



Child Social and Financial Enterprise: Case Studies

Introduction

Child Social and Financial Enterprise allows you to use all the different themes that you and the children have worked on. To create a successful enterprise children need to have developed a high degree of self-confidence which they will hopefully have gained through the Personal Understanding and Exploration modules. To behave ethically they will need to draw on what they learned from Rights and Responsibilities. To get the capital to start their enterprise they will need to have saving money. And Planning and Budgeting will give them the necessary skills around financial management.

Some children are interested in doing social enterprise projects. This is a project that makes the child's life, or the school or the community somehow fairer, safer, healthier or more enjoyable. Other children choose to do financial enterprise projects – little incoming generating projects. And sometimes the best projects are those that manage to be social and financial at the same time. Read on to learn more about some of the enterprises teachers and children have been doing around the world as part of the Aflatoun programme.

The Aflatoun Chick and Tree project with PEDN in Uganda.

PEDN is a Ugandan NGO formed in 2004 to promote youth empowerment by teaching enterprise and business skills. Their Aflatoun Chick and Aflatoun Tree project helped teach children in rural areas some of the basics of enterprise.

The development of this project was a response to a particular challenge in the Aflatoun programme. Most children did not have much money to save. PEDN thought that the best way of helping children to save was by providing them with an enterprise to raise money. They trained the children to explain the idea to their parents and to ask the parents to set aside one chick or help them plant a new fruit tree. The child would be responsible for rearing the chick or growing the tree and the money earned would be saved in the Aflatoun programme.

Two thirds of the children in the community had a small enterprise – mainly chicken rearing. Parents got involved because they could see the advantage of having children involved in tasks associated with household management.

Planting Trees to Protect School Grounds in Senegal. Using enterprise to address school problems.

Oceanium is an NGO in Senegal that works for environmental protection, especially where it concerns the sea. The organization is interested in child enterprises that have positive impacts on the environment as well as on children's lives. All of the ideas come from the children themselves. This has enabled them to create clever solutions that benefit their schools and themselves.

One issue for children had been how close their schools were to busy roads. There was often a lack of a boundary that protected and separated the school from passing traffic. This presented a safety risk for children as passing motorists could be unaware of children in the area playing. Dealing with this problem became their social enterprise. After collecting mango seeds, they put them in pots to germinate them. Once they had sprouted, they used money they had saved in their club to buy a shovel and plant the mango seeds around the school. The trees will provide a source of protection, keeping children safe. They also provide a future source of snack for children at school and potentially money from their sale in the school canteen.

For children, the trees provided a short-term solution to a problem. But there were also long term impacts, through the provision of fruit, shade and protection. The problem of traffic was solved in an environmentally sensible way that was both simple and sustainable.

Enterprise at School in Serbia.

Pomoc Deci is an NGO in Serbia that works to promote childcare and education. It was Aflatoun's first European partner and Pomoc Deci has been running an Aflatoun programme since 2005.

Pomoc Deci made enterprise part of the curriculum in some schools by integrating it into citizenship lessons. It was already a tradition that graduating students conducted a project to benefit their school or community. Pomoc Deci saw this as an opportunity to promote enterprise and also a way to involve teachers more. In one example, children held a fashion show. To make people think about the environment they used recycled material to create new garments. They marketed the event to their family and friends and sold tickets.

By raising awareness around the need to recycle the project worked as a social enterprise. By selling tickets it worked as a financial enterprise.

Vision Solidaria (VISO) in Peru

VISO promotes social responsibility and values in youth and children of Peru, through volunteer work, educational programs and social projects. VISO is sponsored by a private financial institution. With this support, VISO developed a social enterprise fair for schools. This was a competition to see which school could create the best social enterprise project.

Children were asked to use the framework of the United Nations Committee on the Rights of the Child and then develop social enterprises that reflected or acted on these values. The social enterprise fair involved 32 schools with well-thought out social enterprise projects from each. In each school, students suggested ideas for the projects. The students then voted for the best idea. The projects ranged from reducing the speed that cars drove by the school to a project that educated stall owners in a local market of the issue of child labour. The financial institution brought all the schools together at its office for a day of presentations, and gave a prize to the school with the best project. The winning project aimed to increase awareness about the importance of having a national identity card for students.

Competition and rewards can be used to increase the number and quality of enterprises.

LEKDS in Indonesia

The types of financial enterprises done by this partner can be divided into three groups, based on how easy they were for LEKDIS to organize. Some enterprises were very easy to set up and LEKDIS didn't need to get involved much. For example, one school created brooms and plates. Children used local

material and coconuts and sold the projects to parents and neighbours. On average the school made about 15 brooms a week.

Another project required LEKDIS to buy supplies to get things started. Children were involved in a salted egg project. They brought in their own eggs from home, salted them and processed them during their free time in school then sold them to other children, parents and neighbours. The ingredients needed (salt and oil) were bought with funds provided by LEKDIS, but another way might have been to use children's savings if they had agreed.

A final batik-making project was more costly to set up and meant that LEKDIS was heavily involved. Children were taught techniques in making batik and were encouraged to sell their projects to people in the community. Children enjoyed the project. While the results were positive, the project was too costly to expand.