

How to generate social entrepreneurship ideas

1. LECTURE

Step 1: Becoming socially aware, engaged active citizens.

To be able to generate social entrepreneurship ideas people need firstly to:

- Develop the will to become socially active citizens with a will to contribute to the solution of social problems. Students should develop an interest in intellectual, ethical, social and cultural issues, using their imagination as well as primary and secondary sources to understand other people's experiences.
- Internalize social values such as solidarity. For this students should be encouraged to question and reflect upon different ideas, views, assumptions, beliefs, and values,
- Gain knowledge on a variety of social problems, and
- Understand how the economy, politics and civil society are intertwined in producing social outcomes. This requires knowledge on issues such as laws and rules, the democratic process, mass media, human rights, diversity, money and economy, sustainable development and the world as a global community, as well as about concepts such as democracy, justice, equality, freedom, power and the rule of law, the role of voluntary groups, community and pressure groups.

Step 2: Producing ideas and viable business models in distinct contexts.

Secondly, these socially aware individuals should be trained to be able to produce social entrepreneurship ideas. This means to be able to:

- 1) identify opportunities within different social contexts,
- 2) Form and evaluate social enterprise business models and business plans.

1) Ideas and opportunities

a) Spotting opportunities. In order to spot opportunities entrepreneurs should follow a process as follows:

- What is the problem?
- Who does it affect?
- In what way does it affect them?
- How does that affect the wider community?
- What are the actors already engaged with solving the problem? (public, private, profit maximizing, ngos), mapping the community
- What is the result of those efforts?
- What are the limitations of these efforts? (perhaps wider public support?)
- Can you identify something missing from these efforts?

b) vision

- Can we envision an alternative situation which is our target outcome?

c) creativity

- Afterwards, we need to examine whether this gap can be filled by a social enterprise. We need to consider different social enterprise business models and explore prospects for sustainability.

2) Financial literacy and business administration

Enterprises that produce goods or provide services must be viable, competitive and sustainable first and foremost, so they go through all the typical actions of profit maximizing businesses regarding financing, cost reduction and sales maximization. Therefore, students must obtain a grasp on microeconomics and financial literacy. They need to understand the concepts of:

- cost,
- revenue,
- profit,
- funding,
- market research,
- competitiveness,
- marketing,
- sales etc,

so as to be able to form reasonable business plans for sustainable businesses.

3) SE business models and business plans

Finally, students need to build on their understanding of entrepreneurship and develop a grasp on social entrepreneurship as a concept. So they need to:

- Come across various definitions of SEs so as to conquer their underlying philosophy.
- Appreciate the triple bottom line approach which characterizes SE operations and come to internalize the equal importance of all three SE goals regarding profit, people and the planet.
- Be exposed to distinct SE business models so as to practically associate the various models within distinct social settings and goals.

Values and skills required

In order to become socially aware active citizens eager to contribute to the solution of social problems through the proposition of reasonable social entrepreneurship ideas students need to appreciate values such as:

- Respect for justice,
- democracy and the rule of law,
- openness,
- tolerance,
- courage to support a certain view, and
- willingness to listen to, cooperate with and stand up for other people.

At the same time they need to acquire skills such as the following:

- Critical thinking,
- analyzing information,
- expressing opinions,
- participation in discussions and debates,
- financial literacy
- understanding of SE business models

A cross-curricular approach

In terms of themes a life skills program focused on social entrepreneurship should follow a cross-curricular approach incorporating:

- Human rights
- Family and society
- Sustainable communities and development
- Health and safety
- Geography and environment
- History
- Information and Communications Technology
- Science
- Principles of Economic theory
- Principles of business administration
- Democracy

2. WORKSHOP

In order to convey all this knowledge the seminar should follow the template of the BC Social Entrepreneurs program. Students should follow all the activities' steps to propose SEs as explained in the program description, but I should also add an evaluation part which is equally important and will help highlight the elements necessary for a successful and viable SE.

1. Students will be given 4 texts which describe a specific social situation. These texts should provide information on the social problem as well as all relevant stakeholders (social groups affected, state authorities and the political setting, civil society, interest groups, ngos and businesses involved).

Students are divided in 4 groups (one from each country) and each one is assigned to provide a written description of the text to the group by filling out the relevant form. (20 mins)

2. The group discusses and forms a general idea on the situation. (20 mins)

3. The group must then propose an SE to address the issue at hand. For that they must complete a form which includes all the relevant questions presented in the seminar (similar to the BC form). (30 mins)

4. They present their idea while the other groups take notes on the specifics. (40 mins)

5. Finally, groups complete an evaluation form (includes the questions below) (10 mins)

Evaluation should include the following:

- 1) To what degree does the proposed SE address the social issue at hand?
- 2) To what degree does it inspire others to follow the proposed contribution so as to bring about a new equilibrium which ensures a long term solution for the social problem?
- 3) Can the proposed SE secure funding from various sources?
- 4) To what degree can the proposed SE be competitive in its field? This requires extensive market research and sophisticated financial analysis of key business figures.

Material needed

- 4 texts that adequately present a social problem (4 copies each) READY
 - A. Common problems of inner city schools READY
 - B. The problem: disadvantaged students, education performance and employment
 - C. Nutrition and educational attainment
 - D. Common SE business models
- One form for each text, with the questions that students need to understand, answer and present to their group (4 forms, 4 copies) READY
 - a. Common problems in inner city schools form
 - b. Common SE business models form
 - c. Disadvantaged students form
 - d. Nutrition and educational attainment form
- 4 forms with questions that present the proposed SE (ideally they would make photocopies to distribute to the other groups) READY
- 4 evaluation forms. READY
- A prize for the winner?

Workshop guidelines

1. You will be given 4 texts which describe a specific social situation. These texts provide information on the social problem as well as all relevant stakeholders.

Form 4 groups, each group should consist of one student from each country. Each student is assigned with reading and providing a written description of the material to the group by filling out the relevant form. (20 mins)

2. The group discusses and forms a general idea on the situation. (20 mins)

3. The group must then propose an SE to address the issue at hand. For that you they must complete a form which includes all the main points discussed in the seminar (30 mins)

4. Present your idea to the others. Other groups must take notes on the specifics. (40 mins)

5. Finally, complete the evaluation form (10 mins)

Material needed

- 4 texts that adequately present a social problem (4 copies each)
 - A. Common problems of inner-city schools
 - B. The problem: disadvantaged students, education performance and employment
 - C. Nutrition and educational attainment
 - D. Common SE business models
- One form for each text, with the questions that students need to understand, answer and present to their group (4 forms, 4 copies)
 - a. Common problems in inner city schools' form
 - b. Common SE business models form
 - c. Disadvantaged students form
 - d. Nutrition and educational attainment form
- 4 forms with questions that present the proposed SE (ideally, they would make photocopies to distribute to the other groups)
- 4 evaluation forms.

Common problems of inner city schools

[NOVEMBER 25, 2019](#)

14 Inner-City Public Schools Problems: Are They Failing & Bad?

What Is an Inner City School? Definition & More

The dictionary definition of an “inner city” explains it as an older and central location within a more populated city than other areas. The downside of this is that it is also known to be a generally poor neighborhood because more people compete for limited resources, such as jobs. They’re also typically classified as more unsafe.

Informally, an ‘inner city’ is typically used to describe poor urban neighborhoods and homes to immigrants, especially blacks. Its geographical location is irrelevant. Popularized sometime in the 1960s, it focuses more on the demographics and general financial situation. That is why any poor neighborhood dominated by blacks is often casually referred to as an inner-city.

Inner-city schools are those found in such neighborhoods, which means it is primarily catering to students belonging to low-income families. And because they are in a densely populated area, they tend to have many more students than private or suburban options. People stereotype them as problematic, which is unfortunately quite true.

Why Are Inner City Schools Failing?

Given the condition of a typical inner-city, it is not surprising to see why the schools catering to them are failing. It’s due to all the bad conditions we’ll go through here. However, it is not just because of a single reason. There are multiple factors involved, and them being unresolved permanently until now aggravates the entire situation.

1. Lack of Funding & Resources

They greatly depend on government funding to function. Still, they are known to receive less funding than [their suburban counterparts](#). In particular, the funds they receive mostly come from local property taxes. Because of this, increasing the funding will require increasing these taxes.

We all know that increasing taxes never sits well with anyone, much less those living in poverty. Even raising them to increase funds is not considered, a practice in schools found in more affluent communities.

And if in case a tax hike to fund them is approved, the people must pay huge taxes to get the amount needed for them to be at par with other places. With families already having financial difficulties, this adds a burden to them. This is why raising taxes in inner cities is rarely considered. As a result, they can only get available funds from the taxes collected. It’s often insufficient to meet their needs.

Unfortunately, the lack of resources at inner-city schools causes problems.

2. Required Standardized Testing

Due to the federal government's requirement involving [standardized testing](#), teachers are under pressure to ensure that students obtain high scores in those tests. This is because their performance in these tests is seen as a reflection of the quality of education they can offer. The tests were designed to only test if the students are capable of the basics involving literacy and mathematics.

One whose students performed poorly in those tests is put at risk. This casts doubts on their teachers' abilities. That is why their funding may be affected, and a budget cut may be looming on the horizon. Or worse, the government may have an excuse to shut down the school. It's sometimes completely. Poor quality of education becomes poorer, or students must transfer to another place. It adds more burden to them, especially financially.

3. Insufficient Number of Teachers

Inner-city schools are hardly an ideal teaching environment. That is why it does not attract a lot of teachers. The problem is the insufficient funds available to compensate them. Even if they can recruit these teachers, they cannot provide the salary they deserve. They are stuck with only the number of teachers they can afford to pay, which is insufficient given the number of students enrolled.

Teaching there is also known to be stressful. That is why not all who work there stay for long. As a result, teachers and administrative staff have a high turnover rate. It includes principals. Even those who volunteered to teach there do not stay once their contract is finished. Those who remain often complain of being overworked.

And in some cases, teachers even quit before the year ends. This affects the education of the students since they must deal with substitute teachers now and then and on short notice.

This lack of stability also affects the quality of education. It's even if the substitutes follow the prescribed curriculum since different teachers have different teaching styles. As a result, students have difficulty keeping up with these varying styles. It affects how well they understand lessons.

4. Facilities Are in Poor Condition and Lacking

While they cannot all be considered rundown, it is understood that many of them are.

A study revealed a direct relationship between poor and incomplete facilities, such as gyms and laboratories, and the performance of students and teachers. Students' performance is not the only aspect tied to the deteriorating conditions. It can also lead to students' and teachers' poor health since they are frequently exposed to poor air quality and mold.

6. Intergenerational Poverty

Poverty is rampant in inner cities; some students may show up hungry all day because there is no food available at home. Older kids tend to doze off in class because they have to work at night or take care of their siblings. These kinds of scenarios greatly affect the concentration and comprehension of anyone while in class.

7. Race

These communities have a diverse and multiracial population. It is common to have kids who have little grasp of English. They may have restrictions in food and even field trips they can join, among many others. This poses a problem for teachers. They are tasked to make their

lessons applicable to all their students regardless of race but cannot do so due to various limitations, such as language.

8. Limiting Curriculum

Despite the ethnic diversity present in these schools, teachers must follow the curriculum set by the district and must not veer away from them. The curriculum is a one-size-fits-all type and does not fully meet the needs of everyone attending. Instead of teachers adjusting their lessons and style to meet students' needs, this restriction limits them from doing what they can to help students understand their lessons better.

This makes learning a challenge, especially for students who have yet to master English. As a result, they lag in education compared to students of the same age but studying in private or suburban settings.

9. Problems Involving Peace and Order

Inner cities have high crime rates, and this extends to their schools. Violence is prevalent in inner cities and disruptions are a regular occurrence, mainly fight between students. These disturbances greatly affect students' concentration.

Students in inner cities are generally considered at-risk and vulnerable to negative influences. It includes drug use, gang membership, and criminal activity. Violence and other problematic behaviors even extend outside the schools, especially for students who are gang members.

Unfortunately, they have inadequate support available to address issues. Problematic students remain as such.

11. Ratio of Students to Teachers

It is a fact that there is a large discrepancy between inner-city schools and suburban or private ones when it comes to the ratio of students to each teacher. Teachers often handle as much as double the number of students compared to their suburban or private counterparts.

To be precise, a teacher in an inner-city school has an average of 35 to 45 students in each class. Suburban and private ones only have an average of 15 to 20. The ideal student-to-teacher ratio is 15:1. Suburban and private schools easily meet that number, averaging just 7:1. On the other hand, inner-city schools have a higher ratio.

Because a teacher handles many students, it is challenging to check on each student's progress and address their needs. They cannot give them the attention they may need to help them catch up with the lessons and acquire skills typical at their grade level. That is why some of their students seem to fall behind compared to their peers, even if they belong to the same class.

12. Availability of Resources

There is a severe lack when it comes to the availability of resources needed to educate properly. Students need supplies that will aid them in learning, so teachers purchase these necessities and pay for them themselves. They are known to cater to financially strapped students who can barely afford even basic supplies, like papers and pens. It includes things such as books, if the number of books is not enough, students end up sharing them. It makes learning difficult for them because they tend to be distracted by each other. Adding to this

problem is the policy of some schools prohibiting students from bringing home these books. That is why students can only learn and understand textbook information in school.

13. Absenteeism

Poverty and unsuitable environments play huge roles in preventing students from school. If they suddenly become homeless or need to take care of other people, going to school is the last thing they will think about. And if they have very little money, they would rather spend it on their daily needs like food. It means bus fares to get to school and purchase their school necessities is often underprioritized.

The problem involving peace and order can also be traumatizing for students and their parents. That is why they may opt to skip school until they feel safe to go back.

14. Teachers' motivation and incentives

Common inner city school problems

Please fill out the form below

(20 mins)

1. Problem	
Solution	
Actors	
2. Problem	
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3. Problem	
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Actors	
14. Problem	
Solution	
Actors	

Common SE business models

- Awareness and cause model: A social enterprise that seeks to raise awareness and to get people involved in a cause. Love Your Melon was founded to raise awareness to childhood cancers and to ‘improve the quality of life for children battling cancer’. The company followed the one-for-one social entrepreneurship model in which one beanie was donated to a child battling cancer for every beanie sold. It was initially launched as a nonprofit organization in 2012, but transitioned to a for-profit company in 2016. Today, 50% of the company’s net profits are donated to charitable causes to fight pediatric cancer.
- Hiring model: A social enterprise which hires someone who doesn’t have access to employment. Anchal Project is a nonprofit that uses design and collaboration to provide economic opportunities for marginalized women to empower themselves through the creation of sustainable products, holistic programs, and global market access.
- One-for-one model: A social enterprise which gives one product free for every product bought. TOMS, providing shoes for children in need, has expanded their giving model to include access to safe drinking water, eye surgery, bullying prevention and safe births, FIGS medical equipment.
- Environmental model: A social enterprise which makes a significant positive impact on the environment. Grain4Grain is a FoodTech startup which developed a patent pending process that dries and mills byproducts, specifically brewers spent grain, into a low carb, high protein flour.

Examples of charities and education-related SEs in the UK

1) Equal Education is an SE which offers tuition services to disadvantaged students.

“We exclusively provide tuition services for LAC, vulnerable and disadvantaged learners, and students with SEND; working only for schools and local authorities. We are a “Certified Social Enterprise” with Social Enterprise UK, so we’re a company that puts social progress ahead of profit and we reinvest to maximise our impact”.

Schools or Local Authorities wishing to refer students for 1:1 tuition contact Equal Education, can do that through the National Tutoring Programme.

The National Tutoring Programme (NTP) is a government funded program which aims to support schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic.

Tuition Partners (such as Equal Education) can be engaged by schools to provide targeted support for pupils in a specific subject area in 15 hour blocks mostly in groups of three, although groups of two and 1:1 support is also available where required. Schools can select from a range of organisations who deliver either face-to-face or online tuition in their area and 70% of the cost is subsidised by the government.

2) London Early Years Foundation (LEYF) is one of London's largest and most successful charitable social enterprises, operating 39 award-winning nurseries, including some in London's most disadvantaged areas. We are committed to giving all children access to high quality childcare, and LEYF invests all profits back into the business.

Many of the LEYF nurseries include a mix of children from different socioeconomic backgrounds. This is proven to have a positive effect on the development of all children, but particularly those from poorer backgrounds. Where possible, LEYF employs local staff and recruits apprentices which brings an economic benefit to disadvantaged communities.

"LEYF's nurseries are disproportionately located in areas of deprivation with 77% of our nurseries in the 'most deprived' and 'deprived' areas of London versus an average of 50% throughout London. We also consistently achieve higher Ofsted ratings – as of March 2021, 56% of our nurseries were rated 'Outstanding' versus 22% on average in London (Ofsted, 2021, online). Using a cross-subsidy model, we ensure all surplus is reinvested back into the business to fund places for disadvantaged children – making LEYF one of the largest providers of the funded two-year-old places in London subsidising 32% of our places. During FY20/21 that was ~1,250 children."

"30 Hours of Funded Childcare is available at LEYF Nurseries.

LEYF Nurseries are offering the Extended Entitlement (30 Hours of Funded Childcare) at the majority of our Nurseries. As a parent you may be aware that the Government has extended the funded childcare entitlement for 3-4 year olds from 15 to 30 hours per week".

3) Comics Literacy Awareness (CLAW) is an exciting new literacy charity formed by a group of passionate and highly experienced trustees from the fields of education and comics.

The mission of CLAW is to dramatically improve the literacy levels of UK children through the medium of comics and graphic novels. CLAW will also aim to raise the profile, image and respectability of comics and graphic novels as both a valid art form and as works of literature.

Common business models and SE examples form

Present briefly the common SE business models and examples

Common SE business models	
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Education SE examples	
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The problem: disadvantaged students, education performance and employment

Report from the Social Mobility and Child Poverty Commission 2014.

Introduction: Social mobility and education

1. It is in Britain's DNA that everyone should have a fair chance in life. But in too much of the country, where children start out determines where they end up as adults. **Gaps in cognitive development between better off and disadvantaged children open up before the age of three and get wider as children progress through school.** Those from the poorest fifth of families are on average more than eleven months behind children from middle income families in vocabulary tests when they start school at five. Disadvantaged children are 20 per cent less likely to achieve Level Four in reading writing and maths in Key Stage Two tests at age 11 compared to other children and 37 per cent less likely to achieve five good GCSEs including English and maths.

2. Overall, six out of ten disadvantaged young people do not gain five good GCSEs including English and Maths at 16, compared to only a third of other children. The origins of this lie in the early years and primary schools – for example, fewer than one in six children from low-income families not achieving the expected level by the age of seven currently go on to get five good GCSEs or equivalent: literacy and numeracy are critical. Mastering basic skills and achieving good GCSEs both matter profoundly to how well children do in the labour market as adults.

3. More than nine out of ten students who achieve five good GCSEs including English and maths move onto full time education, compared to only half of those who do not. 11 Young people who end up not in employment, education or training (NEET) are also predominantly those who did not do well at school– eight out of ten 16-24 year olds who are NEET left school without five good GCSEs. Differences in attainment are the key explanation for why pupils from the lowest social groups are three times less likely to enter university than those from the highest social groups.

4. Of course, it is not just basic skills and exam results that shape life chances. A range of other things affect an individual's chances of getting a good job or being unemployed – whether competing for entry level employment, an apprenticeship or a highly competitive graduate job. There is evidence that non-cognitive or **character skills are associated both with academic achievement and with getting a degree and a good job with decent earnings** - but they exhibit a marked 'social gradient'. There are also marked socioeconomic differences in **the ability of young people to access wider opportunities that can help secure good jobs – in the networks and family contacts that can be used to gain valuable work experience, in access to extra-curricular activities and cultural opportunities that help develop a rounded set of skills, and in the knowledge of the system, information and advice young people need to make good choices at key transition points in their lives.** The consequence for many disadvantaged young people is a triple disadvantage in the labour market: **worse qualifications; less developed 'character' skills; and fewer of the other things that help people get ahead.**

5. This is, of course, a story of averages. Not every child from a disadvantaged background faces all of these problems and many who do are able to overcome them and succeed regardless. Overall, however, the inequalities reflected in educational outcomes and in wider knowledge, opportunities and skills really matter. The cost of this for individuals is wasted potential and lower financial security as low qualifications make it harder to find a decent job. There is evidence that these labour market penalties for low attainment are growing. In the past, children who did not do well at school could look to industrial skilled manual jobs that paid a decent wage. But changes in the economy and the labour market have squeezed the well-paid jobs 'in the middle' which previously offered real opportunities to those leaving school with few qualifications to gain solid employment with realistic prospects for progression. **The consequences of not doing well at school today are often that people are trapped in low pay or cycling in-and-out of employment and struggling to make ends meet. The cost for the taxpayer, business and society is also significant: lost growth, wasted talent, lower demand, lower tax revenues, and higher costs for the state in social security and public services.** For example, the bill for in-work tax credits, which help bridge the gap between low earnings and the income families need to meet the cost of living, was £21 billion in 2013.

6. In our State of the Nation 2013 report, we argued that making progress on social mobility needed everyone to play their part. **Families** have a critical role in providing warm, authoritative parenting and a language-rich environment. **Local authorities** have a role in supporting parents to parent, and providing the high quality childcare necessary to close gaps in children's development and to enable parents to work. **Employers** need to engage with schools, provide work experience, apprenticeships, and recruit fairly. **Universities** need to commit to fair access and help schools and potential students get the results necessary to gain access. And **Government** needs to ensure those delivering public services have the information, incentives and tools to level the playing field, as well as taking wider action to address income and wealth inequalities.

7. We also identified a big role for schools and the **school system**. We called on schools to prioritise narrowing the attainment gap alongside raising attainment, to consider carefully how they use resources across the school (ensuring that it is not just the most advantaged students in top sets or those on the C/D borderline benefiting from the highest quality teaching) and to build the wider skills in their students that enable them to fulfil their potential in higher education or the workplace.

8. This report considers the steps that schools can take to improve their students' life chances, given the current national policy framework. It is split into three parts:

- The first part considers variations in the attainment of disadvantaged children between different schools and different geographical areas in order to understand and quantify what scope there is for improvement if low performers could replicate the results seen elsewhere.
- The second part considers some of the most important barriers to schools doing more to tackle social mobility – teaching quality, accountability and incentives.
- The third part describes some of the steps that highly effective schools for disadvantaged children have taken that can potentially be adopted elsewhere. It is based on a series of visits to schools - including schools that achieve excellent results for disadvantaged children. 17 Figure 1 sets out what we mean by social mobility and the case for schools to focus on this issue.

9. The Commission believes that progress on social mobility depends on every part of society taking responsibility. We want to help end the blame game in social mobility where - confronted by the overwhelming evidence that disadvantaged groups do not have fair access to top jobs and the income and power they bring - businesses blame Universities who blame schools who blame parents; with everyone blaming government.

Disadvantaged students, education performance and employment form

1. Problem	
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Nutrition and educational attainment

Breakfast clubs work their magic in disadvantaged English schools

Claire Crawford, Ellen Greaves and Christine Farquharson

Observation, 04 Nov 2016

Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. UK policymakers are trying to address these problems by implementing school nutrition programmes, including new school food standards in England, a universal breakfast programme in Wales and a universal entitlement to free school lunches for children aged 4–7 in England.

New research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.

In this study, funded by the Education Endowment Foundation, the charity Magic Breakfast offered support to 53 schools to establish breakfast clubs. The package of support lasted for one year (the 2014/15 academic year) and included as much food as required (free of cost), a £300 grant to each school to offset start-up costs such as buying a freezer, and advice and guidance from a dedicated 'School Change Leader'.

To establish the effect of breakfast clubs on academic achievement, we compared the attainment of children aged 6/7 and 10/11 in the schools that were randomly chosen to receive this support with that of children in a group of 53 similar schools that did not receive the support that year (the 'control' group). Although the breakfast clubs were available to children of all ages in each school that received support, we focused on pupils in Years 2 and 6 because the assessments in these years are comparable across all schools in England.

The effect of breakfast clubs on attainment

Year 2 children (aged 6/7) whose schools were offered support to open a breakfast club made the equivalent of two months' additional progress in reading, writing and maths over the course of a year compared with students in the control group of schools. Year 6 children (aged 10/11) had similar gains in English, though the effects on maths and science were smaller. The gains in attainment for younger children are a similar size to those found in previous research, which led to the expansion of free school meals to all infant pupils in England. This means that there is consistent evidence that school nutrition programmes can improve academic attainment.

How does breakfast club provision affect attainment?

To understand why setting up a breakfast club led to higher pupil attainment, we used surveys and administrative data to analyse how the breakfast club support affected pupil hunger, absences from school, late arrivals to school, teachers' perceptions of student behaviour and concentration, and pupil health (as measured by Body Mass Index). We found that:

Gains are likely to be the result of the content or context of the school breakfasts, rather than of increasing overall breakfast consumption. Offering schools support to hold breakfast clubs markedly increased the number of students eating breakfast at school. Compared with students in the control group, more than three times as many students in schools that received the intervention ate breakfast at school (22% versus 7% in control schools). However, the impact of the breakfast clubs on the number of students eating breakfast at all was modest (91% in breakfast club schools versus 89% in control schools). This means that a large number of pupils switched from eating breakfast at home to eating breakfast at school. This suggests that the breakfast clubs' positive impact on attainment came from the content and context of school breakfasts, such as eating more nutritious food or building stronger relationships with other pupils and staff in a relaxed environment.

Pupil absences declined as a result of breakfast club provision, falling by almost one half-day per year. The effect was particularly strong for authorised absences, which are primarily due to ill health. This suggests that the breakfast club might have improved pupil health, although we did not find strong evidence to support this when looking at the average Body Mass Index of students in Year 6. Late arrivals were not significantly affected by the offer of a before-school breakfast club.

Behaviour and concentration in the classroom improved substantially as a result of the breakfast club provision, suggesting that a better classroom learning environment is an important mechanism through which the intervention might improve attainment. The improvement in teachers' assessments of their classroom learning environment was equivalent to moving a classroom from average ratings of behaviour and concentration to ratings in the top quarter of the schools in our sample.

Is breakfast club provision cost-effective?

These gains in pupil achievement were delivered at relatively low cost. Dividing the costs by all pupils in the school, the intervention cost just £11.86 per eligible pupil over the course of the academic year. It also required 2.6 hours of staff time per eligible pupil per year. It should be noted, however, that the breakfast club take-up rates were relatively low – the average school's take-up rate was between 13% and 52%. An increase in take-up would lead to higher costs, but also potentially higher impact on attainment.

It is also worth noting that, while relatively disadvantaged students (those eligible for free school meals) were more likely to attend the breakfast clubs, the intervention was more effective at raising the attainment of pupils from less disadvantaged backgrounds (those not eligible for free school meals). This suggests that support for school breakfast clubs might not reduce socio-economic gaps in pupil attainment.

Conclusion

The 2013 School Food Plan recommended that schools with relatively more disadvantaged pupils should establish breakfast clubs to help address the problem of pupil hunger. Resulting from this, the Department for Education committed to provide funding for breakfast clubs in schools where more than 35% of pupils are eligible for free school meals and there is no existing breakfast club provision. The government's Budget in March 2016 also included a pledge for a further £10 million a year to expand breakfast club provision from September 2017.

Our results indicate that additional funding of this kind can boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools – and all at relatively low cost per

pupil. Universal breakfast club provision in disadvantaged schools should therefore be considered by schools allocating their pupil premium budget (and rightly by government) as a way to enhance pupils' experience of school, and ultimately their educational attainment. As breakfast clubs are set to expand across the country, further research is needed to determine the most effective model of provision – for example, whether before school or as part of a soft start to the school day. Future academic research should be targeted at better understanding how health and education policies can interact to improve both children's health and education outcomes. For example, is adequate nutrition a prerequisite for any educational improvements from traditional academic interventions?

More generally, this work shows that health- and nutrition-based policies can have real impacts on educational outcomes. In fact, providing a breakfast club in disadvantaged schools looks more cost-effective than both the universal provision of free school meals for infant pupils and many other interventions targeted directly on educational outcomes. The improvement in classroom behaviour and concentration in schools randomly selected for Magic Breakfast support is exceptional. In the policymaking world, the effect of Magic Breakfast provision is as close to magic as an intervention can get.

Nutrition and educational attainment form

<p>Explain the correlation between nutrition and educational attainment</p>	
<p>Present the breakfast club program</p>	
<p>How has the breakfast club program impacted on educational attainment?</p>	

Social Enterprise's Profile

Social Enterprise's Name

Social problem

Service/product description

Area of implementation

1. Ideas and opportunities

What is the problem?

Who does it affect and in what way?

How does that affect the wider community?

What are the actors already engaged with solving the problem? (public, private, profit maximizing, NGOs)

What is the result and what are the limitations of these efforts?

Can you identify something missing from these efforts?

2. Vision, objectives and creativity

What is the ideal situation that you envision?

Which are the main goals you would like to achieve with the enterprise?

Objective 1:

Objective 2:

Objective 3:

What type of social enterprise would be best suited to alleviate the problem?

3. Product /Services

What is the product(s) or service that you are selling/providing?

This part is similar to part 1 but this time add more details.

4. Analysis of your market

A) How do you know there's a need;

Analyze why should people buy your product or service - it will be successful if they really need it and not just buy it to help you out.

B) Who are your customers;

Think as widely as you can – the other schools around you, your parents, local businesses, customers online?

C) Who are your competitors?

Your competitor is someone who is selling the same thing as you or offering the same service.

D) What prices will you charge;

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E) Which methods will you employ to promote and sell your product?	<i>How will people know about your product and where to buy it?</i>
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5. Social, environmental and economic impacts

Social impacts	<i>How will you use your profit to help other people?</i>
Environmental impacts	<i>Some things to think about... How will your customers carry away their purchases? Where and how do you dispose of your waste? Are your production techniques good for the environment? Are your materials environmentally friendly?</i>
Economic impacts	<i>Some things to think about... What effect will your social enterprise have on the way you think about business? The impact of Fair Trade on producers in the developing world. Your knowledge of dealing with money.</i>

6. Finance

Income:
Where you will find money
to start up the enterprise?

Potential sources of revenue could be a loan from an employer, a bank or the school, shares in the enterprise...or other fundraising activities

Expenditure:
What expenditure will be incurred in running the enterprise?

Revenues, price, sales

How do you plan to reinvest your profit?

SE Evaluation form

To what degree does the proposed SE address the social issue at hand?

To what degree does it inspire others to follow the proposed contribution so as to bring about a new equilibrium which ensures a long term solution for the social problem?

Can the proposed SE secure funding from various sources?

To what degree can the proposed SE be competitive in its field? This requires extensive market research and sophisticated financial analysis of key business figures.

