

**Learning Series No. 3**

# **Adolescents and Civil Engagement: Social Entrepreneurship and Young People**

**A summary of the role of social entrepreneurship in the development of young people, communities and the achievement of the MDGs**

**Adolescent Development  
And Participation Unit  
Programme Division  
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# **Adolescents and Civil Engagement: Social Entrepreneurship and Young People**

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## Foreword

Over the last two decades the term “social entrepreneurship” has emerged as a recognizable field in development work with young people. This growing interest began in the 1980s with the emergence of two schools of practice that aimed to invest in young people to promote positive social change and innovative solutions that can be sustained and replicated.

In this context, ADAP commissioned this piece of research to trace the origins of the concept of social entrepreneurship and how it has been applied in the work of the some of the key international agencies and NGOs that promote it, and to review its implications for the mandate and work of UNICEF with adolescents and young people.

This study particularly focuses on social entrepreneurship and youth and highlights the importance of this approach in contributing towards the development of critical skills and competencies of young people to positively engage in society, exercise leadership and become involved in social change. This positive youth development approach advocates for young people to achieve their full potential as the best way to prevent them from engaging in risky behaviour.

Even though UNICEF in its work does not use the term “social entrepreneurship”, a variety of programmes and activities are being carried out by country offices that seek to achieve the same outcome and results. A cursory glance of UNICEF’s programmes across the five Focus Areas of the Medium-Term Strategic Plan 2006-2009, reveals a rich variety of activities undertaken that promote the positive development of adolescents and young people. It is important that UNICEF build on these good practices and further develop its capacity to work with adolescents and young people in civic engagement and promote their role as active and responsible citizens in society.

We wish to thank Ms. Sheila Maak, Master in Public Affairs – Development Studies at the Woodrow Wilson School of International and Public Affairs, Princeton University for kindly undertaking this research on an internship basis and preparing the final report for publication in the ADAP Learning Series.

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**ADOLESCENTS AND CIVIL ENGAGEMENT  
SOCIAL ENTREPRENEURSHIP AND YOUNG PEOPLE**

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## **1. Introduction**

***“We, the children, are experts on being 8, 12 or 17 years old in the societies of today. Nobody knows better what children actually need.”***

Voices of Children, United Nations Special Session on Children, May 2002

***“See young people as a resource, not a problem...”***

Youth Statement to the World Summit for Sustainable Development,  
Johannesburg, South Africa, 2002

Children and young people have a vision of themselves in this world. They have a role to play in their own development as well as the development of their communities. That role is much more than just ‘a voice’ or a symbolic presence; it is as an active agent of change. Young people aged 10 to 24 make up 1.7 billion<sup>1</sup> of the world’s human capital and they are increasingly being recognized as key participants in decision-making and development. Many of them are already making important contributions to their communities. This is reflected in the growing presence of non-governmental youth organizations and the rise in youth advisory boards and committees to international institutions and programs.<sup>2</sup> However moving from dialogue to real partnership and empowerment with youth and youth organizations often remains a challenge. Yet building the capacity of and creating sustained partnerships with young people are crucial strategies to contributing to community development and achieving the Millennium Development Goals (MDGs).

The UN Millennium Campaign has worked to involve young people in the achievement of the MDGs by developing a Millennium Development Goals Youth Action Guide<sup>3</sup> which gives young people ideas about how to get involved. While there have been many successful youth led interventions, young people’s contributions are not reaching their full potential, often due to a lack of resources, access to knowledge and information, and institutional barriers. Without the guidance, understanding, support, and recognition of government leaders, local NGOs and international organizations, young leaders are often unequipped to fully participate in the decisions that are affecting their lives.<sup>4</sup>

In May 2002<sup>5</sup>, governments and UNICEF, made the commitment to a holistic development approach for children and adolescents:

*A world fit for children is one in which all children get the best possible start in life and have access to a quality basic education, including primary education that is compulsory and available free to all, and in which all children, including adolescents, have ample opportunity to develop their individual capacities in a safe and supportive environment.*

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<sup>1</sup> <http://www.census.gov/cgi-bin/ipc/idbagg> US Census Bureau, International Data Base 2006

<sup>2</sup> “Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation.” Final report of the Ad hoc working group for youth and the MDGs. April 2005.

<sup>3</sup> Available at [http://www.millenniumcampaign.org/atf/cf/%7BD15FF017-0467-419B-823E-D6659E0CCD39%7D/EN\\_ACTION\\_GUIDE.PDF](http://www.millenniumcampaign.org/atf/cf/%7BD15FF017-0467-419B-823E-D6659E0CCD39%7D/EN_ACTION_GUIDE.PDF)

<sup>4</sup> “Youth and the Millennium Development Goals: Challenges and Opportunities for Implementation.” Final report of the Ad hoc working group for youth and the MDGs. April 2005.

<sup>5</sup> At the special session of the UN General Assembly on Children

*We will promote the physical, psychological, spiritual, social, emotional, cognitive and cultural development of children as a matter of national and global priority.*<sup>6</sup>

This paper aims to show the role that social entrepreneurship can play in the achievement of holistic development in young people while also allowing young people to contribute to the development of their own communities and the achievement of the MDGs. The paper will provide an overview of social entrepreneurship as it currently exists, outline the ways in which young people are involved, demonstrate the ways in which young people are contributing as social entrepreneurs to UNICEF's goals, and provide guidelines to support and scale-up youth social entrepreneurship interventions. For the purpose of this paper the term "youth social entrepreneurship" will refer to young people aged 10 to 24.

## **2. Background**

### **2.1 History of the Field of Social Entrepreneurship**

While the terms "Social Entrepreneur" and "Social Entrepreneurship" have only come into widespread use over the last two decades, social entrepreneurship is not a new phenomenon. The roots of what we now call social entrepreneurship date back to the end of the nineteenth century with the rise of a more systematic and strategic form of charity. This was "*a shift away from the idea of charity as simply giving alms to the poor to charity as something that can create lasting and systemic change.*"<sup>7</sup> Often cited historical social entrepreneurs include Florence Nightingale (UK), founder of modern nursing; Jane Addams founder of the Hull House social settlement in 1889<sup>8</sup>; and Maria Montessori, the first female physician in Italy as well as the creator of the Montessori child education system in 1906.<sup>9</sup> Current well known social entrepreneurs include Muhammad Yunus, founder of Grameen Bank and winner of the 2006 Nobel Peace Prize; Victoria Hale of Institute for OneWorld Health who taps existing but abandoned pharmaceutical research to bring new drugs to the world's poorest people; and Ann Cotton of CAMFED who is dedicated to educating girls in rural Africa.

Only in the last two decades has social entrepreneurship emerged as a recognizable field.<sup>10</sup> Crucial to the growing interest in social entrepreneurship was the emergence of two schools of practice in the early 1980's -- the "*social innovation school*" and the "*social enterprise school.*" *The social innovation school developed its distinct identity through the work of Bill Drayton,*<sup>11</sup> *founder of Ashoka, who believed "the most effective way to promote positive social change is to invest in social entrepreneurs with innovative solutions that are sustainable and replicable, both nationally and globally".*<sup>12</sup> That same year, ED Skloot founded the New Ventures consulting firm, which was "*concerned with helping nonprofits find new streams of revenue to make them*

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<sup>6</sup> Resolution of the UN General Assembly, A World Fit for Children, May 10, 2002 Access from [http://www.intranet.unicef.org/PD%5CPDC.nsf/0/5E63E9F2B7BC037985256CAD00529DFB/\\$FILE/A-RES-S27-2E.pdf](http://www.intranet.unicef.org/PD%5CPDC.nsf/0/5E63E9F2B7BC037985256CAD00529DFB/$FILE/A-RES-S27-2E.pdf) (paragraph 14)

<sup>7</sup> Fulton, Katherine and Gregory Dees. "The Past, Present, and Future of Social Entrepreneurship: A Conversation with Greg Dees."

<sup>8</sup> Barendsen, Lynn and Gardner, Howard. "Is the Social Entrepreneur a New Type of Leader?" *Leader to Leader*. 34 (Fall 2004).

<sup>9</sup> Skoll Foundation website: <http://www.skollfoundation.org/aboutsocialentrepreneurship/index.asp>

<sup>10</sup> Fulton, Katherine and Gregory Dees. "The Past, Present, and Future of Social Entrepreneurship: A Conversation with Greg Dees." and Barendsen, Lynn and Gardner, Howard. "Is the Social Entrepreneur a New Type of Leader?" *Leader to Leader*. 34 (Fall 2004).

<sup>11</sup> Fulton, Katherine and Gregory Dees. "The Past, Present, and Future of Social Entrepreneurship: A Conversation with Greg Dees."

<sup>12</sup> <http://www.ashoka.org/facts>

*more financially viable.*”<sup>13</sup> These two schools of thought continue to heavily influence the field of social entrepreneurship, which can be seen in the divergence of definitions used within the field.

## **2.2 Definition of Social Entrepreneurship**

Research reveals that there is little consensus on the definition of social entrepreneurship. A list of authors and their suggested definition for the term is included in Appendix 1. In general, researchers tend to distinguish between two different forms of social entrepreneurship:

**The Social Enterprise School** presents social entrepreneurship as “social enterprise” initiatives. That is, *“any organization, in any sector, that uses earned income strategies to pursue a double bottom line or a triple bottom line, either alone (as a social sector business) or as part of a mixed revenue stream that includes charitable contributions and public sector subsidies.”*<sup>14</sup> Much of the activity and focus of the Social Enterprise School centers on earned-income activity by nonprofits, but also includes market based solutions to social problems<sup>15</sup> as well as businesses that generate profit that is donated to a social venture or purpose.<sup>16</sup>

**The Social Innovation School** views social entrepreneurship as the initiatives of innovators pursuing social change and aiming to alleviate a particular social problem.<sup>17</sup> The emphasis here is more about social outcomes rather than income generation. This is the “change-maker” approach advanced by many foundations such as Ashoka, Echoing Green, and The Schwab Foundation.

These two definitions can be seen as being on a continuum with social enterprise at one end and change-maker at the other. The majority of definitions try to combine the two with a movement towards a more inclusive definition. In general, social entrepreneurship can be defined by two constituent elements, a prime strategic focus on social impact and an innovative approach to achieving its mission, which leads to a broader definition of social entrepreneurship as *“a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs.”*<sup>18</sup> This definition allows for social entrepreneurs to work in the public, private, or social sectors, employing for-profit, not-for-profit, or hybrid organizational forms *to deliver social value and bring about change.*

Gregory Dees, in his widely cited paper on *The Meaning of Social Entrepreneurship* states that social entrepreneurs play the role of change agents, by:

- “Adopting a mission to create and sustain social value (not just private value),
- Recognizing and relentlessly pursuing new opportunities to serve that mission,
- Engaging in a process of continuous innovation, adaptation, and learning,
- Acting boldly without being limited by resources currently in hand, and

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<sup>13</sup> Barendsen, Lynn and Gardner, Howard. "Is the Social Entrepreneur a New Type of Leader?" *Leader to Leader*. 34 (Fall 2004).

<sup>14</sup> Mair, Johanna and Christian Seelos. “Social Entrepreneurship: The contribution of individual entrepreneurs to sustainable development.”

<sup>15</sup> Dees, Gregory and Beth Anderson. “Framing a Theory of Social Entrepreneurship: Building on Two Schools of Practice and Thought.”

<sup>16</sup> Davis, Susan. (2002) *Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.*

<sup>17</sup> Mair, Johanna and Christian Seelos. “Social Entrepreneurship: The contribution of individual entrepreneurs to sustainable development.”

<sup>18</sup> Mair, J. & Marti, I. (2004) *Social Entrepreneurship Research: A source of Explanation, Prediction, and Delight.*

- Exhibiting heightened accountability to the constituencies served and for the outcomes created.”<sup>19</sup>

Professor Dees admits that his definition is an "idealized" one. *“Social sector leaders will exemplify these characteristics in different ways and to different degrees. The closer a person gets to satisfying all these conditions, the more that person fits the model of a social entrepreneur. Those who are more innovative in their work and who create more significant social improvements will naturally be seen as more entrepreneurial. The truly Schumpeterian social entrepreneurs will significantly reform or revolutionize their industries.”*<sup>20</sup>

### 2.2.1 Definition of Youth Social Entrepreneurship

Defining youth social entrepreneurship is a bit trickier. Using Ashoka’s definition of social entrepreneurship as “catalysts of system wide social change” would exclude the greater part of young people below the age of 18 since the majority of younger youth-led initiatives are not making “system wide change.” Yet, social entrepreneurs don’t “just happen.” Many of the people who have been recognized as leading social entrepreneurs have been working on their interventions for years. They have had time to develop their skills, make adjustments to their ideas, and benefit many people on their way to becoming recognized social entrepreneurs. But even before they were recognized by an award or by some organization, they were still social entrepreneurs, that is, change agents in their societies pioneering innovations that benefit humanity.<sup>21</sup> Similarly, while youth social entrepreneurs may not have yet had the opportunity to make “system wide change”, they are still playing a fundamental role in the welfare of their communities. *“They are initiating a change in the role of youth in society, and are challenging traditional perceptions of young people as they take the initiative to improve their own lives and those of their communities by launching ventures of their own design.”*<sup>22</sup> The ventures are as diverse as the needs - ranging from a bicycle taxi service and a cookery business for single mothers in Kenya to bringing electricity to a rural school in Georgia to starting a water and sanitation health project in Uganda.<sup>23</sup> What makes these diverse activities different from traditional youth development programs is that the young people themselves come up with the ideas and control the projects--**young people themselves are in charge**. *“They fashion their dreams into realistic goals, build the organizations and lead the projects through to completion.”*<sup>24</sup>

### 2.3 Common Characteristics of Social Entrepreneurs

Youth social entrepreneurship provides an opportunity for young people to develop and develop traits which provide them with valuable life skills that will facilitate their transition into adulthood and benefit them throughout their adult lives. The literature suggests a variety of characteristics that are common across social entrepreneurs worldwide and include the following:

<sup>19</sup> Dees, Gregory. *The Meaning of Social Entrepreneurship*

<sup>20</sup> Dees, Gregory. *The Meaning of Social Entrepreneurship*

<sup>21</sup> Skoll foundation definition of SE: “society’s change agent; pioneer of innovations that benefit humanity”

<sup>22</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

<sup>23</sup> <http://www.peacechild.org/>

<sup>24</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

**Visionary:** “The young leaders have a vision for change, inspire others, mobilize young people, form alliances, and use the media to get their messages across and to mobilize resources. They are savvy promoters of their causes and experienced networkers who understand the importance of combining a strong community base with wider national and international support.”<sup>25</sup>

**Innovative:** Ability to be creative and identify and exploit new/ untapped opportunities for creating lasting social change.

**Leadership & dedication:** Committed in leading the creation of superior social value as well as persistency in overcoming setbacks and unending challenges through the ability to motivate targeted groups, team members, investors and other stakeholders.

**Resourceful:** Ability to make remarkable achievements against many odds. Social entrepreneurs do not depend on external support and do not wait for others to take the lead. Rather they lead by example, taking responsibility as young citizens and claiming their place in their community’s development.<sup>26</sup>

**Willingness to Self-Correct:** Successful entrepreneurs are highly self-correcting since they are attached more to a goal rather than a particular approach or plan. Interventions usually must evolve in response to problems, new opportunities and changing market conditions in order to achieve major impact. “*The inclination to self-correct is a quality that seems to distinguish younger entrepreneurs from their older and better-established counterparts.*”<sup>27</sup>

**Replicability and Scalability:** Ability to adapt models or processes from different cultures and regions for successful implementation with local conditions as well as ability to scale-up pursued innovations. Young social entrepreneurs, being members of their communities, are in tune with local culture and know how to bring about change in their communities and which arguments to use to promote change.<sup>28</sup>

**Ethical fiber:** Foster the development of good organizational values, vision, and ethics for all to follow as well as the ability to build trust.

**Formative Experiences:** Research has revealed that almost all social entrepreneurs had life-changing experiences during their formative childhood and teenage years. They experienced poverty first-hand, had a mentor with outstandingly strong values, or experienced a time of intense pain. These experiences are often motivations for future action.<sup>29</sup>

**Fun:** While young entrepreneurs are tackling serious social, economic and political issues in their communities, they also know that youth social action has to be fun and colorful in order to

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<sup>25</sup> Theis, Joachim. Book review for “Our Time is Now: Young People Changing the World.”

<sup>26</sup> Theis, Joachim. Book review for “Our Time is Now: Young People Changing the World.”

<sup>27</sup> Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas. Oxford University Press, 2004

<sup>28</sup> Theis, Joachim. Book review for “Our Time is Now: Young People Changing the World.”

<sup>29</sup> Bornstein, David. How to Change the World: Social Entrepreneurs and the Power of New Ideas. Oxford University Press, 2004

attract young people and to ensure their continued interest and support. *“They manage to turn youth into a powerful force for change and to overcome civic apathy among young people.”*<sup>30</sup>

## **2.4 Key Players in the Field of Social Entrepreneurship**

With the growing interest in the field of social entrepreneurship, there are now several Universities that have established centers for social entrepreneurship both in the US and abroad. (See Appendix 2). There is also a growing network of organizations which support social entrepreneurs around the globe. The most well-known organizations include Ashoka, Skoll Foundation, Echoing Green, and Schwab Foundation. These organizations provide a range of services including funding, technical assistance, networking, marketing, events, and research. Appendix 3 gives a brief outline of the key players and the support they provide for social entrepreneurs.

Young Social Entrepreneurs need support in many of the same ways as more experienced social entrepreneurs, however often with more intensity. There are a growing number of organizations including Youth Venture, Peacechild (Be the Change), and Youth Social Enterprise Initiative (YSEI) that support youth social entrepreneurs through skills training, funding, networks, and campaigning. These organizations target youth in the age range of 12 to 30 and provide frameworks for future work in developing youth social entrepreneurs. Detailed descriptions of projects and organizations promoting youth social entrepreneurship can be found in appendix 4.

## **3. Social Entrepreneurship and Youth**

### **3.1 Importance of promoting Social Entrepreneurship for Adolescent and Youth Development**

Adolescence is the period in life when people develop their identities as individuals, begin to explore wider social relations, and interact independently with the broader community.<sup>31</sup> *“Most leadership theorists believe that the skills critical for effective leadership, including the capacity to understand and interact with others, are developed most deeply in adolescence and young adulthood.”*<sup>32</sup> *“Enabling young people to meaningfully engage in initiatives that they create not only makes youth the stakeholders of their immediate future, but of their community’s long-term well-being.”*<sup>33</sup> While providing occasion for development of a range of skills, including critical thinking, writing, public speaking, planning, and group dynamics, youth social entrepreneurship also has the potential to create a more engaged citizenry.

Ashoka’s decision to launch Youth Venture was based on an understanding of the importance of youth. Youth is a time of practicing being powerful and acquiring the required skills of applied empathy, teamwork, and leadership, which are essential to being a social entrepreneur. *“If young people do not grow up being powerful, causing change, and practicing these three interlocked*

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<sup>30</sup> Theis, Joachim. Book review for “Our Time is Now: Young People Changing the World.”

<sup>31</sup> Theis, Joachim. Draft: “Children as Active Citizens: Government commitments and obligations for children’s civil rights and civic engagement in the East Asia and Pacific Region.”

<sup>32</sup> Mohamed, Inca and Wendy Wheeler. “Broadening the Bounds of Youth Development: Youth as Engaged Citizens.”

<sup>33</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

*underlying skills, they will reach adulthood with a self-definition that does not include change-making and a social skill set that largely precludes it. Just as one must develop strong emotional foundations in the first three years of life or suffer for a lifetime, young people must master and practice these social skills and the high art of being powerful in and through society while they are young.*"<sup>34</sup>

The Positive Youth Development approach advocates helping young people to achieve their full potential as the best way to prevent them from engaging in risky behaviors.<sup>35</sup> Proponents of this perspective promote holistic programs focused on youth-led initiatives which give youth the chance to exercise leadership, build skills, and get involved. This approach allows *"young individuals to develop multiple core competencies, ranging from cognitive to emotional, physical, moral, vocational, and cultural, ultimately contributing to the young person's sense of self-worth and identity. This approach differs from earlier models focused either on enabling youth to participate in adult-led and organized initiatives or on adult-intervention strategies targeting youth with specific problem behaviors such a drug abuse. The youth-led approach takes the next step by challenging--indeed expecting--young people to lead the way by deciding what needs to be accomplished and then accomplishing it."*<sup>36</sup>

Youth-led initiatives such as Do Something, Youth Venture, and Be the Change *"create spaces that value the participation, ideals, voice, and decision-making process of young people and give young people an opportunity to define for themselves what skills, values, attitudes, knowledge, and commitments they want and need (Ford 1998; CHN 2001). As a result, young people develop increased confidence, autonomy, a sense of belonging, and competence. By allowing and encouraging young people to create their own vision instead of following an adult's or a formulaic program vision, youth-led development instills youth with confidence in their autonomy and capacity to affect change."*<sup>37</sup> Youth-led initiatives give young people a sense of competence, responsibility, and achievement which manifest themselves in young people's social confidence, interactions, and positive future performance.<sup>38</sup>

Young people must be given the opportunity to lead, the opportunity to create something at a very young age, so that they sense that this is something they can do, that they can contribute to solving the world's problems.<sup>39</sup> *"Research on Do Something concluded that young people are more likely to be engaged with their community as adults if they are involved before age 14. Those youth that have had these opportunities are significantly more likely to remain committed and active community members. Having had the opportunity to learn by doing, youth are better equipped to positively, if not dramatically, impact their communities."*<sup>40</sup>

Youth social entrepreneurship is a viable means for young people to develop and exercise leadership while effecting concrete changes in their communities. In recognizing that young people are capable of addressing societal problems and concerns and providing a forum for them to do so, youth social entrepreneurship can be a dynamic and powerful strategy. Through youth

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<sup>34</sup> Drayton, Bill. Everyone A Changemaker: Social Entrepreneurship's Ultimate Goal.

<sup>35</sup> <http://www.acf.hhs.gov/programs/fysb/content/positiveyouth/factsheet.htm>

<sup>36</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

<sup>37</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

<sup>38</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

<sup>39</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

<sup>40</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

social entrepreneurial ventures, young people's ideas and energy can contribute meaningfully as they participate in community building, work toward social change, and apply their leadership skills, all the while gaining access to services, supports, and opportunities that facilitate their own development.

The youth social entrepreneur movement believes young people, from age 10 to 18, have the creativity and the energy to create and launch new initiatives that can change their communities. Indeed, many youth have already formed such ventures. Youth social entrepreneurship should grow out of young people's own interests, motivations and ideas. It entails young people being actively involved by initiating their own activities rather than just being told what to do. Yet it also requires resources and supportive and experienced adults who can mentor/guide young people without being controlling.

### **3.2 Youth Social Entrepreneurship and UNICEF's Strategic Focus Areas**

There are a wide variety of activities *by* social entrepreneurs *for* children and youth across settings: families, communities, schools and in situations of emergencies and conflict. Social entrepreneurs have developed innovative approaches to improve health and education systems and create new ways for children to learn and participate in the development process. Some social entrepreneurs are changing the way that young people are learning by reshaping curriculums and transforming school systems. Others are focused on transforming teachers, improving access to higher education, or paving new inroads for early childhood education. Still other social entrepreneurs are working to improve the lives of marginalized youth living on the streets, in the slums or exploited as child laborers. Social entrepreneurs around the world are discovering new ways to empower children and youth and engage them in their communities.<sup>41</sup> Detailed descriptions of current initiatives can be found on the websites of organizations such as Ashoka and Skoll Foundation that support social entrepreneurs as well as websites such as changemakers.net which also highlights initiatives around the world.

Beyond just providing much needed services for children and youth, social entrepreneurship is also becoming an increasingly common approach to engaging young people in solving social problems. Locally and globally, young people are leading efforts to curb the spread of HIV/AIDS, preserve the environment, encourage democratic participation, and advocate for human rights. *"The experiences of the young social entrepreneurs reflect a wide range of approaches to social and political activism, from self-help community development initiatives, to awareness-raising campaigns and social mobilization, to political activism. They make use of the available political space and push the boundaries of what is socially and culturally acceptable. They use creative ways to overcome resistance and obstacles."*<sup>42</sup> Below are several examples illustrating the different ways youth social entrepreneurs work relate to UNICEF's Strategic focus areas.

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<sup>41</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

<sup>42</sup> Theis, Joachim. Book review for "Our Time is Now: Young People Changing the World."

### ***Young Child Survival and Development***

YSEI selected Brinda Ayer as one of their 2006 Fellows for her “School and Community Horticulture Enterprise” in Bangalore, India. This enterprise aims to supplement the national mid-day meal scheme with an appropriate level of vegetable nutrition to improve overall school enrolment and child health in India. Brinda's program to provide nutritional supplements will be generated via horticulture in poly-houses (green-house) and kitchen gardens placed in selected schools. A poly-house is a naturally ventilated and low cost green house made of polyethylene sheets with roof top rainwater harvesting and drip irrigation system where crops can be grown in a controlled, pest free and scientifically monitored environment.<sup>43</sup>

Another innovative youth intervention takes place in Concepcion del Uruguay, Argentina. There a Youth Venture team created the “community partnership intervention for the evaluation of parasitism in children” project. The team is formed by youth from two schools in the community who united for solidarity projects. The team began working on a project where they evaluated water conditions in different zones in the city. This led them to start a project working on the prevention of water related illnesses in five and six year old children. They organize interventions in marginal schools with the support of the local hospital lab and pediatrics unit.<sup>44</sup>

### ***Basic Education and Gender Equality***

Homies Unidos was created in 1996 in El Salvador by rival gang members who came together to find a better and safer life without violence. The organization is dedicated to providing educational and employment opportunities for young men and women (ages 8-35, although a majority are under the age of 24), so that they can find ways out of their violent lifestyle. Homies Unidos guides the antisocial young to design their own response to the challenge of breaking away from violent lifestyles and developing constructive social and economic alternatives. The idea is to work within the existing structure of gangs and capitalize on the feeling of community among members. At Homies, youth serve as peer educators, as well as board members, fundraisers, and program staff.

In the United States, two freshmen girls in Texas decided to start “Generation Education” to provide education to underprivileged children so that they can have successful futures. They focus on children in youth shelters and hospitals and provide them with books, educational activities, and mentoring.

### ***HIV/AIDS and Children***

In Nigeria, Damola Ogundele has created a “visual campaign against HIV/AIDS.” His team uses animated cartoons in various local languages as well as dance and drama to transmit HIV/AIDS prevention messages to the communities. They also hope to promote awareness and encourage those already living with the illness.<sup>45</sup>

In Puebla, Mexico a team of youth venturers called “SESEJ PUEBLA” created their initiative with the idea of promoting a culture of sexual responsibility among youth. Through campaigns and materials such as condom holders, bracelets, shirts and cards, they provide information from

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<sup>43</sup> Youth Social Enterprise Initiative webpage: <http://www.ysei.org/?q=node/5>

<sup>44</sup> [http://www.genv.net/en-us/team/proyecto\\_de\\_intervencion\\_socio\\_comunitaria\\_evaluacion\\_de\\_parasitosis\\_en\\_ni\\_os](http://www.genv.net/en-us/team/proyecto_de_intervencion_socio_comunitaria_evaluacion_de_parasitosis_en_ni_os)

<sup>45</sup> Action Net Profiles: [http://www.youthactionnet.org/member\\_projects.cfm?proj\\_id=311](http://www.youthactionnet.org/member_projects.cfm?proj_id=311)

a youth perspective for youth about the risks and responsibilities associated with being sexually active. This includes information on HIV/AIDS and other forms of STDs.<sup>46</sup>

### ***Child Protection from Violence, Exploitation and Abuse***

In India, Youth Venture partnered with local Ashoka fellow organization, Pravah, to recognize and support young changemakers with the Change Looms Award. In 2005 Vipin, Nancy, and Alankaar were selected as awardees for their School-based Intervention for Preventing and Addressing Child Sexual Abuse (SIPACSA) project which addresses the 'untouchable' issue of child sexual abuse in families in Chennai, India. Through school workshops they provide awareness, break myths, and above all, tell children that if they have been abused, it is not their fault. After a year of work, they now have a waitlist of schools in Chennai seeking their program.<sup>47</sup>

Another innovative intervention to receive the Change Looms Award was Pukaar in Bombay, India. Of the myriad organizations working with street children in Bombay, India, hardly any have been created or run by street kids themselves. Sameer and Rajesh, two former street kids, formed Pukaar, which provides a range of services to young street kids, from providing food and shelter to rights training to instruction on where to access vocational training and health services. In the last year, this network has enabled 50 youth to permanently move off the streets.<sup>48</sup>

### ***Policy Advocacy and Partnerships for Children's Rights***

The Youth Human Rights Group (YHRG) was established in November 1995 by students in Bishkek with support from the Kyrgyz-American Bureau on Human Rights and the Danielle Mitterand Foundation. YHRG trains teachers, volunteers and NGO leaders in human rights education, and provides courses and materials including books and film in high schools. The group publishes a bulletin on the Rights of the Child called "Chaika", hosts radio programs on human rights, and performs monitoring of the human rights situation in the Kyrgyz Republic. The group is currently expanding their work to encompass juvenile justice.<sup>49</sup>

In 2005, Peace Child selected a group of Guinean youth to be recipients of a Be the Change award which allowed them to start a Guinean Youth Newspaper. The newspaper was used to inform youth about the youth movement in the world and to enable them to talk about their experiences. Money from the first 1,500 publications was used to cover the continual costs of editing, printing, photocopying, etc with the hope of reaching 5000 readers by the end of the year.<sup>50</sup>

Many UNDP offices around the world have educated young people on the MDGs, out of which has sprung various youth-led initiatives. For example, in the Philippines, a youth-led NGO in partnership with a number of institutions such as UN Volunteers Philippines and DZME Radyo Uno (a radio station) conducted a two month radio program entitled "*Youth Voices on Air: Walking the Talk on the MDGs*". The airing, coupled with a multi-media platform such as

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<sup>46</sup> Youth Venture Profiles: [http://www.genv.net/en-us/team/sesej\\_puebla](http://www.genv.net/en-us/team/sesej_puebla)

<sup>47</sup> [www.ashoka.org](http://www.ashoka.org)

<sup>48</sup> [www.ashoka.org](http://www.ashoka.org)

<sup>49</sup> Davila-Ortega, Luis and Emily Freeburg. Youth, Democratic Governance and the MDGs Report in Asia and the Pacific. Global Youth Action Network, March 2006.

<sup>50</sup> Peacechild Projects: [http://www.peacechild.org/www/pci/downloads/btc/projects\\_civicus/africa05.pdf](http://www.peacechild.org/www/pci/downloads/btc/projects_civicus/africa05.pdf)

mobile phones where listeners could direct questions as SMS to resource speakers, featured high-level decision-makers from the government, private sector, international community and civil society interacting with youth leaders. The program reached almost half a million listeners nationwide on a weekly basis.<sup>51</sup>

### **3.3 Nurturing Youth Social Entrepreneurs**

*“Taking initiative, creating a project, conceptualizing and launching one’s own venture are exceptions, not the rule in most young people’s experience. Every child is good at something. Encouraging and giving that child the opportunity to succeed is extremely important in shaping their personality and tolerance for risk.”*<sup>52</sup> The multiple successes of youth social entrepreneur programs provide us with the models and opportunities to engage and assist young people. Key areas in which youth social entrepreneurs need support include:

#### ***Knowledge***

It is imperative to provide training and technical assistance to help young leaders gain the skills necessary for their projects to be successful; too often young people lack the skills and information to manage people and resources effectively. Trainings should include basic finance, accounting, marketing, and management, as well as problem solving, planning, and leadership. It is also helpful to include insights into global development issues as well as a young social entrepreneur guidebook. Many organizations including Youth Venture, Peacechild (Be the Change), and even UNICEF’s Voices of Youth, already provide guides for youth to start their own ventures. Guides are most useful when received as part of an initial training program such as that provided by Junior Achievement.

#### ***Networking***

Facilitating a network for young social entrepreneurs enhances knowledge sharing, collaboration and the collective discovery process between members. An electronic platform, such as that provided by Youth Venture, Voices of Youth, and Changemakers.net also provide a venue for sharing experiences and documenting best practices.

#### ***Mentorship***

Mentors can open doors of opportunity and reveal paths that lead to bold, new, unexpected achievements. Mentors can provide training, motivation, and feedback, as well as provide a reference as the youth seek new initiatives or funding. An engaged mentorship program provides young social entrepreneurs with experienced mentors to help them throughout their project to maximize the learning and sustainability.

#### ***Finance***

Most young people are not in a financial situation that allows them to fund their own initiatives. Young social entrepreneurs need funding to transform innovative ideas into action or to scale-up their social ventures.

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<sup>51</sup> Davila-Ortega, Luis and Emily Freeburg. Youth, Democratic Governance and the MDGs Report in Asia and the Pacific. Global Youth Action Network, March 2006.

<sup>52</sup> Davis, Susan. (2002) Social Entrepreneurship: Towards an entrepreneurial culture for social and economic development.

## **4. Social Entrepreneurship and UNICEF**

### **4.1 Youth Social Entrepreneurship and UNICEF's Programmes**

UNICEF has engaged with social entrepreneurs in various capacities from implementing partners to expert consultants. For example, Afro-Reggae in Brazil, YIY in Thailand and Butterflies in India are all innovative initiatives founded and led by visionary social entrepreneurs. Moreover, partnerships with Youth NGOs have become increasingly important in UNICEF's program implementation. Following are a list of current and/or recent examples.

#### ***Angola***

In Angola, UNICEF supports the mostly female youth NGO "Prazedor", which conducts peer to peer youth communications on HIV/AIDS awareness and interpersonal communication in markets, discos and communities. Prazedor also conducts a monthly Operation Stop with the local police to hand out HIV information and condoms to drivers in the city. Furthermore, the NGO runs an HIV/AIDS/STDs Info-Centre and produces radio programs that are broadcast on provincial radio.<sup>53</sup>

UNICEF Angola also supports three youth mine awareness NGOs, which conduct a variety of activities in IDP camps and communities and within newly accessible areas. These activities include community theatre, songs, puppet shows, and discussions, as well as awareness activities on passenger trains and for families waiting at station stops. The youth NGOs also include activities where children are teaching other children about mine awareness.<sup>54</sup>

#### ***Botswana***

UNICEF Botswana partnered with Junior Achievement Botswana (JAB) to develop a Youth Friendly NGO/CBO Management Program aimed at building capacity and sustainability of youth led initiatives.<sup>55</sup>

#### ***Belize***

The "Xchange Youth-Led Movement" has been particularly successful in Belize where 800 children, adolescents and young people have participated in the different districts. Due to the programs success, a pilot grants program was initiated in 2006 and resulted in nine mini projects focused in the areas of teenage pregnancy prevention, community mediation on crime and violence, sports for development, peer to peer education for HIV/AIDS, promotion of enabling environments, literacy, and entrepreneurship. The grants of 1,000 to 2,000 BZ\$ were awarded in a ceremony that achieved strong media coverage. The Xchange Movement has increased the mobilization and empowerment of children, adolescents and young people through development of and participation in programs for the respect of children's rights and prevention of violence and HIV/AIDS. An evaluation of the program is planned for 2007.<sup>56</sup>

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<sup>53</sup> UNICEF Online Magazine, Issue No. 77, 1-7 July 2002. Retrieved from <http://www.intranet.unicef.org/geneva/onlinemagazine.nsf/0/eef50aa08b5f40d3c1256be60042aac0?OpenDocument> on April 26, 2007.

<sup>54</sup> UNICEF Online Magazine, Issue No. 77, 1-7 July 2002. Retrieved from <http://www.intranet.unicef.org/geneva/onlinemagazine.nsf/0/eef50aa08b5f40d3c1256be60042aac0?OpenDocument> on April 26, 2007.

<sup>55</sup> Botswana 2006 Annual Country Report

<sup>56</sup> Belize 2006 Annual Country Report

## **Brazil**

UNICEF and partners developed a youth entrepreneur's project for low income adolescents in the city of Santos, São Paulo, which provided training workshops on cinema and related activities. The children participated in a documentary relating the story of an abandoned child and his involvement with crime, the juvenile justice system, his experiences in the criminal world, blackmail he suffered by the police, the inefficiency of juvenile justice policies and his effort to turn his life around. Launched at the Brasília Film Festival, the film was well-received by the public and critics, and the adolescent who played the protagonist won the Festival's best actor prize, competing against important Brazilian TV and film names.<sup>57</sup>

## **Caribbean**

Xchange is a movement of young people in the Caribbean who have pledged to adopt a positive lifestyle. Xchange was developed out of a concern for youth development in the Caribbean and more specifically, because of a concern about the rising levels of violence perpetrated by and against children in the Caribbean. The objective of Xchange is to create safe and protective environments (free from violence), for children in the home, school and community where they live. Xchange is developing a network of young social entrepreneurs who reach young people at the community level transforming their lives through music, art, sport and other youth friendly media. The movement is youth led and was nurtured with the support of Machel Montano, well known Caribbean entertainer, Derrick Lewis, Creative Director of Island People (events organizers) and UNICEF.<sup>58</sup>

An "Xchanger" is a person who has made a commitment to a positive lifestyle. He/she is an individual with a new positive attitude and confident style who pledges or commits to nurturing among his/her peers, families and community members, an attitude of non-violence, harmony in diversity, respect for the life and liberties of others. Persons or entities, (called "Xchange Networks") who join the Xchange movement, make a pledge to develop with the guidance and involvement of young people, quality, relevant educational and skills-building opportunities (character, competence, connectedness with regulation/ caring/ confidence/ contribution) within learning and earning communities. The movement has also developed a youth network online.<sup>59</sup>

One remarkable example of a youth-led initiative that resulted from the Xchange movement is the initiative of Herbert, an 18 years old Xchanger, who decided to start, with his 13 years old brother, Ashman, a program in his backyard. They called it "My Neighbors and Me". In the words of Herbert:

*"I returned from Trinidad and began to examine my surroundings. I looked at all my neighbors who had so much free time and so little to do. The children were wandering around the streets engaging in idle and mischievous activities. At first, Ashman had wanted to start a dance group for the Carnival but when I told him about Xchange and what I saw in Trinidad, he was convinced, like me, that we could provide the opportunity for the children to do so much more than dancing in Carnival. We chose the name "**My Neighbors and Me**", because this name explained it all"*<sup>60</sup>

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<sup>57</sup> Brazil 2006 Annual Country Report

<sup>58</sup> Xchange: Frequently Asked Questions about Xchange.

<sup>59</sup> Xchange: Frequently Asked Questions about Xchange.

<sup>60</sup> Breinbauer, Cecilia. Xchange: Building a Culture of Non-Violence in Homes, Schools, and Communities in the English-Speaking Caribbean.

### ***Kosovo***

UNICEF Kosovo has an emphasis on adolescent development and works with a variety of local youth NGOs across a range of sectors. One very prominent example is a communication initiative called Bla Bla Cafe which is a radio program done by young people on young people and for young people in order to promote peace and tolerance. Through a network of 38 local radio stations broadcast in Albanian, Serbian and Roma languages, young people of different ethnicities are able to directly express their opinions and raise their concerns on topics around youth health, education, employment, society and the future. The initiative started in 2001 and has since developed into a well-recognized youth NGO producing media by and for young people and for a number of organizations, including the European Union and others. This UNICEF supported project gives young Kosovars an opportunity to have a voice in their society, and thus further their right to participation.<sup>61</sup>

### ***Moldova***

In 2000 UNICEF Moldova launched the “Small Grants for Children” project aimed at involving children in the process of project design and implementation. Twenty-three groups of children from around the country implemented small projects in their communities concerning the media, the promotion of child rights and peer education. The overall goal of the project was based on increasing cooperation among children, local authorities, parents, teachers, and local private entrepreneurs. While 250 children participated in the actual implementation of these projects, over 30,000 children benefited directly or indirectly. The projects included the creation of a “Children-Advocate Office,” the printing and distribution of five school magazines, the organization of debates on child rights, the promotion of CRC messages through theatre performances, the presentation of special local radio and TV programs on child rights, “Child to Child” training on CRC in summer camps, schools and clubs, and social assistance services offered by children to children in difficult situations. The main result of the project, which provided a total of US\$3,000 in assistance, was the active involvement of children and their noteworthy initiatives.<sup>62</sup>

### ***South Africa***

UNICEF South Africa held a *Youth in Action* workshop in October 2006 to develop youth leadership skills for 198 young people (100 female) from the nine provinces. The young people were trained in various creative leadership skills to enable them to act as *agents of change* within their respective constituencies. The youth developed draft provincial action plans on how they will address the various challenges they face, including HIV and Aids, poverty, etc.<sup>63</sup>

### ***Thailand***

In 2003, UNICEF Thailand supported “Youth Innovation Year” (YIY—see appendix) which was manned entirely by young people and sought to motivate children and youth to create innovations that would contribute to a better Thai society. The project then documented all submissions in a database that could be shared through the mass media as well as through fairs and exhibitions held in early 2004. In a parallel project, UNICEF assisted the National Health

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<sup>61</sup> Kosovo 2005 Annual Country Report; UNICEF online magazine Nov. 2003

<sup>62</sup> UNICEF Moldova 2000 Annual Country report retrieved from <http://www.intranet.unicef.org/pd/pdc.nsf/0/e1c708bdaf643179852569bb00728f70?OpenDocument>

<sup>63</sup> South Africa 2006 Annual Country Report

System Reform Office in developing a database of youth innovations into six categories with the aim to influence policies on children and youth with their outputs. They documented more than 1,800 youth innovations.<sup>64</sup>

These examples illustrate UNICEF's current work with youth social entrepreneurs. What makes these examples different from what UNICEF typically does? The primary, and most important, distinction is that young people become the leaders of social change rather than merely participating in a UNICEF designed and led community program. While in some of the examples it was impossible to define the extent to which the activities were youth-led or UNICEF-led, in others, such as the Xchange program, it is quite clear that the community projects were initiated, developed, and implemented by the young people themselves. This is a very important distinction since youth-led initiated and led interventions provide young people the opportunity to lead, develop new skills, build self-esteem, and in general, facilitate positive development. A report on the Xchange program also showed that the program also influenced behavior by increasing hope, tolerance, and connectedness.<sup>65</sup> In the context of UNICEF's work, youth social entrepreneurship can facilitate community development while at the same time influencing young people's personal development and increasing positive behaviors.

#### **4.2 Youth Social Entrepreneurship and UNICEF: Potential for Collaboration**

The field of social entrepreneurship holds many opportunities for UNICEF. *“Strategic partnerships with social entrepreneurs might help identify new promising approaches to development which can then be taken to scale, or they could help in provision of appropriate technology and its effective use at community level. Also given their “market orientation” it is interesting to see what these organizations choose to do, since they will probably be addressing precisely those things at which more traditional development programmes and plans are missing or failing.”*<sup>66</sup>

Specifically in the context of adolescent development, UNICEF is well placed to work with youth social entrepreneurs. UNICEF's child friendly schools and life skills programs offer a base on which to build youth social entrepreneurs. Furthermore, youth social entrepreneurship is grounded in community and UNICEF has a widespread presence in the field.

Possible ways for UNICEF to work with youth social entrepreneurs include the following:

- 1) Financing youth-led initiatives: mini-grants program for promising youth initiated projects
- 2) Enhance visibility of youth social entrepreneurs' initiatives through campaigns, case studies, communications and invitations to international forums. The New Heroes initiative by PBS and the Celebrate Initiative by the Skoll Foundation also provide good examples of campaigns that promote social entrepreneurship.

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<sup>64</sup> Thailand 2003 Annual Country Report <http://www.intranet.unicef.org/pd/pdc.nsf/0/da67d4b377b3e26885256e05005e4fb2?OpenDocument>

<sup>65</sup> Breinbauer, Cecilia. Xchange: Building a Culture of Non-Violence in Homes, Schools, and Communities in the English-Speaking Caribbean.

<sup>66</sup> Thorpe, Ian. “Here come the social capitalists.” Eyes on the World Blog, November 20, 2007. Retrieved from <http://www.intranet.unicef.org/PD/EyesOnTheWorld.nsf/dx/11202006123623PMUSANNA.htm> accessed on May 17, 2007.

- a) The Voices of Youth website, for example, would be an excellent platform where youth social entrepreneurs could network, share successes, be encouraged, and promoted. VOY could also link to other organizations that are actively promoting youth social entrepreneur networks worldwide.
- 3) Support governments in creating enabling environments for young people to design and implement their own solutions to social problems (i.e. financial services aimed at young people, young people’s participation in public policy discussions, mentorship programs, etc.)
- 4) Create campaigns to promote youth social entrepreneurship and participation in the community. This should provide a positive “trendy” image...the idea that it is “cool” and the right thing to do. These campaigns would be best designed by current youth social entrepreneurs.
- 5) Create support systems for youth social entrepreneurs by forming partnerships with youth related organizations (such as Youth Venture and Junior Achievement). The system should provide:
  - a) Youth networking and capacity building
  - b) Support for funding, physical space and equipment
  - c) Tools, knowledge and advisors
  - d) Information and research
  - e) Partnerships and policy bridges among youth-related organizations.
- 6) Analyze and document existing youth social entrepreneur initiatives around the world, see which are making the most impact and which could be considered for going to scale.

Youth social entrepreneurship can be seen as a program or a strategy. As a program, it is a goal in and of itself to develop young people as social entrepreneurs. As a strategy, social entrepreneurship can be seen as a means to an end...that is, a means by which UNICEF can work towards making a world fit for children. Either way, youth social entrepreneurship gives deeper meaning to young people’s participation than the simple expression of thoughts. Instead of merely giving young people a “voice”, they are given an opportunity to bring about change.

### **4.3 Social Entrepreneurship and Policy/Scaling up**

There is also a great need within the field of social entrepreneurship to create greater linkages between successful initiatives and public policy making. Many successful initiatives are scaled-up through the mobilization of private resources, yet fail to reach their full potential because they are not transformed into public policies. “With few exceptions, governments and government bodies have yet to recognize social entrepreneurship as a legitimate field of endeavor. This recognition is crucial if governments are to provide a better fiscal and legislative environment for social entrepreneurs, including the review of tax laws and the elimination of burdensome regulations, arbitrary decision-making and other requirements and practices that hamper them.”<sup>67</sup>

The most notable example of government support for social entrepreneurs is in England, where Tony Blair in his first major speech as Prime Minister in June 1997 “spoke of the importance of social enterprise to his new administration.” Consequently, the UK government improved tax

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<sup>67</sup> Hartigan, Pamela and Jerro Billimoria. “Social Entrepreneurship: An overview.”

treatment of donations to charity, developed the Community Investment Tax Credit, which has led to a wave of new Community Finance Institutions, and created a new Charity Bank as a source of cheap capital for community organizations. Furthermore, in 2004 a new law was passed creating a new legal vehicle for social enterprises—the Community Interest Company (CIC). These actions were major steps towards creating a more flexible legal environment for social entrepreneurs.<sup>68</sup>

UNICEF is uniquely positioned to support governments in recognizing successful and entrepreneurial social innovations and incorporating these successful models into their social policy frameworks. UNICEF can also be instrumental in raising the visibility of successful social entrepreneurship endeavors through its advocacy and communications campaigns which enhance these organizations' ability to mobilize greater resources. The following "Approaches to Scaling Social Impact" chart gives a framework for approaches to scaling up the social impact of successful social entrepreneurial endeavors. The areas highlighted in yellow are potential areas where UNICEF could exert its influence.

Examples of Social Entrepreneurs changing policy:

**Halidou Ouedraogo, Burkina Faso, 2000 Ashoka Fellow.** In 1984, Halidou contributed to changes in Burkina's sentencing laws, moving from a system with mandatory minimum sentences to one which allows for flexibility. Then, in 1990, Halidou drafted Burkina Faso's new constitution, which was later ratified and adopted by the government. Years later, in 1997, Halidou was involved in the codification of laws regarding violence against women.

**Didit Adidananta, Indonesia, 1998 Ashoka Fellow.** The Indonesian government has created the LPA (Child Protection Agency) along with Didit's help and consultation. This institution will focus on ways to protect children and will have branch offices in each province. Didit notes that street children cannot gain access to government services because they do not have official ID cards. He believes that this has to be addressed through policy change. Didit hopes that his advocacy work to raise awareness in the general public will put pressure on the government to pass laws that are supportive of childrens' rights.

**Michal Kravcik, Slovakia, 1998 Ashoka Fellow.** Michal launched his "Water for the 3rd Millennium" program in 1993 and a Slovak government adopted it as part of the state's official water management policy in 1994. The program incorporates community voice into decision making on water issues.

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<sup>68</sup> Nicholls, Alex (Ed.). Social Entrepreneurship: New Models of Sustainable Social Change.

**Approaches to Scaling Social Impact<sup>69</sup>:** *Organizations face many options about what to scale and how to scale their impact. The spectrum of goals and strategies for creating and scaling social impact ranges from impact through direct service to impact through indirect influence.*



<p><b>GOALS for Scaling Social Impact</b></p>	<ul style="list-style-type: none"> <li>• <b>Increase Quantity and/or Quality of Impact:</b> Increase impact by providing existing programs more frequently or in greater quantity in current locations. Increase impact by improving quality of existing programs.</li> <li>• <b>Diversify Communities Served:</b> Increase impact by offering existing programs to new groups of people in current locations.</li> <li>• <b>Diversify Services Offered:</b> Increase impact by providing new programs addressing new issues in current locations.</li> <li>• <b>Expand Geographically:</b> Increase impact by offering existing programs in new locations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Promote a Model:</b> Increase impact by encouraging the replication of the organization's model by promoting the organization and its activities to others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Influence Public Policy:</b> Increase impact by changing public policy in order to increase the number served or needs addressed, or to reduce the need that necessitated your social enterprise.</li> <li>• <b>Establish a Social Movement:</b> Increase impact by creating cultural, political, or social change through a large-scale social movement that influences public opinion or collective action in support of an issue.</li> <li>• <b>Change/Create Markets:</b> Establish new markets or influence existing markets to increase social impact providing by organizations in the market.</li> </ul>
<p><b>STRATEGIES for Scaling Social Impact</b></p>	<ul style="list-style-type: none"> <li>• <b>Organizational Branching and/or Affiliation:</b> Replicating branches in new locations that remain part of one, multi-site organization. Creating a network of affiliated but independent organizations connected by shared principles, goals, or activities.</li> <li>• <b>Expanding Org's Delivery Capacities:</b> Making investments within your organization that improve and increase its effectiveness to deliver programmatic performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technical Assistance:</b> Providing technical assistance, training, or consulting to others interested in offering similar programs or activities.</li> <li>• <b>Knowledge Dissemination:</b> Sharing information with others through publications, the Internet, or presentations.</li> <li>• <b>Packaging/Licensing:</b> Packaging a successful program and licensing it to existing organizations in other locations.</li> <li>• <b>Partnerships/Alliances:</b> Collaborating with other organizations to deliver services or address needs in new locations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research &amp; Public Policy Development:</b> Researching and generating knowledge about the social issue and proposing public policy, i.e., a think tank approach.</li> <li>• <b>Influencing Public Awareness, Norms or Behaviors:</b> Using various means of communication to inform, educate, and influence public awareness, opinion, or action about the social issue.</li> <li>• <b>Direct Advocacy &amp; Lobbying:</b> Engaging public policy makers, legislators, and other government officials to influence the legislative or resource environment for the social issue.</li> <li>• <b>Convening Networks:</b> Organizing social-purpose organizations or individuals from the same field into a network or association mobilized to advocate for shared goals and policies.</li> </ul>

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[www.futureshifters.net](http://www.futureshifters.net)  
<http://www.pbs.org/opb/thenewheroes/>  
<http://www.takingitglobal.org/home.html>

## Appendix 1

### Definitions of Social Entrepreneurship<sup>70</sup>

#### Conceptualizing Social Entrepreneurship

Author/s & Year	Definition Suggested
	SOCIAL ENTREPRENEURSHIP
Fowler (2000)	Social Entrepreneurship is the creation of viable (socio-) economic structures, relations, institutions, organizations, and practices that yield and sustain social benefits.
Hibbert, Hogg et al. (2002)	Social entrepreneurship is the use of entrepreneurial behavior for social ends rather than for profit objectives, or alternatively, that the profits generated are used for the benefit of a specific disadvantaged group.
The Institute for Social Entrepreneurs (2002)	Social entrepreneurship is the art of simultaneously obtaining both a financial and a social return on investment.
Canadian Centre for Social Entrepreneurship (2001)	Social Entrepreneurship falls into two categories. First, in the for-profit sector it encompasses activities emphasizing the importance of a socially-engaged private sector and the benefits that accrue to those who do well by doing good. Second, it refers to activities encouraging more entrepreneurial approaches in the nonprofit sector in order to increase organizational effectiveness and foster long-term sustainability.
	SOCIAL ENTREPRENEURS
Brinckerhoff (2000)	Social entrepreneurs are people who take risks on behalf of the people their organization serves.
Waddock and Post (1991)	Social entrepreneurs are private sector citizens who play critical roles in bringing about catalytic changes in the public sector agenda and the perception of certain social issues
Thompson et al (2000)	Social entrepreneurs are people who realize where there is an opportunity to satisfy some unmet need that the state welfare system will not or cannot meet, and who gather together the necessary resources (generally people, often volunteers, money, and premises) and use these to “make a difference.”
Bornstein (1998)	A social entrepreneur is a path breaker with a powerful new idea who combines visionary and real-world problem-solving creativity, has a strong ethical fiber, and is totally possessed by his or her vision for change.
The Institute for Social Entrepreneurs (2002)	A social entrepreneur is an individual who uses earned-income strategies to pursue social objectives, simultaneously seeking both a financial and a social return on investment.
Canadian Centre for Social Entrepreneurship (2001)	Social entrepreneurs are leaders in the field of social change and can be found in the private, public, and nonprofit sectors.
LaBarre and Fishman (2001)	Social entrepreneurs are dedicated innovators who are determined to tackle some of society’s deepest challenges by embracing new ideas from business.

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<sup>70</sup> Mair, J. & Marti,I. (2004) Social Entrepreneurship Research: A source of Explanation, Prediction, and Delight.

## Appendix 2

### Universities with established Centers for Social Entrepreneurship

<b>Institution</b>	<b>Research Center</b>
University of Alberta, Canada	Canadian Centre for Social Entrepreneurship <a href="http://www.bus.ualberta.ca/ccse/">www.bus.ualberta.ca/ccse/</a>
Columbia Graduate School of Business, USA	Research Initiative on Social Enterprise <a href="http://www-1.gsb.columbia.edu/socialenterprise/academics/research">www-1.gsb.columbia.edu/socialenterprise/academics/research</a>
Fuqua Business School, Duke University, USA	Center for advancement of Social Entrepreneurship <a href="http://www.fuqua.duke.edu/centers/case/">www.fuqua.duke.edu/centers/case/</a>
Harvard Business School, USA	The Initiative on Social Enterprise <a href="http://www.hbs.edu/dept/socialenterprise/">www.hbs.edu/dept/socialenterprise/</a>
Herriot-Watt University, UK	Social Enterprise Institute <a href="http://www.sml.hw.ac.uk/socialenterprise/">www.sml.hw.ac.uk/socialenterprise/</a>
Saïd Business School, University of Oxford, UK	Skoll Centre for Social Entrepreneurship <a href="http://www.sbs.ox.ac.uk/html/faculty_skoll_main.asp">www.sbs.ox.ac.uk/html/faculty_skoll_main.asp</a>
Seattle University, USA	Center for Non-Profit and Social Enterprise Management <a href="http://www.seattleu.edu/asbe/ec/">www.seattleu.edu/asbe/ec/</a>
Stanford Graduate School of Business, USA	Center for Social Innovation <a href="http://www.gsb.stanford.edu/csi">www.gsb.stanford.edu/csi</a>
Stern School of Business, New York University, USA	Stewart Satter Program in Social Entrepreneurship <a href="http://w4.stern.nyu.edu/berkley/social.cfm?doc_id=1868">w4.stern.nyu.edu/berkley/social.cfm?doc_id=1868</a>

## Appendix 3

### Key Players in the Field of Social Entrepreneurship

<b>Organization</b>	<b>Ashoka</b> www.ashoka.org/ Founded 1982
<b>Areas of Activity</b>	Support Social Entrepreneurs, Group Entrepreneurs (including Youth Venture) and build sector infrastructure
<b>Definition of Social Entrepreneur</b>	Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change.
<b># of Social Entrepreneurs Supported</b>	Since 1981, Ashoka has elected over 1,800 social entrepreneurs as Ashoka Fellows
<b>How they Support Social Entrepreneurship</b>	Living stipends (for 3 years), professional support, and access to a global network of peers in more than 60 countries

<b>Organization</b>	<b>Skoll Foundation</b> www.skollfoundation.org Founded 1999
<b>Areas of Activity</b>	Skoll Awards provide second-round funding structured as core support in the form of grants, loans or a combination of the two. The awards are not intended for new or early-stage programs or initiatives. Programs must have a track record of at least three years to receive support.
<b>Definition of Social Entrepreneur</b>	Societies Change agent: pioneer of innovations that benefit humanity; social entrepreneurs pioneer innovative, effective, sustainable approaches to meet the needs of the marginalized, the disadvantaged and the disenfranchised
<b># of Social Entrepreneurs Supported</b>	16 in 2006 (3 year awards); 15 in 2005 (3 year awards)
<b>How they Support Social Entrepreneurship</b>	<p><i>Skoll Awards for Social Entrepreneurship Program</i>: three-year awards that support the continuation, replication or extension of programs that have proved successful in addressing a broad array of critical social issues.</p> <p><i>“Celebrate” initiative</i>: tells the stories of social entrepreneurs in print and film</p> <p><i>Networks</i>: connects social entrepreneurs with key people and resources through a number of academic, business and community channels which serve to advance the work of individual</p>

	entrepreneurs, as well as the field of social entrepreneurship as a whole
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<b>Organization</b>	<b>Schwab Foundation for Social Entrepreneurship</b> <a href="http://www.schwabfound.org/index.htm">http://www.schwabfound.org/index.htm</a> Founded 1998
<b>Areas of Activity</b>	The Schwab Foundation does not give grants or invest financially in the organizations of its selected social entrepreneurs. Rather, it uses its resources to create unprecedented opportunities where social entrepreneurs who have successfully implemented and scaled their transformational idea, can further the legitimacy of their work, have access to usually inaccessible networks, and in consequence, mobilize financial and in-kind resources that enable them to continue to strengthen and expand.
<b>Definition of Social Entrepreneur</b>	Social Entrepreneurship is about applying <i>practical, innovative and sustainable approaches</i> to benefit society in general, with an emphasis on those who are marginalized and poor.
<b># of Social Entrepreneurs Supported</b>	Support 103 Social Entrepreneurs
<b>How they Support Social Entrepreneurship</b>	<p><i>Events:</i> supporting the participation and active involvement of its selected social entrepreneurs at the annual flagship events of the Schwab Foundation and the World Economic Forum,</p> <p><i>Networks:</i> continuously facilitating connections between interested investors and social entrepreneurs; supporting the participation of its social entrepreneurs to key events sponsored by other organizations</p> <p><i>Trainings:</i> working with leading graduate schools around the world to offer opportunities for executive training to its social entrepreneurs</p> <p><i>Corporate:</i> working with companies to advance specific activities of social entrepreneurs or initiatives that support social entrepreneurship.</p> <p><i>Internships:</i> offering the possibility of internships for graduate students in relevant areas of interest to specific social entrepreneurs.</p> <p><i>Research:</i> working closely with leading academic institutions to publish case studies on specific social entrepreneurs for incorporation in undergraduate and graduate level courses.</p>

<b>Organization</b>	<b>Echoing Green</b> www.echoinggreen.org Founded 1987
<b>Areas of Activity</b>	<i>Identify Visionaries:</i> Echoing Green identifies talented yet <i>unproven</i> social entrepreneurs who are dedicated to addressing the root causes of social challenges. Provides money and technical support to early stage social entrepreneurs
<b>Definition of Social Entrepreneur</b>	"Social entrepreneurs are 'catalysts for social change'...they are 'risk-takers who have innovative ideas for a new organization or project. These budding social entrepreneurs, as this new breed of philanthropists like to call themselves, are keen to give away their money themselves (rather than create foundations to do it.) They want to solve specific problems in a specific way (rather than just earmark money for some vaguely benevolent purpose). They focus on performance. And they try to make projects self-sustaining (so the recipients do not keep coming back for more.)"
<b># of Social Entrepreneurs Supported</b>	Since 1987, Echoing Green has supported over 380 individuals in 30 countries
<b>How they Support Social Entrepreneurship</b>	<i>Invest in Innovation:</i> Provide seed grants to help Echoing Green Fellows transform innovative ideas into action. By applying entrepreneurial principles to social sector investment, they help launch cutting-edge organizations that transform communities.
	<i>Provide Hands-on Support:</i> Provide technical assistance and consulting to help new leaders build organizations, increase their organization's capacity and manage growth. They also facilitate peer-to-peer learning to enhance leadership skills and ensure organizational sustainability.
	<i>Connect People:</i> Harness the experience and expertise of their global network of social entrepreneurs to share best practices and ensure success.

<b>Organization</b>	<b>Community Action Network (UK)</b> www.can-online.org.uk Founded 1998
<b>Areas of Activity</b>	Support social entrepreneurs across the board to do their jobs more effectively, and remove the obstacles that stand in their way
<b>Definition of Social Entrepreneur</b>	Social entrepreneurs are the equivalent of true business entrepreneurs but they operate in the social, not-for-profit sector building 'something from nothing' and seeking innovative solutions to social problems
<b># of Social Entrepreneurs Supported</b>	700 Members throughout the UK (not necessarily Social Entrepreneurs)
<b>How they Support Social Entrepreneurship</b>	<i>CAN Mezzanines</i> - high quality, shared office space for third sector organizations
	<i>CAN Breakthrough</i> - providing strategic support and growth capital to established Social Enterprises to help them scale up
	<i>CAN Membership</i> - A network for Social Entrepreneurs providing peer-to-peer support, advice and services

<b>Organization</b>	<b>Nonprofit Enterprise and Self Sustainability Team: NESsT (South America/Eastern Europe)</b> www.nesst.org Founded 1997
<b>Areas of Activity</b>	A NGO dedicated to finding lasting solutions to systemic poverty and social injustice through the development of social enterprises
<b>Definition of Social Entrepreneur</b>	Uses the term social entrepreneur (or social enterprise) to refer to a CSO that uses entrepreneurial, business activities as a means to generate income and/or otherwise further its mission impact
<b>How they Support Social Entrepreneurship</b>	<i>Nest Venture Fund</i> : A philanthropic investment fund providing capacity-building & financing support to a portfolio of high-impact social enterprises in emerging markets.
	<i>Nesst University</i> : Promotes accountability, innovation, leadership & professionalism in the social enterprise field worldwide through forums, workshops, trainings, internships, and publishing.
	<i>Nesst Consulting</i> : Offers professional services in social enterprise development to clients worldwide, typically foundations, national and international organizations.
	<i>Nesst Marketplace</i> : A global, on-line shopping portal designed to enable social enterprises to reach a wider consumer market for selling their products and services.

<b>Organization</b>	<b>Social-Impact International</b> www.social-impact.org Founded 2004
<b>Areas of Activity</b>	Launched pilot program in India in 2006. Their goal is to accelerate growth and increase impact of social entrepreneurs' projects and/or organizations.
<b>Definition of Social Entrepreneur</b>	Social-Impact has a broad definition of a Social Entrepreneur. It can be anyone who is running a social enterprise, charity, or NGO, or playing a socially directed role in an established business, in government, or in academia. They will have: a) A clearly articulated vision and mission; b) A desire to establish organisations on an economically sustainable basis; c) A vision to have impact at scale; and d) A commitment to measuring impact
<b># of Social Entrepreneurs Supported</b>	12 Social Entrepreneurs were selected for the 2006-7 program
<b>How they Support Social Entrepreneurship</b>	<i>Access to basic skills training:</i> finance, accounting, marketing, strategy, management, etc. in partnership with local universities and NGOs
	Long-term mentoring
	<i>Advanced training:</i> corporate governance, accessing the social capital markets, organisational capacity building, entrepreneurial leadership, innovative business models, etc
	Access to financing
	Networking Opportunities

## Appendix 4

### Detailed Descriptions of Organizations Promoting Youth Social Entrepreneurship

#### 4.1 Be The Change<sup>71</sup>

[www.peacechild.org](http://www.peacechild.org)

Be The Change! Is a youth-led sustainable development Action program related to the Millennium Development Goals which aims to empower young people around the world to “be the change they want to see in the world.” (Mahatma Gandhi) Be the Change! was the major outcome of the Millennium Youth Congress held in Hawaii in 1999. Peace Child offers financial support and advice to young people to create and complete a variety of different projects serving the needs of their community. Recent projects include:

- creating a bicycle taxi service in Kenya
- up a cookery business for single mothers in Kenya
- bringing electricity to a rural school in Georgia
- funding an IT project in Nepal
- and starting a water and sanitation health project in Uganda

Peace Child International provides a 10-page guide for young activists that want to apply for a grant from the Be The Change! program. This guide can be accessed at [www.peacechild.org](http://www.peacechild.org) (under Be The Change/forms).

#### **Peace Child requirements for Be The Change! projects:**

- Projects must be genuinely youth-led: it cannot be a bunch of adults getting some young people to front their project so they can get money for it.
- Projects must benefit the community rather than an individual need
- Projects can request up to \$1,000 from Be The Change grant with a detailed budget.
- Projects must have two experienced and committed adults to mentor the project-- following the principles of co-management.
- Projects must have measures of achievement (indicators) by which projects may be evaluated. The proposed project outcomes must meet at least one of the 8 MDGs
- Projects can be either income-generating (funds to start up a small business and creating jobs) or it can be non-income generating (for health, education, environmental clean-up or community improvement) social program which are of genuine and lasting community value.

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<sup>71</sup> Information from [www.peacechild.org](http://www.peacechild.org) retrieved on April 9, 2007

## Appendix 4

### 4.2 Citibank--YMCA Youth for Causes – Singapore<sup>72</sup> www.youthforcauses.com

This program is a joint effort between the YMCA Singapore (program organizers) and Citibank Singapore (program sponsors) and provides seed funding for youth groups with innovative projects that will benefit a Singapore-registered Voluntary Welfare Organization.

#### 1. Profile of Participants

- Participants must be between 15 to 35 years old, passionate about serving the community and interested in volunteering.
- Participants must implement and execute the project in groups of 4.
- Participants must take ownership of and organize the project to benefit a social cause, that is, to raise funds, raise public awareness and/or recruit a pool of regular volunteers for a chosen Singapore-registered Voluntary Welfare Organization (“VWO”) with Institute of Public Character (IPC) status.

#### 2. Project Scope for Citibank-YMCA Youth For Causes program

- Youth groups interested in participating in the Citibank-YMCA Youth For Causes program are to come up with innovative project proposals in using seed money of S\$1,600.00 (approx. US\$1050) per group to benefit a Singapore-registered VWO of their choice with IPC status.
- Proposed projects are to be initiated and implemented by participating groups and be of benefit to deserving people in the community.
- On top of a grant for S\$1,600.00, each qualifying youth group will be assigned a mentor from Citibank or YMCA of Singapore.
- The projects by the qualifying youth groups must be implemented and completed within a 16-week timeframe from 21 May to 1 Sept 2007.

Both youth participants and mentors are provided training and training materials, which are available online.

#### **2006 Winner Profiles:**

##### ***Dream On (Best Team Award 17-21 years Category)***

Dream On began with four students from Anglo-Chinese Junior College who have a passion for music to inspire the needy students of The Straits Times School Pocket Money Fund (SPMF) to dare to dream. Through the inspiring lyrics and youthful tunes that had been especially composed by the team leader, they hoped to convey the message “Dream On” Cos Dreams Don’t Need Reasons to Live”. Dream On hoped to encourage youth to pursue their dreams with a positive mindset, to take action and bring their dreams to life... They did this through producing an original music album with 1,500 copies to be sold on the streets at \$15 each.

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<sup>72</sup> Internet access from www.youthforcauses.com retrieved on March 1, 2007

They mobilized more than 860 volunteers from all walks of life and did six street sales to solicit donations from the public and sell their CDs. A free entrance ticket to Dream On@ DXO concert worth \$15 was given for every purchase of their album. Dr Vivian Balakrishnan was the Guest-Of-Honour at the concert where it featured the tracks in the album and more than 600 people turned up at the event.

Dream On raised a total of \$45,010.72 for SPMF and heightened public awareness of their VWO through the distribution of 10,000 ZoCard, 20 on air lives reads sponsored by Power 98, headline news in Young NTUC website. With the help of Young NTUC, they disseminated information of their project to a database of approximately 400,000 Union members. Dream On was also featured in Lianhe ZaoBao.

***Flying Free (Best Team Below 16 Category)***

Flying Free consists of four schoolmates from Chua Chu Kang Secondary School. Their name came from a song “Flying Free” which their school’s choir sang and they wanted their project to revolve around the idea of kites. Their aim was also to use kites as a symbol of releasing and freeing the pains and suffering of children with cancer.

With the help of more than 180 volunteers, they made bookmarks, balloon-sculptures and kites to be sold at more than 10 different events at various shopping centers such as Lot 1, Westmall, Causeway Point, Jurong Point, Suntec City, etc.

They also organized two kite flying events at East Coast and West Coast Parks respectively to promote their project and their VWO to the public. Their event at West Coast Park was featured on “Friday Weekly”. Through their project, the girls also had an opportunity to work with National Library Board and Kite Association of Singapore.

Flying Free raised a total of \$16,370 and helped to raise the profile of Children’s Cancer Foundation.

***Art Live (Best Team Above 21 years category)***

Art Live comprises 4 students from Singapore Management University (SMU) who wanted to promote the public profile of Very Special Arts Singapore Ltd (VSA). The concept of their project was to get the public to dedicate messages to the disabled artists at VSA and these messages will be presented to them at the end of their project. The purpose was to support and encourage the disabled artistes to overcome challenges in their lives and spur them on to greater heights and showed them that there are people out there who acknowledge their hard work.

Mobilizing a total of 550 volunteers, they did 9 road shows over 3 weekends at Suntec City, East Coast, Hougang Mall and SMU to solicit dedication messages from the public. The public were asked to show their encouragement to the VSA beneficiaries through the writing of messages on giant dedication board and also buying a dedication card for a minimum sum of \$2. The team faced the problem of slow sales initially but they were quick and flexible in changing their strategy thus increasing their sales significantly. They further enhanced their cause by setting up a drawing corner for children during one of their road shows for them to express their dedication

to the beneficiaries. The group's efforts raised a total of \$18,357 for VSA and reached out to about 29,500 people.

## Appendix 4

### 4.3 Junior Achievement International

[www.ja.org](http://www.ja.org)

Junior Achievement Worldwide (JA) is the world's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on programs.

Junior Achievement programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action, and learn the value of contributing to their communities.

JA has operations throughout the U.S. and in nearly 100 countries around the world. Through age-appropriate curricula, JA programs begin at the elementary school level, teaching children how they can impact the world around them as individuals, workers and consumers. JA programs continue through the middle grades and high school, focusing on the key content areas of entrepreneurship, work readiness, and financial literacy.

JA's unique approach allows volunteers from the community to deliver the curriculum while sharing their experiences with students. Embodying the heart of the JA, classroom volunteers transform the key concepts of the lessons into a message that inspires and empowers students to believe in themselves, showing them they can make a difference in the world.

JA has programs for all ages that could be used to teach young social entrepreneurs the skills they need to successfully implement their initiatives. Furthermore, JA's worldwide presence would facilitate the sharing of best practices and the ability to implement regional programs.



Content Areas\*

Business	Citizenship	Economics	Entrepreneurship	Ethics/Character	Financial Literacy	Work/Career Life Skills
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JA WORLDWIDE™ GLOBALLY DISTRIBUTED PROGRAMS

CORE PURPOSE

To inspire and prepare young people to succeed in a global economy.

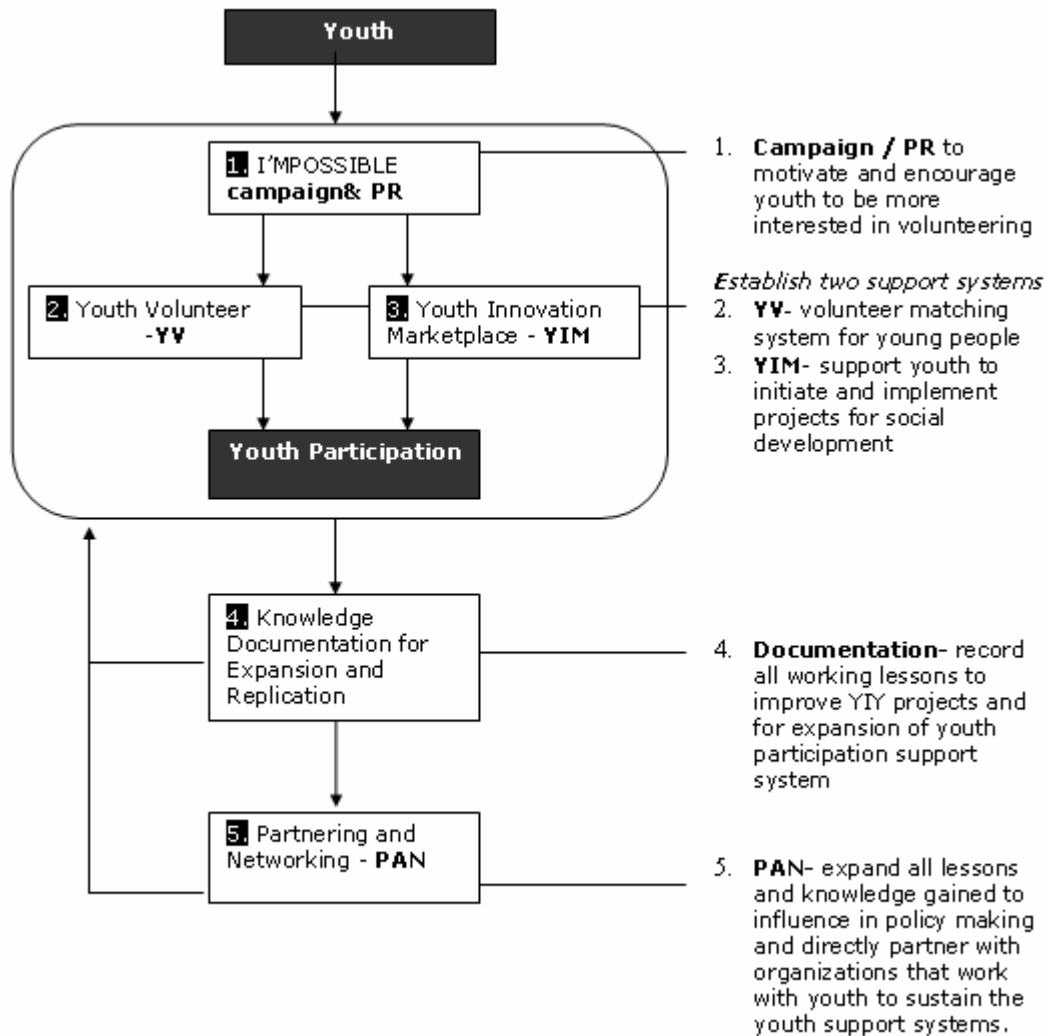
Elementary School Programs							
Ages 4-6	<b>Ourselfes</b> ® uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.	©2001			●	●	
Ages 5-7	<b>Our Families</b> ® emphasizes the roles people play in the local economy and engages students with activities about needs, wants, jobs, tools and skills, and interdependence.	©2001	●		●		●
Ages 6-8	<b>Our Community</b> ® explores the interdependent roles of workers in a community, the work they perform, and how communities work.	©2003	●	●	●		●
Ages 7-9	<b>Our City</b> ® studies careers, the skills people need to work in specific careers, and how businesses contribute to a city.	©2003	●		●		●
Ages 8-10	<b>Our Region</b> ® introduces the relationship between the natural, human, and capital resources found in different regions and explores regional businesses that produce goods and services for consumers.	©2002	●		●		
Ages 9-11	<b>Our Nation</b> ® examines how businesses operate in the U.S. Students role-play business ownership, interview for jobs, and learn different methods of production while exploring various economic issues that affect business.	©2002	●		●		
Ages 7-11	<b>JA Dollars and Sense</b> ™ teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.	©2005	●		●		●
Ages 9-11	<b>JA Enterprise Village</b> ™ is a simulated community where students assume the roles of workers and consumers following a series of classroom activities about business and jobs.	©2002	●	●	●		●
Middle Grades Programs							
Ages 10-14	<b>Caps</b> ™ is a management simulation for the middle grades, introducing students to basic business decision making while teaching fundamental economic concepts.	©2002	●		●		●
Ages 10-14	<b>JA America Works</b> ™ provides students with examples of how business and entrepreneurship affected the economic development of the United States during the 19th century.	©2006	●		●		
Ages 10-14	<b>JA Economics for Success</b> ™ explores personal finance and students' education and career options based on their skills, interests, and values; also demonstrates the economic benefits of staying in school.	©2005			●		●
Ages 10-14	<b>JA Enterprise in Action</b> ® describes the principal characteristics of the U.S. economic system and the role of business in it as students discover what it takes to start and run a business.	©2002	●		●	●	●
Ages 11-15	<b>JA Finance Park</b> ™ helps students build a foundation for making intelligent, lifelong, personal financial decisions through hands-on, realistic site-based experiences.	©2002			●		●
Ages 10-14	<b>JA Global Marketplace</b> ™ provides practical information about the global economy and its effect on students' lives.	©2004	●	●	●		●
Ages 10-14	<b>JA Go Figure! Exploring Math in Business</b> ® introduces business concepts through math exercises while students discover the practical application of math principles in business and everyday life.	©2000	●		●		●
Ages 10-14	<b>JA It's My Business!</b> ™ encompasses entrepreneurship curriculum for students in grades six, seven, and eight. The program emphasizes entrepreneurship while providing a strong focus on social studies, reading, and writing skills. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations.	©2006	●		●		●
Ages 10-12	<b>Our World</b> ® focuses on imports and exports, the role of foreign exchange, how countries are interdependent, and issues that affect trade.	©1999	●		●		
Ages 10-14	<b>Personal Economics</b> ® focuses on skills and interests, career options, and personal and family financial management while lesson plans reveal how students' decisions about education, careers, spending, and investing affect their economic role in society.	©1998			●		●
Ages 10-14	<b>The Economics of Staying in School</b> ® explains the economic benefits of an education and how choices students make now affect their future.	©1998			●		●
Ages 10-14	<b>The International Marketplace</b> ® examines how people and cultures throughout the world are connected through trade. Students study world maps and economic data, debate issues surrounding trade, and practice converting currencies.	©1998	●		●		●
High School Programs							
Ages 13-18	<b>JA Banks in Action</b> ™ teaches high school students the principles of the banking industry and exposes them to the challenges of successfully operating a bank in a competitive environment.	©2006	●		●		
Ages 16+	<b>FOME</b> ™ (Fundamentals of Market Economics) is a program for employees who work in newly privatized enterprises. Activities provide a fundamental understanding of the role of the employee and business in a market economic system.	©1998	●		●		●
Ages 13-18	<b>GLOBE</b> ™ (Global Learning of the Business Enterprise) pairs high school students from two different nations to form joint venture import/export companies. Students gain insight into cultural differences, language barriers, and communication.	©1995	●		●	●	●
Ages 13-18	<b>JA Company Program</b> ™ analyzes and explores personal opportunities and responsibilities within a student-led company.	©2006	●		●	●	●
Ages 15-18	<b>JA Economics</b> ™ examines the fundamental concepts of micro-, macro-, and international economics.	©2000	●		●	●	
Ages 10-18	<b>JA Job Shadow</b> ™ introduces students to careers through one-day, on-site orientations in the workplace.	©2000	●				●
Ages 13-18	<b>JA Personal Finance</b> ™ helps students make informed decisions about the effective use of income to reach personal financial goals.	©2000			●		●
Ages 13-18	<b>JA Success Skills</b> ® develops students' interpersonal effectiveness and problem-solving skills necessary for the workplace.	©2002				●	●
Ages 13-18	<b>JA Titan</b> ™ introduces critical economics and management decisions through an interactive simulation.	©2006	●		●		●
Ages 13-18	<b>MESE</b> ™ (Management and Economic Simulation Exercise) provides students with the challenge of operating their own companies in a competitive environment that simulates the real business world. Students can participate in a "hands-on" approach to strategic decision-making.	©1999	●		●		●
Ages 13-18	<b>MMBiz</b> ™ (My Money Business) is a practical course in financial literacy designed to help young people gain and maintain control over their financial lives.	©2003			●		●
Ages 13-18	<b>Global Business Ethics</b> ™ is a 12-week, interactive web-based program that helps young people around the world understand how to make conscientious, ethical business decisions and to help them realize their responsibilities to communities and global society as a whole.	©2004		●		●	●
Ages 13-18	<b>TTBiz</b> ™ (Travel and Tourism Business) is a web-based program consisting of classroom and field activities that teach students how to start an actual tourism-related small business.	©1999	●		●	●	●

\*Content Areas noted signify a program's primary focus; however, each JA program is developed to include all Content Areas.

4.4 Youth Innovation Years (YIY) -- Thailand<sup>73</sup>

www.youthinnovation.org

Framework



Activities

1. I'MPOSSIBLE campaign & PR: Deksiam.com, media spots, events
2. Youth Volunteer –YV: youth volunteer matching system, events, volunteer fair
3. Youth Innovation Marketplace – YIM
  - a. YIM project competition with youth project incubation and consultation, trainings, monitoring, evaluations
  - b. online resource center for young social entrepreneurs

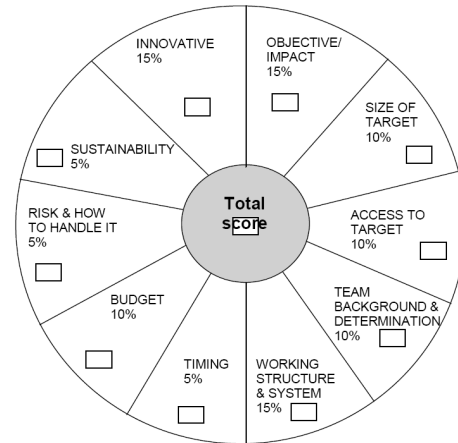
<sup>73</sup> Internet access from www.youthinnovation.org retrieved on February 20, 2007

- c. Build up support system for youth to be able to initiate and implement projects for social development, also as a channel to develop into young social entrepreneur
- 4. Knowledge Documentation for Expansion and Replication:
  - a. Database
  - b. Forum for lesson learning
  - c. Research on youth participation
  - d. Document, analyze and create lessons learn for working procedures and content for expansion and replication
- 5. Partnering and Networking – PAN

## Appendix 4

### 4.5 Youth Innovation Marketplace

The Youth Innovation Marketplace was created to promote youth participation and make the most of youth's creative energy. Teams of at least 3 people aged 15-25 were invited to come up with creative ideas to do just about anything that was both a benefit to society and would help youth learn to volunteer. About 200 projects were submitted from throughout the country, and the 20 most practical and feasible projects were invited to the "market". At this marketplace, youth had to "sell" their dreams and ideas to obtain financial (and other resources) from the youth supporters from a variety of sectors. The projects were ranked using the following scale:



Social venture plan feasibility evaluation criteria

#### Complementary Activities

##### 1. Youth Innovation Planning Camp 1

This training was offered to youth interested in starting a socially innovative project and who needed the skills for formulating ideas and writing project proposals.

##### 2. Youth Innovation Planning Camp 2

This training focused on the participants whose projects were selected to be funded. It covered project planning and management, evaluation systems, team strategy, and basic accounting.

## Appendix 4

### 4.6 Youth Social Enterprise Initiative<sup>74</sup>

www.ysei.org  
www.futureshifters.net

Youth Social Enterprise Initiative is an international fellowship program that identifies and provides comprehensive support for young social entrepreneurs ages 19-30 in Bangladesh, India, Malaysia, Philippines and Sri Lanka. YSEI focuses primarily on young social technopreneurs – “passionate individuals with innovative ICT-enabled solutions for social problems.”

YSEI fellowships are designed to help young social entrepreneurs achieve their goals from the initial idea through to project implementation and impact creation. YSEI's support includes:

#### ***Knowledge***

An offline and online knowledge base for young social entrepreneurs to discover global problems and solutions:

- Insights into global development issues and social entrepreneurial solutions
- Inspiring cases of successful social entrepreneurs and young social entrepreneurs
- Tools on innovative problem solving, social enterprise planning and management
- A young social technopreneur guidebook

#### ***Community***

Network facilitation for young social entrepreneurs enhances knowledge sharing, collaboration and the collective discovery process between members.

- Young social entrepreneurs' community of practice
- YSEI global and local workshops
- Additional support networks from academia, government, and private sector that are interested in supporting young social entrepreneurs

#### ***Mentorship***

An engaged mentorship program provides young social entrepreneurs with experienced mentors to help them throughout their project incubation process to maximize the learning and sustainability

- Global pool of mentors & local onsite mentors
- Interactive online social enterprise tools

#### ***Finance***

A financing mechanism that provides young social entrepreneurs with up to \$15,000 start-up funding to implement or scale-up their social enterprises

- Youth Social Enterprise Fund
- Engaged financing service
- Local resource mobilization

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<sup>74</sup> Internet access from www.ysei.org and www.futureshifters.net retrieved on February 25, 2007

## Appendix 4

### 4.7 Youth Venture<sup>75</sup>

<http://www.genv.net/>

Youth Venture was developed by Ashoka with the belief that “the most effective way to improve the lives of youth is to empower them to realize their own ability to make positive social change.” Youth Venture invests in teams of young people, ages 12-20 to start and lead their own social ventures primarily in the US, but also in Mexico, Argentina, Brazil, India, South Africa, Thailand, France, Germany, and Spain. A Venture can be any youth-created, youth-led organization designed to provide a positive lasting benefit in a school, neighborhood, or large community. Youth Venture provides the selected teams with: a national network of like-minded young people, media opportunities and up to \$1,000 in seed capital.

Youth Venture seeks to create impact by transforming:

- The youth participant, through the enabling experience of starting a social venture
- The youth team, as they learn important life skills and realize that they can create change
- The community, as growing numbers of Youth Venture teams “tip” the local culture toward greater youth leadership
- Society at large, by fundamentally redefining the role of young people as leaders of social change

Youth Venture partners with leading youth-serving organizations and companies in order to make this opportunity available to as many youth as possible. Partners include MTV, MTVU, Boys & Girls Club, Campfire USA, Volunteers of America, Girls, Inc., United Way of North Central Massachusetts, YMCA, YWCA, Youth Service America, Youth As Resources and the Corporation for National and Community Service.

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<sup>75</sup> Information from <http://www.ashoka.org/youthventure> and [www.youthventure.org](http://www.youthventure.org) retrieved on April 9, 2007.

### **Note on Author**

Sheila Maak obtained a Masters in Public Affairs with a concentration on Development Studies at Princeton University Woodrow Wilson School of Public and International Affairs. She has received Peace Corps training in community and economic development and cross cultural and Spanish language education. Sheila was the founder and Executive Director of the Honduras chapter of Junior Achievement, a global organization enabling students to be self-sufficient, culturally aware, contributing leaders in their communities and in the world. She also worked with New Business Development Services where she conducted extensive microfinance market research and made recommendations regarding a potential Foundation for International Community Assistance (FINCA) International program start-up in Mozambique.



