SOCIAL ENTERPRISE AND SOCIALLY-RESPONSIBLE BUSINESS: A GLOBAL EDUCATION PROGRAM LINKING TEENS TO HIGHER EDUCATION AND THE PRIVATE SECTOR

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Abstract

This paper describes a youth entrepreneurship program that bridges two divides. The first divide is among secondary education, higher education and the private sector. The second divide is across countries, one that prevents international cooperation at a time when such cooperation is crucial. Global challenges, such as environmental sustainability, alternative energy and transportation, and problems caused by global climate change, pose common threats. Thankfully, entrepreneurs with a global worldview see such threats as opportunities. These entrepreneurs can be classified into two categories: (1) those that own and operate socially-responsible businesses (SRBs) and (2) those that own and operate social enterprise businesses (SEBs). The program is called Students for the Advancement of Global Entrepreneurship--SAGE (http://sageglobal.org). Founded in 2002, SAGE was started by one of the co-authors; in 2005, the second co-author joined SAGE as the North America coordinator. Both co-authors have served as Sam M. Walton Free Enterprise Fellows on their respective campuses. As Walton Fellows, the authors focused on career development of university students. SAGE, on the other hand, focuses on enterprise development by high school students. One way to bridge the divide, we believe, is to focus on teenagers and leverage the resources of higher education and the private sector. In this paper we start by presenting a brief background and history of SAGE. Second, we discuss why we focus on teenagers. Third, we differentiate between a socially-responsible business (SRB) and a social enterprise business (SEB). Fourth, we provide a few examples of the types of SRBs and SEBs operated by teens. We also explain how we have created a special incentive for teens to create business ventures that address the United Nations' Millennium Development Goals. This section also provides the results of a survey of 178 teens participating in two SAGE World Cup tournaments in 2010 and 2011. We found that: (1) over 90% of the students are more confident about their future because of business skills they have learned through SAGE; (2) over 90% of the students more strongly believe that giving back to the community is an important part of a business's social responsibility; (3) 84% of the students are now more highly motivated to pursue a college or university degree; and (4) 95% of the students consider themselves to have a broader worldview, and are now more accepting of people from other backgrounds and cultures. In the last section, we present a blueprint for other countries to follow if they want to become part of the SAGE network. This section also invites others to consider investing their time, talent or treasure in advancing youth entrepreneurship through SAGE.

INTRODUCTION

This paper describes a youth entrepreneurship program that bridges two divides. The first divide is among secondary education, higher education and the private sector. The second divide is across countries, one that prevents international cooperation at a time when such cooperation is crucial. Global challenges, such as environmental sustainability, alternative energy and transportation, and problems caused by global climate change, pose common threats. Entrepreneurs with a global worldview see such threats as opportunities. These entrepreneurs can be classified into two categories: (1) those that own and operate socially-responsible businesses (SRBs) and (2) those that own and operate social enterprise businesses (SEBs).

In today's increasingly complex world, cross-cultural cooperation in entrepreneurial ventures can raise standards of living if the right environment is created. One way to create such an environment is to focus on one key stakeholder—teenagers—for it is youth who have the most at stake. The program is called Students for the Advancement of Global Entrepreneurship--SAGE (http://sageglobal.org). All members of the SAGE network share a common purpose: to make the world a better place through socially responsible business, social enterprise, and community service. Its mission is to help create the next generation of entrepreneurial leaders whose innovations and social enterprises address the major unmet needs of our global community.

This remainder of this paper is organized as follows. First, we present a brief background and history of SAGE. Second, we discuss why we focus on teenagers. Third, we differentiate between a socially-responsible business (SRB) and a social enterprise business (SEB). Fourth, we provide a few examples of the types of SRBs and SEBs operated by teens. We also explain how we have created a special incentive to encourage teens to create business ventures that address the United Nations' Millennium Development Goals. Fifth, we present a blueprint for other countries to follow, should they want to become part of the SAGE network. Last, we conclude by inviting others to consider investing their time, talent or treasure in advancing youth entrepreneurship through SAGE.

SAGEGLOBAL—BACKGROUND AND HISTORY

SAGE was founded in summer 2002, although the SAGE concept was created nine years ago under the name "Cal-High Students in Free Enterprise (SIFE)." Under the direction of one of the two co-authors, Cal-High SIFE was started in fall 1995 as one of several community outreach projects completed by the SIFE team at his university.   This program matched university business students with underserved and/or economically disadvantaged high school learners. The university students became coaches and mentors in helping their younger proteges develop business and economics projects that honed the skills needed to enter the workforce, preferably with employers who were SIFE's major donors (e.g., Wal-Mart, KPMG, Coca-Cola; see http://sife.org) As Lichtenstein noted (2006, p. 22), "SIFE has prepared students for entry-level management posts by linking the collegiate quest for self-esteem and humanitarian good works to an ideology of market capitalism and career advancement."

In summer 2002 the program was re-named from Cal-High SIFE to SAGE, for several reasons. First, we wanted participating high school SAGE students to focus on entrepreneurship rather than corporate careers as one of their main goals. Instead of merely "teaching others how free markets work in a global economy" or "learning how entrepreneurs succeed" (two of SIFE's main judging criteria at the time), we wanted high school students to actually do something entrepreneurial in a socially-responsible manner. This is consistent with the Practical Organizational Behavior Education (PROBE) pedagogical technique developed by Nirenberg (1994). This technique "combines an experiential approach with a student-centered (self-directed) methodology that allows students of all cultures and backgrounds to create theory from their experience…" (p. 325).

Second, we wanted students to actually launch social enterprises, where the main objective of the enterprise is to solve a social problem. Social entrepreneurs are driven primarily by a desire to solve a social problem, rather than a singular focus on profit maximization (Amin, Hudson, & Cameron, 2002; Boschee, 2001; Dees, 1998; Hunt, 2000; Leadbeater, 1998). More recently, Gundlach and Zivnuska (2010) linked social enterprise to larger issues: "To the extent that environmental or sustainability concerns are fundamentally social concerns, social entrepreneurship may cover a very wide range of issues, from creating wealth in underdeveloped communities to improving food quality or availability, to preserving the environment through sustainable business practices" (p. 22).

Third, we wanted to reflect the global scope of the program. In 2003-2004, 16 high schools participated in the California competition, and over 200 high school students came to our campus in the spring. Now, nine years later, the program has been so successful that SAGE teams from over 20 countries have started similar high school mentoring programs under the guidance and direction of university students and faculty (to see a list of participating countries, please go to: http://www.sageglobal.org/about-us/our-team/country-coordinators/). In 2004, the second co-author of this paper—who also served as a Walton Fellow on his campus, joined the SAGE organization.

A fourth reason we re-named the project to SAGE was to reflect SAGE's more holistic set of judging criteria that include a component on civic engagement and another on environmental awareness, based on the philosophy of businessman and author Paul Hawken [1993, p. 1]: "The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy." Two of SAGE's four judging criteria ensure that SAGE teams include environmental stewardship and civic engagement as integral components of their entrepreneurial enterprises.

A fifth reason is that the name SAGE more accurately captures our vision and mission. "Sage" is defined in Webster's Dictionary as "wise; proceeding from wisdom; well-judged; grave; serious." This definition, we believe, more appropriately captures our vision of creating better futures through entrepreneurship and community service, with teenage learners working collaboratively with older, more experienced consultants from nearby universities and the private sector.

FOCUS ON TEENAGERS

Teenagers are the future business owners, entrepreneurs, investors, consumers and citizens. SAGE focuses on teens because "teenagers are the single most influential group in a low-income community" (Bornstein, 2004, pp. 176-177). According to the International Labor Organization (2009), about 85.3 million young men and women were unemployed throughout the world in 2006. Moreover, about 59 million young people between 15 and 17 years old are engaged in hazardous forms of work. According to Haftendorn and Salzana (2003), "A generation without the hope of a stable job is a burden for the whole of society. Poor employment in the early stages of a young person's career can harm job prospects for life. The economic investment of governments in education and training may be wasted if young people do not move into productive jobs that enable them to pay taxes and support public services. Result: a desperate need to create employment, and to recognize and harness the youth resource."

A program like SAGE focuses on training young entrepreneurs because, for many, their creative energy has not been dampened by life's harsher realities. According to Prahalad (2005), between four and five billion people in the world live on less than $2 a day. Though their individual incomes are small, Prahalad's book summarizes the untapped market here by the title of his book, *The Fortune at the Bottom of the Pyramid*. For companies who want to tap into this fortune, Prahalad indicated market development at the bottom of the pyramid can create millions of new entrepreneurs at the grass roots level—from women working as distributors and entrepreneurs to village-level micro enterprises. He emphasized that "entrepreneurship on a massive scale is the key" (p. 2).

The combination of entrepreneurship and social enterprise provides a formula for a new kind of capitalism—a more humanitarian capitalism—espoused by Nobel Laureate, Muhammad Yunus, and Microsoft's founder, Bill Gates. Yunus (2007) asserts that "We need to reform the capitalist system to make room for social enterprise." In his view, generating ideas for social businesses is the most important, immediate challenge of today's business thinkers." Gates (2008, p. 40) concurs: "Governments and nonprofit groups have an irreplaceable role in helping [the world's poor], but it will take far too long if they try to do it alone. It is mainly corporations that have the skills to make technological innovations work for the poor. To make the most of those skills, we need a more creative capitalism: an attempt to stretch the reach of market forces so that more companies can benefit from doing work that makes more people better off. We need new ways to bring far more people into the system—capitalism—that has done so much good in the world" (p. 40).

The notion that teenagers can make the world a better place must seem unrealistic and overly idealistic, especially to the hard-nosed business people amongst us. They are not weighed down by failure, but have the enthusiasm, the optimism and the belief that success is possible. SAGE provides youth with a platform to share their first taste of success, allowing a venue with which to share their stories. Bornstein (2004) explains: "People who solve problems must somehow first arrive at the belief that they can solve problems. This belief does not emerge suddenly. The capacity to cause change grows in an individual over time as small-scale efforts lead gradually to larger ones. But the process needs a beginning—a story, an example, an early taste of success—something along the way helps a person form the belief that it is possible to make the world a better place. Those who act on that belief spread it to others. They are highly contagious. Their stories must be told" (p. 282).

SOCIAL ENTERPRISE VS. SOCIALLY-RESPONSIBLE BUSINESS

Prior to 2010-2011, SAGE teams were required to operate at least one commercial enterprise and one social enterprise during the academic year. Starting fall 2010, however, changes were made to the SAGE judging criteria to ensure that the business ventures had an opportunity to make a greater impact. One of the most significant changes now requires that each SAGE team choose to operate just one type of venture:

- **Socially responsible business (SRB):** Socially responsible businesses are *always* legally structured as for-profit businesses; they do not *directly* address social needs through their products or services or through the numbers of disadvantaged people they employ; instead, they create positive social change *indirectly* through the practice of corporate social responsibility

- **Social enterprise business (SEB):** Social enterprises *directly* address social needs through their products or services or through the numbers of disadvantaged people they employ; they can be legally structured either as nonprofits or as for-profit businesses, but in either case must be profitable. But in either case the SEB must have a business model that demonstrates the ability to be a going concern through the use of earned revenue, either by achieving profitability or by creating a clear path toward profitability.

Note that both types of businesses need to generate earned revenue, or have a believable path toward earning revenue, in order to provide evidence of market viability. The key difference between the types of ventures is that a SRB is primarily concerned with making a profit, while a SEB is primarily concerned with addressing a social problem. Exhibit 1 provides a summary of how judges are asked to evaluate each business. Especially note that market viability is weighted more heavily for a SRB, while social impact is weighted more heavily for a SEB.

Exhibit 1: Judging Criteria for a (1) Socially Responsible Business and a (2) Social Enterprise Business

Socially Responsible Business Judging Criterion	Written Annual Report	Oral Presentation
1. What is the ***marketplace viability*** of the business (e.g., has it achieved profitability through earned income? Or has it defined a believable path toward profitability)?	16	20
2. Has the business created positive social change indirectly through the practice of corporate ***social responsibility*** (e.g., paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects; and so on) Evidence of positive social impact can include media coverage (e.g., newspaper, TV, radio) and potential market reach (e.g., regional, national, global scale).	12	14
3. Has the SAGE team understood the importance of being responsible stewards of the ***environment*** in a market economy, either through its products or services, or by its actions in the community?	6	6
4. Has the SAGE team understood the importance of ***civic engagement*** in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?	6	N/A
TOTAL POSSIBLE POINTS	40 pts	40 pts

Social Enterprise Business Judging Criteria	Written Annual Report	Oral Presentation
1. What is the ***marketplace viability*** of the business (e.g., has it achieved profitability through earned income? Or has it defined a believable path toward profitability)?	12	14
2. Has the business demonstrated significant ***social impact***? If the goals are workforce development, job creation and career development for people who are disadvantaged, then the evidence should include demographic information about the numbers of people employed and the types of disadvantages they were facing, the level of wages paid, and other pertinent information. If the goal is to deliver a product or service other than job creation, the evidence could include the numbers of products sold and/or services delivered and any results achieved by the people purchasing the products and/or services. Evidence of impact can include media coverage (e.g., newspaper, TV, radio) and potential market reach (e.g., regional, national, global scale).	16	20
3. Has the SAGE team understood the importance of being responsible stewards of the ***environment*** in a market economy, either through its products or services, or by its actions in the community?	6	6
4. Has the SAGE team understood the importance of ***civic engagement*** in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?	6	N/A

SAGE'S IMPACT IN AFRICA, ITS LINK TO MILLENNIUM DEVELOPMENT GOALS, AND EFFECT ON STUDENT ATTITUDES

Some rural schools in Africa have no electricity, while others lack teachers with the necessary skills to empower the young people in their care. These challenges need not prevent teams from forming businesses. The key is to find the right SAGE coach or adult ally who sees SAGE as a way for her/his protégés to showcase their creative work to a critical audience of business leaders. It's not so much the number of resources that seems to matter; rather, what matters most is to kindle an entrepreneurial ally who is truly dedicated to teenagers, and one who has the courage and the financial resources to allow the teens to show the outside world what they are learning, or to access these resources to enable the coaching and mentoring to take place.

In Nigeria, SAGE is a fully-fledged NGO overseen and encouraged by government. SAGE winners are given government bursaries and their teachers are rewarded with cash bonuses and laptops. A visit to the SAGE Nigeria website is an eye opener – SAGE Nigeria is a passionate organization and the mentor figure and financier is the Department of Education. To enter a SAGE tournament, SAGE teams must demonstrate that they have operated an entrepreneurial enterprise during the year. One example of an SRB from South Africa comes from Technical High School in Welkom, Free State. With the tremendous interest in soccer due to the hosting of the 2010 FIFA World Cup in the country, the SAGE team from Welkom created a community soccer program, where the students organized and managed several "5-a-side" tournaments. Profits from the venture were invested in their very own soccer club, the SAGE-Dynamica Football Club (SDFC). The club now provides free lessons to younger students, and are now working to start a youth football academy.

Another example comes from a team from Jikwoyi Junior Secondary School, Federal Capital Territory (FCT), Abuja, Nigeria. The name of the project is "From Waste to Biogas to Cooking Oil." The overarching goal of this project is to promote sustainable environmental management practices in Abuja, Nigeria. Having identified waste management as a major problem in the FCT, particularly in the Jikwoyi-Karu-Yanyan areas, the students brainstormed ideas and came up with a waste-to-wealth business model. The result was the establishment of a neighborhood plant to convert biodegradable waste methane (domestic gas) into cooking gas. The team is now negotiating with FCT administration to provide training on how best to implement this on a wider scale. The conversion of bio waste to gas has impacted over 3000 students of the school and has received favorable media attention.

A third example from Nigeria is the SAGE team from Government Secondary School Jibi, from Abuja, Nigeria, created a social venture called "Roll Back Malaria." The students entered into a partnership with the Federal Ministry of Health, and conducted a five-day sensitization rally on the menace of malaria. The students acted out a drama to help the villagers understand how to eradicate mosquitoes through bed nets that had been treated with environmentally friendly insecticides. The team provided nets to pregnant women, nursing mothers and their children. The event culminated on April 24—World Malaria Day. The SAGE students reached out to over 300,000 inhabitants of Jibi, Dei-Dei, Kagini, Saburi and Kubwa during the rally and over 250 bed nets were distributed.

SAGE has established a special competition at the World Cup each year. This competition is called the "SAGE International Awards for Best Social Enterprises Addressing the UN Millennium Development Goals (MDGs)." On September 8, 2000, the United Nations General Assembly passed resolution 55/2 called the Millennium Declaration, which outlined eight MDGS to be met by 2015. The eight goals are presented in Exhibit 2. The two Nigerian examples, above, were first-place winners in this competition.

Exhibit 2: United Nations Millennium Development Goals

On September 8, 2000, the United Nations General Assembly passed resolution 55/2 called the Millennium Declaration, which outlined <u>eight Millennium Development Goals</u> (MDGs) to be met by 2015. These goals are:

• Goal 1: Eradicate extreme poverty and hunger
• Goal 2: Achieve universal primary education
• Goal 3: Promote gender equality and empower women
• Goal 4: Reduce child mortality
• Goal 5: Improve maternal health
• Goal 6: Combat HIV/AIDS, malaria and other diseases
• Goal 7: Ensure environmental sustainability
• Goal 8: Develop a global partnership for development

Kofi Annan, who was the Secretary-General of the UN at the time the MDGs were announced, said that these goals can be achieved, however, "only if we break with business as usual." Through these eight special competitions, SAGE encourages all SAGE teams to create business and social ventures that address the MDGs. Our philosophy here is that social entrepreneurs must be as resolute and focused in the area of human development as free market entrepreneurs and capitalists are in the area of wealth development.

Among SAGE's primary benefits is the ability for outstanding teams to travel internationally. SAGE entrepreneurs are increasingly knowledgeable about conditions in other countries and modern communications technology makes it much easier for teenagers in different parts of the world to collaborate—and they enjoy making contact, particularly using social media. SAGE Facebook is extremely active. Because they are no longer so isolated from each other, teenagers also have a heightened sensitivity and respect for cross-cultural differences and a hunger to be winners. SAGE South Africa hosted the eighth annual SAGE World Cup in July 2010. Over 200 representatives from 15 countries arrived at the Lagoon Beach Hotel in Cape Town for a four day entrepreneurial "Olympics. The 2011 World Cup took place in Buffalo, New York. Exhibit 3 provides results of a questionnaire administered to 178 teens participating in the past two World Cup events.

Some of the more interesting results from Exhibit 3 include: (1) over 90% of the students report that they are more confident about their future because of business skills they have learned through SAGE; (2) over 90% of the students more strongly believe that giving back to the community is an important part of a business's social responsibility; (3) 84% of the students are now more highly motivated to pursue a college or university degree; and (4) 95% of the students consider themselves to have a broader worldview, and are now more accepting of people from other backgrounds and cultures.

Exhibit 3: SAGE Student Questionnaire

After participating in SAGE:

Number of Students (Percentage of Students)

Total Number of Students Answering Each Question Varies from 176 to 178

	Strongly disagree	**Disagree**	**Neutral or No Opinion**	**Agree**	**Strongly Agree**
1. I am fairly sure that I will own and operate my own business someday.	4 (.023)	5 (.028)	30 (.169)	64 (.362)	74 (.418)
2. I am more confident about my future because of business skills I have learned through SAGE.	2 (.011)	2 (.011)	12 (.068)	72 (.407)	89 (.503)
3. I more strongly believe that giving back to the community is an important part of a business's social responsibility.	2 (.011)	1 (.006)	5 (.028)	47 (.266)	122 (.689)
4. I better understand how reading, mathematics, writing, and other school subjects are essential to a successful business.	1 (.006)	6 (.034)	15 (.085)	54 (.307)	100 (.568)
5. I more strongly believe that a business should concentrate on making money. Helping the community should be considered afterwards, when a profit has been made.	26 (.146)	42 (.236)	39 (.219)	38 (.213)	33 (.185)
6. I more strongly believe that the goal of any business for which I work should be to give *at least* 10% of profit to the community.	3 (.017)	7 (.039)	29 (.163)	78 (.438)	61 (.343)
7. I know more about the United Nations' Millennium Development Goals.	1 (.006)	14 (.079)	22 (.124)	60 (.337)	81 (.455)
8. I more strongly believe that the more people teach and practice democracy, the higher the standard of living will rise for them.	1 (.006)	3(.017)	40 (.227)	71 (.403)	61 (.347)
9. I more strongly believe that a separate course about "commercial" ("for-profit" entrepreneurship) should be an elective course in my high school.	3 (.017)	4(.023)	45 (.256)	75 (.426)	49 (.278)
10. I more strongly believe that a separate course about "social" entrepreneurship) should be an elective course in my high school.	2 (.011)	5 (.028)	24 (.136)	80 (.455)	65 (.369)
11. I am more highly motivated to pursue a college or university degree.	3 (.017)	1 (.006)	24 (.135)	51 (.287)	99 (.556)
12. I consider myself to have a broader worldview, and am now more accepting of people from other backgrounds and cultures.	2 (.011)	2 (.011)	5 (.028)	39 (.219)	130 (.730)

Because many skills are developed during the journey towards a mature SAGE business, teenagers truly understand the value of hard work and tenacity and also the importance of reaching global standards—representing one's country in a SAGE World Cup is a huge honor and only the best get there. Indeed, this is why SAGE South Africa (and other African countries) needs to create an infrastructure for up scaling the understanding of world standards, particularly for learners.

A BLUEPRINT AND INVITATION

The SAGE idea is modeled after interscholastic sports. A team of innovative teenage is formed, either by the students themselves or in conjunction with an entrepreneurial teacher/coach. The team can be part of an existing class, or it can be co-curricular. During the year, the student team must complete one entrepreneurial venture, be it a SRB or a SEB, under the guidance of mentors from the university and business community. At the end of the academic year, the teams travel to a regional tournament to present the results of their innovations to a panel of leaders from the business and civic community. If they are deemed to be a superior team, the regional winners are invited to a national tournament. Currently, the following 16 countries are members of the SAGE network: Brazil, Burundi, Canada, China, Democratic Republic of the Congo, England Ghana, Ireland, Nigeria, Russia, Singapore, South Korea, South Africa, Ukraine, USA and Zambia. Pakistan and the United Arab Emirates have begun the process of establishing a program, while the Philippines plans to re-enter the network after a two-year hiatus.

For those people interested in starting a SAGE programme in another country, we recommend the following 10 steps:

1. Find a Country Champion

Candidates include a government leader, a CEO of a Non-Government Organization (NGO), an entrepreneurial university professor, or a business or civic leader

2. Identify a "National Coordinator"

This person may or may not be the same as the Country Champion. This person should work to establish key contacts within government, industry and education to determine the viability of SAGE in that country. The coordinator should begin the process of identifying a SAGE Board of Directors and securing the necessary paperwork to establish SAGE as a registered NGO within the country.

3. Arrange a Visit by a SAGE National Coordinator from a Nearby Country

It is best if the National Coordinator can arrange meetings with the Ministers of Education, Private Sector Development, Trade and Commerce, Finance, Youth and Sport, and any other relevant Ministry. Also, it is helpful to arrange meetings with (1) headmasters of secondary schools and faculty and administrators at universities. The visit may be a good time to officially acknowledge that SAGE has earned NGO status in the country, and appropriate dignitaries should be invited, as well as national and regional media representatives.

4. Develop Program Materials in Local Language

If English is not the first language, the National Coordinator should translate the most current SAGE Information Handbook into the local language. This handbook should be tailored for the country. The only materials not subject to adaptation are the SAGE judging criteria and competition format.

5. Identify and Recruit SAGE Teams (usually from secondary schools)

In the first year, a country should try to work with between 3-10 SAGE teams. Thereafter, the country should "scale" the program according to funds and personnel. The best way to publicize that SAGE exists is through the Minister of Education. The goal of each country is to implement SAGE in every high school by the year 2015.

6. Seek and Obtain Funding

SAGE is extremely attractive to government, multinational corporations, private foundations and philanthropists who see the power of the combined formula of youth entrepreneurship and service. The best way to attract funding is to let government officials know about how SAGE can eradicate poverty, create wealth, empower youth, encourage civic responsibility, raise environmental awareness, and provide youth with an international perspective. Sample funders in the U.S. include Target Corporation, Macy's Foundation, Enterprise Rent-a-Car and Deloitte.

7. Offer Training Assistance to SAGE Advisors

This can be accomplished by email, phone calls and/or a SAGE Advisor conference. Make sure to use the SAGE Information Handbook which can be downloaded at http://sageglobal.org.

8. Organize the SAGE Teams (recruit the students, explain the program, and get them started)

At the micro level, this can be accomplished by making presentations to student leaders at potential SAGE high schools. Presentations can be made by university students who are participating in community service-learning or voluntary service activities. At the macro level, this can best be accomplished by asking the country or state education officials to recommend SAGE to the superintendents, principles (e.g., headmasters), and teachers.

9. Formalize the Organizational Structure and Organize the National Competition

To gain respect and legitimacy, SAGE programs must meet the legal requirements within the country. SAGE National Coordinators should by this time have arranged for NGO status, including an office and governing body signing a SAGE Country Coordinator Agreement agreeing to abide by SAGE's policies, procedures and rules as outlined in the SAGE Handbook. SAGE Board of Directors members should be a cross section of business, civic and education leaders, and it should be balanced in terms of gender and ethnicity. Board members should share in the cost of forming the official NGO. Ideally, a country's SAGE program should start with a minimum of three teams competing. Exceptions can be made for first-year teams. The SAGE National Coordinator must arrange for such things as location, date, judges, prize money, trophies, awards ceremony, etc.).

10. Assist Your Country's SAGE Champions in Obtaining Passports, Visas and Anything Else to Assist Them in Participating in the SAGE World Cup

Obtaining visas may be the most difficult aspect here. SAGE's home office can help by writing letters of invitation and asking the host country's SAGE staff to write a letter of support in granting visa interviews to all members of your SAGE delegation. We believe SAGE is a pattern-changing idea. For a non-profit organization like SAGE to have an impact at the national and international levels, it must pass the "knockout test." This is the test that Ashoka Foundation founder, Bill Drayton, says that a prospective Ashoka Fellow must pass in order to become an Ashoka Fellow. SAGE teaches the entrepreneur to make money, to care and to learn to dance whilst the carpet is pulled from under his feet.

In the concluding chapter of his book about social enterprise, Mohammad Yunus states: "I can picture local, regional, and even global competitions, with hundreds of thousands of participants vying to create the most practical, ambitious, and exciting concepts for social businesses" (p. 230). In the preceding chapter, he described a hypothetical, new Center for International Initiatives for Solutions to End Poverty (ISEP). This organization "will be a dynamic network of institutions and persons around the globe, all working toward common goals as articulated, defined and monitored by a management and steering team. I am hoping that somewhere in the world someone reading this book will accept the challenge of launching this initiative around the world" (p.199).

SAGE accepts Yunus' challenge. The Internet and social networking technology now allow virtually anyone to build a worldwide network of potential business partners, leading to the creation of economic and social capital. This capital, as Bono and Thomas Friedman suggest in their editorials in the New York Times (see Bono, April 18, New York Times, "Africa Reboots," and Friedman, April 18, New York Times, "Just Doing It"), can increase the standard of living for Africans and for the rest of the world.

Unmet social needs continue to proliferate. There is an increasing awareness that the social problems and challenges we face are global and interconnected: every country is looking for a solution to unemployment and we all know the development of entrepreneurs is critical. We know that entrepreneurship has become broadly accepted as a productive way to address social needs.

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