

Increasing Social Mobility through Innovation

A short study of the Mexican innovation Hub iLab



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Contents

1 Introduction

2 Social Mobility in Mexico

3 HUB iLab in response to inequality

3.1 Re-building culture through education

4 Educational Model of iLab

4.1 What makes an entrepreneur?

4.2 Creating entrepreneurial mindsets

4.3 Example of entrepreneurial education: the iLab iDE Bootcamp

5 Development Model of iLab

5.1 Impact on the alumni's futures

6 Conclusion

6.1 Responsibility for a global approach

6.2 Summary and Key Findings

7 Bibliography

8 Appendix

This paper was designed and drafted by Sarah Kampitsch, the Puzzle Solver of Hub iLab. Its content is a fusion of data from Mexican and Latin American scientific sources in the context of social mobility, entrepreneurship, and development, along with research and insights gained during working in the innovation Hub iLab, Mexico. These insights formed the base for diverse development models that are described and documented in this paper and adapted by the iLab culture. The paper therefore can not be called purely scientific, but rather experimental, and still requires constant adjustment and improvement. The presented models form a statement of the current status quo.

1 Introduction

The following paper is a summary of a short study about social mobility among participants and alumni of the innovation Hub iLab's main educational impact program, the innovation-driven entrepreneurship Bootcamp, short iDE Bootcamp. Sources used and not specially highlighted are part of the outcome of the study and are insights collected from all stakeholders such as program participants and alumni, staff members, coaches and allies, open and closed interviews, online and in-person surveys, participant data, and part-time fieldwork, spanning one full, four-month bootcamp.

The aim of this work is to provide insight on the rise of social mobility in Mexico, based on a case study of iLab. Considering a long-term study including the comparison with other similar-vision organisations in Mexico however is inevitable to present a detailed and reliable outcome on a wider perspective.

The question of whether social mobility can indeed be increased through encouraging decisions in developing social groups shall be put on the table and its progress followed throughout this paper.

2 Social Mobility in Mexico

In Mexico, the socio-economic conditions favor the construction of social patterns in which social mobility often is neither possible nor conducive, creating a lack of movement.¹

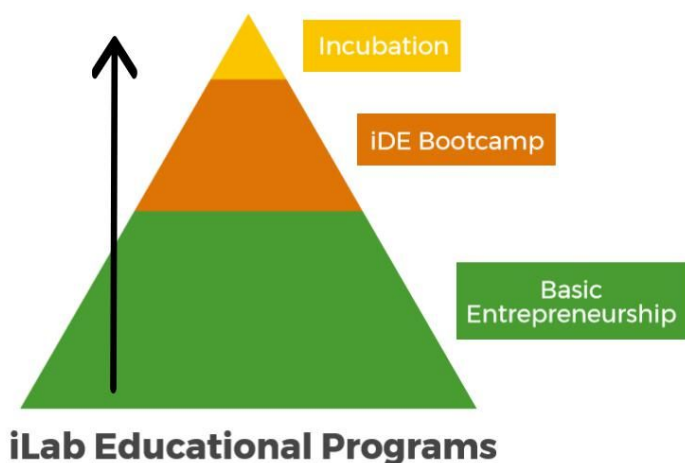
Of the total number of households documented as poor in 2002, meaning with monetary resources of less than 4 US dollars per day, 52.6% were still at the same financial level in 2005 (Vélez Grajales & Monroy-Gómez-Franco:126). With a poverty rate of nearly 50%, education is vital for one's future life. However, as Shannon K. O'Neill describes in a Blog Post, in the emergent, developing-country family is paramount in the forms of resources when it comes to the child's educational pathway: Public schools are still weak in comparison to the private ones, which remain reserved for high income families (compare O'Neill 2017). One example supporting this argument is the low availability of resources and modern education tools. Until this year 61.2% of Mexican public primary and middle schools didn't have established computer systems, and 80% of students didn't have access to the internet neither at school nor at home. This verifies the assumption that many stay stuck at the bottom (Esquivel 2017), given

¹ The Módulo de Movilidad Social Intergeneracional 2016, published of INEGI, aimed to investigate intergenerational social mobility in Mexico among 25 to 64-year-olds on the educational, occupational and economical changes within their lives from the age of 14 years. When at least one parent is the economic provider, 1 in 2 people reach higher level of school. If the parents had a highly qualified occupation (professionals, technicians, directors), 50% of economic dependents are active in occupancy with similar qualified level. However, when asked to compare the current situation with the socio-economic situation they grew up with, 57% of testimonials consider their status has improved and 23,5% state their situation has worsen (INEGI 2017)

the exclusion of communication tools and knowledge pools. In fact, in terms of social mobility based on education, Mexico is one of the slowest moving countries in Latin America. Children raised in poverty with parents that studied only up to the primary school level find it more difficult to reach the upper and even the middle class in their future (Vélez Grajales & Monroy-Gómez-Franco:128).

The likelihood of misallocating human talents is significantly higher in developing countries than in industrialized countries. This comes with the dangerous consequences of decreasing innovation in the country and thereby diminishing motivation and productivity, resulting in the standstill of economic growth. “Following through and pushing further the recent education reforms, so that the vast disparity between public and private schools diminishes, is a start. (...) Access to financing so that those with good ideas or companies can begin or expand their operations will also help, ensuring that the talented, motivated, and hard-working get a chance to rise.” (O’Neill 2013). According to O’Neill, an education form free of social barriers and accessible for everyone needs to be established not only to give fair chances to everyone, but also to insure the country is reducing poverty and increasing economic growth.

3 HUB iLab as a possible solution for inequality



Under the motto “developing solutions” the innovation Hub aims to activate people’s capacities to generate social mobility through entrepreneurship education. iLab provides 3 impact programs, explained in detail in chapter 4. (appendix nr. 1).

While the Basic Entrepreneurship Bootcamp annually reaches

thousands of people in Mexico of all social classes and educational backgrounds to take on an entrepreneurial mindset, the iDE Bootcamp challenges the traditional models of professional development with innovative methods and impactful solutions to global problems are detected by its participants. The results of the Bootcamp are numerous patents for novel ideas, and records have proven that even without establishing their own projects, alumni often choose a different career path afterwards, ranging from generating significant growth in the family business, to be hired in small managing positions or working as design facilitators.

3.1 Re-building culture through education

The focus of the idea of iLab is to create and increase social mobility. This happens best when including mainly but not exclusively less-privileged personalities in the iDE Bootcamp. The mix of graduates from public and private universities with different experiences, and people of all ages and social classes is what pushes their creativity to its limits, helps them receive insights from different areas of studies (Mexico and abroad), transfers generational knowledge in many cases, and combines insights from diverse educational and social circumstances. The teams not only create solutions for an chosen respective market but are protagonists of their own stories.

Supported by the use of business consultants instead of professors, the creation of a flipped classroom instead of a traditional school system, the use of terms like counseling, checkpoint, and advisors instead of lessons, exams and teachers, an open environment is created in which creativity, ideas, and practice can flow freely. The outcome of this experience in many cases are very diverse working teams that learn to see that opportunities and chances are driven by initiative and motivation, and that innovation is a tool to transform one's circumstances into one's own goods. A culture of social extremes learns to see their world through different eyes; let it just be the automatic looking down or up to one another, based on the role they were born into, that slowly seems to lose meaning as they develop the ability to become blind towards social patterns.

4 Educational Model of iLab

Hub iLab, among other programs, offers 3 main services: A 15-day Basic Entrepreneurship Program in part-time, a 16-week full-time innovation driven Entrepreneurship Bootcamp (iDE) and, based on the iDE Bootcamp, a pre-incubation program to support the projects developed in the iDE bootcamp. The core program of iLab's essence, however, is represented by the iDE Bootcamp. One of its basic assumptions is that those that are motivated to explore innovation driven entrepreneurship develop a virus that has the power to be transmitted from one person to another, changing the story of those infected for good. This implies seeing entrepreneurship not only as a possibility to transform one's history, but also to construct conditions.

Business consultants rather than teachers share their professional expertise in diverse innovation driven topics to provide real and practical insights for the participants to widen their knowledge base. However, the educational model is the real backbone of the project, so alumni are not dependent on the consultants after parting.

To ensure the achievement of desired learning, it was necessary to determine which training models were appropriate to integrate into the educational model. One of these is the idea of a flipped classroom, a pedagogical model that seeks to transfer knowledge outside the spaces

designated for training, in order to enhance the entrepreneurial experience within the sessions, favoring the development of critical thinking and making use of diverse resources to appropriate the contents.

Its application teaches the participants commitment and autonomy, basic elements for their success in the bootcamp. The most obvious application of this model is in educational materials designed for consultant and participant. In these, some readings and videos are offered under the flipped classroom scheme, with the intention that the consultants reabsorb in the sessions the elements that are fundamental for the successful development of the participants.

Another model is constructivism: taking all of the participants' prior knowledge to create, innovate, and develop projects.

As the main aim is to develop entrepreneurial skills, seven skill areas were defined that are covered either directly through the topics in the workshop agenda, learned through the practical experience during the process, or have to be adapted on the personal learning path. Those include the ability and empathy to work in teams, leadership and management skills, the ability to think critically and with a global perspective, creativity, and research methodology. Moreover, the education model's multidisciplinary approach in the formation of teams for the development of innovation projects prepares the participants to work within diversity and influences their work as they have the possibility to combine different points of view and expertise in one research based project, that solves a global problem through technology.

Throughout the process of the bootcamp, the agenda supports their development in the professional use of various product and business models, with a focus on technological innovative solutions as the predicted future power.

Last but not least and previously mentioned, the use of business consultants as coaches rather than teachers as real-life successful examples help the participants not only as mentors but also as role models for their own professional path. The coaches' work is guided and supported by a detailed manual and guideline; moreover, the pool of consultants forms a team for themselves with regular check-ins and follow-up meetings for them to understand the entire process and connect their material with those who precede or follow them during one bootcamp generation. Similar materials are also offered for the participants to freely use to deepen their knowledge in different areas and gain even more insights in the process.

4.1 What makes an Entrepreneur?

The Weirdo	The Dreamer	The Fearless	The Engaged	The Resilient	The Maker
<ul style="list-style-type: none"> - revolutionary - the black sheep - thinks differently - has a story to tell - has various interests 	<ul style="list-style-type: none"> - creative thinker - visionary - passionate - very imaginative - easily inspired 	<ul style="list-style-type: none"> - ready for change - loves challenges - open-minded - curious in learning - flexible 	<ul style="list-style-type: none"> - contributor - social-thinker - proactive - takes over responsibility - impact-driven 	<ul style="list-style-type: none"> - reflective - strong character - can handle critiques - emotional intelligence - always gets up again 	<ul style="list-style-type: none"> - action oriented - practical thinker - realistic - analytical - disciplined

Based on a short study with bootcamp participants, alumni, iLab staff, coaches, and friends, the only restrictions that go along with the wish to go an entrepreneurial path is the person's personality. An entrepreneur can be fabricated, if the right base is there. Therefore, recruitment and participant selection of the iDE Bootcamp focus on identifying talents that match with at least one to three of the following personalities on a high percentage, demonstrated in the graphic above. The model of "6 Personalities of an Entrepreneur" serves as a first transparency point for the applicants to see their own tendencies and interests and predict their style of development throughout the bootcamp, which helps the mentors to support them appropriately. The model shows who is fit for the program and will be able to join it successfully, and sorts out those that are not ready at the time. In the end, the Dreamer, Weirdo, Maker, Resilient, Engaged, and Fearless will have developed to a similar character - however, having used different social tools in different ways, depending on their personality (appendix nr. 2). The entrepreneurial education of the iDE Bootcamp, as explained in chapter 4.3, can then support the selected participants to develop into an entrepreneurial thinker.

Interestingly, not only iLab suggests this model. What started as a closed study turned out to match the observations of strong leaders, start-up founders, and researchers on entrepreneurship. De Carolis as published in September 2014 in Forbes Magazine, for example, suggests with its approach that an entrepreneur needs to have passion, resilience, flexibility, and vision, a similar view that matches the personalities of the Dreamer, Resilient, Fearless, and Engaged (De Carolis 2014, Forbes). Price for the Business Insider talks about ten characteristics of successful entrepreneurs (Price 2013, Business Insider) that again can be found in the six personalities suggested by iLab. The idea of what it takes to have an entrepreneurial spirit seems to be interpreted quite generally, however expressed with different words.

4.2 Creating entrepreneurial mindsets

Literature also suggests that we are all born entrepreneurs, as with the assumption of De Carolis.

“We are all born with the innate ability to survive; and survival involves innovative thinking” (De Carolis 2014, Forbes). We simply forgot that those abilities are part of us naturally, preferring to hand over responsibility to “real” entrepreneurs, the Steve Jobs and Mark Zuckerbergs out there. According to De Carolis, we are reducing our own capacity of thinking “(...) if we choose to accept that “entrepreneurs” are the “other” people who take a chance, who think and act differently when challenges arise” (De Carolis 2014, Forbes), an act of protection that is determined by social patterns. According to Antoinette Schaer, professor at MIT, this thinking is typical for subsistence entrepreneurs, that make out most of developing countries’ entrepreneurs (Schaer 2009: 2). They do operate micro businesses for monetary reasons, as a means of surviving. Businesses are mainly kept small and within families, providing work and enough income to cover basic needs, however do not provide employment opportunities for others than family members. The Basic Entrepreneurship Program of iLab is mainly focused on supporting those micro-business holders to grow in income and adapt an innovative management style.

Another group, which Schaer calls the actual and “true engines of growth in an economy” (Schaer 2009: 2) are the transformational entrepreneurs, that aim to create impact, manage their businesses to rapid growth and create more jobs. They go beyond generating subsistence needs and aim to create impact. Especially in developing countries, this type of business (wo)men are much rarer to find (2). The iDE Bootcamp starts here: How to push participants, that grew up in subsistence thinking and living environments, to develop transformational entrepreneurship needs and goals?

Social status plays quite an important role towards the decision of becoming an entrepreneur. In fact, among new company founders in Latin America only about 1% are from the wealthiest families (Lora & Castellani 2014: 23), likewise as the most intelligent people rather become lawyers or doctors. As the rich are usually seen as role models, a non-supportive entrepreneurial culture therefore generates a lack of entrepreneurship overall (Schaer 2009: 9). However, another study shows that in Latin America more than half of company founders were the first in their family to start a business (Lora & Castellani 2014: 23), suggesting the hypothesis that subsistence thinkers in fact do change to transformational entrepreneurship as well. The question remains, where to start developing this transition.

Let us here connect again to the findings with the iDE Bootcamp participants. As orientating the selection process on individuals with the goal to generate social change, participants already took the first step towards adapting transformative entrepreneurship. However, during the bootcamp many expect the coaches to guide them to their project solutions, often diminishing their own ability and level of creativity from their previous experience or social background.

The break-free of the bonds of social habit is a long process that is hardly achieved overnight. The phrase “School kills creativity” (Robinson 2006) is often used to explain the reason for the attitude to let others think for oneself, as in the example of alumni. Many of them argue that traditional education itself often does not have the power to support students to develop an open and wide mind, resulting in staying stuck in traditional thinking. Starting with entrepreneurial methods like Design Thinking, Design Centered in People or Lean Startup is both challenging and helpful for creating responsible social personalities and leaders. iLab took responsibility to support expanding point of views.

4.3 Example of entrepreneurial education: The iLab iDE Bootcamp

During the innovation driven entrepreneurship Bootcamp participants are exposed to, confront and revolutionize technology-based innovational ideas over a process of 16 weeks. More than 25 workshop themes allow a wide insight into the entrepreneurial processes, covering important topics to develop a broad theoretical and practical knowledge about the business creation process. The agenda is structured according to a typical start-up developing process as well. Creativity & Innovation make the start, followed by Research Methodology, Design Centered in People, Lean Start-Up, Prototyping and Marketing and concluded with Finance, Business Model Design, Legal, Business Planning and Change Management, to name only a few (appendix nr. 3).

The workshops are constructed in a way so that the participants are asked to actively co-create their own learning, allowing them to discover their creative genius and innovate disruptive solutions to global problems. During the 16 weeks they are simultaneously learning and trying out as well as pivoting and restructuring business processes constantly. Activities require participants to apply the contents reviewed in the workshops to their bootcamp projects. Those training spaces consist of the necessary elements to experience a real business simulator. Levels of development are evaluated through a series of judged presentations, called Check Points, that allow coaches and staff to connect with the participants’ progress in growing expertise and professionalism.

The aim of the bootcamp is to develop disruptive solutions based on a technological approach that have the power to socially impact more than 10 million people. Participants are prepared for this vision before entering the bootcamp and are supported throughout to develop the necessary skills to transfer their projects in practice into real businesses within an additional pre-incubating program after graduating. The side effect, and perhaps more importantly, is the new generation of innovation driven leaders that have the clarity to identify social issues and the eagerness as well as ability to form those issues into design opportunities that support their

resolution.

5 Development Model of iLab

Theoretically, each participant going through the bootcamp does not only learn entrepreneurial methods but also adapts to a different lifestyle and way of thinking, changing the personality to a more mature, focused, open-minded person. These developments can be summed up as a utopian ideal of an entrepreneur; however, parts match quite accurately to the actual profile of alumni after graduating the bootcamp and even more after some time working on a pre-incubating project. This ideal is defined through three personalities, as shown in appendix nr. 4: the Self-Aware Rolemodel, who knows himself or herself very well and has the ability to inspire others, the Critical Questionmaster, who is analytical and aware, and the Limitless Changemaker, who is a passionate and resilient visionary.

When observing the personal development of each bootcamp participant carefully, a journey can be recorded that shows their process. It also seems clear that besides the ups and downs of the bootcamp product development that they experience, a flipped side of development can be visualized. This one describes the inner processes, which do not always follow the same frame line. The personal journey in fact is even more important for iLab's mission than the education part itself: it is the failures and successes, struggles and highlights that define the alumni's entrepreneurial personality in the end, knowledge being a byproduct. Because of the bootcamp's highly interactive and self-responsible method, participants not only gain insights but through working on an innovative solution themselves with the greater goal of translating it into a successful start-up afterwards, they experience the whole entrepreneurial way firsthand. This often emotional path allows them to use a reflective, modern cycle of observing, thinking and rethinking constantly. They need to be pushed out the comfortable box to unleash their true potentials sustainably.

5.1 Impact on the alumni's future

The development model of iLab was created to support the evaluation of impact on participants and to support their successful development into entrepreneurial thinkers and action-takers after all. With a high focus on not only professional but also personal development, the iDE Bootcamp offers a competitive experience that is reflective, practical, and theoretical at the same time. In a survey among bootcamp alumni from 9 generations, answers show that although almost 60% do not enter the next stage of development with their project, the Incuba program (see above, 4), and after one year almost 70% carry out different jobs, nearly 90% stay in the innovation sector. They work as innovation and entrepreneurship coaches, accept jobs in

consulting agencies, have leadership positions or work in a company's innovation department, undertake managing the family business, or start with a different idea, often in more business-oriented fields. Although it happens in cases, rarely anyone goes back to their former job and career after achieving the iLabber status.

It has to be added at this point that, so far, about 86% percent of participants hold a degree of a public university and therefore, according to society, are less valuable on the job market. However, after accepting the iDE Bootcamp certificate, there is little difference between public and private school attendees to see, except the fact that public school attendees often leave the Incubation Phase earlier and shut down their projects for financial needs.

Although the conversion rate from iDE Bootcamp to the Incuba Program is quite low, 100% of alumni agree that iLab was a good idea, that they definitely would come back and do it again and would recommend the program to their friends.

Moreover, 100% of participants indicate that the iDE Bootcamp has the power to create impact in the society. As reasons, they mention that the change of mindsets in few will empower many, that creating startups with a focus on solving social matters creates hope and shows possibilities, that making young people from public schools create impactful projects helps others to let go of stereotypes, and that someone that once designed a human-centered idea will keep creating social impact projects again and again.

Success stories in terms of the transition to more aware, engaged, open-minded personalities who take their own fate at hand can be counted numerously. To give an example, we shortly display the story of iDE Bootcamp alumni Salucita here.

Salucita, a biochemical engineering graduate, was used to work a lot during studies to help out her family economically. Growing up in a small village in rural Mexico she did dream of contributing to change the lives of her community members to the better, however without business expertise never actually thought of starting something. When she came across the iDE Bootcamp, she saw her chance to work on her desires. She was provided with a scholarship to support her and her family financially while she was focusing 24/7 to find a technological solution to one of her everyday problems. She developed the idea of "iLow", an organic and low-cost material that conducts electricity as an alternative to copper, and is currently still working on the project, forming it into a start-up. The environmental and technological impact that iLow has, could be a watershed for the development of biodegradable conductors. After returning back home from the bootcamp, her experience created a whole different mindset in her community. By bringing a tech-business home, her neighbours and family members also realized that there do not exist limitations based on social background. Salucita became an inspiration and a role model.

Future terms of interest include investing more focus on the study of alumni within their social framework. As can be said so far and mentioned above, single examples provide some evidence on the change of lifestyles and social belonging within an adapted entrepreneurial mindset, and literature proves this statement with many arguments. We do believe though that iLab as a single institution can not confirm yet to have impacted the majority of its participants so far, partly because of the short term of three years of educational execution up to today. A long term study would be needed to draw the full picture of influence and impact of the iDE Bootcamp and Basic Entrepreneurship program, measuring not only the social variables of participants themselves but as well the success in execution of their invented products over the years.

6 Conclusion

As suggested in numerous sources, entrepreneurship can be a powerful tool to support economic growth. As Cho and Honorati (2014) found in their analysis of a decade of entrepreneurship programs in developing countries, 28% of programs had a positive impact on youth from lower social classes. Their focus was carried on those young people with nini status (De Hoyos, Rogers & Syékely: 42f.). Nini is a Latin American term meaning “ni estudia ni trabajo”, describing young adults between 15 and 24 that neither go to school or university nor work. In Latin America one in five of young adults in this age apply to the task. Nearly 60% of ninis come from the bottom 40% of the society, 66% of ninis women. Often long lasting periods of unemployment of the youth poverty jumps from one generation to the next, blockading social mobility for a region (De Hoyos, Rogers & Syékely: 1).

Through improving the overall economic activity in Mexico, social mobility has the opportunity to grow as well. However, this includes focusing on bringing work to the 50% of Mexicans living in poverty and especially its youth. Increasing their potential and giving them the opportunity to actively design the economic market, and transforming the observers into gameplayers supports the opportunity of social growth, social rise and therefore social impact as a whole. The tragic threshold for falling into the category nini, is around the age 24, when many leave university and can not find themselves succeeding in employee selections. These personalities most likely find themselves in an iLab program.

iLab continuously keeps proving with its educational design programs that an innovative mind does not depend on one’s social or family background but can be learned by everyone that has the motivation and willpower to adapt a new way of perceiving life. The Hub therefore leads by example, working on demonstrating and verifying what studies suggest: to educate ninis in a range of less traditional training programs that support them to build human capital (De Hoyos, Rogers & Syékely: 37). Empowering those that are perceived to fit in most career paths

improves their future lives and with their creative decisions and observations of society can influence millions.

6.1 Responsibility for a global approach

Going back to the general assumption of the iDE Bootcamp alumni that the program indeed creates social impact, the idea of the innovation lab can be related to diverse sustainability models, above all the Sustainable Development Goals or Global Goals. iLab as an institution directly connects to Global Goal 4: Quality Education as an educational provider, 8: Decent Work and Economic Growth as the opportunity giver of boosting career paths and creating jobs, 9: Industry, Innovation and Infrastructure as the innovation Hub, and 10: Reduced Inequalities (UN.org) through the focus on participants for all programs of mainly less privileged backgrounds.

In terms of the projects developed within the iDE Bootcamp, nearly every other Global Goal is covered by at least one project, especially numbers 3: Good Health & Well-being, 6: Clean Water & Sanitation, and 12: Responsible Consumption & Production. Examples include a non-invasive home test for Chlamydia detection, a filter for industrial wastewater treatment, and a detection and monitoring system for bacteria and illnesses in crops.

Overall it can be said that iLab as an institution and social organisation defined its path as a Mexican changemaker with regard to a global approach, speaking of the interest and ability to transfer its flexible constructed education models to other languages and cultural environments. The idea regards the necessity of innovation driven education programs as the answer of facing social inequality in especially developing and rising developing countries worldwide.

As leading educational institutions like Massachusetts Institute of Technology or Harvard in the United States demonstrate by example, an innovative approach can develop local communities, support sustainability and independence, and grow social strength (compare <http://d-lab.mit.edu/idin>).

6.2 Summary & Key Findings

To give a closing overview about the context of social mobility especially within the work of Hub iLab, a rough summary of important findings is presented here.

- Ninis, young individuals that are between education and work, are most vulnerable to stay in this status for years around the age of 24. iLab's average participant and target user as well has this age; therefore the programs can prevent young talents to become ninis themselves.
- As studies found, social mobility is highly dependent on the parent's social background,

considering around 50% of children reach the same educational and occupational level as their parents. This pattern refers to low as well as high income households, meaning children with lower social backgrounds are 50% likely to stay in the same conditions when growing up. iLab therefore works with nearly 86% of students from public universities, that with a margin of error of 9-10% can be claimed to come from low-income families, giving them a chance to increase their social wealth independently from their family's.

- According to statistics, the level of public education in Mexico especially in primary and middle schools is still very distinct from private school education levels, among others reasons due to the low resources on technological tools. This lack of information results in lower use and knowledge of technology. The iDE Bootcamp of iLab, however, creates an entrepreneurship based ecosystem that empowers its participants to take on technology based projects. It, among others, flips the expectations towards public school alumni and technological skills, working with the assumption that technology should be accessible to everyone.
- A common assumption is that social mobility is connected with economic growth. As innovation is empowered through entrepreneurial education and therefore developing globally thinking minds, individuals of all social statuses learn they have access to all opportunities they create themselves, and that those creations are unlimited by means of their motivation. Innovation therefore is a way of changing the world for the better by excluding creative, social, and educational barriers.

The following are some examples of the iDE Bootcamp's impact on its alumni as received through a survey for former participants.

- Today more 32 former bootcamp participants work in the national program Punto Mexico Conectado, that takes place simultaneously and continuously in all 32 federal states of Mexico, as coaches for a 15-day program that teaches people of all backgrounds the basics of creating and leading a business. This program not only changed the lives of the coaches, all eager to create a change in mindset of the alumni of the national program, but also influenced 42.000 participants of all regions and social, economical, and educational backgrounds in Mexico from February 2015 until July 2017. The frame "change-maker" therefore actually applies to the Bootcamp alumni being influencers.
- 100% of the iDE Bootcamp alumni consider the program to have impacted their lives and taught them important skills for their future career. A high amount of alumni that do

not continue working on their projects later on take on jobs as managers, intrapreneurs and coaches nevertheless, significantly changing their social determination afterwards.

- 100% of the iDE Bootcamp alumni confirm that the experience within the program did not only offer them professional further education in a different field, but mainly changed their perspective on opportunities, themselves and life as a whole, developing social skills, self-esteem and critical thinking. As demonstrated within a development model created to sum up this content, most graduates perceive themselves to be critical and analytical, more self-confident and self-secure, have a more open and aware mind, and are able to think and create in unexplored areas.

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8 Appendix

Appendix Nr. 1: The 3 main Educational Programs of Hub iLab

One program, three business perspectives

Entrepreneurship approach	Basic Entrepreneurship	Innovation Bootcamp	Incubation
User Profile	Any level of education > 16 yrs < 75 yrs Demonstrated entrepreneurial potential or clear vocation	College graduate, > 18 yrs < 40 yrs Entrepreneurial potential or desire to be agent of social change	College graduate > 18 yrs < 40 yrs Defined entrepreneurial project from time at iLab Bootcamp
Socioeconomic Background	Socioeconomic level D to C- Vulnerable, with or without formal employment	Socioeconomic level D to C Vulnerable, or underemployed	Socioeconomic level D to C Vulnerable with a product & business model
Social mobility objective	Create or improve socio-economical conditions	Personal and professional development by innovation driven entrepreneurship	Sustain an expand an entrepreneurial activity
Program outcome	<ul style="list-style-type: none"> • Build knowhow and skills • Start or enhance project • Develop source of income • Increase operations 	<ul style="list-style-type: none"> • Change self-perception • Build knowhow and skills • Develop scalable project & intellectual property 	<ul style="list-style-type: none"> • Take product to market • Monetize patent • Build independent operation
Current capacity	One location per state in Mexico (32) One program developed in private university	One center and able to work with 40 individuals per cohort	One center and able to work with 12 companies each 6 months
Potential costumers	NGO,s Banks, Universities, Corporate programs, SME syndicates, Government	Universities, Corporate programs, Research centers	Universities, Science research centers, National & International Incubators

Educational process

	Sources of Recruitment	Workload	Process	Deliverables	Metrics
Basic	Civil Associations Microfinance Institutions Universities	50% Instruction 20% Self-learning 20% Group Work 10% Projects	Classroom Work Project Development 3 Months Access to Mentors	Competence Map Project Pitch Final Project	Income and Productivity
Innovation Bootcamp	Universities Other Incubators	20% Instruction 30% Self-learning 30% Group Work 20% Project Development	Classroom Work Group Work Project Development Consulting Project Connecting to Ecosystem Workshops with Experts	Competence Map Project Pitch Business Model Business Plan Intellectual Property	Income and Productivity Intellectual Property
Incubation	iLab Bootcamp Other Incubators and University Programs	10% Session with Coach 10% Self-learning 20% Extended Group Work 60% Project Improvement	Problem Resolution Group Work Project Development Connecting to Ecosystem Workshops with Experts	Market Viability Consumer Profile Business Model Iteration Project Pitch Project Funds Raised	Income and Productivity Intellectual Property Letters of Intent for Outside Investment

Appendix Nr. 2: The 6 Personalities of an Entrepreneur

WEIRDO *revolutionary spirit - black sheep - thinks differently - has a story to tell - has various interests*

You are a true revolutionist. You don't understand why you should adapt to certain old rules and systems, when there is so much more outside. Working a boring office job? Naaah. You know there's a whole different world waiting for you, that you need to explore. Whatever your secret interest is, you know it's important to stick out of the crowd and you enjoy when others call you strange. You are the black sheep of your family and have not just one good story to tell. With your sense for thinking differently and taking chance of the opportunities waiting for you, you are just what makes an successful entrepreneur.

DREAMER *creative thinker - visionary - passionate - very imaginative - easily inspired*

Your imagination can get you everywhere. When others were playing video games you preferred to write fantasy stories about unicorns and forgotten princesses. People give you energy and their stories inspire you. You are very empathetic and know how to support your friends emotionally. When you found something you like, you get very passionate about it and create a whole new universe around it. You are a creative thinker and spreading with ideas to make your dreams reality. You will provide the world with the spirit we need!

FEARLESS *ready for change - loves challenges - open-minded - curious in learning - flexible*

You are a power-ranger ready to change the world. You love to be involved in difficult challenges where you can put all your heart in. You are self-confident and know your weaknesses, trying to improve them always. The harder a situation, the more excited you get about it: You are a winner giving everything to achieve, even though that means constantly reinventing yourself – actually that's the exciting part about it! You know that knowledge is the key and are curious to develop everything that this world has to offer. It's your adventure spirit that makes a great entrepreneur!

ENGAGED *contributer - social-thinker - proactive - takes over responsibility - impact-driven*

You are Gandhi and Mandela together: No matter how many days you already didn't sleep, you don't give in before everyone's life improved. You are the one that separates waste for your family, buys ice cream for the whole office and shares their last cookie with a homeless. As a social-thinker you know very well what is needed to make this world a better place and help others to understand it too, because you have a clear view of what's going on around you. Nobody can make you shut your mouth when it comes to speaking for the right thing. Therefore you are the impact-driven entrepreneur that will lead the world to be awesome.

RESILIENT *reflective - strong character - can handle critiques - emotional Intelligence - always gets up again*

When everyone else already panicked, you are still there fighting against the burning building yourself. Giving up is not an option for you. You are a strong character and know exactly what you want. You know your goals and don't care if others try to make you stop – as long as you didn't give your very best, there is a chance to reach the impossible. No matter how often someone tries to push you down – You always get back up again. You handle it like a pro and turn negatives into advice to improve yourself. As an honest, reflective personality you rule the entrepreneurship world with your power to resist.

MAKER *action-oriented - practical thinker - realistic - analytical - disciplined*

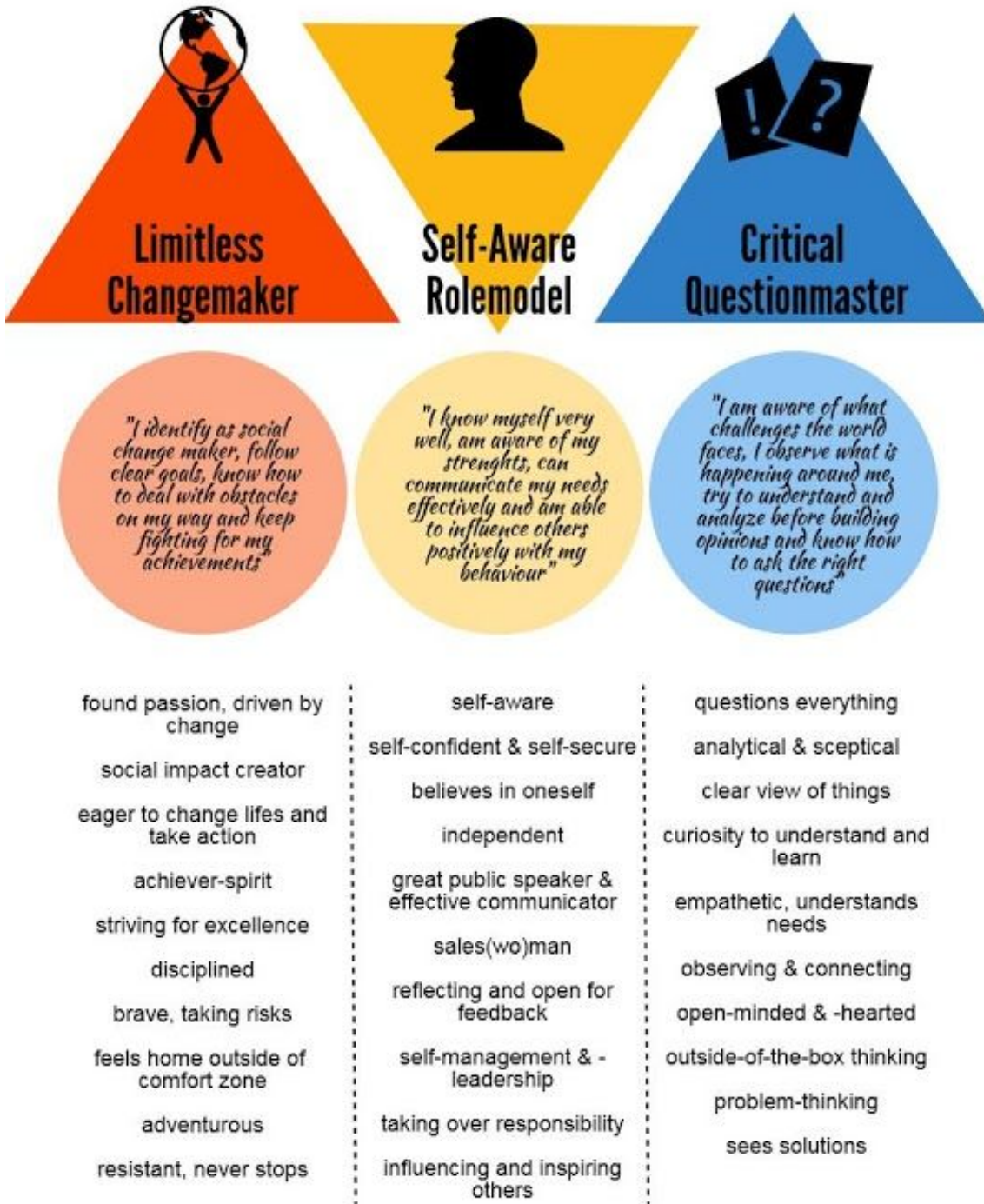
You are the motor that keeps things rolling, the power that provides the energy necessary to keep the world in track. You are an action-maker, losing no time in improvising alternatives but directly putting your hands in the mud to generate action. Fantasy is not for you, you like to stay with facts and face reality. You have an holistic view of what's going on around you, know what's really necessary and not just cool and are able to analyse your surroundings effectively. You are a master in organisation and structure.

Appendix Nr. 3: iDE Bootcamp Full Agenda

TOPIC	NUMBER OF DAYS
Welcome Day	1
Onboarding	2,5
Soft Skills 1	0,5
Creativity & Innovation	3
Research Methodology	3
Scenario Planning	2
Design Thinking	3
Check Point 1	2
Soft Skills 2	0,5
Design Centered in People	3
Storytelling	2
Check Point 2	3
Soft Skills 3	0,5
Lean Start-Up	3
Solution Specific	3
Check Point 3	2
Soft Skills 4	0,5
Product Design	4
Prototyping	2
Product Development 1	5
Check Point 4	4
Soft Skills 5	0,5
Business Model Canvas 1	3
Lean Marketing	7
Product Development 2	5
Leadership	2
Check Point 5	4
Soft Skills 6	0,5
Costing	3
Pricing and Segment Profitability	2

Market driven prototyping	6
Business Model Canvas 2	3
Intellectual Property Rights	2
Budget and sales	3
Check Point 6	4
Soft Skills 7	0,5
Business Plan	2
Legal	2
Negotiation	3
Change Management	3
Check Point 7	4
Soft Skills 8	0,5
Demo Day Rehearsal	1
Demo Day	1

Appendix Nr. 4: Development Model iDE Bootcamp



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