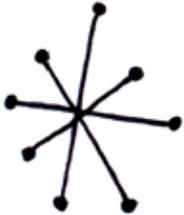
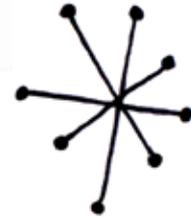


**Be!**



WORK IN  
PROGRESS



June: 2 rounds of Workshops conducted (Dipalaya Girls and Boys)

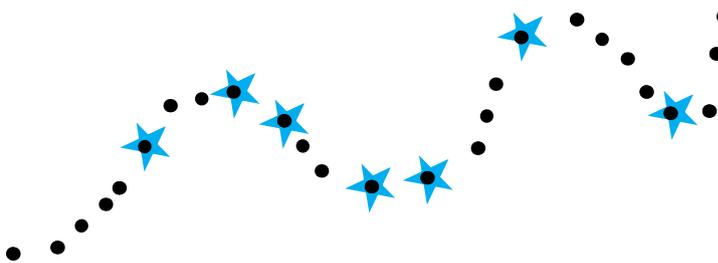
July: Intensive Analysis of Material collected from the 1st two Workshops

10 key questions that need to be answered through the 1st round of Be! workshops

1. Understanding children's dreams, wishes and aspirations
2. Identifying what children value and why w.r.t. personal values, family, work/job, wealth.
3. Understanding children's perceptions of 'work' (is work only for earning money or is there any other value, what feelings does it evoke, etc).
4. Identify the decision makers in the children's lives: who are they? What do the children feel about being independent and taking control of their life/making their own decisions?
5. Understanding family and community dynamics
6. Understanding their perception of 'I' and 'We' and the link between the two. Identifying social problems that concern them and that need to be addressed, also what their role is w.r.t. these shortlisted problems.
7. Identifying their role models and understanding why these individuals inspire them.
8. Understanding their perception of entrepreneurship, the distinction between self-work, working as an employee, social work and a Be! entrepreneur, and the pros and cons of these.
9. Testing Be! media
10. Understanding their perception of the role of education in their day-to-day lives, how they perceive it will equip them for future jobs and where they feel the gaping holes in their education is.

Based on the analysis of the 1st two workshops, we have identified 12 key areas that need to be further addressed in the next Be! Workshops/interviews.

1. Earning a name – How and when does this happen? Is it personal traits or work ethics that help you earn a name, or is it serving your community? What are the signs that clearly tell you that you have earned a name?
2. Security:  
Bank Balance – Money: What do they need money for? What do they need savings for? If bank balance = security; is it financial security, status symbol? What is the difference in boys and girls perceptions of money?  
Permanent job: What is their definition of this? What are the benefits/determinants? How easy is it to get a job? What do you need to do to keep it? If they don't manage to 'secure' this job, then what?  
Does a permanent job = security?
3. Imparting knowledge – Sharing: What would they willingly share with siblings/family/community/the world? In what situations? Because it is the 'right' thing to do? Are they open to sharing knowledge that might help others earn money? When does 'knowledge' become 'information'?
4. What does it involve to make family status rise?
5. What is their definition of community [common home town/ social/economic/geographic/ caste/ language]?



6. Who makes decisions in their lives? [In specific scenarios e.g. studies/work/marriage] Who do they confide in and consult with?

7. Is change possible? W.r.t. lifestyle/caste/work etc. What has changed over their lifetimes, their parent's lifetimes, their grandparent's lifetimes? What has become better or turned worse? How much change do they think is possible over one lifetime?

8. How do they define business/social work/ entrepreneurship? What are the pros and cons of these?

9. What entrepreneurial traits are they able to identify in their community?

10. Blessings, values, fate, respect, belief in oneself and others – what do these mean? Find references/ situations. We know that the children value all of these very highly - what does this mean?

11. How does caste/class affect them? Specifically in terms of access/entry to earning a livelihood.

12. Identify key problems and issues in their lives that need to be addressed.

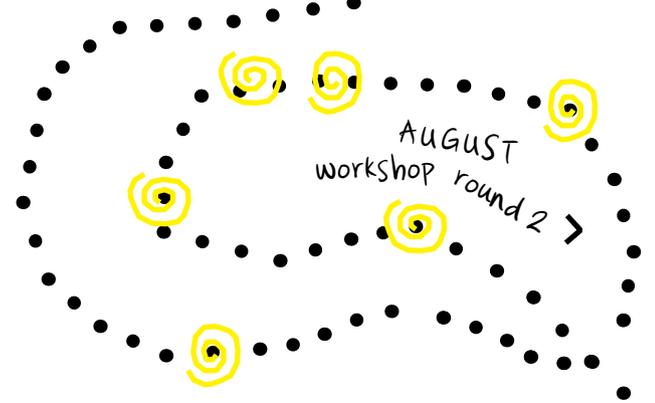


3 Goals to take forward to the next round of workshops

1. To understand children's perception of Entrepreneurship. What do they perceive as the pros and cons of Entrepreneurship?

2. What, according to them, are the traits of an Entrepreneur?

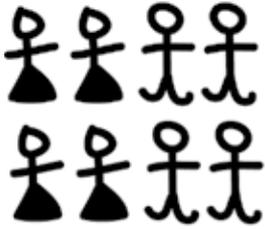
3. To understand each child's socio-economic background.



AUGUST workshop round 2 >

# Phase One

In-depth/One-on-one interviews with:



URBAN

9-12 years  
2 girls & 2 boys

13-15 years  
2 girls & 2 boys



SEMI-URBAN

9-12 years  
1 girl & 1 boy

13-15 years  
1 girl & 1 boy



PERI-URBAN

9-12 years  
1 girl & 1 boy

13-15 years  
1 girl & 1 boy



RURAL

9-12 years  
1 girl & 1 boy

13-15 years  
1 girl & 1 boy

# Phase Two

Key areas that need more understanding and/or new areas that need to be explored will determine the premise for the second phase of workshops.

# Phase Three

Key areas that need more understanding and/or new areas that need to be explored will determine the premise for the second phase of workshops.

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COMING SOON



One day session:  
tips & tricks for  
qualitative research  
techniques & a run-  
through of the new  
Workshop  
module.

with  
**RASIKA**

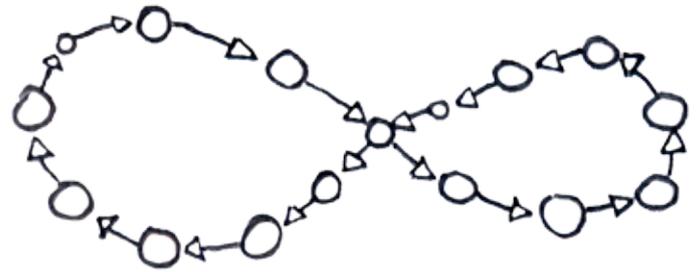


Working Title: *Be! in a box*  
[We recognize that the disadvantage with this title is that it could be interpreted as: To be in a box]

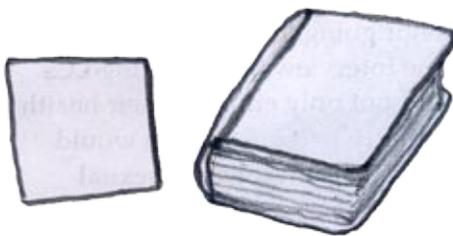
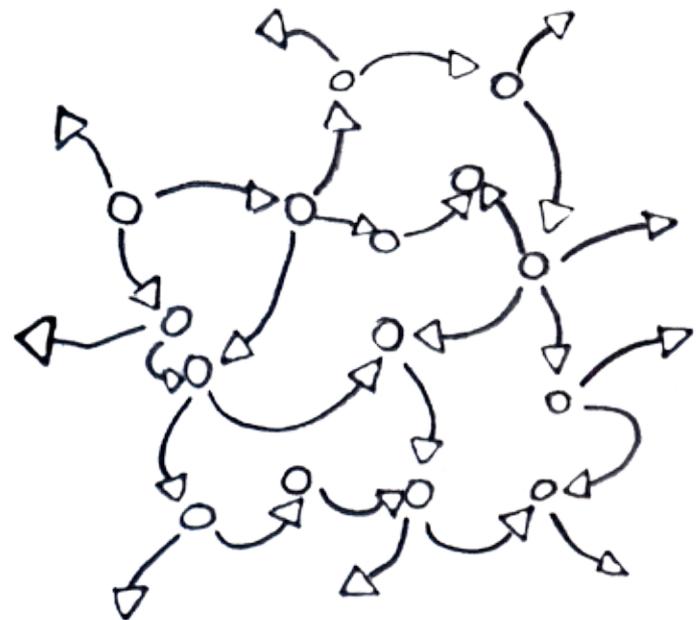
*We are constantly searching for possible ideas and forms for the Be! books and activities...*

Be! is a tool box. Children should be able to access the media themselves without a facilitator. They could be simple stories about recognizing entrepreneurship in your surroundings, or complex, multifaceted epics about struggles, defeat, politics, etc. They could be told from multiple perspectives or one point of view. The stories could be told through real photographs, illustrations, graphic novels, comic books, puzzles, maps, flashcards, old photo albums, postcards, or perhaps even a wallpaper that can decorate the walls of a classroom or be used as a scroll.

At the moment, our ideas are not finite.



We are a part of an evolving, growing system.



There could also be different versions of one story for different audiences. E.g. Illustrated stories of Entrepreneurship for adults, much like Sophie Dahl's *The Man with the Dancing Eyes*.

News of Be! Entrepreneurs - printed in the pink papers like The Economic Times and Financial Express.

What Be! could be



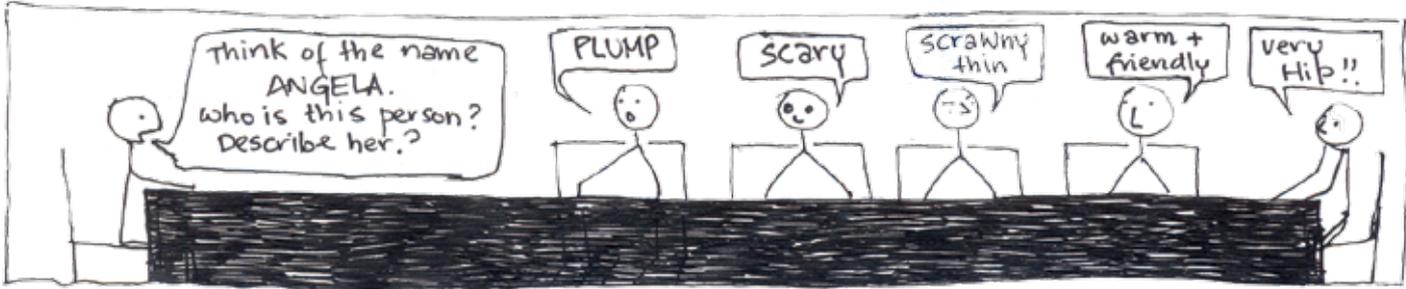


# Some things to keep in mind when you are doing QUALLI research

[Qualli = Quallitative]



In qualitative research, personal biases and beliefs do come in the way of research.

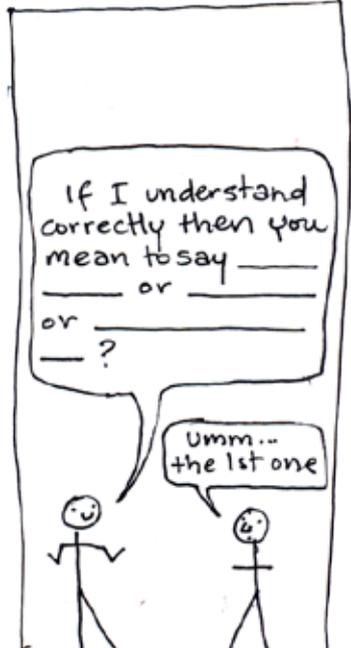
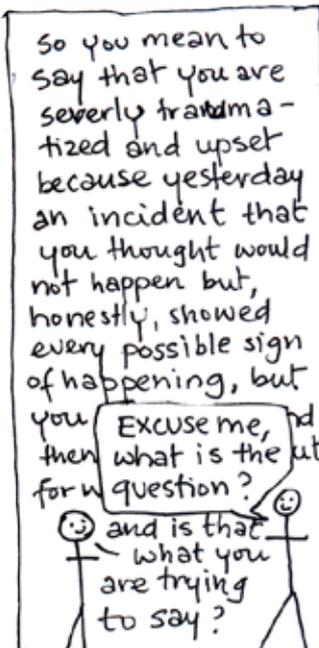
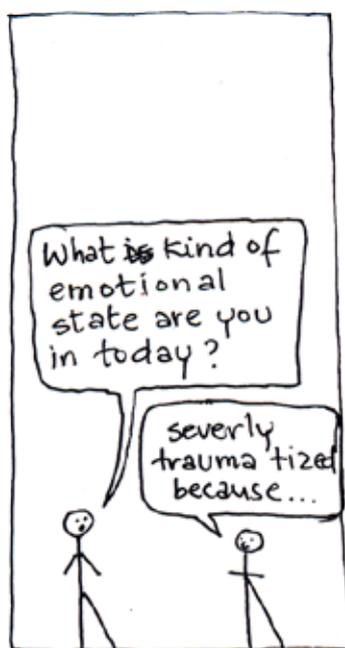


'HOW' questions are not always great.

'WHAT' questions have 'the power' to steer away from monosyllabic answers.

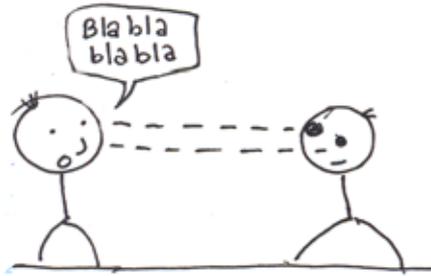
Always always always listen to your own questions!

Never start a question with 'You mean to say...' as you end up giving your own meaning to what the person is saying.

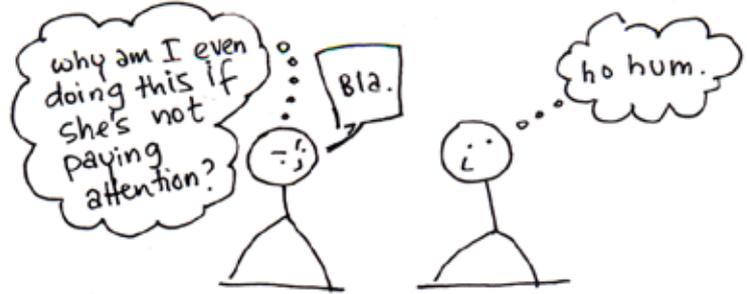


If you do use this technique, don't forget to give the interviewee options...and avoid putting words into his mouth.

Never break eye contact with the respondent.



Do not fidget with things or get distracted during the interview.



The interviewee WILL lose interest.

Avoid using the word 'acha' because it is very vague.

Play games to avoid the word.  
Whoever says ACHA the most  
loses the game.



Always ask for permission for photography, video and audio recording. Don't break the moment to take a picture. Mics tend to intrude and make the respondent uncomfortable. Label all tapes before going - this organizes the data and there would be no confusion during the interview. Carry spare tapes, extra stationary and batteries.

When you go to the field for research never try to be them. Don't try to appear to be more different than you are. Do not wear flashy or bright colored clothes as that distracts the interviewee.

Qualitative research functions on the premise that people do not always mean what they say; the researcher has to read between the lines. In any communication 8% is words, 36% is the tone of the voice and the rest is body language.

\* [ The techniques are only a guide to help in the research, if one technique is not working drop the technique and try another one. ] \*

# \*\*\*New Workshop Module\*\*\*

## OBJECTIVES OF PHASE 1:

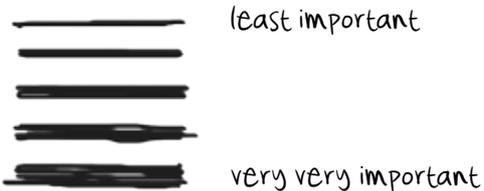
- Identify key issues that impact life – priority list
- Entrepreneurship – what it means, what are the types, what it implies-associations, symbols, what values is it associated with, why is it worthy of respect, what socio economic categories is it associated with, where does it fit on the aspirational map, what relationship does it have with income and social change, examples and possibilities, successes and failures – how do these fit on a life map
- Social change – what is understood by social change and doing for society, its relationship to income generating activities, social recognition and the associated payoffs, examples from the community
- 360 degree profiling: meeting the listed agents of social change – identifying factors that have inspired them

Day 1

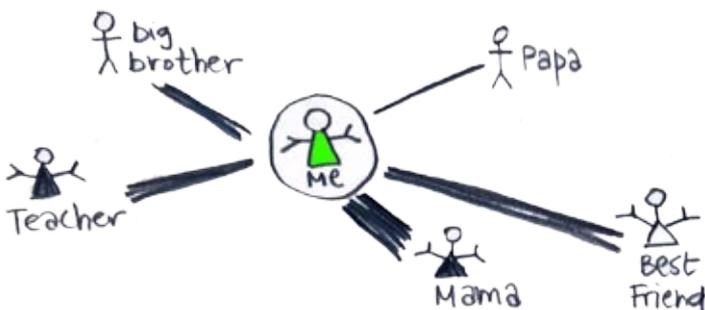


On a sheet of paper draw a circle in the middle, and the child in that circle. Ask the child to draw the people that are important to him/her on the rest of the sheet, around the circle. [Probe: what about people in the neighbourhood, community, people outside the city, etc].

Then draw 5 lines of varied thickness:



Now ask the child to connect the people on his/her map to himself/herself using the line thickness of their choice. Ask questions about their choices.



>> Will these lines ever change or do you expect them to always remain the same? What do you think could be a reason for them to change?

>> What is the difference between friends, family and the other people you have drawn, what are the similarities?

*[Ask for similarities and differences between people connected to the child with same line thicknesses. This is to explore the child's relationships with different people and also to understand how he/she differentiates relationships with people.]*

>> Name one thing you like about each person. Name one thing you dislike, but can ignore about each person.

*[This is to understand what negative qualities the child is willing to excuse.]*

>> If you had 3 sweets, who on your sheet would you share them with? What about Love, Hate, Sadness, Happiness, Extra Money, Clothes, Books?

>> If you had the power to give 3 things, what would you give, to whom and why?

Ask the child: 'When you have questions, who are the people you turn to for advice? Here are some situations:

- a. when you have fought with your best friend
- b. when you need to make a decision about your studies
- c. when someone is troubling your brother/sister
- d. when your parent is not well
- e. when your best friend is in trouble
- f. when you save money to buy something nice
- g. when the garbage in your area needs cleaning
- h. when you need to get water
- i. when you plan what you want to do with your life

*To understand the child's process of decision-making, use situations of conflict to probe further.*



If, for one day, you could be anybody IN THE WORLD, who would you choose to be like? **WHY?**

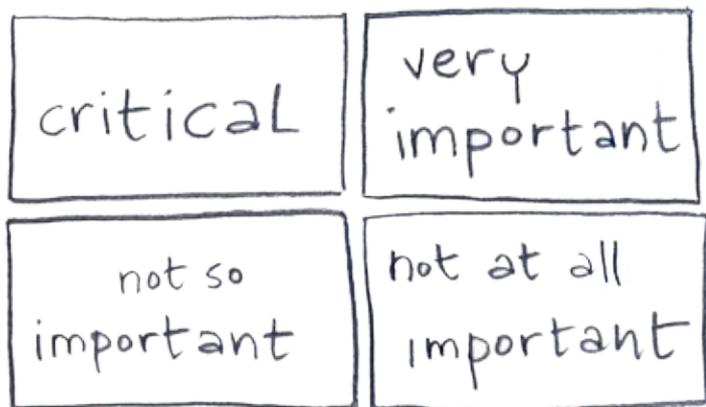
If, for one day, you could be anybody in YOUR AREA, who would you choose to be like? **WHY?**

If, for one day, you could be anybody in YOUR HOME/FAMILY, who would you choose to be like? **WHY?**

*To understand the child's aspirations: Ask the child to describe these people. If possible, go meet this person briefly to see if the child has made this person 'look bigger' than he/she really is. Was this person chosen because the child looks up to him/her, or because the child is close to him/her?*



### CARD SORTING GAME



Go through the cards one by one and ask the child which pile he/she feels they should be put into. This is a quick exercise, do not spend a lot of time dwelling on the meaning of each word.

After the cards are sorted, focus on each category: either start with the most critical pile and work your way to the least important pile, or the other way round. Ask the child to sort the cards in each pile in order of most important -> least important. Be quick and do not spend time dwelling on the meaning of each word.

*This exercise will help you understand what is most important to the child's life and what is not.*

Now ask the child to identify 3 issues (from the pile of cards, if not, offer blank cards for the child to write on) that affect their life the most. In what way? Does the child know of anyone doing something to solve/resolve this issue? In what way? Do they work alone or with a team? Since when? Does this person get paid for this work?

Avoid questions like 'Who should be doing this work?', questions that put the responsibility or blame on others.

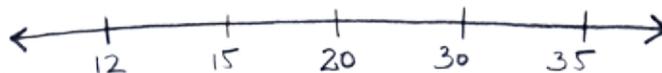


>> Ask the child to imagine and describe to you what a wealthy person would look like [Hindi: dhanwaan]. Encourage role play/drawing.

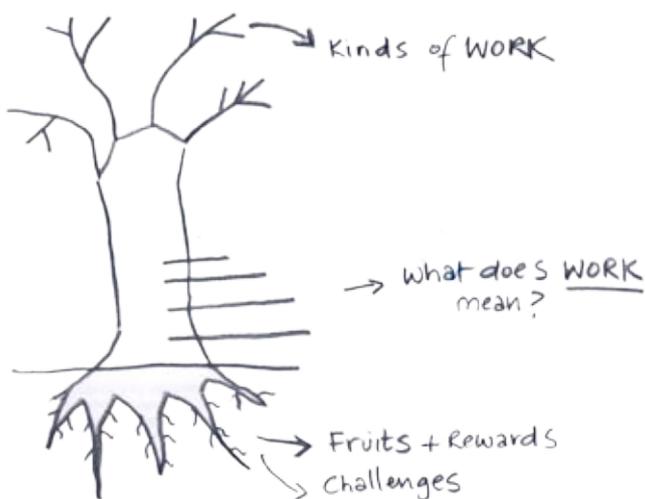
Prompt the child through questions: What does this person look like? How does he interact with people? What work does he do? What does he do in his free time? What is his family life like? What is his social life like?

*To understand the child's perceptions of 'wealthy' and what values he/she assigns to being wealthy.*

>> Draw a timeline for the child and ask him/her to describe what he/she is like now, what he/she will be like in 5 years, in 10 years, etc. What is his/her life like now? What does he/she want to be doing 10 years from now? What does the child want for his/her future?



>> To understand the child's perceptions of Work, use the tree analogy.



The branches represent the different types of Work people do. Ask the child to list out different kinds of work.

The stem of the tree represents the essence of Work. Ask the child to list out what he/she feels Work means.

The roots of the tree represent the rewards as well as the challenges faced while working. Ask the child to list out what rewards Work may lead to, and what challenges one might face along the way.



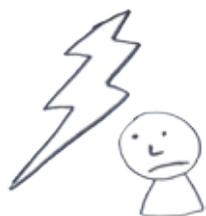
Ask the child to imagine he/she fell asleep and had this wonderful dream about all the work that he/she could do. What would this dream be about?



*To understand aspirations, what the child wants or dreams about.*

Ask the child to imagine he/she fell asleep and had a horrible nightmare! What would this nightmare be about?

*To understand what the child fears.*



Give the child a few opening scenarios and ask him/her to help you finish the stories:

- Ram is very worried about the water situation in his locality. What should Ram do? Who can he talk to?
- Shyam's father has been out of work for many days. What should he do? Who can he talk to?
- Girish has troubles at home. His father drinks and beats the family. What should Girish do? Who can he talk to?
- Sundar needs money to eat and manage his life. What should Sundar do? Who can he talk to?
- Kunal lives in an area where people get into frequent fights. Kunal really wants to stop this. What can Kunal do? Who can he talk to?

Depending on the context (WHAT CONTEXT!!!!) choose 2-3 appropriate stories, or make up your own.



Ask the child to choose which is the more important from a pile of cards:



Use this exercise to understand who the figure of authority in the child's life is. Try to meet that person for 5 minutes to see whether the description given by the child is accurate or not.

End of Day 1: Leave the Entrepreneurship questionnaire with the child to fill out.

Pick the option you think describes an Entrepreneur best.

An entrepreneur is someone who has his/her own business, is independent and can work at his/her own pace and time.

An entrepreneur is someone who brings people together in order to solve a problem and run a business.

Entrepreneurs are people who have a talent for seeing opportunities, and the ability to develop those opportunities into profit-making businesses.

An entrepreneur is someone who seeks to capitalize on new and profitable endeavors or business; usually with considerable initiative and risk.

An entrepreneur is someone who finds innovative solutions to social problems and works hard to put them into effect.

An entrepreneur is someone who creates a business that evolves over time and leads to social change.

An entrepreneur is someone who brings people together and converts his idea into a business.

An entrepreneur is someone who recognizes a need in society and creates a business that fulfills this need while earning a profit.

Which definition do you think fits best?



## Day 2



Refer to the filled out questionnaire. Discuss their answers with them.

>> Ask the child if they know anyone who fits their description of an entrepreneur. The example could be anyone, somebody the child has read about, heard of or seen on TV.

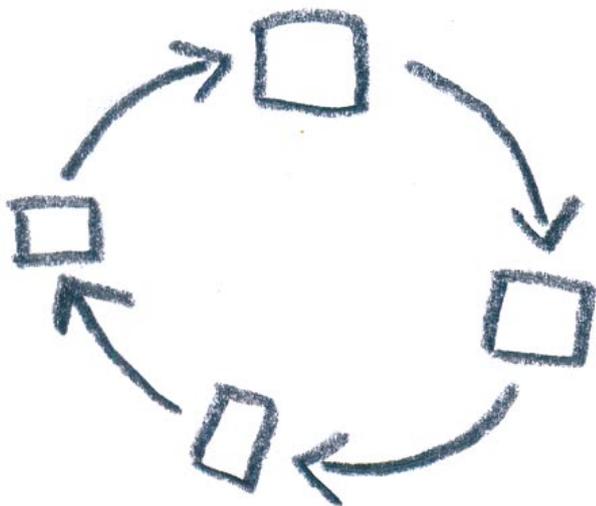
>> Ask the child if he would include this person on his relationship chart if he could. Where would he/she place this person? Which line would he/she use to connect this person to himself/herself? If this line were made of something real, e.g. an emotion or a sentiment, what would the line between the child and the entrepreneur be made of?

>> Ask the child more questions about this entrepreneur. What could possible reasons for sadness or lack of motivation for this person be? What would make this person feel happy? What would he/she consider a success? What are the good and bad experiences of this entrepreneur?

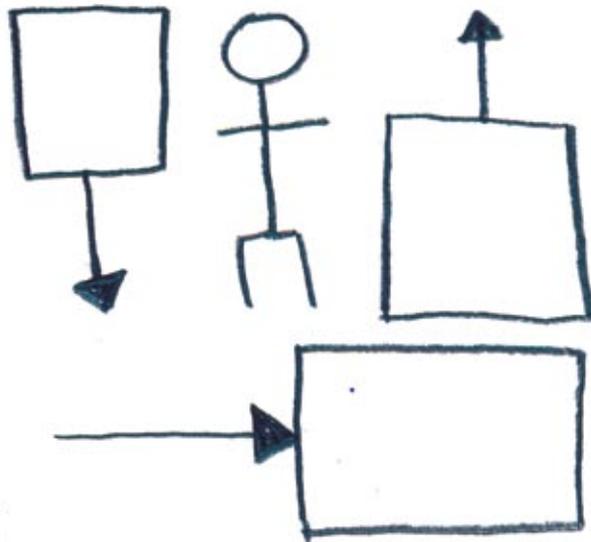


Ask the child more questions about the three people in his/her community who fit the role of Entrepreneur according to the child.

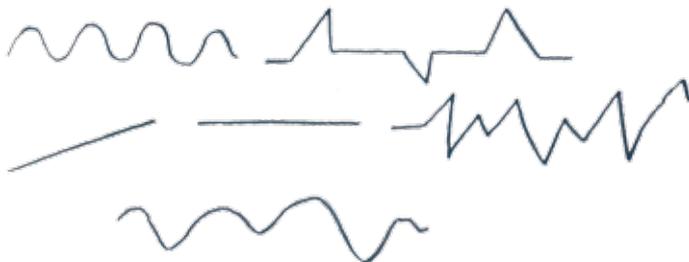
>> Why did they start their business? How did they start? Ask the child to draw a spiral of how things led from one thing to another.



>> What kind of difficulties have they faced? How did they overcome them? Who supported them? What helped them grow? What was their motivation to go on? What sustained them?



>> Ask the child to do a small diagram that illustrates the path of the entrepreneur, the ups and downs.



>> Is support important or not important?

>> Ask the child if he/she would you like to be like the entrepreneurs? Why? What would the child have to do to be like them?

*Probe further to understand what the child would emulate from the entrepreneur and why.*

On the flipside, what would the child do differently from the entrepreneurs? Why? How would the child go about it differently?

*Probe further to understand how innovative the child is, to understand his/her thinking and ideas. This has to be analyzed carefully.*

\*\*\*\*\*

**SCRAPBOOK:** Give the child a blank logbook, photographs, old magazines, scissors, glue and headings under which the child has to paste. The headings outline the child's dream and the plan he/she has made to fulfill that dream.

# MMM

MONDAY!  
MORNING!  
MEETINGS!

"When you reach an obstacle, turn it into an opportunity. You have the choice. You can overcome and be a winner, or you can allow it to overcome you and be a loser. The choice is yours and yours alone. Refuse to throw in the towel. Go that extra mile that failures refuse to travel. It is far better to be exhausted from success than to be rested from failure."

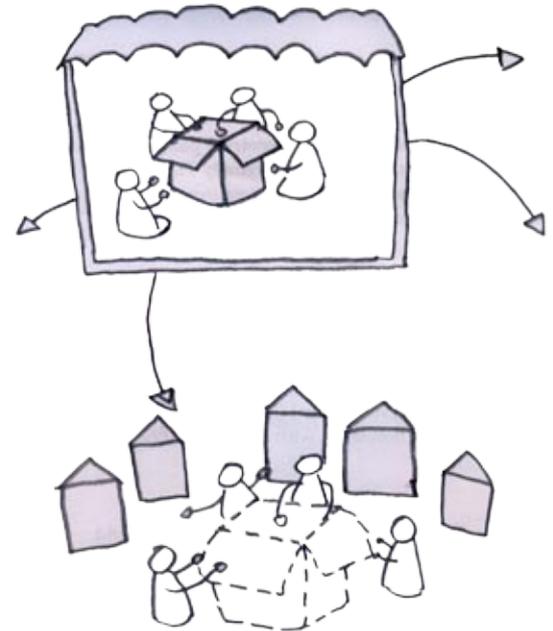
Mary Kay Ash  
founder  
Mary Kay Cosmetics

a beautifully illustrated and engaging moving/picture book by Eric Carle. Each page has a pop-up or a pull out.



The Be! resource kit should not be expensively made so that teachers in government schools don't become overly protective of it.

It would be great if the materials were so local and simple, that kids could recreate the Be! toolboxes at home, to show and share with their friends and family. It encourages resourcefulness and innovation.



Using auto-rickshaws for advertising and promotion of the Be! project. e.g. ICICI bought the space behind the driver's seat in Mumbai taxis to advertise for their loans - and this campaign was, as Smriti would say, terribly effective.

"Business Opportunities are like buses. There's always another one coming."

Richard Branson  
founder  
Virgin Enterprises

from Bill Gates' speech at a Harvard Graduation Ceremony

"I left campus knowing little about the millions of young people cheated out of educational opportunities here in this country. And I knew nothing about the millions of people living in unspeakable poverty and disease in developing countries. It took me decades to find out. You graduates came to Harvard at a different time. You know more about the world's inequities than the classes that came before. In your years here, I hope you have had a chance to think about how in this age of accelerating technology we can finally take on these inequities, and we can solve them.

For Melinda and for me, the challenge is the same: how can we do the most good for the greatest number with the resources we have? During our discussions on this question, Melinda and I read an article about the millions of children who were dying every year in poor countries from diseases that we had long ago made harmless in this country. [...] We were shocked. We had just assumed that if millions of children were dying and they could be saved, the world would make it a priority to discover and deliver the medicines to save them. But it did not. For under a dollar, there were interventions that could save lives that just weren't being delivered.

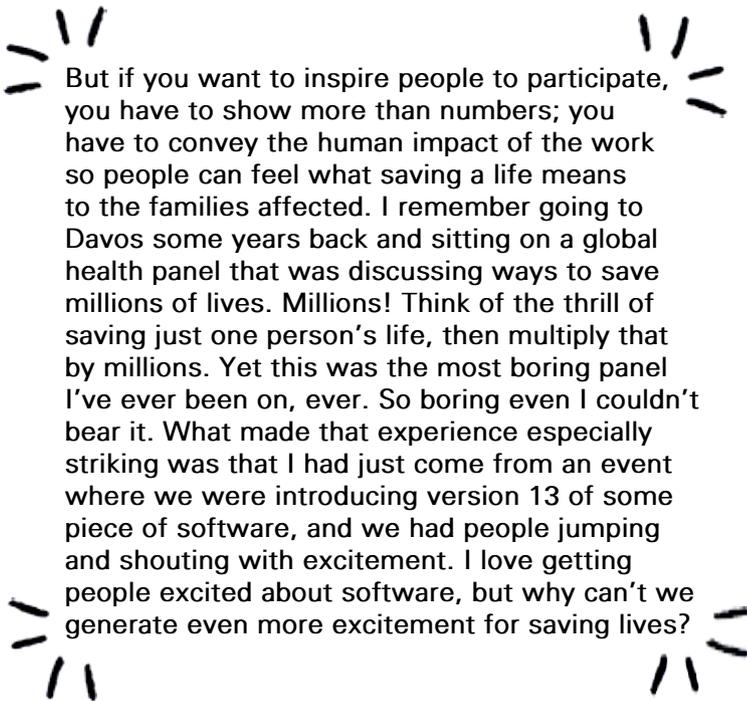
The answer is simple and harsh. The market did not reward saving the lives of these children, and governments did not subsidize it. So the children died because their mothers and their fathers had no power in the market and no voice in the system. But you and I have both. We can make market forces work better for the poor if we can develop a more creative capitalism, if we can stretch the reach of market forces so that more people can make a profit, or at least make a living, serving people who are suffering from the worst inequities. [...] If we can find approaches that meet the needs of the poor in ways that generate profits for business, we will have found a sustainable way to reduce inequity in the world. This task is open-ended. It can never be finished. But a conscious effort to answer this challenge will change the world.

The barrier to change is not too little caring; it is too much complexity. To turn caring into action, we need to see a problem, see a solution, and see the impact. But complexity blocks all three steps. Even with the advent of the Internet and 24-hour news, it is still a complex enterprise to get people to truly see the problems.

If we can really see a problem, which is the first step, we come to the second step: cutting through the complexity to find a solution.

Cutting through the complexity to find a solution runs through four predictable stages: determine a goal, find the highest-leverage approach, discover the ideal technology for that approach, and in the meantime, make the smartest application of the technology that you already have – whether it is something sophisticated, like a drug, or something simpler, like a bed net. The AIDS epidemic offers an example. The broad goal, of course, is to end the disease. The highest-leverage approach is prevention. The ideal technology would be a vaccine that gives lifetime immunity with a single dose. So governments, drug companies and foundations fund vaccine research. But their work is likely to take more than a decade, so in the meantime, we have to work with what we have in hand and the best prevention approach we have now is getting people to avoid risky behaviour.

The final step after seeing the problem and finding an approach is to measure the impact of your work and share your successes and failures so that others learn from your efforts. You have to have the statistics, of course. You have to be able to show that a program is vaccinating millions more children. You have to be able to show a decline in the number of children dying from these diseases. This is essential not just to improve the program, but also to help draw more investment from business and government.



But if you want to inspire people to participate, you have to show more than numbers; you have to convey the human impact of the work so people can feel what saving a life means to the families affected. I remember going to Davos some years back and sitting on a global health panel that was discussing ways to save millions of lives. Millions! Think of the thrill of saving just one person's life, then multiply that by millions. Yet this was the most boring panel I've ever been on, ever. So boring even I couldn't bear it. What made that experience especially striking was that I had just come from an event where we were introducing version 13 of some piece of software, and we had people jumping and shouting with excitement. I love getting people excited about software, but why can't we generate even more excitement for saving lives?

[...] I hope you will come back here to Harvard 30 years from now and reflect on what you have done with your talent and your energy. I hope you will judge yourselves not on your professional accomplishments alone, but also on how well you have addressed the world's deepest inequities on how well you treated people a world away who have nothing in common with you but their humanity."

I am smart  
 I am alert  
 I am active  
 I am honest  
 I am sincere  
 I am brave  
 I am brilliant  
 I am intelligent  
 I am beautiful  
 I can do it  
 I can win  
 I must win  
 I love myself  
 I love all  
 I love god  
 God loves me  
 I live  
 I let live.

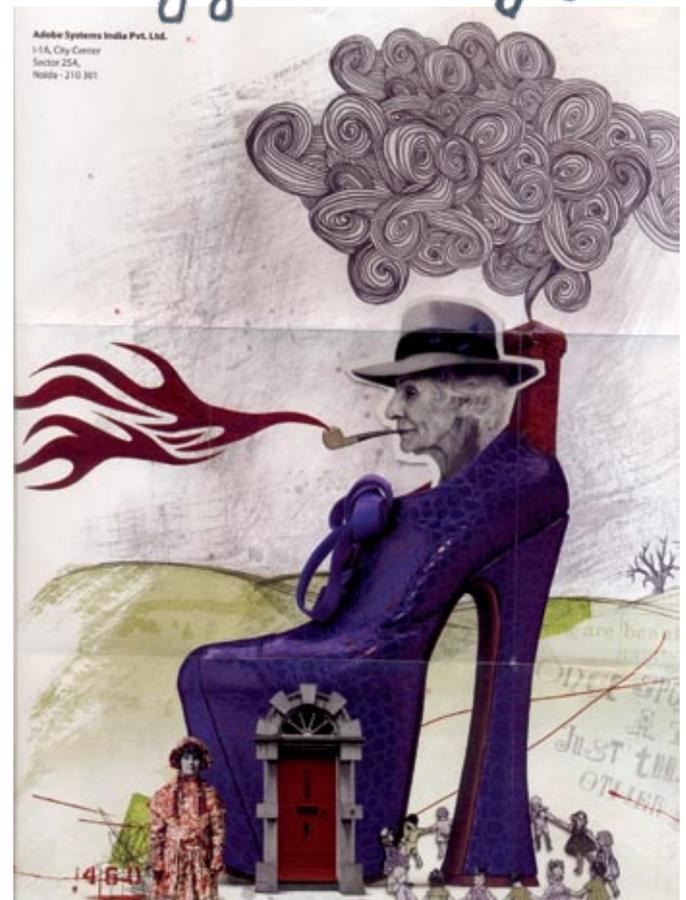


Sheshadripuram School  
 (Yelahanka Bangalore)  
 Morning Assembly



A very cool fold-out ad for Adobe's newly released CS2 package. The fold out opens with the question:

*Can you connect seemingly unconnected things?*





Craftsmen at Dilli Haat are open to producing artwork for the Be! books; e.g. patchwork artisans from Orissa and Mithila painters

"Innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced. Entrepreneurs need to search purposefully for the sources of innovation, the changes and their symptoms that indicate opportunities for successful innovation. And they need to know and to apply the principles of successful innovation."

Peter F. Drucker  
'The Father of Modern Management'

(Lovely website model)

## THE FOUNDATION FOR A BETTER LIFE

www.forbetterlife.org

Tagline:

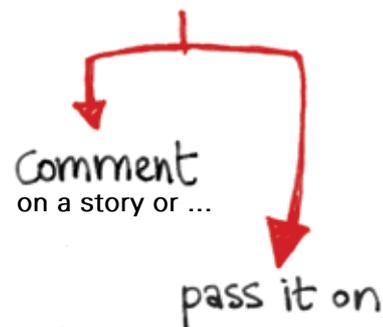
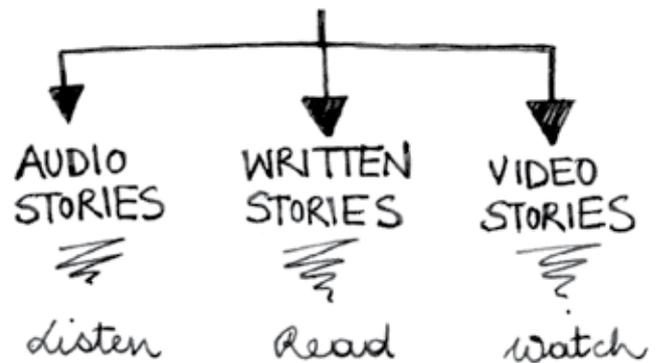
x "Be Inspired" x

An organization that solely creates media and education with the idea of spreading inspiration!

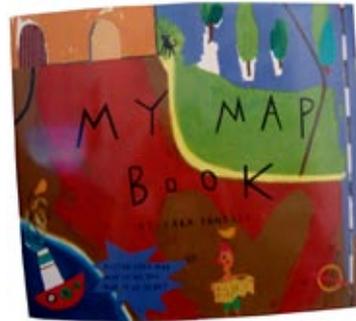
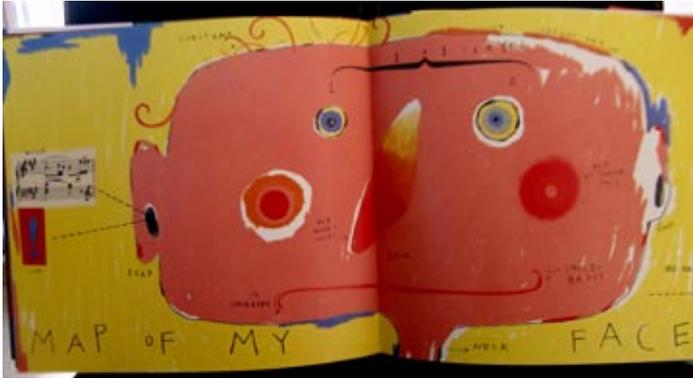
HOME PAGE

↳ CHOOSE A VALUE  
(in alphabetical order)

ambition appreciation Believing in others  
Caring COMPASSION  
Courtesy Dependability Doing the Right Thing  
Effort Gratitude Forgiveness  
Helping others

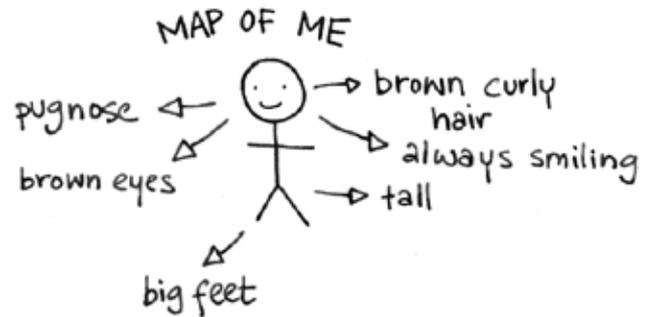
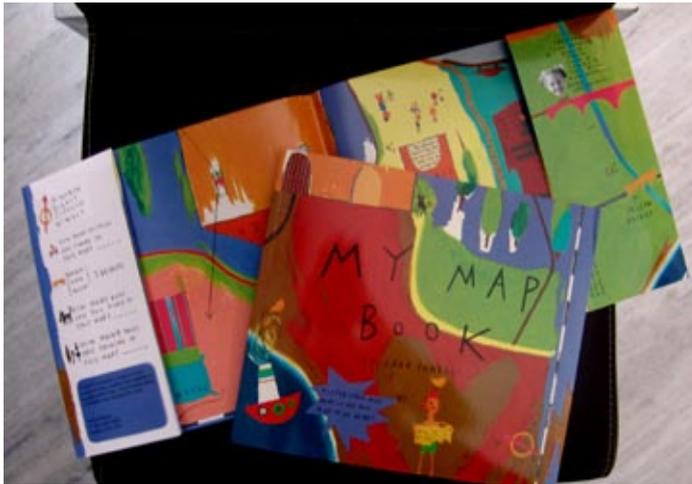


Map of My Face: a spread from the book



My Map Book  
by Sara Fanelli

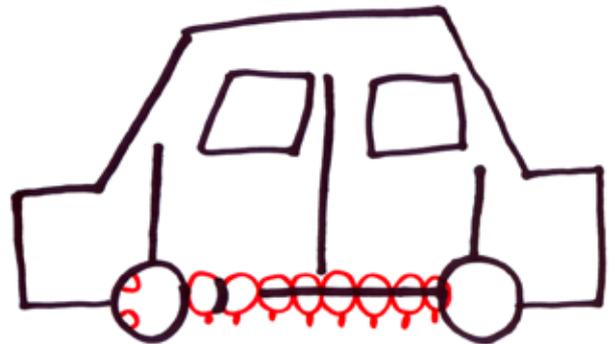
Many of the maps in Sarah Fanelli's beautifully illustrated book are similar to exercises we are using in the workshops (map of my family, map of my community)! And then, there are other maps, like map of my heart, map of my day, map of me ... and soon we started to think about how we could use this beautiful mapping method for Be!



Smriti did a fun exercise with us today: We split up into pairs and she whispered one word into everyone's ear. We were given a sheet of paper and asked to draw the word we had been given, but we could only draw one line at a time and we had to build on the drawing of the other person.



The dust jacket comes off and unfolds into a big activity map on one side, and a blank space on the other side for the reader to draw his/her own map.



Monica & Maha: Caterpillar and Car

There's a thought in my pocket ...



map of me  
of people in my life  
my world

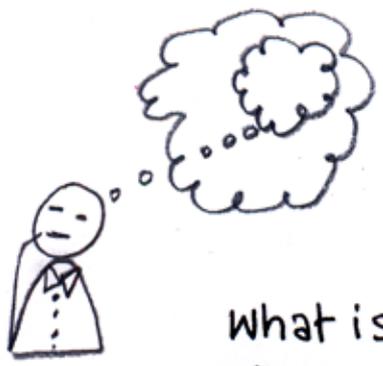
out in the book stores  
next summer...

stories that are drawn • artists



children join hands

# THE BIG BOOK OF WHAT IF'S

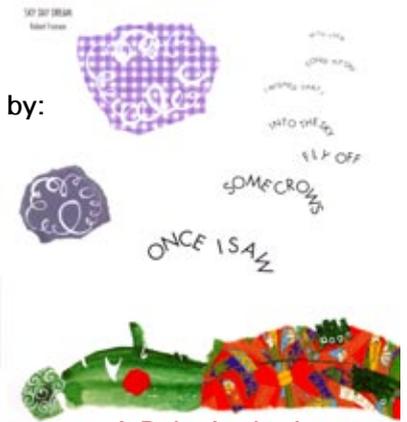


What is an IDEA?  
Where does it come  
from ??

How does an idea  
grow ? (and more)

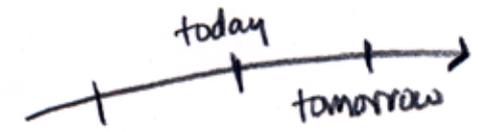


Inspired by:



A Poke in the I  
a collection of  
Concrete Poems  
Paul B. Janeczko  
& Chris Raschka

Concrete poems are different from everyday poems: they are a lot more playful. A concrete poem may be as simple as a single word. The word becomes a poem because of the way the type is placed on the page.



Quentin Blake of  
used thousands of  
the children's ideas  
and suggestions  
to write this  
enchanting  
story...

I think a thought!!

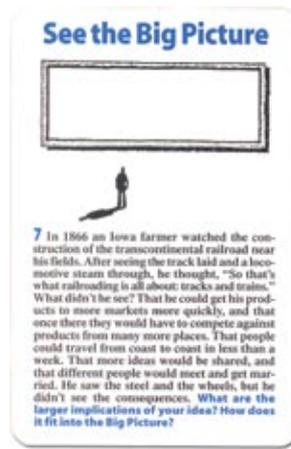
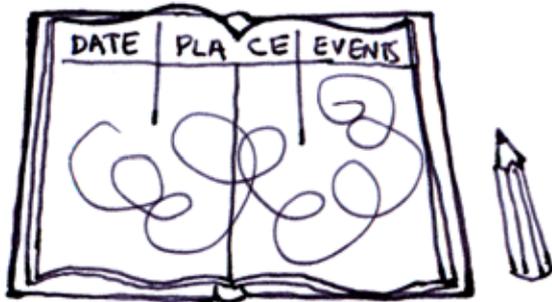
Quentin Blake's  
"A SAILING BOAT IN  
THE SKY"

This book is the result of  
a collaboration with 1,800  
French speaking children -

FROM ALL AROUND THE WORLD.

Illustrations from the book  
*'The Adventures of Captain Wrungle'*

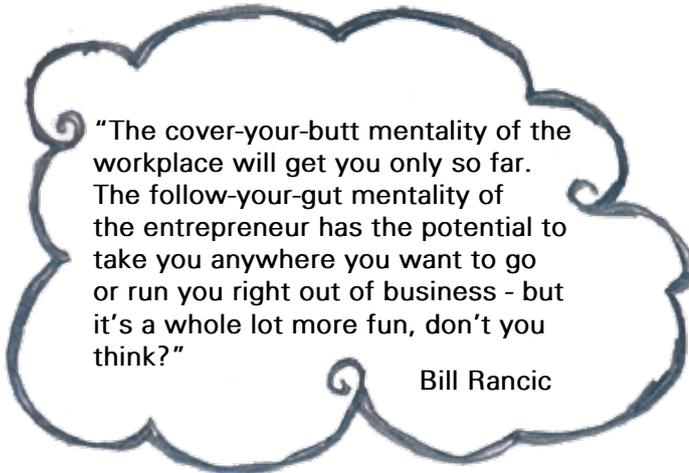
These illustrations have an interesting format: almost like a notebook, there are 3 columns labelled *date*, *longitude/latitude* and *events*, and the rest of the page is an explosive collage of imagery and logbook writing.



The Creative Whack Pack is a creativity tool. It will “whack” you out of habitual thought patterns and allow you to look at what you’re doing in a fresh way.

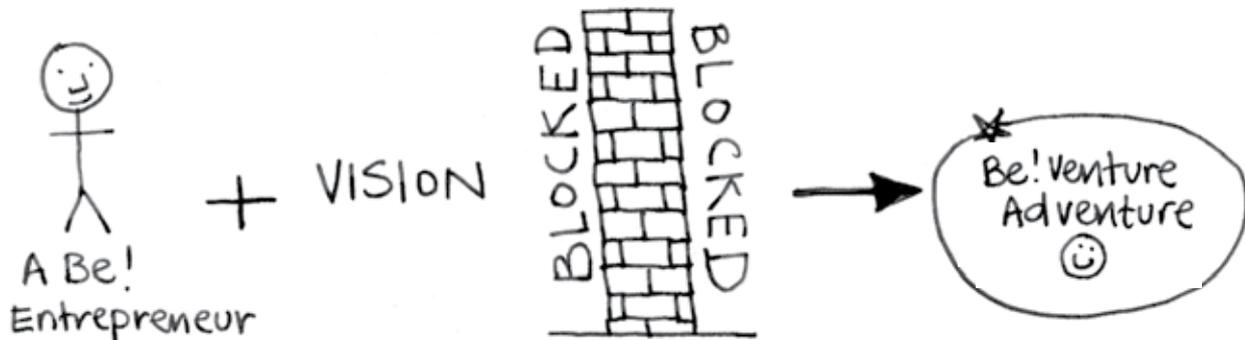
It is a “creativity workshop in a box.” It consists of 64 cards, each featuring a different strategy. Some highlight places to find new information. Others provide techniques to generate new ideas. Some lend decision-making advice. And many give you the “kick” you need to get your ideas into action.

(Created by Roger von Oech  
[www.creativethink.com](http://www.creativethink.com))



There’s a thought, in my pocket...something small that can be carried everywhere, cards that can be pulled out and read at random...elements of surprise, motivating, inspiring...

The constant question on our minds is:



How will Be! break down this wall?

What will the Be! media be?



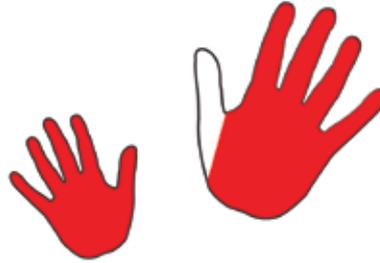
SEPTEMBER - OCTOBER  
2007

**Be!** creates and tells entrepreneurial stories  
to millions of young people in India

for social + economic change



By 2020 **211 million people** will be out of work in India



**9** out of 10 will be between the age of **15 to 25**



Today **50%** of children in school drop out before **age 16**

**Be!** believes millions of young people must be given a chance to believe  
in their ability to change their lives and change India



**Be!** media is books (50), movies (15), and radio (30 part series) +  
an idea-generating curriculum linked to a Entrepreneurial Fund - to make  
the new ideas young people have, a reality

**Be!** will inspire millions of young people from underprivileged backgrounds to  
choose to become entrepreneurs, to create businesses that solve the social,  
economic and environmental problems they face in their lives

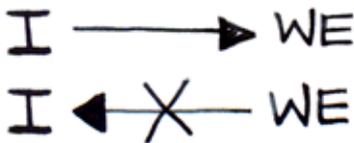
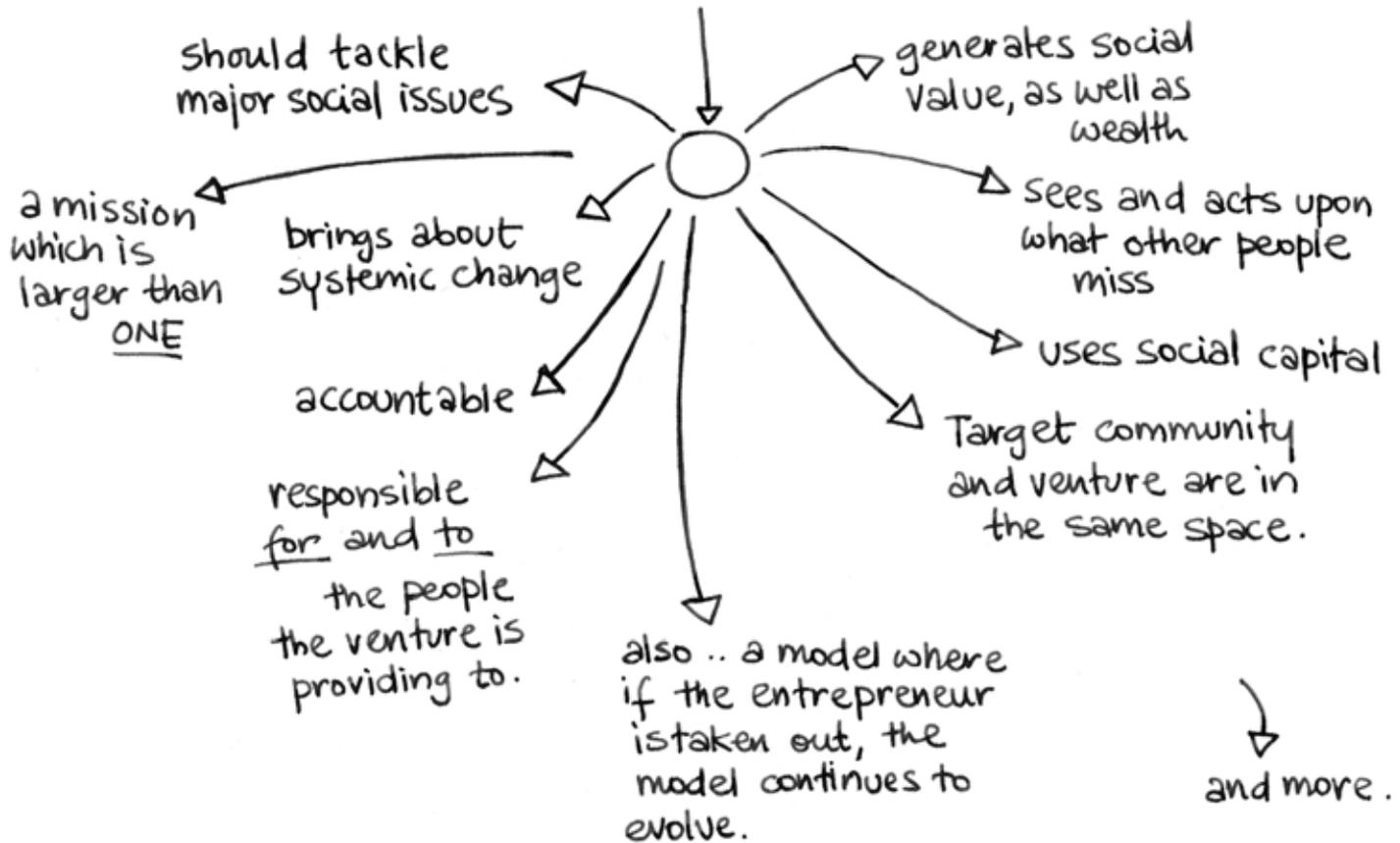


[www.goingtoschool.com](http://www.goingtoschool.com)



ENTREPRENEURSHIP ≠ SOCIAL ENTREPRENEURSHIP  
 SOCIAL ENTREPRENEURSHIP ≠ SOCIAL SERVICE

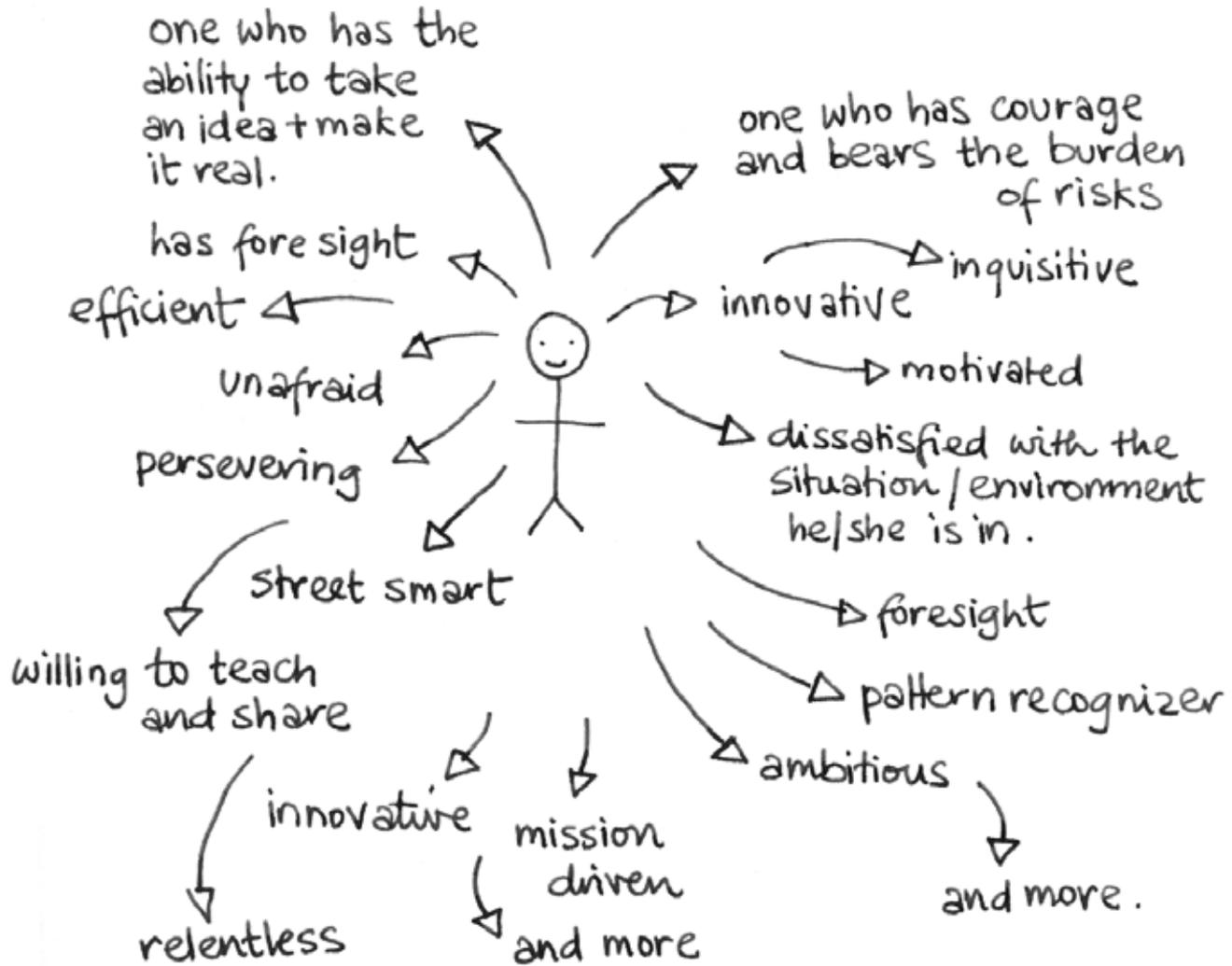
MAP OF A BE! VENTURE



What exactly is a social enterprise?

Mohammed Yunus in his Nobel lecture said: "Let us suppose an entrepreneur, instead of having a single source of motivation (such as, maximizing profit), now has two sources of motivation, which are mutually exclusive, but equally compelling (a) maximization of profit and (b) doing good to people and to the world."

# MAP OF A BE! ENTREPRENEUR



## Jeff Skoll, Skoll Foundation on Social Entrepreneurs

The inequality between the rich and the poor is what causes the ills of the world - environmental deterioration, crime, drugs, terrorism. Social entrepreneurs work to decrease that inequity, bringing in new ideas to leverage small amounts of resources into something that creates a great amount of good. A great social entrepreneur is someone who makes a difference at scale, who doesn't just affect a small number of people, but who shifts the entire landscape.

Social Entrepreneurs have two kinds of power. One is the power to bring about specific changes: rescuing children from forced labour, empowering communities to improve their access to clean water or their children's educational opportunities. Perhaps more important is the power to inspire - to show that the poor and disadvantaged, when given opportunities, can lift themselves up, and to inspire those with resources and advantages to set aside cynicism and join forces with social entrepreneurs confident that their efforts will contribute to making a difference.



Ahmedabad, Gujarat

## The RO Water Business Environment Planning Group Ltd. & Entrepreneur Deepinder Mohan

### The problem

Rural Gujarat has been facing problems of access to clean drinking water for many years. More than 2,000 villages in Gujarat face a drinking water shortage during each summer and more than 800 villages have been identified as critical. In some places, portable water is pumped from the ground; in some interior villages water is supplied by water tankers.

The drinking water crisis will continue to increase exponentially as water salinity and ground water depletion increases. Additionally, the level of fluoride in water has increased alarmingly, posing health hazards in several villages. High dissolved solids (TDS), fluorides, hardness and micro organisms present in water used by many villages make diseases & disorders like malaria, cholera, typhoid a imminent threat.

### How Reverse osmosis (RO) works:

Pressurized water is forced through a membrane resulting in purified water on one side of the membrane and a highly concentrated, saline and mineral solution of water on the other side. It is a viable option in areas where toxic minerals are present in ground water and places where water is supplied by the municipality.

This system is an urgent and required solution in areas where fluoride and other toxic mineral content in water is very high and no other filtration system can remove them from drinking water.

However, for each gallon of purified water that it produces, 3 gallons of water are wasted.

**initial**  
Initial investment is approx. Rs. 1.5 lakh.  
**INVESTMENT**



Currently water is being sold at 35 paise/litre.



After paying monthly electricity charges, EMI against loan, Salaries and maintainance, Deepinder makes a profit of ~ Rs. 20,000. (He will start making a profit three months after first setting up the RO system.)



There are 6 such RO systems that Deepinder runs in Ahmedabad. He now wants to take this model to villages all over Gujarat and sell the water for 9 paise/litre. He has worked backwards and can cover investment costs and make a meager profit even at that rate.



A Reverse Osmosis water purifying system is fitted in a community/society. The space is provided by the society.



Deepinder employs people from the community to run and maintain it.



DEEPINDER  
MOHAN

He has come to terms with making losses, as long as he has enough to survive.

Deepinder is constantly looking for new ideas. Once all his RO water systems are set up, he will start continue to innovate or think of other possible business models...

When asked if he thinks making a profit is justified in the water business, Deepinder replied that it is the intention that is important. It is important to remember that the intent is to make social change and not make profits. Once it is clear that the priority is social change, it is acceptable to make a nominal profit; a remuneration for your services.

The motivation to start this business was both professional recognition as well as social relevance.

He wants the respect of his peers and his community.

He says:  
Your ego will help you succeed!

When he first started his business, Deepinder lost a lot of money to paying bribes. Eventually he made such a huge loss, that he was forced to take a loan and start all over again. He says 'Sure I failed in the beginning, but I succeeded in the end. You have to be able to see success in your failures, to keep pushing yourself.'

'You have to be a social capital seeker. Social Networking skills are a must!', says Deepinder.

Never again will I compromise!  
Never again will I pay bribes!  
says Deepinder.

Ahmedabad,  
Gujarat

## Jigar's Story

Jigar was an experimenter from the beginning. As a child, he had ideas running through his head all the time.



But his family and his teachers did not encourage him.



He ran away from home and returned only after much pleading from his family.

One day, CEE (Centre for Environment and Education) visited Jigar's community and told them about **GLOBAL WARMING** and other issues troubling the country and the world today.

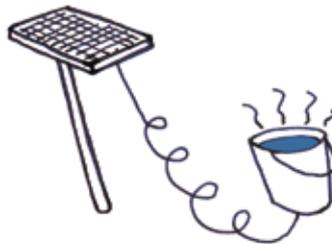


His mind started working again. He wanted to experiment with an energy efficient car.

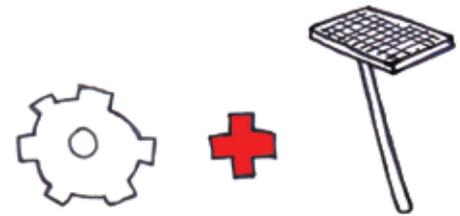
Jigar thought of modelling a car using solar panels and a motor.



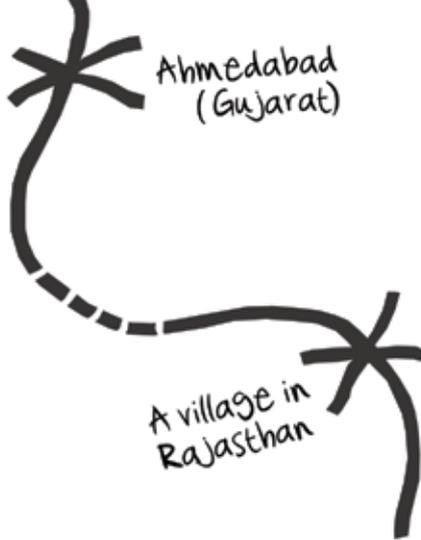
He looked at the rotation-ary motions of a wheel...



...on a school trip to science city, he saw water being heated using solar power ...



Jigar met Mahesh from the National Innovation Foundation (NIF) while buying a solar panel. Mahesh convinced Jigar to submit his idea to NIF. Jigar became one of the youngest innovators to have done so!



Once, while visiting his uncle's village in Rajasthan, he realized that Neelgai (Indian Blue Bull) raids on crops were a huge problem for farmers in the area.

His uncle had just been fined Rs. 50,000 because a Neelgai had died on his land. Often the government does not recognize the true causes of death and the farmers are fined for no fault of theirs.

## PROBLEM



The Indian Blue Bull (Neelgai)

Jigar thought of an idea of a machine that would scare the Neelgai off the farmland and keep both the animal and the crops safe.



## SOLUTION

The machine will have a torchlight that will move around like a laser-light to scare off the Neelgai.

The machine will sound an alarm at irregular intervals to scare the animals off. (Unlike other existing machines, the sounds would go off at completely irregular intervals so that the neelgai do not get used to it.)

(Jigar knows that this is an innovation that the farmers can use. He spoke to a few other farms to confirm this, and also to find out how many would invest in this innovation.)

Then he went back to Ahmedabad to make the machine.

## MACHINE

Jigar intends to bring his machine to the market in approximately 2 months.

He decided to price the machine at Rs. 2500, which would cover material costs and resources used.



Jigar is 13 years old and studies in Class 9.

Jigar likes to look for new ideas.

Jigar would like to be Paresh Rawal for one day, because he likes people who make others laugh (Paresh Rawal is a Bollywood comedian).

Jigar's father is very ill. He does not like the idea of his son starting a business. Jigar's source of motivation is his mother.

His role-models are: Vikram Sarabhai, APJ Abdul Kalam and Professor Anil Gupta.

'Failure simply means you have to try again. Someone has to win, but that doesn't mean it can't be you next time', says Jigar.



Jigar likes to read the newspaper so that he can know which path to choose when he grows up.

He wants to grow up and become an innovator, then a businessman and then a politician so that he can effect change.

Jigar, the Entrepreneur

He wants to innovate and market the Neelgai machine, but not make a profit from the sales. If there is a profit, he will give the money back to NIF (National Innovation Foundation) so that they can support more innovators like himself.

Jigar's favourite animal is the tiger, because they consume only as much as they need.

"Money is necessary for survival, but it can't buy you happiness", says Jigar.

In his spare time, Jigar likes to read storybooks.

If he wins Rs. 2000, he will buy a new cycle; his old one is in shambles.  
If he wins Rs. 10,000, he will buy a second-hand computer.

HYDERABAD

180 kms

In a small agricultural town in Andhra Pradesh in Southern India, the street-food business is booming. Pakoras (small fried snacks of chillies or onions) and meat kebabs (yum) are served alongside a certificate from Dr. Reddy's Foundation that assures consumers of quality.

KARIMNAGAR

From the office of:  
Dr. Reddy's Foundation



Project Developer  
MR Y. PRASAD

Taking a business approach to development, with the hope of enabling people to change their lives, it took Mr. Prasad and his colleagues at Dr. Reddy's almost 6 months to understand the local relevance of the street-food business and then make technological and institutional arrangements (yes, we ARE talking about lateral partnerships!) required to make the street-food business work.



A map of how AROGYA works:  
(Arogya means 'good health')

### The Entrepreneurs

Entrepreneurs like Padma, Laxmi and Kanakiah start cooking at noon. Snacks priced at just Rs.10/plate, by evening they have made a profit anywhere between Rs. 500 and Rs. 1,500.



Padma



Laxmi



Kanakiah

Before Dr. Reddy's decided to figure out who needed to get involved to help Padma and her friends be more successful at what they do, Padma and her friends were earning much less, were harrassed by traffic police and the hygiene awareness wasn't as good as it could be.

- Doel Trivedy interviews Entrepreneurs
- Dr. Reddy's Arogya street-food System (Hyderabad, Andhra Pradesh)
- 
-

Eagle Eye  
Inspector



Traffic Sub-Inspector  
MR PRASAD RAO

Mr Prasad is the man in-charge of selecting suitable locations for Arogya vendors to set up their stalls so they do not disturb traffic flow. He is also the man who deals with anyone who harrasses the entrepreneurs.

Daily  
Hygiene  
Inspections!



Health and  
Sanitation Inspector  
MR VAMSHI KRISHNA

His daily routine of checking the 75 arogya push-carts for hygiene standards is imperative. Even though he finds it difficult to balance this out with his other responsibilities, he feels this daily check is important to keep the vendors sanitation up to the mark.

Next Stop:  
The Bank

Senior Bank Manager  
UNION BANK OF INDIA  
MR. N. SRINIVAS



Union Bank Of India and other banks provide loans to prospective street-food entrepreneurs. These are loans without collateral. The entrepreneurs may receive loans for upto Rs. 40,000; they are able to pay back the whole amount to their bank within a year. The loan helps the entrepreneurs to buy the push cart and start-up capital to run the business for a couple of months.

Hyderabad

# PROBLEM

In India about 100 million households use kerosene wick lanterns as their main source of light.



The cost of one litre of kerosene with government subsidy should be Rs. 10.

But it is almost never available at this subsidized rate to the people from low income categories. Often they are forced to buy it at the black market rate of Rs. 20 - 25 per litre.



If a household uses a kerosene lantern for 3 hours every night...

...they burn about 7 litres of kerosene per month...



...which costs them an average of Rs. 175 per month...

...which is just...

TOO MUCH!

# SOLUTION

## SOLAR LAMPS!!!

No more fumes, eye irritation or risk of setting your home on fire by accidentally knocking over the lantern



The lantern uses a CFL bulb which is environmentally friendly.



After being charged in the sun all day the lantern gives light for 4 hours.



It gives 5 times more light than a kerosene wick lantern.

It is portable and can be carried anywhere.



D.T. Barki worked at a government office for many years before he gave up that security to start his own business. Originally from Karnataka, Barki moved to Hyderabad with his family with just Rs. 14,000 to invest in his new idea. He was driven by the idea of selling portable, affordable and clean solar lanterns to replace the widely used kerosene lanterns in Indian villages.

## SOLARNEST

Barki set up SolarNest and developed a very small solar lantern named 'Aishwarya' (after his favourite actress!)



The lantern is a very affordable substitute for the kerosene lantern. It is sold as a commercial product with no subsidy.

SolarNest has networked with dealers in different villages who have their own established credit systems and relationships with villagers.

The lantern can be bought on credit and the principle amount returned in 8 months @ Rs. 200 a month, or even in 16 months @ Rs. 100 a month.

The lifetime of the battery is about 3 years after which it is exchanged by the NEST dealer at a cost of Rs. 150. The CFLs have a similar lifetime and replacements cost only Rs. 60.

Both CFLs and batteries are returned to the dealers and then to the manufacturers for recycling.

The dealers are also important for after-sales-services. They educate the consumers about how to charge, use and maintain the lanterns.

The expected life of such a lantern is long, solar panels are known to last for almost 25 years.



65,000 lanterns have already been sold.

"Every business is profit driven. What makes it a social enterprise is the shift in priority: social concern over profit. We shouldn't forget that even though the mission is social, profits can only come from proper organization."

Barki is stubborn about his idea. He believes in it so much that no one can change his mind about doing it.

He was very impatient and wanted to make his idea real as fast as possible.

He finds joy even in failure. There is always something to learn from failure.

That is the joy of doing something so passionately.

You believe in your cause so much that failure is just a way to tell you that you have to work harder or find another way.

He seduces people: he talks about it to everyone about his ideas and gets them to be interested and involved.

He makes sure that he is constantly aware of what resources already exist, what he can use and what other people and organizations are doing.

Barki is pragmatic. He does not wait for an ideal situation, he makes do with whatever is available and works towards getting whatever else he might require.



D. T. Barki, Social Entrepreneur

He says "One needs to feel a particular interest in something, one has to feel passionately about making a difference." For Barki it was to bring affordable, cheap, clean light to every village household.

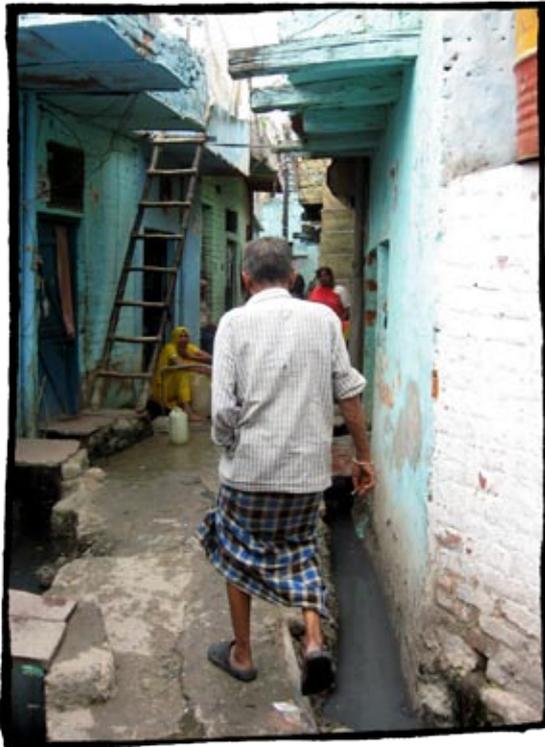
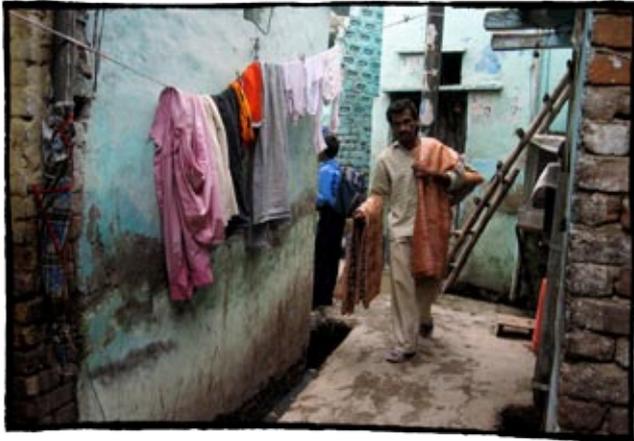
Barki has a plan but is flexible. When things don't work out exactly as per the plan he allows himself to be flexible enough to change.

He is constantly innovating and furthering his business ideas, plans and products according to what his consumers demand and what the situation requires.

Be! Workshops  
Phase One  
Depth Interviews

URBAN:

4 Children from Gole Kuan, beyond South Delhi  
3 Children from Salaam Balaak Trust, Old Delhi



PERI-URBAN:

3 Children from Bijwasan, beyond Gurgaon, Haryana



A database format has been developed to make accessible all the data that has been collected and analyzed.

This format will make available at one glance:

- \* the Interviewee's demographics and family background,

- \* 3 levels of information:

- (1) a look at the extrapolated understanding of the interview with (2) access to the primary information from which it has been extrapolated and (3) key references that can be used directly in Be! Stories (in order to contextualize the story),

- \* a community chart which gives an overall view of the place where interviewees come from.

I ran away from home when I was 6 or 7 years old. I had attempted this 3 times before actually running away. After several adventures with ragpicking on the roads of Delhi, I finally landed up at the New Delhi Railway station. I worked many jobs, including being a shoe shine boy. Salaam Balak Trust made contact with me several times and I finally went to their shelter when I was threatened by local gangs at the railway station.

**Possible Ideas for Be! Stories  
(Ideas to be further explored)**

A 'Where's Waldo' type picture game: large illustrated spreads of all the things we run away from or mentally block out on a daily basis (like: seeing litter on the roads, garbage piles, discrimination, etc.)



"I like my freedom... that is why I ran away from home."

**Relevance to Be!  
Entrepreneurial Traits**

Freedom means:  
not adhering to any routine,  
being disciplined or doing  
anything that you  
do not want to do.

**DANISH**  
17 years old  
Salaam Balak Trust,  
Old Delhi (Urban)

I am frustrated because I have yet a lot to do and achieve in life. I can speak English but I cannot write in English. I really want to learn how to write in English. I find it difficult to quit smoking even though I know it is bad. I have many enemies. I get into bad habits quickly when given freedom. But I am not afraid of hard work. I have many skills (I know Macrame very well). I am innovative and creative. I am reflective and often think about my life and what I have done; I try to understand myself. For me, Work is Worship. I want to do social work for poor people. I don't get stressed when I am faced with a problem; I try to solve the problem.

No support system. A criminal record. Few social skills. No security.

Hard working. Innovative. A desire to help his community. Introspective. Problem-solving skills. Passion. Business sense.

**(Issues to be further explored)**

How can he use his skills to build a business? He will need to improve his networking skills. What kind of network/social capital would he require?

Danish's responses to these emoticons:



**NORMAL**  
I look like this when I am working.



**THINKING**  
I look like this whenever I see an educated person; I start to wonder what their lives are like. I look like this when I think about my business, and about how to set it up.



**DEEP THOUGHT**  
I look like this when I am in deep thought. When I am like this, no one should disturb me.



**SAD**  
I look like this when I am being compared to other people.

**CHUP - CHAP (silent)** When people who are more talented than me speak, I feel I shouldn't speak because I may be insulted.



**SHOCK**  
When I see or get an opportunity.

**(Issues to be further explored)**

Why is he shocked when he gets an opportunity? What does it take for children to trust opportunities? Do they know how to recognize opportunities? Why are children, who think they don't know enough, unsure of speaking their mind? What makes them feel like a fool?

"Plan hona chahiye, jab tak plan nahi hoga koi fayada nahi hoga" (There should be plan before starting a work, if there is no plan then there is no use of starting your business.)

Danish has a very clear plan of how his business will work and what he needs to set it up. But there is something holding him back, making him unsure of taking the first step. Perhaps it is the lack of a mentor.

I want to be a good human being. I want to have a good personality; I want to be educated, wear good clothes, be respected, have people speak well of me, have a good status and speak good English. I want to run my own Macrame business. I want to have a shop that is bigger than Fab India. I want to be a rich man and achieve whatever I set out to achieve. I want to be as successful as Dhirubhai Ambani. After 20 years I want to have 10 - 15 people working under me, I want to have a place of my own where I do my business and I want many contacts in the market. My product label will have my name written on it.

When I see a smart boy I want to be like him.

**(Comment/Analysis)**

Danish has a need to be accepted and to be like other people. He feels that fame will give him that validity.





**Tim Flannery**  
 Crusader, teacher,  
 activist, academic, author,  
 fossil hunter and explorer  
 extraordinaire



**Von Hernandez**  
 One man's bid  
 to stem the  
 relentless tide of  
 toxic trash in the  
 Philippines.



**Hammer Simwanga**  
 To combat poaching, he realized  
 that hunters had to offered a  
 better way to make a living.

# Janine Benyus

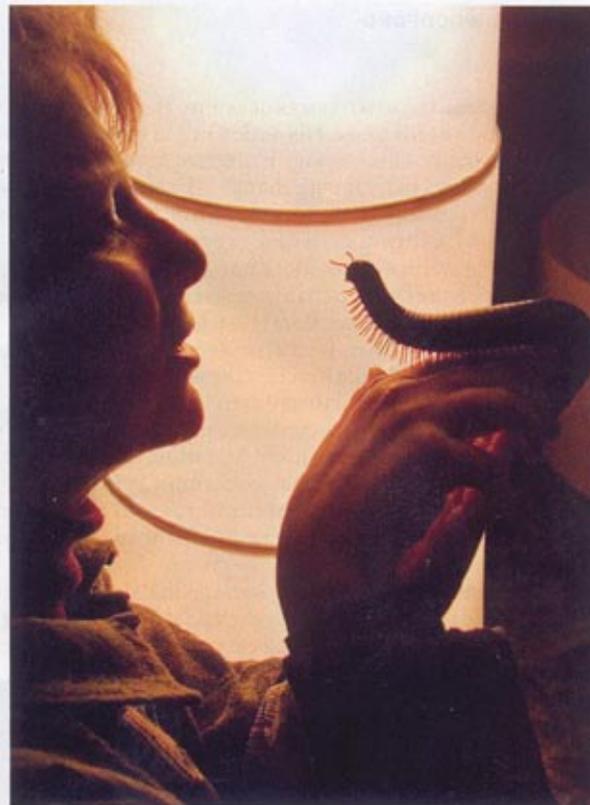
Taking her inspiration from nature's ingenuity, she helped launch a design revolution

BY AMORY B. LOVINS

JANINE BENYUS' luscious 1997 book *Biomimicry: Innovation Inspired by Nature* is unique and profound. In the book, she not only invents a new field that she has named biomimicry, but she inverts the way we all think about design—the alchemy that turns intention into action.

Benyus draws her design inspiration from nature's wisdom, not people's cleverness. Some 3.8 billion years of evolution have exposed the design flaws of roughly 99% of nature's creations—all recalled by the Manufacturer. The 1% that have survived can teach powerful lessons about how things should be built if they're to last. For example, nature's design genius has led to the creation of bat-inspired ultrasonic canes for the blind, synthetic sheets that collect water from mist and fog as desert beetles do, and paint that self-cleans like a lotus leaf. Little plastic-film patches have been designed using adhesiveless gecko-foot technology, so that carpet tiles can be stored in a big roll, but also easily removed. Equally promising, we'll soon make solar cells like leaves, super-tough ceramics that resemble the inner shells of abalone, and underwater glue that mimics the natural substance used by mussels. Maybe we'll get as smart as forests.

Biomimicry isn't biotechnology. Biomimicry learns and emulates how spiders make silk; biotechnology transplants spiders' silk-making genes into goats, then sorts silk from milk and hopes the genes don't get loose. Biotechnology is smart kids in an oil depot with matches;



biomimicry is wise adults in a rain forest with flashlights. Biotechnology is pure hubris; biomimicry is luminous humility—treating nature as model and mentor, cherished not as a mine to be stripped of its resources but as a teacher.

Steering this design revolution is a centered, gentle, funny, lovely lady who lives in North America's Montana Rockies, observes deeply, writes with rare beauty, and lectures breathtakingly. By reorganizing the biological literature around function not organism—to reveal which organism knows how to solve your design problem—Benyus and her colleagues at the Biomimicry Guild and Biomimicry Institute in Montana are starting to help the world of the made work like, and live harmoniously with, the world of the born.

This will change your life. It has already changed mine. And it may save the world.

*Amory B. Lovins is chairman and chief scientist of Rocky Mountain Institute*

JUDY HILL

From: Interview with 'Stardust' author Neil Gaiman

Q: How much truth is there in fairy tales?

Neil Gaiman: I think all fairy tales are true on a huge level; on the macro level, if not on the micro level. There is a line that I quote at the beginning of *Coraline*, my children's novel, which is from GK Chesterton: "It is not that fairy tales are true, they are more than true. And they're not true because they tell us that dragons exist, since all children know in their hearts that dragons exist; they are true because they tell us that dragons can be beaten."