

THINK:

How can the projects and fundraising in your school become sustained and used to explore social enterprise and economic justice?

REFLECT on:

- Charity as an unexplored economic relationship as opposed to business and trade exploring production and income.
- How community and school projects can be run as social enterprises by the children.
- How social enterprises can act as 'schools' for democracy, rights and co-operation.

QUESTION:

How children can turn their projects into social enterprises?

Checklist:

- ✓ What is the aim of the project – its products including services.
- ✓ How can the project be run? As a workers co-op? Through an elected management committee or a Director? Or as a Director lead company?
- ✓ Do the students run the business as a co-op, learning about making accountable, democratic decisions?
- ✓ How much should be planned and prepared in advance and how much should be created by the young people?
- ✓ A business constitution can be created, allowing children to learn about the requirements and need for accountability. Eg a good accountancy system will prevent fraud.
- ✓ What are the costings of the businesses?
- ✓ Do you have a business plan?
- ✓ Do you have a market analysis exploring what to produce and how it should be marketed?
- ✓ What relationships need to be made with local businesses, including your Credit Union?
- ✓ What support material will the teachers and children need?
- ✓ What is the multiple bottom line of the enterprise?

Next steps:

- Consider products and skills that children can provide, or are already providing (eg conflict resolution) How can they become a social enterprise?
- Create a business plan for the project.
- Present the plan to a panel and audience for feedback and votes, along with request for starter loan.
- Use of loans allows children to learn about the importance of micro-finance in developing small businesses around the world.
- A lead teacher to take responsibility with appropriate support.
- Funding and accounts can be through a Credit Union account – allowing the opportunity to learn about Credit Unions and get advice from them.
- Look at similar initiatives and learn from them.
- Gain curriculum and project support material, as well as advice.
- Create links with local businesses & co-ops, as advisers, as panellists, as guests to be interviewed by the children.
- Share practice with other teachers in the school.
- Start small and then look at how more students can benefit. How can it become part of the curriculum for all?
- Integrate with Fairtrade & Sustainable School work.

Social Enterprise

Business, more than any other occupation, is a continual dealing with the future; it is a continual calculation, an instinctive exercise in foresight.

Henry R. Luce

Business is the world of making money and the consequences can be positive, providing employment, assisting cash flow in a society, expanding an economy, but there can be negative results such as destroying the environment, exploitative labour, bad health conditions, a product that destroys health (eg cigarettes).

Social Enterprise is when business, with its space for enterprise, for decision-making, problem solving, team work, financial management, marketing and public relations, is focused on improving our communities.

Multiple Bottom Line: this is a way of defining a social enterprise. Instead of the single bottom line at the end of your balance sheet of profit/loss, there are several other outcomes. These include the environment, staff, customers and community. They are as important as profit.

Corporate Social Responsibility, CSR, is the term used, by businesses that are not social enterprises, to talk about their impacts on the multiple bottom line. They audit this and can have a department that makes decisions on emphasising these outcomes.

The finance of a social enterprise is there to sustain the business. Profit is either fed back into the business or shared with the community, customers or staff (eg as in co-ops).

The superior man understands what is right; the inferior man understands what will sell.

Confucius

Toolkit for Active Global Citizenship School Social Enterprises & World Development

Enterprise is an area promoted in schools through inspections, the move to independent learning and thinking skills, the stress on vocational learning, economic literacy as part of PSHE, the development of skills such as oracy, decision making, negotiation and teamwork, and enterprise as one of the seven cross curricular themes in the new curriculum.

Enterprise is about children having space to solve open ended problems. In the field of education it is linked very closely to business, giving the problem solving a real world context of work with the exciting motivation of profit and entrepreneurialship.

'enterprise as expressed by young people is about designing and managing action that makes a difference'.

Developing Social Enterprise an article by Malcolm Groves, 'Changemakers', whose objective is to increase community activism amongst young people.

Social enterprises are businesses that are commercial and entrepreneurial but have a community aim, a multiple bottom line and an organisational structure reflecting their values.

Given an enabling environment, co-operatives can contribute substantially to meeting the Millennium Development Goals through:

- enabling small producers to access markets and capture more of the value chain;
- promoting savings, credit and banking services;
- reducing vulnerability and promoting security through micro-insurance;
- being schools for democracy (opportunity for leaders to emerge and to learn to be accountable to democratic institutions); and
- providing goods and services – including health, education, water and housing.

Department for International Development, UK

Social Enterprise connects the local to the global in several very powerful ways. Primarily, as a tool for empowering local communities and by addressing business and trade issues it allows young people and their teachers to explore the economics of development.

Enterprise education enables pupils to develop confidence, self-reliance and willingness to embrace change. Through participation in mini-enterprises pupils can practice risk management, learning from mistakes and being innovative. *QCA Cross Curricular Themes*

For school councils, project work, fund-raising and business studies projects, including drop down days, social enterprise can be the framework that will allow children greater responsibilities and decision-making and link their learning to business and global issues.

Social enterprise is an important part of community development and business. It strongly supports the acquisition of enterprise attributes as an important factor in developing a skilled workforce and a dynamic economy. *QCA Cross Curricular Themes*

The financial management of 'projects' by young people will include a business plan, predicting costs, profits and risks, and exploring sources of start-up loans. This raises the issue of the need for micro-finance in starting-up small businesses around the world.

By learning how social enterprises function children are experiencing how these tools for development work, facing issues of accountable decision-making, democracy and co-operation. The social enterprise becomes a 'school' for democracy, rights and empowerment.

Women find membership in cooperative enterprises an effective means of achieving economic empowerment and engaging in entrepreneurial activities and wage employment. In rural Andhra Pradesh province in India, for example, women's cooperatives that emphasize thrift even more than credit have been effective in enabling women to take part in productive employment, engaging in microenterprises such as vegetable vending, small retail shops and catering outlets. The dairy cooperatives in India provide another example of how cooperatives have an impact on the lives of women. About 1.6 million women are members of dairy cooperatives in India, representing 18 per cent of the total dairy cooperative membership. There are also about 2,500 all-women dairy cooperatives operating in the country.

Cooperatives in social development, Report of the UN Secretary-General July 2007

Democracy and Co-ops in Iran

... there is a public interest in democracy and civil society. In this respect, the cooperatives as social enterprises and democratic institutions inspired by worthwhile values and principles such as "Voluntary and Open Membership," "Democratic Member Control and ...," have the potentiality of being real schools for educating people and helping democracy to be flourished. These schools (cooperatives) can play an efficient role in practicing and generating democracy...

Aliasghar Maghsoudi, Iran's Ministry of Cooperatives, October 2006

http://www.entreprises.coop/UPLoad/mediaRubrique/file/151_ABSMaghsoudi.DOC

This document is part of a series exploring issues of enterprise ensuring that it is delivered with a global framework. It is produced as part of the project, Banking on the World, funded by the Department for International Development and run by the Humanities Education Centre, PDC English Street, London E3 4TA tel: 020 7364 6405 e-mail: hec@gn.apc.org webpages for project: www.global.lqfl.net under 'highlights'.

What others say

...Co-operative enterprises provide the organizational means whereby a significant proportion of humanity is able to take into its own hands the task of creating productive employment, overcoming poverty and achieving social integration...

Kofi Annan, UN

Co-ops are recognised in many countries and institutions as self-help organisations particularly suited to assisting poor people to work out of poverty. The United Nations estimated (in 1994) that the livelihood of three billion people was made more secure by co-operatives.

Co-op College, UK

Half the world's population is supported by co-ops. 100 million jobs are provided by co-ops – more than multinationals.

Iain Macdonald, Director-General, International Co-operative Alliance (ICA)

Learn from the people, Plan with the people, Begin with what they have, Build on what they know, Of the best leaders, When their task is accomplished, The people will remark, 'We have done it ourselves'.

Lao-tzu, China

If you appreciate democracy, freedom, solidarity (caring for others), and human development, of course you would want a strong cooperative sector.

Stefano Zamagni, economics professor at Bologna University

Multiple Bottom Lines

Start with the idea of single bottom line, write on the white board the account for a party, costs, income through tickets... The profit is the bottom line.

What else could we look at in terms of the effect of the business: environment, workers, community, customers... This is the multiple bottom line.

Get small groups to have sugar paper with the headings and stick-its with arrows, which they point upwards if the outcome is positive, downwards if negative and horizontal if no change. Once they have responded to your scenarios they can present their bottom lines to the class.

If they simply describe what they think will happen they will be doing a corporate, social responsibility audit, but if they use their profits to make decisions to improve the outcomes for the other bottom lines, then they are working as a social enterprise.

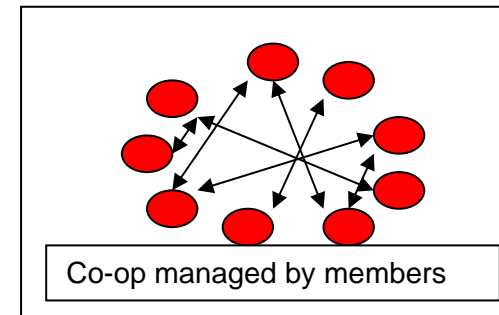
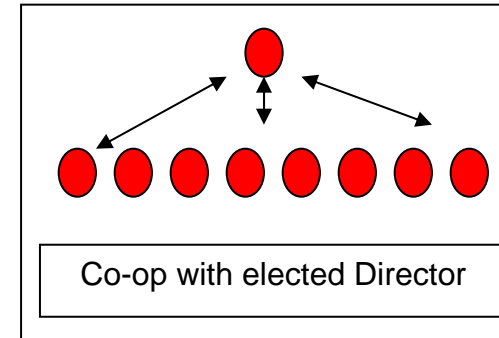
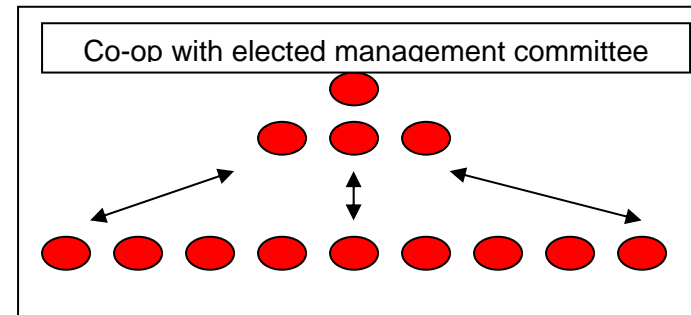
Running a business for change

enterprise as expressed by young people is about designing and managing action that makes a difference.

Developing Social Enterprise by Malcolm Groves, 'Changemakers'

The promotion of co-operatives should be considered one of the pillars of national and international economic and social development.

International Labour Organisation Recommendation 193.



Working together with global campaigns:

Clean Clothes Campaign

The CCC brings together consumers, trade unions, campaign groups and other diverse organisations to lobby those with the power in global supply chains to take responsibility for workers' rights.

<http://www.cleanclothes.org>

International Fairtrade

The global network of Fair Trade Organizations. Their mission is to improve the livelihoods and well being of disadvantaged producers by linking and promoting Fair Trade Organizations, and speaking out for greater justice in world trade.

<http://www.ifat.org/>

Trade Justice Movement: the Trade Justice Movement campaigns for fundamental changes to the unjust rules and institutions governing international trade, so that trade is made to work for all.

www.tjm.org.uk

World Social Forum (WSF): provides an open platform to discuss strategies to challenge the model for globalisation formulated at the annual World Economic Forum by multinational corporations, national governments, International Monetary Fund, the World Bank and the WTO.

Working together on a local enterprise:

Case4us

All the paperwork and materials needed by a teacher to support their students planning, setting-up, running and evaluating a co-operative social enterprise. Downloadable from a comprehensive planning grid as pdfs for worksheets, games, session plans.

<http://www.case4us.com/>

Young Co-operators

A website and project support for young people to set-up their own co-ops. By joining you will become part of a growing network.

<http://www.youngcooperatives.org.uk/>

School.Coop

A range of resources on Fairtrade, sustainability, healthy eating... How to include co-operation in your school.

<http://www.beecoop.co.uk/drupal/drupal-4.7.2/>

Changemakers

This uses training and resources for young people to become leaders of change through social enterprise.

<http://www.changemakers.org.uk/>

Malta School Co-ops project

An example of schools creating co-ops.

<http://www.scoops.org.mt/>

A 'social enterprise' has three main characteristics, according to Social Enterprise London, a networking and support organisation:

- 1 Enterprise orientation, 'they seek to be viable trading concerns';
- 2 Social aims, 'they have explicit social aims such as job creation, training or the provision of local services';
- 3 Social ownership, 'autonomous organisations with governance and structures based on participation', 'profits are distributed as profit sharing to stakeholders or used for the benefit of the community'.

*First Contact Guide, London Social Economy Taskforce, 2003
Social Enterprise London ISBN 0-9543611-3-X*

Context in New National Curriculum:

Aims of the curriculum enable all young people to become:

- successful learners** who enjoy learning, make progress and achieve
- confident individuals** who are able to live safe, healthy and fulfilling lives
- responsible citizens** who make a positive contribution to society.

Responsible citizens are 'enterprising', are 'able to work co-operatively with others', 'can change things for the better'...

Financial Capability

'It helps pupils make independent and informed decisions about keeping money safe, budgeting, spending, saving, sharing, borrowing and obtaining value for money. It helps pupils to develop a sense of responsibility, to understand their own and others' needs and to consider the effects of their decisions on themselves, and on families, communities and the wider world.'

Enterprise in the New Curriculum

- a. use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- b. recognise, develop and apply their skills for enterprise and employability
- c. have direct and indirect contact with people from business
- d. engage with ideas, challenges and applications from the business world
- e. explore sources of information and ideas about work and enterprise
- f. discuss contemporary issues in work
- g. make links between economic wellbeing and financial capability and other subjects and areas of the curriculum

Developing a curriculum that supports creativity and critical thinking

1. generate ideas, take risks and to learn from their mistakes
2. refine, modify and iteratively develop ideas and products
3. engage in creative activities in all subjects, exploring links between subjects and wider aspects of learning
4. work in relevant contexts, with real audience and purpose