An evaluation of school-based social enterprise activity in Jamaica

Final Edition
April 2017
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>2</td>
</tr>
<tr>
<td>Summary</td>
<td>5</td>
</tr>
<tr>
<td>Methodology</td>
<td>6</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Findings</td>
<td>10</td>
</tr>
<tr>
<td>Income and gender</td>
<td>12</td>
</tr>
<tr>
<td>Skills development</td>
<td>13</td>
</tr>
<tr>
<td>Employability</td>
<td>15</td>
</tr>
<tr>
<td>Personal development</td>
<td>17</td>
</tr>
<tr>
<td>Support mechanisms</td>
<td>23</td>
</tr>
<tr>
<td>Financial impact</td>
<td>26</td>
</tr>
<tr>
<td>Interview analysis</td>
<td>28</td>
</tr>
<tr>
<td>What contributes to success?</td>
<td>32</td>
</tr>
<tr>
<td>Recommendations</td>
<td>35</td>
</tr>
<tr>
<td>Conclusion</td>
<td>36</td>
</tr>
<tr>
<td>References</td>
<td>37</td>
</tr>
<tr>
<td>List of figures</td>
<td>42</td>
</tr>
</tbody>
</table>
Social enterprises in Jamaica are emerging as innovative contributors to the country’s economic and social development. Social enterprises are businesses which trade for a social purpose and re-invest surpluses into their social objectives. Jamaica, with its seemingly natural inclination for starting small businesses, has already established many successful social enterprise activities.

This study, commissioned by British Council Jamaica to the Centre of Leadership & Governance, is one of the first reports to explore social enterprise activity within the Jamaican education system. The research found that a variety of social enterprise initiatives were already present in secondary schools, most often in the form of after-school clubs. The Jamaican approach positions the students as the leaders, as well as the active implementers of social change. Interest groups, such as sports or arts clubs, are supported by a faculty adviser to develop activities, plugging the societal gaps affect students in Jamaica, such as drug use and crime.

The most successful school-based social enterprises in Jamaica, paired the dedication and creativity of students with the administrative support of the school. These social enterprises had clear student leadership and a level of independence, but maintained co-operation and transparency between students and staff through regular consultations.

The British Council promotes skills for the 21st century, core skills, which we believe students need in order to prosper in a globalised society. Social enterprise teaching, can help young people to develop these skills. The British Council defines Core Skills as: critical thinking and problem solving, creativity, digital literacy, leadership, citizenship, and communication and collaboration.

Social enterprise makes learning real and meaningful. It marries the academic to the practical, providing a bridge into education for those students who do not connect with the traditional teaching methods. It also teaches the values and ethics of the workplace. Students get real-world experiences and exposure to networks, businesses and sponsors, which can boost their CVs, improve their opportunities to enter higher education and increase their employment prospects.

Social enterprises also create new jobs, not just for students but for other members of society. As a student grows, the social enterprise grows, the school grows and the community around it grows. Many of the Jamaica-based social enterprises in this report, reinvest their profits back into the school system and undertake projects to develop and maintain the schools resources and infrastructure.
Schools also benefit from increased connections and support from communities, corporate entities, parent–teacher associations and alumni networks. Many believed that social enterprise has contributed to the school values and improved the school ethos.

Both faculty members and students who engage with social enterprise, also report benefits on a personal level. They discover the potential of self and the potential of small ideas. Students locate their talents and understand how they can use them to make a difference. Confidence is improved, as well as their motivation and tolerance - they become more socialised and well-rounded individuals.

Teachers and students are stimulated to continue, to question and challenge the world and to develop innovative solutions to improve it - they realise themselves, as agents of change.

We know that social enterprise can be beneficial to schools’, students and their communities and support school-based social entrepreneurship as a means of investing in capacity building and leadership development. People understand their communities better and find out what they care about; they develop a sense of place and purpose, driving community cohesion.

Entrepreneurship is one of the cornerstones of a successful and healthy economy, stimulating long-term growth and creating jobs; we applaud the work which has already been undertaken in Jamaican secondary schools in this regard.

Creating and enabling environment for social enterprise, is equally as important as building one for traditional enterprise. Social enterprise plugs the gaps that traditional enterprise cannot reach; it attracts alternative investment, promotes inclusion, drives innovation and contributes to sustainable development by creating social value.

The British Council supports this agenda with our global education and social enterprise programmes, fostering international partnerships, capacity-building and policy reform. We are honoured to be a longstanding and committed partner of educational and cultural development in Jamaica and will continue to support innovation in school based social entrepreneurship, as a route to prosperity an job creation.

Olayinka Jacobs - Bonnick
British Council
Director Caribbean and Country Director Jamaica

‘Social enterprise makes learning real and meaningful.’

Summary

This report was undertaken to investigate the impact of School-based Social Enterprise Programmes (SBSEP). These are social organisations in secondary schools across Jamaica which use some form of social enterprise business model whether formal or informal. That is, activities which generate income with the purpose of tackling social problems, improving communities and people’s life chances, or advocating the protection of the environment through profits which are reinvested into the business activity of a community. Based on the data analysed, many Jamaican students at the secondary level are involved in social enterprise-related activities even though the organisations that they are a part of are not social enterprises. The organisations in schools, which participate in social enterprise-related activities including service groups to charity-oriented groups, sporting groups, mentorship groups, visual and performing arts groups, and cultural groups. The most common application of the SBSEPs used in Jamaican secondary schools which were examined for this study is the ‘Key Club’, which is a student-led organisation founded in 1974 to teach leadership to students by serving others.

The results also described the benefits associated with participants’ involvement with SBSEP. These benefits include: time management, intellectual development, development of interpersonal skills and experience, which the participants of the study believed are invaluable. Based on the data analysed, participants believe that engaging in social enterprise-related activities increased their prospects for employment and teaches them about values and ethics in the workplace. The participants of the study also perceived that social enterprise-related activities have a positive effect on student discipline. They also believed that participants involved in SBSEP’s improved their leadership skills, contributed to confidence building and made students more inclined to use their time productively, thereby decreasing idle time, which fosters social ills and unwanted behaviour.

This therefore instils and encourages characteristics such as being bold, responsive and assertive as a result of the role and duties they take on as a part of executing social enterprise-related activities. Moreover, the experiences associated with the entrepreneurial activities executed by the organisations engaged for this study require students to display a high level of discipline, which translates into students being responsible and aware of the importance of time management and organisational skills, allowing them to effectively manage both academic and social enterprise activities.

In conclusion, participants believed that SBSEP’s are good for students and that they should welcome these opportunities with open arms.

Some recommendations from this study include:
(1) Increasing support from outside entities to expand SBSEP’s;
(2) Developing formal social enterprises in high schools, as well as (3) Expanding School-based social enterprise programmes.

‘...participants believed that social enterprises are good for students and [...] they should welcome these opportunities with open arms.’
Methodology

The Centre for Leadership and Governance undertook the study to understand the impact of School-based social enterprise programmes (SBSEP) on students in Jamaican secondary high schools. The study primarily sought to address the following question: "How does school-based social enterprise programmes influence the overall success of students?"

This was an exploratory qualitative study, which used the Document Analysis as well as the Case Study Description Methodology. Primary data was collected using the Focus Group Method. The sample existed of 11 secondary schools. The schools sampled for the study were drawn from listing that was undertaken to determine how many schools in Jamaica at the secondary level have social organizations which use a social enterprise business model. This acted as our ‘Sample Frame’. From this sample frame only 11 schools agreed to participate in the study. The 11 schools were sufficient given that data collection proceeded to the point of saturation meaning that we began to hear the same things over and over. Please see the Appendix (published separately) for more details on methodology and sampling.
Introduction

Social enterprises have grown consistently around the world to become major contributors to economic life (British Council, 2015a). Countries like the United Kingdom have demonstrated the importance and the value of Social Enterprises to the economic and social wellbeing of individuals, groups, communities and entire countries. In 2014, 1,161 UK social enterprises, with a total turnover of £12.3bn and an average growth of 72%, were surveyed and were found to have contributed £22bn to the UK economy and society over the last five years. The British Council approach follows the UK understanding of social enterprise:

Social enterprises are businesses that trade for a social purpose, re-invest surpluses into their social objective, and make themselves accountable for their actions, rather than simply maximising profits for owners and shareholders. They deliver social as well as economic value. As such they can promote sustainable development and reduce inequality. They can also contribute to stable societies: encouraging social entrepreneurship among young people. They can also serve to provide them with a sense of engagement and provide sustainable employment, the lack of which has been associated with increased risks of radicalisation (British Council, 2015b).

Social enterprise is expanding globally. In the United Kingdom, the United States of America, India, Pakistan, as well as several countries in Africa social enterprises are demonstrating that they can change the world and solve global issues. A recent global survey of investors found that respondents had committed $10.6 billion to social investment in 2014 and intended to invest 16% more - $12.2 billion – in 2015 (J. P. Morgan and GIIN, Eyes on the Horizon, 2015).
Defourny and Nyssens (2010) described the origin of social enterprises in Europe in the late 1970s to early 1980s as a response to structural poverty, unemployment and the economic exclusion of some groups. This gave rise to the same ‘third sector’ that the OECD (n.d.) described as a remedy to these woes, which included social enterprises (Defourny and Nyssens). The great challenge, however, was to create a model for social enterprises and identify how the public interest would be engaged, which gave rise to the great range of conceptualisations and types of social enterprises (Spear et al., 2001; Defourny et al., 1998; Nyssens, 2006).

There is a growing desire around the world to increase the presence of social enterprise in schools in the hope that stimulating the interest of young people will morph into practical youth engagement in social enterprise that will ultimately boost economic growth. Kandasamy (2012), in reference to the Caribbean case, supported this position and added that social entrepreneurship is critical to the success of the Caribbean. This review therefore moves from broadly discussing the benefits of social enterprises to development, to looking at the merit and best practices of incorporating social enterprises in the education system so that countries such as Jamaica and other Caribbean nations, which have not started or have not fully advanced social enterprise to these levels, may draw upon these best practices as a guiding star to their own development.

Jamaica, in its most recent development agenda – Vision 2030 – anchors its development missions with ‘Jamaica, the place of choice to live, work, raise families, and do business’. This ‘doing business’ focus has seen the country’s leaders make an effort to boost entrepreneurship as a new focus that should be especially pursued by young people (Morgan, 2015).

Hill (2015) noted that Jamaica has recognised the need for social enterprises to be incorporated into the schools’ curriculum to orientate young people in the ways of social development through enterprise, so that they can develop the skills to become self-sufficient while helping to develop their country.

Hill pointed to the fact that though there are little to no social enterprises developed in schools by students and being strong contributors to the development of social enterprises, and so there needs to be a renewed, national focus on formally and institutionally incorporating social enterprises in schools to provide for more practical exposure to students and young people in general.

Hill concluded that social enterprise as a practical engagement is largely missing from Jamaican educational institutions. She pointed out that while the country is keen on teaching a wide range of vocational and trade skills to young people through a multitude of educational institutions, young people are not taught the skills to develop enterprises to become self-sufficient and assist their communities.

If we use the British Council’s definition of a Social Enterprise as an ‘entity’ that tackles social and environmental problems, creates jobs and generate income like other business but, reinvests their profits to support their social mission, then certainly, one can argue that there are no social enterprises operating in Jamaican secondary schools. However there are social organisations in these secondary schools which use a Social Enterprise Business Model in the execution of their tasks - School-based Social Enterprise Programmes (SBSEP) that use a Social Enterprise Business Model. These are the entities which this study pre-occupies itself with.
Findings

Variety of activity type

Figure 1 shows types of organisations which offer SBSEP in Jamaican secondary schools. Respondents are generally part of service groups and charity groups that have a mixture of a charity ethos as well as the use of enterprise business models.

The figure also shows that there is much variety of these organisations, ranging from service groups to charity-oriented groups, sporting groups, mentorship groups, visual and performing arts groups, and cultural groups.

Figure 1: School-based social enterprise programmes (SBSEP) operating in Jamaican Secondary Schools

Figure 2 provides an insight into the activities of the SBSEPs with which the participants are involved. The SBSEPs conduct a series of varied activities, as is evident from the wide range in Figure 1. Some groups engaged in instructional activities geared towards teaching students languages other than English, while others exposed students to varied religious denominations, especially within Christianity. SBSEPs were also involved in charity-type activities which encapsulate service projects, voluntary activities, social projects and fundraising projects geared towards a social cause. Some of the SBSEPs are also engaged in advocacy-type activities where they campaign for the rights of their members as well as for the general student population. Some groups are focused on capacity-building, and so they engage in activities geared towards nurturing leaders across various spheres. Other groups are reactive in nature as they exist to respond to social ills such as crime and violence as well as drug use, and so their activities are centred on launching and executing activities geared towards mitigating these social ills. In addition to these activities, all SBSEPs were involved in social enterprise-related programmes. That is – income generation with the purpose of tackling social problems, improving communities, people's life chances, or the environment through profits which are reinvested into the organisation's activity, the school community or surrounding communities.
Figure 2: General activities and achievements of social enterprise

What do student social enterprises achieve?

- Advocacy
- Capacity building
- Nurturing leaders
- Addressing social problems

Advocacy

Capacity building

Nurturing leaders

Addressing social problems
Income and gender

Table 1 shows the monthly earnings of SBSEP. While the most frequent monthly earning among SBSEPs is JMD$10,000, some earn up to JMD$60,000 a month and some as low as JMD$200 a month. (JMD$ 1,000 = £6.23 (accurate on 14/02/2017).

Consequently, the mean average monthly earning for SBSEP is JMD$7,664. The table therefore indirectly shows that there is a varied income table across SBSEP and that some are able to make more profit than others, and so not all SBSEPs can be measured on the same latitude in terms of earnings and potential impact from earnings. By Jamaican standards, these are all relatively modest amounts.

Table 1: Monthly earnings of SBSEPs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>JMD7,664</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>JMD10,000</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>JMD200</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>JMD60,000</td>
</tr>
</tbody>
</table>

When the researchers probed on the gender composition of SBSEPs, it was discovered that 31% of SBSEPs had only male participants, and 26% had only female participants, 2% had more males than females, 31% had more females than males and 10% had an equal number of males and females. It therefore means that while there are more groups that are all-male than those that are all-female, there are more mixed groups with more females than there are groups with more males.

Figure 3: Gender composition of SBSEP participants

Table 2 shows the membership in numbers of SBSEPs. While some SBSEPs have up to 150 members, others have as few as six members. The mean average membership size of SBSEPs is 44. This demonstrates not just a variety in membership size across the SBSEPs but also a disparity. Important to note is that membership sizes of SBSEPs are also dependent on the enterprises’ mandate/objective/purpose as well as their type. Figure 1 shows a variety of types of social enterprises, and so the varied types may also account for the varied membership sizes.

Table 2: Membership in numbers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>150</td>
</tr>
</tbody>
</table>
Skill development

Figure 4 shows the benefits that participants said they received from being associated with the social enterprises. Participants indicated that social enterprises enabled them to become better at time management, intellectual development and interpersonal skills. In addition, they also indicated that social enterprises provided them with experiences that they believed were beneficial to them.

Figure 4: General benefits of social enterprise

- Character
- Communication
- Self-esteem
- Self-confidence
- Altruism
- Well-rounded
- Sociable
- Inter-group dynamism

- Financial literacy
- General knowledge
- Awareness
- Extra-curricula

- Leadership
- Networking
- Exposure
- Volunteerism
- Work experience
- Philanthropy

Develop Interpersonal Skills

Experience

Intellectual Development

Time Management

- Multitask
- Self-discipline
- Organised
- Responsible
With regards to interpersonal skills, SBSEPs helped to build self-esteem and character, which translates into participants being more well-rounded, self-confident and altruistic. Participants indicated that involvement in the SBSEPs has also benefited them in managing their time by developing their ability to be more organised, responsible and self-disciplined. In addition, participants noted that they benefited from being a part of SBSEPs through intellectual development that developed and improved their financial literacy and general knowledge, as well as their general awareness and participation in extra-curricular activities. Finally, participants indicated that they received beneficial experiences from engaging in social enterprises, as these experiences have exposed them to networking opportunities, work experience, volunteer work and leadership activities.

Figure 5: Experience to time management flow chart

**Experience**

Gave me an idea on how a company is run with different departments and how to increase productivity as a unit.

**Professional development**

Meet professionals (exposure), build self-confidence, feel a sense of purpose and belonging, enhanced financial literacy and inspired to start own business (Junior Achievement), events planning experience, instils social skills and discipline.

**Time management**

‘Sometimes if you’re not careful you come to the lab and you’re working and you check the time and it’s already evening, so time management has certainly helped us with that, as well as discipline. For example, we have to set deadlines and keep to them.’
Employability

The researchers probed to see whether SBSEPs are correlated with employability success. Figure 6 reveals that participants believe that participating in social enterprise-related activities at the secondary school level boosts prospects for employment. Participants indicated that involvement in social enterprise-type activities at the secondary school levels exposes the participants to a pool of networks through the various sponsors of the enterprises’ activities. Members are able to access opportunities connected to these sponsors.

Additionally, social enterprise-related activities at the secondary school level indirectly teach students the values and ethics of the workplace, such as punctuality, respect, time management, teamwork, interpersonal communication, adaptability and administrative skills, learned through involvement with social enterprise-related activities at the secondary school level. This therefore shows how social enterprise-related activities prepare students for the workplace and make them more employable.

Figure 6 also shows that the intense environment that sometimes surround SBSEPs also prepares students for the real work environment: managing stress, disappointments, building CVs, multitasking, dedication to tasks and accountability in a rigorous environment.

These are all part of the experiences that students face when involved in SBSEPs, and this shapes/prepares them for employment by making them more employable. Participants also indicate that involvement in SBSEPs provides students with work experience, which is a valuable and critical part of their CV when they decide to seek a permanent job. Participants were also asked if they knew of any examples of students getting a job because they were involved in a SBSEP. Results showed that 32 per cent of participants knew students who found employment because they were involved in a SBSEP.

Involvement in School-based Social Enterprise Programmes (SBSEP) shapes and prepares students for employment by making them more employable.
It can help with job prospects, for example sponsors that have help might also offer internship and jobs in the summer and after we have finished school.

Employers want to know that you can multitask, are adaptable and have good inter-personal skills. You also learn to prepare proposals and developed administrative skills.

The club helps with punctuality, respect, time management, teamwork and many other best practices that we need for the world of work. These skills are improved through different activities within this club and I believe that it propels you and pushes you forward. I know that when I get into the world of work I have to be on time, if I am not on time then most likely this might lead to me losing my job. This club prepares you for what is to come in the world of work.

Key Club comes under the body of Kiwanis member group and the networks help me be aware of more opportunities.

I think someone will be more willing to hire me because of my involvement in Student Council because they would see that I am a voice of the people, that I am interested in how satisfied people are.

Being in clubs helps you to appreciate people’s differences and builds your confidence, helps you to be respectful in what you do, gives you exposure to different lives and helps you with time management, all of which are skills you need for the world of work.

It will be good on my resumé, and the club gives certification so a member can approach the Jamaican Tourist Board for employment opportunities.

It has helped us to network. We also plan to continue with our membership when we get to University, both here and abroad.

As members of these associations we have to learn how to manage our time wisely in order to achieve for a particular day/week/month. When you learn how to manage your time wisely at a young age transitioning from here to university is much easier to do. And from there transitioning into the world of work is an even easier transition.

With the world being more modern and with globalisation we are more likely to interact with people from other countries and cultures so having experience in this it will help to communicate with these persons.

Kiwanis is a very wide organisation and sometimes they present opportunities to get jobs.

As a leader going into the workplace I will have a better understanding on how to lead and how to work with other people and run an organisation.
Participants were questioned on the issue of engagement to identify if their social enterprise related activities have fostered greater engagement among students and, if so, which specific areas or groups of students have become more engaged. The results show that all participants believe that students have become more engaged as a result of their involvement in social enterprise-related activities. Participants from the study indicated that the social enterprise-related activities they have been exposed to at the secondary school level have motivated them to step outside of their comfort zones and begin to explore new avenues of student engagement activities. Some examples of these student engagement activities include:

1. Participating in other enterprise related activities;
2. Participating in student leadership roles outside of the school;
3. Taking money management more seriously;
4. Participating in mentorship programmes;
5. Signing up with external internship and job shadowing programmes with the National Youth Services (a government agency which aims to equip youths with the necessary life coping skills to foster their personal and career development as well as enhance their contribution to community and national development) as well as other employment related service clubs.

Participants further indicate that this has also prompted them to become more engaged in their academic pursuits as they began to engage tertiary institutions with their college applications to increase their chances and prospects, as well as to engage more young people to encourage them to pursue college education.

Figure 7: Do you believe that you are more engaged because of SBSEP activities?

- Yes, because with Key Club there are a number of activities that I have to participate in with other schools in Kingston and the rest of the parishes, and that presents me with the opportunity to network and form new friendships.
- Being a part of these clubs and societies doesn’t allow you to be shy or timid since we all hold leadership positions. Looking back at who we were before, we are now more confident, better able to communicate effectively with other and have developed leadership skills along with other skills that we probably didn’t have before.
- We like to engage in a lot of things, for example when we go out to schools sometimes the school itself will call us, and we have to go out and do interviews as well as public speaking.
- It helps me to be more committed and focused. Having responsibilities forces me to manage my time and do my best at whatever I do.
- I believe so: leadership and character-building, particularly make me being more outgoing.
- Enhanced public speaking skills.
In service projects I have noticed where members have stepped out of their shells and interacted more.

Fifth and sixth formers especially are looking to branch out in order to have more activities for college applications and enhance their interpersonal skills.

I have seen the members from my group grow right before my eyes. Students are more engaged now, their ideas are now coming out more confidently and it is amazing. They work well with each other now and support each other a lot in the society.

The more academically inclined are speaking more, display greater helpfulness and are able to market products to students (Crochet Club).

Every Wednesday the students come out and each week they become more outspoken.

I know students who just come to school and are normally quiet, but the club brings out a different side of them.
The researchers are aware that self-discipline, transparency, accountability and financial responsibility enable the success of any social enterprise. Figure 9 shows that SBSEPs also help students to develop similar principles. These include: financial responsibility and as well as transparency and accountability, a sense of responsibility and respect for authority. In addition, students’ involvement in social enterprise compels them to develop respect for others and the inclination to lead by example, all of which are constituent to self-discipline.

Figure 9: SBSEP and self-discipline
The extent to which student involvement in SBSEPs affects student discipline is contested. The results in Figure 10 reveal that participants believe that students who are involved in SBSEP are more disciplined than those who are not involved with SBSEPs. The results show that students’ involvement in SBSEPs have helped to engender sound leadership core values, as well as protocols and procedures with a solid rationale so that students are able to appreciate why they need to follow these rules, thereby raising their appreciation of rules and protocols and also increasing students’ intrinsic motivation to abide by rules.

Participants also indicate that students’ involvement with SBSEPs allows them to use their time more productively, thereby reducing the amount of idle time that they have and ultimately reducing the possibility of indiscipline or engagement in acts of gang violence or anti-social behaviour. However, one participant highlighted that students who are involved in SBSEPs are more disciplined only if they were lacking discipline prior to exposure to SBSEPs. By this logic, SBSEPs do not make already-disciplined students more disciplined, but its effects are more charged towards students who lack discipline.

Figure 10: Do you believe that students that are involved in SBSEPs are more disciplined than those who are not?

Yes, because one of our objectives is to develop leadership and initiatives, so in that sense we’re promoting certain ideals to students, which is how you go about certain situations.

Yes, we have certain protocols and members understand they have rules everywhere in life that must be followed.

Yes of course, it teaches the ones who are in a club better time management.

Yes I do, in terms of organisation, students within a club have less time to give trouble.

Only if a student was lacking in discipline before.

The students believed this is true as students in clubs and societies are more involved so they have a lot less time to join school gangs.
Participants were asked how their involvement in SBSEP activities had changed their lives. The most common response among participants is that SBSEP activities have made them become more engaged, and one-third of the participants indicated that SBSEP activities helped them to build their self-confidence. Just under a quarter of the participants said their involvement in the SBSEP activities helped them to find purpose in their lives. Respondents generally have positive perceptions of how their involvement in SBSEP activities has had an impact on their lives.

Figure 11 shows that respondents believe social enterprises are good for students and that students should embrace the opportunity to get involved with them. Respondents believe that social enterprises provide a way for students to take advantage of market niches, exploit them as enablers of their own talents, and use these opportunities to make a difference in their communities. The respondents perceive that social enterprises can enable students to identify their talents and learn how they can be used in the development of their communities and countries. They see social enterprises as an avenue through which many students begin to find themselves and their capabilities. Social enterprises are appreciated as points of exposure where students, through networking and sharing of ideas, are able to gain new experiences and opportunities. They also provide a platform for students to widen their involvement, delving into unfamiliar areas to develop new skills and talents. Social enterprises provide students with a sense of purpose by also exposing them to advocacy, fighting for a common cause and community development.

The respondents perceive that social enterprises can enable students to identify their talents and learn how they can be used in the development of their communities and countries.
Figure 11: Are SBSEP good for students?

I would encourage everyone to join a Key Club, Circle K or a Kiwanis Club.

People must get more involved in giving back.

Find out what you are good at and exploit it. Find a niche, learn to work for what you want. They have realised kids can make a difference and that failure is not falling but is not deciding to get up.

Students should be involved in any activity that allows them to build leadership skills and that allows them to contribute to the betterment of another person’s life.

Students should get involved with their student council, because they really have rights, e.g. not many people that are members of the student council should actually sit on the school board. If a student is to be expelled or suspended based on Ministry of Education guidelines, the student council president is supposed to be informed—and if it’s a case where we think it is arguable, we as the council can challenge the decision.

Our club did a lot this year, we cemented parts of the school ground to prevent water setting, which affected students’ movability.

Clubs are good for the student body as our club is now advocating for an additional gate on the school.

The Cluster Club helped me to become more vocal and social through interacting with other schools and students. I have become more outspoken.

From dancing in my club, I have come to like choreography and dance moves.

Through my clubs activity, I got the chance to meet the former minister of health and went to a pantomime showing.

Motivating students to join a club is a worthwhile push towards leadership and they will realise that everything seems to fall into place after. Being a part of clubs such as ISCF makes you more trustworthy, which is desirable in the world of work.

Clubs in schools are very good. Not every kid is athletic, so clubs are an opportunity for non-athletic students to get involved and contribute in another aspect.

Yes, these clubs help in our self-development and social development, and they help us to be more engaged.
SBSEPs in Jamaica generally do not receive support from the community. Over half of the participants (52 per cent) indicated that there is no community support for the SBSEPs. A total of 37 per cent of participants said there is no community support for their SBSEP. However, 11 per cent indicated community support is available but only if it is asked for.

Figure 12 shows respondents’ perceptions of support for social enterprises from surrounding communities. It reveals that there is community support for social enterprises from corporate entities that operate in the surrounding communities as well as from parent–teacher associations (PTAs), community members and alumni of the schools from surrounding communities. However, the figure does not show the extent of one group’s contribution relative to the other groups and neither does it give the extent of the contribution of these groups. It does, however, indirectly show that a mixture of service groups as well as profit-based groups give support to the social enterprises. Also important is the demonstration that community members support these enterprises, which is critical to the development of these social enterprises.

**Figure 12: Is there surrounding community support for social enterprise activity?**

**SBSEPs generally do not receive support from the community.**
Figure 13 shows that there is relatively strong support for social enterprise activities by schools/faculty advisers. It reveals that faculty advisers provide technical support to social enterprises by offering guidance and oversight by playing a ‘facilitator’ role, as well as by providing suggestions to social enterprises and assisting in writing reports. This process allows faculty advisers to assist social enterprises in building students’ capacity and skills needed to function effectively and competitively to national standards. In addition, the school’s support extends to assisting with overseeing fundraising activities as well as the start-up process for some social enterprises. In addition to the moral support and supervisory role played by faculty advisers, the schools provide transport subsidies to these enterprises to assist with their mobility as well as to offset some of their costs, thereby increasing their purchasing power.

Figure 13: Is there faculty/school support for social enterprise activity?

The role would be to possibly advise them, supervise them in terms of the different activities that may happen nationally, to make sure that they are functioning on the national standards. Also, the aid in the skills building clubs like the dance club, speech club, math club debate and so on. They have responsibility to build the skills in these specific areas.

Faculty advisers offer guidance and oversight (Function as Facilitator).

Yes, support from the school comes in the form of subsidised transport to Key Club international events.

To provide the essentials, like advice and moral support, help plan events and fundraisers.

Yes, in the form of facilitators of the club another business teacher and myself along with the vice principal as our supervisor.

Yes, support from the school comes in the form of subsidised transport to Key Club international events.

Every auxiliary has a faculty adviser (teacher).

The team tries to get sponsorship and the school works with them to assist, and the old boys also help – not only from Jamaica, but the New York chapter too.

There is staff support for each club we try to facilitate and make time for each. We co-ordinate and act as advisers, and provide funding when clubs fall short.

Faculty advisers give suggestions and follow up/assist with reports.
Table 3 shows the respondent rating (on a scale of 1–10) of the level of success of social enterprises. Respondents give a relatively high rating, with a mean average of 7.8, and the most frequent rating is 8. The table indirectly shows that no respondent had a low perception or a completely negative perception of the success level of social enterprises, as the lowest score given was 6. Additionally, the table shows that some respondents have maximum confidence in the level of success, evidenced by the fact that some respondents awarded the maximum 10 points.

Table 3: On a scale of 1–10, with 1 being the lowest and 10 the highest, how would you rate the social enterprise level of success?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>7.8</td>
</tr>
<tr>
<td>Mode</td>
<td>8</td>
</tr>
<tr>
<td>Minimum</td>
<td>6</td>
</tr>
<tr>
<td>Maximum</td>
<td>10</td>
</tr>
</tbody>
</table>
Financial impact

Figure 14 reveals that respondents believe that the presence of SBSEP augments the schools’ resources through welfare, beautification, reinvestment of funds and infrastructure development. It shows that profits made by SBSEPs are reinvested into some school activities, which assists in bolstering their capacity and enabling them to expand and advance their social efforts. For example, the funds from these SBSEPs are sometime used to purchase plants and garden items as well as paints to enhance or improve the school environments through beautification projects. The funds are sometimes used to purchase paints for projects the social enterprises have outside the school in the neighbouring communities where on Labour Day, the students would sometimes adopt a project (a basic or primary school for example) and paint/beautify the place.

Other infrastructure developments which are funded by the income generated by SBSEP include fixing walkways, projects aimed at refurbishing parts of the school or even replacing damaged elements.

In some instances, the funds from the social enterprise activities of these SBSEP are used to contribute to needy students. Many of the respondents conceptualise that they truly believe that they are making a significant contribution to the welfare of the school, the community and individuals in the school and the community in this regard. Indeed this is a good starting point of an entrepreneurial culture and a social enterprise culture for Jamaicans.

Figure 14: How and in what ways does school-based social enterprise increase the financial resources available to the school administration?
Figure 15 shows some of the successful activities of social enterprises in secondary schools. Social enterprises successfully conducted fundraising activities as well as welfare and outreach activities. They were able to raise funds by producing and selling art pieces, as well as staging concerts and other events to commemorate holidays.

Successful welfare activities include collecting money in tins (tin drives), clothes drives (collecting clothes) and the creation of infrastructure that benefits special groups, such as walkways. This volunteer principle is also consistent with one aspect of the philosophy of several Social Enterprises operating globally.

Figure 15: Of the various social enterprise activities that have been undertaken in the school, which do you believe has been or is the most successful?

**Fundraising**
- **Arts Society**
  - Raised $300,000 through art pieces they created and sold, donated to school welfare.

**ISCF**
- The provision of a printer to the library, provision of a cell phone for students to use to phone parents, etc.

**Key Club**
- The Key Club concert raises a lot of money. The teacher–student football match has a huge turnout, and the money that they raise goes to scholarships.

**Sixth Form Association**
- The student council Valentine’s date event I believe is the biggest and most successful one of them all.

**Welfare**
- **ISCF**
  - Clothes, toiletries and food distribution. Creation of walkway and tin drive for a children’s home.

**Outreach**
- **Sign language club**
  - Not only did they teach students how to communicate with persons with disabilities, they also conducted a project to provide seating around the compound for students.

**Successful social enterprise activities**

**Facelift**
- **Key Club**
  - ‘Good execution, manpower is given as there is a committee with a budget and key club’s clean up projects.’

**Tourism Club**
- ‘The Tourism Club always paints the school rooms, and plant flowers and plants to prevent erosion on the school grounds.’
Figure 16 shows that SBSEPs have contributed to student development in high schools in a number of ways. Students benefit from SBSEPs in four main areas: experience, time management, intellectual development and the development of interpersonal skills. Students gain practical experience from both interactions with people related to the enterprise but also the skills and tools involved. Students also indicated that participating in SBSEP activities provides them with a great sense of accomplishment.

On the matter of time management, the figure reveals that SBSEP activities foster the development of sufficiency and organisational skills, which are constituent parts of time management. Since these skills are critical for the effective operation of a social enterprise, involvement stimulates the development of these skills. On the issue of intellectual development, students’ participation in SBSEP activities helps them to improve problem-solving skills and self-confidence, which builds scholarship and competence. Finally, SBSEP activities develop students’ interpersonal skills, including leadership skills as well as soft skills, and becoming more rounded through the discovery of hidden talents and potential.
Figure 17 details students’ employability success as a result of their participation in SBSEP activities. Students’ participation in SBSEP activities has exposed them to scholarship and job opportunities through their interaction with the various institutions connected to SBSEPs. In addition, involvement with SBSEPs gives young people a competitive edge when seeking jobs, as employers value the skills acquired from SBSEP activity. One of the most notable findings is that SBSEP activities provide students with the ability to run their own businesses, not just employing themselves but also creating employment opportunities for others.

Figure 17: Do you believe that school-based social enterprise programmes can contribute to students’ overall employability success?

We had a person here who had the edge in scholarships because of exposure and the extent of their extracurricular activities. You will see the Rhodes scholar for 2016. She is actually a Glenmuir High School pass student; when the statement was made from the votes committee, they said what gave her the edge was the activities.

It provides them with first-hand knowledge of the world. For example with my club they get to understand how a business works.

It will help them because they would have developed leadership skills and volunteerism.

It allows you to network, as many of the community leaders and politicians are a part of these clubs and societies at the senior level.

There are a number of success stories, where I see students leaving here and becoming employed in various areas.

Crochet Club students have used their skills to start a business.

I can’t name any examples right now, but I do know that they tend to take the small things they learn with them all the way through life.

It does because one of the thing is that we have had the experience where different person have gotten calls from employers saying ‘I have two applicants here from Glenmuir, tell me a little bit about them’. These employers already have the academic proof on paper in front of them, but when you tell them about the student’s breadth and depth of involvement in club and societies it is value added by far.

There are skills that the students are building on. The Entrepreneur Club teaches students to be innovative, and we even have a work experience programme.

They are being developed. They are being exposed. We have dancing skills, speech, drama and auto-mechanics; recently we brought in a driving education programme; we also have a cosmetology club.
When asked to identify specific instances where students gained employment as a result of their SBSEP involvement, an example was given of a student who entered a social enterprise baking competition at Denbigh and is now the owner of a baking business. In addition, students who held leadership positions in Key Club have moved on to hold leadership positions in companies. One student for example moved from working in the district governor’s office, to holding a leadership position with JPG, the Jamaica Producers Group (a large international shipping company). In another instance, a student who was involved in the Inter-School Christian Fellowship and its enterprising activities went on to access opportunities in pastoral studies.

Figure 18: Do you believe that students that are involved in social enterprise activities are more engaged?

- They are better able to interact effectively with each other in an effective manner. Those who were once shy and now more expressive, so it does help.
- Workshops have played a role in this as well, as they are more responsive and interested.
- It teaches them to become more mature, are I should any more mature. They are more time-oriented and organised.
- Yes. Easier to communicate with and they are less shy, and cadets are more disciplined.
- These students are the ones that are more attentive and disciplined especially those from Girl Guides and 4-H.
- They get more time to interact with other students as they have to carry out an open day expo that pushes them to be more engaged with other students.
When probed on the impact that students’ engagement in social enterprises has on their level of discipline, respondents indicated strongly that social enterprises make a significant contribution to engendering discipline among students. Involvement in social enterprises in school requires good time management and organisational skills, where students are required to manage social enterprise activities as well as their academic duties, and these time-management skills are an important part of discipline. In addition, the values of respect, patience and tolerance are all learned. They are all necessary for social enterprise activities to function, stimulating discipline among students who interact with the social enterprises.

Participants further noted that more formal social enterprises are more effective at instilling discipline in participating students. In addition, social enterprises provide a good platform for older students to teach younger students about social enterprise activities, and to also teach them the values of the social enterprise. Respondents noted that, ideally, social enterprises provide students with greater levels of responsibility, which engender greater levels of discipline.
What contributes to success?

Figure 19 shows what participants think contributes to the success of social enterprise activities. Student dedication is vital to the success of a project, but also important are administrative support and the involvement of faculty advisers, who ensure that plans are executed correctly and that support is provided to enable students to overcome barriers. While support from students and staff is critical, respondents also indicated the importance of co-operation between students and staff, which creates the necessary environment needed for success of social enterprise activities. Students’ motivation and creativity are recognised as key components, as well as transparency of the social enterprise arrangement between students and teachers.

Figure 19: What do you think contributes to the success of this social enterprise activity?

Student dedication is vital to the success of a project, but also important are administrative support and the involvement of faculty advisers.
Figure 20 reveals that respondents did not consider the shortcomings of any social enterprise as a failure, but rather show that students are learning to adapt to the circumstances while adopting the skills needed to succeed. This process goes more slowly for some social enterprises than for others, and so some may be perceived as failing. The figure also shows that there are many causes of this perceived failure. The first noted cause is the lack of engagement between students and school; in the absence of proper consultations and dialogue between the two, students often miss vital elements of what is needed to succeed in social enterprise activities. In addition, it is noted that some clubs have less earning potential, and this is often a differentiating factor between perceived levels of success. Respondents noted that one of the causes of failure is insufficient levels of student leadership, which can leave social enterprises reliant on the drive and input of the teacher, and when the teacher is absent then the social enterprises can fail. In many cases, social enterprises may fail or become less successful when teachers leave schools or seek other opportunities.

Figure 20: What causes social enterprise activities to fail?
The research also looks at whether surrounding communities engage with social enterprises that operate near them. Almost two-thirds of respondents (64 per cent) believe that students sell their entrepreneurial services to surrounding communities. This high rate of perceived patronage indicates that there is high support from surrounding communities, which is good for the success of social enterprises.

“There is high support from surrounding communities, which is good for the success of social enterprises.”
Social entrepreneurship has struck a responsive chord. From the responses it can be seen as a concept that is well suited to our times, as it combines the passion of a social mission with an image of business-like discipline, innovation and determination. When asked about recommendations that could boost the success of these social enterprises, respondents noted that it would be ideal for social enterprises to receive support from outside entities, rather than solely the aligned school. It is also recommended that this be coupled with an effort to provide more mainstream recognition of the efforts of these social enterprises.

It is recommended that this support be given in the form of grants and scholarships to provide social enterprise members and participants with the opportunity to expand their capacities and become better at managing and operating enterprises, as well as expanding the prospects of the enterprises. In the context of opening up the enterprises to outside influence and participation, one recommendation proposes to have parents as part of the process to assist in providing guidance in the enterprising process as well as to assist in building the capacity of the students in several areas, especially with regard to proposal writing.

Finally, another recommendation is to have larger educational institutions such as universities and colleges adopt a social enterprise and provide the necessary guidance and capacity-building for nurturing younger entrepreneurs into new ways and channels of entrepreneurship. It was also believed that this is an ideal platform for succession planning and the reproduction of the ideals of entrepreneurship that will stimulate social entrepreneurship among young people.

Additionally, it is important to ensure that buy-in is achieved at both institutional and government levels. Having social enterprise programmes as part of the formal curriculum structure is key, as raised several times throughout the research, as social enterprise programmes have the potential to alleviate and address some of our local social problems. It was also identified as one of the solutions to alleviating job dependency, and instead fostering job creation.
Conclusion

From the research it has been observed that the concept of ‘social entrepreneurship’ has gained popularity and means different things to different people. Many associate social entrepreneurship exclusively with not-for-profit organisations starting for-profit or earned-income ventures. Others use it to describe anyone who starts a not-for-profit organisation. While the language of social entrepreneurship may be new to schools, the phenomenon is not, as schools have always had social entrepreneurs, even if they were not always recognised as such.

In addition, social enterprise programmes have also played a major role in schools as agents of change. These programmes were identified as assisting in the creation and maintenance of social values. Students were encouraged to identify new opportunities; a process of continuous innovation, adaptation, and learning was achieved with limited to no support in some instance. Students were also introduced to the tenets of good governance as their sense of accountability to the constituencies served and for the outcomes created were heightened.
References


Brooke, M (2013) Tom shortlisted for Lloyds Bank Group’s Social Entrepreneur of the Year. The Docklands and East London Advertiser. Available online at: www.eastlondonadvertiser.co.uk/news/education/tom_shortlisted_for_lloyds_bank_group_s_social_entrepreneur_of_the_year_1_2828585


Kandasamy, MA (2012) Social Entrepreneurship: the key to Caribbean Sustainability?
Lindsay, G (2013) How to make business better. Management Today. Available online at: www.managementtoday.co.uk/features/1212014/how-business-better/
OECD (n.d.) Reviewing OECD Experience In The Social Enterprise Sector. AN OECD LEED Centre for Local Development international seminar held in conjunction with the Third DECIM Roundtable. Available online at: https://www.oecd.org/cfe/leed/38299281.pdf


Ravenscroft, T (2014) Developing enterprising skills can never be a quick fix. Schools Week. Available online at: http://schoolsweek.co.uk/developing-enterprising-skills-can-never-be-a-quick-fix/


List of figures

Figure 1: Types of social enterprise and school clubs
Figure 2: General activities and achievements of social enterprise
Figure 3: Gender composition of SBSEP participants
Figure 4: General benefits of social enterprise
Figure 5: Experience to time management flow chart
Figure 6: Social enterprise programmes and employability success
Figure 7: Do you believe that you are more engaged because of SBSEP activities?
Figure 8: Social enterprise and engagement
Figure 9: Social enterprise and self-discipline
Figure 10: Do you believe that students that are involved in SBSEPs are more disciplined than those who are not?
Figure 11: Are social enterprises good for students?
Figure 12: Is there surrounding community support for social enterprise activity?
Figure 13: Is there faculty/school support for social enterprise activity?
Figure 14: How and in what ways does school-based social enterprise increase the financial resources available to the school administration?
Figure 15: Of the various social enterprise activities that have been undertaken in the school, which do you believe has been or is the most successful?
Figure 16: How/in what way have SBSEPs contributed to students in this high school?
Figure 17: Do you believe that school-based social enterprise programmes can contribute to students’ overall employability success?
Figure 18: Do you believe that students that are involved in social enterprise activities are more engaged?
Figure 19: What do you think contributes to the success of this social enterprise activity?
Figure 20: What causes social enterprise activities to fail?