



THE PROBLEM

Just 100 companies have been responsible for 71% of global greenhouse gas emissions since 1988. There is a desperate need to address climate change on a systemic, rather than individual, level and we need to do it fast. We are going to be hugely reliant on young people to find a solution to this global crisis. However, school curriculums in the UK are severely lacking when it comes to climate change. We believe we can change this.



the green entrepreneur

HOW MIGHT WE EQUIP YOUNG PEOPLE FROM ALL BACKGROUNDS WITH THE SKILLS NEEDED TO TACKLE THE CLIMATE CRISIS?

PREPARED BY

Aleena Salman
Annie Parsons
Hadiyyah Sardar
Jack Fortune
Stephanie Bruce
Zha Chenchen
Zoya Cashmiri

"We believe that prevailing business practices are unsustainable and business models must be reformed to incorporate a more innovative and greener approach, and that this requires an entrepreneurial mindset shift. Hence, our project focuses on instilling such a mindset within the future generation"

OUR SOLUTION

Our solution is to give rise to a more environmentally conscious mindset in tomorrow's leading entrepreneurs. In collaboration with teachers, we aim to equip young people with the business acumen and entrepreneurial skills necessary to come up with solutions to the climate crisis. Our business courses are designed to educate students on the process of business model innovation which they can use to tackle the challenges and seize the opportunities posed by climate change.

Much like Apps for Good, we intend to deliver courses mostly within the classroom, or remotely if needed. Our courses have students develop problem-solving ideas through the gamification aspect, with potential feedback from industry experts.



01

COURSE OVERVIEW

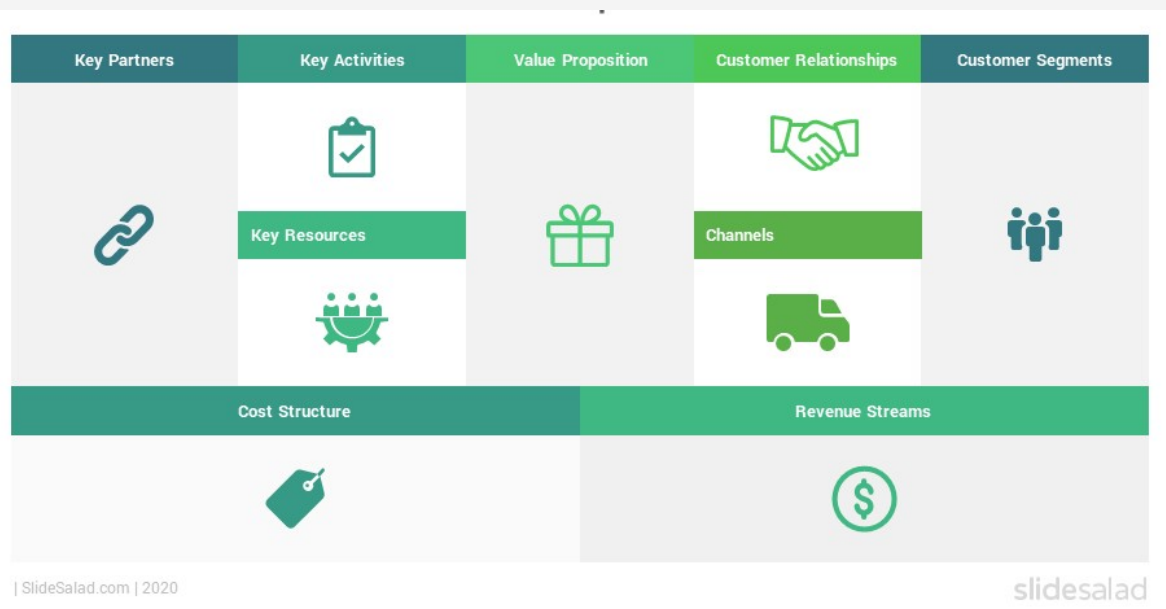
The courses have been designed for all those wishing to learn about the risks and opportunities associated with climate change and how these considerations can be incorporated into business model innovation. Courses will be taught by teachers and guest speakers from successful social enterprises in the area. We will be providing a resource pack for teachers, training them on the delivery of the courses.

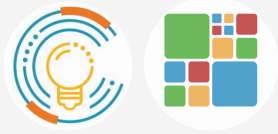
Each week, students will learn about industries that contribute significantly to the climate crisis such as transportation, fast fashion, food industry, electricity & heat production and agriculture. Moreover, students will analyze current unsustainable businesses to learn the impact of prevailing business models, and will be made to draw comparisons between such models and real life 'green' business models. Green models tackle climate concerns by proposing frameworks that deliver value while encouraging sustainability, which will hopefully help students to understand the negative externalities of production imposed by large corporations today, and that companies can operate under a new, sustainable ethos.

02

BUSINESS MODEL CANVAS

The Business Model Canvas is a simple yet comprehensive visual tool to help map out the elements of a business model. Students can use this in the identification and implementation of solutions to mitigate, reverse or alleviate the impacts of climate change on society. The canvas covers the following elements: Value Propositions, Key Activities, Key Partners, Key Resources, Customer Relationships, Customer Segments, Channels, Cost Structure and Revenue Streams. It provides a holistic depiction of a business model and a structure for ideation which will help students consolidate their ideas and design an effective social enterprise.





03

SKILLS THEY LEARN

Personal and professional skills within students:

- Confidence
- Teamwork
- Communication skills
- Problem-solving skills
- Critical thinking skills
- Entrepreneurial skills
- Analytical skills
- Project management skills
- Strategic business management skills,
- Risk management skills

04

GAMIFICATION: COMPETITION

Research shows that problem-based learning is an incredibly effective way of teaching student's key skills, promoting longer-term knowledge retention. Also, students are more likely to choose our programme if it sounds less like a typical classroom experience and more like fun! We have therefore decided to introduce a gamification aspect to our programme. Over the course of the school term, students will work together in small groups to solve a key problem of their choice relating to one of the industries or businesses they have studied. At the end of the term, students will present their ideas as part of a competition to win prizes. We believe this will motivate students to try their hardest and promote the practice of many other key skills, including teamwork and communication. We plan to offer prizes relevant to the course itself, including visits to businesses that have agreed to a partnership with our programme.

05

DIFFERENT STAKEHOLDERS

The delivery of this course will not interfere with the curriculum content or board examinations, rather it will complement students' secondary learning. This course has the potential to show teachers a different way of teaching.

Students have the opportunity to learn in a hands-on environment that allows them to take control of their own learning (including choosing which industry they would like to pursue). They also get the rare chance to compete against their peers to potentially visit a company in their chosen industry. The students can also use this experience on their university applications which is a bonus point for all students at this age. Our programme will also be beneficial to those students who have not taken business studies as a school subject, but wish to learn more about it.

External partners have the chance to build relationships with students with good green business skills, thus potentially improving their recruitment. The partners also can influence the course to an extent (ensuring students learn particular skills/knowledge). Since this is a green programme involving young students, by participating, companies' reputations will be boosted.

The organization Apps for Good can have many benefits from implementing The Green Entrepreneur. Our programme has the potential to bring in new partnerships for Apps for Good that are looking to invest in a more sustainable tomorrow.





MEASURING IMPACT

We will engage in both quantitative and qualitative research to ascertain the reception and impact of our programme. We can track engagement through the number of schools, and their students, who choose to opt for the programme.

Surveying the students at the beginning and the end of the experience will allow us to see what skills they believe they have gained and how valuable they find the programme. We will also create an Alumni Network to follow our entrepreneurs further into their careers. Five years after the programme, we will ask students the longer-term impacts of their experience. This will give us a better understanding of how we can influence mindsets towards the climate crisis and promote change.

SCALABILITY & EXPANSION

We will begin by delivering the programme only within the UK, and depending on the response from the alumni community after the 5-year follow up, we will branch out, both remotely and in person, outside of the UK. Based on the success of our initial programme, we hope to integrate courses that are more advanced, than the one outlined above, for students that have decided to go into the corporate sector. These courses include meetings with industry experts, and a highly trained faculty that can deliver in-depth courses building on what students have already learnt.

ACCESSIBILITY

We believe that targeting young people in schools is the best way to reach the widest possible audience for our programme. Thus, our aim is to make the programme accessible to all children, regardless of abilities or background, given that all children in the UK have a right to be educated, and a full-time education is compulsory between the ages of 5 and 16. The sessions will be delivered at all schools, especially those that may not have a wide range of options. The programme will not be at any additional cost to students, and all the resources necessary to take part will be provided in the sessions. Schools/students without reliable access to computers or the internet will be provided with hard copies of the content.

FUNDING

Adequate funding ensures that our course remains accessible to all students since they do not have to pay for it. Funding could be from private businesses, public funding, crowd funding, etc. Funding programmes that offer a sustainable aspect provides good publicity for the investors and them as climate conscious, something that is popular with the youth currently, therefore, our programme will be attractive to potential funders. Moreover, since our programme structure is similar to previous successful projects from Apps for Good, we believe we will be able to create enough interest to secure funding.

