



Socioeconomic Institute for Advanced Studies

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

**(SIAS) PhD in
Inspiration Economy
Modules Description
Profile**

Updated - June 2023

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

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

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Semester One

PhD in Inspiration Economy

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

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

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1. Module Code: IE10-22* Faculty: Socioeconomy**

2. Module Title: Observation & Opportunity Methodologies

3. Level: 10 Semester: One Credits: 20

4. First year of presentation: 2023 , Administering Faculty: Dr. Mohamed Buhijji

5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This module in observation and inspiration labs data collection methodology is designed to enhance the capacity of the students to discover hidden or untapped opportunities. The module shows how untapped solutions might be discovered during the exploration journey with advanced reflexivity techniques related to unexploited opportunities. The students are challenged to develop suitable observations as per the type of data collection situations that lead to effective choices and overall effectiveness in the outcome. The module is considered unique in the way observation are used during field experimentations in community development projects, which build a robust expert that have a wide range of perspectives and a holistic view of contemporary and future issues.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

- i. Critically review the types of Observations in data collection that lead to the discovery of hidden and untapped solutions.

- ii. Appreciate the advanced techniques in observation in inspiration and socioeconomic labs that help to exploit different opportunities that might come from risks and conflicts.
- iii. Review ways of associating reflexivity methodologies during the early stages of observations that would lead to effective sustainable Inspiration and Resilience Economies models.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- iv. See opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- v. Solve, Develop, and Improve life and livelihood conditions in the communities, whether in urban or rural areas.
- vi. Use Observation & Opportunity Methodologies in eliminating socioeconomic issues as poverty, improving equality, and empowering the vulnerable.
- vii. Work on creating participatory community programs in collaboration with government and NGOs.
- viii. Identify opportunities and work on improving and fostering collective strategies to maximise the successes of the management of change efforts.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- ix. Work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.
- x. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xi. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

- xii. Identify, or exploit opportunities around the problem and then analyse them to develop short- and long-term solutions.
- xiii. Be Unique in research, and creativity, besides can work with diversified teams.
- xiv. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Review of methods of Observation that have unique Socio-Economic influence
- b) Reviewing Structured and Unstructured Observations that lead to untapped or undiscovered (hidden) observations
- c) Experimenting with Focused Advanced techniques of Observations and field data collection
- d) Role of Observation in contemporary and future problems solving opportunities
- e) Realising the types of untapped opportunities and how the outcome should be community-driven.

8.0 Learning and Teaching Strategy

	Date	Topics covered	CILOs	Teaching Method	Assessment
1	Sep	Review of methods of Observation that have unique Socio-Economic influence	i. . ii. . iii. .	Lecture/ Discussion	Active Participation
2	Oct	Reviewing Structured and Unstructured Observations that lead to untapped or undiscovered (hidden) observations	iv. v. vi.	Lecture/ Students Presentations & Discussion	Assignment #1
3	Nov	Experimenting with Focused Advanced techniques of Observations and field data collection	X, xi, xii,	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	Dec	Role of Observation in contemporary and future problems solving opportunities	Viii, xiv	Research Analysis Application	Research & Active Participation
5	Jan	Realising the types of untapped opportunities and how the outcome should be community-driven	Xv, xi,v	Lecture/ Students Presentations, Discussion	Project Continuation
	Jan			Open Book Exam	

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation

- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	40%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	60%	
Module Project & Presentation	35%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references the relevant to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK.

Book of Reference No 2

Buheji, M (2016) Handbook of Inspiration Economy. Bookboon, London, UK. ISBN: 978-87-403-1318-5.

Book of Reference No 3

Buheji, M and Ahmed, D (2017) Breaking the Shield - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 4

Buheji, M; Ahmed, D (2020) 'Covid-19 The Untapped Solutions'
Westwood Books Publishing LLC, USA. (Published in Sep 2020)
ISBN- 978-1-64803-377-3

Book of Reference No 5

Buheji, M; Ahmed, D (2020) 'Covid-19 The Untapped Solutions'-Part 2,
Westwood Books Publishing LLC, USA. (Published in Feb 2021)

Paper References

1. Buheji, M; Ahmed, Dunya (2020) The First Fifty – a Book of 50 (unexplored) Opportunities & Solutions Dealing with the COVID-19 Pandemic Crises. Researchgate Self-Publish, ISBN- 978-1-8383554-0-1
2. Buheji, M and Ahmed, D (2020) Foresight of Coronavirus (COVID-19) Opportunities for a Better World, American Journal of Economics; 10(2): 97-108.
3. Ahmed, D and Buheji, M (2018) Reflexivity in Applying "Inspiration Economy" Research: Changing the Game to Make the Research Groups "Researchers", International Journal of Qualitative Methods Volume 17: 1–8, SAGE Publications.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students' availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.



14.0 Module Teaching Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1. Module Code: IE10-31* Faculty: Socioeconomy

2. Module Title: Youth Economy

3. Level: 10 Semester: One Credits: 20

4. First year of presentation: 2023, Administering Faculty: Dr. Sylvestre MUNYENGABE

5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This module shows the approach for the potential that youth's spirit and energy could bring today to world practices. The psychological components of the youth phase, the uniqueness of their energy and spirit, and they could be economically utilised are explained. The type of youth currency that might affect the socio-economic outcome is explored. The module provides a common understanding of what is happening to the youth economy, today and across different generations. The field projects would focus on how to utilise the total reverse thinking approach to improve the many policies and practices today relevance to youth. The module finally facilitates youth economy enablers, youth economy motivators, youth economy obstacles and youth economy outcomes to prepare the students for their differentiated future capacity.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically understand the importance of youth economy and its role in creating a better world
- ii. Evaluate when and how: Youth Economy is suitable.

- iii. How to test the best youth economy models suitable for different communities & organizational situations.
- iv. Effectively illustrate creation of youth economy models in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Youth Economy models achieved and areas for improvement.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- i. See opportunities in current youth related challenges;
- ii. Realise the capacity of energy and spirit of youth currency.
- iii. Work on using youth economy in creating participatory community programs in collaboration with government and NGOs.
- iv. Identify opportunities and work on improving and fostering collective strategies to maximise the successes of the management of change efforts.
- v. Work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xvi. Work with youth and youth NGOs, or government entities concerned about youth development to improve their engagement with the communities.
- xvii. Help youth stakeholders to adapt to new contemporary and future foresighted challenges and put transition or transformation plans suitable for this change.
- xviii. Illustrate to capture opportunities from the different conditions in relevance to youth related energy and spirit from the field, and they play in the final outcome of socio-economic change.
- xix. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives that shows the impact of youth economy.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xx. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xxi. Be Unique in research, and creativity, besides can work with diversified teams.
- xxii. Demonstrate profound knowledge in the field of Youth Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xxiii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xxiv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to Youth Economy and its historical background
- b) Reviewing how Youth Economy Models are created
- c) Experimenting with the field of how to create successful youth economy models in the targeted communities
- d) Researching how Youth Economy Experts can maintain and develop current 'live models'
- e) Youth Economy Projects & Presentation

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to Youth Economy and its historical background</i>	vii. . viii. .	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Youth Economy Models are created</i>	ix. x.	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with in the field of how to create successful youth economy models in the targeted communities</i>	X, xi, xii,	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Youth Economy Experts can maintain and develop current 'live models'</i>	Viii, xiv	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Youth Economy Projects & Presentation</i>	Xv, xi,v	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M (2018) Handbook of Youth Economy, AuthorHouse, UK. ISBN: 978-87-403-1318-5.

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Youthingering- 'New Perspectives on Youth Economy' (Edited Book), AuthorHouse Publishing, UK. (Published in Oct, 2019). ISBN: 978-1-7283-9471-8.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M (2019) Prospects of Youth Quality of Life, International Journal of Youth Economy, Vol. 3, No. 2, p. I-III.
2. Buheji, M (2019) Influence of visualised reflection on 'solving socio-economic problems' – a case from youth economy forums, Int. J. Innovation and Learning, 25 (1), pp. 1-16.
3. Buheji, M. (2018) Foreword – 'Youth Role in Transforming Change towards a better World', International Journal of Youth Economy 2(2),I-II.
4. Buheji, M (2018) – Forward: More Understanding of What we do with the Release of "Handbook of Youth Economy", International Journal of Youth Economy, Vol. 2, No.1, p. I-III.
5. Buheji, M (2017) Forward- Youth Economy and Utilisation of Lost Opportunities, International Journal of Youth Economy, 1(2): 1-2.
6. Buheji, M (2017) Investigating the Importance of 'Youth Economy', International Journal of Current Advanced Research, Volume 6; Issue 3; March; pp. 2405-2410.
7. Buheji, M (2017) In Search of the Inspired Student—Measuring of Youth Inspiration in High School—A Youth Economy- Paper American Journal of Industrial and Business Management, 7, pp. 785-797,
8. Buheji, M and Ahmed, D (2017) Forward - Why an International Journal for Youth Economy? International Journal of Youth Economy, Vol 1, Issue 1, March, pp. I-III

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Teaching Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


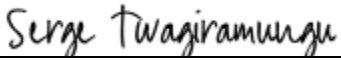
Dr. MOHAMED Buhijji
 Professor FAIZ Galloui
 Professor NADA Trunk
 Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-25* Faculty: Socioeconomy**

2.Module Title: Research Methodology

3.Level: 10 Semester: One Credits: 20

4.First year of presentation: 2023, Administering Faculty: Dr Sylvestre MUNYENGABE

Pre-requisite or co-requisite modules: None

6.0Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1Brief description of aims and content

The module focus on how identify the type of global research suitable for the world and the community development. The student would apply the research tools that would help to bring effective solutions to both rural and urban developments. The research driven projects depending on the type of communities subjects would address the development solutions. The student would get to realize how to optimize the advanced research techniques to correct, prevent or foresight complex problems or theorize new formulas for inspiration economy that help generalize conclusions.

14.1 Learning Outcomes

14.1.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand Research Methodologies and how it can be used at different stages.
- ii. Realise why community development research is important towards establishing 'live models'
- iii. Evaluate through Research when and how: rural and urban development are created.

- iv. How to mobilise through research different realized, or untapped community assets.
- v. Effectively illustrate the creation of community engagement and development in a real-life situation.
- vi. Apply critical thinking in analyses and syntheses of the community engagement and development in the different inspiration Economy model achieved and areas for improvement.

14.1.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- i. Apply Research Methodologies towards solving socioeconomic;
- ii. Solve, Develop, Improve communities challenges through using Research Methodologies.
- iii. Specialise in Research Methodologies that help to investigate and eliminate socioeconomic problems.
- iv. Use Research Methodologies to identify the opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- v. Work on adapting Research Methodologies that help in the transition or the transformation towards the required goals.

14.1.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- vi. Work with other researchers to construct research plan till publication.
- vii. Adapt to new arising challenges during the research journey
- viii. Put a transformation plan exploit the outcomes from the research study conducted.
- ix. Synthesise ideas, opportunities and observations that come from other similar research and come up with new holistic research proposals.

14.1.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- x. Identify, or exploit Research Methodologies around the problem and then to analyse them to develop short- and long-term solutions.
- xi. Be Unique in research, and creativity, besides can work with diversified teams.
- xii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xiii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

- xiv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions after using Research Methodologies.

7.0 Indicative Content

- a) Review the variety of community research tools used in inspiration economy and other similar social sciences
- b) Reviewing advanced research tools that would help to identify community development challenges and issues'
- c) Experimenting Research methodologies suitability as per type of problem and type of community
- d) Researching using community assets and its historical profile
- e) Techniques that enhance the publication of research projects

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>MILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Review the variety of community research tools used in inspiration economy and other similar social sciences</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing advanced research tools that would help to identify community development challenges and issues'</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting Research methodologies suitability as per type of problem and type of community</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching using community assets and its historical profile</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Techniques that enhance the publication of research projects</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

15.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

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Book of Reference No 2

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
2. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.

3. Buheji, M (2020) Socio-Economic Projects Spillovers and Their Influence on Communities Development, Review of European Studies; Vol. 12, No. 1, p. 47-54.
4. Buheji, M. (2018) Recognising Lives around Socio-Economies? – Foreword, International Journal of Inspiration & Resilience Economy, 2(2): 0-0

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
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ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-33* Faculty: Socioeconomy

2.Module Title: Behavioural Economy

3.Level: 10 Semester: One Credits: 20

4.First year of presentation: 2023 , Administering Faculty: Mohamed Buhijji

5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

The module reviews behavioural economics and its role in developing the communities. Both structural and community problems are discussed to identify and analyses the key area where behavioural science and development economics can be applied. The module reviews the implementation of behavioural economic techniques, as nudge, in solving socio-economic challenges. The discussions and the assessment in the module would focus on developing the calibre of the students in differentiating between behavioural and inspiration economies, besides optimizing their utilization in the right place.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The graduates at the end of the module will have acquired the necessary learning and experience that intellectually and pragmatically equip them to:

- i. Critically Understand why behavioral economics is important for the development of the socio-economy
- ii. Evaluate when and how: Behavioral Economy Models are created.

- iii. How the beneficiaries in the different communities & organizations can optimize the utilization of behavioral economics in different situations.
- iv. Effectively illustrate creation of behavioral economics models in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Behavioral Economy vs. Inspiration models achieved. Review the positive psychology in the last decades and what its relation to the inspiration economy projects.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vi. See opportunities inside behavioural economics in solving, developing, improving life and livelihoods conditions in the communities.
- vii. Use behavioural economics in enhancing the outcomes of eliminating poverty, improving equality, and empower the vulnerable.
- viii. Work on creating participatory community programs that use behavioural economics.
- ix. Fostering collective strategies through using behavioural economics to maximise the successes from the management of change efforts.
- x. Work to adapt to new conditions or ensure the transition or transformation to the new state through behavioural economics.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xi. Work with the stakeholders to help adapt to new conditions or ensure the transition or transformation to the new state.
- xii. Illustrate how the observations and the opportunities could be used through behavioral manipulation or architecting to be different conditions on the field to improve the socio-economic outcome.
- xiii. To synthesise and critically evaluate with behavioral challenges, problems from multiple sources and from different perspectives.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xiv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions using behavioural economics.
- xv. Use behavioural economics in research, and creativity, besides can work with diversified teams.
- xvi. Demonstrate profound knowledge in the field of behavioural economics and its related practice while applying its relevant theoretical and practical frameworks.

- xvii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xviii. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions through behavioural economics.

7.0 Indicative Content

- a) Introduction to the Behavioral Economy and its historical background
- b) Reviewing how Behavioral Economy Models are created
- c) Experimenting with Behavioral Economy tools in the field
- d) Researching how Behavioral Economy Experts can maintain and develop current 'live models'
- e) Creating Behavioral Economy Projects focused on community development

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to the Behavioral Economy and its historical background</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Reviewing how Behavioral Economy Models are created</i>	2,3,4,6, 7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting with Behavioral Economy tools in the field</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how Behavioral Economy Experts can maintain and develop current 'live models'</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Creating Behavioral Economy Projects focused on community development</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D(2020) 'Behavioural Economics' Re-shaping the Quality of Life, Authorhouse Publishing, UK. ISBN 978-1-7283-9806-8.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 3

Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455

Paper References

1. Buheji, M (2018) Nudge Theory vs. Inspiration Economy Labs- Comparing the Depth of Influence on Socio-Economics Behaviours, American Journal of Economics; Vol. 8, No.3: 146-154
2. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
3. Buheji, M (2020) Socio-Economic Projects Spillovers and Their Influence on Communities Development, Review of European Studies; Vol. 12, No. 1, p. 47-54.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Exerts from Lifelong Learning Books would be used for discussion during the class.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


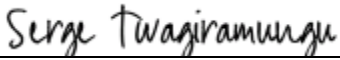
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Two

PhD in Inspiration Economy

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

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

Page 27 of 118

1.Module Code: IE9-22 B* Faculty: Socioeconomy**
2.Module Title: Currency of Visualization & Curiosity

3. Level: 10 Semester: Two

Credits: 20

4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: Observation & Opportunities Methodologies (IE9-22)***

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This module focus on the economic instability and the way to deal with increase of uncertainty in all the issues of socio-economy and the need for the diversification of currencies that help human beings’ development. The students would be challenged for the what and the why to create ‘inspiration-based economy currency’ and how it is linked to the overall performance effectiveness. The module bring the importance of visualisation and utilisation of curiosity that create a transformation from traditional thinking to more of a transitional thinking.

The students would be introduced to the concept and practice of visioneering in IE. Different models and theories of business models will be reviewed, presented and assessed. The module outlines the challenges and opportunities of visioneering and how it impacts change.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

- i. Critically Understand the importance of visualisation in building inspiration economy business models.
- ii. Use of curiosity to identify and evaluate when and how to visualise solutions.
- iii. Test the currency of curiosity in conditions and the resources of the beneficiaries in the different communities through referring back to visualized outcome.
- iv. Effectively illustrate the role of curiosity and visualisation in the creation of small business models in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy business model achieved and areas for improvement.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of inspiration economy, students should be able to:

- i. See Currency of Visualization & Curiosity to identify opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- ii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas through Currency of Visualization & Curiosity.
- iii. Use Currency of Visualization & Curiosity in eliminating poverty, improving equality, and empower the vulnerable.
- iv. Work on creating participatory community programs in collaboration with government and NGOs.
- v. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- vi. Adapt new conditions that Currency of Visualization & Curiosity could bring in creating transitions or transformations to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- vii. Communicate the type of visualization according to the type of problem
- viii. Optimise the currency of curiosity and its role in creating the necessary transition or transformation to targeted state.
- ix. Illustrate how the observations and the opportunities could be enhanced by the type of visualisation and curiosity, and how they all play a role in the final outcome towards the socio-economic change.
- x. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xi. Identify, or exploit opportunities around the problem using Currency of Visualization & Curiosity.
- xii. Demonstrate profound knowledge in optimising Currency of Visualization & Curiosity and its related practice while applying its relevant theoretical and practical frameworks.
- xiii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xiv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the types of visualised business models that leads to the differentiation of inspiration based outcomes.
- b) Reviewing how Curiosity build better solutions through effective visualisation approaches.
- c) Experimenting in the field of how to create successful 'Business models' in the visualised communities outcome
- d) Researching how can curiosity currencies could be maintained & developed for specific case studies

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to the types of business models and the differentiation of inspiration based busienss models</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Inspiration Economy Business Models are created through visualisation</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting in the field of how to create successful 'Business models' in the visualised communities outcome</i>	7-11, 12,13,15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Business Models could be maintained & developed for specific case studies</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Future inpiring communitiy Business Models through project Presentation</i>	19-20	<i>Lecture/ Students Presentations,</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M (2019) Designing a Curious Life, AuthorHouse, UK. ISBN- 9781728386171

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M and Ahmed, D (2022) Purposeful Curiosity, (Arabic Book) Self Published.

Paper References

1. Buheji, M (2019) Enhancing Human Capacity. Curiosity as an Example, International Journal of Inspiration & Resilience Economy 2019, 3(1): 0-0
2. Buheji, M (2020) Optimising the ‘Economics of Curiosity’ for Better Future Foresight. Tracking how Curiosity Can Solve Future Socio-Economic Challenges. American Journal of Economics, 10(1): 21-28.
3. Buheji, M and Buheji, A (2022) Visualising Aging Parents & their Close Carers Life Journey in Aging Economy, International Journal of Management (IJM), 13(7), pp. 20-23.
4. Buheji, M (2020) ‘Visualising Resilient Communities’, Authorhouse Publishing, UK. (Published in Feb).
5. ISBN 978-1-7283-9928-7.
6. Buheji, M (2019) Influence of visualised reflection on ‘solving socio-economic problems’ - a case from youth economy forums, Int. J. Innovation and Learning, 25 (1), pp. 1-16.
7. Buheji, M and Ahmed, D (2018) Book Review - Capturing the Innovation Opportunity Space Creating Business Models with New Forms of Innovation, International Journal of Inspiration & Resilience Economy 2018, 2(1): 30-30.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.

c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED BUHIJJI
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-26* Faculty: Socioeconomy**
2.Module Title: Economics of Change Management

3.Level: 10 Semester: Two Credits: 20
4.First year of presentation: 2024, Administering Faculty: Prof Asm Shahabuddin
5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This module emphasises the application of change management in inspiration economy and complex problems solving projects. Students would be expected to apply different Change Management techniques to different socio-economic or communities or organization situations. The process of managing change is discussed thoroughly in the class to create sustainable influence or outcomes. The student would apply change management on life projects and would analyse their successes and failures towards creating sustainable outcome.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- ii. Critically realise the applications of change management & management of change in inspiration economy projects
- iii. Evaluate the change management in the projects of inspiration economy and their influence in the sustenance of outcome.

- iv. Appreciate the difference between the change management models and what is suitable for the beneficiaries in the different communities & organizational situations.
- v. Review case studies of change management models in complex challenging situation.
- vi. Apply critical thinking in analyses and syntheses of the application of the Inspiration Economy model achieved through change management stories.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vii. See how to use change management models to exploit opportunities inside contemporary and future challenges;
- viii. See the impact of Change in Solving, Developing, Improving life and livelihoods conditions in the communities, whether in urban or rural areas.
- ix. Understand the role of change in eliminating poverty, improving equality, and empower the vulnerable.
- x. Work on creating participatory community programs in collaboration with government and NGOs.
- xi. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xii. work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xxv. Work with the stakeholders to improve the culture and adapt to new conditions or ensure the transition or transformation to the new state.
- xxvi. Illustrate how the observations and the opportunities can lead to change, and they play in the final outcome of socio-economic change.
- xxvii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations and how to lead transformation through using holistic thinking.

6.2.4 General Transferable Skills

- xiii. Identify, or exploit opportunities around the problem using change management models.
- xiv. Be Unique in creativity through using change management models.
- xv. Demonstrate profound knowledge in change management models and how it is related to Inspiration Economy frameworks.
- xvi. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations using change management models.
- xvii. Creatively and systematically address complex socioeconomic issues and using change management models.

7.0 Indicative Content

- i. Introduction to change management and management of change applications
- ii. Organizing for Change Applications
- iii. Experimenting with change Metrics and Motivating for Change
- iv. Researching how communities can reach Innovation and Learning
- v. Utilising Agility to sustain change in live inspiration Projects

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to change management and management of change applications</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Organizing for Change Applications</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with change Metrics and Motivating for Change</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how communities can reach Innovation and Learning</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Utilising Agility to sustain change in live inspiration Projects</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

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Buheji, M; Ahmed, D (2020) 'Covid-19 The Untapped Solutions', Westwood Books Publishing LLC, USA. ISBN- 978-1-64803-377-3.

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Paper References

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4. Buheji, M (2020) Foresighting Economic Spillovers Towards Transformative Change, Issues in Social Science, Vol. 8, No. 1, pp. 1-8.
5. Buheji, M. (2018) Foreword – ‘Youth Role in Transforming Change towards a better World’, International Journal of Youth Economy 2(2),I-II.
6. Buheji, M (2018) Understanding the Power of Resilience Economy: An Inter-Disciplinary Perspective to Change the World Attitude to Socio-Economic Crisis, AuthorHouse, UK.
7. ISBN- 978-1546286677
8. Buheji, M (2020) Foresighting Economic Spillovers Towards Transformative Change, Issues in Social Science, Vol. 8, No. 1, pp. 1-8.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


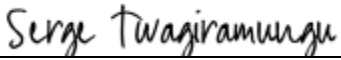
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-34* Faculty: Socioeconomy
2.Module Title: Future Foresight Economy

3.Level: 10 Semester: Two Credits: 20
4.First year of presentation:2024 , Administering Faculty: Dr Mohamed Buhijji
5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This subject focus on the development of the foundations and the development of strategic management and future foresight and its influence on economics, with particular focus on the future socio-economic challenges and opportunities. The benefits and the economic factors of a foresight program are explored with real-examples and case studies, to show how communities and organisations could be more resilient and inspiring if the future adapted from now. Techniques to adapt to the changing environments, and building scenarios for sustainability, besides actions to disrupt the status-quo before being disrupted are exploited too during the module phases.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically learn the importance of future studies in solving complex socio-economic problem and how it helps to spot new opportunities for innovation and creativity.
- ii. Evaluate possible future and when and how the economy would be more effective if certain solutions are taken from the present.

- iii. Gain Insight into the most important new technologies, global events and big ideas that are already shaping the future.
- iv. Effectively illustrate creation of future models in real-life situation and how they enhance problem solving.
- v. Apply critical thinking in analyses and syntheses of the future Inspiration models that could be achieved.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vi. See opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve foresighted future life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Specialise in understanding the future of poverty, and other complex socioeconomic issues through future foresight.
- ix. Work on creating participatory community programs that deals with foresighted challenges in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective future strategies to maximise the successes from the management of change efforts.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xxviii. Work with stakeholders to improve the culture of the organisation and adapt to coming future conditions or ensure the transition or transformation to the new state.
- xxix. Illustrate how the observations and the opportunities of the future depend on the different conditions of the field, and analyse the final outcome of socio-economic change.
- xxx. Synthesise and critically evaluate with empathy future challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xxxi. Identify, or exploit future opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xxxii. Be Unique in research, and creativity, besides can work with diversified teams.
- xxxiii. Demonstrate profound knowledge in the field of Inspiration and Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xxxiv. Creatively and systematically address future complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the Future Foresight and Economics of Strategy and its historical background
- b) Reviewing how Future Foresight and Economics of Strategy Models are created
- c) Experimenting with Future Foresight and Economics of Strategy tools in the field
- d) Researching how can Inspiration Economy Experts can develop 'live models' using Future Foresight
- e) Creating Future Foresight and Economics of Strategy Projects focused on community development

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to the Future Foresight and Economics of Strategy and its historical background</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Future Foresight and Economics of Strategy Models are created</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with Future Foresight and Economics of Strategy tools in the field</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Economy Experts can develop 'live models' using Future Foresight</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Future Foresight and Economics of Strategy Projects focused on community development</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,

- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Sisk, S (2020) You and The New Normal, AuthorHouse, UK.
ISBN- 978-1-7283-5339-5

Book of Reference No 2

Buheji, M (2020) Insights - Thoughts Pioneering the Future of Our Socio-Economies, especially post-COVID-19 pandemic. Researchgate Self-Publish, (Published in Sep).
ISBN- 978-1-8383554-1-8

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Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. (Published in Feb). ISBN 978-1-7283-9928-7.

Book of Reference No 4

Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455

Book of Reference No 5

Buheji, M and Ahmed, D (2019) The Youthineering- 'New Perspectives on Youth Economy' (Edited Book), AuthorHouse Publishing, UK. (Published in Oct, 2019). ISBN: 978-1-7283-9471-8.

Paper References

1. Ahmed, D.; Buheji, M. and Almuttawaw, W (2020) The 'Silver-Lining' of Youth Future in the New Normal (Describing a New Generation), Human Systems Management, 39 (4), p. 495–510.
2. Buheji, M (2020) Future Foresight of Post COVID-19 Generations, International Journal of Youth Economy Vol. 4, No. 1, pp. I-III
3. Buheji, M (2020) Stopping Future COVID-19 Like Pandemics from the Source- A Socio-Economic Perspective 'Re-inventing Zoonotic Virus Foodborne Diseases Inspection', American Journal of Economics, 10(3): 115-125.
4. Buheji, M (2020) Optimising the 'Economics of Curiosity' for Better Future Foresight. Tracking how Curiosity Can Solve Future Socio-Economic Challenges. American Journal of Economics, 10(1): 21-28.
5. Buheji, M (2020) Creating Innovation Policies that Leads to Positive Future Spillovers -A Critical Review, Business and Economic Research ISSN 2162-4860, Vol. 10, No. 1, p. 176-181.
6. Buheji, M (2019) Reviewing Implications of "Behavioural Economics" on Our Future Life, Issues in Social Science, Vol.7, No.3, pp. 9-17.
7. Buheji, M (2019) Discovering Pathways for Eliminating NEET and Youth Future Type of Poverty, International Journal of Human Resource Studies ISSN 2162-3058 2019, Vol. 9, No. 3, pp.320-340.
8. Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, American Journal of Economics, 9(3): 106-117.
9. Buheji, M and Ahmed, D (2019) The Secrets and Future of Global Cities, A Book Review, Journal of Social Science Studies, 6(1), pp. 124-127.
10. Buheji, M (2018) Practices of Future Foresight in Management of Non-Communicable Diseases -An Early Attempt towards Focusing on 'Foresight Economy' Labs. Advances in Social Sciences Research Journal. Vol.5, No.4, pp. 344-355.
11. Buheji, M and Ahmed, D (2016) Currency of Inspiration Economy - Forecasting the future. MakeLearn Joint International Conference on "Management, Knowledge and Learning", Timisoara, Romania 25-28 May.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained


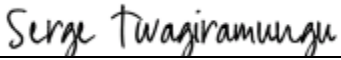
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-37* Faculty: Socioeconomy
2.Module Title: Community & Sustainable Development

3.Level: 10 Semester: Two Credits: 20
4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji
5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This subject lays down the integration between the United Nations Sustainable Development Goals (UN-SGDs) that bring together concrete targets for the benefit of people, communities, planet that prosperity in one side and the concept of inspiration related economies. The module encourages bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. Traditionally viewed through the lens of three core elements— social inclusion, economic growth, and environmental protection—the concept of sustainable development in this module brings a richer meaning that help bring creative solutions while adopting the UN-SGDs 2030 Agenda.

The module would cover the three main dimensions of any sustainable economic development policy: the social, the economic, and the environmental consequences generated and carried forward with the relevant partnerships and effective implementation. The students would explore the interface between environmental and socio-economic aspects to ensure sustainable development is considered in all policy and problem-solving approaches. The class would cover the techniques of analysis that help to improve critical thinking and problem solving skills in relation to sustainable development and lead to social transformation.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand the meaning of community development as per inspiration and resilience economy
- ii. Evaluate when and how: Communities Development is created through Sustainable Development.
- iii. How to create different communities according to different Sustainable Development situations.
- iv. Effectively illustrate real-life situations that lead to community development.
- v. Apply critical thinking in analyses and syntheses on the different types of community development achieved.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vi. See opportunities inside contemporary and future challenges towards Sustainable Development;
- vii. Solve, Develop, Improve Sustainable Development in the communities, whether in urban or rural areas.
- viii. Realise Sustainable Development approaches eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities of Sustainable Development fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Improve the community outreach for SDGs projects.
- xiii. Illustrate the role of SDGs in identifying the priorities of observations and the opportunities.
- xiv. To synthesise and critically evaluate the sustainable development projects
- xv. Identify the sustainable development challenges, problems, ideas, opportunities and observations from multiple sources.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xvi. Identify, or exploit opportunities around Sustainable Development.
- xvii. Be Unique in research, and creativity, besides can work with diversified teams.
- xviii. Demonstrate profound knowledge in the field of Inspiration and Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.

- xix. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xx. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions that support Sustainable Development.

7.0 Indicative Content

- a) Introduction to the sustainable development paradigms in contrast to the dominant economic paradigm
- b) Reviewing how sustainable development goals, as actionable and achievable
- c) Experimenting with substantive knowledge about the Agenda in its breadth and depth as key to realising the Sustainable Development Goals
- d) tools in the field
- e) Researching how can Inspiration Economy Experts can develop SDGs ‘live models’ that can influence the community agenda achievements
- f) Creating sustainable Projects focused on community development

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to the sustainable development paradigms in contrast to the dominant economic paradigm</i>	xi. . xii. .	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how sustainable development goals, as actionable and achievable</i>	xiii. xiv.	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with substantive knowledge about the Agenda in its breadth and depth as key to realising the Sustainable Development Goals tools in the field</i>	X, xi, xii,	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Economy Experts can develop SDGs ‘live models’ that can influence the community agenda achievements</i>	Viii, xiv	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>

5	<i>Creating sustainable Projects focused on community development</i>	<i>Xv, xi,v</i>	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>
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Open Book Exam

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Sisk, S (2020) You and The New Normal, AuthorHouse, UK.
ISBN- 978-1-7283-5339-5

Book of Reference No 2

Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. ISBN 978-1-7283-9928-7.

Book of Reference No 3

Buheji, M (2018) Understanding the Power of Resilience Economy: An Inter-Disciplinary Perspective to Change the World Attitude to Socio-Economic Crisis, AuthorHouse, UK. ISBN- 978-1546286677

Book of Reference No 4

Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455

Paper References

1. Korze, A; Buheji, M and Davidovic, D (2021) Re-Interpretation of "Sustainability" Concept, in Post- Covid-19 Period, International Journal of Management (IJM), 12(2), pp 156-165.
2. Buheji, M (2020) Mitigating the Tsunami of COVID-19 through Sustainable Traceability, Public Health Research, Vol. 10 No. 1, 2020, pp. 21-33.
3. Buheji, M (2019) Social Innovation and Sustainable Entrepreneurship, A Book-Review, American Journal of Economics, 9(3): 154-156.
4. Buheji, M (2020) Coronavirus as a Global Complex Problem Looking for Resilient Solutions, Business Management and Strategy, Vol. 11, No. 1, 94-109.
5. Buheji, M (2019) Reviewing How 'Creating Resilient Economies' can Help Developing Countries in Uncertain Times, American Journal of Economics, Vol. 9, Issue 5, pp. 259-263.
6. Buheji, M (2019) Museums and its role in Resilient Creative Economy – The Canadian Experience, International Journal of Economics, Commerce and Management 7(6): 26-45.
7. Buheji, M. (2018) The Economics of Climate – Resilient Development – A Book Review, Applied Finance and Accounting Vol. 4, No. 2, August,
8. Buheji, M. (2018). Role of Empathetic Engineering in Building More Resilient Green Economy. Case Study on Creating Resilient Self-Sufficient Food Security Programs in Middle East. Advances in Social Sciences Research Journal, 5(3) 148-157.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.

c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.

14.0 Module Team

15.0 Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:

Dr. MOHAMED Buhijji



Professor FAIZ Galloui

Professor NADA Trunk



Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Three

PhD in Inspiration Economy

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

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

Page 56 of 118

1.Module Code: IE9-26 B* Faculty: Socioeconomy**
2.Module Title: Future Studies in Socio-Economic Solutions

3.Level: 10 Semester: Three Credits: 20

4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: Economics of Change Management (IE9-26) ***

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

The module illustrates the importance of futures studies as a systematic study of the possible, the probable and the preferable futures. It is a module that gives overall worldviews that underlie different types of future. The module transforms the student to deal with future as a tool for mapping the alternative solutions and also in shaping desired futures thus helping to focus on what creates new contributions to the world. In work on the module would drive the student to embrace futures studies to reduce risk or negative futures, particularly in socio-economic situations through seeing alternative futures that are tackled with leadership teams that deal with the big picture. Therefore, the subject focuses on the potential near- or long-term future and to bring more creative solutions for them. The student would learn how to collect data and observation about future coming trends and then how to associate them so that to avoid sudden disruptions in the community or to the socio-economic setting. The module would focus on controlling the future through analysing and linking what's possible for the community life and livelihood. The module is full of practice of futures thinking, and it can be developed and applied. The students would be more competent to spot opportunities for innovation and niches of creativity faster. It pushes the

students to be pioneers of the future, instead of letting the future design their fate. The faculty would work on developing a more future-oriented mindsets that make positive changes in their own life, as well as in their surroundings.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically learn the importance of future studies in solving complex socio-economic problem and how it helps to spot new opportunities for innovation and creativity.
- ii. Evaluate possible future and when and how the economy would be more effective if certain solutions are taken from the present.
- iii. Gain Insight into the most important new technologies, global events and big ideas that are already shaping the future.
- iv. Effectively illustrate creation of future models in real-life situation and how they enhance problem solving.
- v. Apply critical thinking in analyses and syntheses of the future Inspiration models that could be achieved.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vi. See opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, through futures studies.
- viii. Specialise in futures studies that help in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating futures studies that help develop participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. Ensure the transition or transformation to the new state by using futures studies.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Work on making future studies establish a culture that lead proper transition or transformation to the targeted new state.
- xiii. Illustrate how to utilise future studies to support the observations and the opportunities to bring more socio-economic development.
- xiv. Evaluate future studied problems, ideas, opportunities and observations from multiple sources and from different perspectives.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xv. Identify, or exploit opportunities around the futures studies problems and then to analyse them to develop short- and long-term solutions.
- xvi. Be Unique in futures studies research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address futures complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. *Introduction to the Future Studies and there importance to exploring opportunities or reduce risks*
- ii. *Reviewing how creative solutions were retrieved from future studies*
- iii. *Experimenting with future solutions examples that could create realised developments*
- iv. *Researching how can Inspiration Economy Experts could benefit from strategic studies to bring lasting outcomes*
- v. *Creating Future Studies that would bring practical solutions and defined projects to the local community*

8.0 Learning and Teaching Strategy

	Topics covered	MILOs	Teaching Method	Assessment
1	<i>Introduction to the Future Studies and there importance to exploring opportunities or reduce risks</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Reviewing how creative solutions were retrieved from future studies</i>	2,3,4,6, 7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting with future solutions examples that could create realised developments</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how can Inspiration Economy Experts could benefit from strategic studies to bring</i>	16-18	Research Analysis Application	Research & Active Participation

		<i>lasting outcomes</i>			
5		<i>Creating Future Studies that would bring practical solutions and defined projects to the local community</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

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ISBN- 978-1-7283-5339-5

Book of Reference No 2

Buheji, M (2020) Insights - Thoughts Pioneering the Future of Our Socio-Economies, especially post-COVID-19 pandemic. Researchgate Self-Publish, (Published in Sep).
ISBN- 978-1-8383554-1-8

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Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK.
(Published in Feb). ISBN 978-1-7283-9928-7.

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Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455

Book of Reference No 5

Buheji, M and Ahmed, D (2019) The Youthineering- 'New Perspectives on Youth Economy' (Edited Book), AuthorHouse Publishing, UK. (Published in Oct, 2019).
ISBN: 978-1-7283-9471-8.

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5. Buheji, M (2020) Creating Innovation Policies that Leads to Positive Future Spillovers -A Critical Review, Business and Economic Research ISSN 2162-4860, Vol. 10, No. 1, p. 176-181.
6. Buheji, M (2019) Reviewing Implications of "Behavioural Economics" on Our Future Life, Issues in Social Science, Vol.7, No.3, pp. 9-17.
7. Buheji, M (2019) Discovering Pathways for Eliminating NEET and Youth Future Type of Poverty, International Journal of Human Resource Studies ISSN 2162-3058 2019, Vol. 9, No. 3, pp.320-340.

8. Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, American Journal of Economics, 9(3): 106-117.
9. Buheji, M and Ahmed, D (2019) The Secrets and Future of Global Cities, A Book Review, Journal of Social Science Studies, 6(1), pp. 124-127.
10. Buheji, M (2018) Practices of Future Foresight in Management of Non-Communicable Diseases -An Early Attempt towards Focusing on 'Foresight Economy' Labs. Advances in Social Sciences Research Journal. Vol.5, No.4, pp. 344-355.
11. Buheji, M and Ahmed, D (2016) Currency of Inspiration Economy - Forecasting the future. MakeLearn Joint International Conference on "Management, Knowledge and Learning", Timisoara, Romania 25-28 May.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
 Professor FAIZ Galloui
 Professor NADA Trunk
 Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE9-24* Faculty: Socioeconomy**
2.Module Title: Entrepreneurial Strategies

3.Level: 10 Semester: Three Credits: 20

4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji

5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

The module incorporates the strategic plans for distant future of pioneering a field and setting entrepreneurial change that impact the future. The module reviews the interconnectedness between inspiration and entrepreneurial economy plans and the impact that builds interests and privileges. The students will learn about the entrepreneurial activities that have inspired those how learned from mistakes and manage to build new pathways for the future. The students will combine the theoretical and practical learning with field visits that would help them to develop the suitable projects. Success stories would be shared and will be evaluated during various pauses in the classroom.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Realizing the role of entrepreneurship strategies in stabilizing the social and inspiration economy
- ii. Assessing when and how: The economy of inspiration integrates with entrepreneurship.
- iii. Learn how to improve models of inspiration through entrepreneurship.

- iv. Realizing the role of entrepreneurship in sustaining inspiring projects.
- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy on Entrepreneurial Strategies.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vi. See opportunities through entrepreneurial change inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions through entrepreneurial change in the communities.
- viii. Bring in entrepreneurial change in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work in developing entrepreneurial change that leads to participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective entrepreneurial strategies to maximise the successes from the management of change efforts.
- xi. 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.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Utilise Entrepreneurial Strategies to improve the conditions or ensure the transition or transformation to the new state.
- xiii. Illustrate how the observations and the opportunities can help to develop further entrepreneurial strategies and create a differentiate outcome.
- xiv. Use Entrepreneurial Strategies to synthesise and critically evaluate challenges.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xv. Identify, or exploit opportunities around the entrepreneurial change.
- xvi. Be Unique in entrepreneurial change research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of entrepreneurial change and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions using entrepreneurial strategies.

7.0 Indicative Content

- i. Introduction to types of entrepreneurship strategies
- ii. Integration Mechanisms of Inspiration Economy Models with Entrepreneurial Strategies
- iii. Experiences in the use of entrepreneurship or its plans in the target communities
- iv. Researching how inspiring economists benefit from entrepreneurship
- v. Models of creating entrepreneurship projects affecting the social economy

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>MILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to types of entrepreneurship strategies</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Integration Mechanisms of Inspiration Economy Models with Entrepreneurial Strategies</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experiences in the use of entrepreneurship or its plans in the target communities</i>	7-11, 12,13,15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how inspiring economists benefit from entrepreneurship</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Models of creating entrepreneurship projects affecting the social economy</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation & Publishing Paper</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies

- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield, - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M and Ahmed, D (2019) The Intent - Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455.

Book of Reference No 5

Brewer, J and Gibson, S (2016) *Institutional Case Studies on Necessity Entrepreneurship*. Edward Elgar, UK

Paper References

- Buheji, M (2023) Reviewing the Impact of 'Entrepreneurship as A Social Change', *International Journal of Management (IJM)*, 14(3), 2023, pp. 58-63.
- Buheji, M (2021) Optimising 'Entrepreneurial Behaviour' for COVID-19 Pandemic Spillovers through Master Program in Inspiration Economy Constructs, *International Journal of Management (IJM)*, 12(5), 2021, pp. 194-201.
- Buheji, M (2020) Geographic Influence on Innovation and Entrepreneurship Spillovers, *Research in Business and Management*, Vol.7, No.2 , pp.1-5.
- Buheji, M (2019) Understanding the Economics of Problem-Solving. A Longitudinal Review of the Economic Influence of Inspiration Labs- Three Years Journey on Socio-Economic Solutions. *American Journal of Economics* 2019, 9(2): 79-85
- Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, *Issues in Social Science*, Vol. 7, No. 1, pp. 1-11.
- Buheji, M (2019) Reviewing Implications "Poverty and Entrepreneurship in Developed and Developing Economies", *American Journal of Economics*, 9(5): pp. 268-271.
- Buheji, M (2019) Social Innovation and Sustainable Entrepreneurship, A Book-Review, *American Journal of Economics*, 9(3): 154-156.
- Buheji, M. (2018) Book Review- "Understanding Necessity Entrepreneurship", A Reflection on Book Review: "Institutional Case Studies on Necessity Entrepreneurship", *Issues in Social Science*, Vol. 5, No. 2. pp. 54-60.
- Buheji, M. (2018) Book Review- Entrepreneurial Neighbourhoods Towards an Understanding of the Economies of Neighbourhoods and Communities, *Journal of Social Science Studies*, Vol. 5, No. 2, pp. 207-209.
- Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, *American Journal of Economics*, 9(3): 106-117.
- Gibb, A. (2002). In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning, creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 213-231.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

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

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

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- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-32* Faculty: Socioeconomy
2.Module Title: Marketing in Inspiration Economy

3.Level: 10 Semester: Three Credits: 20

4. First year of presentation: 2024, Administering Faculty: Prof. Asm Shuhabdeen

5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

The module focus on the type of the marketing strategies needed, besides the approaches that can be applied to have marketing as part of inspiration-based economy, or to utilise inspiration engineering as part of the short term or long-term marketing strategies. The comprehensive practical introduction to marketing target to improve students' ability to make inspiring and effective marketing decisions, including optimising marketing opportunities and developing marketing strategies and implementation plans. The module would cover discussion on how competitiveness and positioning is seen in inspiration driven marketing.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The students of this module will have acquired the following learning and experience:

- i. Critically Understand why it is important to market the projects of inspiration economy
- ii. Evaluate when and how to put strategy for Inspiration Economy Marketing.
- iii. How to test the effectiveness of Inspiration Economy Marketing.
- iv. Effectively illustrate creation of Inspiration Economy Marketing in real-life situation.

- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy Marketing models and how to improve their outcome.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vi. Improve marketing strategies that brings in opportunities;
- vii. Solve, Develop, Improve life and livelihoods conditions through marketing strategies.
- viii. Specialise in developing marketing strategies towards eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs through marketing strategies.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. Marketing inspiration economy that help adapt to the required transition.
- xiii. Use selected observations and opportunities to enhance marketing outcome towards the required socio-economic change.
- xiv. Synthesise and critically evaluate how to market challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives.

6.2.4 General Transferable Skills

- xv. Identify, or exploit opportunities around the marketing strategies to analyse them to develop short- and long-term solutions.
- xvi. Bring in unique marketing strategies that enhance research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. Introduction to Marketing Strategies for Inspiration Economy Projects
- ii. Role of Inspiration Economy Marketing in enhancing projects sustainability, funding, and generalisation

- iii. Creating successful Marketing approaches with focus on the targeted communities
- iv. Researching how Inspiration Economy can maintain and develop current 'live models'
- v. Presentations and discussions on Marketing models suitable for communities and socio-economic challenges

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to Marketing Strategies for Inspiration Economy Projects</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Role of Inspiration Economy Marketing in enhancing projects sustainability, funding, and generalisation</i>	2,3,4,6, 7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Creating successful Marketing approaches with focus on the targeted communities</i>	7-11, 12,13,1 5	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	<i>Researching how Inspiration Economy can maintain and develop current 'live models'</i>	16-18	Research Analysis Application	Research & Active Participation
5	<i>Presentations and discussions on Marketing models suitable for communities and socio-economic challenges</i>	19-20	Lecture/ Students Presentations, Discussion	Project Continuation

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Paper References

1. Buheji, M (2018) Book Review - The Rise to Market Leadership, International Journal of Business Administration, Vol (9)2, pp. 44-45.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.

c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team (Teaching faculty who will offer the module)

15.0 Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


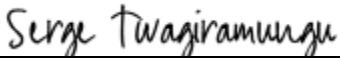
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-34B* Faculty: Socioeconomy
2.Module Title: Economics of Social Innovation

3.Level: 10 Semester: Three Credits: 20
4.First year of presentation: 2023, Administering Faculty: Prof. Fayeze Gallouj
5.Pre-requisite or co-requisite modules, excluded combinations:
 Future Foresight Economy (IE 34)*

6.oAllocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

As part of Inspiration Economy, social innovation and social entrepreneurship are particularly important disciplines that can be understood through reviewing all the legacy created by society activists and world leaders through their social innovation and entrepreneurship programs that inspired communities and societies. The class would be having field visits, projects and success stories sharing that are going to be evaluated throughout the module journey.

6.2 Learning Outcomes

6.2.1 Knowledge and Understanding

The graduates at the end of the module will have acquired the necessary learning and experience that intellectually and pragmatically equip them with for bringing experts in the field of inspiration, problem-solving and community development. The following competencies are what the module targets to build in its graduates to expand their readiness for future challenges foresighted

- i. Critically understand social innovation and how it can impact the type of socio-economic problems and set the proper strategic analysis and plan to create the suitable changes needed.
- ii. Review type of scenarios that eliminate the problems and being different outcome solutions.
- iii. Exploit the opportunities through effective strategic execution and integration with up to date community challenges.
- iv. Effectively show the milestone that would help to sustain a socio-economic outcome effectiveness.
- v. Apply critical thinking analysis and syntheses of the problem or challenge investigated.
- vi. Utilise future foresight tools to solve coming problems or capture early opportunities related to socio-economic development

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vii. See opportunities using social innovation to solve, develop, improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Specialise in using social innovation in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs through social innovation.
- x. Identify opportunities and work on improving of fostering collective social innovation strategies to maximise the successes from the management of change efforts.
- xi. Adapt social innovation to deal with transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. 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.
- xiii. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xiv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xv. Identify, or exploit opportunities around the problem using social innovation.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of social innovation.

- xviii. To synthesise and critically evaluate challenges, problems, ideas, opportunities and observations using social innovation.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. Introduction to the Social Innovation and Social Entrepreneurship
- ii. Reviewing how Inspiration Economy Models integrates with Social Innovation and Social Entrepreneurship
- iii. Experimenting in the field using Social Innovation and Social Entrepreneurship in targeted communities
- iv. Researching how can Inspiration Economy Experts can benefit from Social Innovation and Social Entrepreneurship
- v. Creating Social Innovation and Social Entrepreneurship Projects

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to the Social Innovation and Social Entrepreneurship</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Inspiration Economy Models integrates with Social Innovation and Social Entrepreneurship</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting in the field using Social Innovation and Social Entrepreneurship in targeted communities</i>	7-11, 12,13,15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Economy Experts can benefit from Social Innovation and Social Entrepreneurship</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Social Innovation and Social Entrepreneurship Projects</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	40%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	60%	
Module Project & Presentation	35%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”*, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M and Ahmed, D (2019) *The Intent – Shaping the future of Poverty Economy*, AuthorHouse, UK. ISBN- 9781728392455

Paper References

1. Buheji, M (2023) Reviewing the Impact of 'Entrepreneurship as A Social Change', *International Journal of Management (IJM)*, 14(3), 2023, pp. 58-63.
2. Buheji, M (2021) Social Capital Role in Addressing Aging Parents Loneliness, *International Journal of Management (IJM)*, 12(11), pp. 17-26.
3. Ebrahim, A; Buheji, M (2020) A Pursuit for a ‘Holistic Social Responsibility Strategic Framework’ Addressing COVID-19 Pandemic Needs, *American Journal of Economics*, Vol. 10 No. 5, pp. 293-304.
4. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, *Issues in Social Science*, Vol. 7, No. 1, pp. 1-11.
5. Buheji, M (2019) Reviewing Implications “Poverty and Entrepreneurship in Developed and Developing Economies”, *American Journal of Economics*, 9(5): pp. 268-271.
6. Buheji, M (2019) Social Innovation and Sustainable Entrepreneurship, A Book-Review, *American Journal of Economics*, 9(3): 154-156.
7. Buheji, M. (2018) Book Review- “Understanding Necessity Entrepreneurship”, A Reflection on Book Review: “Institutional Case Studies on Necessity Entrepreneurship”, *Issues in Social Science*, Vol. 5, No. 2. pp. 54-60.
8. Buheji, M. (2018) Book Review- Entrepreneurial Neighbourhoods Towards an Understanding of the Economies of Neighbourhoods and Communities, *Journal of Social Science Studies*, Vol. 5, No. 2, pp. 207-209.
9. Buheji, M (2020) Geographic Influence on Innovation and Entrepreneurship Spillovers, *Research in Business and Management*, Vol.7, No.2 , pp.1-5.
10. Buheji, M (2019) Shaping Future Type of Poverty - The Foresight of Future Socio-economic Problems & Solutions - Taking Poverty as a Context- Beyond 2030, *American Journal of Economics*, 9(3): 106-117.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration Economy and similar concepts that lead to love models creation that influenced the socio-economy.

14.0 Module Team

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

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



Page 81 of 118

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


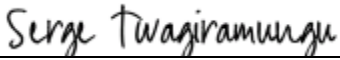
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Four

PhD in Inspiration Economy

1.Module Code: IE10-30* Faculty: Socioeconomy
2.Module Title: Case Studies in Lifelong Learning

3.Level: 10 Semester: Four Credits: 20
4.First year of presentation: 2024, Administering Faculty: Dr Dunya Ahmed
5.Pre-requisite or co-requisite modules:

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This module is designed to establish a spirit and a mindset that the future inspiration economy expert should carry through continuous professional development that comes through taking challenges in life and the community. The student would bridge between lifelong learning (LLL) and the experiential learning that inspiration economy uses for opportunity discovery and development. The module would focus on entrepreneurial learning practices required for the inspiration labs. The module would bring social inclusion, active citizenship, and life purposefulness that help raise and maintain the capacity of the inspiration economy expert.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Realise the different types of Lifelong Learning and their applications on inspiration economy projects
- ii. Evaluate how to address the variety of learners that could be used in the inspiration economy projects.
- iii. Realise from the different infrastructures of lifelong learning that can be built in inspiration economy cases and models.

- iv. Effectively illustrate how Lifelong Learning improves the hit rate and the anticipation towards proper change.
- v. Utilise latest modern tools and methods in Lifelong learning that addresses labor market disruptions and future expected global changes.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

- vi. Use Lifelong learning practices that help to indulge inside contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve life and livelihoods conditions in the communities, using Lifelong learning practices
- viii. Specialise in eliminating poverty, improving equality, and empower the vulnerable using Lifelong learning practices.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. 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.
- xiii. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xiv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

- xv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. Realise the dynamics of Lifelong Learning and their capacity to create or sustain major or radical changes
- ii. Reviewing Case Studies of Lifelong Learning based on the world disruptions
- iii. Lifelong Learning role in building society-wide commitment
- iv. Researching how can Lifelong-Learning can be used to create legacy to inspiration economy projects
- v. Identifying Cases where Lifelong Learning momentum makes influence on Socio-economies

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Realise the dynamics of Lifelong Learning and their capacity to create or sustain major or radical changes</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing Case Studies of Lifelong Learning based on the world disruptions</i>	2,3,4,6,7	<i>Lecture/ Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Lifelong Learning role in building society-wide commitmen</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Lifelong-Learning can be used to create legacy to inspiration economy projects</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Identifying Cases where Lifelong Learning momentum makes influence on Socio-economies</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,

- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M (2019) Designing a Curious Life, AuthorHouse, UK.
ISBN- 9781728386171

Book of Reference No 2

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 3

Buheji, M. (2013) Lifelong Learning Journey Handbook (in Arabic)

ISBN- 978-9995801564

Paper References

1. Buheji, M (2019) In Pursuit of a Youth Life-Purposefulness Program, International Journal of Human Resource Studies, International Journal of Human Resource Studies, Vol. 9, No. 4, p.69-76.
2. Bahzad, H; Buheji, M, Thomas, B and Alhasan, S (2015) A Study of Lifelong Learning in Relation to Inspiration in the Context of Bahraini Women, Journal of Education & Social Policy, Vol. 2, No.3; September.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team (Teaching faculty who will offer the module)

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


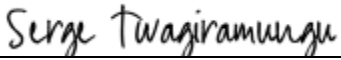
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-14 Faculty: Socioeconomy
2.Module Title: Influencing without Power

- 3.Level: 10 Semester: Four Credits: 20**
4.First year of presentation: 2024, Administering Faculty: Dr Shamsu Abubakar
5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

The background of this module is focused on creating a transformation in the mindset the participating student of their infinite capacity in creating change in any socio-economic condition, if they apply abundance thinking. The subjects in this module is that it introduce the concept of 'Influencing without power', or 'without authority'. It is about the power to make or excite others without having any materialistic resources to give or contribute. The module participants would manage to practice the concept of 'influence without power' i.e. practice give and take between all the involved parties, thus enabling them to change or reinforce again others' attitudes, opinions or behaviours. They would learn to optimise the inspiration lab capacity to shape what happens in order to produce a desired action, to trigger behaviour or build others' opinions about it.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Critically Understand why it is important to evaluate the intrinsic powers within the targeted community or organization

- ii. Evaluate when and how: 'Influencing without power or authority' approach could be used.
- iii. How to test the influence without power in the different communities & organizational situations.
- iv. Effectively illustrate creation of 'influencing without power' in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the models achieved by 'influencing without power or authority'.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vi. See opportunities through Influencing without power towards contemporary and future challenges, using lots of positive psychology techniques;
- vii. Solve, Develop, Improve communities through Influencing without power.
- viii. Specialise in eliminating poverty, improving equality, and empower the vulnerable through Influencing without power.
- ix. Identify opportunities and work on improving of fostering collective Influencing without power strategies to maximise the successes from the management of change efforts.
- x. work with the stakeholders to improve Influencing without power to adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xi. 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.
- xii. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xiii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xiv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xv. Be Unique in research, and creativity, besides can work with diversified teams.
- xvi. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xvii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

- xviii. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. Introduction to the "influencing without power" and its historical background
- ii. Reviewing how 'Influencing without power' could be used for Inspiration Economy Models
- iii. Experimenting with in the field of how to create successful 'live models' through 'influencing without power'
- iv. Researching how can develop further the 'influencing without power' approach in the Inspiration Economy'
- v. Creating Models, Project Presentation that shows the benefit of 'influencing without power' in socio-economic development

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to the "influencing without power" and its historical background</i>	xv. . xvi. .	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how 'Influencing without power' could be used for Inspiration Economy Models</i>	xvii. xviii.	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting with in the field of how to create successful 'live models' through 'influencing without power'</i>	x, xi, xii,	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can develop further the 'influencing without power' approach in the Inspiration Economy'</i>	Viii, xiv	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Models, Project Presentation that shows the benefit of 'influencing without power' in socio-economic development</i>	Xv, xi,v	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield, - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Book of Reference No 2

Buheji, M and Ahmed, D (2019) The Defiance - A Socio-Economic Problem Solving (Edited Book), AuthorHouse, UK. ISBN: 978-1-7283-8869-4.

Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M (2019) Designing a Curious Life, AuthorHouse, UK. ISBN- 9781728386171

Paper References

1. Buheji, M (2019) Understanding the Economics of Problem-Solving. A Longitudinal Review of the Economic Influence of Inspiration Labs- Three Years Journey on Socio-Economic Solutions. American Journal of Economics 2019, 9(2): 79-85
2. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
3. Buheji, M (2019) Influence of visualised reflection on 'solving socio-economic problems' – a case from youth economy forums, Int. J. Innovation and Learning, 25 (1), pp. 1-16.
4. Buheji, M. (2018) “Influencing without Power” Currency in Inspiration Labs—A Case Study of Hospital Emergency Beds. American Journal of Industrial and Business Management, Vol. 8, pp. 207-220

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:


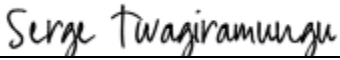
Dr. MOHAMED Buhijji
Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-36* Faculty: Socioeconomy
2.Module Title: Inspiration Engineering & Differential Diagnosis

3.Level: 10 Semester: Four Credits: 20
4.First year of presentation: 2024, Administering Faculty: Dr Mohamed Buhijji
5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

The module targets to build practices on Inspiration Engineering Designs and how it creates a strong currency of inspiration. With the integration of design and inspiration engineering we can create more stable communities that is full of inspiration resources that leads to independent business models. The module focus on the implementation of Differential Diagnosis as a technique that can help in systematically identify the potential presence of opportunities where multiple alternatives are possible. The students would learn to apply differential diagnosis and take challenges and to come up with more definitive diagnostic checks. The students also would go through differential diagnosis cases and projects to see how to become better forecasters of possibilities and probabilities with more focused evidence-based approaches. Learnings from Differentiation Diagnosis and its application in Inspiration Labs are discussed and replicated by the students as part of exercises.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Critically Understand the different types of socio-economic development that can be achieved through Inspiration Engineering & Differential Diagnosis.

- ii. How to create different socioeconomic problems could be tackled through Inspiration Engineering Tools and Differential Diagnosis communities according to different situations.
- iii. Apply critical thinking in analyses and syntheses of the Inspiration Economy model achieved and areas for improvement.
- iv. Critically Understand the necessity and nature of Differential Diagnosis & its Application to Complex Problems Solving
- v. Evaluate when and why: Differential Diagnosis is important.
- vi. Apply models and frameworks of Differential Diagnosis in different situations.
- vii. Effectively illustrate real-life situations that lead to community development.
- viii. Apply critical thinking in analyses and syntheses on the different types of community development achieved.
- ix. Evaluate when and how: Socio-economic development is created.
- x. Appreciates what type of socio-economic development that would address the different communities needs.
- xi. Effectively illustrate creation of small models in real-life situation.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- xii. Use Differentiation Diagnosis to discover hidden opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- xiii. Solve, Develop, Improve life and livelihoods through Differentiation Diagnosis.
- xiv. Specialise in eliminating poverty, improving equality, and empower the vulnerable using Differentiation Diagnosis.
- xv. Work on creating participatory community programs using Differentiation Diagnosis.
- xvi. Identify opportunities and work on improving of fostering collective strategies to maximise the Differentiation Diagnosis impact.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xvii. 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.
- xviii. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xix. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

- xx. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xxi. Be Unique in research, and creativity, besides can work with diversified teams.
- xxii. Demonstrate profound knowledge in the field of Differentiation Diagnosis and its related practice while applying its relevant theoretical and practical frameworks.
- xxiii. To synthesise and critically evaluate the challenges, problems, ideas, opportunities and observations from Differentiation Diagnosis.
- xxiv. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the application of inspiration engineering & how Differentiation Diagnosis should be able to collect opportunities from ‘problems’ or ‘challenges’ observed by others.
- b) Reviewing how Inspiration Economy and Differentiation Diagnosis Models are related to the inspiration engineering needs design in a way that makes us ready for any type of challenge or able to discover the opportunities in challenges.
- c) Inspiration sources to consider the demands of the environment around the targeted area that we hope to inspire.
- d) Researching how can Inspiration Engineering can be developed to maintain and update the knowledge base about the depth of opportunities to be seen in failures, repetitions or challenges.

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to the application of inspiration engineering & complex problems solving, including how Inspiration engineers should be able to collect opportunities from ‘problems’ or ‘challenges’ observed by others.</i>	1,2	Lecture/ Discussion	Active Participation
2	<i>Reviewing Case Studies of Differential Diagnosis and possible applications to different contemporary challenges.</i>	2,3,4,6, 7	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	<i>Experimenting with Differential Diagnosis thinking & Required Mindset.</i>	7-11, 12,13, 15	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project

4	<i>Researching how can Inspiration Engineering can be developed to maintain and update the Differential Diagnosis to enhance the depth of opportunities to be seen in failures, repetitions or challenges.</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Explore Creating Models, based on the demands might be included in the inspiration design</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Ahmed, D (2017) Breaking the Shield, - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

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Book of Reference No 3

Buheji, M. (2018) Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

Book of Reference No 4

Buheji, M (2016) Handbook of Inspiration Economy. Bookboon, London, UK. ISBN: 978-87-403-1318-5.

Paper References

1. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
2. Buheji, M (2017) Understanding Problem-Solving in Inspiration Labs, American Journal of Industrial and Business Management, 7, pp. 771-784,
3. Buheji, M (2020) Easing Post-Pandemic Socio-economic 'Wicked Problems' through Exploratory Visits –Taking 'Generational Poverty' as an Example. International Journal of Management (IJM) Volume 11, Issue 12, December, pp.118-131
4. Buheji, M (2020) Coronavirus as a Global Complex Problem Looking for Resilient Solutions, Business Management and Strategy, Vol. 11, No. 1, 94-109.
5. Buheji, M (2019) Shaping the Anatomy of Socio-Economic Community Problems towards Effective Solutions, Issues in Social Science, Vol. 7, No. 1, pp. 1-11.
6. Buheji, M (2017) Understanding Problem-Solving in Inspiration Labs, American Journal of Industrial and Business Management, 7, pp. 771-784,
7. Buheji, M and Ahmed, D (2016) Application of Differential Diagnosis in Inspiration Economy Labs – A Literature Review, International Journal of Economic Research, 13(8), 2016: 3681-3687

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.

- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience economies and similar concepts that lead to love models creation that influenced the socio-economy.

14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:

Dr. MOHAMED Buhijji



Professor FAIZ Galloui

Professor NADA Trunk



Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
	Signature 	

Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



1.Module Code: IE10-38* Faculty: Socioeconomy
2.Module Title: (Field Project) Strategies in Inspiration Economy

3.Level: 10 Semester: Four Credits: 20
4.First year of presentation: 2024 Administering Faculty: Prof Asm Shuhabdeen
5.Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Allocation of Study	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	35	50
Practical classes/ Presentations/Workshops (Module Project & Presentation)	25	35
Inspiration Labs (Project Hubs)	25	35
Self-directed study, Set reading etc. (Student case studies)	45	-
Research Paper on the Subject	30	30
Assignments – preparation and writing	20	25
Examination (Open Book) – Assessment	20	25
TOTAL	200	200

6.1 Brief description of aims and content

This module focus on the development of the foundations and the development on the methods of managing the field, or the live and future projects in the economy of inspiration, in a manner that ensures their consistency, sustainability, efficiency and effectiveness. The course also focuses on projects that are based on partnership. Students will also be introduced to the specifics of methodologies for managing projects of social economy issues. Students will also learn, through case studies, the methodology for projects risk management, industry sustainability in projects, and methodologies for knowledge exchange in project phases and at the end of the project.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Critically Understand why field strategy is importance to inspiration labs and to socio-economic development.
- ii. Evaluate when and how field projects strategies are most effective.
- iii. Realise how field project the beneficiaries in the different communities optimize the field projects strategies.

- iv. Effectively illustrate field projects strategies in real-life situation.
- v. Apply critical thinking analyses and syntheses while developing field projects strategies.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

- vi. Understand how field projects strategies opportunities inside contemporary and future challenges;
- vii. Use Field projects strategies to solve, develop, improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- viii. Lead field projects strategies in eliminating poverty, improving equality, and empower the vulnerable.
- ix. Work on creating participatory community programs in collaboration with government and NGOs.
- x. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- xi. work with the stakeholders to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- xii. 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.
- xiii. Illustrate how the observations and the opportunities depend on the different conditions of the field, and they play in the final outcome of socio-economic change.
- xiv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

6.2.4 General Transferable Skills

Having successfully completed the module, students should be able to:

- xv. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xvi. Be Unique in research, and creativity, besides can work with diversified teams.
- xvii. Demonstrate profound knowledge in the field projects strategies Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xviii. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.

- xix. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- a) Introduction to the field projects strategies
- b) Reviewing how field project strategies create unique models that are sustainable and inspiring
- c) Aligning field projects strategies with the disruptive environment
- d) Researching how can 'live models' be exploited faster through different field strategies tools
- e) Creating bridges between strategies and the implementation conditions in the field

8.0 Learning and Teaching Strategy

	<i>Topics covered</i>	<i>CILOs</i>	<i>Teaching Method</i>	<i>Assessment</i>
1	<i>Introduction to the field projects strategies</i>	xix. . xx. .	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how field project strategies create unique models that are sustainable and inspiring</i>	xxi. xxii.	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Aligning field projects strategies with the disruptive environment</i>	X, xi, xii,	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can 'live models' be exploited faster through different field strategies tools</i>	Viii, xiv	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating bridges between strategies and the implementation conditions in the field</i>	Xv, xi,v	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies

- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	30%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	70%	
Module Project & Presentation	45%	
Final Assessment (Open Book Exam)	25%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

12.0 Indicative Resources

Besides the international references in the relevance to the module, the following are the IIEP published research:

Book of Reference No 1

Buheji, M and Sisk, S (2020) You and The New Normal, AuthorHouse, UK.

ISBN- 978-1-7283-5339-5

Book of Reference No 2

Buheji, M (2020) Insights - Thoughts Pioneering the Future of Our Socio-Economies, especially post-COVID-19 pandemic. Researchgate Self-Publish, (Published in Sep).

ISBN- 978-1-8383554-1-8

Book of Reference No 3

Buheji, M (2020) 'Visualising Resilient Communities', Authorhouse Publishing, UK. (Published in Feb). ISBN 978-1-7283-9928-7.

Book of Reference No 4

Buheji, M and Ahmed, D (2019) The Intent – Shaping the future of Poverty Economy, AuthorHouse, UK. ISBN- 9781728392455

Paper References

1. Buheji, M (2020) Socio-Economic Projects Spillovers and Their Influence on Communities Development, Review of European Studies; Vol. 12, No. 1, p. 47-54.
2. Buheji, M (2019) Re-defining Our Approaches to Extreme Poverty: An Attempt to Disrupting Contemporary Poverty Alleviation Approaches through Inspiration Economy Project- A Case Study, International Journal of Economics and Financial Issues, 9(4), 80-89.
3. Buheji, M (2019) 'The Trust Project' Building better accessibility to Healthcare Services through Behavioural Economics and Inspiration Labs, International Journal of Economics, Commerce and Management, United Kingdom, 7(2): 526-535.
4. Buheji, M (2018) Reviewing Progress of the International Inspiration & Resilience Economy Project, International Journal of Inspiration & Resilience Economy; 2(1): 0-0.
5. Buheji, M (2006) Interviews with Dr Mohamed Buheji about Importance of Socio-Economic and Public Sector Change Projects. Importance of Deep Involvement with Field Projects to Create Appreciated Change in the Public Sector. (Arabic Interview) 4th February,
6. Buheji, M (2006) Interviews about Importance of Socio-Economic and Public Sector Change Projects - Importance of Deep Involvement with Field Projects to Create Appreciated Change in the Public Sector (Arabic Interview).

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration and Resilience Economies Labs and similar socioeconomic concepts that lead to love models creation that influenced the socio-economy.



14.0 Module Team

Teaching team is mentioned tentatively in File Number (34) which is titles SIAS Semesters Modules & Staff Plan – They would be trained and supported by the core module development team:



Dr. MOHAMED Buhijji
 Professor FAIZ Galloui
 Professor NADA Trunk
 Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

15.0 UNIT APPROVAL

Faculty	Dean /Director	Date
	1.Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	1/4/2023
	Signature 	
	Signature	1/4/2023
	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
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Seen and noted

Library Team Leader	Signature 	1/4/2023
	Issa Kwezera	
ICT Manager (Contracted)	Signature 	1/4/2023
	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



Semester Five

PhD in Inspiration Economy

1.Module Code: IE 39 Faculty: Socioeconomy
2.Module Title: Applied Field Research (Lab) & Dissertation

3.Level: 10 Semester: Five & Six Credits: 60

4.First year of presentation: 2025 , Administering Faculty: Dr Mohamed Buhijji

5. Pre-requisite or co-requisite modules: None

6.0 Allocation of study and teaching hours

Student hours allocation	Student Hours	Staff hours
Lectures (Taking Discussion Notes, Participation in Visits and Active Contribution)	90	150
Practical classes/ Presentations (Module Project & Presentation)	110	150
Inspiration Labs (Project Hubs)	100	150
Self-directed study, Set reading etc. (Student case studies)	100	
Dissertation & Viva	200	150
TOTAL	600	600

6.1 Brief description of aims and content

This module shows how inspiration labs or projects help in creating impacts and then influence the targeted community. Students will work together with the module mentor towards creating labs as part of conducting research in the pre-selected organisations. This module will provide students with an interdisciplinary framework for exploring how to incorporate projects with actual live labs. Then the module debate issues related to the inspiration labs and how to turn them into case studies that can be publicised.

6.2 Learning Outcomes

6.2.1 General Learning Outcomes

The students of this module will have acquired the following learning and experience:

- i. Critically Understand why Inspiration labs is important for graduation
- ii. Evaluate when and how: Inspiration Economy Labs are created.
- iii. Test the different Inspiration lab suitable for the beneficiaries in the different communities & organizational situations.
- iv. Effectively illustrate creation of Inspiration labs in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy Labs.

6.2.2 Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed all the modules of inspiration economy, students should be able to:

- i. see opportunities inside contemporary and future challenges, using inspiration labs or projects;
- ii. Solve, Develop, Improve life and livelihoods conditions in the communities, using inspiration labs.
- iii. Specialise in eliminating poverty, improving equality, and empower the vulnerable through inspiration labs.
- iv. Work on creating participatory community programs in collaboration with government and NGOs.
- v. Identify opportunities and work on improving of fostering collective strategies to maximise the successes from the management of change efforts.
- vi. Use inspiration labs or projects to improve the culture and adapt to new conditions or ensure the transition or transformation to the new state.

6.2.3 Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

- i. Organise projects that reflect its impact or enhance its outcomes.
- ii. Illustrate how the opportunities within the project can be optimized.
- iii. To synthesise and critically evaluate the projects and connect between its learning, challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives.

6.2.4 General Transferable Skills

Having successfully completed all the modules of Inspiration economy programme, students should be able to:

- i. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- ii. Be Unique in research, and creativity, besides can work with diversified teams.
- iii. Demonstrate profound knowledge in the field of Inspiration Economy and its related practice while applying its relevant theoretical and practical frameworks.
- iv. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- v. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

7.0 Indicative Content

- i. Critically Understand why inspiration labs is important for graduation
- ii. Evaluate when and how: Inspiration Economy Labs are created.
- iii. Test the different inspiration lab suitable for the beneficiaries in the different communities & organizational situations.
- iv. Effectively illustrate creation of inspiration labs in real-life situation.
- v. Apply critical thinking in analyses and syntheses of the Inspiration Economy Labs.

- vi. Introduction to Inspiration Lab and its historical background
- vii. Reviewing how Inspiration Economy Labs are created
- viii. Experimenting in the field of how to create successful Inspiration Labs' in the targeted communities
- ix. Researching how can Inspiration Labs can maintain and develop current 'live models'

8.0 Learning and Teaching Strategy

	Topics covered	CILOs	Teaching Method	Assessment
1	<i>Introduction to Inspiration Lab and its historical background</i>	1,2	<i>Lecture/ Discussion</i>	<i>Active Participation</i>
2	<i>Reviewing how Inspiration Economy Labs are created</i>	2,3,4,6,7	<i>Lecture/ Case Studies, Students Presentations & Discussion</i>	<i>Assignment #1</i>
3	<i>Experimenting in the field of how to create successful Inspiration Labs' in the targeted communities</i>	7-11, 12,13, 15	<i>Lecture/ Discussion/ Projects/ Case Study</i>	<i>Case #1 Inception of Module Project</i>
4	<i>Researching how can Inspiration Labs can maintain and develop current 'live models'</i>	16-18	<i>Research Analysis Application</i>	<i>Research & Active Participation</i>
5	<i>Creating Project Outcome</i>	19-20	<i>Lecture/ Students Presentations, Discussion</i>	<i>Project Continuation</i>

Open Book Exam

Note- Module Intended Learning Outcome (MILOs) used here is English numeric numbers rather than Romanic numbers due to experiencing changes in numbers while working on this document.

9.0 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

10.0 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
In-module assessment:	20%	
Taking Discussion Notes, Participation in Visits and Active Contribution		1,2,3,4,5,6
Assignments		
Students Case Studies		
Final assessment:	80%	
Module Project & Presentation	30%	
Dissertation & Viva	50%	1,2,3,4,5

11.0 Strategy for feedback and student support during module

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Book of Reference No 3

Buheji, M and Ahmed, D (2017) Breaking the Shield, - Introduction to Inspiration Engineering (English) Archway Publishing -USA, ISBN- 978-1480848061.

Paper References

- ✓ Buheji, M (2019) Understanding the Economics of Problem-Solving. A Longitudinal Review of the Economic Influence of Inspiration Labs- Three Years

- Journey on Socio-Economic Solutions. American Journal of Economics 2019, 9(2): 79-85
- ✓ Buheji, M (2019) ‘The Trust Project’ Building better accessibility to Healthcare Services through Behavioural Economics and Inspiration Labs, International Journal of Economics, Commerce and Management, United Kingdom, 7(2): 526-535.
 - ✓ Buheji, M (2017) Understanding Problem-Solving in Inspiration Labs, American Journal of Industrial and Business Management, 7, pp. 771-784,
 - ✓ Buheji, M. (2018) “Influencing without Power” Currency in
 - ✓ Inspiration Labs—A Case Study of Hospital Emergency Beds. American Journal of Industrial and Business Management, Vol. 8, pp. 207-220.

13.0 Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):

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Professor FAIZ Galloui
Professor NADA Trunk
Dr. DUNYA Ahmed

Module coordinator: Dr. Mohamed Buheji & TBA (Program Advisory Board) Email: buhejim@gmail.com

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	3.Prof. Dunya Ahmed (Vice-Chancellor SIAS)	
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	Engr. Serge Twagiramwagu	
Quality Office	Signature	
	Pending HEC Approval to recruit	
VRAF (Director Finance) SIAS	Signature	
	Print Name Pending Recruitment after HEC approval	



VERSION CONTROL

Version Number	3
Prepared by	Dr. Mohamed Buhijji
Version Reference number	SP/PhD-IE3/2022
Description	SIAS – PhD in Inspiration Economy Modules Description Profile
Policy owner	Social-Economic 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 Governing Board
Date of approval & last Update	18/12/2022 and 1/5/2023 and 15/6/2023
Amendments	3
Proposed Review date	2024
Web address of this policy	http://www.sias.rw/

APPROVAL FORM

Checked by:

Signature:



DR. Donya Ahmed
Vice Chancellor
Socioeconomic Institute for Advanced Studies

Approved by:

Signature:



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

