



Socioeconomic Institute for Advanced Studies (SIAS)

*Pioneering Socioeconomic Solutions
& Development by Multidisciplinary Holistic Academic Programs*

SIAS Business Plan

Updated on April 2023

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<http://www.sias.rw/>

Building 16, KK19 Avenue, Niboyi Sector, Kicukiro District, Kigali City, Rwanda

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Executive Summary

The world is changing, and one of the main changes is relevant to the disturbance of the socioeconomic development efforts that were built in the last century. This instability became very clear as we entered a new era called the new normal with the evolution of the COVID-19 pandemic. In this time of great transition, we believe we have a role in speeding up economic concepts that are focused on socioeconomic development regardless of the world condition.

The Needs Analysis Study (NAS) carried out by the IEL-SIAS team brought the necessity of a postgraduate program for advanced socioeconomic studies, i.e. an a specialised institute that offers only postgraduate programs and that advocates raising the capacity of the coming generations in relevance to socioeconomic development. The institute, which shall be called here for short as SIAS, which stand for Socioeconomic Institute for Advanced Studies targets to leverage and facilitate the delivery of graduates that continue to spread the approaches for the new economies that create more flourishing communities and organisations that see alternatives to the capital economy, besides ensuring robust applied research. *Reference: law No 010/2021 of 16/02/2021 & the Ministerial Order No 001/MINEDUC/2021 of 20/10/2021*

Therefore, this 'Business Plan' shall illustrate and clarify the ideas about SIAS and its programs. This plan also would help to spot the potential pitfalls while structuring the financial side to keep SIAS business efficient and competitive. This business plan could also be used to present the ideas of SIAS to other parties, besides gauging the progress of this higher education institution's achievements or outcomes.

Vision, Mission & Values

SIAS Vision

SIAS would be one of the world's leading postgraduate and research institutes that works on enriching communities through graduates and projects that create positive change and exploits the opportunities of the socioeconomic issues and the challenges faced currently and in the future.

SIAS Mission

The mission of SIAS is to be dedicated institute for socioeconomic advanced studies that is focused on academic development, research, projects, and training. SIAS works on preparing the potential socioeconomic future leaders for thoughtful, productive, professionally respected achievements.



SIAS Motto

"Advancing Socioeconomic Development, Transforming Lives, Inspiring Prosperity"

Core values

SIAS strives for excellence in all its endeavours. The other core values that SIAS stands for are:

- ✓ Integrity,
- ✓ Commitment and dedication,
- ✓ Multidisciplinary Teamwork,
- ✓ Critical thinking,
- ✓ Academic freedom
- ✓ Innovative and Value Added Socioeconomic Research

These principles are shared among the members of the SIAS community, and they provide a framework in which decisions are made.

Strategic Intent

Strategic intent is defined here as a compelling statement about where SIAS is intends to go in its programs and its way of delivery. It is an intent that conveys a sense of what the institution wants to achieve in the long-term. This strategic intent answers the question: "What exactly are we trying to accomplish?"

- It provides a sense of direction, and a particular point of view about the long-term market, or the competitive positioning the institution hopes to develop and occupy over the foreseen next 5 to 10 years.
- It provides a sense of discovery in that it holds out to the organization's members the promise of learning about other institutions that operate in the same market, adopting their best practices and avoiding pitfalls.
- It provides a sense of destiny, a worthwhile goal around which energies can be focused across the organization.

Based on this approach to the meaning of our strategic intent, SIAS puts forward the following statement of its strategic intent for the next decade:

"SIAS will be recognized as one of the best institutions in the world as regards advanced socioeconomic academic studies and research."

Strategic Questions

- Why does SIAS exist? That is, what needs in the community would not be met if SIAS was not around?



- What is it like now, and how does it want to be different several years from now?
- What does or can SIAS do best?
- What are SIAS unique and special strengths, capabilities, and competencies?
- What resources: human, financial, physical (facilities), social, natural that SIAS could use to sustain its impact? In what ways are these resources limited and constrained?
- Why would people come to SIAS rather than go to other universities or postgraduate institutions?
- To what kinds of people and groups is SIAS best prepared to serve? What are their expressed needs?
- What principles and ideals does SIAS believe in most strongly?

Therefore, this business plan is meant to help SIAS strive to bring to the world graduates that would be passionate about serving their communities while nurturing knowledge and wisdom through the following means:

1. To provide outstanding applied (competency-based) postgraduate education programs that mitigate the risks of a dynamic changing world with more focus on contemporary and future foresighted socioeconomic challenges.
2. Creating and discovering opportunities that would improve the well-being of communities through education, research and projects.
3. Development of distinguished 'multidisciplinary academic and research' programs that bring holistic perspectives in seeing opportunities to socioeconomic challenges.
4. Preparing Postgraduate students that become actively engaged with their communities.
5. Leading research and publications in Socioeconomic Development and Problems Solving.
6. Create Live Learning Models in the different communities that could be used for best practice and SIAS leading publications.

Strategic Objectives

As a result of the Needs Assessment and Skill Gap Analysis, SIAS has the following objectives:

- i. Developing priority subjects on relevance to socioeconomic issues which would help meet the Rwanda's and East Africa Community's needs first and then the rest of the world.
- ii. Using an educational system that can inspire candidates that come from different diverse multidisciplinary backgrounds in tackling world



- emerging socioeconomic challenges, or potential developments with advanced studies, and creative approaches.
- iii. Combining knowledge and wisdom in creating an impact on the contemporary and future socioeconomic challenges or development potential starting from African and Developing Countries and then to the rest of the world.
 - iv. Become world leader in research and publications through its unique focused projects besides faculty and students that work with partners to solve complex socioeconomic problems.



Section One- Introduction



This 'Business Plan' presents an opportunity to review the possibilities, the opportunities, the challenges, and the threats in relevance to establishing, registering, accrediting and managing a postgraduate studies institution, or a school of advanced studies in Rwanda with specific unique programs.

As mentioned, this institution, which is called ***Socioeconomic Institute for Advanced Studies*** (SIAS) was established in Rwanda for the purpose of being prepare for accreditation, after scanning many countries' suitability for such a unique and focused initiative. The SIAS plans to develop and then apply for accreditation the following postgraduate programs, over the next seven years, besides the three programs already submitted to HEC for accreditation in 2023, which are PhD and MSc in Inspiration Economy and MSc in Resilience Economy. The following programs are in relevance and emphasis the action plan of the 'Needs Assessment Study':

- Behavioural Economy
- Community Development
- Future Foresight Economy
- Aging Economy
- Youth Economy
- Resilience Economy
- Poverty Elimination
- Women Development

In this plan, we shall first go through a brief analysis of the global economic situation; then, the plan takes us to appreciate the benefits of the SIAS to Rwanda and Africa specifically. Then a formal pause is done to help the reader of the plan realise what SIAS is and how it would work, and what is its proposed 'Business Model'.

Then more explanation is given for the setup of the SIAS business plan, followed by details planning for the SIAS registration and accreditation journey during the early 3-5 years. The plan discusses the type of SIAS faculty and the supporting team. The plan goes through the details of how the SIAS faculty would be recruited or appreciated and how to improve or utilise their capacity.

Part of this business plan is also the way SIAS facilities would be managed. The SIAS governing board are illustrated. The advantage of the blended design specifically for the case of SIAS modes of delivery helps to define the type of alternative plans in case of delays of accreditation or the kick-of the programs. The other source of SIAS's business plan is the revenues and the funding resources as per its (business model). The plan shows what the expected from SIAS in return on investment is and how the it would work out different sources of income for the institution.



The plan emphasises the holistic student experience and what type of graduates SIAS plans to offer to Rwanda and the world. The type of student enrolment and the expected recruitment requirement is discussed.

This document also brings in the uniqueness of SIAS programs' intended learning outcome and Module design. The commitments of the SIAS to the stakeholders and the type of SIAS programs' intellectual property (IP) are identified. The plan covers the way of monitoring and measuring the SIAS program's overall effectiveness and the type of transformation expected.

The business plan covers the marketing plans. This is followed by an analysis of the requirements for SIAS programs or Module beneficiaries. The plan focuses on the development of SIAS products and outcomes, including the type of graduates and the benefits of the potential partners. Finally, this plan concludes with both a SWOT analysis and future foresight of the SIAS and its niche.



Section Two- Analysis of the Global Economic Situation



As the world is going through a devastating pandemic that influenced both our life and livelihood, more spillovers are expected in every sector and discipline. The COVID-19 and the lockdowns for more than 24 months brought challenges, but also opportunities. However, unfortunately, most of the opportunities have gone towards technology relation solutions rather than human-related solutions. The international emergency, the polarisation within regions and the world, and the stretch between the leftist and rightist movements have created a shakeup for what we used to know before the outbreak of the virus. Now, globalisation is reviewed, and a transformation of new economic powers in many communities, including their socio-economic situations; are all going through periods of instability and deterioration of quality of life; despite the availability of many resources and sources for development.

Observing, absorbing, and then realising the new global reality, in both the developed and under-developed countries bring new perspectives to any new initiative, especially if this initiative comes to create a realised socio-economic differentiation between the communities throughout the world. The increase in the gap between the poor and the rich, and the failure to achieve the top Sustainable Development Goals (SDGs) as the elimination of poverty in 2025, means the world needs a new mindset and new approaches to the dominating capital-based economy. Therefore, the SIAS initiated where the programs offered would focus on the type of formulas used to deal with today and future problems.

Issues such as non-communicable diseases, migration, the gap between the poor and the rich, middle-class rigidity, unemployment, family instability, scarce job opportunities, vulnerable people's needs, growing population, intergeneration gaps, etc., are just a few of the rapid increasing socioeconomic problems. In this repeated world crisis that is both man-made and natural, the need for a well-structured approach to address world problems from specific niches is highly in demand. In the international inspiration economy project (IIEP) we found this gap is clear when it comes to preparing a generation of leaders that are considered like socioeconomic physicians who can properly diagnose the contemporary diseases within the communities and give the proper treatment efficiently and effectively. This means setting up an academic institute that brings postgraduates and encourages research that would explore the basis of socioeconomic problems and deal with them as opportunities for development.

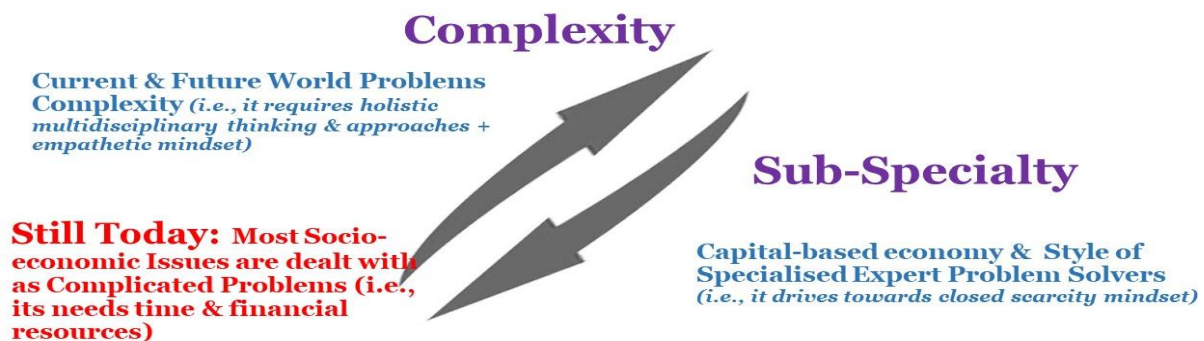
Differentiation of SIAS Academic Programs Possible Impact Due to Instability of the Global Situation

Still today, most Socio-economic Issues are dealt with as complicated chronic problems (i.e., it needs time and financial resources). However, in reality, most of the existing world problems that could not be solved, i.e., poverty, migration, etc., are complex rather than complicated.



Hence, there is a gap in the capacity of the world graduates of today to address the world's "complexity", specifically in dealing with the "complex problems" in relevance to socioeconomic issues. Dealing with the complexity of current and future world problems requires holistic multidisciplinary thinking, approaches and an empathetically driven mindset. Therefore, SIAS tried to bring graduates that address this gap instead of going towards the current sub-speciality postgraduate studies that the capital-based economy created in our life. This style of creating multidisciplinary expert problem solvers, help to overcome the necessity of bringing more abundant mindset graduates rather than closed scarcity mindset graduates that classical programs are helping to create.

Figure (1) Illustrates the World's need for Addressing Complex rather than Complicated Issues – Which SIAS Graduates Could Do.



As the SIAS needs assessment study shown, there is a silver-lining in this world situation for Rwanda and the EAC region. While most of the world is worried about the rising mental health problems, along with rising communities' frictions, and more displacement of people due to wars, hunger, and drought, which led to more scarce-driven mindsets, we see opportunities for calibrating the path through the making of future socioeconomic leaders that overcome conflicts and bring in more solutions to these complicated problems. Therefore, and based on the intention of preserving or enhancing those work on the formula of (capacity vs demand) rather than (supply vs demand), the SIAS programs, comes to offer more structured approaches, through its field-structured PhD, or MSc programs that create different type of projects that impact that the world needs today and the future, even before graduation.

The SIAS programs promise to ignite positive change in the communities, starting from the developing countries, which would help to overcome the negativity of world conflicts, disasters and crises towards more inspiring experiences, models and stories that could be built starting from Rwanda, Africa and Developing countries.



Section Three- Benefits of the SIAS Project to Rwanda and Africa Specifically

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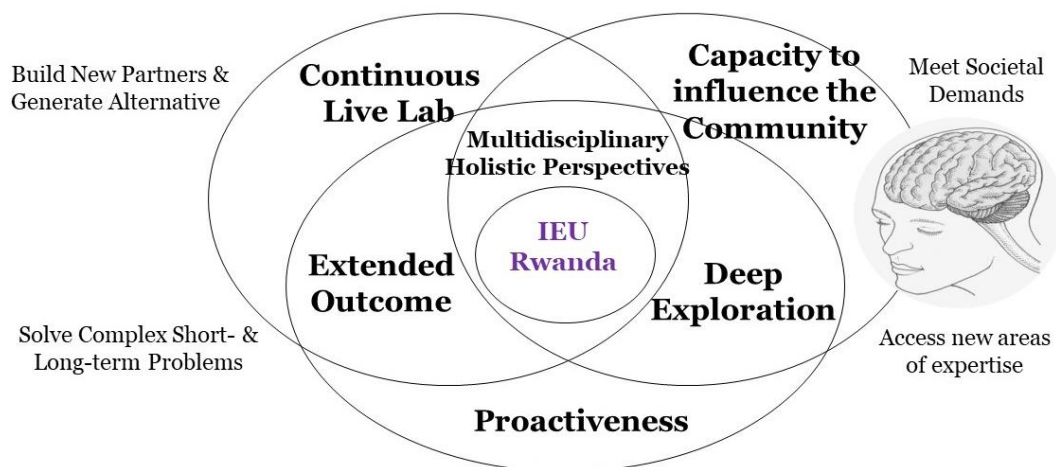


As seen and discussed in both the needs assessment study, and the strategic plan, there are straight benefits from the SIAS project for all developing countries and the world, starting from Rwanda, as shown in Figure (2):

- a) SIAS would be a source for starting sustained live labs (project hubs) – which help to visualise the alternatives and constantly create new partners through SIAS (project hubs).
- b) SIAS would help to meet societal demands by *raising the capacity to influence the community*.
- c) *SIAS creates extended outcomes* by solving complex short- and long-term problems.
- d) The SIAS project helps Rwanda to have a generation capacity for *deep explorations* that would access new areas of expertise.
- e) SIAS enhances Rwanda's citation in relevance to the *socio-economic contribution*, thus developing its place in the *innovation index ranking*.
- f) SIAS differentiates Rwanda's *SDG's achievements* and thus improves its global reputation in relevance to global issues.
- g) SIAS would sponsor many Rwandan & East African Students for postgraduate studies that address bottom up socioeconomic challenging issues.

These main benefits help to build multidisciplinary holistic perspectives culture that is full of proactiveness among the graduating students. These benefits are represented again in Figure (2).

Figure (2) Illustrates how Societal Demand requires Live Labs, Extended Outcomes, Proactiveness, Deep Exploration and the Capacity to Influence Communities





Section Four - What is SIAS and how would it Work?



SIAS is a private institution that would target to establish a unique multidisciplinary culture that delivers programs integrated to help get double major, or major and minor degrees in important non-classical social sciences related concepts that would help in socio-economic development.

Despite the fact that it would maintain a relatively small size, and is a postgraduates-specialised academic institute, SIAS would also be the main global reference for the subject areas of expertise above, besides a reference for the best practice in multidisciplinary teaching and learning. Furthermore, SIAS shall be known for being 'conscious community education'. Complex Interdisciplinary issues such as poverty elimination, non-communicable diseases, youth migration, etc., shall be one of the uniqueness of SIAS delivery outcome. *Reference: law No 010/2021 of 16/02/2021 & the Ministerial Order No 001/MINEDUC/2021 of 20/10/2021*

As a higher education institute and a 'think tank' for the specific new multidisciplinary economic and social sciences, SIAS shall undertake high-quality research; maintain and develop library collections and services; develop digital resources; publish journals and book series; host visiting scholars and postdoctoral fellows from within Rwanda, or Africa Region or Internationally. SIAS would organise a range of academic events, including workshops, conferences, seminars and lectures, to spread its new multidisciplinary concepts and approach, capitalising on its field projects and research-driven faculty, postgraduate students, and the culture of its doctoral programmes.

As shown in Figure (3), the SIAS business model work on focused differentiation and high flexibility along with high resilience.

Depending on the type of SIAS infrastructure, this business model emphasis blended learning.

Figure (3) SIAS Business Model



Business Model of – Socioeconomic Institute for Advanced Studies (SIAS) - Rwanda

Key Partners of SIAS Program <ul style="list-style-type: none"> Partner Educational Institutions Social Scientists & economists Socioeconomic Development & NGO associations (for projects) Tourist centers (for foreign students) Chambers of Commerce in support of pioneer and creative programs Institutions serious about creating socioeconomic developments Institutions supporting community partnership programs International & Regional Organisations Think Tanks, Expert houses and major training institutions 	Main SIAS Activities <ul style="list-style-type: none"> Delivery of Postgraduate Programs in relevant to new economies and social sciences, with special focus on socioeconomic related field. Structured and non-structured education and development Workshops and Modules. Short and long-term projects Socioeconomic Problem Solving or Development Live Labs. Community Focused Research & Development Programs Social collaboration that would enhance the Socioeconomic Capacity starting with the African and development countries regions. Visits of best practices, Competitions, and Awards related to SIAS activities. Ability to monitor supported opportunities and projects SIAS Program Key Resource <ul style="list-style-type: none"> Intellectual resources (Unique programs with great prospects and differentiation). Human resources (SIAS Faculty) Physical resources. Financial resources Product Driven Businesses (consultancies) 	SIAS Value Proposition <ul style="list-style-type: none"> Graduating experts specialized in solving societal problems or various socio-economic challenges and in various societies Training for local, regional human capital and organisations Building a network of relationships between civil society organizations and the like who support the program and between the university or the graduate of the different programs Improving theories of the socioeconomic development and sustaining the impact of the initiatives (through innovative methodologies and mechanisms) Building several social-for-profit companies in which the program will be a partner Ensuring equality for all type of students and preparing them for positive change in their societies Innovative socio-economic research Reducing the consequences of the economic and societal crises Applied knowledge, sober scientific development of the inspiration economy related concept. Solve chronic problems in governments, societies and institutions 	SIAS Customers Relationships <ul style="list-style-type: none"> Credibility in teaching, learning and implementing projects most important to societies 'Learning by doing' through projects and in diversity in learning process and multidisciplinary thinking approaches. Create graduates that could make an impact in their countries & the world. Authentic scientific publication Continued spread of Socioeconomic Development thought and applications Training for local communities A network of relationships with civil society and the world SIAS Main Channels with Beneficiaries <ul style="list-style-type: none"> Classrooms and field projects University Platforms Social media SIAS Internship program SIAS Workshops Inspiration Economics Institutes and Societies Civil society associations in the world Scientific publication in scientific journals about the program Research gate & LinkedIn researchers' websites SIAS website SIAS Forums & Conferences Regular meetings with the Students Partnerships in for-profit community organizations 	SIAS Customer Segments <ul style="list-style-type: none"> Ambitious students to skills development International Students sponsored multidisciplinary Poor Students Institutions wishing to find solutions to their problems or the problems of their society Young people and families trading apps wishing to implement an inspiration economy Research, universities, contribution to social and economic development Retired experts looking to leave a mark Community beneficiaries from the forums and workshops that will organize the program Advocates of SIAS Social Entrepreneurs focusing on SIAS
SIAS Cost Structure <ul style="list-style-type: none"> Faculty & Staff Wages, Expert time, travel costs, Investing in the SIAS Infrastructure Productive Projects and Programs Workshops and Forums Marketing Logistics services Inventory Development 		SIAS Revenue Structure <ul style="list-style-type: none"> Students Tuition, including Scheme for direct sponsor for student from developing countries Funded or Consultancy Projects or Services with the community or government, besides research services. Sponsored Students, or Faculty, or Projects from Private sector. Social-for-Profit Projects which would be done by SIAS graduates. Publication and Intellectual Properties that SIAS would gain over time. SIAS investments that ensure sustainability of programs and projects graduates (experts) in their communities. Workshops, community focused courses/diploma's, in-houses programs and forums. 		

Purpose of this SIAS Business Plan

The purpose of the business plan is to study and prepare to get acquainted with all the types of SIAS registration, accreditation and inauguration hurdles and challenges. The following plan carries the early ideas of what are the expectations of challenges that this plan should care for.

Methodology & Approaches of SIAS Business Plan

This business plan was prepared based on the needs assessment and then the collective review of the international inspiration economy project (IIEP) materials, the comparative study with leading post-graduate programs of similar nature as inspiration economy, besides the consultation with a selective group from the program advisory board and academic experts. Besides, the following higher education institutions.

The business plan is influenced by factors of the maturity of the specific socioeconomic development concepts as inspiration and resilience economy and the experience built on the filed and tested in more than 38 countries since 2015. The evolution steps of the inspiration economy as a program since its inception as an idea, and the feedback from the different universities around the world who did some of the lectures, workshops

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and modules on the subjects listed in the curriculum of the inspiration economy MSc and PhD programs. The business plan is further developed based on the analysis of the global economic situation and the socio-economic conditions seen from 2021 to 2025.

The approaches of this business plan are meant to enhance further the development of SIAS initiative in Rwanda and its related strategies that would evolve later. Since this plan targets the requirements of Rwanda's higher education institutions, it would be focused on addressing these requirements where possible. Any missing ideas for the development of this plan, by the reviewers or assessors of the concerned parties, are welcomed.

Timeline of SIAS Business Plan

This timeline is based on the visualisation SIAS's main milestones from the time of the kick-off journey till the time of the inauguration of the institute and acceptance of the first cohort, after granted accreditation from the HEC. The below timeline of SIAS shows that the institute could be operational as early as April 2023. The programs or the degrees would be gradually raised towards the goal to be fully realised by June 2025. The following Figure (4) represents the tentative roadmap which shows even the type of consultants needed during the first six months till registration and kick-off of the SIAS and then the type of minimal expected budget for the first three years.

The following timeline in Figure (4) shows the overall plan towards the establishment of SIAS as a socioeconomic focused postgraduate institute in Rwanda.

Figure (4a) Illustrates the milestones of SIAS registration preparations between Oct 2022 till Dec 2022.

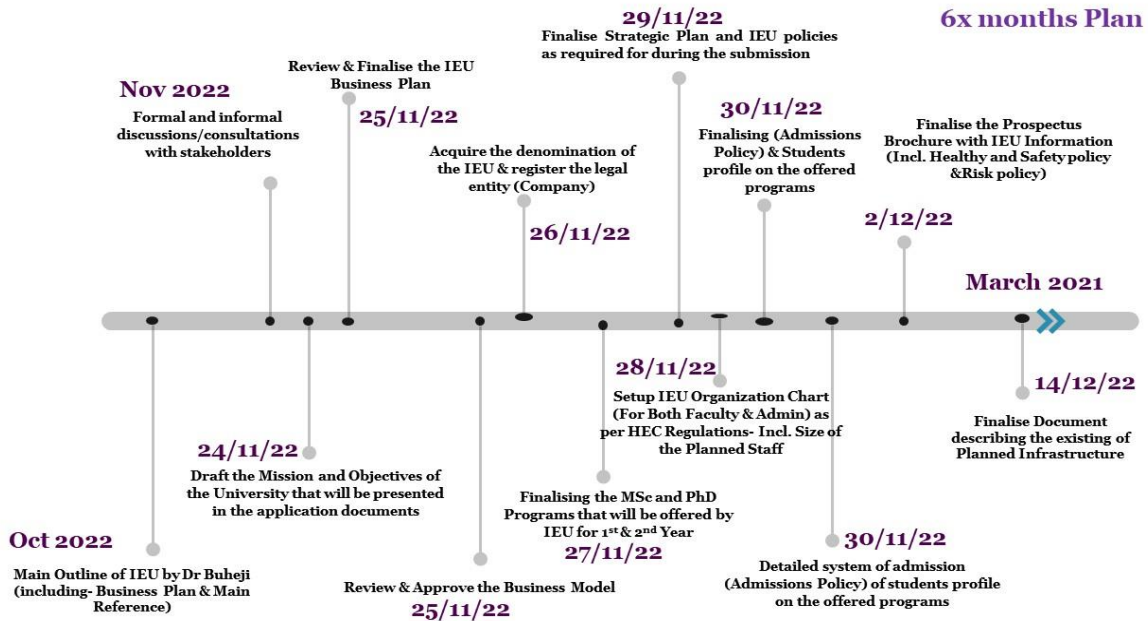
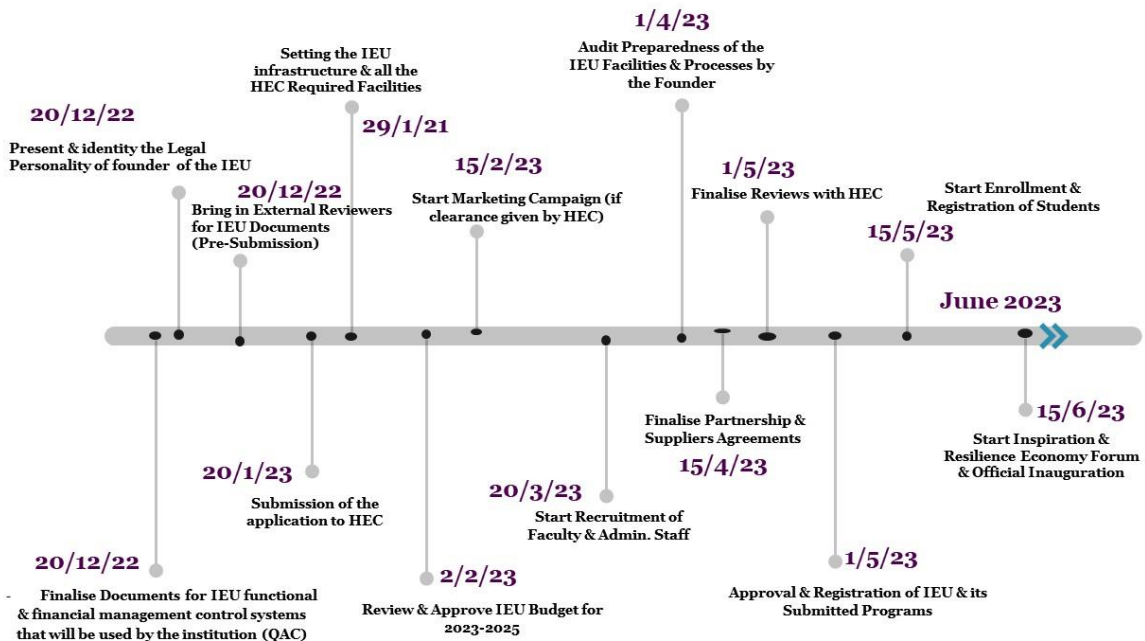


Figure (4b) Illustrates the milestones of SIAS registration journey till 6/2023.





The role of SIAS Founder, as the thinker and founder of the International Inspiration Economy Project (IIEP) and its related fields, is to financially support the project of SIAS and facilitates the achievement of this project registration and accreditation, hopefully in 2023. Also, SIAS Founder is expected to support the training of the institute faculty and facilitate the applied research of the SIAS in targeted communities in the first three years to ensure SIAS message is well received and realised.

The priority of the SIAS founder is to establish a technical team that would work on the PILO's and the CILO's of each program proposed, like MSc and PhD 'inspiration economy program'. The faculty team would set the graduate profiles for the other programs, for example, Aging Economy, etc. after the accreditation of the 2023 submitted programs.

The curriculum and student profile defines the details of what is expected as an outcome from all the programs. The programs are based on the multidisciplinary design which influence the modules delivery. The SIAS might or could use mature, competent postgraduate students to teach as part-timers in the institute, after graduation. More details of the expected number of full-time and part-time students will be available after SIAS granted the permission for announcement of open registration.

Frequency of Reviews of the SIAS Business Plan

1- General Review Frequencies

Based on the reality developments, and in reference to both the needs assessment study and the strategic plan this business plan is to be reviewed every month, to gauge its achievements and challenges, before reaching the approval for registration of SIAS and the accreditation of one at least of its postgraduate programs. Then, quarterly the SIAS full-time faculty and admin team would review the plan till implementation is realised.

2- SIAS Governing Board Reviews

The SIAS Governing Board have the right to ask for a review of the business plan every six months.

3- Continuous Development Reviews

Once any new development occurs, mistakes spotted, or any SIAS plans or programs, then an immediate correction or alignment required would be done to the plan. Hence, it would then either be updated, republished, or communicated accordingly.



Section Five - Registration & Accreditation Plans



Roadmap towards Registration and Accreditation

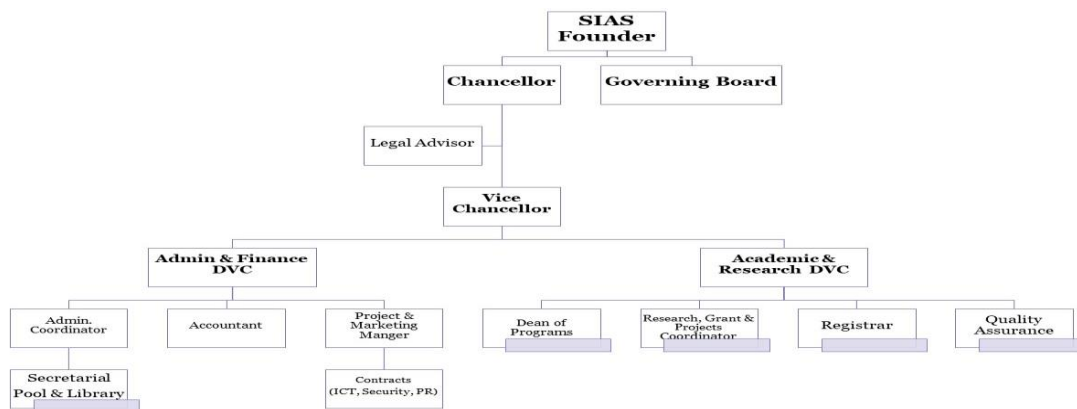
The following road map, followed by review and action plans, would be the SIAS pathway towards full registration and getting the recommendation of HEC-Rwanda.

Faculty & SIAS Teams and Structure

The SIAS programs would depend on multidisciplinary staff that create and deliver teaching, research and services that would ensure the institute's effectiveness, efficiency, availability and continuity. The target is to have 65% of the staff as faculty and 35% as admin. staff where the ratio of faculty: to students is 1:25. This means that SIAS would expect to have 2-3 full-time faculty members and two admin staff; the rest are part-timers.

Figure (5) shows the SIAS Governing Board, besides the Founder and the Chancellor and Vice Chancellor, the DVC (Academic & Research) would head faculty and support the research and development team. He/She would work closely with the dean on ensuring the effective delivery of the socioeconomic postgraduate programs. The Quality Assurance manager would also ensure as per the SIAS structure the continuous development and competitiveness of the programs. DVC for (Admin & Finance) would be responsible for all the HR, ICT, Marketing and Accounts activities, including dealing with external suppliers where necessary.

Figure (5) Reflect the Structure of the SIAS from 2023-2025





Faculty of SIAS

Almost 50% of the part-time and multidisciplinary supporting faculty of the SIAS are already on the governing board and they come from different backgrounds and nationalities. SIAS would also have full-time Professors as per the requirements of HEC-Rwanda where the faculty would ensure effective modules delivery and student supervision, mentorship and follow-up.

All the SIAS faculty are expected to be passionate about doing inspiring projects in their communities and the world. They are expected to be multidisciplinary thinkers who would be leading and supporting this new economic discipline and its initiatives.

The SIAS faculty would be paid as per the rates of Rwanda and HEC requirements with official agreements with a clear normal fees list. The part-timer would be paid either per work done, or as the calculated hours of delivery for a specific module in the program offered. In certain cases, SIAS might choose to contract also based on the number of students and total program revenue.

The SIAS might also put a program coordinator for each program to ensure the effective delivery of blinded classes. Coordinators would be paid specifically agreed fees too. The workload and how it is distributed during the module should not be like other programs, as SIAS would try to use 2 teachers per module that come from different disciplines per class.

SIAS Commitment to its Academic Staff

Besides seeking experts and prominent academics, SIAS would seek experienced retired academics that have multidisciplinary interests. The following show the type of commitment of SIAS for every joining faculty:

- a) Direct awareness lectures, workshops and/or forums for the faculty, the community, and the targeted customers.
- b) Online forums (on zoom).
- c) Interviews via satellite TV, radio, and newspapers.
- d) Sign contracts and set road map.
- e) Final adjustments and agreements on the curriculum of the program.
- f) Determine the final list of the teaching faculty of the program.
- g) Define the financial cost and the charging fees.
- h) Improve the marketing scheme based on the feedback from the workshops.
- i) Define students that could be of potential for early cohort in the program.

Key SIAS Faculty towards Full Capacity

Planning for SIAS is related to the project's number of students expected over the first five years after the accreditation. The following table links between the first five years,



and the planned opening of the different programs for both MSc and PhD students. As per these facts, the following would be as shown in Table (1).

Table (1) Shows the Expected SIAS Students Enrolment and Faculty till 2027

Year	2023		2024		2025		2026		2027	
	Phase (1) Building						Phase (1) & (2) Building			
Students of Programs & Faculty	Full Time	Part-time	Full-time	Part time	Full-time	Part time	Full-time	Part-time	Full-time	Part-time
MSc Inspiration Economy Students	8	9	12	18	16	18	19	28	30	20
MSc Resilience Economy Students	4	6	8	12	10	6	8	10	25	25
PhD Inspiration Economy Students	2	1	4	6	6	6	14	26	19	15
TOTAL	14	16	24	36	34	30	41	64	54	60
	30		60		62		105		114	
SIAS Socioeconomic Faculty	2	2	3	4	3	6	3	6	3	6

One – Before Accreditation

1x Accreditation consultant
2x Part-Time Professors

Two- After SIAS Inauguration (Year 1)

2x Full-Time Professors

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4x Part-Time Professors
1x Admin & Accounts
1x Marketing & Public Relations

And then, as per the table above.

SIAS Facilities Planning

SIAS have already purchased and established SIAS Phase (1) building. Major capital and facility plans are also reserved for Phase (2) building. Both Phases would have Lecture Halls, Classrooms, supported with reading and meeting rooms suitable for postgraduate programs, and a library with e-resources. The Phase (1) facilities are ready for accreditation visit of the HEC.

The following theme goals should be taken into consideration when laying out the facility design of Phase (2), be it, classes, postgraduates' working rooms, library, or staff facilities:

- Take more students than the first three years where Phase (1) would be suitable to the planned number of students to be accepted (i.e. 30 students).
- Prepare socio-economist that can address the need for countries' development strategies and future foresight.
- Produce a generation of professionals endowed with the skills necessary to develop, lead and spread the culture of Inspiration Economy (including optimisation of Behavioural Economy practices).
- Bring in graduates that lead contemporary & future social-for-profit projects.
- Develop Multidisciplinary disruptive problem solvers.

SIAS Governance Board


The SIAS have set an governance board that comes from a multidisciplinary background, consisting of advocates its socioeconomic programs and related research initiatives and which comes from different regions of the world. The governance board represent experts who are passionate about SIAS and its mission and they come from 16 countries. This list could be referred to separately. All of these board members believe in the programs and the concepts that SIAS is calling for, in order to bring change in the world and the communities.

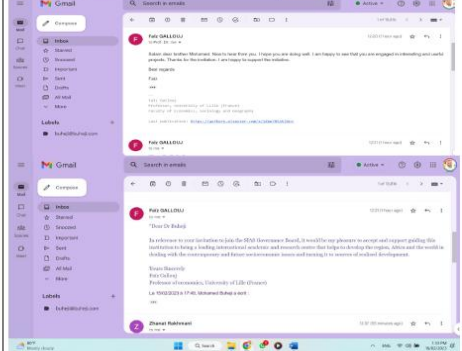
Figure (6) Sample of Some of the first Members of the Governance Board.




SIAS Governing Board

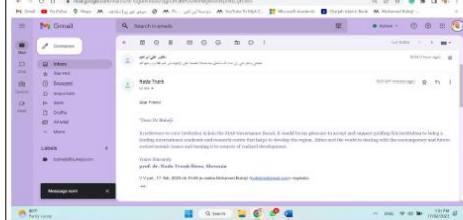
The following are the members of the governing board

Board Member	Speciality	Country/Contact
1. Prof Faiz Gallouj 	(Father of) Social Innovation	France Professeur des Universités Faculté des Sciences Economiques et Sociales Université de Lille Email: faiz.gallouj@univ-lille.fr



<http://www.sias.rw/>
Building 16, KK19 Avenue, Niboyi Sector, Kicukiro District, Kigali City, Rwanda
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Board Member	Speciality	Country/Contact
2. Prof Nada Trunk 	Innovation and Management, besides Higher Education Expert	Slovenia Intl School for Social & Business Studies, Celje Email: trunk.nada@gmail.com



<http://www.sias.rw/>
Building 16, KK19 Avenue, Niboyi Sector, Kicukiro District, Kigali City, Rwanda
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- The Governance Board members also as advisory board for SIAS and have the right to:
- Develop the details of the materials in a way to make them more competitive and attractive to its targeted customers.
 - Collaborate with other academic partners in the delivery of SIAS programs, projects and research.
 - Target students from all over the globe and do projects relevant to the program in any area of the world.
 - Help in define or re-defining the right modules, or even discuss modifying the syllabus to fit the requirements of the HEC Rwanda and SIAS mission requirements.
 - Suggest programs that could simply make SIAS to be more appealing to the beneficiaries and the sponsors.
 - To propose alternative new, or modifications for any of the existing SIAS programs, or even it way of delivery approaches, but without undermining the main goal that SIAS targets to bring world-class experts in solving socio-economic problems and enhancing communities capacity to meet the rising challenges and demands.

Please refer to governance manual for more detail.



SIAS Blended Programs Design

Blended learning is thought to be now, and specifically after the COVID-19 pandemic, the best model suitable for delivering post-graduate programs, including the most popular MBA and PhD programs. The SIAS expects the blended programs would benefit from the IIEP network in participating in some of the delivery of the program through visiting professors, or supervision of the student's projects. This means that the blended learning modules of the SIAS programs would host guest lecturers with international expertise that would share their experiences and benchmark the student's achievements in creating change during- or post-graduation stage.

The blended learning programs in SIAS would also ensure that both the staff and the students get acquainted with the concepts related to socioeconomic solutions or development as, i.e. the inspiration and resilience economy programs and that they get instant technical feedback on the progress and experiments from the field.

There are mainly three constructs of the SIAS blended learning model: (A) Direct Online Lecturing and Flip Class + (B) Independent online learning (class available on the Website can be accessed at the student's convenient time) + (C) Direct fact to face projects and assessments. The length or the weight of blended design depends on the program and the way its stakeholders appreciate it most, and the competency of the SIAS faculty with such a setup.

All the SIAS programs, whether for MSc and PhD, are designed around the socioeconomic issues or challenges that require theoretical exploration with the best tackling approaches, as per Figure (7).

Figure (7) Illustrates the main inputs of SIAS blended designed Modules



The other benefit of the SIAS blended learning model is that it would enhance the Inspiration Economy Alumni and faculty community, where the experiences of the SIAS projects would be shared, and the learning would be accelerated.



SIAS Commitment to the requirements of HEC-Rwanda

Similar to any other university that seeks to be registered by the Higher Education Council (HEC), SIAS would strive to deliver and assure the quality of all its processes to all its postgraduate programs in both the levels of PhD, and the MSc.

SIAS would work to assure the quality of the enrolment process by keeping records of enrolled students, their study results, progression through studies and graduation, issuing degrees, and all the published information. All these records should be accessible to HEC team too any time.

SIAS would be responsible for:

- a) Obtaining the Higher Education Authority approvals of all the published Module outlines, details, including the promotional material,
- b) Facilitating the faculty that would be trained to deliver the SIAS programs.
- c) Ensure to bring in two-Module facilitators that would share the delivery of the SIAS program from different disciplines to enrich the outcome of both the programs and the Modules' intended learning (called for short the PILOs and the CILOs) which are the intended learning outcomes for both the program and the Module.
- d) Promoting the study programme to attract diversified backgrounds and ethnicity.
- e) Providing suitable prospective students with not less than 10 students in each cohort.
- f) Participating in the implementation of the study programme in accordance with Rwanda's HEC instructions.
- g) Follow the International Standard Classification of Education ISCED guidance (where applicable).



Section Six- Financial Related Plans



SIAS Revenues and Funding Resources

SIAS and its programs plan to diversify its funding resources through one or more of the following means:

1. SIAS Founder Funds & Investment in the name of SIAS
2. Students Tuition
3. Funded Projects or Services with the community or government (consultancy service)
4. Sponsored Students
5. Loan Schemes for Postgraduate Students
6. Sponsored Faculty
7. Sponsored Projects Funds
8. Sponsored Private sector as part of CSR programs
9. Scheme for a direct sponsor for a student from developing countries
10. Social-for-Projects that SIAS and IIEP might go into with SIAS graduates during or after their studies in their targeted communities.
11. Local and International Workshops, community-focused Modules/programs diplomas, besides in-house programs and forums.

The return on investment would come through the flow of projects done to the community, or the social for profit, foreign students sponsorship and intellectual property or sale of the SIAS programs franchise rights.

The cost-structure need is studied based on the competitiveness strategy, the cost of postgraduate programs in Rwanda as per the category of student, and after the analysis of the similar local competing programs. In Europe and developed countries, it would be, for example, from US\$10,000 to US\$15,000 per year, for a blended program in the first three years from launching the program and then gradually, it would increase 10-20% annually, based on the amount of demand. This proposed cost does not include accommodation and other student logistics costs. In a developing country, it might start from US\$1500 to US\$6000 per year. Based on extensive local and international benchmarks, SIAS have designed a specific tuition scheme. This scheme would be reviewed annually based on the demand and selection requirements of students.

SIAS Sources of Funding

Tentatively the following would be the sources for funding the budget of SIAS: 30% comes from the founder, 10% from Rwanda Government*, 10% from local students' registration, 20% from international students' registration, 10% Social-for-Profit Projects, 10% from IP and investments, or Workshops, or Forums & or Consultancy, and finally 10% External Funding Requests, besides the Founder support.



Over time, the SIAS would try to get the type of endowments and real estate that supports the sustenance of its revenue and ensure the focus on the delivery of the intended learning goals. This might start with the purchase of a building where SIAS might operate from, and renting part of the building if suitable or necessary.

SIAS Sources of Cost

The cost of the SIAS and its program have been estimated in both the strategic and financial plan which are sole documents to be referred to for more detail. However, this cost would be more accurate after the first year operational experience, once SIAS is accredited. All SIAS faculty, Staff, Services and campus cost requirements as per the HEC were taken into consideration.

The cost of SIAS comes from the 5P's= People, Product, Place, Process, Promotion. The cost for people would go for Professors, Admin., Accreditation Experts, and Full- & Part-time faculty.

A tentative budget for an average \$300,000 per year should be expected in order to run an effective and efficient SIAS. This should include the overhead of the SIAS infrastructure as per the requirements of Rwanda of HEC.

The SIAS could work as an institute that specializes not only in post-graduate studies, but also solving complex problems through projects and robust research. Besides, spreading the new socioeconomic concepts, SIAS can have a publication centre within the institute and would play a role as a thinking tank over the first three years, after accreditation. The previous sections reflect how the cost of SIAS would bring its sources of profit gradually. At the same time, the major cost, as per the pyramid, would go towards the institute building, staff and students. The other source of cost is expected to be towards the programs accreditations and the institute management besides marketing.

SIAS Expected Return on Investment

SIAS would have a global focus to be the hub of socioeconomic development and related academic or research programs. The return on investment of SIAS is expected to pick up within the first 3rd year, clearly, especially after the graduation of the first 2 cohorts of both MSc and PhD students. The investment of the SIAS would be mostly supervised in, and then based on the demand, different resources would be increased.

The investment from the SIAS would be the fixed overhead, i.e. from the available staff (faculty), and the available facilities. Thus, the return would be ensured compared to the investment since the capital employed is efficient. The return would



come from the diversified students that would come from different backgrounds and from different nationalities that would come to bring new ideas, and new challenges, that would be turned into projects, publications and social-for-profit programs that build links with the communities around the world and enable it to be a source for sponsorship.

Thus, the 'return on investment (ROI) could be summarised in the form of:

- a) More sponsored diversified multidisciplinary publications and research.
- b) Social-for-Profit projects that SIAS would go into with its graduates in the different communities and which guarantee both graduates employment even before graduation.
- c) Large network of relations and representations in different communities of the world, which would work as 'live research labs' or what called SIAS (project hubs) that solve socio-economic issues and make them accessible to applied researchers.
- d) Development of knowledge in the new human intrinsic economics, as inspiration, resilience, youth economies.
- e) Franchised programs to other developing countries where they need such socioeconomic programs once they are tested and branded by the collaboration of the SIAS with the IIEP.

Workshops as a Source of SIAS Income

Benefiting from the location and the facilities, and creating a consistent income to cover the overheads, the SIAS shall start its workshops early in the following areas (where there are clear niches in Africa and Developing World). Also, these workshops would be indirect marketing for SIAS and its programs.

The theme of the workshops would be, but not limited to:

- Socioeconomic Development
- Poverty Elimination
- Youth Development
- Women Advancement
- Communities Development
- Resilience and Tolerance
- Coops Impact
- Social-for-Profit Organisations
- Resilience Economy Approaches

The target to have a monthly workshop after the first two months from the registration of SIAS.



SIAS Budgeting

This section ensures there are two sections in the SIAS budget that works effectively: revenue and budgeting. The SIAS have put forward the following budget that would be dispersed from the founder of the institute in the first three years:

Action	Budget in US\$	Date Budget Available	Actual Expenditure (rwf) Till 1/4/2023
Purchasing Building for SIAS	400,000	12/2022	300,000,000 (SIAS Phase 1 Building)
Facility Modification & Furnishing	150,000	1/2023	120,000,000 (SIAS Phase 1 Renovation & Furnishing)
Transportation Cost	20,000	1/2023	20,000,000
Travel & Accommodation Cost	25,000	11/2022	27,000,000
Cost of Equipment Installations	10,000	1/2023	12,000,000
Staff & Faculty (Full- or Part-Time) Salaries for 2023/2024	30,000	1/2023	10,000,000
Utilities Costs	2000	6/2023	1000,000
Taxes and other Government Fees	3000	1/2023	22,000,000 (for important SIAS items only)
Others	5000	1/2023	-
Total Budget	548,000		512,000,000

The SIAS budget would be controlled by the following sources:

ONE-Revenue

- Grants from the Founder & IIEP
- Students' Tuition & Fees
- Projects
- Publications & IP
- Workshops/Forums/Conference
- Donations
- Government Grants (Rwandan Government Students Education Loan Scheme)

TWO-Expenditure

Once the revenue is clear, the SIAS would focus on the salaries and benefits of both the (academics and admin) whether they are (full or part-time). This part of the budget would carry the responsibility of infrastructure-related cost, and services-related costs,



besides the accreditation/registration. Third-party services and capital asset depreciation are part of the budgeting section.

THREE-ABC Costing

Besides the two main players in budgeting, SIAS would try to establish Cost Centres and Profit Centres within the facility. The SIAS would target for example to optimise the use of its facility for running workshops, forums throughout the year. All departments and faculty need to show the profit they are making besides the academic achievements done.



Section Seven- Students Related Plans



SIAS Role in Creating a holistic Student Experience

SIAS would be focused on the well-being of its postgraduate students by helping them to pursue services and experiences that support their mindset and spiritual development. SIAS strategies would help the graduating student to work with diverse cultures that support a vibrant learning environment.

Types of SIAS Graduates

There are eight types of graduates expected from this business plan:

1-Graduates Focused on ‘Realised Community Problems’

- Focused on Socio-economic issues, whether in the community, or the organisation
- The students would go through of at least of 50% of the SIAS specially tailored programs and its Modules that would integrate them with Real Problem-solving.
- The students would go through ‘Learning by Exploring’ approaches besides what is being discussed in the classroom.
- The SIAS programs help to define the role of the graduate towards the development of the global and local socio-economy and community issues.

2-Graduates Acquainted with Field & Applied Research Projects

- SIAS graduates are focused on creating attempts for actual inspiration (not results, but outcome-driven).
- SIAS projects are delivered through 50% teams and 50% individuals (part of living the challenge for a change).

3-Graduates Understand the Socioeconomic Labs

- Graduates acquainted with the Labs that focus on Problem Solving & Differential Diagnosis Techniques supported with live Socioeconomic Case Studies discussion inside the Class.
- The labs in SIAS (the project hubs) would be used to develop the mindset of the students to explore and discover everywhere.

4-Multidisciplinary and transdisciplinary Experts as Part of SIAS Faculty

- Besides its academic faculty that has experience with Problems-Solving in relevance to social sciences in general, SIAS would have multidisciplinary and transdisciplinary experts that support the creation and the development of live case studies that reflects the change done in the different environment or communities.
- The trained experts are expected to understand the communities before starting the change process.



5-Graduates with Unique Innovation

- SIAS focuses on academic programs that bring innovation.
- Besides, inspiration economy, the graduate of SIAS would focus on innovation and entrepreneurship as a means towards creating change in a community.
- Since the spirit of entrepreneurship and innovation is well covered in all the PIE and SIAS programs in general, the target would be to attract all types of entrepreneurs, but especially social entrepreneurs.

6-Focus on Pragmatic Issues

- The graduate of SIAS programs is expected to be capable of foresight future strategies and discussing policies that help realise the socio-economic issues and the challenges that need to be understood.
- SIAS programs would focus on dealing with complexity, research development, behavioural economics and critical thinking.
- The program focuses on 'creating field models' and no statistical modelling.

7-Graduates of New Economics

SIAS would focus on new types of economies, besides inspiration economy and behavioural economics, such as: youth economy, resilience economy, foresight economy, aging economy and knowledge economy.

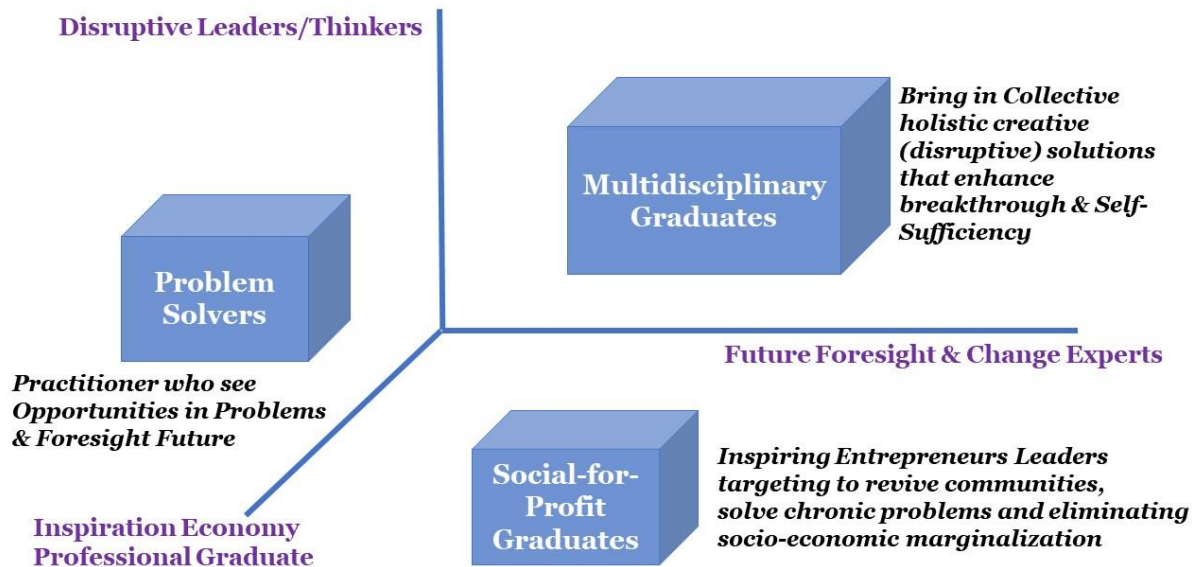
8-Integrated Disciplinary Program

As mentioned SIAS programs would be designed based on creating competent inter-disciplinary, cross-disciplinary, multidisciplinary, and transdisciplinary graduates. The program is built on a student who would see the engagement with the target community, or organisation.

Figure (8) shows how the SIAS programs would create mainly three types of graduates' multidisciplinary, social-for-profit and problem solvers. The multidisciplinary graduates bring-in collective holistic creative (disruptive) solutions that enhance the capacity for creating breakthroughs and developing more self-sufficiency solutions. The second type of graduates, the social-for-profit graduates, would potential, inspiring entrepreneurs and leaders that target to revive communities, solve chronic problems and eliminate any socio-economic marginalization. The third type of graduate is the problem solver who will be practitioner that could observe opportunities in problems and foresight others in the future.



Figure (8) Illustrate the main types of graduates for SIAS programs



SIAS Methods of Teaching and Learning Assessments

The SIAS programs have a collection of diversified approaches and methods for delivering its outcome:

One-SIAS Learning and Teaching Methods

- Flipped Class and peer-to-peer learning
- Collaborative Experiential Learning
- Hands-on Workshops
- Reading groups
- Learning by failure and self-directed learning
- Curiosity-driven study trips
- Projects and On the field learning

Two-SIAS Students Assessment Methods

- Projects and on-field feedback
- Applied Research
- Presentations of the subjects
- Presentations of the progress or outcomes of the project
- Self-Assessment of the outcome achieved
- Creating Community Models
- Level of engagement in Solving specific socio-economic issues
- Case Studies Reflection Report



- Participation in Published Paper
- Closed Book Case Studies Challenges & Quizzes
- Open Book Final Exam

SIAS Students Enrolment Expected

Considering Needs Assessment outcome, there is a growing acknowledgement that people need to learn more about the solving communities problems within different environment. SIAS would target first to deliver postgraduate programs based on blended learning. As SIAS modes of academic delivery evolve, so must our student services.

SIAS would work on diversifying its academic and service delivery models to include more blended offerings through investing in digital e-learning infrastructure. The registration office would gradually build a unique student information system, and scheduling system suitable for the purpose of SIAS.

SIAS Students Recruitment Schemes

In order to get the best suitable candidates for SIAS, all students must take English abilities exams and interviews. Candidates are also asked to write a proposal of why they need or envision joining a specific program in SIAS.

Since SIAS is looking for postgraduate students from different disciplines and backgrounds, Figure (9) shows how, for example, a graduate of medicine and working physician could be even more value added towards their communities after the graduation of one of the SIAS programs.

Figure (9) Represent how a specific postgraduate student might come up with after graduation from one of SIAS programs.



Graduate Background

Who is Haman?

- Qualification: BSc in Medicine & Surgery
- Program Enrolled: MSc IE
- Experiences: more than 8 years experience in community medicine and related disease.

Multidisciplinary

High in building the necessary Communication module for dealing with complex problems & foresight it.
Potential candidate for making breakthroughs.

Problem Solver

Ability to associative more opportunities to bring solutions to both (short- or long-term) issues.
(very patient for dealing with complicated issues)

Medical Diseases Future Foresight (or) Social-for-Profit

Ability to bring in creative medical or healthcare related innovations to socio-economic problems through Social- & Necessity Entrepreneurship

The recruitment could be both through marketing, or invitation to join with discounted or free seating in the beginning. The organisations would also be invited to nominate their candidates at a special discounted price. The application form (administrative and academic) would carry information on the candidate's need also include the career plan perceived by the candidate or his/her impact factor. The candidate would carry a one-page resume (CV). Reference letters would be preferable, but not a must. The candidate's previous academic achievement is also expected. Once the application has been accepted, an examination is made by the selection committee. Candidates meeting the criteria of the school will be invited for an interview. Then, the candidate would receive an offer of acceptance.

The SIAS would make arrangements with different banks to support the students with long-term loan to ease their process of registration.



Section Eight- Competitiveness Related Plans



Uniqueness of SIAS Programs Intended Learning Outcome and Modules Design

The SIAS program would focus on constructing new mindsets, through ‘profound knowledge’ for the students while helping them to see the whole picture of each Module and the depth of the concept of inspiration economy.

Students would be assessed for what they are exploring and not only what they know. This would be bound by the students' objectives of studying the inspiration economy as subject, and the quality of reports done for each Module project. The graduates of the SIAS would be expected to be leaders or experts in ‘learning by doing’, the students would share the responsibility of their level of learning, where group ‘active learning’ would be deployed and encouraged.

Each Module would emphasise project planning, and management of project stages, along with pictures and reports. The mentors also are expected to play a good role in the SIAS program, both giving directions and appraisal. The program is expected to help address diversity in learning and background, and to widen the participation possibility and richness. The role of the socioeconomic labs, specifically in the graduation project stages, would shape the characteristics of the graduates.

Figure (10) Type of Jobs that SIAS graduates would be seeking



SIAS founder and Leading Experts' Commitment

The SIAS founder and advocate thinkers of this new concept are totally committed to being on board for the program and its governance board, besides help in the execution or supervision of the program till knowledge is transferred to local faculty. Personally, Many IIEP experts would be involved with the students and support in delivering or training the faculty of the program, besides ensuring its continuous development.



Targets Global Reach

SIAS, through this business plan, its programs design, program delivery approaches, and the content of its Modules, besides the way the students are evaluated, would lead the world in the socioeconomic sciences, starting with inspiration and resilience economy programs. The SIAS would be an entity that fully engaged with communities around the world.

Research and Projects Reach

Based on IIEP reputation in both communities' impact-driven projects and published well-established research, SIAS would start projects with leading socioeconomic development NGOs and community leaders such as Rwandan Women Network; then it shall expand gradually to sign MOU's with other leading NGO's. The main projects of SIAS would extend beyond the current projects started in Nyagatare region besides more than 6 African countries. The target is to make this region a role model for and a showcase of how SIAS programs are helping the development of the Rwandan and African communities.

Commitments of SIAS to its Stakeholders and Partners

The SIAS team would be always committed to the following:

- a) High-quality students experience both in-class and real-life experiences.
- b) To be disciplined with the approved plans and their updates reviewed every three months.
- c) To the international and all the partners governing systems, at all administrative levels.
- d) Paying attention to the continuous development of the program specifications and criteria's according to the higher education quality assurance, including accreditation requirements.
- e) Achieving a balance between administrative and academic work.
- f) Adherence to the directives of the academic council or committees (HEC) in developing and implementing the approved program changes.
- g) Delivering continuous training of the program's academic and administrative cadre.
- h) Proactively initiating necessary academic and administrative initiatives at the right time with high efficiency and effectiveness.
- i) Encouraging e-learning and distance learning processes where possible.
- j) Building several partnerships with international humanitarian and academic institutions, studies and research centres, funding funds, and Islamic money bureaus.
- k) Delivering projects that support the UN-SDGs.
- l) Continuously encourage publications that raise the institute and Rwanda knowledge index and its international rating.



- m) Build bridges and links between the market requirements and program product delivery.
- n) Engage students with a variety of field experiences.
- o) Encourage all students and faculty to get engaged with community-related issues and plan projects according to these priorities.

Structure of Tuition Fee

Since SIAS is preferred to be an attractive postgraduate institute for both the local Rwandan students and the international students, the tuition fee is preferable to be structured in an attractive way where it could have the option to include the program with and without the accommodation and transport fees. Also, instalments would be an option for the students. Also, the tuition fees of specific African and developing countries students would be considered.

One of the options that would help the postgraduate student appreciate the SIAS fees structure is the option where the students could manage to work on projects that would be social-for-profit in nature, and could bring an income to the institute, then fees of that semester would be waived off.

The details of the proposed SIAS Structure of Annual tuition fees are as follows for all the three program submitted for accreditation:

- Local Rwandan & East African \$890 (950,000 rwf)
- Regional (African) Students \$998 (1,112,000 rwf)
- Developing Countries (as India, Algeria, etc.) \$1400 (1,651,000 rwf)
- Other International Students \$3999 (to be paid in USD\$, or according to Rate of rwf to USD\$ at the time of payment).

SIAS Programs Intellectual Property (IP)

Currently, the IP rights for the SIAS programs are fully owned by IIEP; however, IIEP would agree to share the IP in co-ownership based on SIAS. In certain cases, the IP of the SIAS Programs could be co-owned; however, only by universities that are willing to invest in the program development, marketing, and delivery. Also, this co-ownership would depend on the ranking of the institute and its reputation.

SIAS Programs ISCED Categorisation

As per ISCED categorisation, SIAS programs could be categorized under the following:
03 Social Sciences



031 Social and behavioural sciences
0311 Economics
0313 Psychology
0388 Inter-disciplinary programmes and qualifications involving social sciences.

Monitoring and Measuring SIAS Programs Overall Effectiveness

To be efficient and effective, the SIAS program would be managed by the Vice Chancellor of the SIAS who would be supported by a faculty in charge of Academic , Research, besides Admin. and finance. The progress and the evaluation of any SIAS business plan and/or programs achievements are going to be monitored quarterly based on the following measuring criteria:

- a) The feedback from the SIAS faculty and students
- b) Feedback from Quality Assurance and/or the Regulatory Bodies
- c) Feedback from Governing Board.
- d) The feedback from the potential stakeholders and partners of the program.
- e) Monthly evaluation of the marketing of the SIAS program.
- f) The academic and administrative progress of the SIAS program, in the defined specific period.
- g) Quarterly and semi-annual periodic reports.
- h) The indicators and measures from the targeted students and piloted Modules, besides the follow-up for evaluation.
- i) Periodic meetings of the SIAS programs faculty board.
- j) Self-Assessment results as per the annual statement of the SIAS academic plans and commitments.

Type of Transformation Expected by SIAS Programs

Any SIAS program should help to build socioeconomic experts with different specialisations as: inspiration economists, resilience economist, inspiration economy experts, aging economists, etc. where the graduates would have enough information, and profound applied knowledge on socioeconomic development concepts as inspiration and resilience economy expertise. The more the knowledge is accumulated and is profound, the more we will witness a transformation from growth-based graduates to graduates that would raise the capacity and create development, as shown in Figure (11a &b).

Figure (11a) The Expected Transformation that would occur in the Mindset of the Graduate Student during his studies and projects in SIAS.



Knowledge Sharing Embedded in SIAS Programs

In order to sustain the possibilities of having the alumni create development in their communities, the SIAS programs are built around utilising the multidisciplinary, international experience and addressing local communities' needs even after the students graduate from the institute, as shown in Figure (11b). SIAS would be his continuous lifelong learning lab for testing and trying graduate ideas in relevance to socio-economic solutions or developments, with a specific focus on his/her community.

Figure (11b) Illustrate how the graduates of SIAS programs would bridge the gap between International demand and local needs





Section Nine- Marketing Related Plans



Markets Scanning

SIAS would target the African and Developing Countries market, where youth who speak English, or Employed adults target to develop themselves to be academics, researchers and, most of all, social entrepreneurs, and socio-economists involved in solving complex problems in their communities and organisation.

The SIAS being a driver for new concepts such as inspiration economy, and similar socioeconomic-focused programs, is expected to face challenges in positioning itself among leading competitors of the postgraduate programs in the first three years. But, once the graduates of the program are found to be unique, such as having them be self-employed social entrepreneurs, or economists involved with communities development, recruited from leading international organisations, SIAS would be a reference for a major humanitarian organisation and UN based programs.

Type of Competition Expected

SIAS would have different type of competitors as it matures and develops over the years. However, since its programs are unique and only offered by its faculty, SIAS would need to compete also with itself in a way to convince concerned parties to come onboard to study or teach or support this program. This is would be more fine-tuned as proper market research is done.

SIAS Marketing and Sales Strategy

SIAS offer unique socioeconomic-focused programs that are one of a kind or rarely available in the world. The common programs thread is targeting to solving complex or chronic problems in relevance to communities and socio-economies. Therefore, our marketing strategy would focus on the following type of students and institutions:

International Students from developing countries with a specific focus on English-speaking countries in Africa, Asia, the Middle East, and the Arab World. Besides, it would attract faculties and collaboration parties interested in these regions' case studies. The other type of targeted students is those who focus on business development and social entrepreneurs from different countries. In collaboration with Chambers of Commerce in the above-mentioned countries, such market can be further developed.

SIAS could also focus on youth associations that would have the ambition to change the world. However, this plan would be gradually within 2-3 years after the inauguration of the SIAS.



SIAS Programs, Modules and Projects Promotion Scheme

Since SIAS would have different types of programs, Modules, projects, and forums throughout the year, all of these activities and products would work to support each other as part of indirect marketing, which is supported by advertising, and PR.

By promoting the way of teaching in the SIAS, the programs offered to start with MSc and PhD in 'inspiration economy' and MSc in 'resilience economy' could attract students to visit the institute to understand its practicality and way of delivery. The promotion should focus on how all the programs are focused on socioeconomic development that lead to differentiating the graduate on his capacity of collecting knowledge from the field and experimenting with the models. This is highly interesting to both Alpha- and Z-Generations.

The graduating students may have more than one of the following gains:

- Accredited postgraduate certificate in new concepts and multidisciplinary thinking principles, for example: MSc in Inspiration Economy – and would be one of the earliest graduates.
- Certificate of (Inspiration Economy Expert) from IIEP for (A) Students which qualifies them to carry and be mentors, and faculty members of the SIAS Programs all over the world.
- CV that is full of projects conducted, since (at least six projects) are expected to be done during the 12-18 months of the study.
- A network of leaders, peers, organisations and NGOs that are committed to utilising the intrinsic powers and unexploited assets.
- At least one published peer-reviewed paper, extracted from the field.
- A Potential publication of a case study done by the student
- Attendance of one forum related to the inspiration economy.
- Potential sponsorship for a 'Social-for-Profit' company in collaboration between IIEP and SIAS.
- Last, but not least, a new identity that has a 'life-purposefulness' and mindset that want to change specific issues in the world.

Defining Marketing Keywords that Differentiate SIAS Programs and Services during the Promotion

SIAS faculty would define always marketing keywords that help differentiate SIAS programs from the rest of the competitors. These are examples of keywords that best describe the SIAS programs in general:

- a) Robust community Change program
- b) Community experience and development
- c) Opportunities capturing frameworks



- d) Mindset Transformation Labs
- e) Applied Differential Diagnosis
- f) Complex Communities Issues Labs
- g) Problem Solving Outcome Exploitation

Notes- the promotion materials would try to ensure the necessary attracting points from both technical and local needs. The SIAS would support promotional channels besides digital marketing, depending on the targeted group.

The Potential sponsors for SIAS programs

Major international and national humanitarian agencies such as World Bank, UNDP, UNESCO, UN Women, Save the Children, WHO, Human Relief Agencies, Islamic Development Bank, etc., are all potential sponsors of the SIAS programs, but after a few years from the graduation of its first cohort. The earliest sponsors expected would be large NGO's, private companies known to support 'Social Entrepreneurship' programs and hopefully companies who are convinced in research in socioeconomic development. Depending on the collaboration agreement with the sponsors, SIAS might help in sponsoring students from countries or communities that would benefit most from its programs too.



Section Ten- Requirements for Approval of SIAS Programs

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Duration of each SIAS Program

The duration of SIAS programs for MSc is a minimum of two years and for PhD is a minimum of three years, if the student is registered as a full-time. However, this also varies and depends on the students' capacity, grade and also the projects that are to be done through the project-hubs, which constitutes about 40% of the grading system in SIAS.

Sustainability of the SIAS Programs

To ensure the sustainability of the program, the PIE designers have put the following:

- SIAS shall establish a dedicated team for sustainable income generation before or by the time of its registration and accreditation.
- Training of all joining faculty in the concepts, materials and way of teaching the offered programs and their Modules, using the workshops for the first year and the launching of the 'inspiration economy' MSc and PhD as a model.
- SIAS would look for Endowments that could be awarded for the research and a sponsored chair for one or two of its faculty. The endowment would target the teaching and the development of a specific program in relevance to one of the programs accredited and would contribute research projects towards a specific socioeconomic development.
- SIAS shall establish a publication strategy that is based on open access. This would ensure the spread of the SIAS and its contribution to the world.
- Being a postgraduate institute, SIAS and its faculty shall be registered in different indexes such as google scholar, researchgate, academia, etc., to give it more visibility.
- SIAS shall support the publication of all thesis, and research that comes from the postgraduate students. The publication shall be led by IIEP peer-reviewed journals or supported to be published through reputed publishing houses.
- SIAS shall strive to sell its (case studies) to publishing houses, or publish them through the institute. Case studies about the socio-economic conditions of developing countries and Africa are in high demand.
- SIAS social-for-profit projects that come from the different programs would ensure another source of financial stability over time.
- SIAS shall strive to have sponsored student seats from developing countries. The SIAS income generation team shall create brochures and posters on social media that address this issue. Also, specific letters shall be directed to specific entities starting from the second year.
- SIAS Alumni would be in consistent contact with the programs departments. The SIAS students' projects outcomes and development shall be the pride of the institute and shall help to build a further network of partners all over the world.



- The students would be encouraged to join the SIAS book club that discusses the types of issues relevant to the different challenges happening in specific area of the world, or globally and optimise the utilisation of the socioeconomic solutions and approaches offered by SIAS.

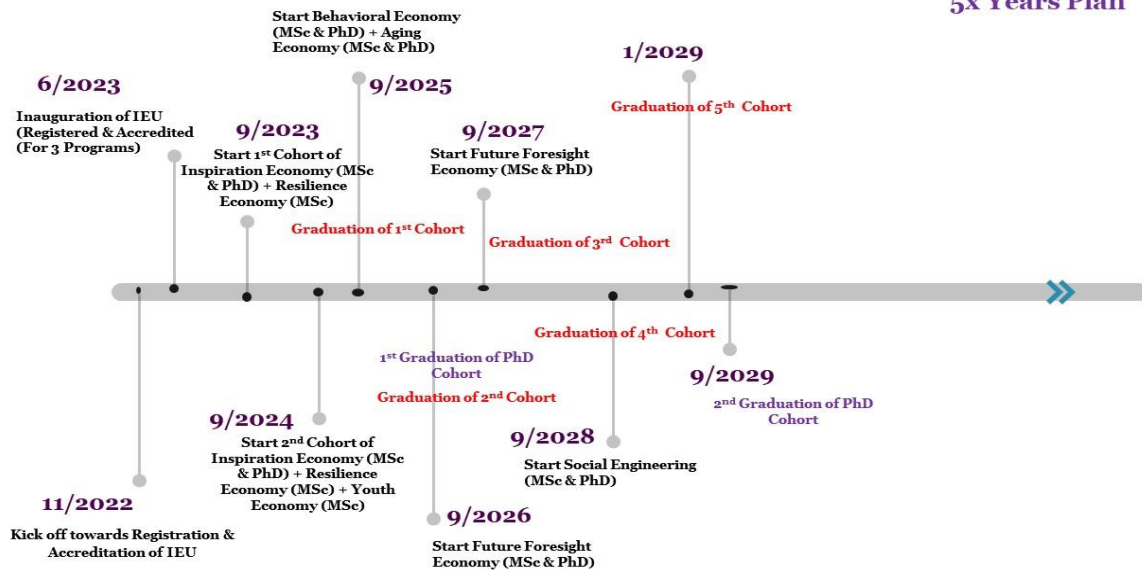
Programs Offered in 2023 till 2028

This business plan presents programs planned for the first two years, that is MSc and PhD in Inspiration Economy and MSc in Resilience Economy. However, Figure (12) shows the overall journey of the programs that are going to be offered in the next five years from the time of the SIAS inauguration.

Based on the realised demand and the flow of registration of postgraduate students in SIAS, one or more of the following could be offered from the end of 2nd or beginning of 3rd year. These programs as discussed in the introduction of this business plan, can be one of the following in either MSc and PhD degrees, or both:

- Resilience Economy (PhD)
- Behavioural Economy (MSc & PhD)
- Community Development (MSc & PhD)
- Behavioural Neuroscience (MSc & PhD)
- Future Foresight Economy (MSc & PhD)
- Aging Economy (MSc & PhD)
- Youth Economy (MSc & PhD)
- Social Engineering (MSc & PhD)

Figure (12) Represents the Overall Programs Released in 5 Years and the Journey after the Inauguration of SIAS



Programs One & Two- MSc and PhD in Inspiration Economy

Clarification on Inspiration Economy Postgraduate Programs (PIE)

PIE is one sentence that could be described as: the first type of distinguished postgraduates degrees (PhD and MSc) in ‘inspiration economy’ that raises the capacity of Students to impact in the way they exploit opportunities inside the current problems or the challenges or the future foresighted problems, and thus create differentiation through live labs, or projects that go beyond the academic achievements only.

As a *multidisciplinary concept*, Inspiration Economy is focused on exploiting the opportunities inside all the problems, challenges, and crisis, be it contemporary or foresighted issues. Socio-economy is one of the contexts where the inspiration economy has worked with. i.e., The *socioeconomic labs* have proven that through changing the mindsets and raising the capacity of how we deal, or react to specific demands, or challenges, we can optimize the ‘*inspiration currency*’, or exploit the intrinsic power within the community targeted and thus could bring solutions to any type of challenge. Inspiration economy, despite being a new concept, is today supported by many approaches from the variety of problems tackled in more than 70



field of specialty. Please refer to the master file of the Inspiration Economy Program, where many documents explain the depth of the such program.

SIAS Programss are accredited post-graduate universities that create ‘Outcome and Legacy-Oriented’ And ‘Life-Purposefulness-Driven’ graduates. This is a multidisciplinary postgraduate program that focuses on creating mindsets that see opportunities in the challenges, through the concept of inspiration economy.

Each of SIAS programs would use ‘Disruptive Learning’ to bring ‘Community Development Experts’ that have the ‘capacity to see opportunities inside the challenges’ and can deal with them in a creative way. The aim of SIAS and its programs is to build effective and influential global academic socioeconomic-focused programs that later spread through partnerships with leading academic institutions around the world. Thus, SIAS in Rwanda would work like a hub to qualify experts in the different socioeconomic programs, starting with the ‘inspiration economy’ program and its related field disciplines as ‘inspiration engineering’. This would help SIAS to produce trained generations aware of their legacy in life and visualise clearly their role in the world while they are working to achieve it.

The targeted SIAS and its programs would focus on real-world learning, and give it weight similar to structured learning while at the same time work in giving the students the chance to see opportunities for social-for-profit or get an income even while fulfilling the postgraduate studies requirements. The program is delivered, guided, and mentored by well-established field expert faculty, community social workers, civil leaders and multidisciplinary professional that are passionate about socioeconomic development and ‘inspiration economy’ and its potential outcome in the community.

Necessities of SIAS Programs for Current and Future Needs

The COVID-19 pandemic and its spillovers brought critical insights into the risks of missing opportunities relevant to life and livelihood. Being brought up with a mindset that is designed around the capital-based economy, pandemics and later man-made crises have blocked our *capacity to visualise* much better outcomes that could help to develop many communities and solve their problems.

The need to participate in and achieve targets that are relevant to Sustainable Development Goals (SDGs), is rapidly increasing, especially since socioeconomic challenges are creating further gaps. These gaps are even getting much wider due to the complete focus on the development of scientific achievements and the related environmental conditions, rather than the comprehensive socioeconomic conditions.



We live today in a world where we started seeing, more and more, opportunities that are missed, resources that are not utilised, or seen to be scarce while they are not explored. At the same time, we see low creativity in relation to socioeconomic problems. The world is still weak, and fragile when it comes to developing sustainable community initiatives that are aligned with development strategies. Therefore, having an SIAS would bring generations that are ready to use problem-solving and critical thinking who can solve such raising challenges is highly essential.

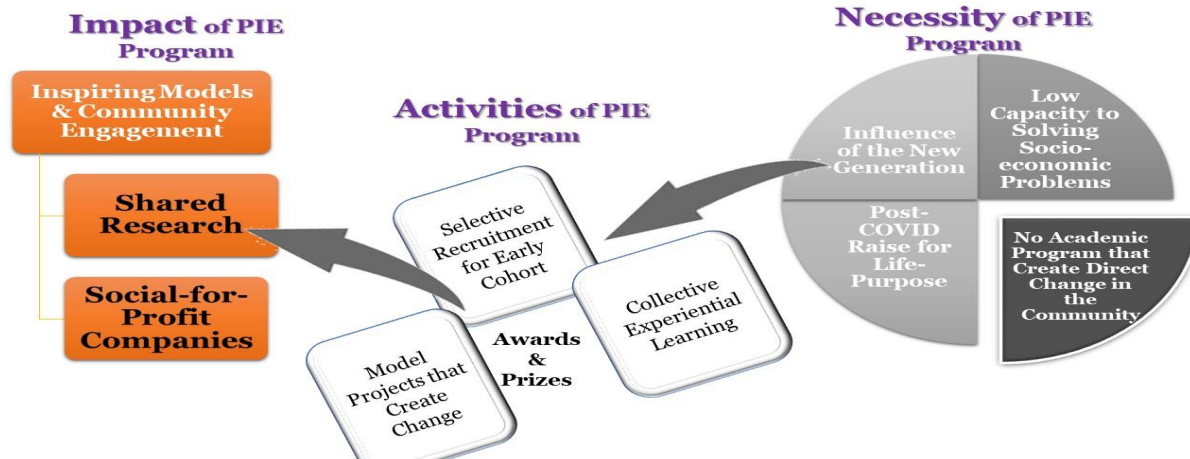
The coming decades are expected to be full of further unprecedented challenges, and conflicts that bring more complexities to communities' problems. This means more displacements, migrations, refugees, unemployed youth, etc., which complicates life and livelihood again. Hence, we need more programs that prepare professionals and experts that can exploit opportunities inside these challenges and bring communities capacities to mitigate any future loss of life. One of the best ways that reduce the coming spillover challenges and socio-economic uncertainties is to have an academic program that prepares experts for this foresighted future.

Figure (1) shows the necessity of the Inspiration Economy programs (PIE) (*the MSc and the PhD*) that SIAS would deliver. The figure represents the current low capacity in solving complex and/or complicated socio-economic problems, and the gap of no academic programs that address this challenge, or creates direct change in the community. The other source of necessity for SIAS Programss is how it would influence the new generation and integrate them with their communities. The unprecedented shock of the COVID pandemic raised the need for a generation that realises the need for more meaning for life and livelihood, i.e. to have life-purposefulness.

Due to this type of demand, the figure calls for activities that focus on the selective recruitment and registration of students that are passionate about change in their communities and the world, specifically in the early cohorts, and who would apply collective experiential learning.

The necessity of PIE emphasises that part of the activities outcomes are model projects that create change. The impact of such SIAS Programs is expected to be more inspiring models that come through community engagement, shared research and social-for-profit companies which are led by the SIAS graduates.

Figure (13) Illustrates SIAS Programs constructs and they fulfil a Global Necessity.



Importance and Content of the Resilience Economy MSc Program (MRE)

The MSc in Resilience economy (MRE), which was developed to solve socioeconomic problems by Dr Mohamed Buheji, is different from the classical resilience economy that is known to be used in banking and financial institutions. The resilience economy in SIAS is meant to solve the deep crisis, and sudden challenges and absorb risk to the communities. Hence, it is beyond just measuring the solvency of a banking sector or a government. Here in SIAS it is used to optimize the use of the currency of adaptation and resilience, to raise the capacity to “absorb shocks, repercussions, and sudden rebounds of any economic-social shocks.” Thus, it is “knowing what, how, and when to deal with societal-economic problems, absorbing their repercussions, and transforming their risks into opportunities. Therefore, RE offers another approach that helps the smooth evolution of the socio-economies in turbulent times with the least resources and with minimal loss (if any).

The MSc program in Resilience Economy, or in short (PRE) like a set of ‘Modules’, helps the program advisors and the stakeholder from academia to deliver and measure the intended learning outcome (ILOs) within 12-18 months. The following shows the program designs for the level of MSc in Resilience Economy. In general, all the Modules are weighed the same credits, i.e., 3 credit hours each, except the final Module, which is a graduation project (called the Resilience lab project) and which is weighed by 9 hours credits. However, this could be adjusted as per Rwanda HEC easily.



How does each SIAS Programs work?

Each Module in each SIAS Programs has its detailed approaches and its unique way of delivery, proposed assessments, etc. The program would be 50% on campus, 50% on the field, online and self-study. However, this might change based on the Higher Education Accreditation, HEC, requirements.

Thus, in order for the SIAS programs to work effectively, this business plan is focused on starting with the following objectives:

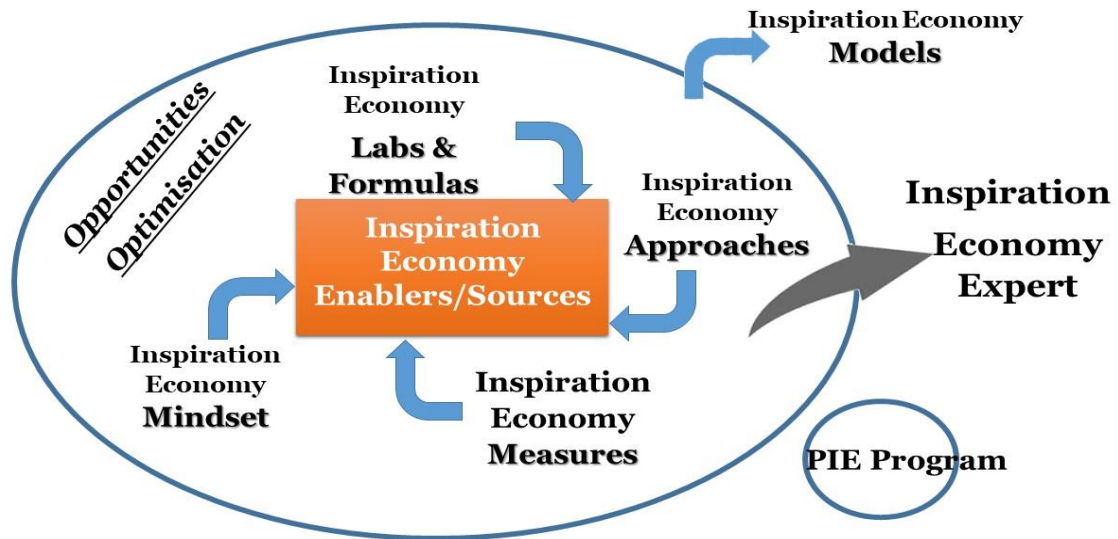
- a) Three programs (2 MSc and 1 PhD) recognised
- b) Build different partners' alliance
- c) Initiate efforts for optimising and capitalising on business opportunities that create differentiation for SIAS in terms of delivery and impact.

The practical side of the SIAS Programs is that that they are based on 'Socioeconomic Labs'. These labs are one of the core competitiveness of these programs in SIAS since they are focused on projects that tackle particular problems, or potential opportunities for development. The main beneficiary of such labs are usually governments, community planners, NGOs and Social Entrepreneurs.

From tackling, for example, socio-economic issues, the PIE students would learn to take a holistic approach, but still focus on bringing solutions from specific perspectives, for example, from the perspective of differential diagnosis, or observations,, or behavioural economics, etc. Each of the proposed Modules in PhD, or MSc, even in the none core Modules, have a type of 'inspiration lab' as part of the Module completion requirement. Hence, the PIE student has a chance to be an expert in 'inspiration labs' through the repeated challenges in each Module taken during the period of 12-18 months of the program.

Figure (14) shows the mechanism of SIAS Programs and its four main inputs: building of inspiration economy: labs or formulas, mindset, approaches and approaches, which all work to exploit and optimise the opportunities with communities, organisations, or issues under study. This input mechanism helps to create more inspiration economy models in the different communities and, at the same time, prepares 'inspiration economy experts' that realise the enablers and the sources of inspiration that help enhance the inspiration economy models or outcomes.

Figure (14) Illustrate of SIAS Programs's main Inputs and Outputs.



Content of the SIAS Programs and its Modules?

The SIAS MSc and PhD programs are like a set of ‘Modules’, so that it helps the program advisors and the stakeholder from academia to deliver and measure the intended learning outcome (ILOs) within 24 months in case of MSc in Inspiration Economy and Resilience Economy and 36 months in case of PhD in Inspiration Economy. The following shows the total programs designs for the levels of MSc and PhD in the three mentioned programs. In general, all the Modules are weighed the same credits, i.e., 15 credit each for MSc Modules and 20 credits for PhD Modules. However, for the final semester(s), which is a graduation project, they are weighed by 30 credits for MSc and 60 credits for PhD. However, this could be adjusted, as per Rwanda HEC easily.



First – MSc. in Inspiration Economy Program

Curriculum of Modules of MSc in Inspiration Economy Program

Semester One		Semester Two	
1	Introduction to Inspiration Economy (IE-20)*	1	Psychology and Inspiration Economy (IE-20 B)*
2	Introduction Resilience Economy (RE-20) **	2	Economics of Change Management (IE-26) ***
3	Research Methodology(IE-25) ***	3	Socio-economy & Community Development (IE 25 B) **
4	Observation & Opportunity Discovery Methodologies (IE-22) ***	4	Currency of Visualization & Curiosity (IE-22 B) ***
Semester Three		Semester Four	
1	Models & Formulas of Inspiration Economy (IE-23)*	1	MSc Graduation Project Thesis of MSc of Inspiration Economy (IE-29)*
2	Future Studies in Socio-Economic Solutions (IE-26 B) ***		
3	Entrepreneurial Strategies (IE-24) ***		
4	Case Studies Writing (IE-21)**		

12 Core modules and a dissertation:

Year –Semester	Modules
Year 1 – Semester 1	4 modules, each one with 150 hours, 15 credits each
Year 1 – Semester 2	4 modules, each one with 150 hours, 15 credits each
Year 2 – Semester 1	4 modules, each one with 150 hours, 15 credits
Year 2- Semester 2	Dissertation (300 hours)- 30 credits
Total of hours for the MSc in Inspiration Economy Program:	
2,100h- 210 credits	

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Second – PhD. Program in Inspiration Economy

Curriculum of Modules of PhD in Inspiration Economy Program

Semester One		Semester Two	
1	Observation & Opportunities Methodologies (IE-22)***	1	Currency of Visualization & Curiosity (IE-22 B) ***
2	Youth Economy (IE-31)*	2	Economics of Change Management (IE-26) ***
3	Research Methodology (IE-25) ***	3	Future Foresight Economy (IE 34)*
4	Behavioral Economy (IE-33)*	4	Community & Sustainable Development (IE-37)*
Semester Three		Semester Four	
1	Future Studies in Socio-Economic Solutions (IE-26 B) ***	1	Case Studies in Lifelong Learning (IE-30)*
2	Entrepreneurial Strategies (IE-24) ***	2	Influencing without Power (IE-35)*
3	Marketing in Inspiration Economy (IE-32)*	3	Inspiration Engineering & Differential Diagnosis (IE 36)*
4	Economics of Social Innovation (IE-34B)*	4	(Field Project) Strategies in Inspiration Economy (IE-38)*
Semester Five		Semester Sixth	
<p>Applied Field Research (Lab) & Dissertation</p> <p>(600 hours)- 60 credits</p> <p>Viva for Thesis of PhD. of Inspiration Economy (IE 39)</p>			



25 Core modules and a dissertation:

Year –Semester	Modules
Year 1 – Semester 1	4 modules, each one with 200 hours, 20 credits each
Year 1 – Semester 2	4 modules, each one with 200 hours, 20 credits each
Year 2 – Semester 1	4 module, each one with 200 hours, 20 credits each
Year 2 – Semester 2	4 module, each one with 200 hours, 20 credits each
Year 3- Semesters 1 & 2	Applied Field Research (Lab) & Dissertation (600 hours)- 60 credits
Total of hours for PhD in Inspiration Economy programme: 3,800h- 380 credits for all semesters	



Third – MSc. in Resilience Economy Program

Curriculum of Modules of MSc in Resilience Economy Program

Semester One		Semester Two	
1	Introduction to Resilience Economy (RE-20) **	1	Psychology and Resilience Economy (RE-20 B)*
2	Observation & Opportunity Discovery Methodologies (IE-22) ***	2	Currency of Visualization & Curiosity (IE-22 B) ***
3	Self-Sufficiency in Resilient Economies (RE-22)*	3	Economics of Change Management (IE-26) ***
4	Research Methodology (IE-25) ***	4	Socio-economy & Community Development (IE 25 B) **
Semester Three		Semester Four	
1	Resilience Strategies Best Practices & Models (RE-21)*	1	MSc Graduation Project Thesis of MSc of Resilience Economy (RE-29)*
2	Case Studies Writing (IE-21)**		
3	Future Studies in Socio-Economic Solutions (IE-26 B) ***		
4	Entrepreneurial Strategies (IE-24) ***		

Core modules and a dissertation:

Year –Semester	Modules
Year 1 – Semester 1	4 modules, each one with 150 hours, 15 credits each



Year 1 – Semester 2	4 modules, each one with 150 hours, 15 credits each
Year 2 – Semester 1	4 modules, each one with 150 hours, 15 credits
Year 2- Semester 2	Dissertation (300 hours)- 30 credits
Total of hours for the Resilience Economy Program:	
2,100h- 210 credits	

SIAS Programs Intellectual Property

All SIAS programs are new innovative concepts and programs that were developed based on the experimentation and accumulated experience of the International Institute of Inspiration Economy (IIIE) and its project (IIEP). Hence, the intellectual property (IP) of these programs would belong to Dr Mohamed Buheji, the Founder of IIIE, and all the rights would be given to SIAS as the academic institution representing him and his legacy in this field. Besides, SIAS, the Inspiration Economy Society in Bahrain and the International Inspiration Economy Consultancy (IIEC). Therefore, any development and changes to the program must be in consultation with the founder or IIIE, and the potential program academic stakeholders and representatives, besides the advisory board of the SIAS.

SIAS Programs Targeted Beneficiaries

This program would have the following diversified beneficiaries:

- Ambitious students that target to change and develop societies.
- Sponsored candidate students from targeted poor communities.
- Institutions wish to find solutions to their problems or the problems of their society by sponsoring employees, or attending Modules, or workshops.
- Young people, families and institutions wishing to implement inspiration economics applications.
- Researchers, universities, and centres wishing to contribute to social and economic development.
- Retired experts looking to leave a legacy would be eager to share knowledge and experience.
- Participants in the forums and workshops that will be organised to support the socioeconomic development outcome.
- Advocates who want their name to be linked to the economy of inspiration.
- Owners of unappreciated success stories, or entrepreneurs looking to inspire the world with their achievements.



- Villages champions that would benefit from Social-for-Profit projects.
- Candidate Future Faculty carry Postgraduate degrees from other disciplines and want to calibrate their knowledge and experience with the way SIAS do its teaching and develop its impact outcome.

The SIAS programs Values and Principles

The SIAS programs target to spread the following values among both its faculty and certainly among its students: Empathetic Thinking, Abundance Thinking, Life-Purposefulness, Agility, Resilience, Persistence, Perseverance, and Passion.

Therefore, the SIAS postgraduate programs works on spreading the following principles:

1. Learning by Exploring
2. Influencing without Power
3. Lifelong Learning
4. Consistent Development of Socio-economic needs.
5. Priority for those who need education first.
6. Participation and Engagement with the Community.
7. Accountability.
8. Non-discrimination based on race, religion or colour.
9. Working on self-sufficiency by utilising available resources.

Where does the SIAS Postgraduate Programs belong?

The SIAS programs target the whole world; however, they would focus on attracting students from countries where there are no socioeconomic stabilities, regardless of how much their GDP is or how much they are considered to be developed. Those students that show that they would address their communities' and countries' socio-economic issues most, are going to be offered 'Guaranteed Seats'.

How is the SIAS Programs going to be delivered?

The faculty is going to be trained on both how to deliver the Modules and how to create live labs, or (project hubs) models. The SIAS programs are expected to have many publications that raise the innovation index of Rwanda and the faculty and students citations. Field and online support would be the top priority of SIAS and its dedicated founder and experts. Both the faculty and the students would be supported by any technical queries regarding the Modules intended learning outcome and their related projects.

There are a variety of international experiences behind this program that come from different specialities, and different backgrounds and all have come a long way in creating inspiring stories in their communities. Some of the experts are academics,



and others are youth leaders. Therefore, the SIAS programs would help to build a unique network of change leaders that target creating a differentiated change. Also, the program carries different sponsorship opportunities for projects that bring a return on investment for the communities and the students. The other way of delivery is the focus on communities that managed to sustain best practices in the areas of self-sufficiency, resilient economy, youth economy, aging economy, behavioural economy, or future foresight economy.

The delivery of each semester is unique, as, in certain Modules, it would follow totally a 'flip class' model where the student is given the time to prepare and present the theoretical material and then facilitated explore these theories in the field. The Modules are designed to allow the students to explore first a problem, or an issue, then get actively engaged with the material and the class discussions. This would enhance the critical reflection of each SIAS student with the delivered content and thus can link it to real life situations.

Each taught SIAS Module class in the semester would be of 4 to 6 hours per week, depending on the class design. Therefore, there are at least 40 contact hours per class. Each SIAS Module would be taught/delivered/facilitated usually by two facilitators, and usually, they come from a multidisciplinary background. This would give the student a chance to develop the 'holistic thinking and the capacity to see solutions from different perspectives.

'Direct independent learning', or 'project exploration' would be supported by a mentor who is usually an expert on the subject with experience in similar cases or problems, besides the academic advisor from the institute. Students are also required to complete a further 80 hours of directed independent learning and 80 hours of self-access study. This learning should be done during module delivery. Students are expected to develop their own case study in relevance to the projects experienced during the program and publish at least one paper with the support of an expert or academic faculty.

All students would need to deliver their projects in a workshop-like style. Students have the choice to finish the SIAS Programs, in either the designed way of the curriculum or take it as part time for an extra more One Year or a maximum of 18 months extra. In cases of part-time students' mode of delivery, the students would need to finish the SIAS not than 3-4 academic semesters to ensure the effectiveness of the program on the life and the mindset of the students.

No student would finish a program from SIAS or graduate from it without a project story that attempted to create a change in the community, or in a specific organisation, or specialising on a specific issue relevant to socio-economic development or SDG's. The project story would be part of the dissertation assessment and carry the theme of



the SIAS program and its differentiation towards the students and the world. Usually, all students' projects would be exhibited in a hall or in days dedicated for this purpose to show other students the achievements they could make too through the program in their own communities.



Section Eleven- Products & Outcome of SIAS



Type of Graduates Expected from SIAS

As a 'specialised postgraduate institution', the quality of the graduates targeted by the SIAS programs, or the list of expected jobs, or employment placements which are explained in detail in this 'Business Plan' can be reviewed in detail in the *SIAS programs Graduate Profile for each type of program MSc and PhD*. The following job titles, or specialities, listed in Table (5) below, are expected to be one of the products of the SIAS programs. However, it is worth noting that the job opportunities are not limited to this list, and the graduates in any of these programs whether also for the levels of (PhD, or MSc) would carry some of all these title competencies whether they work as employees, or social entrepreneurs, or specialise as community change leaders. Even though certain titles such as the 'Inspiration Economy Expert' was not listed at the top of the list since it is not known yet, the foresight that such jobs and job titles would be in high demand over the next 5 to 7 years, or at the beginning of 2030. Reference: law No 010/2021 of 16/02/2021 & the Ministerial Order No 001/MINEDUC/2021 of 20/10/2021.

Besides mentioning a sample of the type of industries, all the graduates of the SIAS programs are trained to be self-employed, i.e. not dependent on employment agencies. The main income for any of the SIAS graduates would come from 'social-for-profit' projects, consultancy, freelancing and mentoring.

Table (5) Specify the type of SIAS program potential job titles with the level of demand in the market.

Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
1-Chief Inspiration Officer	Equipped with the capacity to see opportunities inside contemporary and future challenges, using lots of positive psychology techniques	Large Global Companies, innovative and Creativity industries	The job is in rising demand in major branded companies, including companies as BMW, Niki, Google, etc. Link1 shows an example of sites as evidence of



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
			rising demand
<i>2-Socio-Economy Experts (Specialist)</i>	Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas. Specialise in eliminating poverty, improving equality, and empower the vulnerable. Work on creating participatory community programs in collaboration with government and NGOs.	Community services, development	In high demand in leading international agencies like UN, UNDP, UNCEF, WHO, etc. Link2 shows an example of sites as evidence of rising demand
<i>3-Change Facilitator</i>	Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts. He/she work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.	In all types of industries including governments who are going through a transformation or working on strategic or national plans	Been rising in demand since the early 80's of the last century and continuing more with the speed of change in the technology, even with different names, or job titles. Link3 shows an example as evidence of rising demand



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
<i>4-Problem Solving Expert</i>	Identify, or exploit opportunities around the problem and then to analyse them. Besides, they have the capacity to develop short- and long-term solutions. They would be capable of solving complex problems through active-observation, analysis, synthesis, and association of the different problems and their possible solutions. Unique in research, and creativity, besides can work with diversified teams.	All types of industries that benefit from problems solving, including all governmental organisations, public service delivery, community development and even NGOs and private sector.	The job is in high demand in police, social development, healthcare & Educational organisations, creative industries and much more. Link4 shows an example of sites as evidence of rising demand
<i>5-Social Innovators</i>	-Focus on bringing creative solutions or to develop solutions which improve the well-being of people and society. -Use creative thinking and innovative actions to address social needs.	Public Sector, Large Social-for-Profit Organisations. Also, all those who work on their own innovative models as gig economy or freelancing consultants.	Demand is increasing from many international humanitarian organisations Link5 shows an example of sites as evidence of rising demand
<i>6-Youth Economy Expert</i>	Utilise and optimise both youth spirit and energy to create a positive change in the community.	Youth Ministries, Youth-focused Industries, sports clubs, NGOs specialised in youth empowerment, leading	Would be in high demand after three years of the program



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
<i>(Youth Empowerment Specialist/ Youth Opportunities Specialists)</i>	Prepare youth leaders for careers in growth industries and to be successful entrepreneurs. Develop youth economic opportunities	youth brands, youth mentorship programs	Link6 shows an example of sites as evidence of rising demand
<i>7-Resilience Economy Expert</i>	Work on economic and socio-economic tolerance and agility. Develop & manage resilient programs for organisations or communities. Support sustainable and resilient management	All environmentally friendly organisations, or all the organisations that would like to be more equipped for disasters, or want to have more effective recovery. Novelty- Novation-Innovation	Link7 shows an example of sites as evidence of rising demand
<i>8-Innovation Economy Expert</i>	Develop and apply innovative ideas and optimise their technologies to improve goods and services or make their production more efficient.	All types of industries would use one or more of the following four innovation techniques: incremental, disruptive, architectural and radical.	Link8 shows an example of sites as evidence of rising demand
<i>9-Inspiration Economy Expert</i>	Capacity to optimise the inspiration currency, design new business models, enhance that overall inspiration outcome	All types of industries are looking to bring change and disrupt the status quo.	New and projected to grow faster with the spread of New Economies Link9 shows an example of



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
			sites as evidence of rising demand
<i>10-Self-Sufficiency Expert</i>	Work to create more independent models for each community. i.e. without outside aid. Build communities' capacity for extreme challenges and lockdowns.	All companies that work on optimising the resources, recycling it, or showing they are environmental-friendly.	Link10 shows an example of sites as evidence of rising demand
<i>11-Socio-economic Development Officer</i>	-Collect and consolidate data on specific socio-economic-development and monitor demographic data about death and birth across the community. -Lead development needs and advise on response measures.	-Leading International Humanitarian agencies such as UN, WEF, etc. -Government planning officers -Large global or multiregional organisation that have an impact on communities or socio-economic development -Self Employed or part of a private consultancy	Link11 shows an example as evidence of rising demand
<i>12-Community Development Specialist</i>	-Identify urban communities and establish close ties with territorial development boards. -Emphasize community education	-Leading International Humanitarian agencies such as UN, WEF, etc. -Government planning officers	Link12 shows an example as evidence of rising demand



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
	<p>& economics besides urban personnel development.</p> <p>-Research and offer education for annual and regional summits in collaboration with development associations.</p> <p>Generate funds through collaborations and grant applications. Devise effective assessment plans, and keep precise and prompt records of work. Upgrade constantly in line with personal and corporate objectives.</p>	<p>-Large global or multiregional organisations that have an impact on communities or socio-economic development</p> <p>-Self Employed or part of a private consultancy</p>	
<p><i>13-Future Foresight Specialist</i></p>	<p>-Set and work on Long term strategies</p> <p>-Plan Successful future measures and define Knowledge that needs to be acquired.</p> <p>-Lead development optimization of multi-year strategies and annual plans.</p>	<p>-Government, Leading Private sector and large well established NGOs.</p> <p>-Research centres concerned about the long-term future aspects and impacts.</p> <p>-Military and police departments.</p> <p>-Socio-economic planners.</p>	<p>Link13 shows an example as evidence of rising demand</p>



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
	<ul style="list-style-type: none"> -Communicate initiatives and expectations. -Align internal processes to meet future foresight 		
<i>14-Socio-economic Impact Foresigheter</i>	<ul style="list-style-type: none"> -Develop new methodologies to foresight specific impacts and develop programs that prepare the different communities. -Assimilate and disseminate economic and developmental data. -Track future expected impact and relay actions required for the different parties. 	<ul style="list-style-type: none"> -Government, Leading Private sector and large well-established NGOs. -Research centres concerned about the long-term future aspects and impacts. -Military and police departments. -Socio-economic planners. 	Link14 shows an example as evidence of rising demand
<i>15-Multiculture Mediator</i>	<ul style="list-style-type: none"> -Work on Cross-cultural dispute resolution. -Establish intercultural mediation as a neutral facilitator who assists in resolving disputes -Mitigate the impact of cultural misunderstanding. 	<ul style="list-style-type: none"> -Social Development Service Department -Quality of life-related units -Services where the migrants, the marginalised, and the refugees are available. -Professional Mediating Consulting firms. 	Link15 shows an example of evidence of rising demand



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
	-Build intercultural to bridge cultural gaps with migrants and refugees.		
16- <i>Multidiscipline 'Thinker' or 'Arbitrator' or 'facilitator'</i>	<p>-Work to bring a multidisciplinary holistic solution to complex problems.</p> <p>-Define different outcomes in human systems to crack chronic phenomena</p> <p>-Diagnose competing sources of challenges to find solutions to complex problems from several perspectives.</p> <p>-Refers to knowledge of a wide range of perspectives within a combination of subject areas.</p>	<p>-Government entities</p> <p>-Innovation hubs</p>	<p>Link16 shows an example of evidence of rising demand</p>
17- <i>Social for Profit Entrepreneurs</i>	-Self Management and work as entrepreneur towards exploiting opportunities from the communities and turn them into sources for profit.	-Start-ups -Entrepreneurial Projects	<p>Link17 shows an example of evidence of rising demand</p>



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
<i>18-Poverty Elimination Officer</i>	<ul style="list-style-type: none"> -Plan actions against Hunger through humanitarian NGOs. -Ensuring strategic direction of poverty elimination projects. -Ensures effective and efficient resource mobilization for communities where poverty resides. -Innovate in bringing solutions relevant to poverty. 	<ul style="list-style-type: none"> -Social Development Service Department -Quality of life-related units -Services where the migrants, the marginalised, and the refugees are available. 	Link18 shows an example of rising demand
<i>19-'Sustainable Development Goals' (SDGs) Officer</i>	<ul style="list-style-type: none"> Leads development, implementation and evaluation of SDG's assigned programs/projects. -Link community issues to SDGs programs or initiatives and ensure monitoring and assessment of targets achieved. -Undertakes capacity-building activities that help develop, identify and prioritize issues relevant to SDGs. -Carry analysis is relevant to the 	<ul style="list-style-type: none"> -UN, UNDP, WHO, and similar organisations -All public services and governmental organisations complied with the SDGs achievements. -Consultants who work on achieving goals within SDGs. 	Link19 shows an example of rising demand



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
	<p>implementation of SDG social, economic and environmental interlinkages</p> <p>-Identify emerging issues/opportunities including those related to climate change, transport, science, technology and innovation.</p> <p>-Mobilizes and organizes synergetic multi-stakeholder dialogues and partnerships aimed at leveraging SDGs targets.</p>		
<i>20-Behavioral Economists</i>	<p>-Brings Nudging solutions that combine behavioral sciences and economy.</p> <p>-Targets to create solutions based on understanding why, how and when people can make specific decisions or reactions.</p> <p>-They work on designing, planning, teaching, improving, and developing the economic and national policies for a</p>	<p>-All types of industries can benefit from the effects and the labs of Behavioral economy of psychological, cognitive, emotional, cultural and social factors.</p> <p>-Focus on Organisations or Communities where the decisions of individuals and institutions and how those decisions vary from those implied by classical economic theory.</p>	<p><u>Link20</u> shows an example of evidence of rising demand</p>



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
	<p>community or a business.</p> <p>-Work on optimization and equilibrium that seek to develop and extend those ideas to make Behavioral Economy models with feasible options.</p>	-Would work on improving economic decision-making processes.	
21-Provincial Coordinator	<ol style="list-style-type: none"> 1. Capacity development of in mainstreaming & provincial planning while maintaining effective management of budgeting in relation to water resources for agriculture; 2. Coordination and collaboration with development partners and other key stakeholders; 3. Ensure effective results-based management of the project in compliance with UNDP policies and procedures. 	International Organisations as UN, UNDP, UNIDO, WHO and large NGOs	<p>Demand is increasing from many international humanitarian organisations</p> <p>Link21 shows an example of sites as evidence of rising demand</p>
22-Communities Resilience Planner	-Focus on bringing resilient, creative solutions which improve the well-being of the community and society in general.	Public Sector, Large Social-for-Profit Organisations. Also, all those who work on their own innovative models as gig economy or freelancing consultants.	Demand is increasing from many international humanitarian organisations



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
	<p>-Use resilient, creative thinking and innovative planning to address social needs or conflicts.</p> <p>-Design social tolerance and conflict absorption mechanisms within the country or the community or the national or international agenda.</p>		Link22 shows an example of sites as evidence of rising demand
23- Risk & Disaster Mitigation Expert	<p>Develop and apply risk and disaster mitigation or alleviation within the context of dealing with uncertainty.</p> <p>-Work to enhance and increase resilience in both the stakeholders local, national, and international agendas.</p> <p>- Apply professional approaches, including evidence-based research.</p> <p>-Trained & analyse possible solutions to complex risks and disaster resilience issues.</p>	<p>All types of industries that would use risk management, and disaster planning techniques to minimise disruptions and architect stability.</p> <p>Examples would be Large Global Companies & NGOs. Civil Defence, Police, Army, UN workforce, etc.</p>	Link23 shows an example of sites as evidence of rising demand
24- Multidiscipline Resilience & Tolerance	-Work to bring resilient multidisciplinary holistic solutions to complex problems.	<p>-Government entities</p> <p>-Innovation hubs</p>	Link24 shows an example of evidence of rising demand



Products of SIAS Programs	What is their Competency?	Type of Industries	Type & Level of Demands
'Thinker' or 'Arbitrator' or 'facilitator'	<p>-Define different outcomes in human systems to crack chronic phenomena through resilient approaches</p> <p>-Diagnose competing sources of challenges to find resilient solutions to complex problems from several perspectives.</p> <p>-Refers to knowledge of a wide range of perspectives within a combination of subject areas.</p>		
25-Conflict Resolution Experts	<p>-Plan and Design Conflict resolutions that take care of the economic and the socioeconomic conditions.</p> <p>-Work with parties to bring sustainable resolution for disputes, taking into consideration the PESTEL criteria.</p>	<p>-Conflict Resolution Consultancy</p> <p>-Work for UN, African Union, Arab Union, Asian Union, etc.</p> <p>- Expert for International programs of UNDP, UNFPA, UNICEF, UNOPS, UN Women, etc.</p>	Link25 shows an example of evidence of rising demand

Links that give Examples of the Demand for the Job Titles

Link1-Demand for Chief Inspiration Officer

https://www.google.com/search?q=Inspiration+officer&rlz=1C1PRFI_enAE907AE907&oq=Inspiration+officer&aqs=chrome..69i57joi22i30l6joi10i22i30.10678j0j7&sourceid=chrome&ie=UTF-8

Link2- Demand for Socio-Economy Experts (Specialists)

<http://www.sias.rw/>

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<https://careers.un.org/lbw/jobdetail.aspx?id=125216>

Link20- Demand for 'Behavioral Economics' Specialists

<https://www.thechicagoschool.edu/insight/career-development/6-career-paths-with-a-masters-in-behavioral-economics/>

Link21- Demand for Provincial Coordinator

https://jobs.undp.org/cj_view_job.cfm?cur_job_id=26762

Link22- Demand for 'Community Resilience Planner'

<https://www.uvm.edu/cals/cdae/certificate-graduate-study-community-resilience-and-planning>

Link23- Demand for 'Risk & Disaster Mitigation Expert'

<https://www.ucl.ac.uk/prospective-students/graduate/taught-degrees/risk-disaster-and-resilience-msc>

Link24- Demand for 'Multidiscipline Thinker'

<https://x.smu.edu.sg/learning-outcomes/disciplinary-and-multidisciplinary-knowledge>

Link25- Demand for 'Conflict Resolution Expert'

https://jobs.undp.org/cj_view_job.cfm?cur_job_id=80353

What the SIAS offers besides the Academic Programs?

SIAS would target to deliver all its postgraduate programs with a focus on transforming knowledge through both structured and unstructured frameworks, intensive learning and experiential learning. Besides, it focus on research, SIAS would be unique in optimising the structured and unstructured learning that is driven by 'learning by doing' and 'learning by exploring' rather than only a formal education style. Due to the alleviation of the stresses of closed-book exams and the nature of graduates targeted, SIAS would encourage the informal assessment of students, including, for example, assessing the level of experience made by the student and his/her outcome on the community. The SIAS would continue to revive and update its concept content, peer-reviewed literature, and case studies, which were developed from experimenting with the modules and Modules of the program over five years of intensive fieldwork.

The other uniqueness of the SIAS academic postgraduate programs is to lead waves of socioeconomic problems solving in different communities around the world, regardless of where they work and what their disciplines are. The program uses 'learning by doing' or 'learning by exploring' (i.e. experiential learning) and 'learning by models' to ensure an 'action-based learning' is done during the delivery of each subject/Module to bring the best of the students' intrinsic powers.

Therefore, SIAS would be based on multi-disciplined teaching and blended learning models. The classes would follow inspiration-driven techniques that would excite the mindset of the students about the opportunities inside every challenge or every problem. Most classes would be based on the delivery of projects, not exams. Open-book exams would be the norm, not the exception.

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All the students are expected to have a unique spirit in investigating the problems, what are the limitations of the 'hidden opportunities'. The teaching in the SIAS would be mostly driven by the creative engagement of the students, while building bridges with the community. Teaching approaches such as 'flipped classes' would be encouraged among the faculty of SIAS where the students would analyse and describe how they are learning and try to inspire their peers by their achievements in solving a live issue in society or in an organisation.

The SIAS postgraduate students of each program would also be more driven towards action-based research. All the faculty in this program would follow 'Applied Teaching' style, i.e. linking the subject of study with practices. In summary, the different SIAS programs offered would help the graduating candidates to:

- Create a realised impact on the socio-economy, or the community, or on the organisation level.
- Build a strong network with entities, organisations and individuals interested in socio-economic issues, problem-solving and community development.
- Discover 'the self' through the series of challenges, or what is called the 'socioeconomic labs', which are in the form of projects embedded in every Module, and in every program offered.
- Become an applied researcher where the collected observation, and solution attempts would be published and generalised in scientific written papers or case studies.

SIAS believes that these are achievable goals since the programs offered would be built around giving the students multiple opportunities to raise their capacity towards meeting and overcoming society's toughest challenges and most aspiring goals.

Interdisciplinary Design of the SIAS Programs

In order to keep the spirit of interdisciplinary design in the culture and offerings of the SIAS programs, the following general common thread is expected from any graduate:

- 'Complex Problem Solving'
- 'Creative Community Development'
- 'Curiosity Engineering'
- 'Socioeconomic Future Foresighting'
- 'Intrinsic Power Economy'
- 'Self-Sufficiency'
- Empathetic Engineering



Therefore, one could say that the other uniqueness of these SIAS programs is that they can be delivered with a concentration on (Problem Solving), or (Empathetic Engineering), or (Self-Sufficiency).

The Main Steps that would Establish SIAS Programs Maturity

There are 6 steps that would give SIAS programs the maturity to start impacting the world:

Step1- The students are introduced to the SIAS program and then the socioeconomic labs.

Step2-Students review the possible SIAS projects through the models explained.

Step3-Students get engaged with the specific project.

Step4-Students graduate from the program based on the project's achievement.

Step5-The student can become part of the socioeconomic problems solving experts that establish models which could be used in the SIAS programs.

Step6-The SIAS program celebrates the best models of its students' alumni.

The Outcome and Impact Expected from SIAS Programs

The outcome and impact of SIAS programs could be measured by the following Key Performance Indicators that should be experienced by the second cohort of graduates:

One- SIAS Programs Outcome

The accumulated outcome of the SIAS programs focuses on the development of the socio-economies and communities development. Therefore, the main indicator here would be more 'inspiring models', 'inspiring success stories, or 'inspiring solutions' that could spread throughout the world and which could come as an outcome from the SIAS students' projects. This program indicator would help to gradually replace the materialistic-driven solutions and bring a more abundant mindset to the process of decision-making in communities issue. This outcome should help to accept the 'currency of inspiration' as one of the main future engines of 'quality of life' and 'human behaviour development'.

Two-SIAS Programs Impact

The following are the impact expected from SIAS programs:

- Disrupt the current social innovation jobs with new jobs that bring in a new spirit, creativity, and unique contribution to communities' problems solving.
- Solve specific local, regional, or international socio-economic issues or alleviate its negative spillovers.
- Create a better future for communities by exploiting their intrinsic sources and assets.



- Use the socioeconomic-focused programs offered to shift towards (the currency of inspiration) that is abundantly present in all societies.
- Create a new and independent mindset that depends on the internal capabilities of each individual, society, or institution; based on laboratories, research and projects that would come from the SIAS programs.



Section Twelve- Benefits for Potential SIAS Partners

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SIAS Collaboration Process with other Universities

The following is the main SIAS process of collaboration that is visualised with any other institute; however, this can change depending on the parties' preferences:

Step 1- Agree on the idea of the SIAS programs and their importance.

Step 2- Signing MOU of collaboration regarding the specific SIAS program execution and other general understandings.

Step 3- Discuss the mutual business plan and business model of execution with the SIAS collaborating partners.

Step 4- Start the process of reviewing the program at the level of colleges and the institute council.

Step 5- Apply for accreditation of the SIAS program by the Higher Education Council (HEC).

Step 6- Once step (5) starts, IIEP will run a Faculty training workshop for the institute or in collaboration with other universities.

Step 5- Run an introductory workshop (accredited by the institute) for the students to encourage joining, till the official the HEC is received.

Financial Obligations of any SIAS potential Partners

Since both SIAS and IIEP are social-for-profit projects and entities, the goal is to get strong partners in the main regions of the world who would feel the return on investment and return on capital employed immediately.

SIAS would conduct training to partners faculty (free of charge) after signing the MOU. Also, SIAS would continue to give technical support whether during the process of accrediting the program, or during the process of delivery of the program.

SIAS Internship Program

The SIAS offers a unique internship program that is dedicated to bringing in interns and students of different collaborating universities and some pioneers of high schools who would like to both contribute to their community, learn by doing, and know more about SIAS programs and approaches towards socio-economic projects. It visualises making out of these youth the future leaders in general and the international inspiration economy project (IIEP) specifically.

The participant of this SIAS internship program would go through the following:

- 1- Join one of the Inspiration Economy Projects (in Attendance or through distance follow-up or both).
- 2- Participate in the Inspiration Economy BookClub – monthly meeting on Zoom.



- 3- Lead a project in a specific community with a socio-economic goal, such as targeting specific poverty elimination, or youth migration, or family instability, etc.
- 4- Participate in one of the IIEP coops or propose to initiate one.
- 5- Participate in preparing for one of IIEP conferences, forums, workshops.
- 6- Write a case study or paper about Inspiration Economy and its related other economies.

All the interns would get one or more of the following benefits:

- 1- Certificate of Completion & Appreciation Letter.
- 2- Get a token of appreciation by starting a project in their communities with \$300 seed fund, while being committed for such project for 4-6 month of work.
- 3- Networking with current and future community change leaders from all over the globe.



Section Thirteen- SWOT Analysis on SIAS Readiness



SWOT Analysis of the SIAS and its Programs

This SWOT can be differentiated by visualising the outcomes or the products that SIAS and its programs could bring as an outcome. In conclusion, one could say that one of the main weakness of the SIAS is still its strength, i.e. that is the new concept it is introducing to world that need time to flourish and shows their contribution in capital based economies.

ONE- SIAS Internal Environment

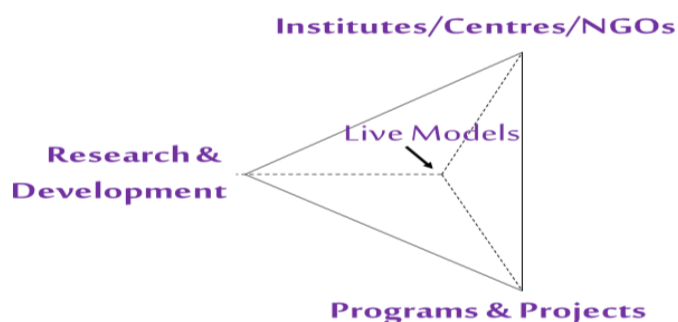
Strengths

SIAS could provide unique programs that either not available in other universities, or rarely available.

1-The top strength of the SIAS Programs is that it is addressing a serious gap in the world where there are no socio-economic problem-solving experts dedicated to tackle issues within the communities and see opportunities inside the contemporary and the foresighted future.

2-SIAS offers a well-balanced focused programs frameworks that could lead to successful stories and live models that come from students in their institutes /communities/ or countries. The live models could be a 'term of reference' for the SIAS program and could be a best practice visit hub, or a source for R&D. This would build the program strength further in terms of its capacity to link to other communities programs, or to open further similar projects, as illustrated in Figure (15).

Figure (15) Framework of the SIAS Programs



3-SIAS programs are supported by evolving literature that comes from the strong developing research that is published in IIEE peer-reviewed journal(s) published in USA. This would help in spreading the impact of SIAS among the knowledge community. There are more than 40 books from the IIEP projects that are available free on the net and hundreds of papers researchgate, which give a kick start to SIAS post-graduate students to understand what they need to do to create a change and finish their thesis with a successful outcome.

4-Almost all the SIAS programs do not need pre-requisite as the program caters for all



types of specialities. Actually, the main strength of this program is that it depends on multidisciplinary approaches for all its Modules and all its outcome.

5- The SIAS program is unique in the unstructured techniques that are going to be followed to influence change and resilience in the mindset. This mindset once ready is going to make a differentiation in how to see and create association in problem-solving in different socio-economic challenges.

6-SIAS have already access to more than 34 types of communities in different countries where the students can visit and research about. But, the most important factor for updating one's knowledge would be the bi-annual workshops and forums that the IIEP do regularly done since 2015. There are hundreds of uploads on social media that can be retrieved and reviewed too relevant to SIAS Module details.

7-The SIAS programs would help bring many social entrepreneurs and opportunity investors, as it helps to see possibilities of developing more independent and robust 'Business Models'.

8-The SIAS graduating student would be equipped to be an expert also on human intrinsic power economies, developed by the IIEP, such as: Youth Economy, Resilience Economy, Future Foresight Economy and Self-Sufficiency.

9- SIAS programs are also unique in experiential learning, which is a mindset, a philosophy, a tool, and a skill that can only be learned by doing and exploring, which represent 50% of the program design.

10-SIAS programs have a variety of options which suites different interests and backgrounds.

11-SIAS program has many case studies of its own stories, published.

12-ROI of the SIAS and its program is expected to be clear in the 3rd year. Till then, SIAS shall start social-for-profit projects and deliver consultancy to third party.

13-The SIAS programs give 50% of the mindset possible change from the 'school of life' education. i.e. Students would be obliged to interact, engage, and explore the life and livelihood issues and see them from different perspectives.

14- The 12-18 months of SIAS postgraduate student would be a unique lifetime journey. Live labs (project hubs) that are built into the curriculum of each SIAS program would be able to test and build solutions to some of society's toughest problems.

15-The beneficiaries of the SIAS program won't be only its graduates, but rather the communities, or the stakeholders of the socio-economic issue that the students of this program would be engaged with as youth, migrants, refugees, homeless, NEET people (not in employment or education, or training), vulnerable women, etc.

Weaknesses

In the first three years, SIAS might be constrained by its limited resources and frequent changes in priorities. The lack of awareness about the African market and the time needed for suitable identification of the collaborating partners that could sponsor more students might bring the following challenges too:



- 1- SIAS new programs, concepts and content, even though they have been in development extensively since 2015, are not known in almost all the world market. Re-branding the name of the program could be an option, but this needs to be done carefully and with close review with IIEP team of experts.
- 2- The SIAS Programs need to be accredited, and this would take risks and expenditures on both IIEP and SIAS.
- 3- Limitations of the capacity of the current IIEP teams dedicated 100% to the SIAS program.
- 4- The trend to create community development experts needs an investment that could bring a return only after 3-5 years from the inception of the SIAS and the program's accreditation.
- 5- Not enough research has been done elaborating on the difference between economic projects that are based on (capacity vs demand) in comparison to the known capital-based economy formula that is focused on (supply vs demand).
- 6- Need to develop a clear plan for training the faculty of the program, depending on the SIAS expansions.
- 7-SIAS programs need to be well marketed, to enhance the availability of the content among the Bachelor graduating students and executive, middle-class potential customers.

SIAS External Environment

Opportunities

- 1- Fast development of scientific networks that link scientists, scholars, researchers, practitioners and consultants.
- 2-The SIAS programs uniqueness for local and international NGOs and NPOs, especially the classical ones, as it would give them the opportunity to change in many ways the services or products delivered, or even change the beneficiaries.
- 3-The SIAS programs would address the Z- and Alpha-generations (also called generations me) who are eager to create a big change in their community and the world.
- 4-The SIAS programs could be of interest especially to those looking for a change of life and something unique, specially post-the-COVID pandemic.
- 5-All the inputs of the SIAS programs are ready for effective marketing consultants.
- 6-Inspiration currency is not well-known or well-explored by many communities, and this might encourage many communities to collaborate with the SIAS programs and its partners to open up.
- 7-The SIAS programs might be of interest to social sector activists, and community development practitioners, which is expected to be more of a trend among youth.

Threats

- 1-The reaction of HEC to such innovative SIAS programs and initiatives might not be clear.



2-Process of integrating the students with their communities projects needs to be defined, since it carries more than 50% of the program outcome.

3- The SIAS might not have experience in professional marketing approaches and how to penetrate the market with a new program that is based on a new concept.

4- Despite there is community demand for socioeconomic experts, the SIAS needs to create a market (pull-system) demand that would have open jobs for the program graduates, especially if they are not interested in doing their social-for-profit start-ups, or becoming social entrepreneurs, or problems solving experts, or community development consultants.

6-Competitors of SIAS programs might emerge with the same idea but with different program names.

7-None clarity of long-term funding, or profits, might weaken the planning for new SIAS programs, or its strategic plans, especially in the first three years.

8-Instable economic and socio-political environments in the world in general and in certain developing countries might affect the attraction of the program for specific countries' students.

9-Inability of applicants, recent graduates, or youth from developing countries who are highly interested in joining the program but have limitations of funds.



Section Fourteen – Future Foresight of SIAS



Future foresight for SIAS programs in 3, 5 & 10 years from date of its registration

In 3 Years- SIAS programs get stability and maturity in local and international content development.

In 5 Years- SIAS will have many sponsors that are concerned about socioeconomic stability, or are concerned about community development. Also, the graduates of the program would spread many best practices models that can be visited, or published as case studies.

In 10 Years- SIAS would be one of the leading programs in Rwanda and Africa that would be competing with alternative MSc or MBA programs, for example, for those interested in creating differentiation in their communities and the world.



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IIEP References Used in SIAS Business Plan

It is important to mention that this plan could be read best or understood more if the following files are referred to (where necessary):

- 1- The detailed Plans of each postgraduate inspiration economy (PIE) program:
PhD Program
https://www.researchgate.net/publication/357168283_Inspiration_Economy_PhD_Program_brnamj_aldktwrah_fy_aqtsad_alaham
MSc Program
https://www.researchgate.net/publication/357168379_Inspiration_Economy_MSc_Program_brnamj_almajstyr_fy_aqtsad_alaham
PgDiploma Program
https://www.researchgate.net/publication/357168535_Inspiration_Economy_Postgraduate_Diploma_Program_dblwm_aly_fy_aqtsad_alaham
- 2- The SIAS Programss-Graduate Profiles.
https://www.researchgate.net/publication/360614508_Graduate_Profile_Program_of_Postgraduates_PhD_MSc_PgDiploma_in_Inspiration_Economy
- 3- Introduction briefs about Inspiration Economy as a concept, and the international inspiration economy project (IIEP) as a comprehensive project.
https://www.researchgate.net/publication/360725590_Very_Brief_on_IIEP-International_Inspiration_Economy_Project
- 4- Updated List of SIAS Programs ‘Advisory Board’.
https://www.researchgate.net/publication/360689069_International_Advisory_Board_-_‘Inspiration_Economy’_Academic_Programs
- 5- Master File for all the SIAS Programss.
https://www.researchgate.net/publication/361184760_Int'l_Inspiration_Economy_Project_Main_Reference_Files



- 6- PIE Faculty Recruitment Criteria.
https://www.researchgate.net/publication/365205150_mayyr_akhtyar_hyyt_altdrys_MIE_Faculty_Recruitment_Criteria
- 7- PIE Students Foundation Module.
https://www.researchgate.net/publication/361084735_IE-00-Certified_Foundation_Module_to_Inspiration_Economy
- 8- Main IIEP Problems Solved-by Projects & Research.
https://www.researchgate.net/publication/357936531_List_of_IIEP_-_Poverty_Elimination_Driven_Examples_and_Problems_Solved_by_Inspiration_Economy_Labs
- 9- Faculty (Foundation) Workshop - for Postgraduates in Inspiration Economy.
https://www.researchgate.net/publication/352716640_Arabic_Faculty_Foundation_Introductory_Module_for_'MSc_in_Inspiration_Economy'_Program
- 10- Faculty Module Design Orientation Program- for Postgraduate s in Inspiration Economy.
https://www.researchgate.net/publication/361639094_Designing_an_Inspiration_Mentorship_Journey

It is essential to mention here that all the points explained here, in brief, have more supportive detailed files that can be provided once needed. Many of the methodologies, approaches, Modules, credit hours, etc., are fine-tuned to meet the requirements of a 'specialised postgraduate institution' as per the the law No 010/2021 of 16/02/2021 & the Ministerial Order No 001/MINEDUC/2021 of 20/10/2021 determining standards in Education and establish infrastructures and facilities adequate for academic activities.



VERSION CONTROL

Version Number	4
Prepared by	Dr. MOHAMED Buhijji
Version Reference number	SP/2/2022
Description	SIAS Business Plan
Policy owner	Socioeconomic Institute for Advanced Studies (SIAS)
Responsible division	Quality Assurance Coordinator & SIAS Council
Internally validated	Yes
Date of Internal Validation	1/11/2022
Approved by	SIAS Governance
Date of approval and update	18/12/2022 and 1/4/2023
Amendments	1
Proposed Review date	2024
Web address of this policy	www.sias.rw



APPROVAL FORM

Checked by:

Signature:

A handwritten signature in blue ink, appearing to be 'Donya Ahmed', written over a horizontal line.

DR. Donya Ahmed
Vice Chancellor
Socioeconomic Institute for Advanced Studies

Approved by:

Signature:

A handwritten signature in blue ink, appearing to be 'Mohamed Buhiji', written over a horizontal line.

DR. Mohamed Buhiji
Founder & Chairman of the Board of Trustees
Socioeconomic Institute for Advanced Studies



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