

SAGE

*A global community of teenage entrepreneurs
sharing a common purpose:
To make the world a better place*

Information Handbook 2010/2011

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Welcome from SAGEGLOBAL CEO

Greetings from SAGEGLOBAL headquarters in Chico, California. SAGE is now starting its ninth year, and we have grown from just three countries in 2003 to over 20 countries in 2010! Our remarkable growth is due to the tireless efforts of students, teachers, advisers, allies, mentors, national coordinators and sponsors in our international network. They are drawn to SAGE because our unique mission:

To help create the next generation of entrepreneurial leaders whose innovations and social enterprises address the major unmet needs of our global community.

If you are new to the SAGE network, welcome! Your decision to accept our invitation is because:

- You know at least three teenagers in your area high school, city or organization who want to start their own socially-responsible business.
- You want them to help create something that taps into their individual passion.
- You want them to be matched with university student mentors and sponsors/allies from the business community.
- You want to help them develop leadership, teamwork and project management skills.
- You want them to have the opportunity to travel to an exciting new country in order for them to present their business venture to a panel of successful business leaders.
- You want better futures for yourselves...and your children.

If you are a SAGE veteran, you have decided to remain with us because you have witnessed the power of SAGE to inspire youth to initiate the change they want to see in the world. As you will see in this handbook, we are making some major changes to the SAGE programme this year. The changes were unanimously ratified by SAGEGLOBAL's dedicated Board of Directors at the June 2010 meeting. The board made these changes with three things uppermost in mind:

1. We want **more teenagers to experience SAGE**; to do this, we have decided to move beyond the traditional high school classroom and invite teenagers from throughout the community to form SAGE teams.
2. We want a **simpler set of SAGE requirements** while, at the same, **increasing the market viability and social impact** of the ventures; in doing this, a SAGE team will now select just one business venture to pursue during the year: a for-profit, socially responsible business (SRB) or a social enterprise business (SEB). An SEB can be either a for-profit or non-profit business venture.
3. We want to **involve a greater number of business leaders**, social entrepreneurs and civic leaders to directly participate in a SAGE team's operations by becoming their sponsors; in doing this, the sponsors will be more involved in contributing their time, talent and, where appropriate, treasure to help their protégé SAGE team succeed.

Welcome to SAGEGLOBAL 2010-2011.

Summary of Major Changes in 2010-2011

OUR PURPOSE

- To help teenagers start real-life businesses that are profitable and have significant social impact

OUR GOALS

- To vastly expand the number of secondary school students involved in SAGE competitions
- To considerably simplify the competitions themselves
- To increase SAGE's sustainability by making better use of its financial resources

OUR CHANGES

- Teams will no longer need to be linked to a secondary school; however, it will be necessary for each team to identify and work with a legitimate *sponsoring organization* and with a designated adult supervisor appointed by the organization (*e.g.*, a secondary school, a service organization such as a local Rotary or Lions club, a local non-governmental organization such as the Boys & Girls Club, a local Church/Temple/Mosque, a local Chamber of Commerce); the sponsorship will not have to be financial, but will have to be significant in some way
- Each team will consist of at least three contributing teenagers; thus, a high school or organization may sponsor several SAGE teams
- Each country will have the *option* of continuing or discontinuing sub-national competitions
- In every nation, any team that would like to participate in the SAGE competition(s) will be eligible to do so if it meets certain benchmarks throughout the year that have been established by that country
- Each country will mount a marketing campaign at the beginning of the academic year to make sure teenagers throughout the nation are aware of the opportunity to compete in the SAGE tournament(s); the nature of the campaign will of course differ from country to country, but will include both traditional and social media; a second marketing campaign will be directed at potential sponsoring organizations, urging them to seek out and adopt one or more teams
- Each country will choose to conduct one or both of two separate competitions:

- Socially responsible businesses (SRBs): Socially responsible businesses are *always* legally structured as for-profit businesses; they do not *directly* address social needs through their products or services or through the numbers of disadvantaged people they employ; instead, they create positive social change *indirectly* through the practice of corporate social responsibility (*e.g.*, creating and implementing a philanthropic foundation; paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects; and so on);
 - Social enterprise businesses (SEBs): Social enterprises *directly* address social needs through their products or services or through the numbers of disadvantaged people they employ; they can be legally structured either as nonprofits or as for-profit businesses, but in either case must be profitable. But in either case the SEB must have a business model that demonstrates the ability to be a going concern through the use of earned revenue, either by achieving profitability or by creating a clear path toward profitability.
- Each team will be allowed to enter just one of the two competitions and can only enter the same business for a maximum of three years (to prevent long-term dominance by a single team); as 2010-2011 is a transition year, all businesses entered into the SAGE competition will be considered a YEAR 1 business.
 - In both competitions, teams will be judged on their ability to demonstrate measurable success in two principal areas:
 - MARKETPLACE VIABILITY: The business must either have achieved profitability already or have defined a believable path toward profitability
 - SOCIAL IMPACT: The business must demonstrate significant social impact, either through their products and services or through the numbers of disadvantaged people they employ (as a social enterprise) or through the practice of corporate social responsibility (as a socially responsible business)

The judging criteria in these two areas will be weighted differently depending on whether we are dealing with a socially responsible business a social enterprise business.

- The existing SAGE judging criteria will be adjusted as follows:
 - Teams will develop just one type of business rather than four
 - Using a specific number of business mentors and consultants will be required to qualify to enter a competition, but will no longer be part of the judging criteria *per se*
 - Civic engagement and environmental stewardship are both part and parcel of any social enterprise or socially responsible business, so they will remain part of the judging criteria

- Global involvement will no longer be considered part of the judging criteria *per se* (although it might be part of a particular company's business strategy)
- Media exposure will no longer be considered part of the judging criteria *per se* (although it might be part of a particular company's business strategy)
- Each country will send its two winning teams to the World Cup; however, if a country conducts only one competition, only the winning team will qualify for the World Cup
- A number of special awards will still be given at the World Cup in both competitions (e.g., "rookie of the year"; best business ventures addressing the Millennium Development Goals); each country can also present whatever special awards it desires during its national and/or sub-national competitions
- Presentation format and minimum/maximum age requirements remain the same. To review, the format and weightings are:
 - 10 minutes: Judges read and score the written annual report (40 points maximum)
 - 13 minutes: Judges observe the oral presentation
 - 7 minutes: Judges pose questions to the SAGE team
 - 5 minutes: Judges score the oral presentation (40 points) and how well students responded to judges' questions (20 points) as presenting team exits the room.

Note that each team has a 35-minute time slot.

The minimum and maximum age requirements for student *presenters* for their SAGE team must be between the ages of 13 and 19. Specifically, a student must be:

- At least age 13 years old on or before June 30, 2011 and
- No older than 19 years old on or prior to June 30, 2011.

Justification: SAGE is a global community of *teenage* entrepreneurs; thus, the main target audience is a student at the senior secondary school level. However, in some countries, a secondary school student may be as young as 12 or, perhaps, older than 20. In order to focus on our target, we need to set boundaries. For a student to be a member of a SAGE presentation team, he or she must be at least 13 years old or no older than 19 years old on June 30, 2011.

I. Introduction

"The solution to adult problems tomorrow depends on large measure upon how our children grow up today."

-- *Margaret Mead, American Anthropologist and Writer*

What is SAGE?

Welcome to the SAGE network! Students for the Advancement of Global Entrepreneurship—SAGE—is a global network of teenage entrepreneurs—and their advocates—who share a common purpose: to make the world a better place.

SAGE Vision

Creating better futures through social enterprises, socially responsible businesses and community service.

SAGE Mission

To help create the next generation of entrepreneurial leaders whose innovations and social enterprises address the major unmet needs of our global community

To qualify to enter a SAGE tournament, the following conditions must be met:

- A team must consist of at least three contributing teenagers (a high school or organization may sponsor several SAGE teams); there is no upper limit to the number of teens that can be a member of one team
- A team must meet certain benchmarks throughout the year; these benchmarks are established by that country's SAGE National Coordinator. For example, in the United States, such benchmarks are:
 - By October 15: Submit a letter of intent to compete (on-line). This letter must also identify the sponsor (e.g., high school; organization; adult ally)
 - By December 1: An acceptable one-page description of the business (on-line)
 - By February 1: Acceptable evidence that the business is underway and the team has enlisted at least (1) one or two college mentors and (3) three members of a business advisory board (BAB).
 - By April 1: Submission of an acceptable annual report (online); SAGE will identify the topics that must be covered in the report, but teams will be able to design the report in any way they choose
- Each SAGE team will choose to conduct one or both of two separate competitions (unless a country chooses to focus on just one of the competitions):
 - Social enterprise businesses (SEBs): Social enterprises *directly* address social needs through their products or services or through the numbers of disadvantaged

people they employ; they can be legally structured either as nonprofits or as for-profit businesses, but in either case must be profitable

- Socially responsible businesses (SRBs): Socially responsible businesses are *always* legally structured as for-profit businesses; they do not *directly* address social needs through their products or services or through the numbers of disadvantaged people they employ; instead, they create positive social change *indirectly* through the practice of corporate social responsibility (*e.g.*, creating and implementing a philanthropic foundation; paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects; and so on)
- Each SAGE team will be allowed to enter just one of the two competitions and can only enter the same business for a maximum of three years; as 2010-2011 is a transition year, all businesses entered into the SAGE competition will be considered a YEAR 1 business.
- In both competitions, teams will be judged on their ability to demonstrate measurable success in two principal areas: market viability and social impact. Judging criteria are described in detail later in this handbook.
- A SAGE team will need to identify and work with a legitimate sponsoring organization and with a designated adult supervisor appointed by the organization

At the end of each year, all teenage SAGE teams are invited to compete in the SAGE national competition (although some countries may first choose to conduct state or provincial competitions before conducting a national event). The competitions may be hosted by a college, university, nongovernmental organization (NGO) or a governmental organization (GO). Winners advance to the “SAGE World Cup.”

State and/or national competitions take place between February and June each year. The National Champions advance to the SAGE World Cup, which is conducted in July or August.

Last year, in 2010-2011, approximately 500 high schools from 21 countries around the world participated in SAGE. The Eighth Annual SAGE World Cup took place on July 23-27, 2010 in Cape Town, South Africa.

The ninth Annual SAGE World Cup will take place in July or August 2011 in a city to be determined. Tentative candidates include Seoul, South Korea; San Francisco, CA; Shanghai, China; Singapore; Belfast, Northern Ireland; or Dublin, Ireland. The final decision will be made no later than March 1, 2011.

SAGE Judging Criteria 2010-2011: Socially Responsible Business (SRB)

For a team to participate in Socially Responsible Business (SRB) tournament, it should do its best to meet the four judging criteria as closely as possible.

Socially responsible businesses are *always* legally structured as for-profit businesses; they do not directly address social needs through their products or services or through the numbers of disadvantaged people they employ; instead, they create positive social change *indirectly* through the practice of corporate social responsibility (e.g., creating and implementing a philanthropic foundation; paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects; and so on)

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

| | |
|--|--------|
| How effective were the students in their responses to judges' questions during the Q and A period? | 20 pts |
|--|--------|

| | | |
|------------------------------|-------|-----------------------------|
| <i>Written Annual Report</i> | _____ | <i>(40 points maximum)</i> |
| <i>Oral Presentation</i> | _____ | <i>(40 points maximum)</i> |
| <i>Q & A Period</i> | _____ | <i>(20 points maximum)</i> |
| <i>Total</i> | _____ | <i>(100 points maximum)</i> |

** Teams should bring 40 written annual reports with them to each competition. The written annual report is limited to four pages, including cover page. In addition, teams can have copies of media attention they have received for their projects (e.g., magazine articles, newspaper articles, web pages, etc.). Teams may NOT distribute copies of business plans or letters of commendation. Violation of this rule will result in an automatic 5-point deduction from the total of 40 points available for the written annual report. However, presenters MAY distribute their personal business cards.*

Here is a handy summary of the four criteria:

1. Marketplace viability
2. Social impact
3. Environmental stewardship
4. Civic engagement

Note: Please compare the new criteria, above, with prior years, where we included the following as explicit SAGE judging criteria:

- Global Activities
- Utilizing College Mentors and a Business Advisory Board
- Use of Media
- Measuring Results

Starting with this handbook, however, the above four criteria have been eliminated as specific criteria. Instead, they are embedded in the program, as follows:

a. Global Activities: Teams are no longer expected to demonstrate a global component per se; however, judges will likely be inclined to favor businesses that demonstrate scalability beyond a local market (e.g., regional, national or international market potential).

b. Utilizing Mentors and BAB: By February 1 each year, acceptable evidence must be submitted to SAGE National home office that the business is underway and the team has enlisted at least (1) one or two college mentors and (3) three members of a business advisory board (BAB).

c. Use of Media: Evidence of impact is demonstrated by how well a team has obtained media for its business. Impact is part of new judging criterion #2.

d. Measuring Results: Market viability is demonstrated by how well a team measures its results. Examples include financial statements to demonstrate profitability, liquidity and risk. This judging criterion is now embedded in new judging criterion #1.

SAGE Judging Criteria 2010-2011: Social Enterprise Business (SEB)

For a team to participate in Social Enterprise Business (SEB) tournament, it should do its best to meet the four judging criteria as closely as possible.

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

| SEB Judging Criteria | Written Annual Report * | Oral Presentation |
|--|-------------------------|-------------------|
| 1. What is the <u>marketplace viability</u> of the business (e.g., has it achieved profitability through earned income? Or has it defined a believable path toward profitability)? | 12 | 14 |
| 2. Has the business demonstrated significant <u>social impact</u> ? If the goals are workforce development, job creation and career development for people who are disadvantaged, then the evidence should include demographic information about the numbers of people employed and the types of disadvantages they were facing, the level of wages paid, and other pertinent information. If the goal is to deliver a product or service other than job creation, the evidence could include the numbers of products sold and/or services delivered and any results achieved by the people purchasing the products and/or services. Evidence of impact can include media coverage (e.g., newspaper, TV, radio) and potential market reach (e.g., regional, national, global scale). | 16 | 20 |
| 3. Has the SAGE team understood the importance of being responsible stewards of the <u>environment</u> in a market economy, either through its products or services, or by its actions in the community? | 6 | 6 |
| 4. Has the SAGE team understood the importance of <u>civic engagement</u> in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections? | 6 | N/A |
| TOTAL POSSIBLE POINTS | 40 pts | 40 pts |

| | |
|--|--------|
| How effective were the students in their responses to judges' questions during the Q and A period? | 20 pts |
|--|--------|

| | | |
|------------------------------|-------|-----------------------------|
| <i>Written Annual Report</i> | _____ | <i>(40 points maximum)</i> |
| <i>Oral Presentation</i> | _____ | <i>(40 points maximum)</i> |
| <i>Q & A Period</i> | _____ | <i>(20 points maximum)</i> |
| <i>Total</i> | _____ | <i>(100 points maximum)</i> |

** Teams should bring 40 written annual reports with them to each competition. The written annual report is limited to four pages, including cover page. In addition, teams can have copies of media attention they have received for their projects (e.g., magazine articles, newspaper articles, web pages, etc.). Teams may NOT distribute copies of business plans or letters of commendation. Violation of this rule will result in an automatic 5-point deduction from the total of 40 points available for the written annual report. However, presenters MAY distribute their personal business cards.*

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- b. Utilizing Mentors and BAB: By February 1 each year, acceptable evidence must be submitted to SAGE National home office that the business is underway and the team has enlisted at least (1) one or two college mentors and (3) three members of a business advisory board (BAB).
- c. Use of Media: Evidence of impact is demonstrated by how well a team has obtained media for its business. Impact is part of new judging criterion #2.
- d. Measuring Results: Market viability is demonstrated by how well a team measures its results. Examples include financial statements to demonstrate profitability, liquidity and risk. This judging criterion is now embedded in new judging criterion #1.

Why Do SAGE?

[P]eople who solve problems must somehow first arrive at the belief that they can solve problems. This belief does not emerge suddenly. The capacity to cause change grows in an individual over time as small-scale efforts lead gradually to larger ones. But the process needs a beginning—a story, an example, an early taste of success—something along the way helps a person form the belief that it is possible to make the world a better place. Those who act on that belief spread it to others. They are highly contagious. Their stories must be told.” (p. 282)

David Bornstein, *How to Change the World: Social Entrepreneurship and the Power of New Ideas* (Oxford University Press: 2004).

Students for the Advancement of Global Entrepreneurship—SAGE—helps high school-age youth form the belief that it is possible for them to make the world a better place, not only for themselves but for their fellow man. The SAGE experience begins with small-scale efforts by teenagers, and provides them with an early taste of success. It also provides a stage where they can describe their successful business and social ventures to others. And for those students who are exceptionally creative and innovative, a national and world stage is offered.

SAGE provides an avenue by which their stories can be told. It provides a formula for education and economic reform that so far has proven to be successful; after seven years, we are now beginning to show real results in how we have changed the lives of teenagers, both for “star” teenagers and mid-tier teenage students.

SAGE gives individual student entrepreneurs the opportunity to present their business model, and market their goods or services, to leaders in their communities. SAGE also provides group entrepreneurs the same opportunity. And based on the businesses operated by prior year SAGE teams, we are seeing that many teams are now integrating business, community service, global interaction, civic engagement, and environmental stewardship into a single business. The more they are able to combine into a single business plan, the closer their business comes to the ideal social venture, the ultimate type of business for a better world.

At the end of the academic year, all SAGE teams from a local high school or organization (e.g., Boys and Girls Club; After-School Learning Centers; Faith-Based Organization, such as a church/synagogue/mosque) will come together to form a presentation team representing their organization. This SAGE team will present the results, both orally and in writing, of their activities to a panel of influential leaders in the community. The team that does the best job of presenting their activities, according to the judging criteria, advances to the next level of competition (e.g., from state to national, or from national to global).

There are many benefits for teens involved in SAGE. They will have the ability to:

| | |
|--|---|
| <ul style="list-style-type: none"> do <i>real work</i> versus just completing class assignments, and have a hand in determining their own activities. | <ul style="list-style-type: none"> have the chance to <i>travel internationally</i> to participate in SAGE World Cup in July or August 2011; there they will meet students from around the world. |
| <ul style="list-style-type: none"> <i>improve their community</i> directly and by setting an example for peers and adults; many of the projects address the Millennium Development Goals. | <ul style="list-style-type: none"> strengthen their <i>college applications</i>: extraordinary activities, letters of commendation, references. |
| <ul style="list-style-type: none"> be encouraged to <i>think creatively</i> in developing and implementing solutions. | <ul style="list-style-type: none"> strengthen their <i>scholarship applications</i>: extraordinary activities, letters of commendation, references. |
| <ul style="list-style-type: none"> meet and <i>network</i> with business, community, and civic leaders. | <ul style="list-style-type: none"> strengthen their <i>job applications</i> (if they choose not to continue with their business): business and leadership skills, letters of commendation, references. |
| <ul style="list-style-type: none"> develop teamwork, leadership, time-management and communication <i>skills</i>. | <ul style="list-style-type: none"> show their <i>adult</i> abilities by assuming <i>adult</i> roles. |
| <ul style="list-style-type: none"> gain curriculum specific <i>knowledge</i> in a stimulating way. | <ul style="list-style-type: none"> <i>help people in other countries</i> by doing business with them (Millennium Development Goal #8). |
| <ul style="list-style-type: none"> <i>travel</i> to state, regional and/or possibly a national competition between February 2011 and July 2011. | <ul style="list-style-type: none"> perhaps be at the <i>forefront of an historic change</i> for a better world. |
| <ul style="list-style-type: none"> <i>meet and network with other teenagers</i> locally, nationally, and internationally during competition time. | <ul style="list-style-type: none"> perhaps <i>make money</i> for college. |
| <ul style="list-style-type: none"> have the chance to <i>compete for prize money</i>. | <ul style="list-style-type: none"> perhaps earn <i>academic credit or extra credit</i>, for high school or college. |

If a SAGE team is sponsored by its local high school, the SAGE teacher will also see several benefits. First, because students complete activities during the year in anticipation of presenting the results orally and in writing at the end of the year, they have a motivation other than grades. Second, by encouraging students to participate in a friendly competition, the quality of programs goes up from one year to another. Third, by providing teenagers with the opportunity to showcase their best activities in front of peers and a panel of influential judges, under the direction and guidance of their college mentors/consultants, SAGE provides a formal link between high schools, colleges and business that is currently missing.

In other words, SAGE is filling an unmet need. Competition, business involvement, and mentorship are key.

In addition to the benefits listed above, a teacher will have the ability to:

- motivate students in a fun, competitive way.
- introduce students to an innovative form of activity-based learning.
- integrate community service-learning into the classroom.
- establish a network of business, civic and education leaders.
- gain attention for the achievements of your students.
- travel to a state, regional and/or the national; the top team in each country advances to the and international competition.

How Does a SAGE Team Get Started?

To participate in SAGE, a “team” of at least three teenagers is organized. This team may consist of students from the same high school, in which case the high school would be the sponsor. Or the SAGE team may consist of any group of teenagers which has identified an adult sponsor or sponsoring organizations. Sample sponsors include: Boys & Girls Cub, Rotary Club, Lion’s Club, faith-based organizations, or local stores such as Best Buy, Target, etc.).

Starting this year, a high school may have several SAGE teams, as long as each team has a sponsoring teacher, adult or sponsoring organization.

As mentioned above, a SAGE team must operate (1) one SRB *or* (2) one SEB. “Veteran” SAGE teams may enter the same business venture for up to three years. The size of the team can be as few as three members and as many as an entire high school.

In addition to completing an SRB or an SEB, a SAGE team is judged on how well it integrated the following concepts into their activities:

- environmental awareness and
- civic engagement in a democracy

The high school SAGE team may be part of an existing class, such as an economics, accounting, general business or Virtual Enterprise class, or it can be an active student organization (e.g., Student Government, FBLA, DECA, Junior Achievement, Rotary Interact, Virtual Enterprise, FFA, FHA-Hero, Skills USA, Technology Student Association). SAGE is not a competitor for existing high school business organizations, and it does not advocate any one curriculum over another; however, we do *recommend* certain entrepreneurship programs that are widely-known and respected, such as the Network for Teaching Entrepreneurship—NFTE—curriculum (see <http://nfte.com> and Junior Achievement’s Company Program <http://www.ja.org/>).

Viewed from our perspective, the groups mentioned above should view SAGE as an exciting avenue for students to showcase their activities. What better way to market your school, program or curriculum than by presenting the RESULTS of your activities to a group of influential leaders.

The key to starting a team is to find an enthusiastic group of teenage leaders who are interested in starting their own business venture, along with an adult ally who is willing to encourage and support their participation as a SAGE sponsor. Once a group of teens has decided to participate, the ally who becomes their adviser should contact the SAGE state or national coordinator and notify them of their intent to participate. (Note: each state or country has its own timetable; please, if your SAGE team intends to compete, make sure to check with your state or national coordinator to ensure compliance with your regions’ time schedule). *There is no fee or cost to join the SAGE network.*

SAGE Frequently Asked Questions (FAQs)

It takes a bold teacher/entrepreneur/leader to be a SAGE Coach or SAGE Adviser. Below, we answer several questions that you may have before launching a SAGE program in your community.

1. How do I start a SAGE team?
2. What does SAGE provide to schools interested in starting the program?
3. Will participating in SAGE prevent me from participating in other student groups at my school?
4. What is the minimum or maximum number of members required for a SAGE team?
5. How much money does it cost to run a SAGE program?
6. Does SAGE USA provide funding to SAGE teams?
7. Can students receive course credit for participating in SAGE?
8. How many hours per week do I need to commit to SAGE?
9. Can a SAGE team have more than one Teacher Advisor?
10. How are SAGE mentors, coaches and high school faculty trained?
11. Does SAGE compete with other high school business organizations, like Junior Achievement, DECA or FBLA?
12. What are some of the outcome measures after six years of SAGE regarding benefits to the students involved?
13. What is done to help level the “playing field” for high schools that lack adequate resources to prepare students to learn entrepreneurship skills? Some of our inner-city schools have a 40% student body with learning disabilities; others don’t have enough desks for each student, much less textbooks.
14. What do you think about a SAGE summer academy that could serve as a jump-start for schools looking to begin the program the following fall? We already offer a

residential service-learning summer camp experience that takes place on a college campus. We may be able to adapt or add to that.

15. May a high school have more than one SAGE team?

1. How do I start a SAGE team?

The initial step involved with starting a SAGE team involves receiving support from an adult ally at your school or within your organization.

If you are a high school student team, you must obtain support from your administration and identify a teacher to act as the adult ally for the team. If you cannot find a teacher willing to be your SAGE sponsor, then look for a successful entrepreneur or business leader to be your SAGE sponsor.

Starting a team involves finding committed students to take on leadership roles within the team and develop the team further by recruiting other students. The SAGE team should work directly with the regional or national SAGE coordinator. If you are unsure who to direct your questions, please feel free to contact Dr. Curt DeBerg at cdeberg@sageglobal.org.

2. What does SAGE provide to schools interested in starting the program?

SAGE provides a tremendous amount of information on its global web site: <http://sageglobal.org>.

We also provide consulting advice from SAGE Home Office, staffed by Dr. Curtis L. DeBerg and his highly-qualified team of Chico State University SAGE Leaders. We can also provide sample letters to possible funders, such as banks and insurance companies, to help finance your operations.

3. Will participating in SAGE prevent me from participating in other student groups at my school?

No – while SAGE will require some of your time, you are still able to participate in other student groups. In fact, students already involved in student groups are ideal candidates for being part of your SAGE team.

4. Is there a minimum or maximum number of members required for a SAGE team?

Yes, you must have at least three (3) teenagers to start and operate a SAGE team. There is no maximum; your entire school can be a part of SAGE!

5. How much money does it cost to run a SAGE program?

You create a budget for your team based on the scope of the projects you run. To provide an example, a team with about nine (9) projects had expenses of just over \$2,000 for their 2009 – 2010 program. Funds were raised through grants and fundraisers.

6. Does SAGE Global provide funding to SAGE teams?

No – SAGE Global does not currently provide any funding to SAGE teams. Funding for your team can be obtained through fundraising initiatives or a micro-business run by your SAGE team. You are encouraged to speak with your SAGE national representative for fundraising ideas. Sample grant proposals can be downloaded from the SAGE Global web site. (Note: some retail stores offer community grants; in the US, these stores include Target, Best Buy, Wal-Mart, Staples, etc.).

7. Can students receive course credit for participating in SAGE?

That is something that must be determined by the administration at each high school and SAGE Global has no involvement in that decision.

8. How many hours per week do I need to commit to SAGE?

There is no minimum number of hours you need to commit to SAGE, everyone works at different paces and some projects will require more of a time commitment than others. Keep in mind, though, the more you put into SAGE, the more you'll get out of it.

9. Can a SAGE team have more than one adult ally?

Yes – SAGE teams may have more than one adult ally. For example, some SAGE teams have more than one teacher advisor (this teacher is sometimes called the SAGE Coach); however, there will need to be one adult ally that acts as the main contact point between your SAGE team and the SAGE National Coordinator.

10. How are SAGE mentors, coaches and adult allies trained?

The SAGE web site has a mentor check list. As for teachers and/or other adult allies, this SAGE Information Handbook 2010-2011 provides most of the details.

Sample annual reports and multimedia presentations can also be viewed from <http://sageglobal.org>. When feasible, a representative of your SAGE National Office will visit your state or high school to help you launch the program.

11. Does SAGE compete with other high school business organizations, like Junior Achievement, DECA, FBLA, NFTE or Virtual Enterprise?

SAGE is not a competitor for existing high school business organizations, and it does not advocate any one curriculum over another. However, we do recommend certain entrepreneurship programs that are widely-known and respected, such as the Network for Teaching

Entrepreneurship—NFTE—curriculum (see <http://nfte.com>) or Junior Achievement’s Company Program <http://www.ja.org/>).

SAGE is an exciting avenue to showcase the activities completed by the high school SAGE students, no matter what curriculum they use or what business club they may already be a part of! The good news is that they can present the results of their work to influential leaders. Moreover, SAGE encourages SAGE teens to develop a direct connection to nearby colleges through the SAGE mentor/consultant criterion.

It is important to point out several of SAGE’s unique features:

1. SAGE allows teens to pick either an SRB or an SEB as its business venture
2. Businesses are judged primarily on market viability and social impact.
3. Environmental stewardship and civic engagement are also part of the judging criteria.
4. In order to participate in a SAGE tournament, a SAGE team must meet certain milestones during the year. For example, in the United States, the following milestones must be achieved:
 - By October 15: Submit a letter of intent to compete (on-line). This letter must also identify the sponsor (e.g., high school; organization; adult ally)
 - By December 1: An acceptable one-page description of the business (on-line)
 - By February 1: Acceptable evidence that the business is underway and the team has enlisted at least (1) one or two college mentors and (3) three members of a business advisory board (BAB).
 - By April 1: Submission of an acceptable annual report (online); SAGE will identify the topics that must be covered in the report, but teams will be able to design the report in any way they choose
5. SAGE has regional and/or a national tournament to showcase the entrepreneurial ventures created and operated by the teams; the best teams advance to the SAGE World Cup.
6. SAGE encourages students to SUSTAIN their businesses by allowing teams to enter the same business venture for up to three years

12. What are some of the outcome measures after eight years of SAGE regarding benefits to the students involved?

Six of the members of the first SAGE team to win the world cup graduated high school in 2003. Three of them have now graduated from UC-Berkeley, one from Stanford, one has served two tours of duty in Iraq, and one is an electrician. Most of our outcome measures have been anecdotal, such as the comment from Teri Jones, the adviser of Santa Monica: “Two of our students last year would never have gone on to college this year without SAGE.” You should note that it is very difficult to track SAGE students after high school, if the teacher doesn’t make it a point to do so.

After the competition is over, SAGE collects the annual reports and multimedia presentations, and accompanying media coverage and creates a portfolio for each team. This portfolio allows us

to summarize the quantity and quality of ventures created, operated and sustained during the year. Other descriptive statistics are also collected, summarized and analyzed. At the end of the year, each SAGE student also is asked to complete a SAGE Student Questionnaire, and each high school teacher is asked to complete a SAGE Team Data Sheet. We recognize the limitations inherent in a methodology that relies on surveys and authentic assessment. With adequate funding, we will begin querying SAGE alumni about how their current activities map on to their original career goals, whether or not the ideas they pursued in SAGE have been continued in their lives, and what impact, if any, they have had on their local communities. Though the “measures” of effectiveness are not as precise as financial measures, they are long-term in nature and focus on impact in the field. Descriptive statistics include:

1. Number of new or improved business ventures created by teenagers
2. Number of new social ventures created by high school
3. Number of annual written reports summarizing each team's activities
4. Number of verbal presentations made at state and national SAGE competitions
5. Number of business and community leaders directly involved as SAGE BAB members
6. Number of business and community leaders directly involved on a “SAGE Jury” of panelists who evaluate the written reports and multimedia presentations (this form of assessment leads to benchmarking and continuous improvement among all SAGE teams)
7. Number of university mentors (usually 2 per SAGE high school) who assist each SAGE team in identifying, completing and reporting its projects
8. Number of gross impressions made by media obtained, including newspaper, radio, television and Internet.

Is SAGE a pattern-changing idea? We think so. For a non-profit organization like SAGE to have an impact at the national and international levels, it must pass the “knockout test.” This is the test that Ashoka Foundation founder, Mr. Bill Drayton, says that a prospective Ashoka Fellow must pass in order to become a fellow.

13. What is done to help level the “playing field” for SAGE teams that lack adequate resources to prepare students to learn entrepreneurship skills? Some of our inner-city schools have a 40% student body with learning disabilities; others don’t have enough desks for each student, much less textbooks.

The key is to find the right SAGE Coach or adult ally who sees SAGE as a way for her/his proteges to showcase their creative work to a critical audience or business leaders. It’s not so much the amount of resources that seems to matter; rather, what matters most is to kind an ENTREPRENEURIAL ally who is truly dedicated to teenagers, and one who has the COURAGE to allow the teens to show the outside world what they are learning.

14. How do SAGE Competitions Link Teens to Business and Civic Leaders?

Through their competitions against other teenage SAGE teams, the SAGE competition offers a forum for teenage teams to present their activities to a panel of distinguished judges. These judges represent a cross-section of local leaders, including CEOs, entrepreneurs, policymakers, educators and the media.

SAGE business supporters (individuals, corporations, and foundations) provide financial support for the competitions, serve as judges and competition coordinators, and provide funds for prize money and trophies awarded to winning teams. SAGE is an all-inclusive student association, allowing for maximum participation from many existing or new secondary school organizations promoting business and economic literacy, with an emphasis on the development of communication, leadership and teamwork skills. SAGE headquarters does not charge fees of any kind to participating teams, and all materials provided to SAGE teams are free of charge.

Because of the skills acquired by SAGE students, SAGE donors actively recruit participants in SAGE for employment. Also, university and community colleges that have active SAGE teams in their areas actively recruit secondary school students who want to continue their SAGE experience in higher education.

15. May a high school have more than one SAGE team?

Yes! A secondary school or other organization serving teens may now have several competing SAGE teams. Also, if students from more than one high school wish to come together as one team, that is permissible. Example: Teen members of a Boys and Girls Club's "Keystone Club."

Guiding Philosophies and Driving Forces

Our guiding philosophies and driving forces are based on the SAGE vision and mission.

Vision

A global community of teenagers creating better futures through social enterprises, socially responsible businesses and community service.

Note that one word in our vision statement is creating—be it the creation of a new product, a new service or a better way of doing things. A socially-responsible business (i.e., a “for-profit” business) stimulates economic growth and improves standards of living through his or her creativity, innovation and hard work. The value these entrepreneurs create is measured primarily by financial profits.

Social entrepreneurs are also innovators, but their ideas often address major social problems in their communities. The value added by social entrepreneurs is much harder to measure, but the problems they address are often much more difficult to solve.

Mission

To help create the next generation of entrepreneurial leaders whose innovations and social enterprises address the major unmet needs of our global community.

Everyone in the SAGE network wants to help today’s teenagers become entrepreneurs, or adopt the entrepreneur’s problem-solving attitude, to become leaders in their community. They can do so by starting socially responsible businesses (SRBs) or social enterprise businesses (SEBs).

SRBs are always structured as for-profit businesses; they do not directly address social needs through their products or services, or through the numbers of disadvantaged people they employ. Instead, they create positive social change indirectly through the practice of social responsibility. Examples of social responsibility include: creating and implementing a philanthropic foundation; paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects.

Making a profit is of the utmost importance for any SRB to stay in business. However, some entrepreneurs explicitly make social impact the centerpiece of their business models. Thus, these social enterprise businesses (SEBs) directly address social needs through their products or services, or through the numbers of disadvantaged people they employ. SEBs can be legally structured either as nonprofits or as for-profit businesses. The SEB must demonstrate the ability to be a going concern through the use of earned revenue, either by achieving profitability already or by creating a clear path toward profitability

Note that SAGE believes that, in order for an SEB to be sustainable, it is imperative that they have an earned revenue strategy, rather than rely primarily (or totally) on “patron saints” who believe in the SEB’s mission. Examples of such patron saints include corporate donations, foundation donations, philanthropist contributions or government grants. These patron saints pledge their financial resources to keep the SEB running as a going concern. However, once the funding runs out, the SEB goes out of business.

One of SAGE’s greatest supporters is its Chairman of the Board, Mr. Jerr Boschee. Boschee described this well in his book called, *Migrating from Innovation to Entrepreneurship* (2006). On page 12, he says, "Without self-generated revenue, NGOs remain forever dependent on the generosity of others, and that is a risk that social entrepreneurs are unwilling to take. They are passionately committed to their mission—but they are just as passionately committed to becoming financially sustainable or self-sufficient *in order to do more mission!*"

The profit-seeking element of an SEB may be secondary (e.g., selling T-shirts and coffee mugs to raise awareness of the social cause). Profits are reinvested in the main, nonprofit operating activity (e.g., alleviating poverty; providing healthcare; fighting for the rights for the disabled; providing electricity to remote villages; implementing new education methods and technologies into schools).

Social entrepreneurship is a relatively new term that has only been used for the past 30 years or so, and while many people have differences about the definition of social entrepreneurship, most do agree that social entrepreneurs are those people who start enterprises that may or may not be profit-driven, but whose primary mission is driven by creating solutions to societal problems.

Entrepreneurs who start SRBs or SEBs can both identify with the following quotes:

“He casts aside his assurance of 40-hour weeks, leaves the safe cover of tenure and security...and charges across the perilous fields of change and opportunity. If he succeeds, his profits will come not from what he takes from his fellow citizens, but from the value they freely place on the gift of his imagination.” ...George Gilder

“The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy.” ... Paul Hawken, 1993, The Ecology of Commerce:

Involvement

SAGE provides a new way of working with secondary schools, by involving college students and successful leaders from the private sector as the teenagers complete their activities. SAGE participants strive to create better futures for people in their own communities and across the world. Active involvement is a key to progress, and we subscribe to the saying:

“People support what they help create.”

Teamwork

Small teams of SAGE students in each state or country roll up their sleeves and go to work. Can they really create better future for themselves and their community? Absolutely! We agree with Margaret Mead, who said:

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Crossing Boundaries

SAGE cuts across boundaries between secondary education and higher education; between education and business; between business and government; and, most importantly, between countries. One of SAGE’s goals is to give all participants a global perspective along with local insight. This goal is similar to the goals of major international corporations such as Unilever, who have coined the term ‘multicultural multilocal.’ As Unilever states on its web site:

“Being truly international, we have deep roots in many countries. By the very nature of our business we are an integral part of the societies in which we operate. Local companies are predominately run by local people in tune with their communities, who understand their needs and values—a truly 'multinational multilocal'. Many of our brands have international appeal while others are leaders in local markets. It is our keen understanding of cultures and their markets that allows us to anticipate consumers' needs and to provide them with what they need, when they need it.

Why Not?

SAGE’s vision and mission are based on a quote by Robert F. Kennedy, who said:

“There are those who look at things the way they are, and ask why...I dream of things that never were, and ask why not.”

SAGE asks, “Why not create better futures? Why not change the world?” And then we strive to do exactly that. SAGE is contributing to a multinational, multilocal world.

SAGE’s Driving Forces

- **THE CHALLENGES POSED BY SOCIAL NEEDS**
 - Unmet social needs continue to proliferate
 - There is an increasing awareness that the social problems and challenges we face are global and interconnected
- **THE PROMISE OF ENTREPRENEURSHIP**
 - Entrepreneurship has become broadly accepted as a productive way to address social needs

- **A GLOBAL COMMUNITY OF TEENAGERS READY AND WILLING TO HELP**
 - Teenagers have a growing understanding of the social needs that threaten our global community -- and they want to help
 - They are increasingly knowledgeable about conditions in other countries
 - Modern communications technology makes it much easier for teenagers in different parts of the world to collaborate
 - Because they are no longer so isolated from each other, teenagers also have a heightened sensitivity and respect for cross-cultural differences

What is the Role of the SAGE Sponsor?

One of the best resources for a SAGE team is a supportive adult or adult organization that believes in the mission and goals of the team members. Your sponsor will admire you for your desire to become an entrepreneur. When the prospective sponsor learns about your business idea, he or she must be willing to enthusiastically share their expertise, their time and sometimes their financial resources to help you accomplish your goals.

Each SAGE team must have an adult SAGE sponsor, sponsoring organization or adult ally. Examples of a SAGE sponsor include:

- a teacher at your school
- the school itself
- an active and involved parent
- a university student mentor
- a business leader or entrepreneur
- an organization in the community, such as the Chamber of Commerce, Rotary Club, Lions Club or Suroptimist Club
- a faith-based institution (e.g., church, synagogue or mosque).

In prior years, SAGE had an explicit criterion—judging criterion #8 that—that rewarded teams for utilizing university students and a BAB as resources. The criterion read:

In their projects, how effective were the students in: Utilizing their resources, including at least one or two “consultants/mentors” from a nearby college or university, and a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector) to help them identify, deliver, assess and present their projects?

This is no longer a judging criterion; rather, SAGE teams must identify its official sponsor in the fall (e.g., in the United States, a team must identify the sponsor by October 15) and report this sponsor on-line. This requirement is the first of several *benchmarks* that a SAGE team must meet in order to qualify for a SAGE tournament.

What qualities should be possessed by your SAGE sponsor?

- *Willingness to be a role model.* Ideally, the sponsor is someone who is a successful entrepreneur, or a person or organization that is committed to the power of entrepreneurship to change the world

- *Willingness to commit one or more of the three T's: Time, Talent, Treasure.* The SAGE sponsor will commit a minimum amount of time to advise the team as it identifies launches, operates and assesses its business venture. Of course, it will be helpful if the sponsor has a special talent that complements the SAGE team's venture; also, the sponsor should do its best to help the team showcase their venture at the SAGE tournament. The ideal SAGE sponsor will be instrumental in helping a SAGE team deliver its business venture in a way that has potential to make a true impact in the lives of its owners, customers, suppliers, employees and citizens in the community.
- *Willingness to uphold the SAGE Ambassador's Creed.* As a SAGE ambassador a SAGE sponsor has the rare opportunity to help others fulfill a personal dream and create an honorable legacy, namely, by helping to make manifest a vision to bring benefit to humankind by enabling their SAGE proteges to fulfill their potential for individual self-reliance and freedom, community sustainability and stewardship, transnational understanding and cooperation, and maturity and timeless wisdom.

How does a SAGE team find a sponsor?

A SAGE team should invite a prospective sponsor to a welcome reception at its school or at a local restaurant. SAGE team members should make a presentation about its goals and objectives. Also provide them a list of the SAGE judging criteria, and provide them with ideas about how your team believes it can best meet the criteria. Then ASK THEM for ideas. Your second activity should be to schedule a strategic planning retreat, and invite prospective sponsors and university mentors to help you out as you complete your activities.

Another outstanding source of a potential sponsor might be older students enrolled at a nearby community college and/or university (e.g., alumni from your high school who were SAGE members, or older brothers and sisters?). The mission of almost all colleges and universities include a commitment to serving the educational, cultural and economic needs of their area. Many collegiate business student organizations are given credit for delivering activities in the community, and K-12 students are a primary audience for these activities. Specific to the business discipline, there are many student organizations that are rewarded for community service work. Among these organizations are Beta Alpha Psi, the Marketing Association, Delta Sigma Pi and Students in Free Enterprise (SIFE). In documenting how a SAGE team has used its mentors, the team should explain what role the mentors played in helping them identify, deliver, assess and present their activities. The best mentors take on the role of coach and consultant to help the SAGE team achieve its goals.

SAGE Sponsor Agreement Form

As a Sponsor for the SAGE team _____,
(SAGE Team name or school)

I, _____, will provide support and guidance
(Sponsor name)

without taking the control of the SAGE business ventures away from the team members. As a Sponsor, I agree to:

- Attend SAGE team meetings when available
- Help the team brainstorm ideas
- Provide guidance when the SAGE team makes decisions concerning the socially responsible business (SRB) or social enterprise business (SEB)
- Offer my expertise to the SAGE team.
- Help connect the SAGE team to my community.
- Be a liaison between SAGE home office and the SAGE team.
- Do my best to help the SAGE team travel to and participate in the SAGE Tournament(s).
- Encourage the SAGE team throughout the year

As a SAGE Sponsor, I **will not**...

- Make decisions for the SAGE team.
- Take over the SRB or SEB.
- Schedule or lead SAGE meetings.
- (Additional stipulations by SAGE Team)

Sponsor's Contact Information:

Sponsor Name: _____

Mailing Address: _____

Daytime Telephone: _____ Evening Telephone: _____

Email: _____ Relationship to Team: _____

This Sponsor Agreement does not bind, legally or otherwise, a Sponsor to SAGE or any partnering organization; signing indicates that the signer understands the conditions of the agreement, and that he/she is committed to fulfilling his/her responsibilities. All Sponsors are subject to background checks conducted by SAGE or partnering organizations.

Sponsor: By signing below, I am stating that I understand my role as a Sponsor, and am agreeing to the above conditions, and am making a commitment to the SAGE team.

Sponsor Signature

Date

SAGE Team: By signing below, we are stating that we understand the Sponsor's role, and we are making a commitment to the Sponsor.

SAGE Team Captain Signature

Date

Planning a Business

Brainstorm about how various ideas might work for your team, or how existing activities may be tailored to meet the SAGE competition criteria. Discuss local economic issues that the team might address. Your SAGE sponsor, a Business Advisory Board (BAB), faculty adviser, friends, parents and community leaders are all good resources to use when brainstorming ideas. Include college mentors as much as possible in your business planning. Read the judging criteria to determine how your ideas can fit in the competition.

There are so many business ideas that can be pursued by entrepreneurs today, especially with issues such as global warming, high cost of fossil fuel, carbon emissions, landfills filling up with harmful plastic bags and obsolete high-tech equipment, and...the list goes on and on. Now is an ideal time for youth to use their school learning to explore ways to find a market niche by creating businesses that consider alternative energy, alternative transportation, alternative consumption patterns and new ways to re-cycle. SAGE gives high schools an outlet for their creative business ideas!

You can find many examples of SAGE businesses by reviewing the annual reports from SAGE teams that participated in the eighth SAGE World Cup in South Africa in July 2010. They can be found at <http://sageglobal.org>.

Ideas for businesses by prior teams include starting a health food snack bar, conducting energy audits, manufacturing designer bags, creating a web consulting business, inventing a new product, selling Frisbee golf discs, and manufacturing jewelry and/or candles. Hint: writing a good business plan before beginning operations is a very wise move! There are outstanding examples on the Internet; also, your school may already be offering the learning materials provided by the National Foundation for Teaching Entrepreneurship (NFTE—see <http://www.nfte.org>), Junior Achievement (see <http://www.ja.org>) or Virtual Enterprise, International (<http://www.virtualenterprise.org/>).

Also, as we noted above, we have now added eight new global special competitions. We encourage all SAGE teams to create business and social ventures that address the Millennium Development Goals.

Funding Activities

Be sure to ask your SAGE sponsor for advice here.

If your SAGE team is affiliated with a school, make sure to obtain your school's approval before any fundraising is undertaken, and follow your school's guidelines and regulations. Fundraising activities vary, from entrepreneurial efforts to bake sales and garage sales to monetary or in-kind solicitations. Some teams get funds from student government. Your team will need to determine what works best.

It is much easier to obtain funding when you have a specific business in mind, and potential financial supporters are much more likely to fund your business if they are included in the planning and operation of the your business.

Many companies (e.g., Best Buy, Target, Wal-Mart, Sam's Club) offer grants through their individual stores. Please consult your local store managers and ask about their store's community grants program.

Also, please consult <http://sageglobal.org> for examples of successful grant proposals. You may use this proposal as a template in seeking funding from companies or foundations in your area.

Documenting Activities

Take snapshots or videotapes of activities; keep copies of all media coverage, educational lesson plans, letters your group receives; and maintain a list of all activities completed with dates. These will be invaluable when your SAGE team prepares its annual report and verbal presentation. See the SAGE web site for examples of Annual Reports from the 2010 SAGE World Cup teams.

What Are People Saying about SAGE?

“In my humble opinion, the U.S. Mission accomplished more with a few hours of our time and a couple hundred bucks than we accomplished with the entire foreign aid budget for Africa in a year. In short, the SAGE staffs are my heroes because you don’t talk about changing the world, you’re doing it!”

Rich Shields, former Financial Management Officer, U.S. Mission to Nigeria

“Thanks for giving me the opportunity to see SAGE in action! I had such a great time and was thoroughly impressed with the students and their business ideas. It really warmed my heart.

I have already bragged about my experiences to the Tiger Woods Foundation folks!”

Katherine Bihl, Ed. D., Executive Director, Tiger Woods Learning Center Foundation

"I was completely amazed with what I saw. The creativity and enthusiasm of these young entrepreneurs was incredible! The Chico State university faculty and the SAGE mentors deserve a lot of credit for inspiring the next generation of business leaders. I consider myself 'sold' on the benefits of SAGE and the work being done by the teenagers. I look forward to working with them for years to come!"

U.S. Congressman Wally A. Herger (California, Second District)

“It is inspiring to see how SAGE has motivated schools, teachers and students to participate in entrepreneurial ventures, learning and experiencing all aspects of business, while simultaneously focusing on profit, social responsibility and civic engagement globally.”

Allen King, Founder, Excellent Packaging and Supply, Richmond, CA

“Before SAGE, I wanted to be a doctor. Now, I want to build high schools.”

SAGE student from Nigeria; name and school are unknown.

“The things that will destroy us are: politics without principle; pleasure without conscience; wealth without work; knowledge without character; business without morality; science without humanity; and worship without sacrifice.”

-- *Mahatma Gandhi, Humanitarian and Spiritual and Political Leader*

SAGE IN THE MEDIA

Based on the results of the national and international SAGE programs the past few years, we have received outstanding state and national attention this past year. Examples include:

| | |
|---|---|
| http://www.punchng.com/Articl.aspx?theartic=Art2010061812355620 | SAGE Nigeria article |
| http://www.smdp.com/Articles-c-2010-06-20-69829.113116_Samohi_entrepreneurs_headed_to_South_Africa.html | SAGE USA article (Santa Monica) |
| http://beniciaherald.wordpress.com/2010/05/06/bhs-entrepreneurs-named-state%E2%80%99s-best-again/ | SAGE USA article (Benicia High School) |
| http://allafrica.com/stories/200908241042.html | SAGE Nigeria |
| Daily Trust - ://allafrica.com/stories/200908241042.html | Nigeria: Jikwoyi JSS Students Win International Awards, 24 August 2009 |
| Daily Trust- ://www.news.dailytrust.com/index.php?option=com_content&view=article&id=4878:jikwoyi-jss-students-win-intl-awards&catid=19:city-news&Itemid=26 | Jikwoyi JSS students win int'l awards |
| Manila Bulletin - ://www.mb.com.ph/node/216005/ | Sultan Kudarat students invent 'new' cement block |
| Manila Bulletin - ://www.mb.com.ph/articles/219007/rp-roars-back-mindanao-hs-wins-int-l-business-tilt | RP roars back as Mindanao HS wins in int'l business tilt |
| Los Angeles Times - ://www.projectecho.org/press_latimes.html | Students Score High in the Art of Free Enterprise. October 25, 2006. |
| Times-Herald, Vallejo, CA - http://www.allbusiness.com/government/government-bodies-offices-regional/12590769-1.html | Teens take business model to Brazil |
| Chico News & Review - http://www.newsreview.com/chico/content?oid=907104 | Rippling out from Chico, SAGE takes entrepreneurship to a new level |
| George Lucas Educational Foundation - ://www.edutopia.org/students-make-business-learning | Here, you will see a 10-minute video documentary, accompanied by an article titled, "Students Make a Business of Learning." This article and video were launched in September 2003. |
| California State University, Chico - http://news.csuchico.edu/2008/08/20/nigerian-school-repeats-as-global-entrepreneurship-champion-santa-monica-high-wins-third-place-in-competition/ | Nigerian School Repeats as Global Entrepreneurship Champion; Santa Monica High Wins Third Place in Competition, 8/20, 2008. |

SAGE World Cup 2011

Tentative Itinerary – SAGE World Cup

The host country for the ninth SAGE World Cup will be decided on or before March 1, 2011. We will provide details as soon as we get them. Candidate cities as of July 2010 include Seoul, Manila, Belfast, Dublin, San Francisco, Singapore, Manila, Accra (Ghana) or Lusaka (Zambia).

Note: SAGE teams throughout the world have been making verbal presentations in English. While it is important that all written material, like annual reports and PowerPoint presentations, be in well-written, proofread English, it is equally important that a team *not* speak in English if English is a second language to the team members and the judges, most of whom speak American English or another variation of English, are likely to have a difficult time understanding. It is much better for a team to speak in its own language, with its team interpreter translating into American English. Also, a team should speak slowly, referring to the judging criteria and pointing to the annual report and/or a PowerPoint presentation for details as to how well the judging criteria have been met. A team is likely to score *better* in competition by taking the advice above.

Do note that two SAGE teams from each country will be invited to the World Cup: one who wins the national SEB competition, and the other who wins the best SRB competition. Starting in 2010-2011, no second place teams will be invited.

An “IDEA” from South Africa

As in prior years, we may offer special additional special awards at the World Cup. The awards will be modeled after South Africa’s IDEA (Institute for the Development of Entrepreneurial Activity) programme. IDEA espouses the principles of innovation and integrity.

II. Interpretation of SAGE Judging Criteria

“The advent of free and competitive business changed the world in ways that are difficult to comprehend....What changed was that free market competition arrived. ‘Because of competition, survival in business meant not only continually coming up with better inventions, but putting them to use faster than your competitor,’ said William Baumol.”

-- David Bornstein, *“How to Change the World,”* 2004.

“The house we hope to build is not for my generation but for yours. It is your future that matters. And I hope that when you are my age, you will be able to say as I have been able to say: We lived in freedom. We lived lives that were a statement, not an apology.”

-- Ronald Reagan, *Fortieth President of the United States*

“True compassion is more than flipping a coin to a beggar; it comes to see that an edifice which produces beggars needs restructuring.”

-- Martin Luther King, Jr.

Interpretation of SAGE Judging Criteria – Social Responsible Businesses (SRB)

Criterion #1 (36 points) – What is the marketplace viability of the business (e.g., has it achieved profitability through earned income? Or has it defined a believable path toward profitability)?

Note: This criterion is worth 36 points total: 16 for written annual report and 20 for oral presentation.

Interpretation:

The primary purpose of an SRB is to make a profit; a secondary purpose *might* be to solve a social problem. Judges will evaluate how successful was the SAGE team in creating and implementing one NEW venture this year or CONTINUING one venture from prior years.

SAGE teams may enter a specific business venture up to three years. This means that:

- The best SRBs can prove their sustainability and viability over the long-term
- No one SRB can be entered more than three years, which will prevent dominance by any one SAGE team based on the same idea (note: because 2010-2011 is a transition year, all businesses entered into the SAGE competition in 2010-2011 will be considered a YEAR 1 business).

Socially responsible businesses are *always* legally structured as for-profit businesses; they do not directly address social needs through their products or services or through the numbers of disadvantaged people they employ; instead, they create positive social change *indirectly* through the practice of corporate social responsibility (e.g., creating and implementing a philanthropic foundation; paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects; and so on)

What is most important is that students show that they have applied their entrepreneurship knowledge to complete an actual business. Teams will be judged favorably if they indicate that they have a completed, written business plan prior to starting their business. Part of this business plan should be a marketing plan for their business enterprise. To show that they have successfully applied their knowledge and skills, the best SAGE teams will have a completed set of financial statements summarizing profits and losses for a period, and providing a balance sheet and perhaps even a cash flow statement, for their SRB.

Sample Web Sites:

http://www.sba.gov/starting_business/planning/basic.html
<http://www.nfte.com>
<http://www.bplans.com/>
<http://www.businessplans.org/>
http://home3.americanexpress.com/smallbusiness/tool/biz_plan/index.asp
<http://www.entrepreneur.com/>
<http://www.mbemag.com/>
<http://www.entrepreneur-america.com/>
<http://www.ja.org>

Sample Activities

One SAGE team specialized in sewing, fabrics and design, and it created a designer handbag company. Another team started a new health food café to address growing concerns that too much unhealthy, fast-food was being sold on campus, with no healthy alternatives. They wrote a business plan, obtained funding, and got permission from school administrators to launch their new venture. Another high school launched a four-color magazine featuring success stories of leading entrepreneurs in their city.

Criterion #2 (26 points) – Has the business created positive social change *indirectly* through the practice of corporate social responsibility (e.g., creating and implementing a philanthropic foundation; paying equitable wages to their employees; using environmentally friendly raw materials; providing volunteers to help with community projects; and so on) Evidence of positive social impact can include media coverage (e.g., newspaper, TV, radio) and potential market reach (e.g., regional, national, global scale). **Note: This criterion is worth 26 points total: 12 for written annual report and 14 for oral presentation.**

Interpretation:

We subscribe to the definition of social responsibility based on the following description as taken from http://en.wikipedia.org/wiki/Corporate_social_responsibility:

Corporate social responsibility (CSR), also known as corporate responsibility, corporate citizenship, responsible business, sustainable responsible business (SRB), or corporate social performance, is a form of corporate **self-regulation integrated into a business model**. Ideally, CSR policy would function as a built-in, self-regulating mechanism whereby business would monitor and ensure its support to law, ethical standards, and international norms. Consequently, business would embrace responsibility for the impact of its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere. Furthermore, CSR-focused businesses would proactively promote the public interest by encouraging community growth and development, and voluntarily **eliminating practices that harm the public sphere, regardless of legality**. Essentially, CSR is the deliberate inclusion of public interest into corporate decision-making, and the honoring of a triple bottom line: People, Planet, Profit.

In previous years, the 10 SAGE judging criteria included two separate criteria for mass media and global activities. These specific criteria have been eliminated as separate criteria; however, they have not been abandoned. Rather, they are now *embedded* here, as part of SRB Judging Criterion #2.

SAGE teams will be judged more highly if they can demonstrate evidence of their positive social impact and CSR policies through media coverage (e.g., newspaper, TV, radio) and web presence (e.g., web pages; social networking sites).

As for the global element, one goal of the SAGE program is to build international linkages between SAGE teams. Specifically, with existing technology SAGE has created a network among domestic business, international business, higher education and teenagers. It is vital for SAGE students to have ample opportunity to learn entrepreneurial skills, while at the same time learn how international trade directly affects many aspects of their lives (e.g., from purchasing decisions to career choices). SAGE judges will rate teams more highly if they can demonstrate positive social impact on the widest possible scale. Teams that incorporate a national or global dimension into existing activities can convince judges that they have acquired a deeper awareness and appreciation for conducting business in a market other than one's own local market.

Sample Web Sites

www.thepeoplespeak.org/globaldebates

www.globalexchange.org/campaigns/

Sample Activities

SAGE teams from different states or countries may want to work with each other in determining if there is a potential market for import/export products. Or students may want to devote a couple days to studying how free markets work in an economy other than their own. To connect to SAGE teams in other countries, email cdeberg@csuchico.edu and ask that he subscribe you to a listserv called "SAGEMAIL."

Another idea for an outstanding global project is to participate in a UN-sponsored program called "The People Speak Global Debates." Teenagers in more than 80 countries are invited to participate. According to its website (www.thepeoplespeak.org/globaldebates), any U.S. or international high school (grades 9-12, ages 14-19) can participate in the Global Debate. Students who are interested in global issues can use their voice to become involved in critical issues facing our world.

Students may also choose to focus on one or two books which can help them better understand global issues. Once they've read the books, they can provide an oral report to fellow SAGE. One outstanding book is *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits* by C.K. Prahalad (2005). After reading the book, students not only will have new ideas about how to do business in other parts of the world, but they can also learn more about how major corporations can re-think their business models when choosing to do business in developing countries.

Another book is by Nobel Peace Prize winner, Muhammad Yunus. His book, *Creating a World without Poverty: Social Business and the Future of Capitalism* envisions a world where business leaders use their intellectual, financial and social capital to create businesses that solve some of the world's greatest challenges.

Criterion #3 (12 Points) – Has the SAGE team understood the importance of being responsible stewards of the environment in a market economy, either through its products or services, or by its actions in the community?

Note: This criterion is worth 12 points total: 6 for written annual report and 6 for oral presentation.

Interpretation: In a free market economy, producers of goods and services provide goods and services to consumers at the lowest possible prices. The concepts of supply and demand are at work here. In many cases, however, producers extract physical resources from the environment that can cause long-term damage to the environment, or they return harmful pollutants to the environment during or after production. Socially-responsible businesses adopt strategies that provide a balance between economic success and environmental sustainability/restoration. As businessman and author Paul Hawken said in his 1993 book, *The Ecology of Commerce*: “The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy.” Hawken argues that businesses and policymakers need to work together to find an “ecological model of commerce” so that everything that is produced can be reclaimed, reused, or recycled. As business transactions increasingly move beyond local and national borders, companies must be careful to consider both the economic and ecologic effects of its activities on all stakeholders.

SAGE judges will scrutinize the SRB of each team to determine how well it has considered, and learned, the importance of this fine balance between personal economic goals and ecologic stability in the global community.

Sample Web Sites

<http://www.bsr.org>

<http://www.ciesin.org/indicators/ESI>

Sample Activities

Select up to five companies in your area; research their business model, and report on what each company is doing to protect the environment; read and report on books such as *The Ecology of Commerce*, by Paul Hawken; *The Mystery of Capital*, by Hernando de Soto; *The World is Flat*, by Thomas Friedman; *Globalization and Its Discontents*, by Joseph Stiglitz; *Fast Food Nation*, by Eric Schlosser; *Cradle to Cradle: Remaking the Way We Make Things*, by William McDonough and Michael Braungart; or *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble*, by Lester R. Brown.

Criterion #4 (6 points) – Has the SAGE team understood the importance of civic engagement in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?

Note: This criterion is worth 6 points total: 6 for written annual report and 0 for oral presentation.

Interpretation: In order to be good citizens in a democracy, it is important that each person be educated and informed about the public issues affecting their professional and personal lives. Also, in order to be responsible owners of an SRB, it is important that the individuals know how local, state and national laws affect their business, as well as WHO is passing such laws (i.e., politicians). It is also important that students understand the importance of their *involvement* in the larger community, and that those who benefit from democracy have a civic duty to participate in the process.

One organization that is very interested in civic engagement is Campus Compact, which is a coalition of nearly 1,000 college and university who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. According to the Campus Compact website (<http://www.compact.org/students>): “This generation of students is more involved in public and community service than has been true for decades. Indeed, students are not passive or disengaged. They have an active interest in global equity and in local community-development issues. They have an extraordinary sensitivity to multicultural issues and the importance of learning how to work with those different from themselves. Those who are privileged are uncomfortable with that privilege, and many students actively seek to improve the conditions of others.”

In their written annual report, SAGE teams should demonstrate their involvement in public and community service, and to show how their activities have instilled in them a greater sense of civic duty and responsibility. Some skills that students can acquire through civic engagement include political knowledge, public problem-solving, collective action and organizational skills.

While student interest in public and community service is high, by the time they reach voting age (assuming they live in a democratic country), many don't vote. This comes at a time when their governments are failing to solve major problems, such as poverty, health care, unemployment, environmental degradation and drug trafficking. Voter turnout has declined almost everywhere, including in the U.S. While it is true that social entrepreneurs are filling an unmet need that historically has been viewed as government's responsibility, it is still government's responsibility to translate the will of its citizens into public policy.

SAGE believes that voting-age citizens who fail to vote in a democracy should not complain if their government is not serving them in the manner they deem appropriate. But stronger participation yields stronger government, and that is why we encourage SAGE teams to undertake projects that increase their knowledge about the importance of civic engagement.

Sample Web Sites

http://www.civicyouth.org/research/products/youth_index.htm

<http://www.compact.org/students>

<http://www.civicmind.com>

<http://www.actionforchange.org/dialogues/defining.html>

Sample Activities

(1) Do a web search and come up with at least three definitions for the term “civic engagement”; (2) some SAGE students may run for school office; (3) attend a city council meeting and give a report about what you learned to fellow SAGE students; (4) invite your Congressman, county supervisors, mayor, or city council members to make a presentation to your class about current issues faced by business and social entrepreneurs in your community.

SAGE Presentation Question and Answer Period (20 Pts. Max)

Note: There will be a mandatory 7-minute Q and A period following the oral presentation

If SAGE students finish their oral presentation in exactly 13 minutes, the team will be given exactly 7 minutes to answer questions from the judges. If they finish in less than 13 minutes, the team will be given more time for Q and A. For example, if a team finishes its oral presentation in 12 minutes, it will be given a total of 8 minutes for Q and A.

Judges will be looking for:

1. Overall Effectiveness - Based on questions from the judges, overall, how well did the students demonstrate knowledge of the projects described in the written report and oral presentation?
2. Balance – Did students share responses, or did one or two students dominate?
3. Poise - Were the students confident and polished?

Interpretation of SAGE Judging Criteria – Social Enterprise Business (SEB)

Criterion #1 (26 points) – What is the marketplace viability of the business (e.g., has it achieved profitability through earned income, or has it defined a believable path toward profitability or financial sustainability)?

Note: This criterion is worth 26 points total: 12 for written annual report and 14 for oral presentation.

Interpretation:

Social enterprises *directly* address social needs through their products or services or through the numbers of disadvantaged people they employ; they can be legally structured either as nonprofits or as for-profit businesses, but in either case they (1) must be profitable and/or (2) demonstrate long-term viability as a going concern through commitments from private foundations, donors or the public sector.

SAGE teams may enter a specific SEB up to three years. This means that:

- The best SEB can prove their sustainability and viability over the long-term
- No one SEB can be entered more than three years, which will prevent dominance by any one SAGE team based on the same idea

The primary purpose of a social venture is to solve a social problem; a secondary purpose *may* be to make a profit.

With the Berlin Wall coming down in 1989, the fall of the Iron Curtain and the end of apartheid in 1991, the spread of democracy, and the advances of technology in the past forty years, a growing number of ventures have been started in the “citizen sector,” contrasted with the “private sector” of CEs and corporations, or the public sector of government. Enterprises created by individuals in the citizen sector, however, identify some form of community service as *the* entrepreneur’s main mission. These people are called social entrepreneurs (SEs), and while *a part of their business model may seek profits* from some type of ancillary operating activity, these profits are reinvested in their main, nonprofit operating activity. Examples include providing clean drinking water; alleviating poverty; improving healthcare, legalizing rights for the disabled; providing electricity to remote villages; implementing new education methods and technologies into schools. Social entrepreneurship is a relatively new term, and while many people have differences about the definition of social entrepreneurship, most do agree that social entrepreneurs are those people who start enterprises that may or may not be profit-driven, but whose mission is driven by *creating solutions to societal problems*.

An outstanding book on the subject of social entrepreneurship is by David Bornstein, entitled *How to Change the World: Social Entrepreneurship and the Power of New Ideas*. (Oxford University Press: 2004). In the conclusion, Bernstein said: “If I learned one thing from writing this book, it is that people who solve problems must somehow first arrive at the belief that they *can* solve problems. This belief does not emerge suddenly. The capacity to cause change grows is an individual over time as small-scale efforts lead gradually to larger ones. But the process needs a beginning—a story, an example, an early taste of success—something along the way helps a person form the belief that it is possible to make the world a better place. Those who act on that belief spread it to others. They are highly contagious. Their stories must be told.” (p. 282)

By creating a unique competition for SEBs, SAGE provides high school youth with their first opportunity to “arrive at the belief” that they can solve problems. Judges will favor social ventures that include service activities that relate to some aspect of teaching entrepreneurship, financial literacy, personal financial management or technology (many teachers will tell you that they first gained a mastery of their subject when they had to explain concepts to others). Once a SAGE team has mastered entrepreneurial and other business skills, it can demonstrate its knowledge and skills by sharing them with others, such as grade school or middle school students.

Sample Activities:

Sample activities related to business include: (1) organizing a Youth Entrepreneurship Camp for children ages 9-14, bringing children to your high school campus for a series of Saturday workshops; the last day of the workshop should give the students a chance to sell their goods or services; (2) creating a “Junior SAGE” Tournament, whereby a SAGE team organizes a SAGE tournament for younger students in junior high school or elementary school.

Criterion #2 (36 points) – Has the business demonstrated significant social impact, either through their products and services or through the numbers of disadvantaged people they employ (as a social enterprise)? Evidence of impact can include media coverage (e.g., newspaper, TV, radio) and potential market reach (e.g., regional, national, global scale).

Note: This criterion is worth 36 points total: 16 for written annual report and 20 for oral presentation.

Interpretation:

In their annual report and verbal presentation, how effective were the students in demonstrating significant social impact. The Ashoka Foundation, which strives to shape a global, entrepreneurial, competitive citizen sector: one that allows social entrepreneurs to thrive and enables the world's citizens to think and act as changemakers.

Some entrepreneurs explicitly make social impact the centerpiece of their business models. Thus, these social enterprise businesses (SEBs) directly address social needs through their products or services, or through the numbers of disadvantaged people they employ. SEBs can be legally structured either as nonprofits or as for-profit businesses. The SEB must demonstrate the ability to be a going concern through the use of earned revenue, either by achieving profitability already or by creating a clear path toward profitability.

Note that SAGE believes that, in order for an SEB to be sustainable, it is imperative that they have an earned revenue strategy, rather than rely primarily (or totally) on “patron saints” who believe in the SEB’s mission. Examples of such patron saints include corporate donations, foundation donations, philanthropist contributions or government grants. These patron saints pledge their financial resources to keep the SEB running as a going concern. However, once the funding runs out, the SEB goes out of business.

Like Ashoka, SAGE believes that for a successful social venture to pass its “knockout test,” the business must be new and potentially pattern-changing, relative to prior attempts.

Is the SEB practical? Scalable? Cost effective? Examples of successful SEBs can be found at <http://ashoka.org/impact>. They include a company called Childline, which has provided direct assistance to more than 26,000 street children in Mumbai, India. Another company has helped cut rural electricity costs for over 1 million people in Brazil. This innovation has spread to 23 countries worldwide. A third example Martin Fisher started a company called KickStart. He and his colleagues have invented low-cost, human-powered irrigation pumps and other simple moneymaking tools, coupled with a sustainable and replicable supply-chain model that enables subsistence farmers to use the equipment to become self-reliant entrepreneurs. This process is transforming the lives of hundreds of thousands of poor Africans by enabling them to double or triple their annual net family incomes.

Criterion #3 (12 Points) – Has the SAGE team understood the importance of being responsible stewards of the environment in a market economy, either through its products or services, or by its actions in the community?

Note: This criterion is worth 12 points total: 6 for written annual report and 6 for oral presentation.

Interpretation: In a free market economy, producers of goods and services provide goods and services to consumers at the lowest possible prices. The concepts of supply and demand are at work here. In many cases, however, producers extract physical resources from the environment that can cause long-term damage to the environment, or they return harmful pollutants to the environment during or after production. Socially-responsible businesses adopt strategies that provide a balance between economic success and environmental sustainability/restoration. As businessman and author Paul Hawken said in his 1993 book, *The Ecology of Commerce*: “The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy.” Hawken argues that businesses and policymakers need to work together to find an “ecological model of commerce” so that everything that is produced can be reclaimed, reused, or recycled. As business transactions increasingly move beyond local and national borders, companies must be careful to consider both the economic and ecologic effects of its activities on all stakeholders.

SAGE judges will scrutinize the SRB of each team to determine how well it has considered, and learned, the importance of this fine balance between personal economic goals and ecologic stability in the global community.

Sample Web Sites

<http://www.bsr.org>

<http://www.ciesin.org/indicators/ESI>

Sample Activities

Select up to five companies in your area; research their business model, and report on what each company is doing to protect the environment; read and report on books such as *The Ecology of Commerce*, by Paul Hawken; *The Mystery of Capital*, by Hernando de Soto; *The World is Flat*, by Thomas Friedman; *Globalization and Its Discontents*, by Joseph Stiglitz; *Fast Food Nation*, by Eric Schlosser; *Cradle to Cradle: Remaking the Way We Make Things*, by William McDonough and Michael Braungart; or *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble*, by Lester R. Brown.

Criterion #4 (6 points) – Has the SAGE team understood the importance of civic engagement in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?

Note: This criterion is worth 6 points total: 6 for written annual report and 0 for oral presentation.

Interpretation: In order to be good citizens in a democracy, it is important that each person be educated and informed about the public issues affecting their professional and personal lives. Also, in order to be responsible owners of an SEB, it is important that the individuals know how local, state and national laws affect their business, as well as WHO is passing such laws (i.e., politicians). It is also important that students understand the importance of their *involvement* in the larger community, and that those who benefit from democracy have a civic duty to participate in the process.

One organization that is very interested in civic engagement is Campus Compact, which is a coalition of nearly 1,000 college and university who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. According to the Campus Compact website (<http://www.compact.org/students>): “This generation of students is more involved in public and community service than has been true for decades. Indeed, students are not passive or disengaged. They have an active interest in global equity and in local community-development issues. They have an extraordinary sensitivity to multicultural issues and the importance of learning how to work with those different from themselves. Those who are privileged are uncomfortable with that privilege, and many students actively seek to improve the conditions of others.”

In their written annual report, SAGE teams should demonstrate their involvement in public and community service, and to show how their activities have instilled in them a greater sense of civic duty and responsibility. Some skills that students can acquire through civic engagement include political knowledge, public problem-solving, collective action and organizational skills.

While student interest in public and community service is high, by the time they reach voting age (assuming they live in a democratic country), many don't vote. This comes at a time when their governments are failing to solve major problems, such as poverty, health care, unemployment, environmental degradation and drug trafficking. Voter turnout has declined almost everywhere, including in the U.S. While it is true that social entrepreneurs are filling an unmet need that historically has been viewed as government's responsibility, it is still government's responsibility to translate the will of its citizens into public policy.

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Sample Web Sites

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<http://www.compact.org/students>

<http://www.civicmind.com>

<http://www.actionforchange.org/dialogues/defining.html>

Sample Activities

(1) Do a web search and come up with at least three definitions for the term “civic engagement”; (2) some SAGE students may run for school office; (3) attend a city council meeting and give a report about what you learned to fellow SAGE students; (4) invite your Congressman, county supervisors, mayor, or city council members to make a presentation to your class about current issues faced by business and social entrepreneurs in your community.

SAGE Presentation Question and Answer Period (20 Pts. Max)

Note: There will be a mandatory 7-minute Q and A period following the oral presentation

If SAGE students finish their oral presentation in exactly 13 minutes, the team will be given exactly 7 minutes to answer questions from the judges. If they finish in less than 13 minutes, the team will be given more time for Q and A. For example, if a team finishes its oral presentation in 12 minutes, it will be given a total of 8 minutes for Q and A.

Judges will be looking for:

4. Overall Effectiveness - Based on questions from the judges, overall, how well did the students demonstrate knowledge of the projects described in the written report and oral presentation?
5. Balance – Did students share responses, or did one or two students dominate?
6. Poise - Were the students confident and polished?

SAGE Judging Criteria Scoring Rubric for a Socially Responsible Business (SRB) Written Annual Report (40 Pts. Max)

Note: Judges will be given 10 minutes to score the annual report

SAGE Team: _____

Judge: _____

Section I. Based on examination of their four-page, Written Annual Report, to what degree did the student team demonstrate...

| Element | High | Medium | Low | Pts. Possible | Pts. Awarded |
|--------------------------|---|---|--|---------------|--------------|
| 1. Marketplace Viability | <p>Started (or continued to operate) a for-profit business venture and demonstrated <u>compelling</u> evidence that the team has learned about entrepreneurship and business and applied that knowledge to plan and implement their business. The business has achieved <u>strong</u> profitability relative to investment and/or has defined a compellingly strong path toward profitability.</p> <p style="text-align: center;">16 15 14 13</p> | <p>Started (or continued to operate) a for-profit business venture and demonstrated <u>plausible</u> evidence that the team has learned about entrepreneurship and business and applied that knowledge to plan and implement their business. The business has achieved <u>modest</u> profitability relative to investment or has defined a plausible path toward profitability.</p> <p style="text-align: center;">12 11 10 9 8 7 6 5</p> | <p>Started (or continued to operate) a for-profit business venture and demonstrated <u>modest</u> evidence that the team has learned about entrepreneurship and business and applied that knowledge to plan and implement their business. The business has achieved <u>modest or little</u> profitability relative to investment and/or has defined a modest or little path toward profitability.</p> <p style="text-align: center;">4 3 2 1</p> | 16 | |

Section I. Based on examination of their four-page, Written Annual Report, to what degree did the student team demonstrate...

| Element | High | Medium | Low | Pts. Possible | Pts. Awarded |
|------------------------------|---|---|---|---------------|--------------|
| 2. Social Impact | <p>Started or sustained an entrepreneurial venture that demonstrates <u>compelling</u> evidence of positive social change through the practice of (corporate) social responsibility. The business owners demonstrate strong evidence that they embrace responsibility for the impact of its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere. The team has shown that it has deliberately included the public interest into its decision-making, and the honoring of a triple bottom line: People, Planet, Profit.</p> <p>12 11 10</p> | <p>Started or sustained an entrepreneurial venture that demonstrates <u>reasonable</u> evidence of positive social change through the practice of (corporate) social responsibility. The business owners demonstrate modest evidence that they embraces responsibility for the impact of its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere. The team has shown that it has deliberately included the public interest into its decision-making, and the honoring of a triple bottom line: People, Planet, Profit.</p> <p>9 8 7 6 5 4</p> | <p>Started or sustained an entrepreneurial venture that demonstrates <u>little</u> evidence of positive social change through the practice of (corporate) social responsibility. The business owners provide little or no evidence that it embraces responsibility for the impact of its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere. The team has shown that it has deliberately included the public interest into its decision-making, and the honoring of a triple bottom line: People, Planet, Profit.</p> <p>3 2 1</p> | 12 | |
| 3. Environmental Stewardship | <p>Fully understand the importance of being responsible stewards of the environment while enjoying the privileges of participating in a free market economy.</p> <p>6 5</p> | <p>General awareness of environmental issues as they apply to the business, yet does not understand principles of stewardship.</p> <p>4 3</p> | <p>Do not understand, or did not address, how environmental issues apply to businesses in a free market economy.</p> <p>2 1</p> | 6 | |
| 4. Civic Engagement | <p>Demonstrate an extensive understanding of principles of civic engagement in a democratic society (e.g., every citizen has the right to register to vote and may participate in public elections).</p> <p>6 5</p> | <p>Limited understanding of principles of civic engagement (e.g., may understand that each citizen can exercise his/her right to vote; yet does not understand that a citizen also has right to choose not to participate).</p> <p>4 3</p> | <p>Do not understand principles of civic engagement.</p> <p>2 1</p> | 6 | |

SAGE Judging Criteria Scoring Rubric for SRB- Oral Presentation (40 Pts. Max)

Note: Teams will be given 13 minutes to view the oral presentation

Same elements as rubric for SRB written annual report. But weights are as follows:

| Criterion | Total Points | High | Medium | Low |
|------------------------------|---------------------|-------------|---------------|------------|
| 1. Marketplace viability | 20 points | 20 19 18 | 17 thru 4 | 3 2 1 |
| 2. Social responsibility | 14 points | 14 13 12 | 11 thru 4 | 3 2 1 |
| 3. Environmental Stewardship | 6 points | 6 5 | 4 3 | 2 1 |
| 4. Civic Engagement | 0 points | N/A | N/A | N/A |

SAGE Judging Criteria Scoring Rubric for a Socially Responsible Business (SEB) Written Annual Report (40 Pts. Max)

Note: Judges will be given 10 minutes to score the annual report

SAGE Team: _____

Judge: _____

Section I. Based on examination of their four-page, Written Annual Report, to what degree did the student team demonstrate...

| Element | High | Medium | Low | Pts. Possible | Pts. Awarded |
|--------------------------|---|---|---|---------------|--------------|
| 1. Marketplace Viability | <p>Started (or continued to operate) a social enterprise and demonstrated <u>compelling</u> evidence that it has learned about social entrepreneurship and applied that knowledge to plan and implement their social venture. The business has achieved (a) <u>strong</u> profitability relative to investment (or has defined a compellingly strong path toward profitability) <u>or</u> (b) has demonstrated <u>compelling</u> evidence of long-term viability through earned revenue strategies.</p> <p style="text-align: center;">12 11 10</p> | <p>Started (or continued to operate) a social enterprise and demonstrated <u>plausible</u> evidence that it has learned about social entrepreneurship and applied that knowledge to plan and implement their social venture. The business has achieved (a) <u>modest</u> profitability relative to investment (or has defined a compellingly strong path toward profitability) <u>or</u> (b)) has demonstrated <u>compelling</u> evidence of long-term viability through earned revenue strategies.</p> <p style="text-align: center;">9 8 7 6 5 4</p> | <p>Started (or continued to operate) a social enterprise and demonstrated <u>little</u> evidence that the team has learned about social entrepreneurship and applied that knowledge to plan and implement their social venture. The business has achieved (a) <u>weak or no</u> profitability relative to investment (or has defined a weak or no path toward profitability) <u>or</u> (b)) has demonstrated <u>compelling</u> evidence of long-term viability through earned revenue strategies.</p> <p style="text-align: center;">3 2 1</p> | 12 | |

Section I. Based on examination of their four-page, Written Annual Report, to what degree did the student team demonstrate...

| Element | High | Medium | Low | Pts. Possible | Pts. Awarded |
|------------------------------|--|---|---|---------------|--------------|
| 2. Social Impact | <p>Started or sustained an entrepreneurial venture that demonstrated <u>compelling</u> evidence of significant social impact through its business practices. Is the business creative? Scalable? Cost effective? Evidence of social impact may include extensive media coverage (e.g., newspaper, TV, radio, web) and a larger market reach (e.g., regional, national, global scale).</p> <p>16 15 14 13</p> | <p>Started or sustained an entrepreneurial venture that demonstrated <u>plausible</u> evidence of significant social impact through its business practices. Is the business creative? Scalable? Cost effective? Evidence of social impact may moderate levels of media coverage (e.g., newspaper, TV, radio, web) and a larger potential market reach (e.g., regional, national, global scale).</p> <p>12 11 10 9 8 7 6 5</p> | <p>Started or sustained an entrepreneurial venture that demonstrated <u>little or no</u> evidence of significant social impact through its business practices. Is the business creative? Scalable? Cost effective? Evidence of social impact may moderate levels of media coverage (e.g., newspaper, TV, radio, web) and a larger potential market reach (e.g., regional, national, global scale).</p> <p>4 3 2 1</p> | 16 | |
| 3. Environmental Stewardship | <p>Fully understand the importance of being responsible stewards of the environment while enjoying the privileges of participating in a free market economy.</p> <p>6 5</p> | <p>General awareness of environmental issues as they apply to the business, yet does not understand principles of stewardship.</p> <p>4 3</p> | <p>Do not understand, or did not address, how environmental issues apply to businesses in a free market economy.</p> <p>2 1</p> | 6 | |
| 4. Civic Engagement | <p>Demonstrate an extensive understanding of principles of civic engagement in a democratic society (e.g., every citizen has the right to register to vote and may participate in public elections).</p> <p>6 5</p> | <p>Limited understanding of principles of civic engagement (e.g., may understand that each citizen can exercise his/her right to vote; yet does not understand that a citizen also has right to choose not to participate).</p> <p>4 3</p> | <p>Do not understand principles of civic engagement.</p> <p>2 1</p> | 6 | |

SAGE Judging Criteria Scoring Rubric for SEB- Oral Presentation (40 Pts. Max)

Note: Teams will be given 13 minutes to view the oral presentation

Same elements as rubric for SEB written annual report. But weights are as follows:

| Criterion | | Total Points | High | Medium | Low |
|------------------|---------------------------|---------------------|-------------|---------------|------------|
| 1. | Marketplace viability | 14 points | 14 13 12 | 11 thru 4 | 3 2 1 |
| 2. | Social responsibility | 20 points | 20 19 18 | 17 thru 4 | 3 2 1 |
| 3. | Environmental Stewardship | 6 points | 6 5 | 4 3 | 2 1 |
| 4. | Civic Engagement | 0 points | N/A | N/A | N/A |

III. SAGE Competitions

The citizen sector is, in fact, beginning to resemble a *market* economy of social ideas, characterized by a rich diversity of grassroots institutions and energetic entrepreneurs crafting solutions that no one could have anticipated, let alone planned for....In the past, citizen sector organizations have been isolated from the forces of head-to-head competition. As the romance of charity yields to a healthy realism that citizen organizations should rise and fall on their merits, the result is likely to accelerate innovation. In a competitive landscape—when rewards follow the best performers—it takes only one innovative organization to send everyone else scrambling to upgrade their products and services lest they be left behind.

- *David Bornstein, Author, How to Change the World, 2004*

The SAGE champion team each year will always send other teams scrambling to get better, thereby improving themselves, their schools, and their communities.

- *Curtis L. DeBerg, SAGE Founder, 2006*

National Competitions: An Overview

Teenage SAGE teams will travel to a national competition sometime between February and June, 2011 (dates and locations pending). Some countries may opt to conduct regional/provincial competitions, and invite the regional winners to the national event.

Ideally, each country will host both the SRB competition and the SEB competition concurrently. The best team from each of the two national competitions will be invited to the SAGE World Cup.

In either case, the competition is usually hosted by a university or SAGE Coordinator in your area. At the competition, SAGE teams are assigned to “leagues,” just like in athletic competitions. Each team presents the results of their activities to a panel of judges. The SAGE team that is rated the highest in the country is known as the SAGE Country Champion in your.

Each team makes a 35-minute live presentation to a panel of business and civic leaders (10 minutes set up and handout annual reports to judges, 13 minutes oral presentation, 7 minutes for questions and answers, and 5 minutes for exiting the room while the judges score the team). This presentation describes how a SAGE team’s activities have met the four judging criteria.

The SAGE World Cup will take place in August 2011. The first place winner of each of the two SAGE National competitions is invited to the ninth Annual SAGE World Cup. Please refer to the SAGE web site for continuous news and updates.

The Written Annual Report

The written report is the first impression the judges get of your year's work. Make your report easy to follow by clearly identifying sections with the corresponding judging criteria. Samples of annual reports can be downloaded by going to:

<http://sageglobal.org>

Please make sure the report is written in ENGLISH. Suggestion: make sure someone who is very fluent in English proofreads and edits your report. A SAGE consultant or mentor available by e-mail can tell you whether your report would need editing, after which somebody at your school or in your community would proofread.

Written annual reports are limited to a total of four (4) printed pages on 8 ½ by 11 paper

(or two pages front to back). If your team uses a cover or back page it will count as one of those four pages.

You may also attach copies of any newspaper coverage, and other evidence of media attention, of your activities. It would be helpful for the growth and prestige of our organization if SAGE is mentioned in the article. You may also attach sample newsletters and photos of billboards, etc. Also, presenters may distribute their personal business cards.

Teams may NOT distribute copies of business plans or letters of commendation. Violation of this rule will result in an automatic 5-point deduction from the total of 40 points available for the written annual report.

Your team should bring 40 copies of your team's annual report to be handed out to the SAGE judges.

During the ten minute setup period, we urge your team to display the annual report on the computer projection screen, one page at a time, so that judges and other audience members can see the report.

The Multimedia Presentation

Competition presenters should write their own parts of the presentation so they are very familiar with the contents. Visual documentation should accompany the oral presentation. Presentations vary, with teams using slide projectors, video monitors, or computer presentations for visual documentation. You may want to ask the college mentors, your BAB, or your speech and drama teachers at your school to critique your presentation and make suggestions for improvement. Presentation team members need to be familiar with EVERY activity.

For non-English speaking SAGE teams advancing to the SAGE World Cup, we urge you to speak in your native language if you do not speak American English with an American accent. If you choose to use your native language, we will allow as much time as needed in order for your interpreter to translate your verbal presentation into English.

Presentation Details

Each SAGE team will be given a 35-minute time block at the competition. During the first 10 minutes teams will immediately display their annual reports on the computer

projection screen. While the judges are reading the annual reports, the team will set up its equipment, set up props, etc. The team will then have 13 minutes to give their oral/audio-visual presentation, followed by a 7-minute mandatory question and answer period. Finally, in the last 5 minutes, students will remove all their equipment and exit the room while the judges score the team.

Anyone may assist the team with set up or operation of AV equipment. However, only the student team members may participate in the presentation or answer questions from the judges.

While we encourage SAGE teams to demonstrate their products during the presentation, teams should be careful not to use harmful ingredients or techniques that may create problems with the conference venue. If the presentation materials appear to be in violation of this rule, in the opinion of the league coordinator, the team will be banned from using such ingredients or techniques.

Presentation Equipment Provided by the SAGE Host

1. one large screen and two extension cords
2. a visual projection system compatible with PCs (not MACs)

Every effort will be made by the host university to supply the proper computer equipment, but it is a wise idea to bring your own laptop and visual projection system to be on the safe side.

Practice time in practice rooms

Every effort will be made by the SAGE tournament host to allow SAGE teams to practice time in designated practice rooms. Teams should be respectful of other teams, and only remain in the room for 15 minute periods unless no other teams are waiting.

General Information

1. Except for the annual report (and media, if any), no handouts to judges are permitted. However, teams may display products by holding them up during and after the oral presentation.
2. If you are using PowerPoint or other presentation software, please save your presentation on a zip disk and/or CD, to be loaded onto the computer in the presentation room. Make sure your presentation file is PC compatible (not Macintosh).
3. Members of local TV, radio, or newspaper media have full access to all presentation rooms at any time. All teams should be prepared for the possibility of the media taking video or photos of their presentation.

SAGE Ambassador's Creed

As a SAGE ambassador I have a rare opportunity to fulfill a personal dream and create an honorable legacy, namely, by helping to make manifest a vision which I share with SAGE, which is to bring benefit to humankind by enabling people everywhere to fulfill their potential for individual self-reliance and freedom, community sustainability and stewardship, transnational understanding and cooperation, and maturity and timeless wisdom.

I shall strive to avail myself fully of this opportunity by enabling youth and young adults to

- learn about SAGE,
- participate in SAGE,
- start up business and social ventures which become replicable and self-funding,
- develop into dedicated and indefatigable social entrepreneurs.

To bring these benefits to our emerging generation, I shall

- recruit or assist in recruiting a SAGE ambassadorial team which would subscribe to this creed;
- facilitate the underwriting for SAGE in the city or country in which I represent SAGE;
- invite youth and young adults to avail themselves of SAGE;
- invite professionals to mentor the youth and young adults in SAGE and evaluate social ventures so that they operate optimally;
- work cooperatively with governments, institutions, and other organizations so as to advance all programs consistent with the guiding philosophies of SAGE.

At all times, I shall

- teach and advise others on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship;
- integrate the Six Pillars of Character into all my activities;
- teach and utilize the best practices of social entrepreneurship, so that an example be set for youth and young adults;
- teach that community and compassion come first for social entrepreneurs; cooperate with SAGE so that the SAGE vision be fulfilled.

IV. Special Competitions and Prize Money

1.

"The solution to adult problems tomorrow depends on large
measure upon how our children grow up today."

-- *Margaret Mead, American Anthropologist and Writer*

The Grossman Family SAGE World Cup Award for Best Socially-Responsible Business (SRB)

The Grossman Family (Ken Grossman and Katie Gonser of Chico, CA) has established three special awards to be presented at the International SAGE competition each year.

1. The awards will be given to the SAGE World Cup Champion (Gold Medal), First Runner-Up (Silver Medal) and Second Runner-Up (Bronze Medal) in the SRB category.
2. SAGE World Cup judges will select the top three awards. The awards will be as follows:
 - US \$2,000 for the first-place team
 - US \$1,000 for the second-place team
 - US \$ 500 for the third-place team
4. The prize money must be used by the winning teams to defray the expenses associated with attending the international competition and/or be invested in their business ventures.
5. The three winning teams will also receive plaques to be displayed in their schools, and the first-place team will have its name inscribed on a permanent trophy that will be displayed at each International competition.
6. The three winning teams will be featured on the web sites maintained by SAGE.

The Arthur Boschee and Evelyn Ball International Award for Social Enterprise Business (SEB)

Mr. Jerr Boschee, Founder and Executive Director of The Institute for Social Entrepreneurs (www.socialent.org), has established and will serve as the lead judge for three special awards to be presented at the International SAGE competition each year. During 2011, the prize money associated with the award will be donated by Mr. Boschee and his wife, Linda Ball; by Mr. Boschee's brother, Ken Boschee, and his wife Jean; and by Jerr Boschee's long-time friend, Christopher Klose, and his wife Claudine.

1. The awards will be given to the SAGE World Cup Champion (Gold Medal), First Runner-Up (Silver Medal) and Second Runner-Up (Bronze Medal) in the SEB category.
2. The awards will be as follows:
 - US \$2,000 for the first-place team
 - US \$1,000 for the second-place team
 - US \$ 500 for the third-place team
3. The International Award has been established in memory of Jerr and Ken Boschee's father, Arthur Boschee, and in memory of Linda Ball's mother, Evelyn Ball. Arthur Boschee (1910-2000) and Evelyn Ball (1910-1993) were both successful small business entrepreneurs who took significant risks while building their businesses and had an abiding concern for the welfare of others.
4. The prize money must be used by the winning teams to defray the expenses associated with attending the international competition and/or be invested in their business ventures.
5. The three winning teams will also receive plaques to be displayed in their schools, and the first-place team will have its name inscribed on a permanent trophy that will be displayed at each International competition.
6. The three winning teams will be featured on the web sites maintained by SAGE and by The Institute for Social Entrepreneurs. A press release announcing their selection and describing their business ventures will also be sent to other print and electronic publications.

The SAGE International Awards for Best Social Enterprises Addressing the UN Millennium Development Goals (MDGs)

*The SAGEGLOBAL Home Office
has established eight special awards
to be presented at the SAGE World Cup competition in 2011*

Did you know that more than one billion people around the world still survive on less than one US Dollar per day? Extreme poverty is a fact of life for more than 1 in 7 people on our planet, and youth have the creativity, drive and ingenuity to do something about this woeful statistic. In order to encourage high school SAGE teams to design social enterprises targeting the MDGs, we have created eight new special awards corresponding with each individual Millennium Development Goal (MDG).

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

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

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

1. One award will be given for each of the eight goals to a SAGE team participating in the SAGE World Cup competition; the team must have successfully developed

- and launched a business and/or social venture that best meets the targeted MDG Goal.
2. SAGE World Cup judges will select the top award in each category.
 3. The award for each category in 2010 was: \$200 for the first-place team, \$100 for the second place team and \$50 for third place team. These amounts may vary in 2011.
 4. The prize money must be used by the winning teams to defray the expenses associated with attending the international competition and/or be invested in their business ventures.
 5. The winning teams will also receive certificates to be displayed in their schools.
 6. The winning teams will be featured on the web sites maintained by SAGE. A press release announcing their selection and describing their MDG ventures will also be sent to other print and electronic publications.

Judges will base their decisions on the following criteria:

1. Did the team clearly indicate which MDG they are targeting by their project/activity/venture? (10 points)
2. Did the project have a clear statement of goals and objectives before they were undertaken? (20 points)
3. How creative and innovative was the project? (20 points)
4. How sustainable is the project? (20) *
5. How did the SAGE team measure social impact? (20 points)
6. How well did the students utilize their media outlets to create awareness of this activity and the importance of their intended message(s)? (10 points)

To learn more about the MDGs, and also to see examples of the kinds of projects that youth are doing to address the MDGs, please download “Only With Your Voice: MDG Youth Action Guide” at http://tig.phpwebhosting.com/themes/mdg/action_guide_en.pdf.

This guide was created by young people, and they have offered it to anyone who wants to make the world a better place or link up with movements already happening in their country.