

Innovative Finance Inclusion

Lesson Plans on

Economy - Environment - Society

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1. Social Impact Bonds (SIBs)

Partner institution: Academic College of Tel Aviv-Yaffo

Name : Dr. Rachel Azurel Calipha

Target group/audience: Undergraduate/Graduate students

It can be used in courses on investments where a comparison can be made between Social Impact Bonds and other financial investments. It can also be taught in a course on social subjects, dealing with the topic of financing social problems. In addition, it can be taught in a course of decision makers for the purpose of determining a financing strategy.

Main objective: To present an innovative tool for financing social problems-the SIBs.

- **This lesson objectives**

- -Providing knowledge about SIBs and the development stages of the tool.
- -Expose the students to the scope of the phenomena around the world including Israel.
- -Giving the student skills to identify social problems that can be financed by SIBs and the ability to analyze the development stages.

Short intro\background on the Subject

An SIB can be defined as “a contract with the public sector or governing authority, whereby it pays for better social outcomes in certain areas and passes on part of the savings achieved to the investors”. Brookings Institution in a major study of SIBs defines SIBs as: “a mechanism that harnesses private capital for social services and encourages outcome achievement by making repayment contingent upon success”.

The first Social Impact Bond - the Peterborough One Service SIB – was developed in UK in 2007. It was designed to reduce recidivism of prisoners in Peterborough prison over a five-year period. The Bond was implemented on three groups of prisoners serving sentences of less than 12 month. This target population was known for its high crime rates compared to prisoners sentenced for longer terms (over a year) and had also not been provided with existing probation services. In that respect, the SIB supported a new service.

Since then, Social Impact Bonds started developing around the world, particularly in OECD countries. Data from the Social Impact Bonds: State of Play & Lessons Learnt report published following a meeting held in Paris in April 2015 indicate that approximately 43 SIBs were launched during that period, and 30 more were under development. These were carried out enthusiastically in countries where significant parts of the Welfare Policy were privatized, such as the UK, the USA and Australia. On the other hand, countries that maintain a more

public sector ethos, such as the other European countries and Canada, the development and implementation of SIBs was more moderate.

Lesson structure:

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Expose to an innovative tool for financing social problems	75	-PPT -Case Study
Assessment	-Analysis of a case study -To write a proposal for the development of a Social Impact Bond designed to solve a social problem (It can be as HW assignment)	75	-Case study -Data from the internet
Learning Objectives	-Providing knowledge about SIBs and the development stages of the tool. -Expose the students to the scope of the phenomena around the world including Israel. -Giving the student skills to identify social problems that can be financed by SIBs and the ability to analyze the development stages		

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1	-What is a Social Impact Bond? -Social Impact Bonds around the world -Social Finance Israel (SFI)	Interactive questions: Examining the previous knowledge of the students about the subject	PPT	45
2	Social Impact Bonds in Israel	Discussion about the social problems in Israel	Recorded Videos	30
3	Case Study of SIBs	Read & Analyze the case	Case study	65
4	Summary on the board	Participate in writing a summary	Board	10

2. The typology of social-business ventures.

Partner institution: Kibbutzim College of Education, Technology and the Arts

Name: Milana Yaari

Target group/audience: Students in courses of Sustainable / Impact Economy or entrepreneurs / managers of organizations who want to develop Social business / Impact venture.

Main objective: An introduction to organizational and business models of Social-business ventures.

This lesson objective:

In research analyzing hundreds of studies in the field of social-business entrepreneurship, a typology of four central models was found (Saebi et al., 2019). This typology has an intersection of two dimensions - the economic and the social mission of the venture. In the economic dimension, there is a distinction between “integrated” enterprises (beneficiaries are paying customers) and “differentiated” (commercial revenues subsidize the social mission). In the social dimension, there is a distinction between a “with beneficiaries” model (beneficiaries are part of the value creation) and the “for beneficiaries” model (beneficiaries are sole recipients).

Familiarity with those models and diverse case studies broadens the perspective of different possibilities in this field.

Lesson structure:

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	A question that provokes discussion and curiosity about models and examples that are recognized in the field of social - business entrepreneurship	5-10 min	
Assessment	The activity in the class will help to measure achievement of the lesson objectives		

Learning Objectives	At the end of the lesson, participants will know and understand different organizational models and will be able to analyze case studies using the typology.		
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Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1	To present lesson's objectives and plan.			3 min
2	To ask participants which models and examples they know of in the field of social-business entrepreneurship. And are there any principles or models that are most common?	Students share their knowledge, experience, and analysis.	Board	10 - 15 min
3	To refer to students' answers and to present the typology and examples of models in the Israeli context.			25 min
4	To divide the class into small groups of four and ask them to complete typology with examples for each model from their own knowledge.	Working in groups on that task and presenting shared results in class.	Shared presentation with the typologies.	25-30 min
Summary/ Closure	<ul style="list-style-type: none"> • Comprehensive analysis of all presentations. • Creation of new insights. • Summarizing main ideas of the lesson. 			15 min

3. Marketing messages about sustainability.

Partner institution: Sapir Academic College

Name: Dr. Amit Marantz Gal

Target group/audience: 2nd year BA students of Technological Marketing in the 'Talking Business' course.

Main objective: Using the AIDA model in marketing to identify and analyze digital marketing ads/posts that use messages about sustainability.

This lesson objective: Ability to use the AIDA model in practice and identify the marketing value of integrating messages about sustainability.

Short intro\background on the Subject:

The AIDA model in marketing is used to map the four stages a customer goes through before making a purchase (Attention, Interest, Desire and Action). Marketers use the AIDA model in order to create effective campaigns, posts and advertisements. In recent years, there is an increase in marketing messages which emphasize sustainability aspects of a product or service. It is interesting to use the AIDA model and analyze such cases, in order to assess the value that sustainability messages carry for consumers and how it can impact their decision to purchase a product or service.

Lesson structure:

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Students are divided into groups and instructed to search for a marketing campaign/ad that uses a message about sustainability.	20	Online search
Assessment	Peer assessment		Evaluation rubric
Learning Objectives	<ol style="list-style-type: none">1. Describe the term 'sustainability' and its different forms/types.2. Understand the 4 stages of the AIDA model in marketing.3. Apply the AIDA model in practice.4. Examine the value of a marketing campaign that uses a message about sustainability.		

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1	Instructor introduces the activity: Students are divided into groups and instructed to search for a marketing campaign/ad that uses a message about sustainability.	Independent search, groupwork, and organic discussion about the term sustainability.	Online search	20
2	Instructor presents the term 'sustainability' + definitions	Students are invited to reflect and discuss different kinds of sustainability (environmental, social, etc).	Presentation by instructor	20
3	Instructor presents the AIDA model + examples		Presentation by instructor	30
4	Instructor provides guidelines for groupwork and analysis of their campaign/ ad of choice using the AIDA model, and the role sustainability plays in it. Instructor provides and evaluation rubric for peer-review.	Groupwork: Analyzing the selected campaign/ad according to the AIDA model and preparing to present.	Evaluation rubric	30
5		Group presentations of results + peer feedback. (Every group receives feedback from 1 group).	Student deliverables. Evaluation rubric.	30
Summary/ Closure	Instructor wraps up and leads a class discussion on using the AIDA model in practice and the value of integrating messages about sustainability.	Active class discussion	Student deliverables	20

4. Sustainable Monetary Policy

Partner institution: University of Deusto

Name: Mikel Larreina

Target group/audience: Undergraduate / Graduate students in Business

Main objective: ESG Finance

This lesson objective: Understand the different approaches of global Central Banks regarding sustainability, particularly how the ECB understand that it is clearly within its mandate, and the Fed considers that it should correspond to other branches of government.

In terms of Knowledge, Skills. Habits the students should

1. know the different approaches of CBs regarding the environmental emergency
2. know how to interpret and correctly understand what Central Bankers say (and don't say) in their speeches and statements.
3. Be aware that they must to continuously monitor what relevant institutions state and implement (particularly in fields that are dynamic), and have a critical view in order to avoid being deceived by greenwashing.

Short intro\background on the Subject:

Since 2015 Central Banks have been engaged (in different degrees) in promoting sustainable goals, and including (where deemed necessary) sustainability in their policy framework

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Review one of the videos of the Green Swan Conference 2021 and another one of the same conference 2022	60 to 90 each video	Website of the BIS
Assessment	Produce a ppt document summarizing their thoughts and, for some groups, present it in the room		
Learning Objectives	Understand how sustainability is integrated (or not) in the monetary policy framework		

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1	Remind students of the monetary policy framework of CBs (seen before)	Read the relevant document on Central Banks	Book & Professor's notes	60 minutes
2	Present the case	Listen to the case explanation	Oral presentation	15 minutes
3		Watch the videos		2 hours
4	Answer to specific questions from students	Discuss within a group and produce a ppt document		Several hours (2-4)
5	Mark the document produced (and the presentation)	Some of the groups present it in the room		1 hour
Summary/ Closure	Discussion of main findings			20 minutes

5. Payment for Ecosystem Services: The Carbon Market

Partner institution – Tel – Hai College

Name : Dr. Dafna Disegni

Target group/audience: Students

Main objective: exposure to a financial instrument designed to reveal the value of nature, and the importance of ecosystem services.

Short intro\background on the Subject: Carbon Markets exemplified a unique type of financial mechanism that include payments for ecosystem services (carbon sequestration). The Carbon market is increasingly adopted as a mechanism to reveal the value of carbon sequestration and the social cost of climate change, amplified by carbon emissions. The rationale leading this mechanism is that financial mechanisms can play an important role in the appropriation of nature and could generate behavioral changes, towards a more sustainable economy.

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Reveal the value of ecosystem services		
Assessment	Data collection on Carbon markets		
Learning Objectives	How the carbon market works?		

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1	Introduction: what are ecosystem services, why we need to financially appropriate them?	Examples of ecosystem services that are under valued, and related social cost from loss of ecosystem service		20
2	Solution: Carbon markets. What is this market?	Examples of carbon markets		30
3	The mechanisms How it works? Volume of adoption	none		45

4	Market Potential Growth	Map barriers for development		30
Summary/ Closure	Summary	Reflections		10

6. Entrepreneurship

Partner institution: Tel Hai college & University of Padova

Name : Dr. Sharon Soroker & Isabella Pacchiano

Target group/audience: BA; MBA

Main objective: Innovative entrepreneurship, financial models, and opportunities.

This lesson objective: Entrepreneurship terms; SDGs; and creative ideas.

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Watch: Youtube Video about advantages of solar panels and negative aspects of fossil fuels. Read: Case Study	To be done: Before Class. Estimated: 20 minutes	Youtube Case Study
Assessment	Anonymous Peer-Assessment based on a list of criteria done on <i>Survey Monkey</i> . Creativity of Ideas assessed.	5 minutes	Peers
Learning Objectives	Awareness to environmental challenges. How to market solar panels.	10 minutes	-

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1 Introduction	Knowledge	Discuss and Summarizing	Solar Panel Case Study	5 minutes
2 Challenge Discussion	Skills of analysis and argument form	Understand core challenges of the world		15 minutes
3 Group Working	Moderate conversation	Issue brainstorming; ideas; & problem solving	Brainstorming	20 minutes
4 Solution Presentation	Assess and Comment	Present possible solutions	PowerPoint	20 minutes
5 Class Feedback	Moderator	Student voting (Peer Assessment) based on 1-5 Criteria (ex: 1. How Feasible is it?; 2. How Creative?; 3. Costs?; etc.)	Survey Monkey (Criteria)	5 minutes
Summary/ Closure	Wrap-up and Summarize	Listening	-	5 minutes

7. Externalities

Partner institution: The Academic College of Tel-Aviv Yaffo

Name : Dr. Shirit Katav-Herz

Target group/audience: Undergraduate Students of Economics- a lesson of 3 academic hours (135 minutes)

Main objective: Solutions for externalities-Policy tools

This lesson objective: Identifying positive and negative externalities and evaluating the trade-offs and limitations of different policy solutions for externalities.

Short intro\background on the Subject:

Externalities are the effects of an economic transaction that are not reflected in market prices and can either benefit (positive externalities) or harm (negative externalities) third parties. For example, a positive externality would be when a farmer plants trees that provide shade and reduce the temperature in a nearby town, while a negative externality would be the pollution generated by a factory that affects the health of nearby residents. These effects can impact the efficiency of markets and lead to over- or under-production or to over-or under consumption of goods and services. As a result, externalities can have important implications for the allocation of resources and the welfare of society. In economics, externalities are a type of market failure and policymakers use various policy tools, such as taxes, subsidies, regulations, or market-based approaches, to address them and achieve a more efficient and equitable allocation of resources.

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	How do externalities impact market efficiency? Relevance to real-world issues: Externalities are a prevalent issue in the real world and impact a wide range of industries. Externalities are a market failure and analyzing externalities requires students to think critically about market outcomes and to consider the	20	MARKET FAILURES, TAXES, AND SUBSIDIES: CRASH COURSE ECONOMICS #21- https://thecrashcourse.com/courses/market-failures-taxes-and-subsidies-crash-course-economics-21/ Varian. Hal R., Intermediate Microeconomics: A Modern

	<p>potential impacts of market transactions beyond just the price of the good or service. Understanding externalities (of consuming and manufacturing) helps students to identify the causes and consequences of real-world issues, and also as future economists, to be able to match the appropriate policy.</p> <p>Teacher will give 2 examples of Negative externalities and 2 examples of positive externalities and ask the students to offer a potential policy: for instance</p> <p>Negative Externalities:</p> <p>-Pollution from factories - Governments can address this by implementing and enforcing pollution control regulations, such as setting limits on the amount of pollutants that can be released into the air or water.</p> <p>Traffic congestion - Governments can address this by investing in public transportation systems, implementing road pricing mechanisms or congestion charges to reduce the amount of single-occupancy vehicles on the road.</p> <p>Positive Externalities:</p> <p>-Education - Governments can address this by investing in education, providing subsidies or grants to make education</p>		<p>Approach, Ninth Edition, Norton and Company.</p>
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	<p>more affordable and accessible to a larger portion of the population.</p> <p>-Research and development - Governments can address this by providing funding for research and development through grants, subsidies, or tax incentives.</p> <p>Vaccination: When a large number of individuals in a community are vaccinated against a disease, it creates herd immunity, which reduces the spread of the disease and protects individuals who cannot be vaccinated, such as young children and those with weakened immune systems. This leads to a reduction in the number of cases of the disease and benefits all members of the community, not just those who have been vaccinated.</p>		
Assessment	Group project or Class debate	45 Work in teams and presentati on in front of	Group project: Assign a group project in which students work together to analyze a specific case of externality and present their findings and policy recommendations to the class. Or:

		the whole class.	Class debate: Organize a class debate in which students argue for and against different policy solutions to address a specific externality.
Learning Objectives	<ol style="list-style-type: none"> 1. To understand what externalities are. 2. To understand how externalities impact the efficiency of markets and the allocation of resources. 3. To be able to identify and analyze positive and negative externalities in real-world scenarios. 4. To become familiar with various policy solutions to address externalities, including government intervention and market-based approaches. 5. To be able to evaluate the trade-offs and limitations of different policy solutions for addressing externalities. 	70	<p>Text Book:</p> <p>Pindyck Robert S. and Rubinfeld Daniel L., "Microeconomics", Pearson.</p> <p>Hal R. Varian, "Intermediate Microeconomics – A Modern Approach", Ninth Edition, Norton and Company.</p> <p>"Externalities: Introduction" by Khan Academy: https://www.khanacademy.org/economics-finance-domain/ap-microeconomics/ap-consumer-producer-surplus/externalities/v/negative-externalities</p>

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
1. Introduction	Teacher presentation and a video on the topic	Fill in a world cloud on economic efficiency	https://thecrashcourse.com/courses/market-failures-	20

			taxes-and-subsidies-crash-course-economics-21/	
2. Positive and Negative Externalities	Teacher presentation	Exercise in groups: each group will find 2 positive externalities and 2 negative ones.	Internet	15
3. Solutions	<p>Presenting 4 essential solutions:</p> <p>1. Implementing taxes, subsidies, or regulations that align private and social costs and benefits.</p> <p>Market-based approaches:</p> <p>2. Market-based approaches, such as cap-and-trade systems, allow for the creation of property rights and the creation of a market for pollution. This incentivizes firms to reduce their pollution output and encourages innovation in clean technologies.</p> <p>3. Coase Theorem and Property rights: Assigning property rights can help internalize externalities. For example, giving individuals the right to clean air can provide an</p>		Hal R. Varian, "Intermediate Microeconomics – A Modern Approach", Ninth Edition, Norton and Company.	45

	<p>incentive for polluters to reduce their emissions.</p> <p>4.Education and information: Providing education and information about the impacts of externalities can lead to changes in consumer behavior and demand for goods and services produced in a more sustainable manner.</p>			
4 Group activity	<p>Teacher will explain the assignment, will pass between the teams and give feedback to each team after presenting it's outcome in front of whole class.</p>	<p>Group project: Assign a group project in which students work together to analyze a specific case of externality and present their findings and policy recommendations to the class.</p> <p>Class debate: Organize a class debate in which students argue for and against different policy solutions to address a specific externality.</p>		45
Summary/ Closure	<p>Presentation</p>	<p>Fill in a world cloud on: how this lesson contributes to your economic perspective</p>		10

8. Marketing

Partner institution: Tel Hai college & University of Padova

Name : Dr. Sharon Soroker & Isabella Pacchiano

Target group/audience: BA; MBA

Main objective: Innovative marketing of financial models and opportunities.

This lesson objective: Marketing Terms; SDGs; and Creative Ideas.

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Watch: Youtube Video about advantages of solar panels and negative aspects of fossil fuels. Read: Case Study	To be done: Before Class. Estimated: 20 minutes	Youtube Case Study
Assessment	Anonymous Peer-Assessment based on a list of criteria done on <i>Survey Monkey</i> . Creativity of Ideas assessed.	5 minutes	Peers
Learning Objectives	Awareness to environmental challenges. How to market solar panels.	10 minutes	-

Lesson flow – focusing on = Knowledge, Skills. Habits

Lesson stages	Instructor activities	Learner activities	Resources	Time (minutes)
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5 Class Feedback	Moderator	Student voting (Peer Assessment) based on 1-5 Criteria (ex: 1. How Feasible is it?; 2. How Creative?; 3. Costs?; etc.)	Survey Monkey (Criteria)	5 minutes
Summary/ Closure	Wrap-up and Summarize	Listening	-	5 minutes

9. Human Rights

Partner institution: Tel Hai college & University of Padova

Name : Dr. Sharon Soroker & Isabella Pacchiano

Target group/audience: BA; MBA


Main objective: New tools for supporting Human Rights and Environmental Protection.

This lesson objective: To put SDGs in practice; promote energy accessibility.

	Lesson Plan	Time (minutes)	Resources
Bridge-In (Motivation)	Watch: Youtube Video about advantages of solar panels and negative aspects of fossil fuels. Read: Case Study	To be done: Before Class. Estimated: 20 minutes	Youtube Case Study
Assessment	Anonymous Peer-Assessment based on a list of criteria done on <i>Survey Monkey</i> . Creativity of Ideas assessed.	5 minutes	Peers
Learning Objectives	Awareness to environmental challenges. How to market solar panels.	10 minutes	-

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Innovative Finance Inclusion in
Academia and Field

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