurl.com/oa5cxsy)
- In-person in Brazil (http://www.ideou.com/)

What Resources Do You Need?
Devising an innovative solution and putting it into practice are two different things. Identified what resources do you need will help you understand the feasibility of your solution and where your organization will have to seek help.

**STEPS**

1. The main elements of implementation that you want to understand here are the distribution of your solution, the partners you might need, and the capabilities necessary to execute your project. The Business Model Canvas has some of these answers.

2. Start to fill out a Resource Assessment worksheet. There is a template for the worksheet provided in the IDEO Field Guide to HCD. List what you already have and what you’ll need. You may want to have a brainstorming session to determine what needs to happen for each of the main categories: Distribution, Activities, Capabilities, and Responsibilities. Again, some of this information is available in the Business Canvas, but you may choose to update it. For example, under Distribution, perhaps you’re considering classes in the PalmasLab or at the public school. Fill out a Resource Assessment worksheet for each model to compare.

3. As you look at all your ideas after the brainstorming session, start to group needs, based on actors responsible in the team, and then include a category for needs that are out of the scope of the team. You can list these under ‘Still Needed’.

4. Incorporate this assessment to ‘Staff Your Project’ phase of implementation.

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8 Annex I
9 Source: The IDEO Field Guide to Human Centered Design
10 Template of Resource Assessment worksheet in the IDEO Field Guide
What will the Funding Strategy be?
A Funding Strategy will get you the money you need to get your solution out into the world. It is best to design a Funding Strategy to your project from the start, though having a great design project can help you raise money along the way. Get any key funding partners together with your design team and brainstorm the best ways to get your project started. Remember, your Funding Strategy may be different than your ultimate Sustainable Revenue approach so focus on your short-term financial approach here.

STEPS
1. Sit down with your design team, key stakeholders, and partners and start with a brainstorm session about how you might fund the launch of your idea.
2. If you need to apply for grants or raise money, determine which relationships you may need to develop to help your chances. Creating a Pitch will be very helpful in raising money\(^\text{11}\), the How We Sell It document includes a draft pitch deck with additional editable slides. This will allow the fundraiser to edit and adapt this pitch based on the audience.
3. There are lots of ways to raise money outside of traditional channels, and each of these channels may have its own cost associated with it.
   a. Could we charge students a fee in the long run? Could we provide them need-based scholarships? Could we charge people not enrolled in the program to attend specialized workshops?
   b. Could a crowdfunding platform like Kickstarter or Indiegogo make sense for your project?
   c. Could sponsorship for events like pitch competition and workshops be feasible?
   d. Would it be possible to raise funds by encouraging donors to sponsor students?
   e. Would equity in student/alumni businesses generate enough return in the long run to become an income source?
   f. Can engaging students in consulting be feasible? How will it influence the impact you are trying to achieve?
4. If you are planning to pay for everything by selling your service, how many students should you start with? If your service is free, how does that play into your Funding Strategy? Does your strategy for charging changes from medium to long-term?
5. As you plan your Funding Strategy, also look into the near future. When will you need to break even? How do you bridge from your initial strategy to a long-term Sustainable Revenue plan? You can find some suggestions of long-term Sustainable Revenue plan on the Recommendations documents.

What Partnerships will you need?
The Palmas Center should run this program as a collaborative effort with multiple partners; the role of the Palmas Center will be to lead the program while partners provide specialized inputs (e.g.

\(^{11}\) Source: Palmas Suite: 5. How We Sell It [OurPitchDeck]
training, space, outreach). This would be the cheapest way for you to maximize the number of students you provide specialized training in a range of topics.

The Business Canvas\textsuperscript{12} and Resource Assessment will help you identify the kind of partnerships required to get all the resources that you need. You can identify the funding partners you will need by using the Funding Strategy and build on it in Sustainable Revenue Methods.

**STEPS**

1. Get your core team together with other key stakeholders and partners. Ideally these same people will or already have worked on your Project plan and Funding Strategy.
2. Start with a brainstorm around what your primary partnership needs are. Maybe you need greater access to the press, maybe you need to raise money? Determine what you need (e.g. mentors, internships, trainers).
   a. Content Design Partners: These partners will help you develop the curriculum for the Palmas Center by participating in the “Content Design Working Group”.
   b. Content Delivery Partners: These partners will deliver the core curriculum and workshops by providing specialized trainers of subject material.
   c. Funding Partners: These partners will provide the necessary financial and in-kind resources to run the Palmas Center.
   d. Outreach & Host Partners: These partners will provide access to potential students by providing a space for the Palmas Center’s outreach during research and admissions. They may also help us access volunteers for the Palmas Center and host activities like Specialized Workshops to increase the Palmas Center’s visibility.
3. Next, take those key partnership needs and have another brainstorm session to determine who you know already and who you can reach out to in your greater network. Same partners may perform multiple roles. Potential partners may include:
   a. Content Design Partners:
      i. ejovem: They have a program already developed and tested to provide strong technical skills through a curriculum developed by educational experts. They also have resources/materials that could be useful to the Palmas Center like their internship program. Since this is a government program, partnering with them may give the program greater scaling opportunities in the long run.
   b. Content Delivery Partners:
      i. ejovem: Because they will be involved in content development and the teachers to deliver the training.
      ii. Fábrica de Aplicativos: Because they are already working in the periphery to empower youth with skills to make apps that can be used to solve the problems around them. There is also an existing partnership between

\textsuperscript{12} Annex I
Instituto Palmas and Fábrica de Aplicativos making it easier to adjust the partnership for the Palmas Center.

iii. Some partner specializing in small business development and entrepreneurship education.

c. Funding Partners:
   i. Financial funding partners: May include Instituto Felipe de Melo, Lehmann Foundation, Telefonica, Ministry of Science, Technology and Innovation of Brazil, Ministry of Education. These organizations have existing relationships with PalmasLab and work on similar projects.
   ii. In-kind support partners: Any partner that provides resources (e.g. teachers, space, materials) for free. These could include design and delivery partners if they are volunteering their time or providing their curriculum.

4. Though you will want to remain flexible, you will also want to start to set parameters around what you need from your partners. Figure out when you will need each one, how much you can reasonably ask of them, and what kind of deadlines to set around your ask.

What do you need to know about your customers?
Instituto Palmas has been in the community for a long time and understands the dynamics of the people. However, it is important to proactively seek out people who represent the different segments and get unique insight into their specific needs. This is in line with the beginner’s mind-set that HCD encourages to ensure that pre-existing assumptions based on previous experiences do not bias our perception of the customers leading to inappropriate engagement strategy. This will also help you keep in sight the needs of the target group and focus on the intended impact.

Before you start talking to the people you are designing for, it is important to have a strategy on who you talk to, what questions you ask them, and what information you need to gather. By planning ahead, and tracking who you talk to once you have done it, you can be sure to have the right balance of experts and laymen, women and men, people of different ethnicities and classes, as well as a full range of behaviors, beliefs, and perspectives.13

STEPS
1. As you start to determine who you want to talk to, think about a variety of factors: age, gender, ethnicity, class, social position. Who do you really need to hear from? Who are

13 Source: The IDEO Field Guide to Human Centered Design
potential stakeholders who are influenced by your project? Who are the community leaders who may influence your outcomes? How can you leverage the information already gathered?

2. Be sensitive to gender when making your Interview plan. Use this plan to start asking broad questions you want to ask your customers and then probe further to understand their hopes, aspirations, fears.

3. Group interviews can be a highly useful tool and also help you identify who you might like to speak more with in an individual Interview.

4. The Model identifies 6 main target customer segments; however even within these groups there will be significant variation. Some students may require more support and flexibility than others due to factors outside their control. It is important to consider the needs of these extreme cases in addition to our mainstreamed segment within each segment to make sure that you’re talking to a broad spectrum of people. An idea that suits an extreme user will nearly certainly work for the majority of others. And without understanding what people on the far reaches of your solution need, you’ll never arrive at answers that can work for everyone. More importantly, talking to people at the extreme end of your product or service can spark your creativity by exposing you to use cases, hacks, and design opportunities that you’d never have imagined.

5. Following are some helpful strategies to engage with different customer segments understand their unique requirement. These are discussed in more detail in the IDEO Field Guide to Human Centered Design.¹⁴

- **Sort Card:** By putting a deck of cards, each with a word or single image, in someone’s hands and then asking them to rank them in order of preference, you’ll gain huge insight into what really counts.

- **Peer-observing-peer:** Learning from the people you’re designing for can also mean empowering them to do some of the research themselves and then share back with you. You may also find that social and gender dynamics, or research around a sensitive subject, like sexual health for example, may limit how much the people you’re designing for are willing to tell you. By bringing the people you’re designing for in as partners in your research and giving them the tools to capture their own attitudes and hopes, you’ll learn more than you ever could on your own.

- **Collage:** Getting the people you’re designing for to make things can help you understand how they think, what they value, and may surface unexpected themes and needs.

- **Guided Tour:** Having one of them give you a Guided Tour of their home, workplace, or daily activities will reveal not just the physical details of the person’s life, but the routines and habits that animate it.

- **Draw it:** A quick sketch, a graph, or a timeline is a fantastic way to bridge language barriers and keep a record of your research. Drawing can also help the person you’re designing for organize her thoughts visually and spark ideas and conversation in a different way than talking.

¹⁴ Source: The IDEO Field Guide to Human Centered Design
• Resource Flow: It consists of listing—or better, drawing—every asset (financial and non-financial) that comes into a household and how those assets are spent.

Note: Specific emphasis should be placed upon getting to know the younger demographic, aged 10-14, in demographic groups D2, D4 and D6 as they were not included in the original research and design of the model and will require modified engagement techniques.

IV. Strategic Planning for the Palmas Center Model

Once you have laid out an overall project plan based on the key implementation principles, you will need to refine and pilot your ideas for the Palmas Center.

In this phase, you will bring the project to life by designing and identifying the key strategies and processes to operationalize the Palmas Center.\(^{15}\)

**Designing the Palmas Center**

You must operationalize the Palmas Center by building off of three components: 1) drivers of behavioral change, 2) benchmark youth programs and best practices and 3) enterprise learning and leadership models\(^{16}\).

The benchmark findings are best practices identified from different IT-related programs and which you found useful in the designing the Palmas Center (e.g. Minimum Viable Product and Additional Products).

The model of the Palmas Center is the general theoretical framework, which you used in designing the Palmas Center. It took into consideration the goals and objectives of the two models you have chosen (e.g. Rotherham Ready and +Acumen).

**a. Creating the Palmas Center space**

You should identify the physical space and infrastructure of the Palmas Center. The space should be conducive in delivering the products of the Palmas Center and should also form part of its budgeting costs and funding strategy.

This is a critical component of the design process. While it is essentially a learning center, you want the space to encourage creativity and new ideas; a place where students can be curious, ask questions and work on team projects without worrying about external factors that can impede this process. You created the Palmas Center for the students and ultimately, it should be their space.

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\(^{15}\) Source: Palmas Suite: Why We Do It: [OurResearch], Chapter V (Methodology)

\(^{16}\) The Rotherham Ready and +Acumen Leadership models were used in designing the components of the Palmas Center model. Just like the Palmas Center, these models aim to create social entrepreneurs and leaders that will solve personal and societal problems through economic participation.
It is also important to explore different ways and ideas to design a space that will align with the goals of the Palmas Center.

As you dive into this process, you should have the following criteria:

- Is it economical (e.g., use of existing space owned by Instituto Palmas)?
- Is it safe? What are the security measures or risks in choosing this space, if any?
- Is it conducive to learning? If existing space will be used, will the classes, workshops and other activities be conducted efficiently? What do you need that is not already in this existing space?
- Is it attractive? As the Palmas Center aims to foster creativity and enhance the innovative skills of the students, will the space help achieve these objectives?

The Model and Operational toolkit were based on the assumption that the office space next to Instituto Palmas office in Conjunto Palmeiras would be an initial starting location for the Palmas Center.

b. Naming the Palmas Center
You should engage the youth in naming the project (tentatively named the Palmas Center for Social Innovation (“The Palmas Center”)). Because they are the customer segment you are targeting, their ideas on how the Palmas Center should be called must be given value. PalmasLab should also oversee this process, especially in terms of trademark and trade name registration.

c. Content Design Working Group
The first step is for you to create a working group that can design and develop the curriculum for the Palmas Center (“Center Curriculum”). Each member is expected to contribute valuable inputs, which may be derived from their specific expertise or their stake in the Palmas Center itself.

Under the leadership of the Content Designer, you should create the Content Design Working Group with the following members:

- PalmasLab Pilot Program staff - You should choose this individual because he will be in the best position to say what worked and didn't work in the curriculum adopted during the PalmasLab Pilot Programs. If still available, Luciano Garcia Bes, the instructor for the PalmasLab Pilot Programs, can fill this position.
- eJovem Representative – The representative will help identify the specific computer programs and subjects which align with the overall objectives of the Palmas Center.
- PalmasLab Representative - For the initial phase of strategic planning, you must choose an individual who supervised the Palmas Lab Pilot Programs. If still available, Asier Ansorena is in the best position to fill this position, as he is aware of the strengths and weaknesses of the curriculum used in these pilots. He was also part of the project-planning phase and it would make sense if his inputs could be incorporated in the Palmas Center Curriculum.

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17 Source: Some resources to consider: http://dschool.stanford.edu/makespace/
• Student representatives – The opinion and insights of at least two student representatives (one boy and one girl selected by the students that have participated in previous pilots), are highly valuable in this phase of planning the Palmas Center. They will be the best resource of information with respect to what the students want to learn at the Palmas Center.

The above named individuals are the key members who should be included in the working group. Nonetheless, as the working group starts to discuss the Palmas Center curriculum, you may want to add more members who can contribute in identifying courses for entrepreneurial skills and design thinking.

d. Discuss & Define Success

Sit down with your team and map out what success looks like. Setting key milestones will keep you on course and give you something to work toward.

This is a point in the implementation phase for you to stop and determine how you'll know if you’re getting there. You’ll determine important milestones in the life of your solution and come to understand what succeeding looks like. Think about a variety of time horizons. What is success in the next two months, in the next year, in five years? Imagine success in terms of both your organization and the people you’re designing for. What does success look like in terms of how you’ve affected them?

Having a good understanding of what success, utilizing the Evaluation Toolkit, will help guide you through the curriculum design phase, to be updated and modified as needed.

e. The Minimum Viable Product

The Minimum Viable Product (MVP) is the set of the key products that the Palmas Center will offer to its target demographic. The MVP includes the minimum activities that should be implemented to achieve a basic level of progress towards the expected outcomes. It includes the Core Curriculum, Specialized Workshops, Design Thinking Seminar and Pitch Competition, as well as Post-Graduation components. The MVP serves as a starting point for the Palmas Center and the additional products and services can be added when and as needed.

(i) Core Curriculum

The Core Curriculum should be developed by the Content Design Working Group and delivered by a Palmas Center teacher. You will need eJovem’s area of expertise in developing the IT courses that will go into the Core Curriculum. You can work with other organizations that teach useful skills and coursework on key competencies and enterprising attributes.

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18 Source: Palmas Suite: 1a.What We Do [OurModel]
(ii) Specialized Workshops
As part of your MVP, you should partner with organizations that can complement the Core Curriculum. The objective of the specialized workshops is to complement the technical skills students will learn throughout the program. The first suggestion is to carry out one specialized workshop with Fábrica de Aplicativos during one weekend on each cycle of year 1. However, this is an important discussion the Content Design Working Group should have, considering that these workshops should be different, entertainment, and the skill to be learnt must be very practical. Additionally, the workshop needs to allow students to learn something in a period of approximately 30 hours (one weekend).

We provided sample workshops with key organizations below:

a. Fábrica Aplicativos can conduct a workshop on mobile application development. They have worked with PalmasLab during their Pilot Programs and a workshop would be a good way for them to give special focus on teaching the students of the Palmas Center specific skills in apps development.

b. CUCA or Felipe de Melo Institute can conduct workshops on social entrepreneurship. These organizations have already held events or activities that can encourage and inspire the youth in other areas in Fortaleza City, Brazil.

Prior to conducting these workshops, you should meet with representatives of the organization in order to discuss what skills, lessons and exercises will be taught and how effectively they can be taught during the workshop.

(iii) Design Thinking Seminar
You should coordinate with the Content Design Work Group on who will teach, what will be taught and how it will be taught during the Design Thinking Seminar. The model of the Palmas Center, including the key implementation principles behind it, should guide the development of the Design Thinking Seminar. It is critical that all members of the Core Team, particularly the teachers who will be in charge of the Design Thinking Seminar to receive training in Human Centered Design.

f. Additional Products
(i) Internships
As the Palmas Center picks up and starts to solidify existing relationships and build new ones, you should start designing an internship program that will connect graduates of the Palmas Center to potential employers. You should continue to build networks and relationships with these organizations for this purpose. A good first step is to work with SEDUC (eJovem government office) to co-manage the internship program. They have an already established internship program in which they place students with organizations to fulfill their internship requirement, and pay the intern’s salary to ensure they can focus on their internship, rather than in another source of income, and to reduce costs for the firm.
they are interning for. An internship program requires a lot of manpower, and if the option to leverage that with one of the partners exists, PalmasLab should take advantage of it.

(ii) Mentorships
You should create a selection process in choosing who can act as mentors for the students. You will need to regularly revisit this process and revise it as necessary after the Palmas Center has been in operation for a sufficient period.

(iii) Student Associations
You should ensure that the needs of the students are addressed and that they are able to give inputs in designing and refining the program of the Palmas Center.

It will help the youth practice the skills being taught to them while also contributing to improve the program. This could also be a part of a leadership pipelining strategy.

Roadmap for the Palmas Center
You will need a timeline and a plan of action to get your idea out into the world. A roadmap can help ensure that you are on time and on target.

You have a concept you feel great about and you have tested it in the world. Now you will need to create a plan on how you are going to implement it. A roadmap helps you gather the key stakeholders in your project and collectively figure out a timeline, assign responsibility for each element of the project, and establish milestones. This is a great method to do alongside the processes of Resource Assessment and Staff Your Project as this will aid in helping you build your Roadmap.

1. Assemble your Content Design Working Group, key partners for each of the elements of the model (e.g., components of the Minimum Viable Product and Additional Products)
2. Print out a big calendar for the next year or 18 months and use it to map out what needs to happen when. Start putting Post-its on the calendar with key dates for the Palmas Center launch, go-to-market date, etc.
3. It is easy to get lost in all that needs to happen, so think about your calendar in chunks. Figure out what needs to occur in the next month, in three months, in a year. Themes will emerge around the various tracks of work that will need to take place. The timeline in the recommendations section is a good place to start since includes a big picture of what should happen in the first three years of the Palmas Center. Take this timeline as a base a work down the specifics of what it needs to happen.
4. Think about the major milestones in your project timeline—when you launch the Palmas Center, hold the first Design Thinking Seminar, Specialized Workshop, etc.—and get them

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19 Source: The IDEO Field Guide to Human Centered Design
on the calendar. Use a different colored Post-it for milestones—perhaps even flip them so they look like diamonds instead of squares to stand out.

5. As you add Post-its to the calendar, assign a team member or partner to each track of work. Find someone to own or champion each element of your project and prepare to hold them accountable to the tasks.

**Sustainable Revenue**

There are many kinds of revenue strategies you might use to fund your solution. Just be sure that you have got the right one. You have been thinking about revenue throughout your project as you put together your Business Model Canvas and your Funding Strategy; but this is another moment to sit down with your Content Design Working Group and key partners and assess if you think this needs to be updated. Here are critical steps and questions in trying to find solutions for finding sustainable revenue streams:

1. Get your Content Design Working Group together with other key stakeholders and partners. Ideally, these same people will have worked on your Funding Strategy and already understand the key elements of your project.
2. Build a simple spreadsheet that shows all of the costs that the solution would incur, from staff to marketing and production.
3. If you are relying on grants or donations, think critically about how you will raise money and how reliable your funding sources are. What kind of relationships might you need to build to ensure your venture?
4. For example, if you intend to generate revenue from any of the products made by the students, how much sales do you need to make in order to hit your revenue goals? What are the terms for this revenue stream (e.g. percentage, terms and conditions)
5. Finally, as you have all these discussions, think about scaling your project. In five years, will you be selling your revenue-generating product in more than one location? Will you have multiple products? Is this first offer part of a family of potential goods or services? How can you grow your long-term revenue plans alongside your solution?
6. If you plan to charge a fee for students, how much will you charge? How will you determine the amount and criteria for those who will be charged a fee? At what period of operations will you do this?

These are some ideas for financial sustainability that should be discussed with the core team of the Palmas Center further. A realistic and cautious approach would see the first two years of the Palmas Center to be financed entirely on fundraising, while starting year 3 to explore these revenue streams. The justification is so that the first two years should be focused solely on the delivery and content of the program. That said, if there is a need or opportunity or curiosity to experiment with these strategies earlier, they should be carefully approached, piloted and integrated.

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20 Annex I
V. Implementation

Recruitment of students

Findings from the benchmark study\textsuperscript{21} revealed that most organizations incorporate a combination of the following elements for their recruitment process:

- Online registration
- In-person interview
- Aptitude test and/or other skill evaluation test

Based on these findings, the program will adopt a combination of these recruitment elements. Interested candidates will go through the following process:

1. **Registration**
   - Physical form - to be handed out during outreach visits and at PalmasLab
   - Online on the PalmasLab or Center website
   - Push-application (text message system)

2. **In-person interview**
   - This interview will measure the interest of the candidate on the program and their future aspirations

3. **Aptitude test**
   - These tests will measure math, language, and programming comprehension level. It should not be a discouraging exam, rather just measuring very basic skills to determine the speed at which the course can move. When discerning a potential student’s aptitude for the program, the following points could be considered:
     i. Select the instrument or instruments best suited to the youth’s needs.
     ii. How many grades of education has the young person completed?
     iii. Do they have any disabilities (sight impairment, dyslexia, etc.) that might affect the test administration?
     iv. Does the individual have any language difficulties?

\textsuperscript{21} Source: Palmas Suite: 4. Why We Did It [OurResearch]
v. Rather than making all young people undergo an identical set of assessments, the best approach is to have tools that can be used with different youth based on needs. Just as the career planning process should be customized depending on the young person’s individual needs, so should the assessment process also be customized.

vi. Nevertheless, some selected, standardized, formal assessment tools will need to be used with all youth in the same program or project in order to measure common areas of need; meet program requirements; collect group data; measure individual progress, interim objectives and skill attainment and conduct project oversight.

Once the candidates have completed the application process, Palmas Center staff will filter the candidates and select a pool of students that fulfill the requirements.

**Recruitment of vulnerable and/or marginalized groups**

When approaching the recruitment process, it is important to make targeted efforts to reach vulnerable and/or marginalized groups, as social inclusion is a core value of this program. However, these groups are often the most difficult to reach. They may include youth that are unemployed, out of formal education, and/or girls and women. By determining whether youth from these groups have different needs, the Palmas Center may be able to better reach them, perhaps through tailoring marketing or promotional materials to their interests, or even through reserving quotas for them.

You may want to consider the following points:

- Connecting with youth where they are; going to places where young people are most likely to be found, such as parks, recreation centers, shopping malls, clubs, movie theatres, community-based and faith-based organizations, unemployment offices, emergency food programs and homeless shelters.
- Canvass homes, stores, and community centers. Utilize strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distributing brief, easy-to-read, colorful flyers or brochures.
- Use a “sector approach”, dividing the community geographically into areas and assign recruitment teams to each one. In some organizations, staff have posted a large map of their target area highlighted and post flags or post-it notes to remind them of what is targeted, what is not, and what needs to be done in the many neighborhoods and communities.
- Schedule recruitment activities during evening and weekend hours to target those youth who may have been missed during the day.
- Ask youth to serve as recruiters. Actively involve youth program participants on the outreach and recruitment team. Encourage them to speak positively and honestly about their experience. In addition to serving as an effective recruiting strategy, engaging participants in outreach and recruitment promotes youth development. Recruitment serves as “work experience” and youth recruiters learn a sense of responsibility and increase their communication skills. Some organizations include youth recruiters as paid staff.
• Collaborate with partner agencies, community and faith-based organizations, local
government and non-government entities, and schools to recruit the hardest-to-reach youth.
Actively involve community partners on the outreach and recruitment team.

Monitor and Evaluate

Throughout the design process you’ve constantly been learning, evaluating, and improving your
solution. And now that you’re on the verge of getting it out into the world you’ll need a plan to find
out if you’re having the impact that you want. There are lots of ways to run a Monitoring and
Evaluation (M&E) assessment; the key is to understand what kind is right for you. Sometimes it’s
easy, either your solution makes money or it doesn’t. But if you’re trying to change a community’s
behavior or increase the adoption of a service, you may need a more nuanced approach.

For this process, refer to the ‘How We Measure It’ evaluation toolkit that will discuss what should
be done in monitoring and evaluating the Palmas Center.22

It is important to have baseline and endline surveys to measure the impact the program is making on
youth. You should aim to collect data about all the changes you want to measure after the program.

STEPS23

1. The first thing you will want to determine is why you need to Monitor and Evaluate your
work? In this case, it is most likely to learn from the program model for the purpose of
improving it and ensuring it is delivering the skills it is intended to.
2. Be sure to bring key partners and stakeholders into this conversation. This can include
members of the Content Design Working Group, as well as other partners that may have
been Monitoring and Evaluating your topic area for years and can provide key insight.
3. Assess whether your team is the best suited to Monitor and Evaluate your work. You may
need to hire an outside team or consultants to help you. One option is to task another SIPA
workshop team in the future to carry establish a more robust M&E framework.
4. Try to find a balance between quantitative and qualitative measurements. A mix of stories
and data can be very powerful. Take a prototyping attitude to your measurement. You can
always tweak your business model based on the information coming in to maximize your
impact.

22 Source: Palmas Suite: 3. How We Measure It [OurEvaluationToolkit]
23 Source: The IDEO Field Guide to Human Centered Design
Iteration is important in human-centered design, and though your solution is now nearly ready to get out into the world, you need to Keep Iterating. Can you tweak your communication strategy, maybe you will need to evolve your revenue plan, or perhaps your distribution plan needs a rethink? As soon as you get your solution out into the world, start to notice what could be better and assess how you can make it so. By continuing to iterate, soliciting feedback, and building those learnings back into your solution, you’ll get further toward having a huge impact.\textsuperscript{25}

\textsuperscript{24} Source: The IDEO Field Guide to Human Centered Design
\textsuperscript{25} Source: The IDEO Field Guide to Human Centered Design
Data Collection
When collecting data, it is a good idea to understand the demographics that you will be collecting data from, to now how to approach them, how to interact with them, what questions to ask and how to record the data.

Who are the Respondents?
It’s important to be mindful of the youth demographic, their movements, their skills and comfort levels. A few lessons to draw on regarding youth include:

- Often mobile
- Not always well informed
- Require special consent procedures (parental)
- Cagey about socially undesirable behavior
- Can have low literacy levels

Best Practices for Sensitive Questions in Youth Surveys
The following are a few best practices drawn on from experience surveying youth:

- Use open questions for frequencies of undesirable behavior/ Stress ability to skip questions for sensitive questions (violence in household)
- Design long questions but short instrument
- Use familiar words (know local terms used by youth)
- Ask ‘have you ever done X’ before asking ‘are you currently doing X’ for socially undesirable behavior
- Embed threatening question in a list of more or less threatening topics
- Gather maximum locating data possible, be creative

How Will You Capture the Data?
There are a number of ways to go about collecting data from your target populations - be it youth or family members. Some methods are:

- Self Administered Questionnaire „Telephone
- Paper and pencil
- Computer Assisted Personal Interview
- Audio Computer Assisted Self Interview

How do we measure outcomes?
This process can often seem simultaneously both daunting and yet too easy. Strategic planning on measuring outcomes can pay off by giving you strong baseline measurements to track progress and to quickly identify problems or deficiencies in the program.

Steps:
- Conduct baseline, midline and endline data on a sample of students and community members
● Tailor your survey to capture outcomes of interest
● Use reliable and valid instruments
● Be careful: what’s reliable and valid in one cultural and linguistic context may not be so in another
● Designing adequate questionnaires/instruments are key. Drawing on an evaluation consultant or M&E specialist is usually a good investment to design proper tools to capture data on our indicators.

VI. Post-Implementation Reflection and Iteration

Getting feedback gives you the chance to share what you have made with the people you are designing for and see what they think. Qualitative feedback and reflection should be combined with more structured quantitative evaluation, please see Evaluation Tools for more information on how to do this. We suggest having a process of reflection and iteration at the end of every year during the roadmap planning for the following year, as showed on the project timeline. Let the feedback of the students guide the next iteration of the Palmas Center. This means adapting the program at the end of every cycle of courses. A few points to consider:

STEPS
1. Capturing honest feedback is crucial. People may praise your prototype to be nice, so assure them that this is only a tool by which to learn and that you welcome honest, even negative feedback.
2. Share with lots of people so that you get a variety of reactions.
3. Write down the feedback you hear and use this opportunity with the people you are designing for to ask more questions and push your ideas further.

Integrating the feedback you hear from the people you’re designing for is one of the essential elements of human-centered design. You learned from people in the Inspiration phase, and in the Ideation phase one of the best ways to keep learning from them is to show them what you have made and find out what they think. Integrating their feedback into your work and then coming up with another prototype is the best way to refine the Center until it’s something that’s bound to be fully adopted and embraced.

STEPS
1. Sit with your Core team and share the feedback that you collected.
2. You can create frameworks based on what you heard and how it applies to your idea. You might also now try to brainstorm around how your idea could change based on your feedback.

26 Source: Palmas Suite: 3. How We Measure It [OurEvaluationToolkit]
27 Source: The IDEO Field Guide to Human Centered Design
28 Source: Palmas Suite: 3. How We Measure It [OurEvaluationToolkit]
3. Get tangible and start building the next iteration of your prototype. So once you have determined how the Palmas Center should change to reflect the feedback you got, build it.
4. Remember that this is a method for refining your idea, not for getting to the ultimate solution the first time.

VII. Taking the Model to Scale

Here are some ideas to consider when the program arrives at the stage to be scaled up. The decision to scale up should be carefully investigated before executed. Here are six models of how to possibly expand:

1. Continue to run model in existing city and reach out to other organizations nationally through workshops, publishing and sharing papers
2. Expand within existing city - and use increased legitimacy of a system-wide program to influence other schools
3. Create network of like-minded programs and help mobilize and support other orgs do similar work
4. Package the model into a toolkit - including videos, curricula and other instructional materials to sell to interested schools
5. Franchise program through licensing agreements with new or existing non-profits that could implement with training and support from HQ
6. Create new programs mirroring the current model in other parts of the country under centralized control from HQ (maybe meaning different themes)

Preliminary Estimate for Scaling

This preliminary scaling estimate assumes 1 primary teacher who can teach 25 students per cycle, for 3 cycles per year. The Palmas Center model should be refined and improved locally in years 1-3 prior to gradually scaling to different IP CBD’s as the Model becomes more robust.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Conjunto Palmeiras</td>
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<td>75</td>
<td>125</td>
<td>150</td>
<td>225</td>
<td>300</td>
<td>300</td>
<td>300</td>
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<td>450</td>
<td>2275</td>
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<td>Elsewhere</td>
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<td>-</td>
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<td>175</td>
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<td>650</td>
<td>800</td>
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<tr>
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Annex

I. Business Canvas

<table>
<thead>
<tr>
<th>Key Partners</th>
<th>Key Activities</th>
<th>Value Proposition</th>
<th>Customer Segments</th>
<th>Customer Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cores: Design/ Delivery:</td>
<td>Developing curriculum</td>
<td>To deliver a 12-week program for youth (15-25 years old) from Conjunto Palmeiras and surrounding areas on enterprise learning.</td>
<td>Youth in CP and surrounding areas between 10-20 years old, who are enrolled in Middle School, High School or University, unemployed, and/or looking for employment.</td>
<td>Teacher/student, Mentor/mentee, Student/student, Student/community</td>
</tr>
<tr>
<td>- SéBRAE</td>
<td>- Developing schedule</td>
<td>This program will teach a set of skills that will help youth be engaged, encouraged, enabled, and learn from example how to solve problems. This will be useful to obtain jobs, go into university, create their own business, and/or contribute to their community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Práticas de Aplicativos</td>
<td>- Conducting the classes</td>
<td>- Adapting the space for course with desks, computers, and Internet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instituto de Ciência, Tecnologia e Inovação do Brasil</td>
<td>- Holding the workshops</td>
<td>- Evaluate students' financial capacity for future revenue stream (e.g., one time payment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ministry of Education</td>
<td>- Managing external relationships</td>
<td>- To provide an environment to innovate, acquire skills to solve problems, and the motivation to lead change in their community.</td>
<td></td>
<td></td>
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<tr>
<td>Outreach:</td>
<td>- Adapting the space for course with desks, computers, Internet.</td>
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<td>- Six main churches in Conjunto Palmeiras</td>
<td>Administration:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Conjunto Palmeiras High School</td>
<td>- Staff to manage</td>
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<td>- Ministry of Education</td>
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<td></td>
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<td>- CUCA</td>
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<td></td>
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<tr>
<td>- Instituto Felipe de Mello</td>
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<tr>
<td>- CUCA</td>
<td></td>
<td></td>
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</tbody>
</table>

1 Purpose: optimize operations and reduce risk of our model.
2 Most important activities to executing our value proposition.
3 What is our product? What value are we delivering to the customer? Which one of our customer’s problems are we helping to solve? Satisfying?
4 Who are we trying to serve? (e.g., Mass Market, Nich Market, Segmented)
5 What relationship do we want to build with our customer? What service/assistance are we rendering?
6 How do we deliver our value proposition? How do we distribute our “product”? Is it through our own channel (e.g., IP facility)? Partner channels (e.g., elearning)
How We Measure It:
OUR EVALUATION TOOLS

The Palmas Center for Social Innovation
Instructions on how to use the enclosed tools:

1) A ‘Theory of Change’ defines long-term goals and then maps backward to identify necessary preconditions for each step. This theory of change links the intervention with the outcomes of interest to address the need. The activities and outcomes from the Theory of Change are reflected in the Program Logic.

2) Program Logic is a useful planning, communication and evaluation tool that articulates what the program is, what it expects to do, and how success will be measured. It is useful for checking the adequacy of cause and effect, as well as the reasons or assumptions behind the proposed program. The Program Logic creates outputs for each activity, leading to the outcomes we want to achieve, which can also be visualized in the Theory of Change.

3) The Indicators table breaks down each output of the Program Logic into measurable indicators, and provides suggestions for the data sources that can be used to measure these indicators.

4) The Assumptions table discusses the assumptions that underlie the Theory of Change, Program Logic and Indicators.
The Theory of Change

By participating in the activities of the Palmas Center for Social Innovation, the youth of Conjunto Palmeiras and surrounding areas will be engaged, encouraged, enabled and will learn from exemplification.

The theory of change is centered on the multi-faceted delivery of enterprise learning to achieve positive behavior change in youth. The four drivers of behavior change, as identified by Rotherham Ready\(^1\) will provide the framework on which the delivery channels are built.

**Improved Attitudes and Behaviors include:**
- confidence/self-esteem
- motivation/aspirations
- social confidence/interpersonal skills
- healthy risk taking
- communication
- cooperative teamwork
- civic awareness/active participation
- good decision making

These drivers of behavior change will be at the core of physical and intellectual fabric of the Center. It will be an environment that promotes ingenuity, creativity and encourages initiative through enterprise learning. It will be an environment where independent and communal learning enables students to make decisions and take ownership of the outcomes of their environment.

---

\(^1\) Source: 4 policy tools for changing cultural capital as drivers of behavioral change identified by Cabinet Office Strategy Unit for Rotherham policy Ready project. These include Engaging, Enabling, Encouraging and Exemplifying (consistency and credibility, leading by example) [http://www.readyunlimited.com/wp-content/uploads/2013/03/Rotherham-ReadyFinal-eval-rpt7.4.091.pdf](http://www.readyunlimited.com/wp-content/uploads/2013/03/Rotherham-ReadyFinal-eval-rpt7.4.091.pdf)
Program Logic

Program Logic is a useful planning, communication and evaluation tool that articulates what the program is, what it expects to do, and how success will be measured.

**If we have INPUTS...**
- Youth ideas
- Staff resources
- Physical space
- Computers/equipment
- Training
- Seed funding
- Partnerships with government agencies
- Partnerships with private sector

**Then we can Implement ACTIVITIES...**
- Core Curriculum of 12 week training program on basic IT/math/entrepreneurship skills
- Workshops on entrepreneurship, community participation, problem solving, creativity
- Outreach programs to community stakeholders e.g. churches, CUCA, schools
- Mentorship activities

**And we can produce OUTPUTS...**
- Number of students engaged in 12 week program
- Number of students engaged in workshops
- Number of students that drop out of courses
- Number of host partner organizations
- Percentage of students satisfied with program
- Number of students obtaining internships
- Number of mentors engaged
- Number of new initiatives/social enterprises proposed by students

**Then we can expect SHORT-TERM OUTCOMES...**
- Number of students engaged in 12 week program increases over time
- Number of students engaged in short courses increases over time
- Number of students that drop out of courses decreases over time
- Number of host partner organizations increases over time
- Percentage of students satisfied with program increases over time
- Number of students obtaining internships increases over time
- Number of mentors engaged increases over time
- Number of new initiatives/social enterprises proposed by students increases over time

**MEDIUM-TERM OUTCOMES:** Number of students graduated from program gaining employment/gaining income increases over time; Percentage of population not working or studying decreases; Student proposed solutions are implemented; Positive perception of the Palmas Center; Graduates staying enrolled or re-enrolling into formal education system; Improved community engagement and responsibility

**LONG-TERM OUTCOMES:** Violence, gang activity, risky behaviours decrease; Community economic and social well being increase; Social capital increases; New found sense of community and identity in Conjunto Palmeiras;

**If we achieve the short-term outcomes...**
- The recommendation will be to scale up

**If we don’t achieve the short-term outcomes...**
- The recommendation will be to review and adapt, and postpone scaling up activity till a future date
Indicators

The following indicators will help the Palmas Center monitor its progress towards providing enterprise learning to their students. Each output corresponds to the outputs delineated above in the Program Logic. The outputs are broken down into measurable indicators and possible data sources.

### PROCESS INDICATORS

<table>
<thead>
<tr>
<th>Output</th>
<th>Indicators</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center provides enterprise learning activities to youth</td>
<td>Number of events/activities held:</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td></td>
<td>- Core curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Design thinking seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Specialized workshops,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mentorship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student association</td>
<td></td>
</tr>
<tr>
<td>Youth participate in enterprise learning activities</td>
<td>Number of students engaged in:</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td></td>
<td>- Core curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Design thinking seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Specialized workshops,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mentorship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student association</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of students engaged in short courses</td>
<td></td>
</tr>
</tbody>
</table>

---

2. Indicators have been developed using Rotherham Ready Outcome Matrix and the Ready Hub Model
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students that drop out of courses (attrition)</td>
<td>Palmas Center records</td>
<td></td>
</tr>
<tr>
<td>Number of enterprise activity events held for youth</td>
<td>Palmas Center records</td>
<td></td>
</tr>
<tr>
<td>Number of implementation partners involved in enterprise activities events held for youth</td>
<td>Palmas Center records</td>
<td></td>
</tr>
<tr>
<td>Youth are satisfied with enterprise learning activities</td>
<td>Percentage of students that report satisfied with:</td>
<td>Student satisfaction surveys</td>
</tr>
<tr>
<td></td>
<td>- Core curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Design thinking seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Specialized workshops,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mentorship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student association</td>
<td></td>
</tr>
<tr>
<td>Youth develop entrepreneurship skills</td>
<td>Number of new initiatives/social enterprises proposed by students</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td>Partnerships built with implementation partners</td>
<td>Number of implementation partners engaged with the Palmas Center</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td>Partnerships built with funding partners</td>
<td>Number of funding partners engaged with the Palmas Center</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td></td>
<td>Funding amounts from each funding partner</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td>Mentors are actively engaged in the Palmas Center’s activities</td>
<td>Number of mentors that are actively engaged in the Palmas Center’s activities</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td>Internships opportunities are procured and managed on an ongoing basis</td>
<td>Number of mentors that report mentor-mentee relationships are effective and valuable for students</td>
<td>Mentor surveys or feedback</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Number of internships secured</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td></td>
<td>Number of organizations providing internships to students</td>
<td>Palmas Center records</td>
</tr>
<tr>
<td></td>
<td>Proportion of organizations that report interns are valuable assets to their organizations</td>
<td>Internship organization survey</td>
</tr>
<tr>
<td></td>
<td>Number of students that report internships provide valuable experience</td>
<td>Student satisfaction survey</td>
</tr>
<tr>
<td></td>
<td>Number of students that obtain employment from internships</td>
<td>Palmas Center records</td>
</tr>
</tbody>
</table>

**IMPACT INDICATORS**

<table>
<thead>
<tr>
<th>Output</th>
<th>Indicators</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are more aware, literate and confident about enterprise</td>
<td>Students report that overall they understand more about enterprise. Students feel more confident about starting an organisation.</td>
<td>Focus group/ Surveys with Students</td>
</tr>
<tr>
<td>Students can effectively work together as a team. They can commit to a common purpose and attain their goals, act as effective mentors and nurture the best in one another.</td>
<td>Students use their previous learning to improve the team Students can prioritize workload and meet deadlines Students can recognize how others strengths fit into the team</td>
<td>Focus group/ Surveys with Students HCD Seminar team evaluation Mentor feedback Team output</td>
</tr>
<tr>
<td>Students build negotiation and influencing skills.</td>
<td>Students are able to build rapport during negotiation and persuade rationally.</td>
<td>Focus group/ Surveys with Students</td>
</tr>
<tr>
<td>Students have the confidence to deal with ‘difficult’ situations that could be a block to success</td>
<td>Students are able to achieve win-win agreements</td>
<td>Students are excited by challenges and the opportunities they provide</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students can persuade people to support their ideas</td>
<td>Students can achieve win-win agreements</td>
<td>Students are excited by challenges and the opportunities they provide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pitch Competition</th>
<th>Mentor/teacher feedback</th>
<th>HCD Seminar team evaluation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students develop communication skills through the tools and language to express themselves.</th>
<th>Students can speak to different audiences and maintain their interest.</th>
<th>Students can listen, filter information and respond appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use existing problems to create new ideas</td>
<td>Students can use previous learning to evaluate and improve ideas</td>
<td>Students can use previous learning to evaluate and improve ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pitch Competition</th>
<th>Mentor/teacher feedback</th>
<th>HCD Seminar team evaluation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students are creative and innovative – thinking ‘outside the box’ – looking for solutions, solving problems, inventing new ideas.</th>
<th>Students are able to solve problems by evaluating evidence, considering alternatives and making decisions.</th>
<th>Students are excited by challenges and the opportunities they provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use existing problems to create new ideas</td>
<td>Students use previous experience to create new innovative products that serve an existing need. Students understand its design, development and production process.</td>
<td>Students understand its design, development and production process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus group/ Surveys with Students</th>
<th>Pitch Competition</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students develop positive attitude to get the best out of any situation</th>
<th>Students have increased self-belief, constructive thinking, solution-focus, optimism as well as vision and decisions about the future</th>
<th>Focus group/ Surveys with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are excited by challenges and the opportunities they provide</td>
<td>Students use failure as a way to do differently next time. Students are excited by new challenges Students encourage others to use their initiative</td>
<td>Focus group/ Surveys with Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus group/ Surveys with Students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students are willing to act on their new idea though understanding risk, positive attitude and good judgment.</th>
<th>Students use failure as a way to do differently next time. Students are excited by new challenges Students encourage others to use their initiative</th>
<th>Focus group/ Surveys with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use failure as a way to do differently next time. Students are excited by new challenges Students encourage others to use their initiative</td>
<td>Focus group/ Surveys with Students</td>
<td>Focus group/ Surveys with Students</td>
</tr>
</tbody>
</table>
**Assumptions and evidence of the theory:**

These assumptions were derived through extensive primary and secondary research.

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Evidence</th>
<th>Unintended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely, frequent and actionable feedback helps increase student motivation.</td>
<td>There is strong empirical evidence that student’s self-efficacy belief is positively correlated with the goals they set for themselves. Both of these are linked to the observation, comparison and reaction to performance.(^4)</td>
<td>If student performance is highly influenced by factors outside the program on which they are not receiving actionable advice they students may lose motivation.</td>
</tr>
<tr>
<td>Relevant Knowledge, Skills and Attributes (KSA) will contribute to student’s capacity to solve problems</td>
<td>Rotherham Ready program has organized a set of 13 KSAs in the model that have empirical support that links life skills, cognitive development and academic skills through enterprise learning.(^5)</td>
<td>The program may be too short to make measurable change in student capacity to solve complex community problems. If students do not remain engaged post program they may get disengaged again.</td>
</tr>
<tr>
<td>Access to employers will lead to greater income generating opportunities</td>
<td>eJovem has successfully partnered with a number of employers to give students practical experience which has later converted into job. Partnering with them will potentially give students access to their network of employers</td>
<td>Students will get so focused on immediate income through jobs they will not be motivated to take the risk of social innovation.</td>
</tr>
<tr>
<td>Youth participation in program will create social capital</td>
<td>Field research with youth participating in similar programs suggested that youth found social interactions with their peers as one of the most valuable elements of the experience.</td>
<td>In presence of high social capital and a perception of inability to change outcomes students reinforce disengagement.</td>
</tr>
<tr>
<td>Social capital will lead to</td>
<td>There was mixed evidence on this during the field</td>
<td>Students are able to overcome</td>
</tr>
</tbody>
</table>

\(^3\) Source: Palmas Suite: 4. Why We Do It [OurResearch]


stronger identity and ownership research. While students expressed high social capital with their peers, there was limited evidence of that leading to community ownership.

Self-reflection will lead to self-awareness and leadership There is strong empirical evidence of the link between critical thinking and leadership. Providing the youth safe spaces, social capital, enabling skills and an opportunity to reflect on their role in driving change can foster innovation\(^6\).

If reflection activities are not targeted towards problem solving it may lead to reinforcing youths perception of having little control over changing their environment.

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Evidence</th>
<th>Unintended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Center is able to obtain enough resources to deliver the model as planned</td>
<td>The Center’s model is based on empirical and theoretical evidence. Without sufficient resources, the Center runs the risk of not meeting their objectives and failing to meet the community’s expectations</td>
<td>The Center is not able to meet objectives due to insufficient resources</td>
</tr>
<tr>
<td>Partnerships with implementation and funding agencies crystalize and/or are maintained</td>
<td>There was strong evidence witnessed during field research that IP have strong relationships with implementation and funding agencies</td>
<td>Even though partnerships are maintained well external factors such as funding constraints may lead to partner agencies default on their agreements with the Center</td>
</tr>
<tr>
<td>Engagement and buy-in from community leaders occurs</td>
<td>There was strong evidence witnessed during field research that IP have strong existing relationships with community leaders</td>
<td>Community buy-in leads to mission drift</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loss of credibility due to objectives not being met and hence less community standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Center is able to provide enough support for post graduation program</td>
<td>There was strong evidence witnessed during field research that IP have an interest in providing sufficient post graduation support</td>
<td>External factors prevent graduates from utilizing post graduation program</td>
</tr>
</tbody>
</table>

\(^6\) Source: Cynthia Roberts (2008), Developing Future Leaders: The Role of Reflection in the Classroom, *Journal of Leadership Education* Volume 7, Issue 1

http://www.leadershipeducators.org/resources/documents/jole/2008_summer/jole_7_1_roberts.pdf
Why We Do It
[Our Research]

The Palmas Center for Social Innovation
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Definitions

*Benchmark study* - A study of twenty organizations that had the following objectives: offer IT-related courses, enhance the quality of public education in Brazil, and/or empower the youth through innovative platforms. From this, the SIPA team identified models that brought about significant change in the above-mentioned areas. The benchmark study entailed research in the following areas: *Content, Process, Post-Program and Monitoring and Evaluation.*

*Design thinking:* A protocol for solving problems and discovering new opportunities following a 5-steps process of empathizing, defining, ideating, prototyping and testing.

*The model* - Based on extensive research, including a benchmark study and community consultations, the model for the Palmas Center for Social Innovation was designed.

*Social innovation* - New ideas that simultaneously meet social needs and create new social relationships or collaborations. In other words they are innovations that are both good for society and enhance society’s capacity to act

*Youth:* Young people between the ages of 10-20

Acronyms

SIPA - School of International and Public Affairs  
The Palmas Center - Palmas Center for Social Innovation  
BP - Banco Palmas  
IP - Instituto Palmas  
UNICEF - United Nations Children’s Emergency Fund  
UNESCO - The United Nations Educational, Scientific and Cultural Organization
I. Client Agency

Instituto Palmas (IP) was established in 2003 by the residents of Conjunto Palmeiras, in Fortaleza, Brazil, to help spread the social technology and services of their innovative and successful flagship bank, Banco Palmas (BP). The Banco Palmas was the first community bank in Brazil in 1998 and was centered around an innovative economic system that included alternative microcredit lines (for producers and consumers), incentive tools for local consumption (credit cards and social currency) and new ways of commercialization (fairs, solidarity shops/stores) promoting local job creation and income generation. This was necessary for the development of the community, which was moved from the coast to the outskirts of the city during the dictatorship years. A former fishermen community in an area with no basic infrastructure, they organized and built the community themselves. The economic development of the community was stagnated, and in 1998 they founded the bank after realizing habitants were spending the money they had outside the community. Today, the bank has now grown into a network of over 100 community development banks (CDB) in twenty different states across Brazil. Currently led by Ashoka fellow and social activist Joaquim de Melo, IP’s goal is to diffuse the socially valuable technologies, inclusive of innovative microcredit, finance and insurance services, to bring this idea of community development banking to more areas in Brazil in the hope of reducing poverty.

In their efforts to achieve operational scale and efficiency, IP recently established a Research and Innovation Lab, PalmasLab, to serve as a core strategy planning area predominantly driven by technological development and innovation. Given that technology can be an effective way to achieve socio-economic inclusion, IP considers technology as an important way to facilitate community learning and to improve local entrepreneurial capacity, as well as to provide a means to reduce poverty and violence in the community, which continues to be a problem today. The current situation of Conjunto Palmeiras is as follows: total population is 36,599 people, with roughly 11,000 youth, or nearly 35%; Human Development Index of Conjunto Palmeiras is 0.119; youth dependency ration is 40%; and 68.8% of the population is in the working age group.

Based on the early success of PalmasLab’s IT courses, IP is now embarking on a new initiative: the design of a stand-alone IT and social entrepreneurship training center for urban youth. The purpose of this initiative is to complement basic public school courses with courses on basic IT skills, app development, design thinking and social entrepreneurship to enable students to design solutions for their community.

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2 Idem
3 Idem
4 Source: Population statistics on Brazil: http://populacao.net.br/populacao-conjunto-palmeiras_fortaleza_ce.html#
5 Source: Interview: Joaquim de Melo, January 2015
7 Source: Population statistics on Brazil: http://populacao.net.br/populacao-conjunto-palmeiras_fortaleza_ce.html#
8 Idem
II. Background

General overview of Brazil
Brazil is the fifth largest country in the world and the largest in Latin America and the Caribbean in both size and population, with nearly 200 million inhabitants. It is also the world's sixth largest economy in the world and South America's leading economic power. The country shares common boundaries with every South American country except for Chile and Ecuador.

Brazil gained its independence in 1822 from Portugal and is now a Federal Republic, with 26 states and one federal district. Starting in 1964 and lasting for two decades, Brazil experienced a military dictatorship in 1984.

In 2010, the country’s urban population had reached 87% of the total population and concentrated in the major cities of Sao Paulo, Rio de Janeiro, Belo Horizonte, Porto Alegre and Brasilia. Following a long history of immigration from Europe, Africa and Japan, Brazil's multi-ethnic population is extremely varied. In 2000, Caucasians represented 53.7% of the population, mulatto (mixed white and black) 38.5%, black 6.2% and other (including Japanese, Arab, Amerindian) 0.9.

As a result of this ethnic diversity, there is also significant linguistic diversity, though the official and most widely spoken language is Portuguese, and religious diversity, though Roman Catholicism and Protestantism largely predominate.

Despite being the world's sixth largest economy and having a 2011 GDP of US$2.2 trillion, Brazil experiences extreme regional differences with regards to economics. The South and Southeast regions enjoy much better social indicators than the North and Northeast, home to Fortaleza.

Nationally, both poverty (PPP US$2 per day) and extreme poverty (PPP US$1.25 per day) have fallen markedly (from 21% of the population in 2003 to 11% in 2009 and 10% in 2004 to 2.2% in 2009), but income inequality remains among the highest in the world with a Gini coefficient of 0.519 in 2011. It is important to note, however, that the country’s Gini coefficient is decreasing and a third of Brazil’s population is now officially considered middle class. Following in the steps of former Presidents Cardoso and Lula da Silva, the current President Dilma Rousseff has stated that her first priority is poverty reduction.
Socioeconomic context for Brazilian youth

Life for youth in Brazil has been improving over the past years, today 67% of people aged 15 to 24 are in the labor market, although almost one fifth are unemployed, and there are still 33% of youth who are out of school and unemployed. Moreover, youth unemployment is nearly three times that of adult unemployment. The focus on education is an integral component of this project since education seems to be critical for youth to have jobs. As noted in a UNICEF report, only “57% of 25-34 year-olds [in Brazil] have earned the equivalent of a high-school degree”. As the education level of Brazilian youth increases, unemployment seems to be an issue for fewer of them. Data from UNESCO explains that 20% of youth aged 15 to 24 with primary education are unemployed, while only 15% of the same group with secondary education face unemployment. However, the situation for marginalized youth who do not have access to regular channels of education, continues to be critical. UNICEF data shows that 60 millions Brazilians are under age 18 and 38% of them are living on poverty.

Education system in Brazil

The quality of education in Brazil has progressed dramatically in the past fourteen years. In 2000, there were high dropout and grade repetition rates, as well as very low quality deliverance of education. That same year, the OECD Programme for International Student Assessment (PISA) measured Brazilian education for the first time and it was rated the lowest performing country in the world. Since then however, the federal government has increased its focus and investment in education to improve accessibility and quality. Today, the education picture looks very different compared to 2000. Secondary educational attainment rate has increased significantly from 25% in 2000 to 53% in 2011. Tertiary educational attainments rate has also increased, but at a much slower rate, from 9% in 2000 to 12% in 2011; while public investment in education has also increased rapidly, from 3.5% to 5.6%, which represented $3,067 per student annually.

The federal government faces many challenges while improving accessibility and quality of education in Brazil, primarily due to the fact that the education system is very decentralized. In Brazil, 27 states, in association with 5,561 municipalities, have primary responsibility for providing schooling. Therefore, education bureaucrats have met reforms and standardization across schools with resistance and in addition, effective implementation of policy changes has been even harder to achieve.

Article 206 of the 1988 Brazilian Constitution states that there must be “free public education in official schools”, and emphasizes the role and responsibilities of the states in the delivery of quality education. Their mandates in the Constitution includes “mandatory and free elementary education, … progressive universalization of the free high-school education; … research and artistic creation according to individual capacity … provision of regular night courses adequate to the conditions of the student”. Furthermore, there is a minimum threshold of spending on education by the states, which consists on 25% of state and municipal revenues, and 18% of federal revenues. In spite of these constitutional targets for education and the practical shortcomings, the Ministry of Education launched the Education Development Plan in 2007, which focused on teacher quality and more rigorous education monitoring and evaluation methods.

**Government education reform in Brazil**

The Development Plan included a base salary for teachers and higher entry qualifications, it also included a new indicator for education quality: The Basic Education Development Index (IDEB). This provided greater monitoring, but also greater support for States, which incentivized effective and innovative strategies. The communication between municipal, state and federal education authorities increased. This allowed strategy replication from one state to another. “States have to diagnose the problems in low-performing schools and develop an improvement plan to send to the federal education ministry. The ministry tracks progress in order to identify best practices that can be shared with other states”. One of the programs implemented by the Development Plan is the Digital Inclusion Program, “whose aims include efforts to install computers and multimedia labs in all public schools, and the production of multimedia digital content aimed at supporting schools and students through Portal do Professor. According to data from the Internet Steering Committee, there are on average 23 computers per school, but only 18 are properly installed due to maintenance issues. Nevertheless, there has been an important effort on the part of the government to include new technologies in the education system to improve quality and accelerate learning.

**Rising importance of IT education in Brazil**

The efforts from the government to increase the use and learning of new technologies in schools as part of their curriculum, or as a complement to it, has been adopted by independent non-profit organizations in Brazil, the region and around the world. There are many organizations with the goal of closing the gap in education through online tools. In the past, it was very costly and logistically difficult to provide education to those who did not have access or financial resources to afford a regular education. However, with the increasing expansion of Internet use, there are many initiatives in place. For example, Khan Academy provides online educational resources that are accessible to those that have access to the Internet. Khan Academy offers courses in math, science, economic and

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finance, arts and humanities, and computer science; these offer resources for those who would have been left behind in terms of technologically-driven education.

Moreover, there are other organizations that utilize new technologies to provide innovative solutions and improvements in traditional school settings. For example, Code.org “is a non-profit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color”24. Similar to Khan Academy, Code.org’s mission focuses on closing the gap in education, specifically in computer science education. In Latin America there are many organizations using new technologies to improve quality of education and increase access. Eduinnova in Chile provides information communications technology solutions for education in the country to improve teacher’s performance. Another organization that utilizes technology in education is Laboratoria in Peru, whose mission is to teach young poor women how to create digital products to integrate them to the economy. These programs can be divided between those that are available for people enrolled in the formal education system, and those who are not and have limited skills to have access to better-remunerated jobs.

In Brazil, there is an increasing movement of organizations that are focusing on IT education. Their objective is providing innovative proposals to improve school quality and strategies to close the economic gap. These technologies allowed unprivileged youth to learn in-demand skills and obtain higher paid jobs. There are several organizations working in this area in Brazil. For example, ProgramAE offers online programming courses to young people in the country to promote the development of online resources and applications. This tool provides programming skills, which are highly demanded skills, in a short period of time outside the regular education system; learning how to program and develop mobile applications will provide young people with more job opportunities. Another example is Oi Futuro, they have two platforms, NAVE (Advance Educational Center) and Oi Kambu, Art and Technology School, through which they promote research of new educational methodologies that use Information Communication Technologies (“ICT”) skills, and that can be applied in the formal school setting. Their mission is “to build innovative templates that may serve as a benchmark for the greatest number of schools, educators and young people”25. This organization understands the potential of ICTs to modernize and improve the traditional school system.

The traditional education system in Brazil must adopt ICTs as part of their curriculum as these are highly demanded skills in the job market in Latin America and the rest of the world. Furthermore, new technologies have become part of our lives, and students must learn them. Although there are many examples of governments and organizations slowly emerging in the use of ICTs as a tool to close the education and economic gap in their countries or regions, it is still a modest effort. There

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are not enough options for everybody to learn about ICTs and how to use them to improve their lives. Thus, new initiatives with similar missions are not only welcomed, but also needed.

**Instituto Palmas role on IT solutions and development on Ceará, Brazil**

Community development banks in the country have served as a response to a financial system that keeps 44% of the population excluded. These institutions work to promote solidarity economy, which is aimed to help poorer individuals through the “creation of local networks, [and] promoting endogenous development in order to generate employment and revenue”\(^\text{27}\), the community is both the objective and the medium to accomplish this. The success Banco Palmas took them on this path to standardize their model for replication, which took them to establish Instituto Palmas and created PalmasLab, which is an initiative of IP and BP to replicate their model.

The objectives of PalmasLab are, as follows\(^\text{28}\):

1) Develop IT tools for computers and mobile devices that will increase access to financial services, improve the management of CDBs, and improve communication between CDBs, communities, and other institutions;
2) Develop a local youth incubator which facilitates the creation of social IT enterprises that provide IT solutions developed by the community; and
3) Influence public policy through partnership with academic institutions by identifying best practices for financial inclusion.

PalmasLab has already carried out two five-months training program with ten youth from the community covering programming skills\(^\text{29}\). Currently they are running their second training program with 20 youth from the community, which include programming and robotics. Their next step is to create a robust model and curriculum to engage more youth around technology, entrepreneurship, and solidarity economy. Their objective is to complement the regular education system by offering courses outside the regular education curriculum is covered in the mornings.

**Social Entrepreneurship in Brazil**

The non-profit sector in Brazil is large; by 2010, the South American country was home for almost 350,000 non-governmental organizations. However, the financial sustainability of this sector in the country is worrisome. According to data from the Brazilian Association of Non-governmental Organizations (ABONG), 73% of the employees are non-paid, only 8% have 10 staff or more, and by 2010, only 20% had an annual budget of more than 1 million dollars. Most of these NGOs, 66%,

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are concentrated in the south and southeast of the country, 22% are located on the northeast area, where Instituto Palmas is based, and 12% left in the north, and center of the country.\textsuperscript{30}

Financial sustainability in the non-profit sector in Brazil is paramount, since there are many problems to be solved and little money coming from their operations. A space for youth to be trained in IT and social entrepreneurship can function as a partial solution for the many problems that exist and continue to rise in the area where Instituto Palmas works. There is an opportunity, but there is also a need. According to PISA, the problem solving skills of an average 15-year-old in Brazil received a score of 428, where 562 was the highest score and 372 the lowest. This score is low and below the average, but the most worrisome aspect of this research is the difference in problem-solving skills between the youth in the southeast area of the country, and the north. Southeastern youth received a score of 447, and the northeastern youth received a score of 383\textsuperscript{31}.

This is where we find the opportunity to develop an [Center] for the youth of Conjunto Palmeiras and the surrounding areas, to provide the youth with problem-solving skills, IT and social entrepreneurship education, as well as to work with them and other partners to develop their ideas, and thus, solve problems they will identify in their community.

III. Rationale

The Conjunto Palmeiras community has a rich and dynamic history, full of tremendous challenges but also tremendous progress. The past several decades have seen the establishment of infrastructure, processes of rapid urbanization and industrialization and the notion of a solidarity economy at the core of it all. Despite these achievements by the community, especially the innovative, well-renowned Community Development Bank model, the community has struggled to take their growth to the next level. Upon investigation and reflection, IP explored the use of technology as a means to amplify the impact of the community banking system and re-energize the growth of the solidarity economy. They determined that there was an inadequacy of easy-to-use and cost effective technologies that could be used to increase access to financial services within IP’s CDB networks, such as mapping applications for credit facilities and other IT tools for computers and mobile devices. In light of this, IP established that there is a need to create a pool of skilled workers who can develop and support a more technologically-enabled banking system and workers who can even become entrepreneurs themselves. In order to do so, it would be necessary to educate and equip youth with practical yet innovative skill sets to become not just become entrepreneurs, but actor of changes.

Instituto Palmas approached long-term collaborator and partner, the Columbia University School of International and Public Affairs (SIPA), to assign a group of students to conduct a benchmark study.


of existing IT education programs, actors and landscapes to enhance existing IP research to identify potential solutions for bridging the skills gap and providing greater livelihood opportunities for Brazilian urban youth. The findings of the team during the period of their research will serve as an effective framework for introducing the curriculum. The project’s success will incentivize the establishment of the IT facility and learning environment, while encouraging and instructing IP on a process to pilot, reflect, reiterate and refine the program framework over time. The intention is that, once refined, its operations will effectively increase the human, social and technological capacity of the youth. Moreover, should the model and curriculum provide evidence of success and achieve self-sustainable model and curriculum, the intention would be to take it to scale and integrate into Brazil’s educational system. This process will galvanize the capacity of the urban youth as they embark on entrepreneurial, income generating, and problem solving endeavours for themselves and their communities.

IV. Problem Statement

Today, disengaged youth in Conjunto Palmeiras are highly affected by unemployment and no easy access to tertiary education or non-traditional training programs. Many young men and women that are not in school nor employed are vulnerable to be highly affected by crime and violence, and without options for the future, they can even perpetuate these issues.

The youth of Conjunto Palmeiras are **poor, disempowered** and **lack the skills** to become **active problem solvers**

Instituto Palmas will establish a center to train youth in Conjunto Palmeiras and surrounding areas in IT education and social entrepreneurship skills. Through this center, youth will identify the problems they want to be solved in their community, and empower them to design solutions with the guidance of experts and practitioners.

The youth in Conjunto Palmeiras, and the community at large, will be empowered to improve their own social and economic well-being.

V. Methodology

**Context building and problem mapping**

The first step of this process was to conduct an investigation and exploration of the context in Fortaleza. This required a combination of both desk research and also a field-visit by the SIPA team to conduct first hand research and to develop a common understanding about life in Conjunto Palmeiras. In order for the SIPA team to design an appropriate and effective model, it was imperative to experience the local environment, meet the community members and meet with key stakeholders that would help understand the landscape and contribute to the solution design process.
In January 2015, two SIPA team members travelled to Fortaleza to spend two weeks in the PalmasLab to begin preliminary research. The investigation phase was broken into three primary areas, 1) the Institution (Instituto Palmas and PalmasLab), 2) the Community and the Youth and 3) other Key Stakeholders.

I. The Institution - Instituto Palmas / PalmasLab

WHY investigate?
A great deal of time was spent engaging with key staff members of Instituto Palmas and the PalmasLab to understand the culture and mission of their work. The organization has a rich and dynamic history and is a product of the community’s desire to improve, grow and thrive. The goal was to assess the strengths, weaknesses, opportunities and threats of the organization, by paying specific attention to how the project would fit into the ecosystem. The model should also integrate the same values and principles as the PalmasLab and Institution.

At the organizational level, a top priority was to establish the driving factors and motivation for the project. The problem and solution type had been broadly defined by IP in the Terms of Reference and work was already on-going to pilot a series of PalmasLab IT education programs with groups of 25-30 local youth, however a series of in depth discussions were required to properly understand the vision and goals of IP with respect to youth engagement. This new model, building off of the PalmasLab IT education pilot programs, should have a clearly defined problem statement and assumptions that need to be tested and explored in depth before the SIPA team could move forward.

HOW to investigate?
Extensive interviews were done with key individuals within the organization to gain insights on the various roles, perspectives and insights at all levels, including: Joaquim Melo (Founder and Executive Director), Asier Ansorena (General Coordinator PalmasLab), Sol Duran (PalmasLab staff), Program Managers, PalmasLab interns and other programming staff in the financial and social enterprise initiatives.

WHAT was learned?
Results:
- IP is a respected and trusted centerpiece in the community
- IP has a history of piloting new and innovative programs targeting various demographic groups in the community, primarily for income generating activities
- IP has piloted two small IT education programs that have:
  - demonstrated substantial interest by local youth in IT education and robotics
  - tested various youth recruitment, outreach and engagement strategies
  - provided soft evidence of positive transformation within a substantial number of youth participants
○ IP is committed to democratizing access to education and knowledge that can be used by individuals to improve their own well-being as well as the communities

Conclusion and interpretation:
After gaining greater insight to the Institute and the Lab, this new model should be very much aligned with the motivations of the PalmasLab, which is to “aim to provide a forum to facilitate the community learning processes, inspiring suburbs entrepreneurship capacity through technology, according to the principles of solidarity economy”32. Additionally, IP has accurately demonstrated there is both a need and demand for an innovative transformational educational space to re-engage youth in the community.

II. The Community - Conjunto Palmeira and The Youth

WHY investigate?
The community has been at the core of all change inspired and realized in Conjunto Palmeiras. Change and improvement is only possible when the individuals and community are engaged and make it a priority. To understand the position of the youth, it is important to understand the broader context and factors that contribute to and shape the youth experience. Being the target demographic for this endeavor we tried to understand the youth reality from a variety of facets - from their own perspectives as well as others. This included:

- challenges faced by youth
- mindsets, aspirations and perceptions of youth, especially surrounding ‘the future’
- family and household dynamics
- available resources, services and infrastructure

HOW to investigate?
The SIPA team conducted in-depth interviews with various types of community members and those working with youth, including:

- high school students from CP
- teachers from local private and public universities
- mothers with children in the community
- community youth leaders
- local stakeholders (community center, social entrepreneurs)
- policy makers (Mayor’s office, State Secretary of Education)

WHAT was learned?
Results:

32 Source: PalmasLab PPT - Laboratório de Inovação e Pesquisa em Finanças Solidárias
By engaging directly with youth in the community, as well as others that help shape their reality, the SIPA team was able to better understand the cause and effects of various challenges being faced, as well as gain insight on how and when to engage youth in the community.

A problem analysis mapping looking at the disengagement of youth in CP highlights key causes and effects of challenges within the youth experience. These findings give clarity and further justification that the reality is complex and layered, allowing for the SIPA team to consider priorities and limitations of the new model.

 Conjunto Palmeiras
Youth Problem Analysis Map
Additionally, key insights were identified that would be included in the design of the model, such as:

- the formal education system has several shortcomings, causing youth to lose motivation,
- the local Dance group was focused on how to get the youth to steer away from violence: they understand the context of the neighborhood - what the youth were doing, when they were getting into trouble, what were the biggest challenges
  - the timing of dance group meetings were scheduled at key times to make sure the youth were off streets
- prevalence of drugs, gangs and violence have dramatic impacts on the youth experience in the community
- the lack of support from the government and lack of safe, community spaces have caused other social groups to fold

**Conclusion and interpretation:**
In addition to understanding the elements of youth disengagement in the community in order for this new center to be successful at addressing that, PalmasLab is going to need to be mindful of the current capacities and strengths of the youth, incorporate what the youth are interested in, as well as provide them with meaningful skills that can be applied to realities within their community.

**III. Other key Stakeholders**

**WHY investigate?**
In addition to better understanding Instituto Palmas and the community, other strategic relationships were explored to understand how the center would fit into the larger education landscape, as well as Fortaleza and Brazil in general. Understanding various perspectives as well as resources and assets would be instrumental in devising a solution for the engaging and empowering youth.

**HOW to investigate?**
The SIPA team conducted in-depth interviews with various types of key stakeholders, including:

- City Planning Office
  - highlighted the need to motivate youth from being passive citizens to being active members of society; more productive citizens
  - stressed the need for a bottom up approach to development and the importance of civil society to initiate that movement

- City Hall (Mayor's office) officer
  - emphasized the importance in programs engaging the youth and the need for civil society to lead wave of innovation and change

- Education Secretariat
○ mapped the educational opportunities for youth in Fortaleza, specifically for High School and University students

● Rede CUCA
  ○ explained importance of creative economy: movement depending on the place has its own features; other places don’t have creative economy and solidarity economy
  ○ elaborated on challenges working with youth (based on experience with CUCA): educational deficit (people are interested in IT but they don’t know the basic skills like writing, etc.); historical process of human rights violation (gather or reach the poorest population – people who have nothing); lack of infrastructure and equipment (no funding, almost all are from personal funds)
  ○ shared that there is no specific tool to get at kids from these violent areas; public security is important; corruption exists at all levels – those who are supposed to protect you are the ones who have relationships with the gangs

● Fábrica de Aplicativos
  ○ aim to equip people with tools (no previous technical skills); as long as you know how to use the internet, you can create applications
  ○ believe technology creation should be available to everyone
  ○ believe technology can be life changing for the youth
  ○ strive to help youth enter the market as programmers/technology people, to create technology as community problem-solvers
  ○ strive to create a generation of problem solvers

● Instituto Felipe Martins de Melo
  ○ engage youth to volunteer and support other youth
  ○ create unique and engaging activities, events and workshops with youth in Fortaleza

● Farias Brito
  ○ expressed interest and potential for partnerships with the IT department

**WHAT was learned?**

**Results:**
Relationships were established with key stakeholders who contributed to the understanding of the youth situation in Fortaleza, in addition to several being interested in being apart of a solution.

**Conclusion and Interpretation:**
More work should be done to further engage stakeholders to ensure the long-term viability and sustainability of the program in question. The Education Secretariat expressed a strong interest in being involved in part of the project, proving an opportunity for to both leverage content but also to work collaboratively locally and have the scale to go regionally. Rede CUCA provides a unique community workspace and suite of programs that should be leveraged moving forward. Their
position in the periphery also makes them an attractive partner. Similarly, the Institute Felipe de Martins has access to resources and trainings that could compliment the model to be designed in Conjunto Palmeiras.

**Benchmark Study - Investigating existing programs to highlight best practices**

Based on the preliminary desk research, institutions both within and outside Brazil found IT-based curriculum as an important tool in closing the economic gap in education. The lack of financial resources to fund quality education and the inability of educational organizations to reach communities with socio-economic constraints caused this gap to widen. Because of the increasing demand for workers with IT-based skills and the need to use these skills in day-to-day activities, the secretary of education in Brazil, and a growing number of private organizations and foundations worldwide found that it was essential for the youth to acquire an IT-based toolkit.

Within Conjunto Palmeiras, Instituto Palmas initiated programs that promoted solidarity economy, a system that aimed to help poorer individuals through the “creation of local networks, [and] promoting endogenous development in order to generate employment and revenue”.

The State of Education in Ceará, Brazil and other stakeholders in the public and private sector, including Instituto Palmas, aimed to address problems driven by socio-economic issues, including economic inequality, unemployment crime and violence. These stakeholders looked towards engaging and empowering the youth through education as a necessary means to achieve long term and overarching objectives.

Instituto Palmas piloted two IT education programs, and found that one of the most effective ways to educate the urban youth within the community is through technological and innovative tools. When IP carried out the pilots, there was much interest from the usually disengaged youth in the area.

With this goal in mind, the PalmasLab, through pilot programs, taught basic programming and robotics to youth within Conjunto Palmeiras. PalmasLab launched a local pilot School of Apps where students learned new skills and made a better use of their free time outside of regular schooling. Aside from being a learning facility, PalmasLab is hoping to create an environment where the youth can dialogue with their peers about the needs of their community, and how these needs could be addressed using simple technological tools and applications.

Based on the success of the pilot programs, Instituto Palmas established that there was a significant demand for courses driven by IT and innovation. As a next step, Instituto Palmas decided that in order to engage more youth and to better serve their needs, they needed to update the content of their pilots up and increase access to the type of courses offered by the PalmasLab. In collaboration with our team, Instituto Palmas aimed to design the Palmas Center for Social Innovation, which is

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program with courses on basic IT skills, as a complement to basic public school curriculum, web and mobile applications development, design thinking and entrepreneurship for the youth of Conjunto Palmeiras.

I. Benchmarking process
After building the basic framework (preliminary desk research and lessons from our January 2015 field visit) the SIPA team proceeded to benchmark the best practices of different schools and organizations that had any of the following objectives:

- offer IT-related courses;
- enhance the quality of public education in Brazil; and/or
- empower the youth through innovative platforms.

The SIPA team identified models that brought about significant change in the above-mentioned areas. In the benchmark study, the following key dimensions were researched: Content, Process, Post-Program and Monitoring and Evaluation. In evaluating these dimensions, the goal was to answer the following questions:

**Content**
- What is the program design of the school or organization?
- What courses are being taught and how are they being taught?
- What technologies are being used for IT education/skills training for urban youth or youth in general?
- With what technical, management, or soft skills are these programs equipping their target demographic?
- How are these skills evaluated?
- What is/are the method/s used in delivering content?

**Process**
- What demographic and context are they operating in?
- What is the recruitment and admissions process of each program?
- What linkages and partnerships are formed?
- What are the incentives of the institutions to run their program?
- How do they sustain these programs, from a financial and a non-financial perspective?
- What complementary programs do these institutions offer?
- How do these complementary programs achieve the overall objective of the program or institution?

**Post-Program**
- Do these programs offer continuing education or post-program activities?
- If so, how are they implemented?
• What partnerships and networks need to be established to implement post-program activities?
• How are these post-program activities strengthening the goals and objectives of the program or the institution?

Monitoring and Evaluation
• How is monitoring and evaluation defined?
• Based on these definitions, what are the common pitfalls of this process?
• What monitoring and evaluation systems are used?
• What are the common indicators and metrics used?

In each of the above dimensions, the SIPA team identified strategies of interest, advantages and disadvantages, and opportunities and assets presented by each strategy. The team conducted the benchmark study through desk research, interviews with actors and key personnel, communications with Instituto Palmas and guidance from the SIPA faculty advisor. The benchmark findings helped fine-tune the framework of the school that the SIPA team, in collaboration with Instituto Palmas, was tasked to design.

In the process, the SIPA team identified the areas of the study that required more exploration and research during the March 2015 field visit and the remainder of the project.

Results and findings of Benchmark Study
The benchmark study looked at key areas and trends of similar or relevant organizations locally and internationally. The study was divided into the areas of: processes, content and post graduation.

Processes
1. Recruitment. A combination of the following key strategies can be used to recruit students:

• Online application process. It was found that almost all organizations except Girls Who Code, Devry and Digital Job University had online application processes.
  ○ Pros: easy to implement,
  ○ Cons: using an online application process may make it more difficult to segregate quality applicants.
  ○ IP context: the ability to have an online application process may face separate challenges, i.e. does access to computers or the internet hinder an online application process? Can IP be physically present in schools/CUCA/other public places to recruit students?

• In-person interview (30 to 40 minutes long).
  ○ Pros: applicant’s passion and interest in the program are easier to assess
  ○ Cons: time-consuming
IP context: Are interviews the most effective screening tool given aforementioned technology access issues?

- Code challenge: whereby applicants would need to use already acquired skills to complete a task (Flatiron)
  - Pros: evaluates programming comprehension/level of applicants
  - Cons: may discourage applicants with limited skills
  - IP context: Would this act as more of a hindrance rather than an incentive?

- Aptitude test
  - Pros: evaluates programming comprehension/level of applicants
  - Cons:
    - May discourage applicants
    - Time-consuming for instructors/faculty to check

- Online platforms
  - Pros:
    - More collaborative
    - Easy to scale through online communities
  - Cons: not sure if this is suitable for a school that is starting small-scale

2. Sustainability. A combination of the following key strategies can be used to ensure sustainability of the school:

- Partnerships with foundations, private donors, impact investors, corporate sponsors (Lehman, Laboratoria, Apps for Good)
  - Pros: sustains growth of school (financing and school infrastructure)
  - Cons:
    - Bookkeeping, accounting and financial aspects may be costly
    - Expectations of corporate partners may be hard to meet
  - IP context: Potential to partner with Fundacao Leman and technology firms such as Fabrica de Aplicativos

- Partnership with State of Education
  - Pros:
    - Can increase awareness about the school,
    - Aligns with their policy of improving quality of education, youth engagement and youth as problem solvers,
    - Pooling of resources and tools
  - Cons:
    - Governments are often accompanied by added bureaucracy
    - Lack of implementation control
○ IP context: preliminary conversations have already begun to partner with e-Jovem or a similar state government initiative

3) Partnership with universities
○ Pros:
  ■ Easier to recruit students or teachers
  ■ Pooling of resources and tools
○ Cons:
  ■ Big universities already offer IT/computer science courses
  ■ Universities may be resistant as could be competition
○ IP context: For profit universities can see this as a philanthropic endeavor, beneficial for vulnerable youth in an isolated community

Complementary programs/mentorship
A combination of the following key strategies can be used to complement any training the school delivers:

● Student tech fair (students to showcase school projects) with partners present at end of semester (Flatiron)
  ○ Pros:
    ■ Students can showcase programs
    ■ Employers, bloggers and tech community can see actual products and meet the students
    ■ Publicity for the School for Apps
  ○ Cons: logistics, marketing and event management may be costly
  ○ IP context: IP already co-ran a successful start-up weekend event in Conjunto Palmeiras, could that become an annual event or embedded within the training schedule?

● Ambassador program, alumni become ambassadors for the program (Code School)
  ○ Pros: improves enrollment and publicity
  ○ Cons: can be costly depending on incentive given to ambassadors
  ○ IP context: could an ambassadorship program complement the training modules by practicing leadership skills?

● Mentorship of group projects during/after training (webmaker, Flatiron, Fabrica)
  ○ Pros:
    ■ Close contact with successful business and community leaders,
    ■ Stronger relationships are created (between mentor and mentees) than in a classroom setting
    ■ Mentors provide guidance over group projects
  ○ Cons:
- Resource intensive
- Time consuming
  ○ IP context: Mentors can be sourced from existing partnerships with tech companies and schools

- Internship (Flatiron)
  ○ Pros:
    ■ Gives the student practical experience
    ■ Places them in a working environment
  ○ Cons: lack of availability of employers willing to take interns
  ○ IP context: Partnerships with State Department of Education could provide IP with the opportunity to leverage existing paid internship program infrastructure for students

Content
A combination of the following key strategies can be used to develop curriculum and content:

- Provision of a combination of skills instead of specializing in one.
  ○ Pros:
    ■ Allow more comprehensive skill building.
    ■ Responsive to diverse interests: students do not need to go to other providers for different trainings
  ○ Cons:
    ■ Difficult to obtain resources that specialize in different skills and can train the students.
  ○ IP context: IP could specialize in technical training within the school but could partner with other organizations specializing in other training

- Mentorship (Girls Who Code):
  ○ Pros:
    ■ Useful for building soft skills and confidence
    ■ Exposure to highly contextualized interaction which may identify unique opportunities
    ■ Provide student a lead into networks useful for professional and personal growth.
    ■ Low cost, if mentor volunteers time
  ○ Cons:
    ■ Need for enough mentors for all students.
    ■ Potential geographic limitations if mentor not located in Conjunto Palmeiras
    ■ Varying level of engagement due to mentor availability.
    ■ Requirement to be able to match student expectation by providing access to relevant mentors.
• Collective learning through events and gatherings (Girls Who Code, Webmaker, Hackathons):
  ○ Pros:
    ■ Useful for practice of skills (technical, management and soft-skills) learned during training.
    ■ Opportunity for networking and brainstorming for ideas.
    ■ Feedback may be useful in identifying needs for changes in program.
  ○ Cons:
    ■ Largely unstructured. Requires effective management to drive collective effort towards intended outcomes and avoid confusion.
    ■ May exclude those who cannot or do not feel comfortable participating in such events
    ■ May not be as effective as more structured models (in developing hard and soft skills)

• Hosting content created by partner organizations (E-Jovem, EdX, Coursera, Webmaker, ProgramAE, Khan Academy):
  ○ Pros:
    ■ Most appropriate for technical skills and useful management concepts
    ■ Low expertise required to develop technical material
    ■ Ability to host a more diverse course offering at low cost
    ■ Often these courses provide certification
    ■ Potentially more effective tools, as they are often tried and tested (compared with tools that IP may develop independently)
    ■ Resource pooling between organizations can increase partnerships and/or collaboration and reduce resource strain on IP
    ■ Evaluation could be conducted by partner organization, reducing cost for IP
  ○ Cons:
    ■ Little control how the course is structured
    ■ Too many course offerings without a specialized progression
    ■ Content may not be tailored to the needs of our target population

• Identify the required content and hire resources for delivery (in-house or outsourced).
  (Fábrica de Aplicativos, Devry, Digital Job University, Center for Digital Inclusion, e-jovem, Girls Who Code, FlatIron, Code School, Oi Futuro, Super Geeks)
  ○ Pros:
    ■ Useful for different kinds of skills.
    ■ Customizable. More control of the training material.
    ■ Flexible to feedback.
    ■ Tried and test tools
  ○ Cons:
- Relatively high-cost
- Very high research investment
- Potential to be run haphazardly

  ○ Opportunities:
  - Partnering with organizations providing training similar to what we need.
  - Partnering with university so their students can fulfill their volunteering requirement by teaching the students in the program.

  ○ Opportunities:
  - Use the IT network to identify the strengths of different programs in particular kinds of trainings
  - Ask for feedback to update course offering.
  - Direct requests that IP does not specialize in to other members of the IT network who can.

  ○ Questions:
  - Does such a network already exist? Is it relevant to us?
  - If not is it feasible for it to be set up? How will it be managed?
  - What is our comparative advantage? Our strengths? Our weakness?
  - Does this really get to the heart of what IP are intending with the SFA?

Post-program

- Continue learning (students take courses a la carte and continue or stop as they wish) [Webmaker, Code.org, Khan Academy]
  ○ Pros: Students stay engaged after graduation
  ○ Cons: No connection with job generation activity

- Internship [Laboratoria, DeVry University (Fanor), eJovem]
  ○ Pros: Students get real world experience after graduation
  ○ Cons: No encouragement for entrepreneurship

- Mentoring (the program connects students with other students, or other people interested and learning about the same topic) [Webmaker, GirlsWhoCode]
  ○ Pros: Students see a concrete result of what happens after this program
  ○ Cons: If this is the only thing, finding a income generating activity will be left to the students

- Mentoring (the program connects students with experts and business) [Webmaker, GirlsWhoCode]
  ○ Pros: Students see a concrete result, and are connected with businesses
  ○ Cons: If this is the only thing, finding a income generating activity will be left to the students
● Not specified (students are given tools, but there isn’t a specific feature of the program to do afterwards) [CDI (they expect students get jobs), Digital Job University (they expect students get jobs after graduation with the newly acquired skills)]
  ○ Pros:
  ○ Cons: Finding a income generating activity will be left to the students

● Networks of support [GirlsWhoCode]
  ○ Pros: Students stay engaged with the school
  ○ Cons: There is no concrete link between student and income generating activity

● Support/encouragement for start ups [Flatiron School]
  ○ Pros: Students can start developing their own ideas right away
  ○ Cons: Very risky

● Certificates [Apps for Good, Laboratoria, CDI, EdX]
  ○ Pros: Proof of attendance
  ○ Cons: If this is the only thing, finding a income generating activity will be left to the students

Contextualizing benchmark findings
During the preparation for the second field visit, the SIPA team organized and presented the best practices identified in the benchmark study. However, during the field visit, the first feedback from PalmasLab was their interest in giving greater weight to social entrepreneurship. To adapt what had been found to the best IT and social entrepreneurship for the youth of Conjunto Palmeiras and surrounding areas, the SIPA team organized focus groups with various members of the community and near areas, and interviewed key stakeholders that could function as partners in the development of this model.

I. The Community - Conjunto Palmeiras and The Youth

WHY evaluate?
In order to design a robust model for youth in Conjunto Palmeiras and the surrounding communities, the SIPA team wanted to understand how the members of the community relate with each other, what are the main challenges that they face, and what are the more important outputs a program for the youth should have. The SIPA team prepared focus groups to have a comfortable and informal conversation in an environment where members of the community, and particularly youth, would feel comfortable. There were three foreign researchers and having a semi-structured conversation in a space they feel is theirs was ideal so they would not feel compelled to give the answers they thought were expecting.

Moreover, the questions asked were not directly related to the objective of this program, but rather to understand the biggest needs for the youth and the community. Along these lines, the team did
not want to influence their answers with information received before hand about crime, lack of job or education opportunities for the youth, or infrastructural needs in the community.

One of the biggest challenges faced by the SIPA team when carrying out the research was community disengagement. People are demotivated and, in general there is only a very small number of people that participate in community activities apart from the church. This problem was emphasized when referring to the youth. This is a challenge that was taken into account to draft the recommendations for the model, but in terms of the research, it made communication with people not related to Banco Palmas very difficult. The limited amount of time during the field visit and the few public spaces in where the community interacts together, made this very challenging. Thus, although talking to people who were not related to Banco Palmas was a priority, it was something the SIPA team could not accomplish.

HOW to evaluate?
Description of methods:
The SIPA team conducted five focus groups:

1. Focus group with women participating in a Banco Palmas’ English class
   - Time: 3:00 pm
   - Date: Thursday, March 12th 2015
   - Location: Banco Palmas English classroom
   - Number of participants: 10 older women
   - Recruitment of participants: Banco Palmas’ Women English class students
   - Present: SIPA Team, Banco Palmas staff, and 10 women

2. Focus group with an eJovem classroom
   - Time: 7:30 pm
   - Date: Friday, March 13th 2015
   - Location: eJovem class, hosted at a local High School
   - Number of participants: 25 eJovem students ages 16 to 19
   - Recruitment of participants: eJovem class students
   - Present: SIPA Team, two eJovem – SEDUC government officials, and 25 students

3. Focus group with an eJovem classroom
   - Time: 9:30 pm
   - Date: Friday, March 13th 2015
   - Location: eJovem class, hosted at a Community Center
   - Number of participants: 15 eJovem students ages 16 to 25
   - Recruitment of participants: eJovem class students
   - Present: SIPA Team, one eJovem – government official, two eJovem professors, and 15 eJovem students

4. Focus group youth participating in a Banco Palmas English class
5. Focus group with the same group of students participating in a Banco Palmas English class

- Time: 3:00 pm
- Date: Friday, March 20th 2015
- Location: Banco Palmas English classroom
- Number of participants: 4 students ages 16 to 18
- Recruitment of participants: Banco Palmas’ Youth English class students
- Present: one SIPA Team member, one independent researcher and English professor, and 4 students from the previous English class and already knew they would be doing a different activity in the class

WHAT was learned?

Results:
Group: Women from Banco Palmas’ English class

1. Tell us about your daily routine
   - Women wake up very early and go to bed very late
   - They are involved in many activities, such as house tasks, own businesses, and some of them are finishing school as well
   - Their kids are around the house during the day and help with the house chores or with the business, because they only go to school for three hours each day
   **One woman: I come back from school early, and although I have to wake up at 6 am the next day, I don’t go to bed until 10 pm when my son gets back from school, because I am always worry something can happen to him.

2. What situations (challenges) disturb that routine or make you have that routine?
   - Increasing insecurity
   - Very few opportunities for youth
   - Youth are in a comfort zone, they don’t have to work because they live with their parents or they receive money from governmental social programs
   - Not enough police
   **One woman: There are more “bad people” because there are no opportunities for the youth, and because insecurity is increasing, police officers don’t want to work in the police anymore.

3. What is causing those problems?
· Lack of opportunities for the youth inside the community
· Bad transportation system makes it harder for people to commute to other areas where they may have better opportunities
** One woman: The few opportunities the youth from Conjunto Palmeiras can find are only given through contacts, and they ask them to have experience that you cannot get inside the community because there are not enough opportunities.

4. *What do you think are possible solutions for those problems?*
· Better government policies (the government does not have good policies to solve the problems from this community because they do not pay attention)
· Better education system
· More initiatives from people and organizations from the community
** One woman: The money to solve these problems exists, but the government is not using the money for what is supposed to be used.

5. *What would be the ideal situation for the youth of the community?*
· The answer for this question was split; only two women answered and the classroom seemed to be divided. One expressed that she would like her son to go to university and then leave Conjunto Palmeiras and move somewhere where he could have more opportunities. The other explained she would like their kids to go to university and stay to use their skills to improve the community.
· One thing they all agreed is that they have to go outside Conjunto Palmeiras to, at least, go to university or get training of any sort because there is nothing in their community, apart for the occasional Banco Palmas’ programs.

Group: eJovem students

1. *Why are you here (eJovem course) / Why do you think this is a good idea?*
· eJovem is a good opportunity because it will be useful to get a high-paid job
· Interest in working in software design or other IT related jobs
· Interest in going to university and having done a eJovem program will prepare them better for university.
** One student: It is easier to get a job or go to school after doing eJovem

2. *Tells us about your daily routine*
· Their days seem to be divided in three parts, and they normally do three different things during the day if they have not started working in their eJovem internship
· All students work and study, because they need a salary. Work is either eJovem internship or other non-IT job, and school can be eJovem and/or high school or university.
** One student: She spend one year nor studying nor working until she started eJovem, and then she started university. She goes to university (majoring in Psychology) in the morning, in the afternoon she goes to her eJovem internship where she gets a government paid salary of R$ 500 (about $ 166 at the time we organized the focus group), and at nights she goes to eJovem classes.
3. *What do you want to do in the future?*

- The students way us two types of answers, one group express they wanted to practice in the professions they were going to university for. The other group, told us they wanted to have IT related jobs, such as programming, web design, or software developer.
- **The second group express they knew they wanted to do something like that after starting their eJovem classes.**

4. *What challenges young people face today?*

- Violence and crime
- Not having enough time to work, go to school, and also leisure
- Bad health system
- Community divisions (little social capital)
- **All students have to work because they need to help their families, one student express that having an income is very important, and that 30% of his salary goes to help his mother.**

5. *By participating in this program, how can you help your family and your community?*

- They can become a reference in their community for other young people
- Develop projects that can help the community
- Spread the information of the program so others can join
- **When the SIPA team asked this question it seemed that either they did not have an answer for it or that they have not thought about it before. They explained that programs like this help the youth and that lack of motivation was a big problem among their peers that were not in the program.**

Group: Youth from Banco Palmas’ English class
In order to understand their mobility and where they spend their time, the SIPA team integrated their responses in one map.

Map code: School (red), Leisure places (light blue), Home (green), Friend’s home (yellow), Sunday (blue), health (purple).

Safety:
Most students expressed they felt unsafe everywhere outside their homes, which is why they only see their friends regularly if they live close to their houses, otherwise they see their friends that live far from them once a month.

Leisure:
Students mentioned that their activities would be constrained to their houses, their friends’ houses, and occasionally to a shop or restaurant in the main street of Conjunto Palmeiras.

Sundays:
The majority of the students mentioned that on Sundays they go to church, there are many churches in Conjunto Palmeira, but there are main six churches where many of them attend.
II. Other key stakeholders

WHY evaluate?
The next step was to identify local stakeholders that were working in similar projects. The objective was to determine the similarities the already existing programs had with our project and potential partnerships. It was fundamental to determine whether it was better to start a program from scratch with Instituto Palmas being the main administrator and operator, or if we could partner and outsource certain aspects of the youth incubator.

After the preliminary research, the January field visit, and the desk research in New York, the SIPA team identified some key stakeholders to interview, who were both from private, public, and nonprofit sector. All actors that were expected to be interviewed had a previous relation with Banco Palmas, which made introductions and conversation easier. These actors were very willing to talk to the SIPA team, partly, because they were already willing to collaborate with Banco Palmas in other projects.

During the interviews the SIPA team asked questions about the existing programs, and requested feedback from the initial draft of the [Center], as well as their opinion on a potential partnership with Banco Palmas for this project.

HOW to evaluate?
During the startup weekend the SIPA team had the opportunity to talk to several stakeholders and practitioners about their projects, the proposal, and potential partnerships. eJovem professors, Instituto Palmas staff, government officials, and private sector practitioners were interviewed.

WHAT was learned?
During the interviews the SIPA team specifically requested general information about their experiences and feedback about the proposal of an [Center].

*eJovem - SEDUC government officials and professors:*

- “Entrepreneurs usually don’t go to office jobs”: Having a clear focus on the modality of the program is very important, if the program is aimed to offer entrepreneurial skills and stimulate a social entrepreneurship environment, we cannot expect our students finding or being positioned in regular office jobs as an expected outcome. However, if the objective is job allocation the program has to be designed differently.
- In eJovem those students who dropout generally do so because of the difficulty of the program, and they are struggling to catch up.

*Fábrica de Aplicativos:*

- To address the different learning speeds of students, there are always three teachers in the classroom; one is teaching the whole class, one is working with those that are slower learners, and one is working with the faster learners.
• The focus of the program is always on solving a community challenge, and every two months (of the six month program) they are proposing solutions to solve one problem. For example, the last group of students in São Paulo was working on how to use technology to solve the water issue in the city.
• In Fábrica they have been working in this courses for a long time, and content design for the social entrepreneurship school can be outsource to them as they express interest in partnering with Instituto Palmas.
• Fábrica de Aplicativos and the Education Secretary of Ceará were both excited with the proposal of a social entrepreneurship school for the youth of Conjunto Palmeiras and surrounding areas, and they were both willing to partner with Instituto Palmas for the development of this project.

Developing recommendations
The SIPA team developed a theory of change for PalmasLab, explaining how the model being proposed will improve the lives of the youth and the community overall. The SIPA team decided to provide the Institute with this document, because it will allow them to adjust the program to better fit their needs, but utilizing the proposed model. Moreover, having this theory of change will allow them to measure the impact of the model more easily.

The SIPA team also organized the proposed model for the proposed center in a Business Canvas. It is important to have a business influence in the development of the model because the potential students were the focus of the conversation, making them protagonists, and making the center a tool to help them with what they know they need, instead of imposing ideas. Furthermore, a Business Canvas presents all the necessary inputs to start the center, and allows PalmasLab to prioritize partnerships, customer segments, key activities, and key resources considering their inputs. To further refine and improve the theory of change, after the second field visit, the SIPA team develop an objective tree and determined the objectives of the center model.

34 Source: Prezi presented to Instituto Palmas at the end of the second field visit, it includes theory of change and Business Canvas: https://prezi.com/46gb1z-6ldtx/first-presentation-palmas-youth-incubator/
35 Source: Palmas Suite: 1a. What We Do [OurModel]
Finally, considering Instituto Palmas’ needs for this project and the extensive research in this document, the SIPA team decided to develop a suite of ready-to-use products to operationalize the center.
Why We Do It
[Our Research]

The Palmas Center for Social Innovation
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Definitions

*Benchmark study* - A study of twenty organizations that had the following objectives: offer IT-related courses, enhance the quality of public education in Brazil, and/or empower the youth through innovative platforms. From this, the SIPA team identified models that brought about significant change in the above-mentioned areas. The benchmark study entailed research in the following areas: Content, Process, Post-Program and Monitoring and Evaluation.

*Design thinking:* A protocol for solving problems and discovering new opportunities following a 5-steps process of empathizing, defining, ideating, prototyping and testing.

*The model* - Based on extensive research, including a benchmark study and community consultations, the model for the Palmas Center for Social Innovation was designed.

*Social innovation* - New ideas that simultaneously meet social needs and create new social relationships or collaborations. In other words they are innovations that are both good for society and enhance society’s capacity to act

*Youth:* Young people between the ages of 10-20

**Acronyms**

SIPA - School of International and Public Affairs
The Palmas Center - Palmas Center for Social Innovation
BP - Banco Palmas
IP - Institutu Palmas
UNICEF - United Nations Children’s Emergency Fund
UNESCO - The United Nations Educational, Scientific and Cultural Organization
I. Client Agency

Instituto Palmas (IP) was established in 2003 by the residents of Conjunto Palmeiras, in Fortaleza, Brazil, to help spread the social technology and services of their innovative and successful flagship bank, Banco Palmas (BP). The Banco Palmas was the first community bank in Brazil in 1998 and was centered around an innovative economic system that included alternative microcredit lines (for producers and consumers), incentive tools for local consumption (credit cards and social currency) and new ways of commercialization (fairs, solidarity shops/stores) promoting local job creation and income generation. This was necessary for the development of the community, which was moved from the coast to the outskirts of the city during the dictatorship years. A former fishermen community in an area with no basic infrastructure, they organized and build the community themselves. The economic development of the community was stagnated, and in 1998 they founded the bank after realizing habitants were spending the money they had outside the community. Today, the bank has now grown into a network of over 100 community development banks (CDB) in twenty different states across Brazil. Currently led by Ashoka fellow and social activist Joaquim de Melo, IP’s goal is to diffuse the socially valuable technologies, inclusive of innovative microcredit, finance and insurance services, to bring this idea of community development banking to more areas in Brazil in the hope of reducing poverty.

In their efforts to achieve operational scale and efficiency, IP recently established a Research and Innovation Lab, PalmasLab, to serve as a core strategy planning area predominantly driven by technological development and innovation. Given that technology can be an effective way to achieve socio-economic inclusion, IP considers technology as an important way to facilitate community learning and to improve local entrepreneurial capacity, as well as to provide a means to reduce poverty and violence in the community, which continues to be a problem today. The current situation of Conjunto Palmeiras is as follows: total population is 36,599 people, with roughly 11,000 youth, or nearly 35%; Human Development Index of Conjunto Palmeiras is 0.119; youth dependency ration is 40%; and 68.8% of the population is in the working age group.

Based on the early success of PalmasLab’s IT courses, IP is now embarking on a new initiative: the design of a stand-alone IT and social entrepreneurship training center for urban youth. The purpose of this initiative is to complement basic public school courses with courses on basic IT skills, app development, design thinking and social entrepreneurship to enable students to design solutions for their community.

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2 Idem
3 Idem
4 Source: Population statistics on Brazil: http://populacao.net.br/populacao-conjunto-palmeiras_fortaleza_ce.html#
5 Source: Interview: Joaquim de Melo, January 2015
7 Source: Population statistics on Brazil: http://populacao.net.br/populacao-conjunto-palmeiras_fortaleza_ce.html#
8 Idem
II. Background

General overview of Brazil
Brazil is the fifth largest country in the world and the largest in Latin America and the Caribbean in both size and population, with nearly 200 million inhabitants. It is also the world's sixth largest economy in the world and South America's leading economic power. The country shares common boundaries with every South American country except for Chile and Ecuador.

Brazil gained its independence in 1822 from Portugal and is now a Federal Republic, with 26 states and one federal district. Starting in 1964 and lasting for two decades, Brazil experienced a military dictatorship in 1984.

In 2010, the country’s urban population had reached 87% of the total population and concentrated in the major cities of Sao Paulo, Rio de Janeiro, Belo Horizonte, Porto Alegre and Brasilia. Following a long history of immigration from Europe, Africa and Japan, Brazil’s multi-ethnic population is extremely varied. In 2000, Caucasians represented 53.7% of the population, mulatto (mixed white and black) 38.5%, black 6.2% and other (including Japanese, Arab, Amerindian) 0.9. As a result of this ethnic diversity, there is also significant linguistic diversity, though the official and most widely spoken language is Portuguese, and religious diversity, though Roman Catholicism and Protestantism largely predominate.

Despite being the world’s sixth largest economy and having a 2011 GDP of US$2.2 trillion, Brazil experiences extreme regional differences with regards to economics. The South and Southeast regions enjoy much better social indicators than the North and Northeast, home to Fortaleza.

Nationally, both poverty (PPP US$2 per day) and extreme poverty (PPP US$1.25 per day) have fallen markedly (from 21% of the population in 2003 to 11% in 2009 and 10% in 2004 to 2.2% in 2009), but income inequality remains among the highest in the world with a Gini coefficient of 0.519 in 2011. It is important to note, however, that the country’s Gini coefficient is decreasing and a third of Brazil’s population is now officially considered middle class. Following in the steps of former Presidents Cardoso and Lula da Silva, the current President Dilma Rousseff has stated that her first priority is poverty reduction.

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Socioeconomic context for Brazilian youth

Life for youth in Brazil has been improving over the past years, today 67% of people aged 15 to 24 are in the labor market, although almost one fifth are unemployed, and there are still 33% of youth who are out of school and unemployed. Moreover, youth unemployment is nearly three times that of adult unemployment. The focus on education is an integral component of this project since education seems to be critical for youth to have jobs. As noted in a UNICEF report, only “57% of 25-34 year-olds [in Brazil] have earned the equivalent of a high-school degree”. As the education level of Brazilian youth increases, unemployment seems to be an issue for fewer of them. Data from UNESCO explains that 20% of youth aged 15 to 24 with primary education are unemployed, while only 15% of the same group with secondary education face unemployment. However, the situation for marginalized youth who do not have access to regular channels of education, continues to be critical. UNICEF data shows that 60 millions Brazilians are under age 18 and 38% of them are living on poverty.

Education system in Brazil

The quality of education in Brazil has progressed dramatically in the past fourteen years. In 2000, there were high dropout and grade repetition rates, as well as very low quality deliverance of education. That same year, the OECD Programme for International Student Assessment (PISA) measured Brazilian education for the first time and it was rated the lowest performing country in the world. Since then however, the federal government has increased its focus and investment in education to improve accessibility and quality. Today, the education picture looks very different compared to 2000. Secondary educational attainment rate has increased significantly from 25% in 2000 to 53% in 2011. Tertiary educational attainments rate has also increased, but at a much slower rate, from 9% in 2000 to 12% in 2011; while public investment in education has also increased rapidly, from 3.5% to 5.6%, which represented $3,067 per student annually.

The federal government faces many challenges while improving accessibility and quality of education in Brazil, primarily due to the fact that the education system is very decentralized. In Brazil, 27 states, in association with 5,561 municipalities, have primary responsibility for providing schooling. Therefore, education bureaucrats have met reforms and standardization across schools with resistance and in addition, effective implementation of policy changes has been even harder to achieve.

Article 206 of the 1988 Brazilian Constitution states that there must be “free public education in official schools”, and emphasizes the role and responsibilities of the states in the delivery of quality education. Their mandates in the Constitution includes “mandatory and free elementary education, … progressive universalization of the free high-school education; … research and artistic creation according to individual capacity … provision of regular night courses adequate to the conditions of the student”\textsuperscript{21}. Furthermore, there is a minimum threshold of spending on education by the states, which consists on 25\% of state and municipal revenues, and 18\% of federal revenues. In spite of these constitutional targets for education and the practical shortcomings, the Ministry of Education launched the Education Development Plan in 2007, which focused on teacher quality and more rigorous education monitoring and evaluation methods.

**Government education reform in Brazil**

The Development Plan included a base salary for teachers and higher entry qualifications, it also included a new indicator for education quality: The Basic Education Development Index (IDEB). This provided greater monitoring, but also greater support for States, which incentivized effective and innovative strategies. The communication between municipal, state and federal education authorities increased. This allowed strategy replication from one state to another. “States have to diagnose the problems in low-performing schools and develop an improvement plan to send to the federal education ministry. The ministry tracks progress in order to identify best practices that can be shared with other states”\textsuperscript{22}. One of the programs implemented by the Development Plan is the *Digital Inclusion Program*, “whose aims include efforts to install computers and multimedia labs in all public schools, and the production of multimedia digital content aimed at supporting schools and students through *Portal do Professor*”\textsuperscript{23}. According to data from the Internet Steering Committee, there are on average 23 computers per school, but only 18 are properly installed due to maintenance issues. Nevertheless, there has been an important effort on the part of the government to include new technologies in the education system to improve quality and accelerate learning.

**Rising importance of IT education in Brazil**

The efforts from the government to increase the use and learning of new technologies in schools as part of their curriculum, or as a complement to it, has been adopted by independent non-profit organizations in Brazil, the region and around the world. There are many organizations with the goal of closing the gap in education through online tools. In the past, it was very costly and logistically difficult to provide education to those who did not have access or financial resources to afford a regular education. However, with the increasing expansion of Internet use, there are many initiatives in place. For example, Khan Academy provides online educational resources that are accessible to those that have access to the Internet. Khan Academy offers courses in math, science, economic and

\begin{itemize}
  \item \textsuperscript{21} Source: Political Constitution of The Federal Republic of Brazil (1988), with 1996 reforms. http://pdba.georgetown.edu/Constitutions/Brazil/english96.html#mozTocId674968
  \item \textsuperscript{22} Source: Pearsons Foundation. (2013). *Strong Performers and Successful Reformers in Education*. http://www.pearsonfoundation.org/oecd/brazil.html
\end{itemize}
finance, arts and humanities, and computer science; these offer resources for those who would have been left behind in terms of technologically-driven education.

Moreover, there are other organizations that utilize new technologies to provide innovative solutions and improvements in traditional school settings. For example, Code.org “is a non-profit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color”\textsuperscript{24}. Similar to Khan Academy, Code.org’s mission focuses on closing the gap in education, specifically in computer science education. In Latin America there are many organizations using new technologies to improve quality of education and increase access. Eduinnova in Chile provides information communications technology solutions for education in the country to improve teacher's performance. Another organization that utilizes technology in education is Laboratoria in Peru, whose mission is to teach young poor women how to create digital products to integrate them to the economy. These programs can be divided between those that are available for people enrolled in the formal education system, and those who are not and have limited skills to have access to better-remunerated jobs.

In Brazil, there is an increasing movement of organizations that are focusing on IT education. Their objective is providing innovative proposals to improve school quality and strategies to close the economic gap. These technologies allowed unprivileged youth to learn in-demand skills and obtain higher paid jobs. There are several organizations working in this area in Brazil. For example, ProgramAE offers online programming courses to young people in the country to promote the development of online resources and applications. This tool provides programming skills, which are highly demanded skills, in a short period of time outside the regular education system; learning how to program and develop mobile applications will provide young people with more job opportunities. Another example is Oi Futuro, they have two platforms, NAVE (Advance Educational Center) and Oi Kambu, Art and Technology School, through which they promote research of new educational methodologies that use Information Communication Technologies (“ICT”) skills, and that can be applied in the formal school setting. Their mission is “to build innovative templates that may serve as a benchmark for the greatest number of schools, educators and young people”\textsuperscript{25}. This organization understands the potential of ICTs to modernize and improve the traditional school system.

The traditional education system in Brazil must adopt ICTs as part of their curriculum as these are highly demanded skills in the job market in Latin America and the rest of the world. Furthermore, new technologies have become part of our lives, and students must learn them. Although there are many examples of governments and organizations slowly emerging in the use of ICTs as a tool to close the education and economic gap in their countries or regions, it is still a modest effort. There


\textsuperscript{25} Source: Oi Futuro. (2014) http://www.oifuturo.org.br/
are not enough options for everybody to learn about ICTs and how to use them to improve their lives. Thus, new initiatives with similar missions are not only welcomed, but also needed.

**Instituto Palmas role on IT solutions and development on Ceará, Brazil**

Community development banks in the country have served as a response to a financial system that keeps 44% of the population excluded. These institutions work to promote solidarity economy, which is aimed to help poorer individuals through the “creation of local networks, [and] promoting endogenous development in order to generate employment and revenue.” The community is both the objective and the medium to accomplish this. The success Banco Palmas took them on this path to standardize their model for replication, which took them to establish Instituto Palmas and created PalmasLab, which is an initiative of IP and BP to replicate their model.

The objectives of PalmasLab are, as follows:

1. Develop IT tools for computers and mobile devices that will increase access to financial services, improve the management of CDBs, and improve communication between CDBs, communities, and other institutions;
2. Develop a local youth incubator which facilitates the creation of social IT enterprises that provide IT solutions developed by the community; and
3. Influence public policy through partnership with academic institutions by identifying best practices for financial inclusion.

PalmasLab has already carried out two five-months training program with ten youth from the community covering programming skills. Currently they are running their second training program with 20 youth from the community, which include programming and robotics. Their next step is to create a robust model and curriculum to engage more youth around technology, entrepreneurship, and solidarity economy. Their objective is to complement the regular education system by offering courses outside the regular education curriculum is covered in the mornings.

**Social Entrepreneurship in Brazil**

The non-profit sector in Brazil is large; by 2010, the South American country was home for almost 350,000 non-governmental organizations. However, the financial sustainability of this sector in the country is worrisome. According to data from the Brazilian Association of Non-governmental Organizations (ABONG), 73% of the employees are non-paid, only 8% have 10 staff or more, and by 2010, only 20% had an annual budget of more than 1 million dollars. Most of these NGOs, 66%,

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are concentrated in the south and southeast of the country, 22% are located on the northeast area, where Instituto Palmas is based, and 12% left in the north, and center of the country.\(^{30}\)

Financial sustainability in the non-profit sector in Brazil is paramount, since there are many problems to be solved and little money coming from their operations. A space for youth to be trained in IT and social entrepreneurship can function as a partial solution for the many problems that exist and continue to rise in the area where Instituto Palmas works. There is an opportunity, but there is also a need. According to PISA, the problem solving skills of an average 15-year-old in Brazil received a score of 428, where 562 was the highest score and 372 the lowest. This score is low and below the average, but the most worrisome aspect of this research is the difference in problem-solving skills between the youth in the southeast area of the country, and the north. Southeastern youth received a score of 447, and the northeastern youth received a score of 383.\(^{31}\)

This is where we find the opportunity to develop an [Center] for the youth of Conjunto Palmeiras and the surrounding areas, to provide the youth with problem-solving skills, IT and social entrepreneurship education, as well as to work with them and other partners to develop their ideas, and thus, solve problems they will identify in their community.

### III. Rationale

The Conjunto Palmeiras community has a rich and dynamic history, full of tremendous challenges but also tremendous progress. The past several decades have seen the establishment of infrastructure, processes of rapid urbanization and industrialization and the notion of a solidarity economy at the core of it all. Despite these achievements by the community, especially the innovative, well-renowned Community Development Bank model, the community has struggled to take their growth to the next level. Upon investigation and reflection, IP explored the use of technology as a means to amplify the impact of the community banking system and re-energize the growth of the solidarity economy. They determined that there was an inadequacy of easy-to-use and cost effective technologies that could be used to increase access to financial services within IP’s CDB networks, such as mapping applications for credit facilities and other IT tools for computers and mobile devices. In light of this, IP established that there is a need to create a pool of skilled workers who can develop and support a more technologically-enabled banking system and workers who can even become entrepreneurs themselves. In order to do so, it would be necessary to educate and equip youth with practical yet innovative skill sets to become not just become entrepreneurs, but actor of changes.

Instituto Palmas approached long-term collaborator and partner, the Columbia University School of International and Public Affairs (SIPA), to assign a group of students to conduct a benchmark study

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of existing IT education programs, actors and landscapes to enhance existing IP research to identify potential solutions for bridging the skills gap and providing greater livelihood opportunities for Brazilian urban youth. The findings of the team during the period of their research will serve as an effective framework for introducing the curriculum. The project’s success will incentivize the establishment of the IT facility and learning environment, while encouraging and instructing IP on a process to pilot, reflect, reiterate and refine the program framework over time. The intention is that, once refined, its operations will effectively increase the human, social and technological capacity of the youth. Moreover, should the model and curriculum provide evidence of success and achieve self-sustainable model and curriculum, the intention would be to take it to scale and integrate into Brazil’s educational system. This process will galvanize the capacity of the urban youth as they embark on entrepreneurial, income generating, and problem solving endeavours for themselves and their communities.

IV. Problem Statement

Today, disengaged youth in Conjunto Palmeiras are highly affected by unemployment and no easy access to tertiary education or non-traditional training programs. Many young men and women that are not in school nor employed are vulnerable to be highly affected by crime and violence, and without options for the future, they can even perpetuate these issues.

The youth of Conjunto Palmeiras are **poor, disempowered** and **lack the skills** to become **active problem solvers**

Instituto Palmas will establish a center to train youth in Conjunto Palmeiras and surrounding areas in IT education and social entrepreneurship skills. Through this center, youth will identify the problems they want to be solved in their community, and empower them to design solutions with the guidance of experts and practitioners.

The youth in Conjunto Palmeiras, and the community at large, will be empowered to improve their own social and economic well-being.

V. Methodology

**Context building and problem mapping**

The first step of this process was to conduct an investigation and exploration of the context in Fortaleza. This required a combination of both desk research and also a field-visit by the SIPA team to conduct first hand research and to develop a common understanding about life in Conjunto Palmeiras. In order for the SIPA team to design an appropriate and effective model, it was imperative to experience the local environment, meet the community members and meet with key stakeholders that would help understand the landscape and contribute to the solution design process.
In January 2015, two SIPA team members travelled to Fortaleza to spend two weeks in the PalmasLab to begin preliminary research. The investigation phase was broken into three primary areas, 1) the Institution (Instituto Palmas and PalmasLab), 2) the Community and the Youth and 3) other Key Stakeholders.

I. The Institution - Instituto Palmas / PalmasLab

WHY investigate?
A great deal of time was spent engaging with key staff members of Instituto Palmas and the PalmasLab to understand the culture and mission of their work. The organization has a rich and dynamic history and is a product of the community’s desire to improve, grow and thrive. The goal was to assess the strengths, weaknesses, opportunities and threats of the organization, by paying specific attention to how the project would fit into the ecosystem. The model should also integrate the same values and principles as the PalmasLab and Institution.

At the organizational level, a top priority was to establish the driving factors and motivation for the project. The problem and solution type had been broadly defined by IP in the Terms of Reference and work was already on-going to pilot a series of PalmasLab IT education programs with groups of 25-30 local youth, however a series of in depth discussions were required to properly understand the vision and goals of IP with respect to youth engagement. This new model, building off of the PalmasLab IT education pilot programs, should have a clearly defined problem statement and assumptions that need to be tested and explored in depth before the SIPA team could move forward.

HOW to investigate?
Extensive interviews were done with key individuals within the organization to gain insights on the various roles, perspectives and insights at all levels, including: Joaquim Melo (Founder and Executive Director), Asier Ansorena (General Coordinator PalmasLab), Sol Duran (PalmasLab staff), Program Managers, PalmasLab interns and other programming staff in the financial and social enterprise initiatives.

WHAT was learned?
Results:
- IP is a respected and trusted centerpiece in the community
- IP has a history of piloting new and innovative programs targeting various demographic groups in the community, primarily for income generating activities
- IP has piloted two small IT education programs that have:
  - demonstrated substantial interest by local youth in IT education and robotics
  - tested various youth recruitment, outreach and engagement strategies
  - provided soft evidence of positive transformation within a substantial number of youth participants
IP is committed to democratizing access to education and knowledge that can be used by individuals to improve their own well-being as well as the communities.

Conclusion and interpretation:
After gaining greater insight to the Institute and the Lab, this new model should be very much aligned with the motivations of the PalmasLab, which is to “aim to provide a forum to facilitate the community learning processes, inspiring suburbs entrepreneurship capacity through technology, according to the principles of solidarity economy”32. Additionally, IP has accurately demonstrated there is both a need and demand for an innovative transformational educational space to re-engage youth in the community.

II. The Community - Conjunto Palmeira and The Youth

WHY investigate?
The community has been at the core of all change inspired and realized in Conjunto Palmeiras. Change and improvement is only possible when the individuals and community are engaged and make it a priority. To understand the position of the youth, it is important to understand the broader context and factors that contribute to and shape the youth experience. Being the target demographic for this endeavor we tried to understand the youth reality from a variety of facets - from their own perspectives as well as others. This included:

- challenges faced by youth
- mindsets, aspirations and perceptions of youth, especially surrounding ‘the future’
- family and household dynamics
- available resources, services and infrastructure

HOW to investigate?
The SIPA team conducted in-depth interviews with various types of community members and those working with youth, including:

- high school students from CP
- teachers from local private and public universities
- mothers with children in the community
- community youth leaders
- local stakeholders (community center, social entrepreneurs)
- policy makers (Mayor’s office, State Secretary of Education)

WHAT was learned?
Results:

32 Source: PalmasLab PPT - Laboratório de Inovação e Pesquisa em Finanças Solidárias
By engaging directly with youth in the community, as well as others that help shape their reality, the SIPA team was able to better understand the cause and effects of various challenges being faced, as well as gain insight on how and when to engage youth in the community.

A problem analysis mapping looking at the disengagement of youth in CP highlights key causes and effects of challenges within the youth experience. These findings give clarity and further justification that the reality is complex and layered, allowing for the SIPA team to consider priorities and limitations of the new model.
Additionally, key insights were identified that would be included in the design of the model, such as:

- the formal education system has several shortcomings, causing youth to lose motivation,
- the local Dance group was focused on how to get the youth to steer away from violence: they understand the context of the neighborhood - what the youth were doing, when they were getting into trouble, what were the biggest challenges
  - the timing of dance group meetings were scheduled at key times to make sure the youth were off streets
- prevalence of drugs, gangs and violence have dramatic impacts on the youth experience in the community
- the lack of support from the government and lack of safe, community spaces have caused other social groups to fold

**Conclusion and interpretation:**
In addition to understanding the elements of youth disengagement in the community in order for this new center to be successful at addressing that, PalmasLab is going to need to be mindful of the current capacities and strengths of the youth, incorporate what the youth are interested in, as well as provide them with meaningful skills that can be applied to realities within their community.

**III. Other key Stakeholders**

**WHY investigate?**
In addition to better understanding Instituto Palmas and the community, other strategic relationships were explored to understand how the center would fit into the larger education landscape, as well as Fortaleza and Brazil in general. Understanding various perspectives as well as resources and assets would be instrumental in devising a solution for the engaging and empowering youth.

**HOW to investigate?**
The SIPA team conducted in-depth interviews with various types of key stakeholders, including:

- City Planning Office
  - highlighted the need to motivate youth from being passive citizens to being active members of society, more productive citizens
  - stressed the need for a bottom up approach to development and the importance of civil society to initiate that movement
- City Hall (Mayor's office) officer
  - emphasized the importance in programs engaging the youth and the need for civil society to lead wave of innovation and change
- Education Secretariat
○ mapped the educational opportunities for youth in Fortaleza, specifically for High School and University students

- Rede CUCA
  ○ explained importance of creative economy: movement depending on the place has its own features; other places don’t have creative economy and solidarity economy
  ○ elaborated on challenges working with youth (based on experience with CUCA): educational deficit (people are interested in IT but they don’t know the basic skills like writing, etc.); historical process of human rights violation (gather or reach the poorest population – people who have nothing); lack of infrastructure and equipment (no funding, almost all are from personal funds)
  ○ shared that there is no specific tool to get at kids from these violent areas; public security is important; corruption exists at all levels – those who are supposed to protect you are the ones who have relationships with the gangs

- Fábrica de Aplicativos
  ○ aim to equip people with tools (no previous technical skills); as long as you know how to use the internet, you can create applications
  ○ believe technology creation should be available to everyone
  ○ believe technology can be life changing for the youth
  ○ strive to help youth enter the market as programmers/technology people, to create technology as community problem-solvers
  ○ strive to create a generation of problem solvers

- Instituto Felipe Martins de Melo
  ○ engage youth to volunteer and support other youth
  ○ create unique and engaging activities, events and workshops with youth in Fortaleza

- Farias Brito
  ○ expressed interest and potential for partnerships with the IT department

**WHAT was learned?**

**Results:**
Relationships were established with key stakeholders who contributed to the understanding of the youth situation in Fortaleza, in addition to several being interested in being apart of a solution.

**Conclusion and Interpretation:**
More work should be done to further engage stakeholders to ensure the long-term viability and sustainability of the program in question. The Education Secretariat expressed a strong interest in being involved in part of the project, proving an opportunity for to both leverage content but also to work collaboratively locally and have the scale to go regionally. Rede CUCA provides a unique community workspace and suite of programs that should be leveraged moving forward.
position in the periphery also makes them an attractive partner. Similarly, the Institute Felipe de Martins has access to resources and trainings that could compliment the model to be designed in Conjunto Palmeiras.

**Benchmark Study - Investigating existing programs to highlight best practices**

Based on the preliminary desk research, institutions both within and outside Brazil found IT-based curriculum as an important tool in closing the economic gap in education. The lack of financial resources to fund quality education and the inability of educational organizations to reach communities with socio-economic constraints caused this gap to widen. Because of the increasing demand for workers with IT-based skills and the need to use these skills in day-to-day activities, the secretary of education in Brazil, and a growing number of private organizations and foundations worldwide found that it was essential for the youth to acquire an IT-based toolkit.

Within Conjunto Palmeiras, Instituto Palmas initiated programs that promoted solidarity economy, a system that aimed to help poorer individuals through the “creation of local networks, [and] promoting endogenous development in order to generate employment and revenue”33.

The State of Education in Ceará, Brazil and other stakeholders in the public and private sector, including Instituto Palmas, aimed to address problems driven by socio-economic issues, including economic inequality, unemployment crime and violence. These stakeholders looked towards engaging and empowering the youth through education as a necessary means to achieve long term and overarching objectives.

Instituto Palmas piloted two IT education programs, and found that one of the most effective ways to educate the urban youth within the community is through technological and innovative tools. When IP carried out the pilots, there was much interest from the usually disengaged youth in the area.

With this goal in mind, the PalmasLab, through pilot programs, taught basic programming and robotics to youth within Conjunto Palmeiras. PalmasLab launched a local pilot School of Apps where students learned new skills and made a better use of their free time outside of regular schooling. Aside from being a learning facility, PalmasLab is hoping to create an environment where the youth can dialogue with their peers about the needs of their community, and how these needs could be addressed using simple technological tools and applications.

Based on the success of the pilot programs, Instituto Palmas established that there was a significant demand for courses driven by IT and innovation. As a next step, Instituto Palmas decided that in order to engage more youth and to better serve their needs, they needed to update the content of their pilots up and increase access to the type of courses offered by the PalmasLab. In collaboration with our team, Instituto Palmas aimed to design the Palmas Center for Social Innovation, which is

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program with courses on basic IT skills, as a complement to basic public school curriculum, web and mobile applications development, design thinking and entrepreneurship for the youth of Conjunto Palmeiras.

I. Benchmarking process

After building the basic framework (preliminary desk research and lessons from our January 2015 field visit) the SIPA team proceeded to benchmark the best practices of different schools and organizations that had any of the following objectives:

- offer IT-related courses;
- enhance the quality of public education in Brazil; and/or
- empower the youth through innovative platforms.

The SIPA team identified models that brought about significant change in the above-mentioned areas. In the benchmark study, the following key dimensions were researched: Content, Process, Post-Program and Monitoring and Evaluation. In evaluating these dimensions, the goal was to answer the following questions:

**Content**
- What is the program design of the school or organization?
- What courses are being taught and how are they being taught?
- What technologies are being used for IT education/skills training for urban youth or youth in general?
- With what technical, management, or soft skills are these programs equipping their target demographic?
- How are these skills evaluated?
- What is/are the method/s used in delivering content?

**Process**
- What demographic and context are they operating in?
- What is the recruitment and admissions process of each program?
- What linkages and partnerships are formed?
- What are the incentives of the institutions to run their program?
- How do they sustain these programs, from a financial and a non-financial perspective?
- What complementary programs do these institutions offer?
- How do these complementary programs achieve the overall objective of the program or institution?

**Post-Program**
- Do these programs offer continuing education or post-program activities?
- If so, how are they implemented?
- What partnerships and networks need to be established to implement post-program activities?
- How are these post-program activities strengthening the goals and objectives of the program or the institution?

**Monitoring and Evaluation**

- How is monitoring and evaluation defined?
- Based on these definitions, what are the common pitfalls of this process?
- What monitoring and evaluation systems are used?
- What are the common indicators and metrics used?

In each of the above dimensions, the SIPA team identified strategies of interest, advantages and disadvantages, and opportunities and assets presented by each strategy. The team conducted the benchmark study through desk research, interviews with actors and key personnel, communications with Instituto Palmas and guidance from the SIPA faculty advisor. The benchmark findings helped fine-tune the framework of the school that the SIPA team, in collaboration with Instituto Palmas, was tasked to design.

In the process, the SIPA team identified the areas of the study that required more exploration and research during the March 2015 field visit and the remainder of the project.

**Results and findings of Benchmark Study**

The benchmark study looked at key areas and trends of similar or relevant organizations locally and internationally. The study was divided into the areas of: processes, content and post graduation.

**Processes**

1. **Recruitment.** A combination of the following key strategies can be used to recruit students:

   - Online application process. It was found that almost all organizations except Girls Who Code, Devry and Digital Job University had online application processes.
     - Pros: easy to implement,
     - Cons: using an online application process may make it more difficult to segregate quality applicants.
     - IP context: the ability to have an online application process may face separate challenges, i.e. does access to computers or the internet hinder an online application process? Can IP be physically present in schools/CUCA/other public places to recruit students?

   - In-person interview (30 to 40 minutes long).
     - Pros: applicant’s passion and interest in the program are easier to assess
     - Cons: time-consuming
- IP context: Are interviews the most effective screening tool given aforementioned technology access issues?

- Code challenge: whereby applicants would need to use already acquired skills to complete a task (Flatiron)
  - Pros: evaluates programming comprehension/level of applicants
  - Cons: may discourage applicants with limited skills
  - IP context: Would this act as more of a hindrance rather than an incentive?

- Aptitude test
  - Pros: evaluates programming comprehension/level of applicants
  - Cons:
    - May discourage applicants
    - Time-consuming for instructors/faculty to check

- Online platforms
  - Pros:
    - More collaborative
    - Easy to scale through online communities
  - Cons: not sure if this is suitable for a school that is starting small-scale

2. **Sustainability.** A combination of the following key strategies can be used to ensure sustainability of the school:

- Partnerships with foundations, private donors, impact investors, corporate sponsors (Lehman, Laboratoria, Apps for Good)
  - Pros: sustains growth of school (financing and school infrastructure)
  - Cons:
    - Bookkeeping, accounting and financial aspects may be costly
    - Expectations of corporate partners may be hard to meet
  - IP context: Potential to partner with Fundacao Leman and technology firms such as Fabrica de Aplicativos

- Partnership with State of Education
  - Pros:
    - Can increase awareness about the school,
    - Aligns with their policy of improving quality of education, youth engagement and youth as problem solvers,
    - Pooling of resources and tools
  - Cons:
    - Governments are often accompanied by added bureaucracy
    - Lack of implementation control
○ IP context: preliminary conversations have already begun to partner with e-Jovem or a similar state government initiative

3) Partnership with universities
○ Pros:
  ■ Easier to recruit students or teachers
  ■ Pooling of resources and tools
○ Cons:
  ■ Big universities already offer IT/computer science courses
  ■ Universities may be resistant as could be competition
○ IP context: For profit universities can see this as a philanthropic endeavor, beneficial for vulnerable youth in an isolated community

Complementary programs/mentorship
A combination of the following key strategies can be used to complement any training the school delivers:

● Student tech fair (students to showcase school projects) with partners present at end of semester (Flatiron)
  ○ Pros:
    ■ Students can showcase programs
    ■ Employers, bloggers and tech community can see actual products and meet the students
    ■ Publicity for the School for Apps
  ○ Cons: logistics, marketing and event management may be costly
  ○ IP context: IP already co-ran a successful start-up weekend event in Conjunto Palmeiras, could that become an annual event or embedded within the training schedule?

● Ambassador program, alumni become ambassadors for the program (Code School)
  ○ Pros: improves enrollment and publicity
  ○ Cons: can be costly depending on incentive given to ambassadors
  ○ IP context: could an ambassadorship program complement the training modules by practicing leadership skills?

● Mentorship of group projects during/after training (webmaker, Flatiron, Fabrica)
  ○ Pros:
    ■ Close contact with successful business and community leaders,
    ■ Stronger relationships are created (between mentor and mentees) than in a classroom setting
    ■ Mentors provide guidance over group projects
  ○ Cons:
Resource intensive
- Time consuming
  - IP context: Mentors can be sourced from existing partnerships with tech companies and schools

- Internship (Flatiron)
  - Pros:
    - Gives the student practical experience
    - Places them in a working environment
  - Cons: lack of availability of employers willing to take interns
  - IP context: Partnerships with State Department of Education could provide IP with the opportunity to leverage existing paid internship program infrastructure for students

Content
A combination of the following key strategies can be used to develop curriculum and content:

- Provision of a combination of skills instead of specializing in one.
  - Pros:
    - Allow more comprehensive skill building.
    - Responsive to diverse interests: students do not need to go to other providers for different trainings
  - Cons:
    - Difficult to obtain resources that specialize in different skills and can train the students.
  - IP context: IP could specialize in technical training within the school but could partner with other organizations specializing in other training

- Mentorship (Girls Who Code):
  - Pros:
    - Useful for building soft skills and confidence
    - Exposure to highly contextualized interaction which may identify unique opportunities
    - Provide student a lead into networks useful for professional and personal growth.
    - Low cost, if mentor volunteers time
  - Cons:
    - Need for enough mentors for all students.
    - Potential geographic limitations if mentor not located in Conjunto Palmeiras
    - Varying level of engagement due to mentor availability.
    - Requirement to be able to match student expectation by providing access to relevant mentors.
- Collective learning through events and gatherings (Girls Who Code, Webmaker, Hackathons):
  - Pros:
    - Useful for practice of skills (technical, management and soft-skills) learned during training.
    - Opportunity for networking and brainstorming for ideas.
    - Feedback may be useful in identifying needs for changes in program.
  - Cons:
    - Largely unstructured. Requires effective management to drive collective effort towards intended outcomes and avoid confusion.
    - May exclude those who cannot or do not feel comfortable participating in such events.
    - May not be as effective as more structured models (in developing hard and soft skills).

- Hosting content created by partner organizations (E-Jovem, EdX, Coursera, Webmaker, ProgramAE, Khan Academy):
  - Pros:
    - Most appropriate for technical skills and useful management concepts.
    - Low expertise required to develop technical material.
    - Ability to host a more diverse course offering at low cost.
    - Often these courses provide certification.
    - Potentially more effective tools, as they are often tried and tested (compared with tools that IP may develop independently).
    - Resource pooling between organizations can increase partnerships and/or collaboration and reduce resource strain on IP.
    - Evaluation could be conducted by partner organization, reducing cost for IP.
  - Cons:
    - Little control how the course is structured.
    - Too many course offerings without a specialized progression.
    - Content may not be tailored to the needs of our target population.

- Identify the required content and hire resources for delivery (in-house or outsourced).
  (Fábrica de Aplicativos, Devry, Digital Job University, Center for Digital Inclusion, e-jovem, Girls Who Code, FlatIron, Code School, Oi Futuro, Super Geeks)
  - Pros:
    - Useful for different kinds of skills.
    - Customizable. More control of the training material.
    - Flexible to feedback.
    - Tried and tested tools.
  - Cons:
- Relatively high-cost
- Very high research investment
- Potential to be run haphazardly

- Opportunities:
  - Partnering with organizations providing training similar to what we need.
  - Partnering with university so their students can fulfill their volunteering requirement by teaching the students in the program.

- Opportunities:
  - Use the IT network to identify the strengths of different programs in particular kinds of trainings
  - Ask for feedback to update course offering.
  - Direct requests that IP does not specialize in to other members of the IT network who can.

- Questions:
  - Does such a network already exist? Is it relevant to us?
  - If not is it feasible for it to be set up? How will it be managed?
  - What is our comparative advantage? Our strengths? Our weakness?
  - Does this really get to the heart of what IP are intending with the SFA?

**Post-program**
- Continue learning (students take courses a la carte and continue or stop as they wish) [Webmaker, Code.org, Khan Academy]
  - Pros: Students stay engaged after graduation
  - Cons: No connection with job generation activity

- Internship [Laboratoria, DeVry University (Fanor), eJovem]
  - Pros: Students get real world experience after graduation
  - Cons: No encouragement for entrepreneurship

- Mentoring (the program connects students with other students, or other people interested and learning about the same topic) [Webmaker, GirlsWhoCode]
  - Pros: Students see a concrete result of what happens after this program
  - Cons: If this is the only thing, finding a income generating activity will be left to the students

- Mentoring (the program connects students with experts and business) [Webmaker, GirlsWhoCode]
  - Pros: Students see a concrete result, and are connected with businesses
  - Cons: If this is the only thing, finding a income generating activity will be left to the students
- Not specified (students are given tools, but there isn’t a specific feature of the program to do afterwards) [CDI (they expect students get jobs), Digital Job University (they expect students get jobs after graduation with the newly acquired skills)]
  - Pros:
  - Cons: Finding a income generating activity will be left to the students

- Networks of support [GirlsWhoCode]
  - Pros: Students stay engaged with the school
  - Cons: There is no concrete link between student and income generating activity

- Support/encouragement for start ups [Flatiron School]
  - Pros: Students can start developing their own ideas right away
  - Cons: Very risky

- Certificates [Apps for Good, Laboratoria, CDI, EdX]
  - Pros: Proof of attendance
  - Cons: If this is the only thing, finding a income generating activity will be left to the students

**Contextualizing benchmark findings**
During the preparation for the second field visit, the SIPA team organized and presented the best practices identified in the benchmark study. However, during the field visit, the first feedback from PalmasLab was their interest in giving greater weight to social entrepreneurship. To adapt what had been found to the best IT and social entrepreneurship for the youth of Conjunto Palmeiras and surrounding areas, the SIPA team organized focus groups with various members of the community and near areas, and interviewed key stakeholders that could function as partners in the development of this model.

**I. The Community - Conjunto Palmeiras and The Youth**

**WHY evaluate?**
In order to design a robust model for youth in Conjunto Palmeiras and the surrounding communities, the SIPA team wanted to understand how the members of the community relate with each other, what are the main challenges that they face, and what are the more important outputs a program for the youth should have. The SIPA team prepared focus groups to have a comfortable and informal conversation in an environment where members of the community, and particularly youth, would feel comfortable. There were three foreign researchers and having a semi-structured conversation in a space they feel is theirs was ideal so they would not feel compelled to give the answers they thought were expecting.

Moreover, the questions asked were not directly related to the objective of this program, but rather to understand the biggest needs for the youth and the community. Along these lines, the team did
not want to influence their answers with information received before hand about crime, lack of job or education opportunities for the youth, or infrastructural needs in the community.

One of the biggest challenges faced by the SIPA team when carrying out the research was community disengagement. People are demotivated and, in general there is only a very small number of people that participate in community activities apart from the church. This problem was emphasized when referring to the youth. This is a challenge that was taken into account to draft the recommendations for the model, but in terms of the research, it made communication with people not related to Banco Palmas very difficult. The limited amount of time during the field visit and the few public spaces in where the community interacts together, made this very challenging. Thus, although talking to people who were not related to Banco Palmas was a priority, it was something the SIPA team could not accomplish.

**HOW to evaluate?**

**Description of methods:**
The SIPA team conducted five focus groups:

1. Focus group with women participating in a Banco Palmas’ English class
   - Time: 3:00 pm
   - Date: Thursday, March 12th 2015
   - Location: Banco Palmas English classroom
   - Number of participants: 10 older women
   - Recruitment of participants: Banco Palmas’ Women English class students
   - Present: SIPA Team, Banco Palmas staff, and 10 women

2. Focus group with an eJovem classroom
   - Time: 7:30 pm
   - Date: Friday, March 13th 2015
   - Location: eJovem class, hosted at a local High School
   - Number of participants: 25 eJovem students ages 16 to 19
   - Recruitment of participants: eJovem class students
   - Present: SIPA Team, two eJovem – SEDUC government officials, and 25 students

3. Focus group with an eJovem classroom
   - Time: 9:30 pm
   - Date: Friday, March 13th 2015
   - Location: eJovem class, hosted at a Community Center
   - Number of participants: 15 eJovem students ages 16 to 25
   - Recruitment of participants: eJovem class students
   - Present: SIPA Team, one eJovem – government official, two eJovem professors, and 15 eJovem students

4. Focus group youth participating in a Banco Palmas English class
Focus group with the same group of students participating in a Banco Palmas English class

- Time: 3:00 pm
- Date: Friday, March 20th, 2015
- Location: Banco Palmas English classroom
- Number of participants: 4 students ages 16 to 18
- Recruitment of participants: Banco Palmas’ Youth English class students
- Present: one SIPA Team member, one independent researcher and English professor, and 4 students from the previous English class and already knew they would be doing a different activity in the class

WHAT was learned?

Results:
Group: Women from Banco Palmas’ English class

1. Tell us about your daily routine
   - Women wake up very early and go to bed very late
   - They are involved in many activities, such as house tasks, own businesses, and some of them are finishing school as well
   - Their kids are around the house during the day and help with the house chores or with the business, because they only go to school for three hours each day
   ** One woman: I come back from school early, and although I have to wake up at 6 am the next day, I don’t go to bed until 10 pm when my son gets back from school, because I am always worry something can happen to him.

2. What situations (challenges) disturb that routine or make you have that routine?
   - Increasing insecurity
   - Very few opportunities for youth
   - Youth are in a comfort zone, they don’t have to work because they live with their parents or they receive money from governmental social programs
   - Not enough police
   ** One woman: There are more “bad people” because there are no opportunities for the youth, and because insecurity is increasing, police officers don’t want to work in the police anymore.

3. What is causing those problems?
Lack of opportunities for the youth inside the community
Bad transportation system makes it harder for people to commute to other areas where they may have better opportunities
** One woman: The few opportunities the youth from Conjunto Palmeiras can find are only given through contacts, and they ask them to have experience that you cannot get inside the community because there are not enough opportunities.

4. What do you think are possible solutions for those problems?
- Better government policies (the government does not have good policies to solve the problems from this community because they do not pay attention)
- Better education system
- More initiatives from people and organizations from the community
** One woman: The money to solve these problems exists, but the government is not using the money for what is supposed to be used.

5. What would be the ideal situation for the youth of the community?
- The answer for this question was split; only two women answered and the classroom seemed to be divided. One expressed that she would like her son to go to university and then leave Conjunto Palmeiras and move somewhere where he could have more opportunities. The other explained she would like their kids to go to university and stay to use their skills to improve the community.
- One thing they all agreed is that they have to go outside Conjunto Palmeiras to, at least, go to university or get training of any sort because there is nothing in their community, apart for the occasional Banco Palmas’ programs.

Group: eJovem students

1. Why are you here (eJovem course) / Why do you think this is a good idea?
- eJovem is a good opportunity because it will be useful to get a high-paid job
- Interest in working in software design or other IT related jobs
- Interest in going to university and having done a eJovem program will prepare them better for university.
** One student: It is easier to get a job or go to school after doing eJovem

2. Tells us about your daily routine
- Their days seem to be divided in three parts, and they normally do three different things during the day if they have not started working in their eJovem internship
- All students work and study, because they need a salary. Work is either eJovem internship or other non-IT job, and school can be eJovem and/or high school or university.
** One student: She spend one year nor studying nor working until she started eJovem, and then she started university. She goes to university (majoring in Psychology) in the morning, in the afternoon she goes to her eJovem internship where she gets a government paid salary of R$ 500 (about $ 166 at the time we organized the focus group), and at nights she goes to eJovem classes.
3. *What do you want to do in the future?*
   * The students way us two types of answers, one group express they wanted to practice in the professions they were going to university for. The other group, told us they wanted to have IT related jobs, such as programming, web design, or software developer.
   **The second group express they knew they wanted to do something like that after starting their eJovem classes.

4. *What challenges young people face today?*
   * Violence and crime
   * Not having enough time to work, go to school, and also leisure
   * Bad health system
   * Community divisions (little social capital)
   **All students have to work because they need to help their families, one student express that having an income is very important, and that 30% of his salary goes to help his mother.

5. *By participating in this program, how can you help your family and your community?*
   * They can become a reference in their community for other young people
   * Develop projects that can help the community
   * Spread the information of the program so others can join
   **When the SIPA team asked this question it seemed that either they did not have an answer for it or that they have not thought about it before. They explained that programs like this help the youth and that lack of motivation was a big problem among their peers that were not in the program.

Group: Youth from Banco Palmas’ English class
In order to understand their mobility and where they spend their time, the SIPA team integrated their responses in one map.

Map code: School (red), Leisure places (light blue), Home (green), Friend’s home (yellow), Sunday (blue), health (purple).

Safety:
Most students expressed they felt unsafe everywhere outside their homes, which is why they only see their friends regularly if they live close to their houses, otherwise they see their friends that live far from them once a month.

Leisure:
Students mentioned that their activities would be constrained to their houses, their friends’ houses, and occasionally to a shop or restaurant in the main street of Conjunto Palmeiras.

Sundays:
The majority of the students mentioned that on Sundays they go to church, there are many churches in Conjunto Palmeira, but there are main six churches where many of them attend.
II. Other key stakeholders

WHY evaluate?
The next step was to identify local stakeholders that were working in similar projects. The objective was to determine the similarities the already existing programs had with our project and potential partnerships. It was fundamental to determine whether it was better to start a program from scratch with Instituto Palmas being the main administrator and operator, or if we could partner and outsource certain aspects of the youth incubator.

After the preliminary research, the January field visit, and the desk research in New York, the SIPA team identified some key stakeholders to interview, who were both from private, public, and nonprofit sector. All actors that were expected to be interviewed had a previous relation with Banco Palmas, which made introductions and conversation easier. These actors were very willing to talk to the SIPA team, partly, because they were already willing to collaborate with Banco Palmas in other projects.

During the interviews the SIPA team asked questions about the existing programs, and requested feedback from the initial draft of the [Center], as well as their opinion on a potential partnership with Banco Palmas for this project.

HOW to evaluate?
During the startup weekend the SIPA team had the opportunity to talk to several stakeholders and practitioners about their projects, the proposal, and potential partnerships. eJovem professors, Instituto Palmas staff, government officials, and private sector practitioners were interviewed.

WHAT was learned?
During the interviews the SIPA team specifically requested general information about their experiences and feedback about the proposal of an [Center].

*eJovem - SEDUC government officials and professors:*

- “Entrepreneurs usually don’t go to office jobs”: Having a clear focus on the modality of the program is very important, if the program is aimed to offer entrepreneurial skills and stimulate a social entrepreneurship environment, we cannot expect our students finding or being positioned in regular office jobs as an expected outcome. However, if the objective is job allocation the program has to be designed differently.

- In eJovem those students who dropout generally do so because of the difficulty of the program, and they are struggling to catch up.

*Fábrica de Aplicativos:*

- To address the different learning speeds of students, there are always three teachers in the classroom; one is teaching the whole class, one is working with those that are slower learners, and one is working with the faster learners.
The focus of the program is always on solving a community challenge, and every two months (of the six month program) they are proposing solutions to solve one problem. For example, the last group of students in São Paulo was working on how to use technology to solve the water issue in the city.

In Fábrica they have been working in this courses for a long time, and content design for the social entrepreneurship school can be outsource to them as they express interest in partnering with Instituto Palmas.

Fábrica de Aplicativos and the Education Secretary of Ceará were both excited with the proposal of a social entrepreneurship school for the youth of Conjunto Palmeiras and surrounding areas, and they were both willing to partner with Instituto Palmas for the development of this project.

Developing recommendations

The SIPA team developed a theory of change for PalmasLab, explaining how the model being proposed will improve the lives of the youth and the community overall. The SIPA team decided to provide the Institute with this document, because it will allow them to adjust the program to better fit their needs, but utilizing the proposed model. Moreover, having this theory of change will allow them to measure the impact of the model more easily.

The SIPA team also organized the proposed model for the proposed center in a Business Canvas. It is important to have a business influence in the development of the model because the potential students were the focus of the conversation, making them protagonists, and making the center a tool to help them with what they know they need, instead of imposing ideas. Furthermore, a Business Canvas presents all the necessary inputs to start the center, and allows PalmasLab to prioritize partnerships, customer segments, key activities, and key resources considering their inputs. To further refine and improve the theory of change, after the second field visit, the SIPA team develop an objective tree and determined the objectives of the center model.

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34 Source: Prezi presented to Instituto Palmas at the end of the second field visit, it includes theory of change and Business Canvas: https://prezi.com/46gb1z-6ldtx/first-presentation-palmas-youth-incubator/

35 Source: Palmas Suite: 1a. What We Do [OurModel]
Finally, considering Instituto Palmas’ needs for this project and the extensive research in this document, the SIPA team decided to develop a suite of ready-to-use products to operationalize the center.