

GLOBAL STATE OF INNOVATION



2018





ASHOKA

FOREWORD

Dear changemakers,

Welcome to the inaugural edition of State of Innovation. In the following pages, we present 10 of the newest innovations led by leading social entrepreneurs and why Ashoka is betting on their potential to create large scale systems change

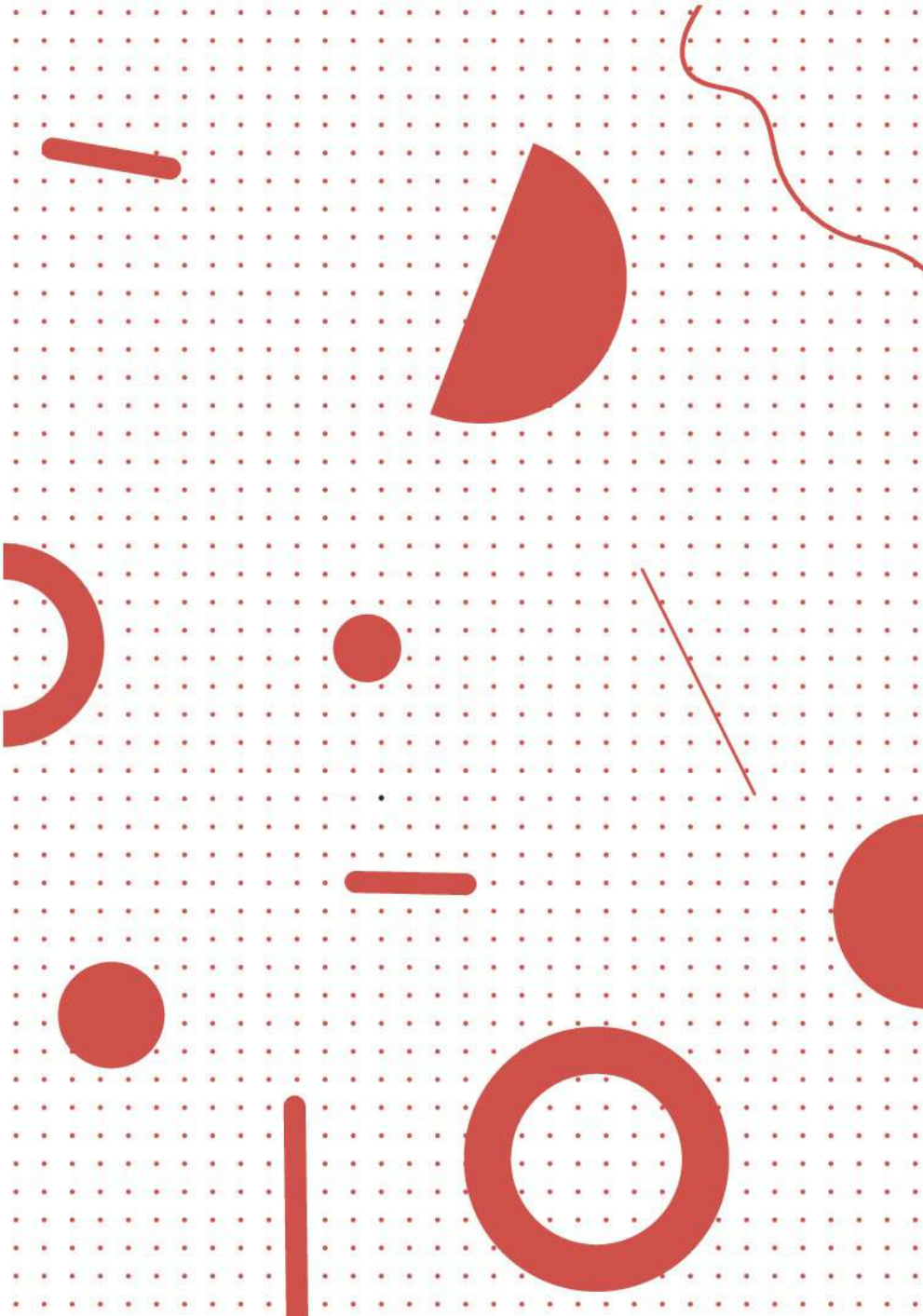
The 10 leading entrepreneurs are part of the 2017 Ashoka Fellow community. Ashoka believes the most powerful force for change in the world is a new idea in the hands of the right person. With this conviction, we pioneered the field of social entrepreneurship 38 years ago. Ever since, we've bet on the optimists and the adventurous among us who see the world not as it is but as it should be. Through the State of Innovation, Ashoka aims to bring our knowledge into campuses to inform, inspire, and engage emerging changemakers in the world of social change.

Leading social entrepreneurs are not heroes working in isolation. Their success depends on creating roles for other people and institutions - be it indigenous youth, refugees, game developers, or elderly people and their caregivers - to play a leading part in the solution. With each new leading social entrepreneur we nurture, Ashoka is creating a different kind of future: one where each of us looks inside ourselves and sees a changemaker.

We hope the ideas, experiences, and stories of these leading social entrepreneurs help strengthen the changemaker in you!

With appreciation,

Sonia Park
Director, Global Venture
Ashoka: Innovators for the Public



SUGGESTED QUESTIONS

As you apply the State of Innovation resources to your classroom and extra-curricular setting, here are some questions that could help guide your discussions and activities:

- What is the root issue that the social entrepreneur is trying to address?
- What is being proposed to address the root issue?
- What are some existing or possible barriers the social entrepreneur faces in spreading his/her idea and growing impact? How would you address those barriers?
- Who benefits from the current system and the alternative system being proposed?
- How would you evaluate and communicate the success of the innovation?
- Do you see another application of the proposed innovation to a different issue?

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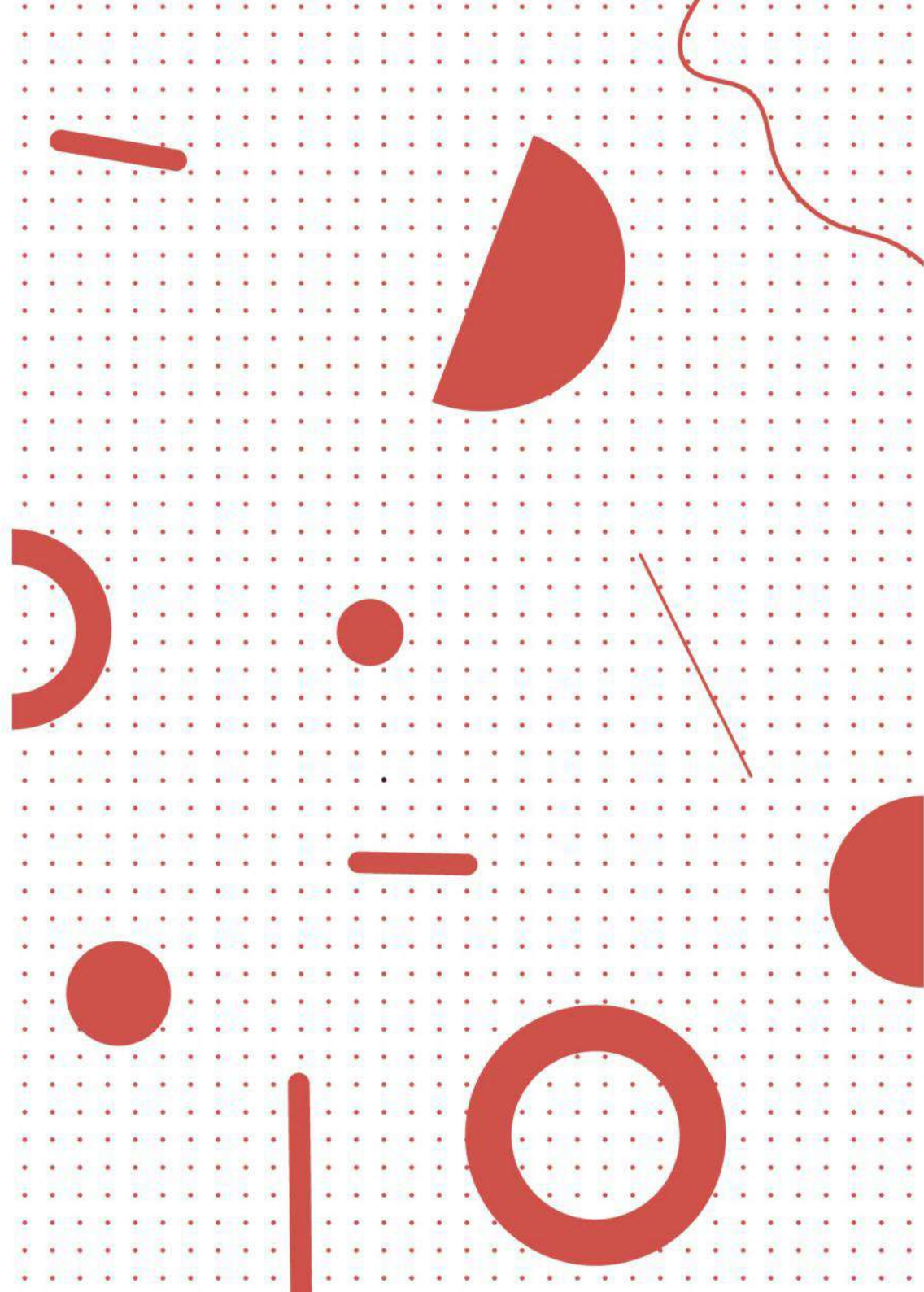
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COMMON TYPES OF SYSTEMS CHANGE

NEW IDEA	KIND OF ACTION AND SKILLS REQUIRED TO MAKE CHANGE	YET IS NOT...
<p>THE ARCHITECT: Creating an entirely new field</p>	<p>Envisioning new institutions, relationships, economic transactions, roles for citizens, new professions and new roles for existing professions</p>	<p>The leading expert or professional in a field, prophet of a new technology or theory; the local disciple of an international movement. Writer, lecturer, motivator, but no system changing idea.</p>
<p>THE MASTER ORGANIZER: Bringing citizenship to a strategically important group that has faced systemic discrimination</p>	<p>Organizing people and institutions that embody the goal and take on many aspects of a problem at once, such as documentation, employment, legal advocacy, press, and counseling</p>	<p>The activist, who espouses or represents the cause of a group within existing systems and institutions. No new idea or creativity in systemic reform.</p>
<p>THE PATIENT TEACHER/ COACH/MENTOR: Changing the behavior of an important link in civil society</p>	<p>Patiently taking people through changes in habit, outlook, understanding, and attitude. Has a critical insight to an overlooked opportunity. May be linking a group in question with all society, such as police families with police performance.</p>	<p>The dedicated social worker, who patiently tries to fit single service into the lives of a client group without a broader vision for citizenship.</p>
<p>THE VISIONARY REFORMER: Inventing or re-inventing a routine process through which citizens pass through</p>	<p>Shifting the practices of particular institutions, setting new goals for them, changing their rules, creating or enforcing policies, linking the performance of public institutions to social goals.</p>	<p>The creative executive, enlightened government official, or consultant—all of whom might take on institutional change from within but without creating new roles and opportunities at the citizen level.</p>



INDICATORS OF SYSTEMIC IMPACT

→ MARKET DYNAMICS AND VALUE CHAINS:

All business people confront common challenges: accessing goods and services, increasing price efficiencies and receiving information. Poor communities are challenged to access the market as producers or distributors. These variables interact in an intricate web, so when one changes, it alters how the entire market system operates.

→ PUBLIC POLICY AND INDUSTRY NORMS:

When societies change public policy and industry norms, they change the interconnections within the social system; they change the rules of the game.

→ FULL INCLUSION AND EMPATHY:

Completely including people disadvantaged by class, disability, ethnicity, gender, poverty or religion may seem like a small ripple within society. However, their voices and actions can powerfully realign social interconnections to create a more equitable system for all.

→ BUSINESS-SOCIAL CONGRUENCE:

As businesses are becoming more socially aware and citizen organizations are becoming more business savvy, the distinction between them is disintegrating. Soon a new system which assesses its economic and social impact will evolve: the business social sector.

→ CULTURE OF CHANGEMAKING

Each person possesses the potential to change his/her community for the better - directly by tackling social problems and indirectly by supporting others' ideas. When societies embrace and promote this belief, a new global system will emerge: an Everyone a Changemaker™ world.



CURRENT LEVEL OF IMPACT

→ CHAMPION OF A NEW PATTERN:

The idea is new, but still at the stage of demonstration and/or scaling

→ REPLICATION:

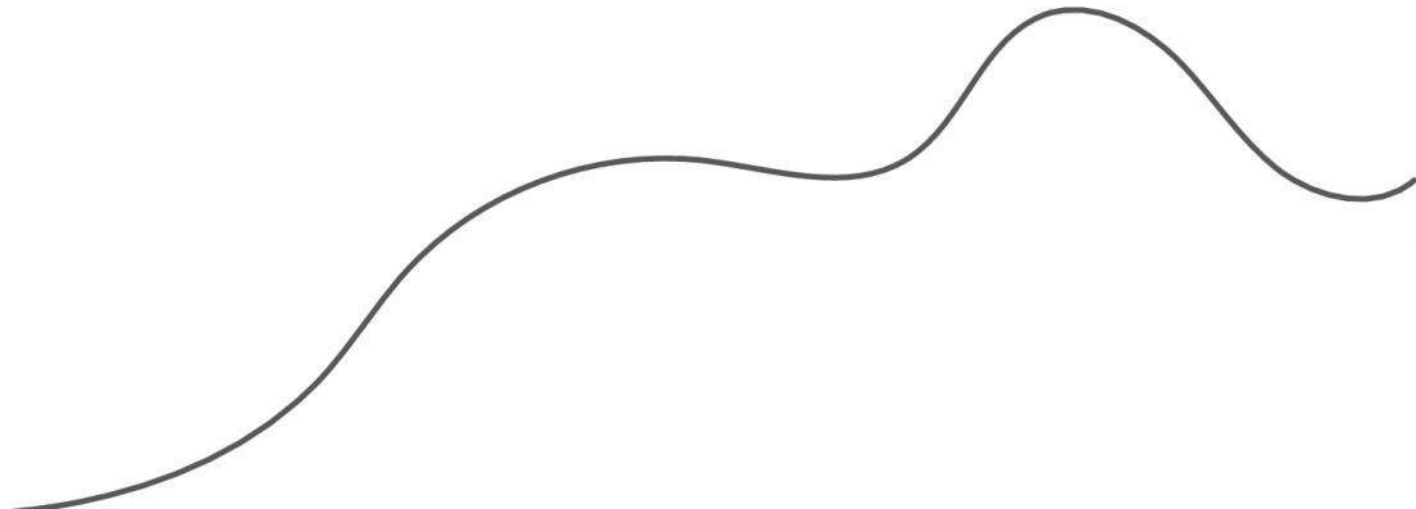
The idea is already gaining wide traction through replication, capacity building, and open sourcing

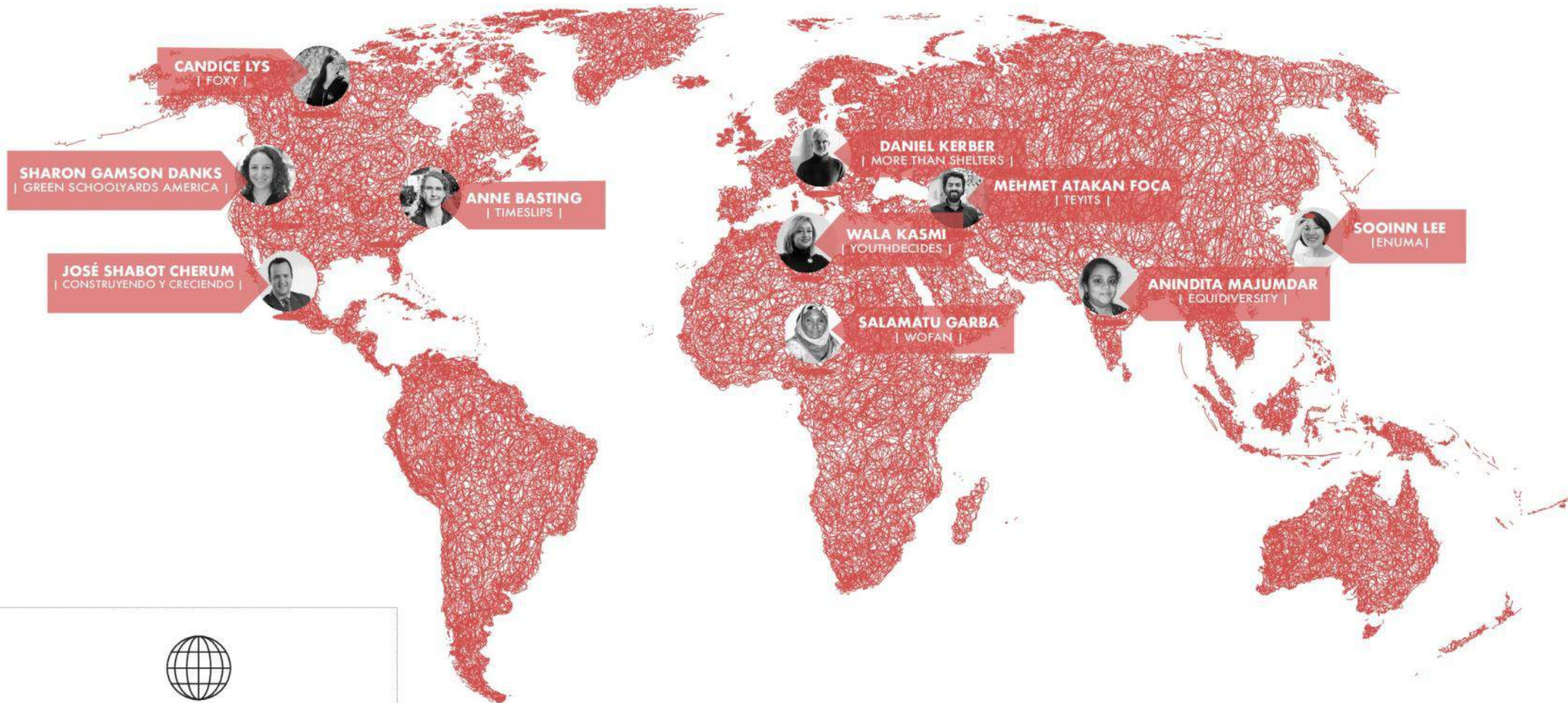
→ SYSTEMS CHANGE:

Has changed a system. Idea is no longer dependent on the entrepreneur or one organization, but is already becoming the new norm

→ INSTITUTIONALIZATION:

The idea has transformed the way an institution or organization is working





CURRENT GEOGRAPHIC SCOPE OF IMPACT

- **LOCAL:** within one state/province/locality w/i a country
- **NATIONAL:** across one country
- **REGIONAL:** multiple countries in an area (e.g. Latin America)
- **GLOBAL:** multiple countries across the globe



ANINDITA MAJUMDAR

Equidiversity | Kolkata, West Bengal, India



SUMMARY

Anindita is changing India's governance system from one where women act as proxy leaders to one where women actively participate in the decision-making process. By challenging the inherent patriarchy while also creating a strong supply of women leaders, Anindita is shifting the status quo. Today, women merely hold seats, but Anindita's work is helping create a governance system that truly represents the interests of every citizen.



TYPE OF SYSTEMS CHANGE
Patient Coach and Visionary Reformer



CURRENT LEVEL OF IMPACT
Champion of a New Pattern



INDICATORS OF SYSTEMIC IMPACT
Full Inclusion and Empathy



CURRENT GEOGRAPHIC SCOPE OF IMPACT
Local (West Bengal)

WHAT CAME BEFORE
Loka Kalyan Parishad

BUSINESS MODEL
Non Profit Organization

STAFF
3 Staff Members, 2 Part-Time Staff Members
and 4 Community Volunteers/Leaders.

ANNUAL BUDGET
\$6,160 - \$7,700 USD (2016-2017)

WHAT'S RELATED
Jatan Sanstam (Rajasthan, India),
UN Women (India)

HQ LOCATION
Kolkata, West Bengal, India

FIELD OF WORK
Civic Participation

WHY IS THIS SYSTEMS CHANGING?

Since India's independence, the Panchayat system has served as the foundation of local governance in villages. While women's empowerment through inclusion in politics and governance has been central to the public agenda, by the time this mandate trickles down to grassroots institutions like the Panchayat, women representatives are often reduced to proxies for their male counterparts or are completely ineffective because they are unaware of their own capacities or opportunities to effect change.

According to a survey conducted by the International Centre for Research on Women and UN Women, 50-70% of the Gram Panchayat (GP) members said that no women-related discussions were raised in most GP meetings. In the cases where women do hold public office, their leadership style is "masculine" and the issues they work on are those that male members of the community care about more, rather than issues that affect society as a whole. For example, the focus is on infrastructure development instead of domestic violence or child malnutrition issues.

Most models focus on gender representation, which does not address the deep-rooted assumptions and barriers that prevent women from being active and important contributors to governance. For example, the reservation system, which saves a certain number of seats for women during elections, relegates the elected women to mere figureheads without the power to create change.

According to Anindita, the lack of powerful representation and engagement of women in the governance system is rooted in a dearth of quality, empowered women leaders as well as a receptive demand for them. By challenging the inherent patriarchy in the governance system, Anindita aims to activate women's participation in decision-making in order to make local governance truly representative of the interests of all voters and responsive to a diversity of issues.

// As a result of Anindita's intervention, women elected representatives have started directly interacting with their constituencies and a wider range of issues, such as gender-based violence, are now being addressed."

— Dilip Banerjee, Ashoka Fellow and Founder



HOW DOES THE MODEL WORK?

Anindita is shifting the pattern of democratic leadership by unlocking the potential of elected women representatives of India's vast PRI (Panchayat Raj Institutions). Her model creates both a supply of empowered women leaders who can govern well in the Panchayat system in India and demand for these types of leaders, ultimately demonstrating that investing in women's leadership and creating political careers for them can have significant political and social development benefits.

1. BUILD CONFIDENCE AND CAPACITY OF ELECTED WOMEN REPRESENTATIVES:

Anindita helps elected women representatives understand how gender affects their position and power. Initially, she conducts focus group discussions to increase their self-awareness. Groups process how they are currently placed in society as women and how they have been mentally, emotionally, and physically conditioned to perpetuate this positionality themselves. These focus group discussions create a space for women to recognize their unique capacity to contribute to social development.

Once the women start gaining confidence and understand their power, they are trained in the governance system. Equidiversity trains the women representatives in political processes like calling Gram Sabha (village community meetings), gaining public consensus on priority issues for the village to address, creating budgets, accessing state funds, implementing programs, and doing bi-monthly monitoring meetings with voters. Equidiversity is committed to the growth of the women they work with, so Anindita's local team continues to offer mentorship and support to these women decision-makers in the initial stage of their transformative journey.

2. WORK WITH LEADERS OF SELF-HELP GROUPS TO CREATE A SUPPORTIVE POLITICAL BASE FOR ELECTED WOMEN LEADERS:

Anindita leverages the existing SHG networks to form pools of collective support for women representatives by activating their understanding of gender equality as voters. She facilitates a similar series of modules for the SHG leaders, which the SHG leaders then bring to their self-help groups. These workshops shift the women's un-

derstanding of their own political power as voters and potential Panchayat candidates, and therefore encourage greater civic participation. In doing so, Anindita equips SHG leaders to activate the community's understanding of gender equity in democracy. Once activated, community members are positioned to be support systems and successor pools for the women elected representatives. They also implement a number of developmental projects—initiated by women Panchayat leaders—because of their increased interest in participation. Furthermore, in doing so, local development projects are implemented with a gender-sensitive lens. For example, health projects will now include a segment on menstrual sanitation.

3. PREPARE THE MALE POLITICAL MACHINERY TO ACCEPT, SEEK, AND SUPPORT ACTIVE WOMEN LEADERS:

Anindita works with male-elected representatives and male-opinion leaders, having them accept and actively seek out women leadership and representation. She conducts workshops and training sessions on leadership styles, on the effect patriarchy has had on the male and female genders, and on the role that gender-equitable governance could play in catalyzing social development. For example, one session asks men to think of their earliest memory in which they understood that they were male, and to think about what this earliest memory could be for women. This activity makes them realize that their early memories, like being told not to cry, are just as damaging to them as it is for a woman to be told not to go out on her own. The men learn that both genders are victims of patriarchy, and it is therefore also in their interest to create a gender-equitable society.

In order to spread this method of gender-equitable governance, Anindita and her team advocate for administrative officers and political party leaders to include Equidiversity within their training for PRI-elected representatives. Anindita is now working with government officials at the local, district, and regional levels to register for capacity development, awareness workshops, and mentorship posts. She has found that all tiers of the Panchayat systems have been interested in Equidiversity and have therefore been proactive in finding participants.

“I like the idea of supporting women. Now I have become aware of the source of many entitlements and can link them with various departments. I will mentor the new women who will come after the election. I will be attached with politics, I will be part of the work to support the party.”

-Male representative from Thiba Gram Panchayat



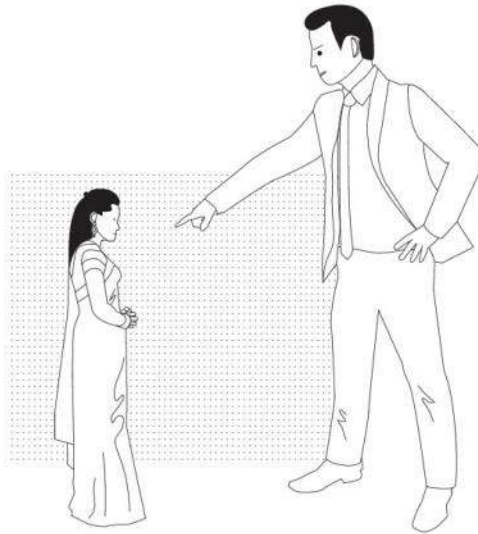
IMPACT INDICATORS

→ **52% of elected women representatives** took initiatives to organize new platforms within the Gram Sansad Sabhas (Constitutional Forums for citizens to voice their issues).

→ Women representatives have shifted how local budgets are planned, prioritized, and allocated to reflect more gender-sensitive budgeting and planning within all departments of the PRI. For example, in one year in district, the percentage of the local budget for women's issues has increased from **0.05% to 2.4%** and for health from **1.27% to 21.6%**.

→ **60% of women SHG members** participated and submitted plans for development, bringing a wide range of issues, including gender, to the forefront. Previously, these members simply did not participate.

→ SHG members and elected representatives have voiced issues that haven't been raised before, such as domestic violence, and have created new committees within the GP system to deal with such issues.



BEFORE: Women are perceived as weak and unfit to hold positions of power, allowing men to have a dominant voice in local, regional, and national politics and limiting the scope of issues addressed within the political sphere.

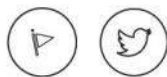


AFTER: Perceptions shift as women are empowered to actively participate in the decision making process and initiate positive change that truly represents the interests of all citizens, especially women.



ANNE BASTING

TimeSlips | Milwaukee, Wisconsin, United States

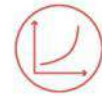


SUMMARY

Anne is challenging the isolation of aging and stigma of memory loss with the freedom of imagination to bring meaning and purpose to late life. Her work shifts the system of nursing home and age-in-place supports from an ethos of “group solitary confinement” to a wellspring of creativity, lifelong learning, and connectedness.



TYPE OF SYSTEMS CHANGE
Visionary Reformer



CURRENT LEVEL OF IMPACT
Championing a new pattern



INDICATORS OF SYSTEMIC IMPACT
Culture of Changemaking, Public Policy & Industry Norms,
Full Inclusion and Empathy



CURRENT GEOGRAPHIC SCOPE OF IMPACT
National (United States)

WHAT CAME BEFORE
Arts for the Aging

BUSINESS MODEL
Non-profit program

STAFF
2.5 FTEs

ANNUAL BUDGET
\$800,000 USD (2018)

WHAT'S RELATED
Eden Alternative (United States), Elder's Guild (United States), MIA Consulting (United States), Music and Memory (United States), Lifetime Arts (United States)

HQ LOCATION
Milwaukee, Wisconsin, United States

FIELD OF WORK
Health

WHY IS THIS SYSTEMS CHANGING?

In many cultures, aging and memory loss are shrouded in fear, anxiety, grief, and the pressure to remember. This cultural stigma often translates to beloved elderly in nursing homes feeling weighed down by isolation. In the United States, a system of 15,000 nursing homes, like schools and prisons, are designed to manage behavior, not bring people into meaningful engagement with one another. Staff are too busy, families are unable to visit, and residents are afraid to make the first move, especially when grappling with disabilities that make communication difficult. The result in many elder care facilities is effectively "group solitary confinement." Whether living in a facility or on their own, many elderly Americans experience high degrees of isolation, which not only represents an under-connectedness with community, but also has severe health costs, including high rates of clinical depression.

Most attempted solutions to this problem focus on entertaining the elderly with activities like arts and crafts or bingo, but Anne believes that simply keeping people occupied isn't

enough. Instead, she focuses on social connection. Building a social network, along with a sense of purpose and mastery, has been shown to have a positive impact on health. Anne believes that meaningful personal connection is possible for people at all levels of impairment. Anne facilitates these connections by building on the strengths of people with dementia, centering their programming around imagination rather than memory.

Anne has found a way to transform the interactions between under-connected seniors and the visitors that make up the bulk of their human contact, thereby helping people realize their existing capacity and strengths and reducing the stigma, isolation, and loneliness associated with ageing and assisted living. She envisions a world where people are no longer segregated by age and disability, and learning is seen as possible from birth to death. As she forges new relationships between elder care and cultural institutions, the walls around "nursing homes" are coming down, and centers for memory care and aging are becoming hubs for community engagement, culture, art-making, and connection.

// Anne is very intentional about including all the voices. She sees that you need to get residents involved to change the systems. I really believe she can help us as a culture make that shift."

- Laurie Marks, Director of the Center for Community-Based Learning, Leadership and Research at University of Wisconsin Milwaukee



HOW DOES THE MODEL WORK?

Anne's hope is that we can redesign elder care systems around the goal of bringing people into meaningful engagement. Her work is focused on catalyzing creativity to bring meaning and purpose to late life, regardless of physical or cognitive disability. She shifts from the pressure to remember and weakness of memory loss to the freedom and strength of imagination. The role of the arts, in her model, is to bring people out of isolation and into connection.

1. DEVELOP A MODEL TO TRANSFORM MEMORY CARE BY FOCUSING ON IMAGINATION:

Over the last seven years, Anne has developed and refined TimeSlips, an improvisational storytelling method in which older adults with cognitive impairment imagine stories and poems in response to inspiring cues. She has transformed TimeSlips into a formal therapy protocol guided by her fundamental insight that the creation of new stories can be an enriching substitute for lost memories. The protocol can be taught to anyone who spends time with elderly in memory care facilities—housekeeping staff, family caregivers, nurses—and so becomes the soft tissue used to connect with the elderly people in her care. She's been replicating this "TimeSlips" approach, wrapping research around it, and disseminating it as broadly as possible. Her focus for the last decade has been on building the field, primarily through spreading an online training for staff, family members, and students. This helps caregivers shift from focusing on the disease to orienting around something shareable, generative, possibility-focused, and conversation-changing.

2. EMBED IMAGINATION EVERYWHERE, INCLUDING BEYOND THE NURSING HOME:

TimeSlips strives to make creative engagement standard practice and self-generating, and its model is focused on simplification; in the most basic form, simply share a prompt (an image, an object, or a question) and ask an open-ended question. By making the method easy to implement, Anne has opened up the scalability of her model to many different stakeholders working with older

adults. Anne has identified three avenues for infusing meaningful engagement into care: grassroots networks of family and friends of elders; the next generation workforce through high school and college service learning programs; and aging care professionals in congregate and community-based care settings.

In addition to nursing home staff, Anne spreads this model to care workers who support individuals with dementia living outside the nursing home, like Meals on Wheels drivers and the operators of senior call-in services. This training expands the possibilities for connectedness, increasing the likelihood that all seniors, both in and out of the nursing home, have access to creative engagement and communication opportunities. At the societal level, these efforts are beginning to change the conversation through media and academic interest. Her work is ultimately to change people's perceptions and fears of aging and disease, by divorcing learning from the goals of retention or future production and replacing our emphasis on the losses of age with a focus on remaining strengths like creativity and imagination.

3. PUBLISH STUDIES TO LEVERAGE MEDICAID FUNDING TO SPREAD THE MODEL:

Since many nursing homes are heavily reliant on Medicaid for their financing and regulations, Anne has worked to make Medicaid work for TimeSlips and not against it. Here, her work has focused on ensuring that the methodology is extensively researched and Medicaid compliant. For example, studies prove that TimeSlips effectively moves the needle on several key metrics of patient care and health, like the ability for patients with dementia to make themselves understood and measurements of depression and mood. Studies have also shown attitudinal changes and increased engagement in staff, who learned to interpret all behavior as communication to better connect with residents. The presence of solid data and metrics makes it significantly easier to incorporate an improvisational tool into the highly regulated world of the nursing home, improving the likelihood of scalability and systemic change. As a result of this research, TimeSlips has been able to leverage states' Civil Monetary Penalties Funds, which use funds from fines for nursing home regulatory violations and redistributes them to

Medicaid-certified nursing homes looking to improve quality care. In several states, these funds have been used to support the integration of TimeSlips into nursing home practices and culture. By documenting the efficacy of TimeSlips in scientific studies, Anne has been able to leverage Medicaid's highly regulated nursing home environment to support innovative, creative work.

“The TimeSlips philosophy is when you're doing these arts projects with older people, you need to make connections with the wider community, an art gallery or a musical performance or a play for the elders' art. The goal is connecting the persons with dementia with the wider public so as to educate people about aging and dementia.”

- Susan McFadden, President of the Board of TimeSlips



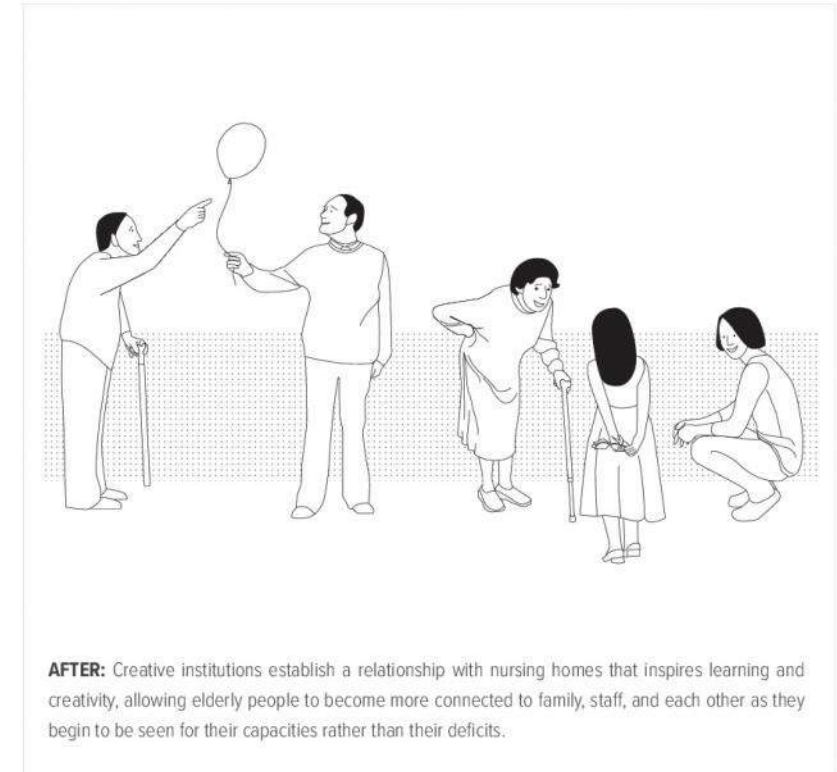
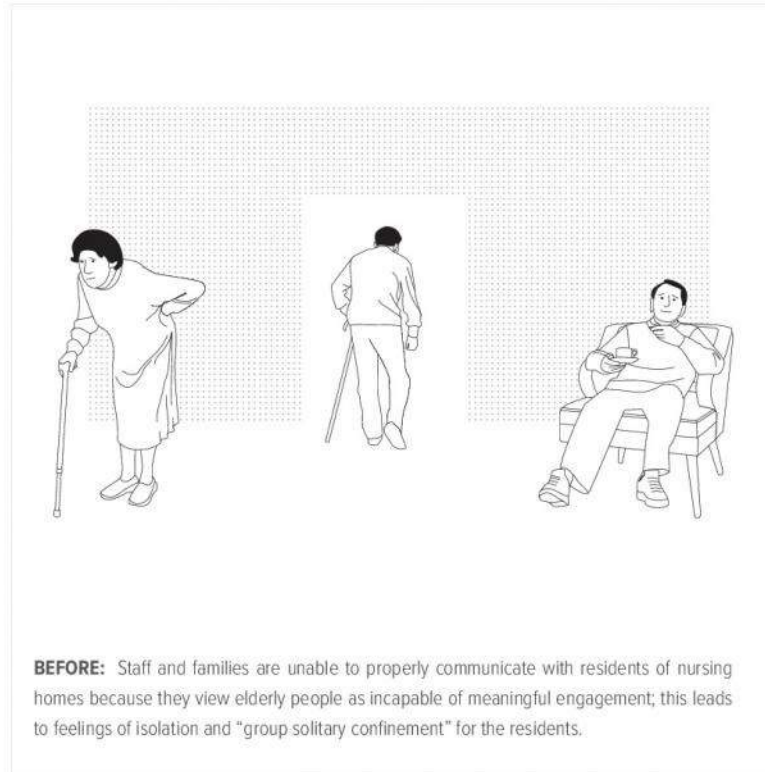
IMPACT INDICATORS

→ TimeSlips is practiced in **44 states** and **14 countries** with **1,647 people trained** and **597 certified**. Of those certified, 33% work in in-home settings, 19% practice in assisted living settings, and 18% in skilled nursing. Other practitioners work in adult day care settings, like independent living, museums, libraries, and memory cafes.

→ Research shows participation in TimeSlips' creative engagement sessions **improved mood and communication** for elders with dementia. In 2016, the TimeSlips Annual Survey reported **81% of elders** experienced visible joy in their facial expressions.

→ Research also showed **improved capacity** of staff to understand residents and interpret behavior as communication; and improved attitudes toward aging and dementia among students who participate in service-learning programs. The 2016 Annual Survey reported over **90% of facilitators** agreeing or strongly agreeing that they are satisfied with their job, feeling enthusiasm, and finding real enjoyment in their work.

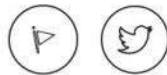
→ Tailored approach to work for everyone from family caregivers to administrators of **1,000+ bed Medicaid-funded facilities**.





CANDICE LYS

FOXY | Yellowknife, Northwest Territories, Canada



SUMMARY

Candice Lys' FOXY disrupts traditional information-based sexual health education by reorienting the educational focus to arts-based youth empowerment. Recognizing that the cycle of gender-based violence in Canada's Arctic is a result of a lack of agency due to colonization—rather than a lack of information—FOXY's mental and physical health and healthy relationships focus is rooted in local Indigenous knowledges to enable young teens to be powerful changemakers.



TYPE OF SYSTEMS CHANGE

Bringing citizenship to a strategically important group that has faced systemic discrimination; inventing or re-inventing a routine process through which citizens pass through



CURRENT LEVEL OF IMPACT

Replication or System Changing (68% of northern youth in Canada)



INDICATORS OF SYSTEMIC IMPACT

Full Inclusion & Empathy; Culture of Changemaking



CURRENT GEOGRAPHIC SCOPE OF IMPACT

Local (Northern Canada - Northwest Territories, Yukon, Nunavut)

WHAT CAME BEFORE

Respect Yourself Sexual Health Social Marketing Campaign (Northwest Territories Government Funded Sexual Health Program)

BUSINESS MODEL

Non-profit program

STAFF

21

ANNUAL BUDGET

\$6,160 - \$7,700 USD (2016-2017)

WHAT'S RELATED

Ask Without Shame (Uganda); Peer Health Exchange (U.S.A.)

HQ LOCATION

Yellowknife, Northwest Territories, Canada

FIELD OF WORK

Mental and Sexual Health Education; Youth Empowerment; Intergenerational Trauma

WHY IS THIS SYSTEMS CHANGING?

Pervasive sexual health issues exist across Northern, rural, and remote communities in the Canadian Arctic. The Public Health Agency of Canada reports a chlamydia prevalence rate approximately 10 times higher among the population living in Northwest Territories (NWT) than the national average. Adolescent pregnancy rates are also high, with a pregnancy rate for 15-19 year old women that is 40.0 per 1,000 females in the NWT compared to the national average of 28.2 per 1,000 females.

These problems are the result of a legacy of colonization and residential schools that have had intergenerational effects on Northern communities. Canada's Residential School System for Indigenous children separated Indigenous children from their families in order to minimize and weaken family ties and cultural linkages, and to indoctrinate children into a new culture—the culture of the legally dominant Euro-Christian Canadian society. The schools were in existence for well over 100 years, and many successive generations of children from the same communities and families endured the experience of them. Children were abused, physically and sexually, and they died in the schools in numbers that would not have been tolerated in any other school

system in the country. This experience has been hidden for most of Canada's history. In 2015, stories of violence and trauma suffered by Indigenous children and families were disseminated widely through the Truth and Reconciliation Commission of Canada.

Sexual violence in residential schools ceded the intergenerational trauma that exists to this day. While informational government websites exist for Northerners, they prove to be uninviting and lack the cultural relevance, creativity, and accessibility necessary to have impact. Furthermore, tightly knit communities in the North, where teachers are often relatives of the students, often make sexual health education and conversations taboo and challenging.

Through participatory action research conducted while completing her master's degree in public health, Candice learned that even though factual information on sexual health was available, young women were not applying it in real life scenarios. In many cases, young women were distancing their strong factual knowledge from their own perceived abilities and personal choices. For example, they could articulate under which scenarios a condom should be used, but reported that they themselves would not use

condoms under similar circumstances. Young women with sexually transmitted infections typically felt ashamed and would deal with their challenges themselves to avoid associated stigma. **Candice realized that this disconnect between information and behaviour extended beyond the young women's sexual health and relationships; it was indicative of their lack of confidence and ability to manage their own choices in other areas.** The trauma carried within generations of Indigenous women transcended the existence of the residential schools.

Grounded by these insights, Candice designed FOXY (Fostering Open eXpression among Youth) to intervene and break the historical cycle of gender-based violence through culturally relevant sexual health education that inspires changemaking. FOXY changes the way youth programs address issues of safety and wellness by building a culture of changemaking that is rooted in cultural identity. FOXY creates a supportive environment where young women are welcome to talk openly, practice making healthy choices, build healthy relationships, and experiment in using their agency for changemaking in their communities.

“Most programs come from the south of Canada and/or from the Federal government and this has always proven to be problematic due to colonial histories. This time, the program comes from within the community... staff having experienced personally the trauma that youth face...this ensures organizational coherence with the mission. The empowerment of youth paired with this intimate engagement of staff and community gatekeepers catalyzes intergenerational impact in these communities.”

—John Cawley, Vice President, McConnell Foundation, Montreal, Canada



HOW DOES THE MODEL WORK?

FOXY sets forth a new path for sexual health education that radically breaks down barriers and dismantles oppressive colonial associations with the public education system. In doing so, it sets a new standard for incorporating Indigenous knowledges and practices, mobilizes communities to speak openly and to engage, as well as realize their full potential for social change. There are four key design features to FOXY's model that make it systems changing: (1) the incorporation of local Indigenous knowledges and cultures, (2) supporting youth to develop as changemakers, (3) increasing high school graduation rates by formally integrating FOXY through accreditation, and (4) fundamentally changing the narrative around the role of young women in Northern society.

1. CREATE MODEL FOR SEXUAL EDUCATION THAT CENTERS LOCAL INDIGENOUS KNOWLEDGES AND CULTURES:

FOXY builds on the strength of cultural identity to challenge young women to evaluate and then strengthen their self-perception using trauma- and violence-informed approaches. These youth learn how to become emotionally aware and literate to understand and heal their own immediate social, educational, and sexual health needs.

To do so, FOXY uses the arts to mitigate common barriers of low literacy and formal education within rural Indigenous communities. For example, Candice and her team draw on the use of traditional hand drums and drumming circles to encourage dialogue and trust among group members. Because drumming in the Arctic is often a traditionally male activity, the program enables young women to practice overcoming societal constraints and challenge their perceived self-efficacy. FOXY also uses adaptations of body imaging techniques in which participants draw outlines of their bodies and then imagine and decorate the areas of their body map that react under specific instances of critical decision-making. This allows participants to create visual images of themselves as decision-makers and leaders of their personal stories.

2. SUPPORT YOUNG WOMEN TO STEP INTO THEIR POWER TO BECOME CHANGE LEADERS AT FOXY, IN THEIR COMMUNITIES, AND BEYOND:

FOXY is a movement that puts power in the hands of the youth to tackle, solve, and lead change within their own communities; it allows youth to become the stewards of their own bodies. Once young women have completed the initial curriculum, FOXY staff and community ambassadors identify and recommend the ones who demonstrate the greatest leadership potential or who would benefit the most from FOXY Retreat programming. Participants are selected for a nine-day Peer Leader Retreat.

The retreat brings cohorts of 25 participants from across the North together for a series of workshops and peer development activities designed to transfer skills from decision-making in their own sexual health experiences to decision-making as community leaders. The curriculum of the Peer Leader Retreat enforces three pillars: 1) always take initiative, 2) practice empathy to understand the needs of others, and 3) own your own awesomeness and the mistakes you make. Graduates of the retreat are designated as official FOXY Peer Leaders and are then supported by staff, community ambassadors, and their peers to return to their home community to advocate for and launch social change projects.

3. INCREASE NUMBER OF YOUNG INDIGENOUS WOMEN COMPLETING HIGH SCHOOL:

Candice was successful in brokering a formal partnership with the Department of Education in the Northwest Territories to **secure official accreditation of FOXY within the education system**. As a result, young women who successfully complete training with FOXY receive the equivalent of two credits towards their high school diploma. In addition, FOXY Peer Leaders who go on to successfully implement a social change project receive an additional two credits towards high school graduation. Accreditation is significant as it means the new innovation is adapted into the formal education system—one that historically stripped Indigenous communities of their culture and identity. It is also an important mechanism to support students in achieving high school graduation—a challenge in Northern communities with high dropout rates.

4. CHANGE THE NARRATIVE OF YOUNG WOMEN IN NORTHERN SOCIETY:

Finally, in addition to the youth-focused programming and accreditation, Candice runs intensive region-wide media campaigns highlighting the achievements of FOXY Peer Leaders to change the narrative of young women in Northern society. Candice is regularly featured on the most popular radio station, CBC North. In addition, FOXY programming and youth projects are routinely highlighted in print and online through partner outlets like *The Northern News Services*, and has been featured in Canada's *The Globe and Mail*. FOXY also activates an alliance of Indigenous Elders, teachers, youth workers, health care providers, and community leaders as local ambassadors for the program. In this way, Candice is simultaneously molding positive community perceptions of young women and fueling the demand for female youth leadership.

“The after-effects of Residential Schools are very active here. Less than a generation removed, the kids we deal with have parents who were removed from their families to go to residential schools. The issues we see now are: poverty, stigma, abuse, addiction, and unhealthy relationships. And at the same time, there's a sincere desire to connect to culture. On the surface we're doing sexual health. We're giving youth the tools to protect their health and enabling them to be empowered to know they are worth accessing good health care...Success is when these young people are able to access the health care they need and create better relationships. That's more of the problem we're solving. We see the ripple effects of building that type of confidence and self-efficacy.”

- Nancy MacNeill, Project Coordinator, FOXY



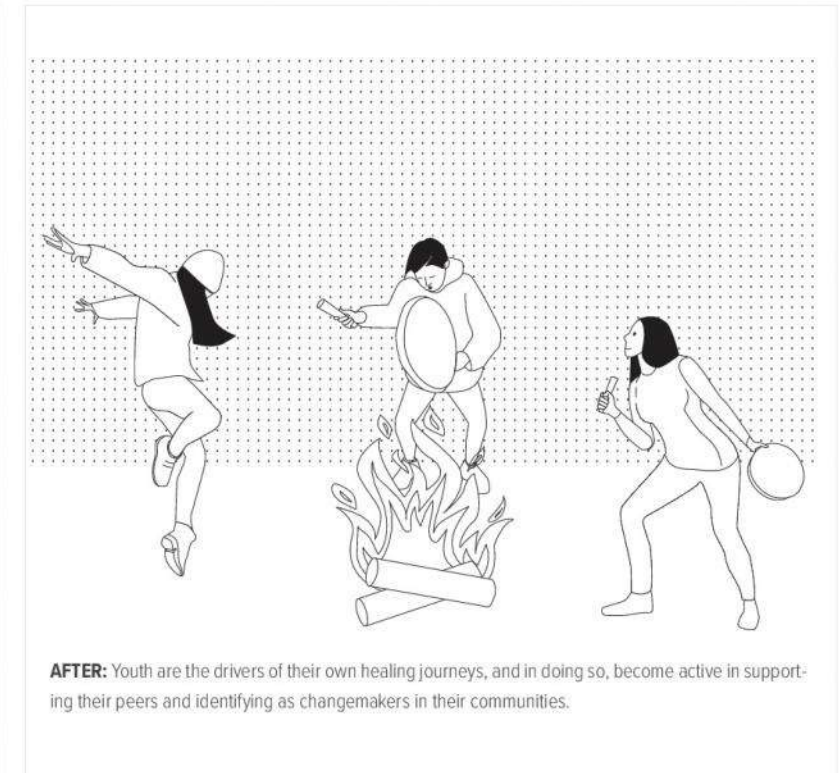
IMPACT INDICATORS

→ Since 2012, FOXY has reached over **2,500 youth** in more than **35 NWT, Nunavut, and Yukon communities** through workshops and retreats that have brought together over **200 Northern and Indigenous young women** and **50 young men**.

→ Six months later, FOXY participants report increased confidence and ability to insist on safe sex and healthy relationships.

→ FOXY is in **62% of communities** in Canada's Arctic and has reached more than **20% of youth** between the ages of 13 and 17 to date. Candice's scaling success is due to the ever-growing network of community ambassadors. Candice has at least one ambassador based in each community FOXY has reached.

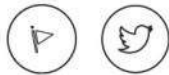
→ FOXY has also become well integrated into Northern policy circles, and Candice has been invited by Northern Ministers to participate in discussions that are changing policies at the territorial level.





DANIEL KERBER

More Than Shelters | Berlin, Germany



SUMMARY

Daniel is redefining the refugee humanitarian aid system from one centered on immediate safety and temporary shelter to a humane and inclusive one that helps refugees transition from being crisis victims to citizens. By involving local change agents from refugee communities and other unconventional stakeholders, Daniel is able to move aid workers beyond the traditional focus on monetary aid, security, and shelter and fundamentally restructure the aid sector into a dynamic, globally connected problem-solving unit.



TYPE OF SYSTEMS CHANGE
Master Organizer and Visionary Reformer



CURRENT LEVEL OF IMPACT
Replication



INDICATORS OF SYSTEMIC IMPACT
Full inclusion and empathy



CURRENT GEOGRAPHIC SCOPE OF IMPACT
Regional

WHAT CAME BEFORE
Global research and prototyping

BUSINESS MODEL
Non-profit, grants

STAFF
10

ANNUAL BUDGET
\$743,838 USD (2017)

WHAT'S RELATED
Global Alliance for Humanitarian Innovation (World-wide), UNHCR (Global), Oxfam International (Global)

HQ LOCATION
Hamburg, Germany

FIELD OF WORK
Human Rights

WHY IS THIS SYSTEMS CHANGING?

The humanitarian aid system has failed to implement effective programs to address the housing and transition needs of refugees, despite awareness that these needs are currently inadequately met. The sector's motto is to keep refugees 'dry, clean, and fed,' instead of viewing them as humans capable of participating in the process of managing their own changing realities. Within the next few years, more than 200 arrival centers will need to be built or renovated in Germany in order to accommodate the anticipated 3.6 million refugee arrivals. Most of these centers are huge, camp-like facilities at the periphery of cities; they are not ideal for hosting people for long periods of time. These camps in the global south and north, designed as temporary spaces, are hardly adequate or humane long-term homes. And yet, they are becoming protracted refugee camps with the average stay of a refugee now being 12 years.

The consequence of this misguided paradigm is harmful, demoralizing, and disempowering, particularly because these refugees are denied the opportunity to make meaningful contributions and add their perspectives to the projects the traditional aid workers execute.

Furthermore, the humanitarian aid sector is disconnected and so informally organized that individual agencies are slow to change and lack resources to innovate. When innovation does happen, it is often still incremental, siloed, and forgotten with viable solutions seldom reaching widespread adoption and scale.

It is estimated that 80% of refugee fatalities and major accidents occur in transit zones, making them one of the most hazardous places in the humanitarian sector. Despite this, no international NGOs or humanitarian agencies are involved at this stage. Standardized, siloed procedures of the international relief system are insufficient to respond to the present complex socio-economic contexts in which the camps are embedded. Previous interventions have lobbied for interconnected aid agencies (an attempt at global knowledge transfers) or asked external experts to create novel solutions (but did not involve the right stakeholders). Daniel is now creating a completely new ecosystem of humanitarian response, with new and necessary roles, methodologies, partnerships, and principles emerging.

The foundation of Daniel's work lies in redefining the sector of humanitarian aid and the roles its core stakeholders play. First, refugees change from mere recipients of charitable support to active agents and crucial contributors to the sector. This emphatically shifts the sector's implicit narrative of "providing temporary security and shelter" to an inclusive transition from "crisis victim to citizen."

Furthermore, Daniel has now formally broadened the sector to include more diverse stakeholders—academia, corporate and small businesses, local leaders, and citizens, for example. Daniel then works on bringing these siloed stakeholders together to help them see the potential of their collaborative work and understand the benefits of this new, more humane shared perspective. Working with this collaborative vision and input from each stakeholder, they then implement novel, context-relevant solutions and develop efficient and dynamic global channels to share these solutions.

“The unique competence of More Than Shelters lies in engaging stakeholders on the ground and facilitating the participatory processes necessary to enable the new philosophy of humanitarian aid to become reality.”

— Killian Kleinschmidt,
Former Director of Zata'ari refugee camp, Germany



HOW DOES THE MODEL WORK?

Daniel is creating the infrastructure for the humanitarian aid sector to function innovatively, efficiently, and cohesively by encouraging and enabling workers to experiment and innovate solutions regionally and contextually, prototype them, and then establish channels and platforms to scale them across the global sector.

Daniel's work begins by establishing prototype models in specific regions. From there, he is able to disseminate and scale these models' best practices across a formal humanitarian aid network that he established around the globe. The prototype models experiment with novel solutions to crises in shelter zones and establish new relationships and collaborations between diverse and non-traditional stakeholders. Depending on the exact practice that is being disseminated, specifically contextualized channels are garnered or formally created across stakeholders and geographies.

1. BRING TOGETHER TRADITIONAL AND NON-TRADITIONAL AID STAKEHOLDERS FROM THE REGION TO CREATE ALIGNED, RENEWED VISIONS FOR AID WORK AROUND THE WORLD:

Daniel mobilizes cross-sectoral teams to establish the structures necessary to work under the renewed vision. These teams include traditional stakeholders (aid workers, social enterprises, and government) and non-traditional stakeholders (academia, local leaders, and corporations). Based on a study of the local context and needs, these teams plan their work with the renewed vision in mind. For example, the re-structured team in one shelter (camp) will prototype and reiterate novel solutions and then co-create coherent, site-specific concepts, management structures, and action plans for every shelter in the region.

Core to the new vision and work are four insights: (1) the shelter needs to be a stepping stone to the city offering guidance and opening doors, (2) it is a place in motion, flexible to quickly changing circumstances (such as the number of newcomers), (3) it is a place of encounter with the arrival city's residents, (4) it is a place of humanitarian innovation that connects the creative potential of the arrival city to the resources in the shelter. For example, in cooperation with the camp management, Daniel established the first-ever "Innovation and Planning Agency" (IPA) within the Za'atari camp to harness, integrate, support, and complement initia-

tives for sustainable development of the whole camp. His team of diverse stakeholders inside and outside the camp started with pilots for solar power and continued to a waste-to-energy plant, higher education, Internet connectivity, and micro-business development. The IPA has empowered the refugee community in the camp, lowered the barrier between the camp and its surroundings, and has attracted a global network of over 50 companies, universities, cities, think tanks, and other entities that are ready to support with their expertise.

2. BUILD LIBRARY OF PROTOTYPES FOR THE GLOBAL HUMANITARIAN AID SECTOR TO INCREASE BEST PRACTICE SHARING:

The prototypes then are formally documented and archived to become specifically two kinds of content to be circulated and disseminated across the global humanitarian aid sector: solution prototypes (project blueprints, curricula) and structure prototypes (training programs, capacity-building programs). For each kind of knowledge resource that needs to be shared and distributed, differently tailored platforms or channels are created in collaboration with global players in the sector, like Oxfam, World Vision, and Impact Hub network.

3. CREATE MECHANISM FOR MATCHING PROTOTYPES IN NEW DISASTER CONTEXTS TO INCREASE EFFICIENCY IN AID DELIVERY:

For the dissemination of solution prototypes, Response Innovation Labs (RILs) are an example of platforms and processes through which prototypes are picked, refined, and adopted/adapted. RILs provide a scanning function for best solutions that are applicable in the disaster context and facilitate the scaling up of innovations. With RIL, Daniel plans to roll out a global innovation hub model in crisis areas with multiple, local Labs at the front end and an agile network providing backup support. The local Labs also intend to broker entry to the response system for local SMEs, (social) entrepreneurs, and academia to collaborate. He now transfers learnings from this micro business model to arrival centers in the north.

4. INCREASE INTEREST IN THE AID WORK FIELD BY BUILDING PIPELINE OF LOCAL LEADERS:

Structure prototypes find and train local leaders in each of the regions before disseminating ideas and handing the execution reins to them. For this, Daniel is currently designing an interdisciplinary humanitarian innovation curriculum and training program to build future capacity. Major parts of this program are based on horizontal learning journeys where existing operations generate on-site learning centers for future innovators and conveners. By training these local leaders, each intervention is given the life cycle approach that starts with small scale solutions, transferring them to intermediate solutions, and laying the foundation for long-term solutions. For instance, to solve the problem of a missing sewage system in Za'atari, refugees were trained to ideate and create water-filtering gardens. They then plugged in a micro business model and quickly spread it to 4,000 gardens. This idea not only solved health issues, but also empowered former farmers and created income models for refugees.

“More Than Shelters means for refugees to be involved in decisions that affect them, which is not the norm. Daniel's approach offers new perspectives, creates participation, and creates networks with diverse stakeholders.”

- Nina Cejnar, Hands in Hands,
Impact Investment Analysis Consultant, Nepal



IMPACT INDICATORS

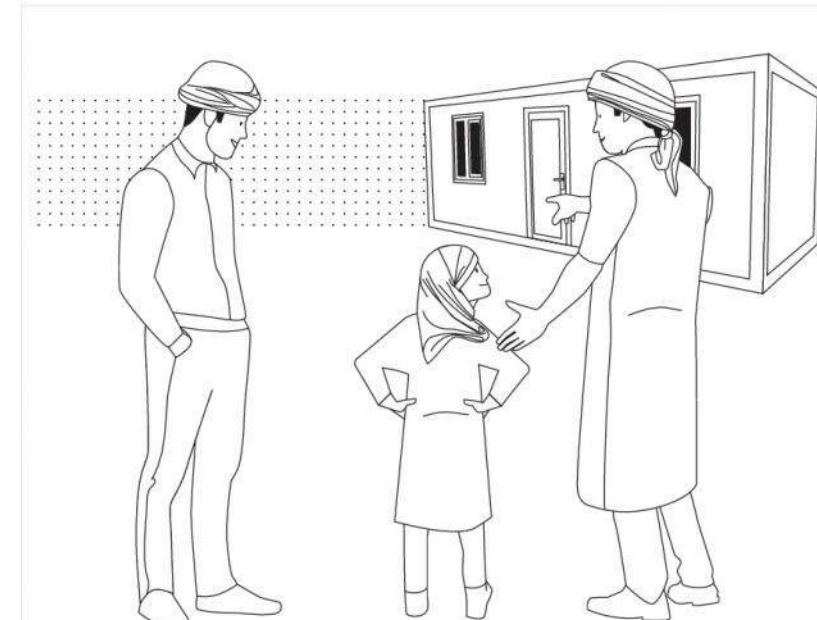
→ Daniel has attracted a global network of over **50 companies, universities, cities, think tanks**, and other entities that are ready to share their expertise.

→ The RIL (Response Innovation Lab), created in collaboration with global humanitarian aid organizations, identifies and works with local change agents and intrapreneurs within humanitarian agencies worldwide. It provides them with a physical space and support to drive innovation; it addresses the fact that agency frontline workers lack the resources and support needed to innovate.

→ To date, the IPA (Innovation and Planning Agency) has supported more than **20 projects**, improved the living conditions for around **85,000 refugees** in the camp, has empowered the refugee community in the camp, and lowered the barrier between the camp and its surroundings.



BEFORE: Traditional aid workers are ill-equipped to tackle the refugee crisis and center the humanitarian aid system on monetary aid, immediate safety and temporary shelter, reducing refugees to victims who are unable to contribute to the societies they're entering.

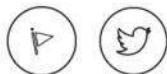


AFTER: Refugees are treated as changemakers, active citizens who are empowered to make decisions and lead the holistic revival of refugee camps; meanwhile camp workers work across regions on innovative and relevant projects that address the challenges refugees face.



JOSÉ SHABOT CHEREM

Construyendo y Creciendo Mexico City, Mexico



SUMMARY

Through his organization, Construyendo y Creciendo, José redefines education for two important groups: rural families who realize the personal, social, and economic value and the greater opportunities education provides; and construction companies that recognize that an investment in an educated workforce is good for their bottom line. By bringing education, vocational training, and personal development to construction sites, Construyendo breaks the cycle of poverty, illiteracy, and displacement that affects indigenous, rural migrant construction workers in Mexico.



TYPE OF SYSTEMS CHANGE
Master Organizer



CURRENT LEVEL OF IMPACT
Championing a new pattern



INDICATORS OF SYSTEMIC IMPACT
Full inclusion and empathy



CURRENT GEOGRAPHIC SCOPE OF IMPACT
Local, National (Mexico)

WHAT CAME BEFORE

Adult education and vocational training, skill-building, financial training, and personal development

BUSINESS MODEL

Hybrid; registered as a private assistance institution and civil association

STAFF
36

ANNUAL BUDGET
\$203,646 USD (2016-2017)

WHAT'S RELATED

Enova (Mexico), CAMPO (Mexico), Educa (Mexico)

HQ LOCATION
Mexico City, Mexico

FIELD OF WORK
Economic Development, Education

WHY IS THIS SYSTEMS CHANGING?

The construction industry is one of the largest employers in the Mexican economy, making up more than five percent of the workforce. The vast majority of construction workers in Mexico are migrants from rural areas, living on construction sites for up to 10 months at a time and moving from project to project. Many of these workers—men and women—left school before completing their basic education to support themselves and their families. More than 20 percent of workers are unable to read or write and some only speak their indigenous language and cannot communicate in Spanish.

Uneducated laborers are more vulnerable to wage and contract exploitation from employers and are less capable of advocating for themselves at work and in daily life. Illiteracy also negatively affects families, as children are far more likely to learn how to read and write if their parents are literate. Indigenous migrants and their families typically live on the outskirts of

mainstream society, and are often further disenfranchised by the inherent instability of the construction sector.

Many organizations provide education and services for low-income populations, focusing on their lack of access. In this model, construction workers are often neglected due to the itinerant nature of their business and because no organization specifically targets this population, one of the most hard-to-reach segments of Mexican society. Instead, José understands the problem as a lack of opportunity and access to education. Having grown up in the construction industry, José knew that the nature of their business—moving frequently, living on work sites, and working long hours—made it difficult for workers to finish their basic education and access basic services. He knew he would need to involve the construction companies—the employers—in his strategy in order to create real impact.

José's primary role of building and empowering the network of companies, students, deeply involved teachers, and partners is the key to Construyendo's success. Although the construction workers are considered the primary beneficiaries, all parties benefit from the programs: companies employ more productive workers and have a lower turnover rate; and teachers enjoy steady, rewarding employment. José's innovation reframes the value of education, revealing extensive, far-reaching benefits and compelling workers and employers to prioritize learning in an unprecedented way.

“The idea is innovative because they bring education to the workers and make it extremely easy for them to say “yes” and continue their education. The coordination between the builders and Construyendo make the model highly scalable.”

—Sara Topelson, Grinberg & Topelson Arquitectos

“Construyendo ends up dramatically affecting the self-esteem of the workers...many organizations work in education, but no one else is doing this specific type of work with construction workers even though it is desperately needed and has had a significant effect, especially with the women they help.”

—Lydia Álvarez Marina, Grupo Proasca



HOW DOES THE MODEL WORK?

Construyendo offers construction workers unprecedented access to educational, professional, and personal development services at very little cost in terms of time or money. Construyendo is responsive to workers' needs, developing a personalized growth plan for each participant and providing holistic education and opportunities for growth. Thirty percent of participants are women and Construyendo makes a particular effort to provide women-centric programming. There are three pillars to José's work:

1. MAKE EDUCATION AND SERVICES READILY AVAILABLE TO WORKERS BY ESTABLISHING CLASSROOMS AND PROGRAMS WHERE THEY LIVE AND WORK:

By bringing learning and development opportunities to the worker, Construyendo makes it possible for laborers to grow and thrive. Construyendo negotiates with the builder to provide a classroom at the construction site. They then set up the classroom with computers, desks, supplies, and trained teachers to offer literacy and elementary, middle, and high school programs, as well as technical and technology courses. Examinations are done in the classrooms and Construyendo issues official certificates upon completion. Laborers learn free of charge and are encouraged to participate for two hours a day—one hour during the workday and compensated by their employer and one hour at the end of the work day.

To reach day laborers who are not living on construction sites, Construyendo also operates staffed mobile classrooms in public plazas and parks, where any citizen, including other migrant workers, can walk in to discuss educational options and learn from the teacher. By working with local government and private sponsors, Construyendo established five mobile classrooms and is adding two more in rural communities through a partnership with AT&T.

2. PROVIDE EXPANDED OPPORTUNITIES—IN ADDITION TO BASIC EDUCATION—THAT INCLUDES TECHNICAL EDUCATION, SOCIAL SERVICES, AND PERSONAL DEVELOPMENT:

By incorporating holistic services into its model, Construyendo broadens rural families' view of "education." In addition to basic education courses, students can pursue a technical education through

the Virtual Learning Center of Tecnológico de Monterrey; topics include computers, design, and web programming. The Desarrollo para la Comunidad foundation, an organization linked to Universidad Iberoamericana, provides programs focused on personal growth, such as communication, self-esteem, and domestic violence prevention. The teachers who run the classrooms are an integral part of recruitment and student retention; they act as direct change agents and the personal bonds they form with the workers spark enthusiasm for learning.

Construyendo also works with a number of partners to connect workers with health and other social services. They help participants get eye glasses, receive vaccinations at local clinics, advocate for better working conditions, and improve personal hygiene. They also connect participants to legal services when needed. With these self-confidence-boosting measures, laborers begin to imagine a life for themselves outside of construction work and are empowered to participate in the world around them in new ways, such as understanding their paychecks, negotiating with their employers, and educating their children.

3. BECOME THE NEW STANDARD FOR CONSTRUCTION COMPANIES THROUGHOUT MEXICO:

José convinces construction companies that an educated workforce contributes to worker retention and higher output for their projects. After successfully working with more than 40 construction companies in Mexico City and Monterrey, José is working with government agencies to improve and enforce public policy. With a goal of providing a classroom at every construction site, he works to incorporate Construyendo's model into the contract bidding process throughout Mexico. Eventually, an increasing number of construction workers will grow to become co-creators of the programs, further spreading Construyendo's impact. Construyendo also has affected public policy by signing agreements with government institutions to provide better work benefits for construction workers.



IMPACT INDICATORS

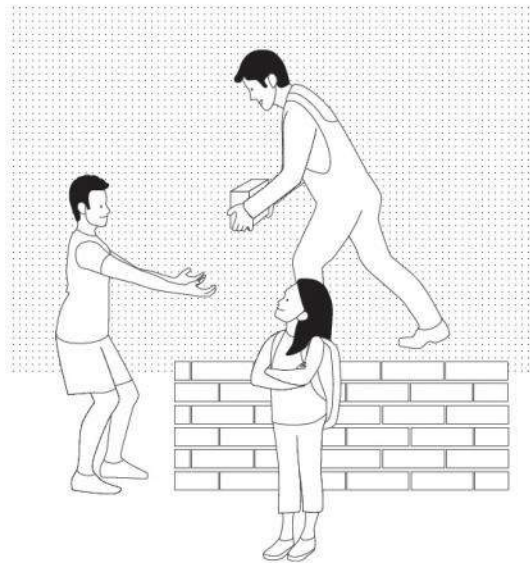
→ Since 2004, more than **17,000 people** have benefited from Construyendo's programs.

→ Educated more than **3,000 employees** in 2017.

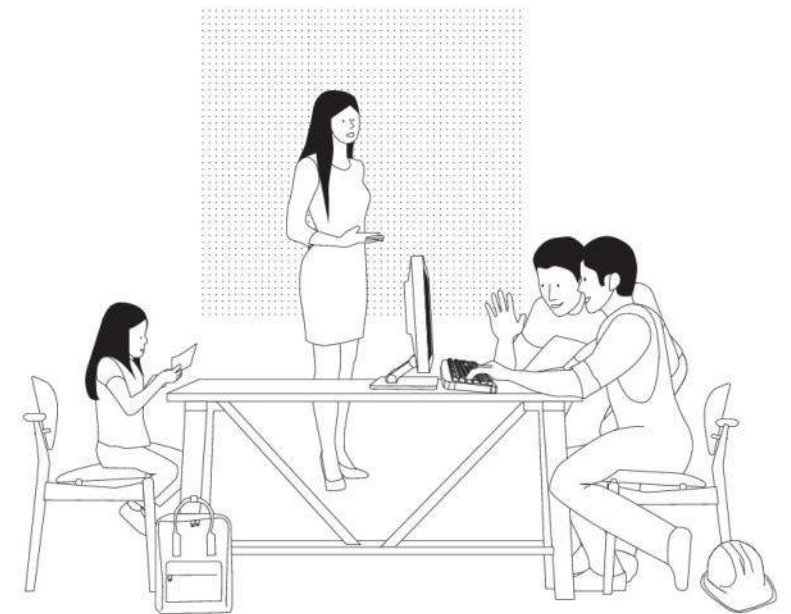
→ Growth rate for the organization has been **32%** for the last three years.

→ Has grown to more than **50 classrooms** in **7 states** in Mexico.

→ Partners with **40+ construction companies** in Mexico City and Monterrey.



BEFORE: Construction workers are an underserved, largely illiterate population with limited access to education and existing on the outskirts of society. With limited education and opportunity, this plight continues from generation to generation.

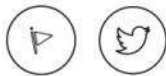


AFTER: Workers learn in an onsite educational environment specifically designed for them, including opportunities for personal growth and access to social services. An education helps workers advance and tackle poverty, as well as end generational illiteracy.



MEHMET ATAKAN FOÇA

Teyit | Ankara, Turkey



SUMMARY

Atakan and Teyit are redefining the public's relationship with the media, enabling passive consumers of information to become active contributors/fact checkers by creating the tools, spaces, and infrastructure for citizens to hold media institutions accountable to the verifiable truth.



TYPE OF SYSTEMS CHANGE
The Architect, Visionary Reformer



CURRENT LEVEL OF IMPACT
Replication, spread



INDICATORS OF SYSTEMIC IMPACT
Culture of changemaking



CURRENT GEOGRAPHIC SCOPE OF IMPACT
National (Turkey)

WHAT CAME BEFORE
Online news agencies,
citizen journalism institutions

BUSINESS MODEL
Hybrid

STAFF
4

ANNUAL BUDGET
\$120,000 USD (2017)

WHAT'S RELATED
Doğruluk Payı (Turkey), First Draft News (International), International Fact Checking Network

HQ LOCATION
Ankara, Turkey

FIELD OF WORK
Media, citizen participation, verification

WHY IS THIS SYSTEMS CHANGING?

In recent years, Turkey's free press has experienced steep restrictions on its content production and dissemination, with many media organizations and journalists being forced to shut down and censorship imposed on the remaining ones. In the wake of these restrictions, the Internet and social media have become predominant news sources for many citizens. Facebook is reported to serve as a primary source of daily news for a full 64% of the population, and 30% of the population say they turn to Twitter for their daily news. According to [Reuters Institute Digital News Report \(2016\)](#), 73% of Internet users in Turkey use the Web as a news resource, and only 30% of all Internet users say they trust traditional media institutions' online/offline channels due to increased political polarization in the country.

Although the tools and technologies for creating and spreading information are cheaper and faster than ever, users do not always

understand the role they can play or the power they can wield when sharing information. While a majority of users wish to be helpful by sharing "news", especially in crisis times, many end up spreading misinformation and further intensifying polarization between different societal groups. Furthermore, individuals and communities who are already discriminated against become even more endangered as targets of intense polarization and hate speech.

Following the country-wide protests of 2013 (Gezi Park Protests), social clusters and networks on social media have gained new power as the main means of spreading news. On the other hand, the political tension among citizens has resulted in the formation of so-called echo chambers on social media—that is, closed, non-interacting communities. [Cognitive scientists](#) suggest that with echo chambers being more narrow-focused than ever, a majority of citizens are only exposed to the ideas and thoughts of like-minded

peers. Such chambers create separate virtual environments for each political group that accelerate the distribution of fake news.

Most models advocating for freedom of the press focus on verifying news. Instead, Atakan and Teyit is framing the issue as media literacy in a digital age. Rather than positioning citizens as passive consumers of verified news, Atakan and Teyit are enabling each and every individual to act against this trend. Via ready-made social media posts, verification handbooks, and online/offline trainings on fact checking, Atakan and Teyit teams are empowering citizens as active agencies of a trustworthy news-creation process.

// The unauthentic documents and images and false facts shared are often entertaining and harmless. However, in some cases they lead to unfounded fear of [a] group of people (i.e. refugees, immigrants, ethnic minorities), discrimination, hate speech, and even hate crime. The filtering mechanism developed by Atakan Foça and the trainings he offers to media professionals and students will be system changing in that, it will lead many producers, curators, and consumers of media content to run it through teyit.org before putting it into circulation or taking action on it. This will, in turn, considerably increase [the] quality of news content of all media companies who want to stay in business."

— Ilir Erhart, Founder of Adım Adım & Açık Açık | Ashoka Fellow



HOW DOES THE MODEL WORK?

Atakan and Teyit see a unique opportunity to develop the field of media literacy as more and more independent media outlets shrink in the face of ever-spreading social media and misinformation. Their model aims to increase the capacity of every individual to be digitally literate beings capable of critical thinking. Their solution also transforms traditionally top-down relations in receiving and spreading information into a more democratic, crowd-sourced, and crowd-monitored process.

Atakan's and Teyit's vision starts by helping people to identify misinformation and to hold the related sources and media agencies accountable. Simultaneously, they equip the industry to better deal with the new media ecosystem and misinformation by increasing human capacity at journalism faculties, news agencies, and any interested parties such as civil society organizations. Finally, they act as an incubator, encouraging others to develop tools and innovations to strengthen the digital literacy of individuals and organizations.

In order to achieve their wider vision, the Teyit team revisited their strategy more than once. To be most effective, they realized they would need three simultaneous interventions in the media system because news—and the dissemination of it—touches many layers of society.

1. USE FACT CHECKING TO DEVELOP CITIZENS' DIGITAL LITERACY AROUND MISINFORMATION:

The Teyit team compiles fake news denunciations from citizens through online channels on a daily basis. Rather than simply exposing misinformation and providing proofs to a passive audience, they are undertaking strategic fact checking on information that is urgent, important, and/or viral, either by scanning themselves or by getting submissions from users.

They are then actively involving users to participate in the fact-checking process. Furthermore, they are producing guides and tools to make sure that users themselves can verify misinformation on their own. Finally, they are channeling the users' soft power, helping them play a watchdog function on the digital channels of mainstream media. In order to achieve this mission, the Teyit team regularly publishes toolkits and videos with quick tips about verification for users and preparers of ready-made social media posts for followers to channel their questions/verifications directly to the source: mass media institutions.

2. TRAIN KEY STAKEHOLDERS TO DISRUPT THE CURRENT MARKET DYNAMICS:

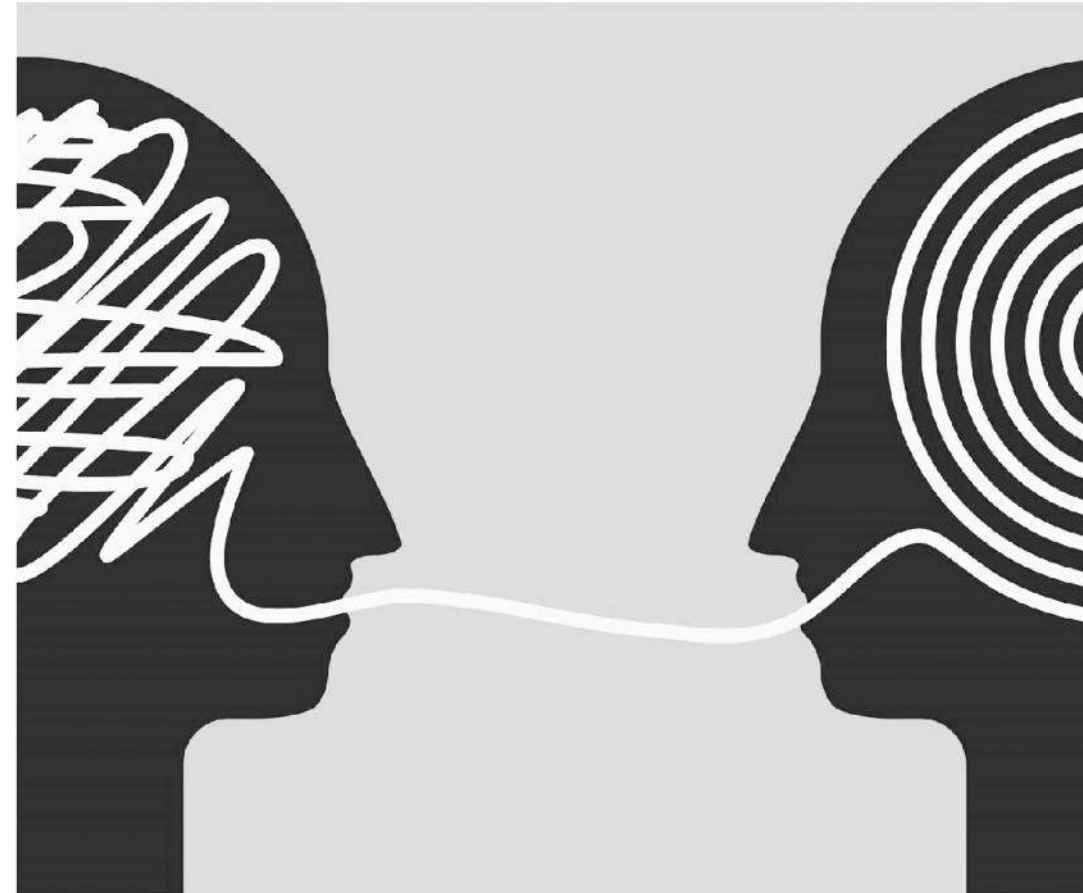
Atakan and Teyit are sensitizing and educating key partners in media, academia, and civil society to increase the human capacity of their emerging field. In a context where independent and experienced media are constrained, Atakan and the team are working with journalism faculties and umbrella organizations for journalists to provide toolkits and workshops on how to prevent production and spread of misinformation. As the public's digital literacy improves, journalism institutions must increase their capacity in these areas. In addition, Atakan is offering train-the-trainers opportunities to data journalists, digital agencies, and legal experts to spread their content to larger audiences.

3. BUILD AN ECOSYSTEM FOR NEW ACTORS TO EMERGE AND COLLABORATE:

Teyit is developing a supportive ecosystem so that the field of digital literacy can emerge in Turkey. By bringing together newly emerging fact-checking organizations and dedicated journalists and academicians, Atakan would like new tools to be created in a co-creation environment. Teyit has already started incubating new software and innovations that will make the spread of misinformation harder. Finally, in the near future, Atakan has plans to bring together the country's leading psychologists and sociologists to better grasp the phenomenon of misinformation in the Turkish context. By doing this, he would like to include the power of social sciences in their collaboration network.

// Everybody shares fake news somehow. Teyit.org helps you to do some reflection on that. I especially like the #Doğrula (#Verify) content where they publish extraordinary information pieces on fake news. When puzzled, it is great to have a reliable reference place like Teyit.org to check the news. It is enlightening and encouraging to see people care about the truth and work for it without pursuing any profit. "

- Berivan Eliş, TEDU Center for Social Innovation, Director of Accelerator Programme



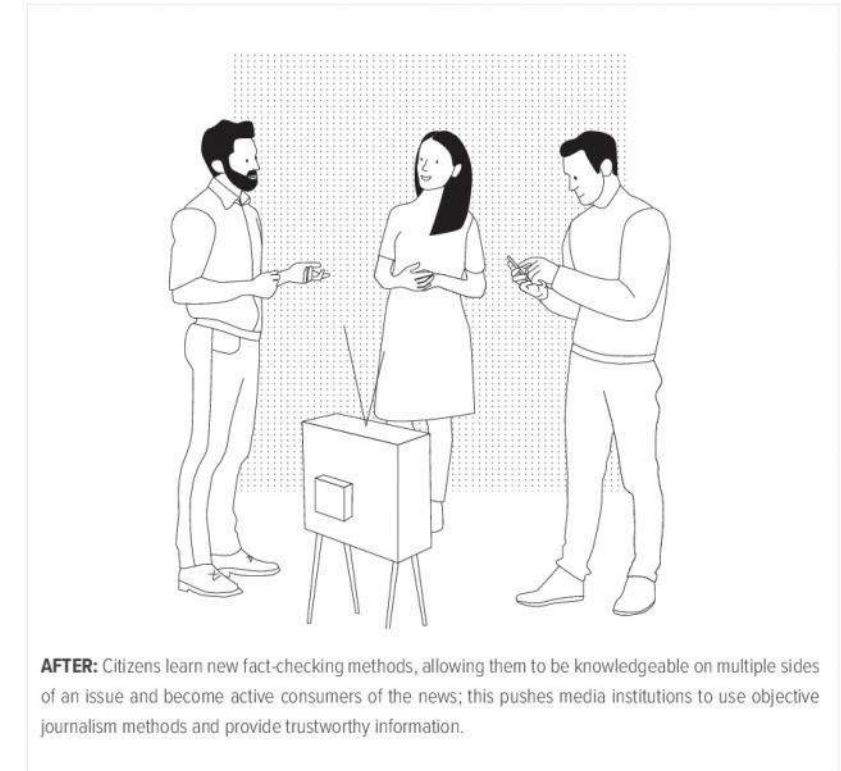
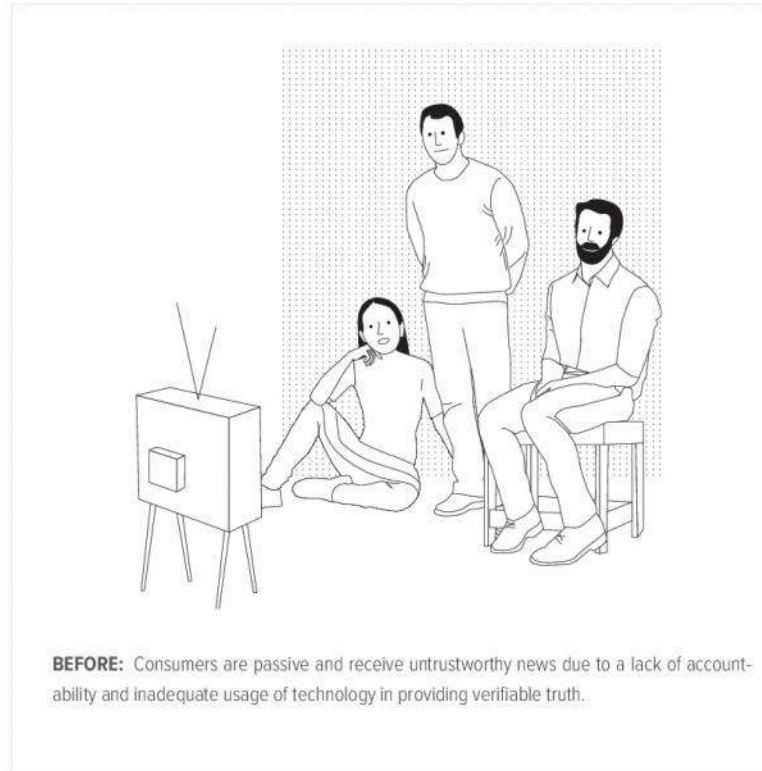
IMPACT INDICATORS

→ Leading news channels of the country (e.g. NTV and CNN Turk) are now advertising their online platforms as "the address of trustworthy news."

→ Many online news institutions stopped using misleading headings just to draw attention.

→ Turkey's leading newspapers have started to call the Teyit team and other experts before publishing a news piece.

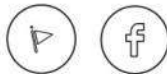
→ Teyit has become a grassroots movement among youth who are actively involved in the Teyit community and starting initiatives to raise awareness on the issue through student clubs, local Teyit followers clubs, Whatsapp groups on verification, and more.





SALAMATU GARBA

Women Farmers Advancement Network | Kano, Nigeria



SUMMARY

Salamatu empowers women and youth to actively participate in agricultural and economic life in northern Nigeria, increasing community efforts to tackle poverty, food insecurity, and malnutrition across the region. She uses farming activities to bridge the gender divide and teach women skills so they can participate meaningfully in issues that pertain to their lives and communities.



TYPE OF SYSTEMS CHANGE
Master Organizer



CURRENT LEVEL OF IMPACT
Systems Change



INDICATORS OF SYSTEMIC IMPACT
Market dynamics and value change; full citizenship and empathetic ethics



CURRENT GEOGRAPHIC SCOPE OF IMPACT
National (Nigeria)

WHAT CAME BEFORE

Women's Food and Ag Network (US), Community-based Agriculture and Rural Development (CBARDP) (Nigeria)

BUSINESS MODEL

Hybrid

STAFF

28

ANNUAL BUDGET

\$355,000 USD (2016)

WHAT'S RELATED

African Women Power Network / WOFAN (Nigeria)

HQ LOCATION

Kano, Nigeria

FIELD OF WORK

Economic Development

WHY IS THIS SYSTEMS CHANGING?

Many organizations are working to increase women's roles in agriculture and have trained women to farm and earn income, however many of these programs have not been successful because they have failed to recognize the relationship between agricultural output and gender inequality in Nigeria. Women still face barriers such as transportation, perishable produce, lack of storage facilities, and middlemen who manipulate market prices. In addition, men own and control the land and feel entitled to any income women make to use for other purchases.

The Nigerian government has made efforts to improve female participation in agriculture, but the interventions are often too little to create real impact. For example, in the 2015 budget, the Federal Ministry of Agriculture proposed a program affecting just 2,500 women in a country where millions of women are exclud-

ed from full participation in agricultural activities. Additionally, most government interventions consist of handouts, which creates dependency on the government and are ineffective as a long-term solution.

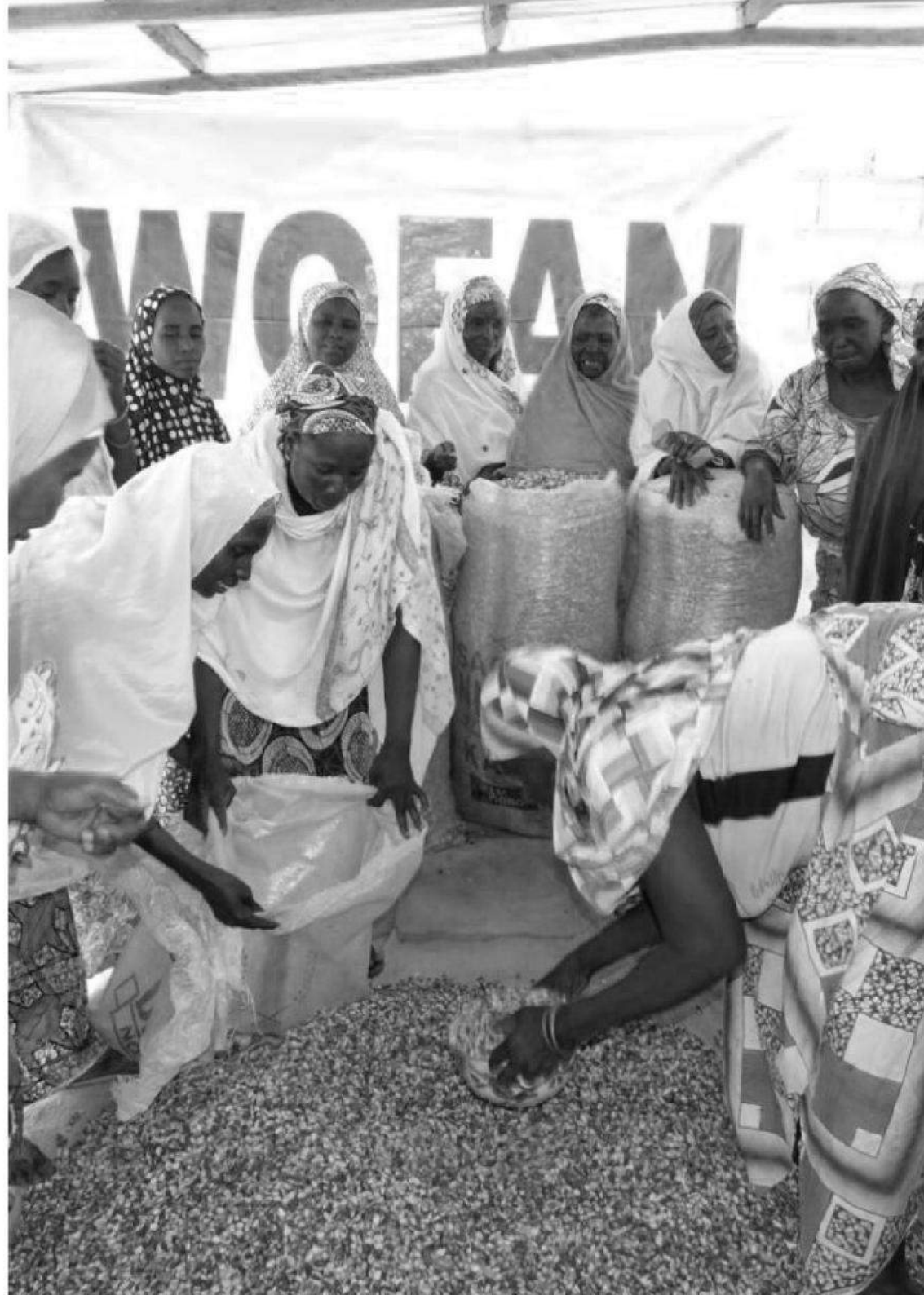
WOFAN's programs succeed because they recognize patriarchal roles in Nigerian society and include men in solutions, so everyone works together for the benefit of the community. Male farmers still grow the food, but Salamatu empowers women and youth groups to improve family income, food security, nutrition, and entrepreneurial skills by teaching them to make different products from the produce, leading to self-reliance and major contributions to the region's economic development. These products and WOFAN's sustainable agriculture programs also contribute to eradicating malnourishment, especially in children under five years old.

// You are called by the name you give yourself, you must therefore wake up to becoming a brand new person full of determination to achieve your dreams."

- Salamatu Garba

// When women are empowered and can claim their rights and access to land, leadership, opportunities, and choices, economies grow, food security is enhanced, and prospects are improved for current and future generations."

-Michelle Bachelet, President of Chile and the first director of the United Nations Entity for Gender Equality and the Empowerment of Women



HOW DOES THE MODEL WORK?

Salamatu and WOFAN create solutions that tackle the root causes of poverty, food insecurity, and malnourishment in northern Nigeria. What began as an initiative to include women in the agricultural industry expanded to comprehensive systems-changing approaches that address agricultural, economic, and social challenges in the region. Always mindful of gender roles, Salamatu starts with identifying problems in each community and together with community members builds relevant solutions, as strategies for one community may not work for another. In order to make real progress on these large issues, partnerships and collaboration are crucial and Salamatu is aggressive in pursuing relationships and strategies that result in true impact. Her strategy incorporates a three-pronged approach:

1. CREATE A PROCESS WHERE MEN, WOMEN, AND YOUTH PARTICIPATE IN SUSTAINABLE AGRICULTURAL ACTIVITIES FOR THE BENEFIT OF THE COMMUNITY:

Without disrupting the status quo where men still own the land, Salamatu incorporates cultural traditions as a means to empower women and youth. She develops systems where men still grow the crops, but women process the crops to make a range of products, and youth contribute by tilling the soil and designing and building machines for product processing. Salamatu helps men get premium seeds for crops to plant year-round, which contributes to food security. Women form co-ops consisting of 10-30 members and buy the produce to make value-added products like soap, baby formula, and animal feed that they then sell directly to the market—skipping the middlemen and the transportation hurdles. The proceeds go back to the co-op to purchase items such as agricultural tools and processing equipment. Members of each co-op are trained in general agricultural practices, financial management, group dynamics, leadership skills, and ways to advocate for agricultural policies.

Salamatu began a radio show and community co-ops now share information and best practices with each other through the radio. This system contributes to positive gender relations, which promotes economic, social, and political empowerment for women and youth. For example, in the past, men would harvest produce, but not discuss details with their wives. Now that men know women will be buying their produce, they communicate

details about the harvest, such as informing them ahead of time when crops will be ready. This leads to uplifting the status of women, giving them dignity and a voice, as well as to better relations and connections between the sexes.

2. ERADICATE MALNUTRITION BY INCREASING NUTRITION AWARENESS AND BUILDING CAPACITY WITHIN COMMUNITIES, SCHOOLS, HOSPITALS, AND CLINICS:

WOFAN is in a unique position to eradicate malnutrition in northern Nigeria and Salamatu believes that food security and nutrition go hand-in-hand. She organizes informational programs to increase agricultural production and enhance family nutrition. Through promoting dietary diversity and the production of different crops, she improves nutrition for infants, young children, pregnant women, and sick and diabetic patients. She partners with EHealth Africa to promote orange-fleshed sweet potato to increase the region's intake of vitamin A-rich foods. She also formed the Women Nutrition Vendors and Entrepreneurs (WIVES) and Safe and Healthy Eating (SHE) school children's club, two nutrition initiatives which increase awareness. To increase the impact of awareness and training programs, WOFAN is sponsoring a team of volunteers to produce and distribute a "standardized nutrition monitoring wheel," a tool that shows community and health workers how to monitor the progress of a child's nutrition and growth in a simple and user-friendly way.

3. PARTNERS WITH ORGANIZATIONS TO IMPROVE THE AGRICULTURAL VALUE CHAIN AS WELL AS ECONOMIC AND SOCIAL OUTCOMES:

WOFAN is community-driven and Salamatu has a strong sense of the immediate needs on the ground and leverages her national position and networks to address these needs. She partners with the National Seed Council, for example, to get seeds for produce that can be grown year-round in Nigeria, in both the rainy and the dry seasons, contributing to food security in the region. WOFAN partners with the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) to grow improved groundnut varieties to produce more oil and animal feed—both

of which are in high demand in the region—contributing to increased economic benefits. She works with the Association of Seed Farmers, All Farmers Association of Nigeria, and Agro Dealers Association to provide seeds to less-privileged farmers—especially women—and help them scale up from family farm to commercial farm with value addition to their crops. Her partnership with the UNDP, USAID-Nigeria, and the global network of Women for Water Partnership (WfWP) helped WOFAN

provide access to safe drinking water to about 222 communities across several states in Nigeria. She especially targets schools and clinics and makes children and women agents of change and ambassadors of clean, safe, and healthy water and their environment. Not only does clean water significantly increase quality of life in a community, but Salamatu uses water as an entry point to work with communities where people may be resistant to WOFAN's ideas and programs, especially in the area of gender equality and diversity. Water management is also crucial for any successful agricultural processing system.



IMPACT INDICATORS

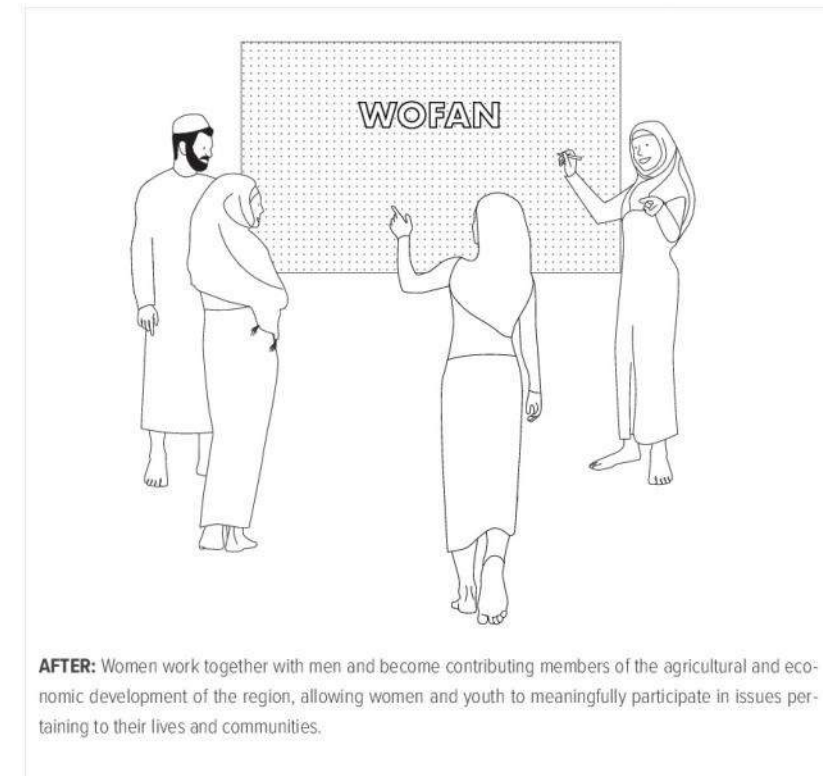
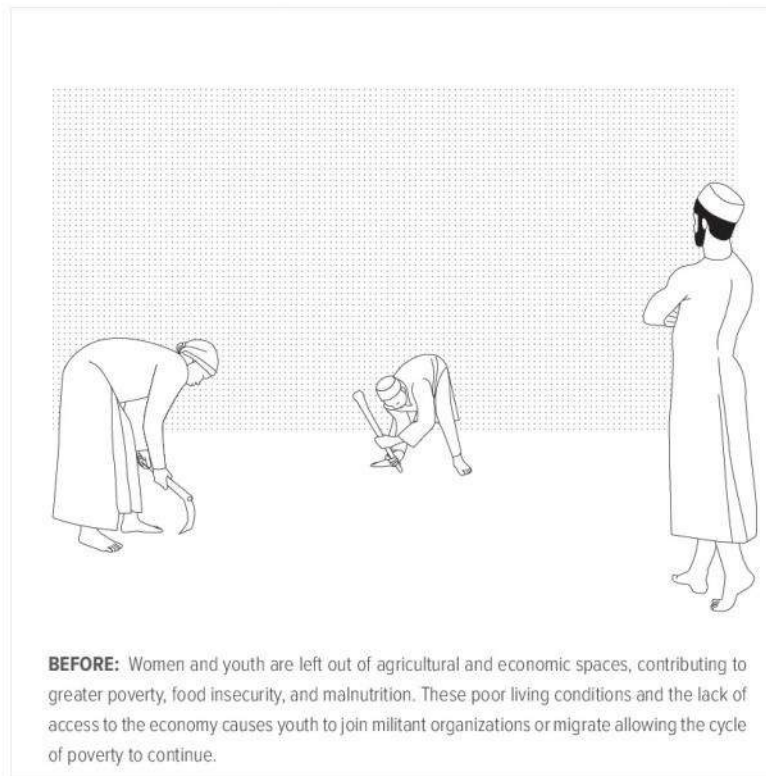
→ There are currently more than **1,500 rural co-ops**; **75% are female-based** and **25% are men- and youth-based**.

→ So far, Salamatu has trained **76,230 female processors**.

→ In seven states in northern Nigeria, she has improved the livelihoods and the nutrition of **88,230 households**.

→ Salamatu has improved agricultural output and increased farmer income by teaching good agricultural practices and improving quantity and quality of rice and groundnut production. So far, she has increased the income of **176,460 farmers** in northern Nigeria.

→ In 2017, WOFAN trained **2,400 women** in agriculture technologies, this improved their participation and increased their income, allowing for increased gender equality within those communities.





SHARON GAMSON DANKS

Green Schoolyards America | Berkeley, California, United States



SUMMARY

Sharon is transforming school sustainability from a self-driven practice to an integrated effort to improve the ecological development of public space. By interconnecting systems of training, resource distribution, and community involvement, Green Schoolyards America is mobilizing cross-sector stakeholders—from school groundskeepers to city planning officials—to care about greening schoolyards as a means of improving the whole community's ecological footprint.



TYPE OF SYSTEMS CHANGE
Architect and Master Organizer



CURRENT LEVEL OF IMPACT
Championing a new pattern



INDICATORS OF SYSTEMIC IMPACT
Culture of Changemaking & Social Entrepreneurship, Public Policy & Industry Norms, Market Dynamics & Value Chains



CURRENT GEOGRAPHIC SCOPE OF IMPACT
Local (California), National (United States)

WHAT CAME BEFORE

Edible gardens, community adventure parks, outdoor teaching, individual outdoor experience

BUSINESS MODEL

Non-profit

STAFF

1 director, 1 program manager, 1 part time program director

ANNUAL BUDGET

Not publicly available

WHAT'S RELATED

Tree People (Los Angeles), Playworks (United States), Evergreen (Canada)

HQ LOCATION

Berkeley, California, United States

FIELD OF WORK

Education, Environment

WHY IS THIS SYSTEMS CHANGING?

Over the last decade, there has been a small but intentional groundswell of grassroots solutions intended to help rebuild children's connection to nature. From edible gardens to community adventure parks, the large majority of these transformations have been driven by small groups: (a) parents and community leaders who personally marshal in-kind and financial support to realize their projects or (b) specialists who target one outcome they are trying to change, like childhood obesity or waste reduction.

One need not look too far to understand an underlying challenge: schools in the United States are vastly under-resourced. Yet public school districts are the largest landowners in almost every city and town across the United States and around the world. With significant land holdings and

limited budgets to manage or maintain them, public schools are left with a narrow range of possibilities for how to handle their open spaces. Most schools, especially in poorer urban areas, have resorted to paving their grounds with asphalt that they perceive as easier-to-maintain. Asphalt play pads are conducive enough for ball sports and pre-WWII-style physical education, but have detrimental social, environmental, and health effects. Asphalt damages local ecological systems, specifically harming watersheds and contributing to urban heat island effects; it also limits opportunities for social and emotional engagement, non-sports activities, and collaborative play.

Sharon is creating another path: help communities reclaim school grounds and turn them into multi-use, park-like spac-

es and simultaneously increase environmental, economic, and health outcomes for children and their communities. **By framing the problem as a community's broken ecological system that needs new infrastructure, instead of a single school's sustainability, Sharon is able to mobilize a new set of stakeholders to care about greening schoolyards.** Her model shifts the agents of change from a handful of engaged parents working in isolation to children, community members, school districts, and major metropolitan municipal agencies—such as water agencies and waste management authorities—and thus significantly expands the scale and accessibility of her work. In this way, Sharon is moving green schoolyards into a multi-stakeholder model of citizens and public agencies working together to build more livable, resilient cities.

“Her thesis is absolutely correct in characterizing the lost opportunities and negative impacts of schools being isolated. This is one of the very important agendas we've tried to address in LA as a key barrier to the full accomplishment of our mission/vision. What's not clear is whether her case and quantification will make any difference in changing the game in LA.”

—Andy Lipkis, Ashoka Fellow, Founder of TreePeople



HOW DOES THE MODEL WORK?

Sharon is working to transition a piecemeal effort into a full movement that fundamentally reimagines what is possible in schoolyards, while unlocking the resources to do so sustainably and at scale. She sees her work as tackling the broader issue of broken urban ecological systems, and so focuses on aligning the fields of education, recreation, health, environment, civic engagement, and urban land use/development. Her model, informed by global best practices from the International School Grounds Alliance, weaves together a new system of actors and builds the infrastructure required for the field to grow with speed.

1. MODEL COMMUNITY-LED CREATION OF GREEN SCHOOLYARDS:

Sharon and her colleagues have developed a methodology for convening school communities to envision and rebuild their school grounds in a way that places ownership in their hands. The methodology is rooted in two design principles:

→ (1) Put children at the drawing board: Adults tend to value orderly spaces conducive to ball sports. With children at the drawing board, school grounds become playful, natural, park-like spaces with forts, hills, water, sand, and things to climb. The methodology includes a scorecard that supports designers in advocating for children's desires.

→ (2) Develop local ownership of the green schoolyard: Sharon ensures that a wide group of stakeholders—parents, community members, school facilities staff, local public agencies, and more—is involved in the design and stewardship of the space. This philosophy also advocates for schoolyard designs that can shift over time as the curriculum and school community changes from year to year. Most importantly, this process ensures the work is “owned” by this broad community.

2. BUILD CAPACITY AT THE SCHOOL DISTRICT AND MUNICIPAL LEVELS:

Sharon found that many school districts are interested in greening the school grounds they manage, but need support to build internal expertise and to establish durable, affordable implementation and management plans. Green Schoolyards America

has been working with school districts in California to help them build robust green schoolyard programs that resonate with their facilities master plans, curriculum needs, and other district priorities. This effort often includes helping districts connect with like-minded public agencies and appropriate infrastructure-scale funding sources. In 2016, Green Schoolyards America founded a Principals' Institute to bring together cohorts of school leaders who receive professional development support — for example, on how to build bridges between their own facilities and curriculum departments — and in the process form a practitioner network from which to grow and advance the movement.

3. ALIGN STATE-LEVEL POLICIES TO MAKE IT EASIER TO IMPLEMENT GREEN SCHOOLYARDS ON A LARGER SCALE:

There are many state-level policy and regulatory guidelines that influence the development of school grounds at the local level. Over the last several years, Sharon and her team have influenced notable shifts in the state of California. In 2013-2014, Green Schoolyards America worked with non-profit and government partners to pass ACR-128, a state government resolution for California that declares the month of May to be “Living Schoolyard Month” and encourages all schools to create student-centered green spaces. The following year, the organization was also involved in the creation of the Blueprint for Environmental Literacy for the California State Department of Education, which featured green schoolyards as a prominent strategy. Today, Sharon is exploring new policy shifts. For example, one policy would support public health institutions in measuring the impact of living school grounds on positive health outcomes. Though her policy work is geographically concentrated, the state of California represents more than 10 percent of the United States' public school population and so serves as a pilot for policy change across the country.

4. INCREASE FUNDING FOR SCHOOLYARD GREENING BY PULLING IN UTILITIES AND CLIMATE CHANGE STAKEHOLDERS:

Public schools in California receive some of the lowest levels of funding in the country, so Green Schoolyards America has explored a range of sources outside traditional school district

coffers. Sharon's strategy is to seek partnerships with other sectors that will result in multibenefit outcomes for the same amount of financial investment. Funds for stormwater management, for example, can be used to reduce flooding and create park-like green schoolyards for children at the same time, if the money is spent on the public land managed by schools. Similarly, Green Schoolyards America sees climate change mitigation funding as another potential resource, and was instrumental in advocating for schools to be eligible to apply for California's multi-million dollar Urban Greening Grant program.

5. BUILD BROADER INSTITUTIONAL PARTNERSHIPS AND GREATER INTEREST IN THE FIELD TO OVERCOME A “COLLECTIVE CRISIS OF IMAGINATION.”

Sharon believes that a wide base of supporters is pivotal for building the momentum of the movement, so much of her work relates to building demand and raising awareness. At the grass-roots level, her work focuses on strategies which push educators, parents, and the public beyond the narrow view of school grounds as places that should be “safe” and easy to maintain.

For example, Sharon writes books (e.g. Asphalt to Ecosystems which has become a bible for the field), organizes a national lecture series, and develops other action-oriented materials. To build demand at the institutional level, particularly among foundation and government audiences, Sharon works to elevate rigorous existing and original research to demonstrate the range of benefits of schoolyard greening. For example, Green Schoolyards America is collaborating with partners at Occidental College to study the costs and benefits of green schoolyards on outcomes like children's learning and mental health. The more data they collect, the easier it will be to get partners and funders on board across the fields of education, health, and the environment.

“Sharon sparked a new kind of vision for me of what was possible. She gets a huge number of people involved and inspires us to think bigger: more creative, involved, hands-on, like how to bring herbs and gardens into the classroom.”

— Michelle Contreras, Teacher and Green Schoolyard Committee, Rosa Parks Elementary School



IMPACT INDICATORS

→ Working with partners in **multiple regions** to build grassroots support for green schoolyards, like the development of municipal or regional-level plans. Regions include in San Francisco, Oakland, San Mateo, Portland, and Madison.

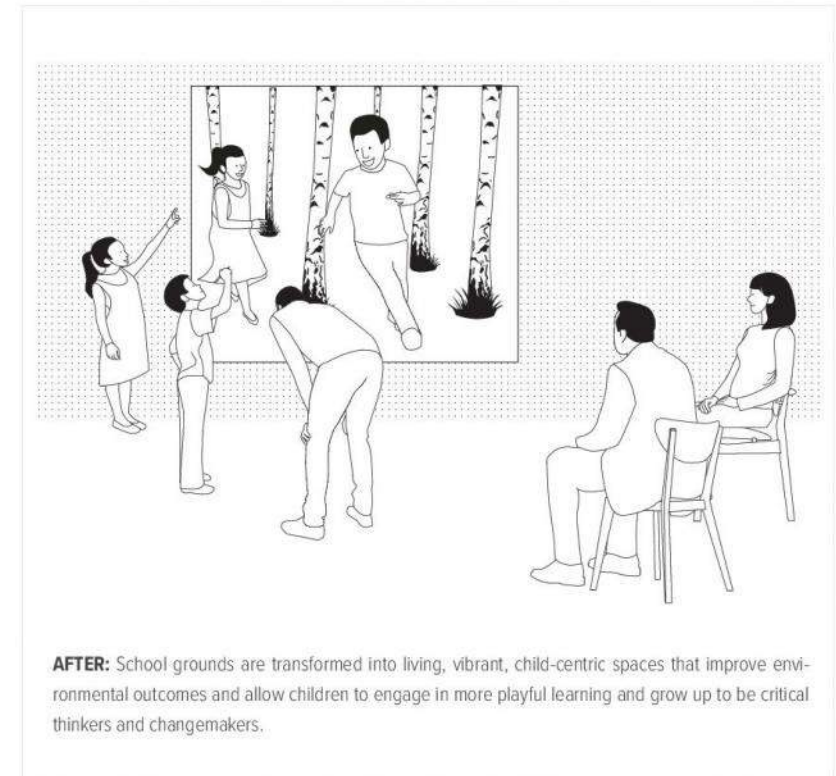
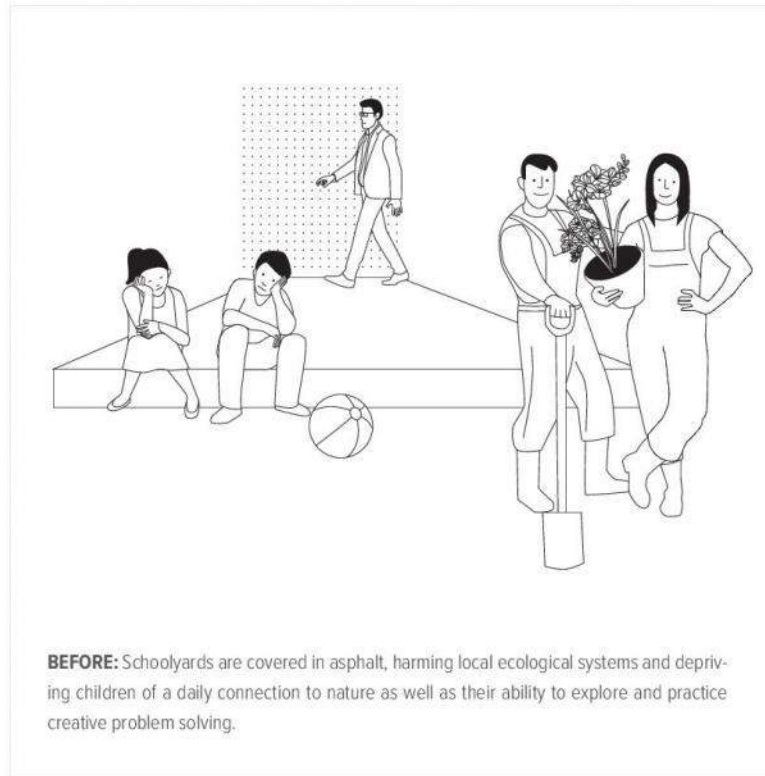
→ Helped unlock a **multi-million pool** for funding green schoolyards in California

→ Over a decade, helped to define and shape San Francisco's approach to greening school grounds by infusing **\$19.2 million** in modernization bonds into green schoolyard funding. This funding is helping San Francisco Unified School District develop green schoolyards at more than **100 schools** across the city.

→ Co-created a **state resolution** in California to promote green schoolyards (ACR-128)

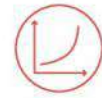
→ Participated in task force that wrote **policy recommendations** for the future of environmental literacy education in the state of California

→ Collaborates with **60+ partners in 20+ countries** through the International School Grounds Alliance





TYPE OF SYSTEMS CHANGE
Visionary Reformer



CURRENT LEVEL OF IMPACT
Champion of a New Pattern



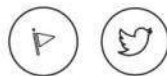
INDICATORS OF SYSTEMIC IMPACT
Full inclusion and empathy



CURRENT GEOGRAPHIC SCOPE OF IMPACT
Global

SOOINN LEE

Enumal Berkeley, CA (USA) & Seoul (South Korea)



SUMMARY

Sooinn is universalizing a learning environment where every child can stay motivated and develop core learning skills at their own pace by designing tablet-based learning tools accessible to all children, even those with special needs.

WHAT CAME BEFORE

Khan Academy (USA), Same Language Subtitling (India), One Laptop per Child (USA)

BUSINESS MODEL

For-profit

STAFF

25

ANNUAL BUDGET

\$2,000,000 USD (2017)

WHAT'S RELATED

One Billion (UK)

HQ LOCATION

Berkeley, CA, USA

FIELD OF WORK

Education

WHY IS THIS SYSTEMS CHANGING?

Sooinn is building a new paradigm for early childhood education in the digital age. At the core of this new paradigm is a focus on enhancing and maintaining a child's willingness to learn by creating learning tools that are flexible, learner-centered, and accessible for all children, including underachieving children and those with learning disabilities. The digital learning tools Sooinn and her team at Enuma are developing enable an inclusive environment where all children can acquire basic learning skills like literacy and numeracy at their own pace and enjoy learning without being marginalized.

While many digital education efforts focus on changing the medium for delivering the same textbook content, Sooinn's approach changes the content, using the insights and talent of the gaming industry. When the gaming industry began to use serious data analysis to improve user experience, game designers learned that there was a major market for casual gamers who were not being served by the challenging and skill-intensive games that the industry was

producing. Game developers design games in ways that provide a positive experience to users as long as they are willing to play and allow casual gamers to continue to progress at their own pace, instead of frustrating users and causing them to quit. The ability to provide this kind of differentiated learning helps to eliminate the sense of failure that children experience when facing learning difficulties in the classroom.

Sooinn focuses on children as early as the preschool age, although this age group is generally considered a commercially difficult segment. Digital tools have the potential to provide early intervention at scale, which is key to addressing the basic learning skill gap. When the gap is formally assessed in grades three to four, it is already challenging to recover from learning deficits. Schools do not wait for underperforming children and individualized teaching is costly, especially for children with learning disabilities.

“Children do not ‘fail’ at learning. Children choose to quit learning in the classroom after experiencing many small failures, many of which are not failures of their own but are failures of the education system as a whole.”

- Sooinn Lee



“What is innovative about Enuma...is that it is providing personalized education, which has remained a privilege for high-income brackets, to children who are falling behind in the system. [Why] should low-income groups be complacent with a technologically poor and factory-like education system?...There is no big company that achieved growth while targeting preschoolers as [customers]...a critical challenge for Enuma would be the growth funding...It [also] needs to forge a partnership with markets around the world.”

- Doug Lee,
CEO of D3 Jubilee,
one of the early investors in Enuma

HOW DOES THE MODEL WORK?

Sooinn's system change starts with **designing exceptional digital learning tools** that empower children to be independent learners. Sooinn believes that only the best quality UX and UI can engage all children, and that this quality standard should be the new norm of education. By doing so, Enuma is aiming to tackle one of the biggest problems of education—250 million children who can't read or write, and the hundreds of billions of dollars spent on education systems that have not made significant improvements.

The Enuma team adheres to three primary principles when designing educational apps: (1) Design for the child with special needs as primary target, (2) Design games that allow each child to experience success, and (3) Design comprehensive, multi-grade, and tightly scaffolded curriculum for ages three to eight so each child can play at a suitable level.

1. DESIGN DIGITAL LEARNING TOOLS TO SUIT ALL LEVELS OF EDUCATION AND ABILITY:

Enuma does not assume what a child already knows. For example, children who had no prior access to literacy education may take longer to understand the concept of a symbol. Enuma considers these different possibilities in its design and uses the most severe cases of developmental delay among children as a benchmark for app design. As a result Enuma builds many more sets of steps between the beginning and the end of a module to accommodate for all children.

2. BUILD APP FEATURES THAT KEEP CHILDREN MOTIVATED AND CURIOUS:

In addition, just as games are designed to motivate players to keep leveling up without giving up, Sooinn believes that education also needs to stimulate children's inner motivation and curiosity. Enuma's apps therefore do not correct children's answers or set time limits, encouraging learners to experience as many small successes as possible. The apps are also designed with familiar and visual elements in order to accommodate children's interests.

3. ENSURE CHILDREN CAN STUDY AT THEIR OWN PACE THROUGH A MULTI-GRADE CURRICULUM:

Lastly, instead of moving along with a curriculum designed for a single-grade classroom, Enuma apps allow school-age children to study

at their own pace using integrated, connected learning materials that consist of the entire basic education curriculum for children aged three to eight. This ensures children can study at their own pace regardless of the gap in their academic performance with peers.

Based on these principles, Enuma created Todo (from the Spanish word "all") Math, a comprehensive early elementary math suite for pre-K through second grade, in 2012. The app was originally designed for children with special needs but became one of the most successful learning apps in the App Store with over three million users in North America and East Asia. This success proves the team's original hypothesis that learning applications that focus on struggling learners can be commercially successful in the mainstream market. In addition, an effectiveness study showed that 97.5% of teachers who used Todo Math said the app improved interaction among students, thanks to the dynamic and engaging environment it created. Now, Enuma has been developing an early learning solution: Kitkit (from the Thai word "think") School, since late 2016. Kitkit School helps children learn basic literacy and arithmetic from early childhood through second grade. It is designed to allow children in developing countries or low-resource environments to access quality education in a format that encourages independent learning. The intent is to offer Kitkit School around the world at low cost through cross-subsidization with profits from more developed countries.

With Kitkit, Enuma is planning to **distribute an open-source public primary education solution** for all children around the world. The first step is to offer the full and complete Kitkit School as open source. Open-sourcing high-quality basic education software and building a community surrounding it is a bona-fide invitation to changemaker developers, designers, organizers and education policy makers worldwide. Kitkit School will be released under the Apache License¹, allowing third-party use of the code for commercial apps and the development of profit models.

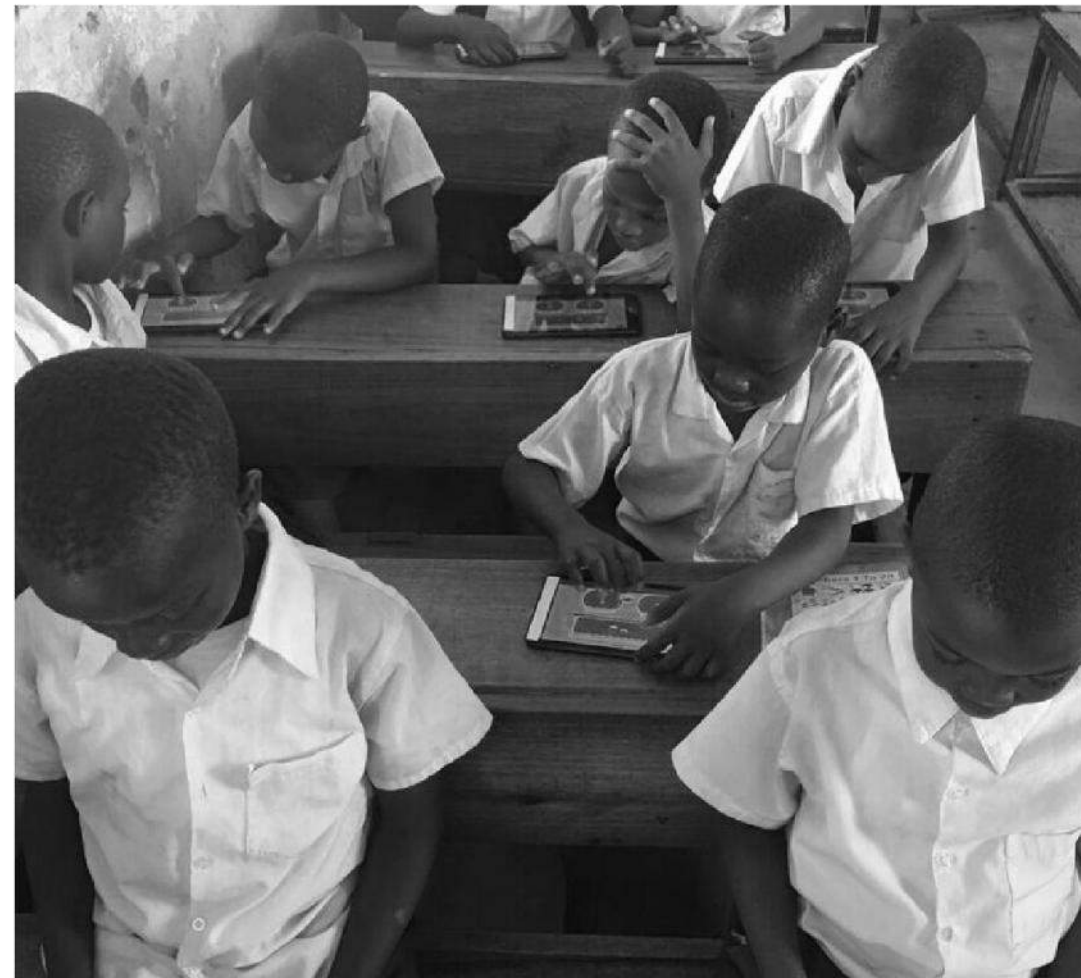
Enuma collaborates with the education activists, education organizations, government offices, and funders locally. In each case, Enuma's role is to create a flexible and scalable architecture that allows rapid localization. This way, Kitkit School will promptly answer the needs that arise in supporting local public education systems, and through

¹ Apache License Version 2.0 is a license agreement that allows anyone to create a program derived from the source software, and furthermore allows the transfer of its copyright. The agreement allows for anyone to freely download Apache software in part or in full for the purpose of private or commercial use.

partnerships with NGOs and government offices, it can keep building and using the open source architecture. To test usability in Tanzania, Enuma received support from KOICA, a Korean government fund, and partnered with international relief organizations, and successfully demonstrated the effectiveness and feasibility of improving learning capacity in participants. Enuma plans to continue to build more advanced information systems, collect and manage data, and develop means to optimize learning in basic education, while expanding use cases to children of immigrant families who face language barriers, children in refugee camps, and undiagnosed or unsupported children with special needs in developing countries.

“I can teach myself and learn by myself, but I can also learn with my friends and help them.”

—Standard Three student,
Miembesaba Primary School, Tanzania



IMPACT INDICATORS

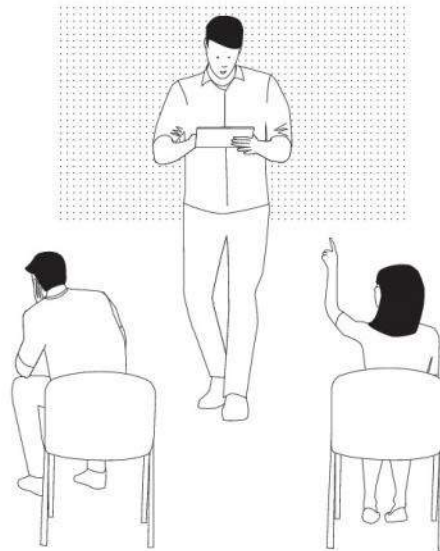
→ **Five million people** and **1,000 American classrooms** have used Enuma apps.

→ **Todo Math**, Enuma's flagship app, was highly praised for its quality, winning the 2015 Parents' Choice Gold Award and being nominated for the finalist for the 2016 SIIA CODIE Award, the award for the best education solutions.

→ **\$375K grant investment** from KOICA for field testing in East Africa.

→ **One of the five** finalists for Global Learning XPRIZE and awarded **\$1M grant**.

→ **\$5M+ commercial investment** from China, US, and Korea.



BEFORE: Teaching methods are digitized making the delivery of content to students more effective. But many students, especially those with varying degrees of learning disabilities, struggle to stay motivated.

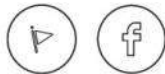


AFTER: Digital technology significantly improves the quality of early childhood learning content. Self-motivating and comprehensive learning modules give every child an opportunity to become an independent learner, regardless of their ability or financial status.



WALA KASMI

YouthDecides | Tunis, Tunisia



SUMMARY

Wala is transforming Tunisian civil society from a political and economic system where youth are marginalized to one where youth are active changemakers, by challenging the hierarchical political landscape, leveraging digital entrepreneurship, and enabling youth to recognize their own potential to be agents of social change.



TYPE OF SYSTEMS CHANGE

Master Organizer



CURRENT LEVEL OF IMPACT

Systems Change



INDICATORS OF SYSTEMIC IMPACT

Culture of changemaking, Public policy, and industry norms



CURRENT GEOGRAPHIC SCOPE OF IMPACT

National (Tunisia)

WHAT CAME BEFORE

Bite the Ballot (UK), MySociety (UK), Euforia, (Switzerland)

BUSINESS MODEL

Hybrid

STAFF

7

ANNUAL BUDGET

\$64,077 USD (2017)

WHAT'S RELATED

Sawty – Sawt Chabeb Tounes (Tunisia), Esprit Foundation (USA), YouthCan (Tunisia)

HQ LOCATION

Tunis, Tunisia

FIELD OF WORK

Civic Participation, Economic Development

WHY IS THIS SYSTEMS CHANGING?

Despite the pride and high hopes of the Tunisian revolution in 2011, economic and political developments have continued to systematically exclude youth from civic engagement. One in three Tunisians aged between 15 and 29 years are not in education, employment, or training. Of the 216 members of the Tunisian Constitutional Assembly, only 4% are under 31 years and about 80% of its members are over 40 years old.

Frustrated youth with limited opportunities for productive economic and civic participation are vulnerable to radicalization. The Internet and social media have never been as present as today, in particular in the MENA region, where the Arab uprisings demonstrated how quickly a political message can spread and mobilize citizens through social media. At the same time, digital technology poses a high threat to civil society when it comes to extremist groups spreading their ideologies and recruiting people. Approximately 4,000 Tunisians joined ISIS in Syria, representing one of the highest recruitment rates worldwide.

Previous efforts to address youth engagement in the country failed to tackle the complex legal, institutional, and motivational

barriers to inclusion and lacked digital agility. For example, in 2011 the government mandated that political parties include youth candidates. However, this strategy only focuses on youth representation in government without addressing the underlying barriers to youth engagement. As a result, this strategy is simply a top-down approach and fails to meet the real needs of young people across the country.

Wala realized that the key to addressing youth exclusion is motivating youth themselves to becoming active agents of change. Instead of starting with the government need, Wala's approach focuses on building youth's interest in political participation. YouthDecides creates pathways for young people to develop an identity and role as active citizens, political decision-makers, and leaders of the new digital economy. Through YouthDecides, Wala is creating a movement of empowered young people by equipping them with a carefully curated set of tools geared towards economic and political engagement, ultimately mobilizing youth to become main drivers of policy change.

“Her approach to the inclusion of women and youth in politics through technology is unprecedented and very valuable to the development of democracy and economy in the Arab world.”

– Asma Mansour,
Ashoka Fellow,

Co-Founder and President of Tunisian Centre for Social Entrepreneurship



HOW DOES THE MODEL WORK?

Wala has successfully established a movement of empowered young people by organizing local communities, providing them with a carefully curated set of tools for economic and political engagement, and creating a nationwide network of youth-led groups actively driving state-level policy change.

1. BUILD A CORE NETWORK OF SOCIALLY ENGAGED YOUTH-LED COMMUNITIES ACROSS TUNISIA:

Wala and her organization YouthDecides have established a model that empowers young people to be active community leaders, while enabling them to activate changemaking potential in others. YouthDecides recruits Community Leaders between the ages of 18 and 35 years old and trains them to become “public entrepreneurs,” recruiting and leading teams of young people in their local communities through projects of their own choice. The process works as follows:

→ YouthDecides organizes campaigns in local universities to promote YouthDecides. They recruit and hire undergraduate students as Community Leaders on a part-time basis. After graduation, select high-performing students stay on as full-time employees to grow the work of YouthDecides.

→ YouthDecides Community Leaders organize into teams led by a leader and co-leader, based on their knowledge of technology and their communities, as well as past leadership experience. These leaders are responsible for reaching out to their communities to create and lead local YouthDecides groups.

→ Community Leaders are trained on how to create a YouthDecides event, including securing financial sponsors. YouthDecides incentivizes Community Leaders by granting a percentage of the total capital raised.

2. CREATE PATHWAYS TO ECONOMIC INCLUSION AND AGENCY FOR A BROADER YOUTH POPULATION BY LEVERAGING THEIR CAPACITIES AS DIGITAL NATIVES:

Through the WeCode Land initiative, Wala provides young people with toolkits and training to practice digital economy skills, and to

seek a relevant employment opportunity or launch a digital business. Through five-day WeCode camps, young people learn how to create a digital business, such as an e-commerce or mobile game business. WeCode Land Community Ambassadors recruit experts to lead workshops during the camps, focusing on business development, marketing, and developing mobile and Web applications. Those who wish to further develop specific expertise enroll in a three-month program, run by the Community Ambassadors and the experts. Wala is also creating a YouthDecides Fund financed by both the Tunisian government and socially conscious companies. This fund will finance the growth of digital businesses and project teams that aim to solve community problems in Tunisia and across the Maghreb region.

3. INCREASE YOUTH POLITICAL AGENCY BY CREATING DIGITAL TOOLS FOR GRASSROOTS ORGANIZING AND PARTICIPATING IN POLICYMAKING:

Wala has created two platforms that enable young people to organize around politics and social issues in their communities.

→ On i-Decide, YouthDeciders organize young citizens around problems that they want to address in their communities, such as waste management and the lack of safe transportation for school children in rural areas. The citizens, organized in teams, then are given 2 weeks to come up with a solution as well as a budget and timeline for implementation.

→ Through the iDecide app—a participatory policymaking mobile platform where youth can be directly connected to parliament members and propose laws—young people have the opportunity to present their solutions to their representatives.

Wala lobbied the Parliament through giving talks and holding meetings to make iDecide one of the official platforms that the Tunisian government uses to address societal problems. In doing so, she established a public-private partnership that ensures the sustainability of the projects that young citizens create and lead. Young citizens are transformed into changemakers with an ability to influence the political decision-making process and contribute to the betterment of their communities.

4. CREATE AN ENABLING ENVIRONMENT FOR YOUTH CIVIC PARTICIPATION THROUGH A NATIONAL POLICY CHANGE:

Wala has managed to change a policy by lobbying the Ministry of Finance, the Ministry of Information and Communication Technology, and the Central Bank to issue an Online Technology Card that permits digital business owners, as well as freelancers, to make online transactions to finance their businesses and get paid by customers overseas.

“What makes her special is that she does her best to find concord between technology and the values and ideals she stands for. And to make this vision more palpable, she founded YouthDecides: a digital platform that promotes the inclusion of youth in the political decision-making process. Her involvement can also be demonstrated through the toolkit she developed for YouthDecides’ communities, and that is a tool to create a dynamic movement for social and digital innovation in the country.”

—Asma Mansour, Ashoka Fellow, Co-Founder and President of Tunisian Centre for Social Entrepreneurship

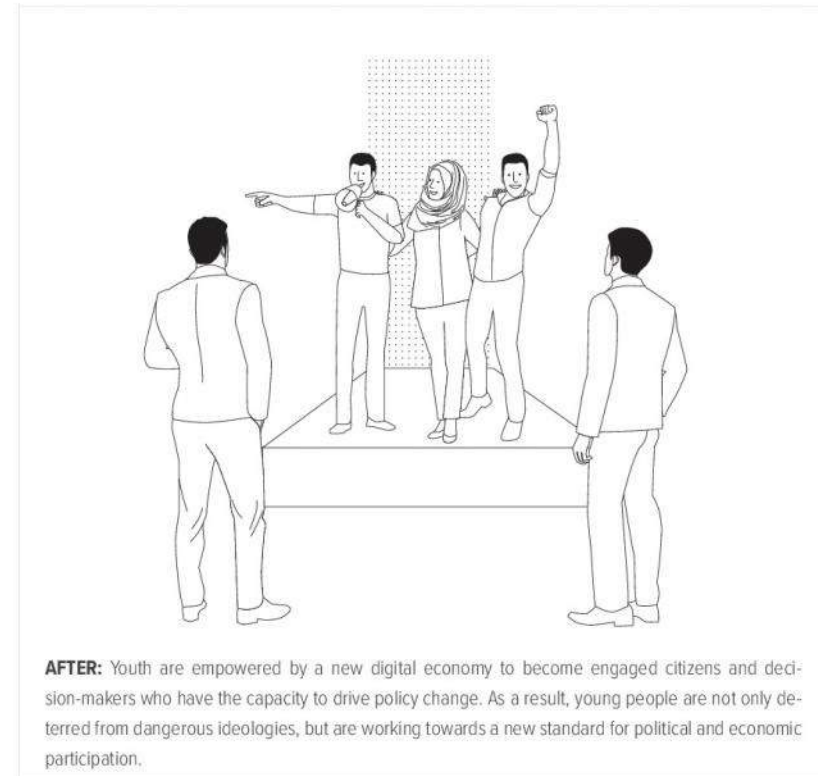
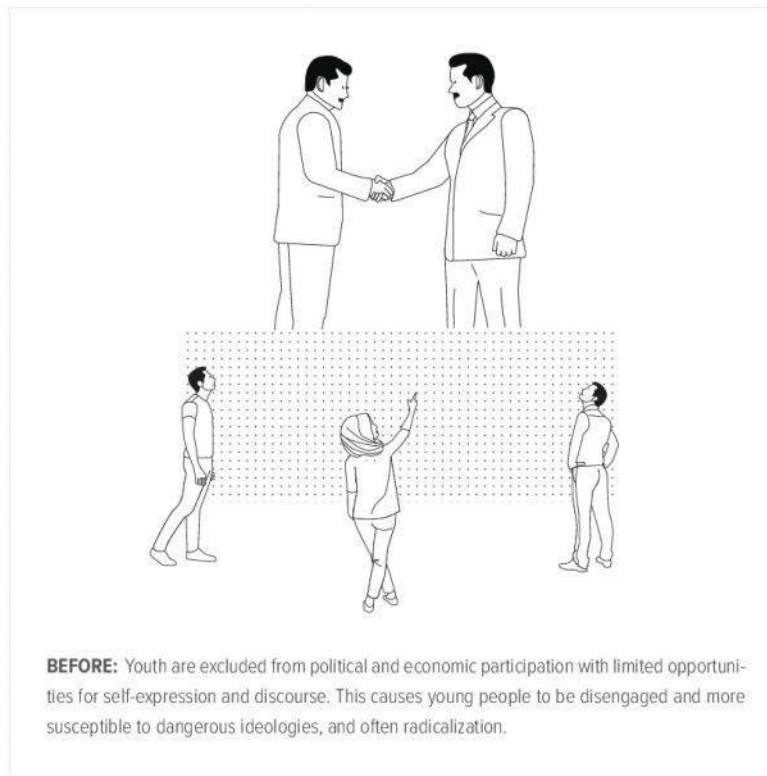


IMPACT INDICATORS

→ Movement spans across **five cities** in Tunisia with **279 Ambassadors**, **180 Instructors**, **760 Alumni**, and **10 partners** like Orange, Esprit-incubator, APAC, Institut Francais, and WebHost

→ Created **3,226+** digital jobs such as marketing and e-commerce

→ **Changed two laws in Tunisia**; it is now mandatory that at least one among the top three candidates for the municipality election is under 35 years and at least two among the top four candidates for the parliament election is under 35.



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