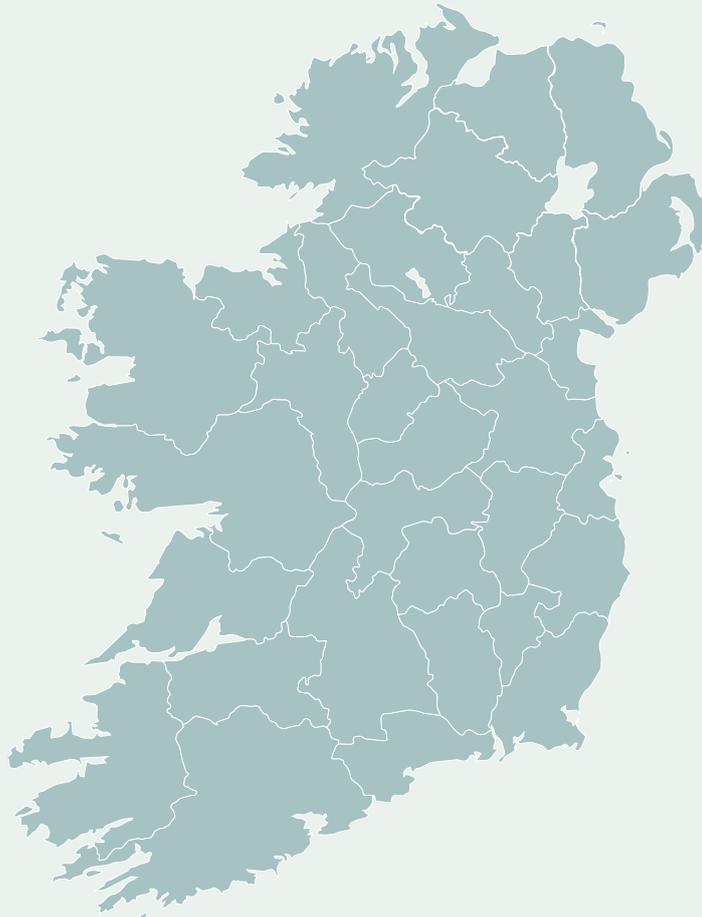


IMPACT MAGAZINE 2017

# ASHOKA 10 IRELAND

A Changemaker—someone who understands the need and potential for lasting positive change in society and has the vision, skills and initiative to make that change happen.



A DECADE OF CHANGE

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The tree in Ashoka's iconic logo is based on the American oak. It is a time-honoured tradition to present newly elected Fellows with a Bonsai tree as a gift.

## A DECADE OF CHANGE

Dear friends,

2017 is a significant year for Ashoka in Ireland. It marks a decade since the launch of the Irish office, the same year we elected our first Irish Ashoka Fellow Caroline Casey, one of Ireland's first notable social entrepreneurs. Fast forward ten years, we are immensely proud to have, alongside others, contributed to the rise of social entrepreneurship across the country.

The place of social entrepreneurs in our society is now firmly established. Positive changes have been the result of citizens taking action into their own hands and taking ownership over creating the society they want to live in. These 'Changemakers' are now fundamentally a necessity in our country, and with an eye to the next ten years, we are looking forward to the next Decade of Change.

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*Serena Mizzoni*

*Country Director, Ashoka Ireland*

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# ASHOKA: A GLOBAL HOME FOR SOCIAL ENTREPRENEURSHIP

Ashoka Ireland's purpose is to help innovative social entrepreneurs make Ireland better for everyone by tackling the country's biggest social challenges.

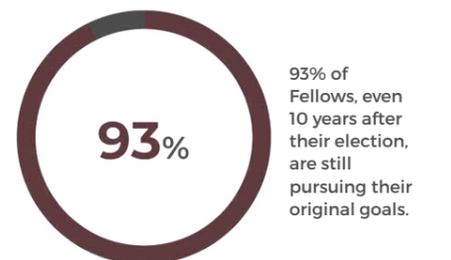
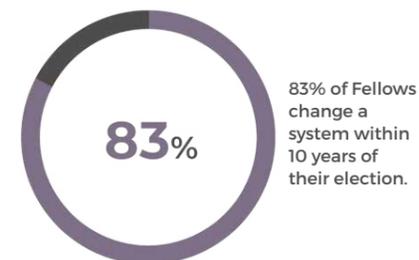
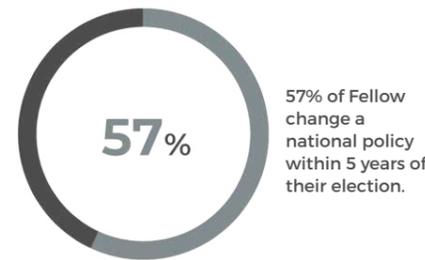
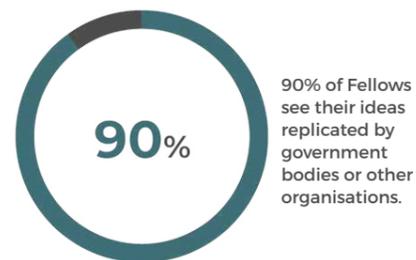
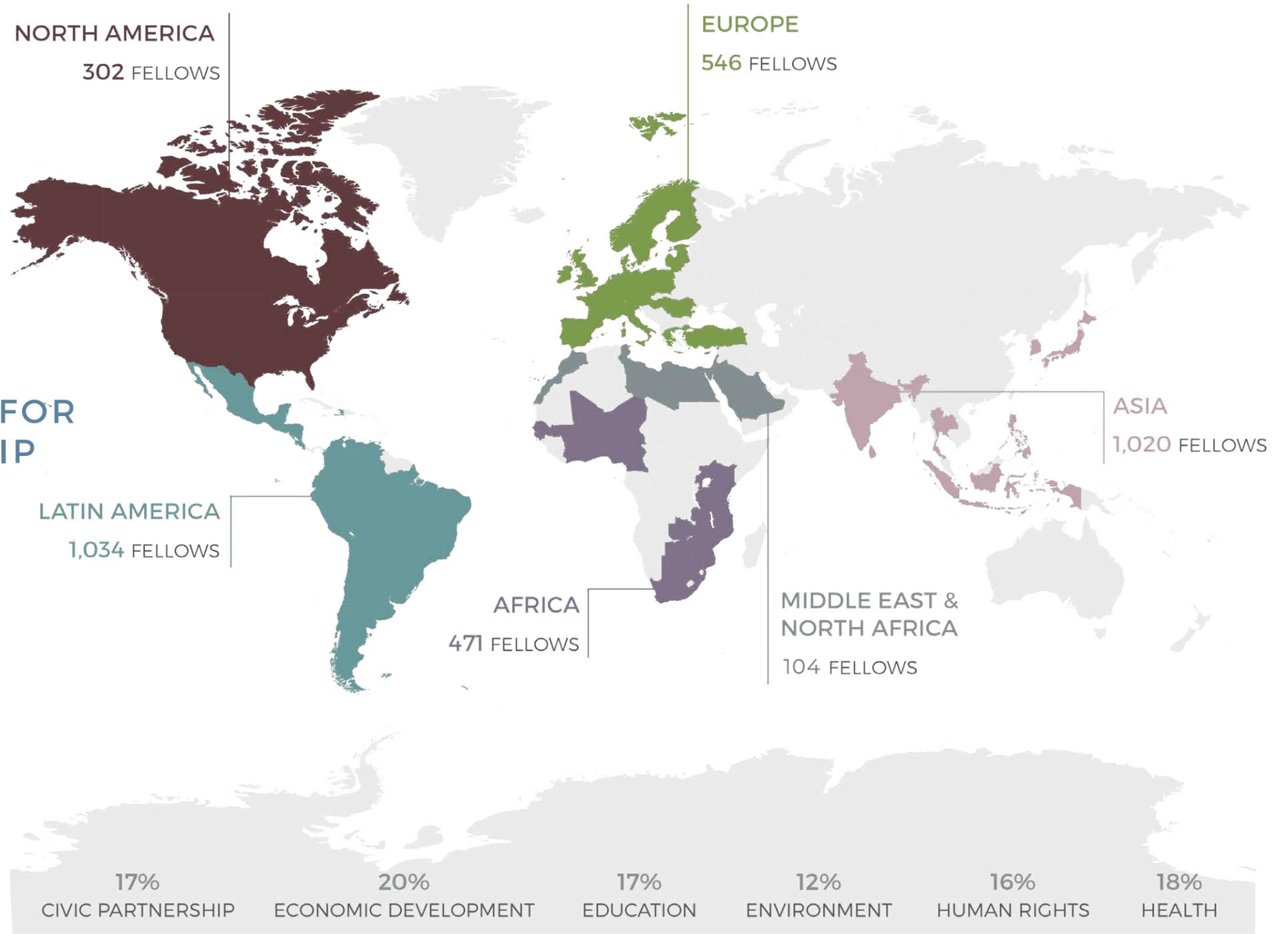
We do this by:

**SELECTING** the people with the best ideas to change society for the better.

**SUPPORTING** them with finance, professional services and a network of business leaders who are committed to help them build sustainable and impactful organisations.

**SCALING** their idea locally, nationally and globally by providing knowledge, best practices and networks. So that what helps Ireland today can help the world tomorrow.

As part of a global organisation, Ashoka has selected, supported and helped to scale the organisations of over 3500 social entrepreneurs (Ashoka Fellows) working in 90 countries.



## HOW TO CHANGE THE WORLD: THE 4 LEVELS OF IMPACT

Ashoka is looking for social entrepreneurs who not only deliver direct services and provide immediate alleviation of needs but also work to change mindsets and systems in order to address root causes of a problem with a long-term perspective.

### DIRECT SERVICE

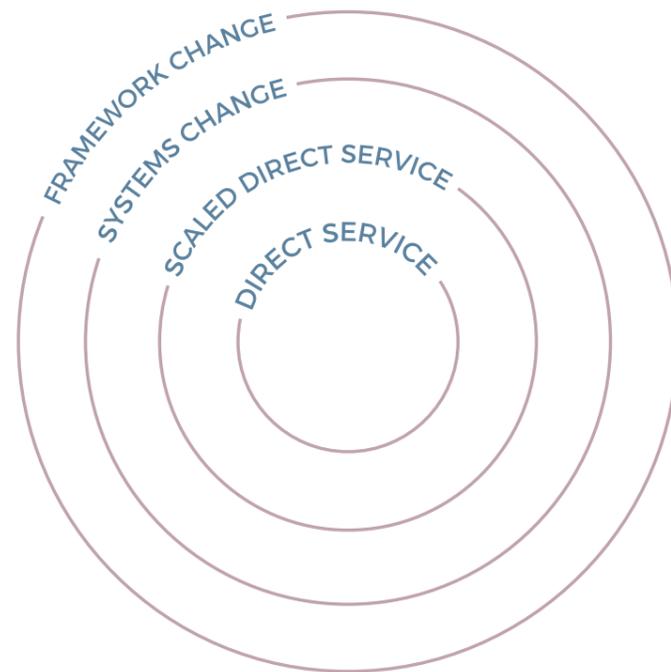
Work in populations needing services, food, and/or a direct benefit to their well-being. Direct service has a clear and concrete feedback loop - you see hungry people being fed; students gaining skills through mentorship; or the clients getting legal help.

Examples: Soup kitchen, small-scale mentoring programmes for students, legal services for community members.

### SCALED DIRECT SERVICE

Models that unlock efficiency and impact through well-managed logistics of an intervention or solution. Scaled Direct Service benefits large numbers of individuals.

Examples: The Red Cross, Americorps, or large scale refugee resettlement programmes.



### SYSTEMS CHANGE

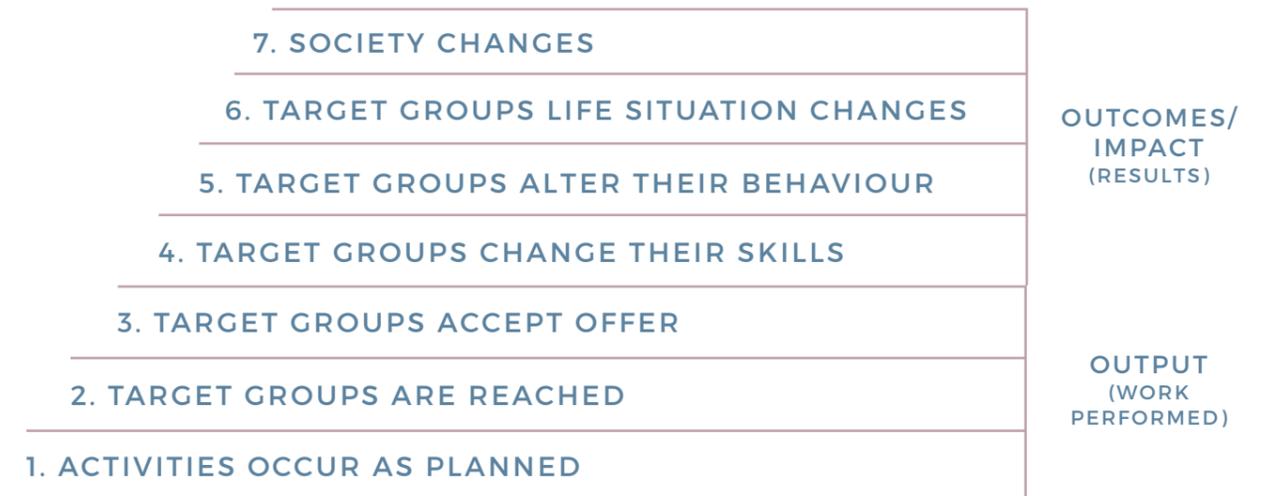
A new model that is addressing the root cause of a problem. It often involves policy change, widespread adoption of a specific methodology by leading organisations in a sector or creates new behaviours within an existing market or ecosystem.

Examples: Micro-credit was a fundamentally new innovation for women to lift themselves out of poverty. B-Corporations re-think corporate responsibility. Wikipedia democratizes the way information is shared online.

### FRAMEWORK CHANGE

Affects individual mindsets at a large scale, which will ultimately change behaviours across society as a whole. Not a specific field-level or country-level intervention, but compounds the work of many individual organisations to create a paradigm shift.

Examples: Universal Human Rights, Women's Rights, Civil Rights, Democracy or the idea of Social Entrepreneurship.



### IMPACT STAIRWAY

HOW TO DIFFERENTIATE OUTCOMES/IMPACT (RESULTS) FROM OUTPUTS (WORK PERFORMED)

# THE ASHOKA STORY

## GROWING THE FIELD OF SOCIAL ENTREPRENEURSHIP

Ashoka built and defined the field of social entrepreneurship. Ashoka recognised that everyday citizens were tackling intractable social problems once left to governments or large bureaucratic agencies. By creating a Fellowship of the world's leading social entrepreneurs, Ashoka exposed a fundamental societal reality: given the tools and opportunity, everyone can contribute. This mindset shaped new norms in society around inclusion, civic participation, and citizen empowerment and it has accelerated the progression to a Changemaker world.

In Ashoka's early stages, partners were carefully chosen in support of the idea of social entrepreneurship—a term coined by Ashoka. Ashoka systematically entered new markets by mapping business leaders and social innovators, who became early-stage adopters and champions of social entrepreneurship as a new norm. This group of early pioneers built credibility around this idea by working with investors, entrepreneurs, journalists, and philanthropists. Several organisations began replicating support to social entrepreneurs independently. By the early 2000s, public awareness was noticeably increasing and social entrepreneurship was catapulted into a new level of awareness. The field has “tipped” irreversibly.



**By creating a Fellowship of the world's leading societal entrepreneurs, Ashoka exposed a fundamental societal reality: given the tools and opportunity, everyone can contribute.**

## THE OLD MODEL IS BROKEN

Selecting, supporting and scaling the work of thousands of social entrepreneurs over four decades has offered Ashoka unique insights into the patterns that block change from happening: that society is organised primarily for repetition, a paradigm that is reflected in school systems, company hierarchies and politics. Although some space has been created for innovation, it is not a mindset that permeates our culture and only a minority of the global population are leading these major shifts. Centralised decision-making and rigid hierarchies in which a few command the many is no longer effective or even desirable. Such an approach fails to unleash and harness the creative energy of citizens around the world.

## EVERYONE IS POWERFUL

Top-down models assume solutions can only be found and provided by state bodies and hierarchical structures. Ashoka's vision of 'Everyone a Changemaker' arose as a response to this insight.

*Changemaking is an approach to innovation that is based on the recognition that everyone has the potential to find creative solutions to their own challenges and to the problems of the wider world.*

Although changemakers come from every corner of society, they are united in the shared traits of empathy, vision and initiative. They are people who, no matter what age or chosen profession feel empowered to lead change for the common good. Role models like Nelson Mandela and Mary Robinson are well known for their ability to drive and inspire change - but it is



not only the highly visible leaders who are the agents. It may be a young student who stands up to a bully or runs a campaign to reduce the use of plastic bottles at school. Or the immigrant who opened a cafe staffed by asylum seekers. It may be the business executive who ensures an equal, fair and inclusive work environment or that teacher who never ever gives up on that child. Some changemakers start organisations that deliver services that improves the lives of many and some build powerful vehicles which changes the system entirely and creates a new norm.

*In an Everyone A Changemaker world, everyone is powerful.*



# “THE TIMES, THEY ARE A-CHANGIN’”

The tenth anniversary of Ashoka Ireland is a wonderful milestone to celebrate the many achievements and the progress made by individuals as well as the community collectively. It's also important to take stock of how the world and the community itself have changed over the decade to better understand and prepare for the challenges and opportunities in the decade(s) ahead.

The state of the world today is arguably a case of “for better and worse”. The world remains a very unpredictable and dangerous place in many ways. From the plethora of natural disasters this year (exacerbated most assuredly by climate change) to conflict, corruption, and social injustice, there is no shortage of ‘pressing global challenges’. And these challenges have immediate as well as long term consequences of epic proportion. This year, Earth Overshoot Day occurred on August 2nd.

However, there is ample reason for hope and optimism, too. The world has rallied around the Paris Climate Agreement. Heads of state, heads of companies, and even students are embracing the Sustainable Development Goals and committing to action and change that is genuinely creating a better life for everyone on the planet—sustainably. In the past decade, terms and phrases like Circular Economy, Profit and Purpose, SDGs, Social Progress Imperative, Social innovation, Shared Value, and Impact Investing have gone from niche to mainstream vocabulary.

The Social Entrepreneur has earned the respect of private and public sector leaders while becoming a career ambition of many talented students who aspire to “be the change they wish to see in the world” (to paraphrase Gandhi). This belief in a better world and the role of each and every one to embrace change and create that better world and better society is

what Ashoka epitomizes. Because of this pioneering determination and influence, change is happening rapidly as companies, communities, non-profits, academics and individuals are embracing a new way of thinking that recognizes and values all members of society as well as the planet. Like most change, it's not without challenge and even resistance from entrenched interests and those who simply fear the uncertainty of change, but progress is accelerating.

*Ireland and the community here have historically ‘punched above’ its weight class in so many aspects of change and innovation. But as we know all too well—it takes relentless leadership, determination and perseverance.*

We know from the many lessons and case studies of the past decade (and longer) that social change and progress requires both personal leadership as well as collective leadership through the collaboration of the ‘converts’ who believe in this change as well as collaboration beyond the immediate community.

For sustainable progress at scale we need collaboration across all sectors: private, public, and civil. We need to check and reflect on our own assumptions and stigmas that have muted the pace of change. Popular refrains from across the sectoral divides that are finally being

challenged for the stereotypes they are have included such comments as, “Business leaders ONLY care about profit!”, “Non-profits lack common business acumen!”, “Governments are too slow, inefficient and ineffective—they’re part of the problem!”, “Students are idealistic, but they lack the experience and expertise to contribute effectively right now!”. While it's usually never stated explicitly, the “not invented here” syndrome is still endemic in every country and in most organizations.



*Paul Ellingstad is an Ashoka Support Network member and the Managing Partner at PTI Advisors.*

In the same way that businesses and investors are recognizing both positive and negative externalities that had been off the balance sheet and are now accounting for their economic and social value, so too must every changemaker re-evaluate the potential resources, approaches, partners, and opportunities before us and innovate in every aspect of our thinking to create positive change. To borrow from Bob Dylan, “The times they are a-changin’.” Ashoka Fellows and the broader community of supporters and partners are truly embracing and driving positive change. The challenge—and the opportunity—before us is to instill that same belief in every single person—that they too can be the change they want to see in the world. Congratulations for the progress of the last ten years, and here's to the decade ahead. Embrace change and the opportunity it holds. As Rob Siltanen said:

**“the people who are crazy enough to think they can change the world, are the ones who do.”**



# AN ISLAND OF CHANGEMAKERS

**“Change is inevitable, and conscious involvement in directing change is empowering, and very different from drifting with change. Being the arrow, not the target means being active, not passive, in this time of challenge and change.”**

PRESIDENT MICHAEL D. HIGGINS

# SLOW SIFTING FOR NUGGETS

Ashoka has a way of creeping up on you, I have found. You are conscious of the great social enterprises they support here in Ireland and you are unexpectedly asked to help. Being a paid-up martyr to their causes, you agree fairly swiftly to assist on a project. And then the real fun begins...

I signed up to providing expert market research design and analysis on a crucial pioneering study of Changemakers in Ireland. It was to draw on Changemaker maps already completed in several European countries. All looked calm and reassuring, a clear uncluttered horizon.

Then it started. A familiar frisson ran through my mind. All was not as it seemed (do I hear the soundtrack from Jaws?)...

Firstly, the Changemaker maps elsewhere were just that, without background depth. We decided to go for a deeper study here, unlocking the mindsets and habits of Changemakers in the island of Ireland. So, we had to design a questionnaire from scratch - easy-peasy for me to do but hard to get scripted for interviewing without a technology support platform.

So, next came an arduous design and testing phase with a technology partner, whose resources shifted in time and person.

Then came interviewing by enthusiastic undergraduate and postgraduate students, whom we had to train to interview. 328 successful interviews were completed over several months of activity. Another sigh of relief...before the arduous process of thoroughly cleaning the data collected on the platform. Cue another period of re-evaluation and re-inputting, succeeded by some further vigorous data cleaning before - drum roll, please- the holy grail of results!

Time had by now become a parallel universe but the

publication deadline remained immutable.

I felt the same familiar surge of pressure to deliver as in my past. Trojan work was urgently performed by the Ashoka team to prise out the nuggets of insight. My final (do I believe this?) role was to assist in the interpretation of this genuinely ground-breaking study of Changemakers in Ireland.

I leave it to you, dear readers, to determine how my efforts helped the Ashoka Trojans - when you read the finished report in the Sunday Times.

Oh, and some final advice to everyone. Just remember - experience is vital in innovation and everything is simple, in hindsight!



*Roger Jupp is an Ashoka Support Network Member and the Former Chair of Millward Brown*

# THE CHANGEMAKER STUDY

The 'Changemaker Study' is an exploration of social innovators, recognised as contributing to social change in Ireland. The methodology involves interviewing sectoral experts in a structured fashion to capture their thoughts on the changemaking experience and then allowing them to identify those who they also see to be creating the most change. The study then repeats the same process with these who have been identified, beginning a 'snowball' technique, whereby participants themselves identify the next participants. Thus the resulting network is peer-validated and formed using an unbiased means of mapping the sector. The social change sector is examined in the context of 5 fields, being:

## SOCIAL INCLUSION

This includes initiatives and solutions which brings about positive change in supporting vulnerable groups such as refugees, the homeless, asylum seekers, those in financial difficulties, ethnic minorities, offenders, those with addiction, etc.

## PROTECTING AND PRESERVING THE PLANET

This includes initiatives and solutions which brings about positive change in climate change, environmental sustainability, agriculture, biodiversity, water, waste and related issues.

## HUMAN RIGHTS

This includes initiatives and solutions which brings about positive change in the rights to which all human beings are inherently associated.

## EDUCATING AND DEVELOPING SKILLS

This includes initiatives and solutions which brings about positive change in the education and development of young and older people, in formal and informal settings.

## PHYSICAL AND MENTAL WELL-BEING

This includes initiatives and solutions which brings about positive change in the physical and mental well being of people, in community and clinical settings.

The responses to the structured interview are aggregated to give an insight into the participants' experience of Changemaking, such as the biggest challenges they face, their impact, how they are funded, etc.

# THE CHANGEMAKER PROFILE

*'A changemaker understands the need and potential for lasting positive change in society and has the vision, skills and initiative to make that change happen'.*

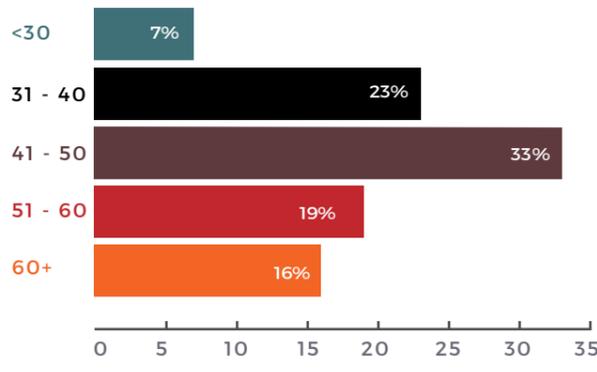
*Ashoka's definition of a Changemaker for the purposes of this project.*

The results from our Changemaker Study have allowed us to extract insights on who Changemakers in Ireland are. There were 328 participants in the study. Lasting 4 months, the study ran from June to September 2017. Ashoka will be publishing additional insights and information from the study over the next 12 months.

## AGE

The majority of Changemakers interviewed are aged 41-50 (33%).

A surprisingly low number of young people under 30 featured in the study (24 identified - 7% of total). This doesn't necessarily suggest that young people are/aren't participating in Changemaking, however it does suggest that it is likely that a Changemaker would be over 30 before they become more recognised for their work.



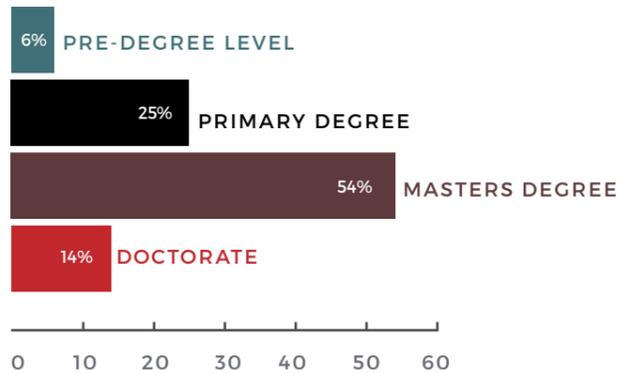
AGE

## FOUNDER

Founders (55%) and non-founders (45%), featured in the study, demonstrating that you don't need to be a founder to participate in Changemaking. Large scale social change can be created and driven by 'originators' and 'developers' alike.

## EDUCATION

Over half of the participants identified have Masters degrees and higher, suggesting Changemakers are a group of highly educated people.



EDUCATION

## GENDER

The study suggests that women feature more prominently in Changemaking. 57% of all Changemakers identified were women and 43% men.

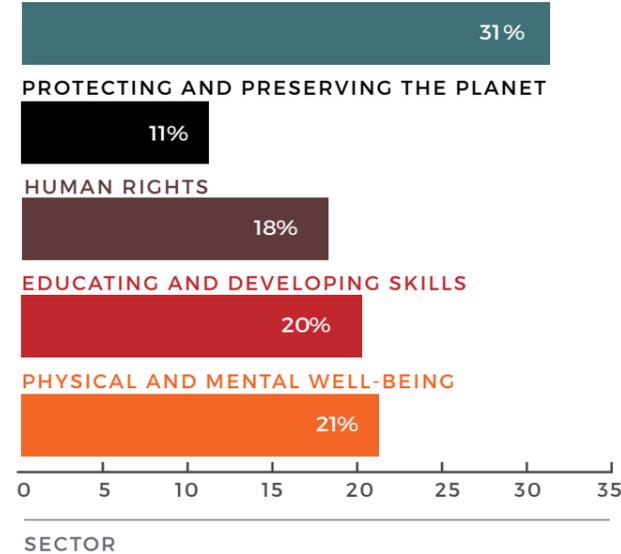
## LOCATION

16% (53) of the participants in the study are working in Northern Ireland, while 84% (273) are working in ROI.

## SECTOR ANALYSIS

Each Changemaker who participated was asked to identify which sector they worked in, from 5 options. The most featured sector was that of 'Social Inclusion'

## SOCIAL INCLUSION



SECTOR

at 31% and the least was 'Protecting and Preserving the Planet' at 11%.

The Changemakers participating in the study worked across 5 main areas of social change. There were some interesting insights found when analysing how each

sector operated.

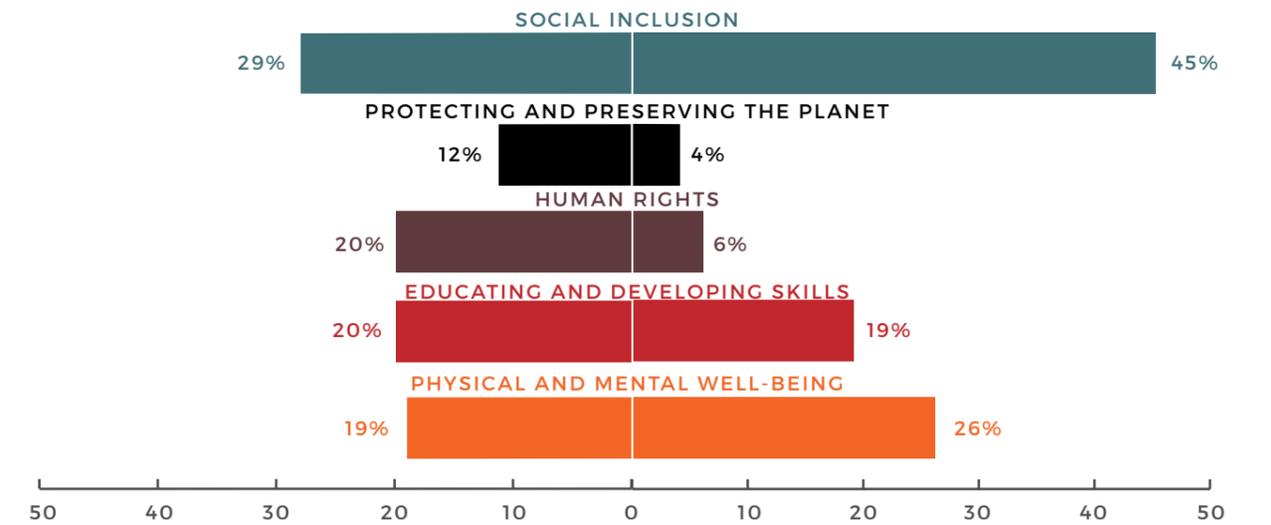
A large difference exists between participants in Northern Ireland and the Republic of Ireland, suggesting that different issues are topical in each geography. 45% of Changemakers in Northern Ireland work in the 'Social Inclusion' sector, which contrasts with a figure of 29% in the Republic of Ireland. Very few participants in Northern Ireland are working on 'Protecting & Preserving the Planet' (4%) and 'Human Rights' (6%).

1 in 2 Changemakers aged under 30 work in 'social inclusion', compared to 31% of all Changemakers. The over 60 group featured heavily in this sector (38% of this group involved in social inclusion), suggesting that both younger and older Changemakers are attracted to working in this sector.

Being the founder of an organisation can also affect which sector a Changemaker works in. For example, if a Changemaker is not the founder of the organisation, they are more likely to work in the sector of 'Human Rights' than founders (24%, compared to 13% of founders).

## REPUBLIC OF IRELAND

## NORTHERN IRELAND



SECTORS IN THE REPUBLIC OF IRELAND AND NORTHERN IRELAND

# INSIGHTS ON THE CHANGEMAKING EXPERIENCE

As part of the interview, we asked participants about their experience of creating social change. The aim was to establish whether minority or majority groups experience and implement Changemaking in any particular way. Asking each participant a wide range of questions allowed us to garner a massive range of insights on each group in the study's experience.

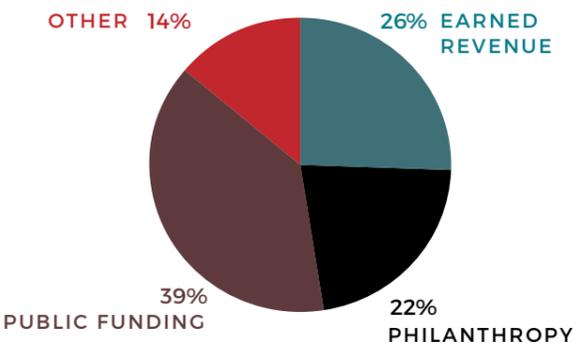
In this section, we explore their attitudes towards their Changemaking experience - when they were established, how they are registered, how they are mostly funded, what sector they are likely to work in and what they see to be their barriers to creating change.

## FUNDING

It is well known that social entrepreneurs use different funding mechanisms to run their organisations. The study established that Changemakers are almost twice as likely to use state funding than any other mechanism. It was revealed that different groups in the study fundraise in different ways. For instance, gender plays a role in how a Changemaker is likely to fund their organisation. Men are more likely than women to use earned revenue to fund their organisations (31% of men vs. 22% of women), whereas women are more likely to use philanthropy as the primary means of financing their work (25% of women vs. 17% of men).

As the age profile of Changemakers rises, they tend to become more reliant on state funding. Young people are much more likely to use enterprise models to fund their activities.

Funding was also affected by the level of education of the Changemaker. Those educated to below degree level are much more likely to use earned revenue models (43% vs. 26% overall) to fund their activities.



FUNDING

Conversely, those educated to doctorate degree level are much more likely than the average Changemaker to use state funding to fund their organisations, (49% vs. 39% overall).

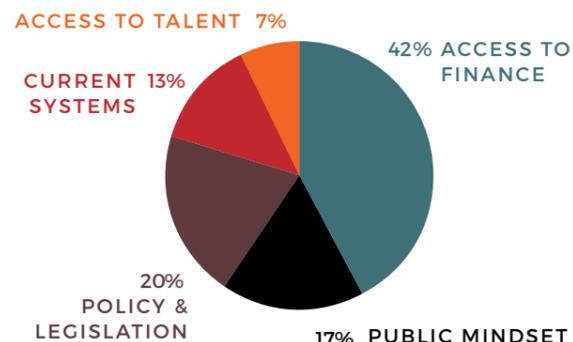
## BARRIERS

Changemakers were also asked what they find to be the most pressing challenges in working in an organisation, that is focused on achieving social change.

Almost half of Changemakers identified 'Access to Finance' as their biggest barrier to growing their organisation and its social impact. This answer was twice as common as any other answer. 'Public Mindset', 'Current Policy' and 'Current Systems' were also identified as problematic, whereas 'Access to Talent' was not considered a major issue by those interviewed.

Participants under 30 were more likely to identify 'Access to Finance' as their biggest issue, with half of this demographic selecting this answer.

As the education level of the Changemaker rises, so too does the likelihood they will indicate finance as their biggest barrier to scale. Those who have reached 'Pre-degree' and 'Degree' level are less likely than Changemakers with higher levels of education to say that Finance acts as their biggest barrier to scale (Pre-degree and Degree 33%, compared to 42% overall). Over half of the participants educated to doctorate level say that access to finance is their biggest barrier (56%).



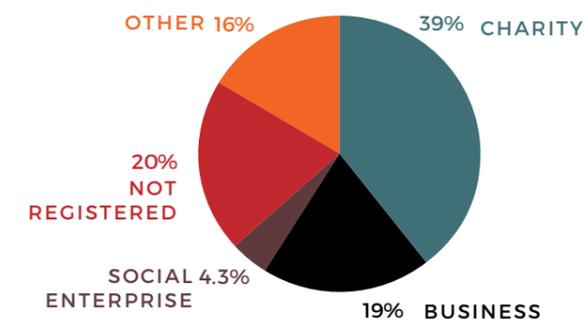
## BARRIERS

Changemakers in different sectors also face different challenges in increasing their social impact. Those working in the 'Human Rights' sector are more likely than other Changemakers to cite 'Current Policy' as their biggest barrier (33% v 20% overall), as they are with 'Current Systems' (21% vs. 13% overall).

## TYPE OF ENTITY

In working on social change, Changemakers most often choose to register their organisation.

The charity model was identified as the most common registered entity, almost twice as popular as other registration options. 20% of Changemakers did not work within a registered entity, which suggests that they are working in a personal capacity, as advocates, or as unregistered organisations which do not earn revenue.



## TYPE OF ENTITY

A Changemaker's age can affect what type of entity they are likely to register as. The under 30s are much more likely not to be registered at all (35% vs. 20% overall), while over half of the Changemakers in the 51-60 age bracket have registered as charities, which is much higher than all other demographic groups (52% vs. 39% overall).

In Northern Ireland, Changemakers are more likely to register as a charity than their Republic of Ireland counterparts (53% compared to 36% in the Republic of Ireland). Also in Northern Ireland, Changemakers are more likely to register as social enterprises (9% vs. 3% in Republic of Ireland).

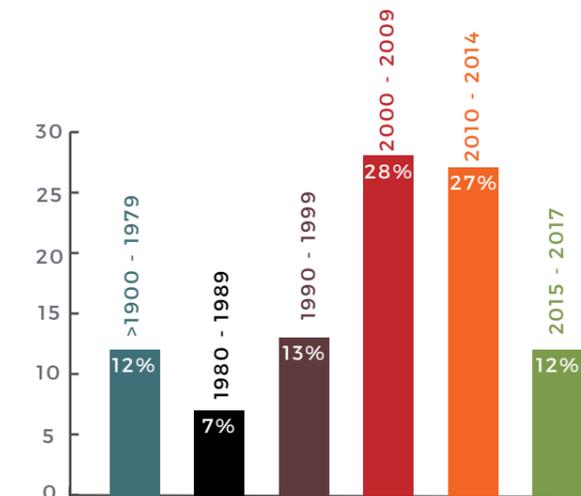
27% of Founders who participated weren't running registered organisations, compared to 20% overall. Non-founders are much more likely to run 'Charity' organisations (46% vs. 39% overall).

## YEAR ESTABLISHED

Most Changemaker organisations featured in the study were founded between the years 2000 - 2009.

In Northern Ireland, 25% of Changemakers work in organisations operating since the 1990s, compared to 13% of all Changemakers and 11% in the Republic of Ireland. Less Changemakers in Northern Ireland work in newer organisations, with 15% working in those founded between 2010 - 2014 (27% overall) and 4% working in organisations founded between 2015 - 2017 (12% overall).

Founders are much more likely to work in newer organisations than non-founders. 57% of founders work in organisations from between 2010 - 2014, compared to 39% of total Changemakers. Non-founders are much more likely to work in older organisations. 24% of non-founders work in organisations from between 1900 - 1979, double the rate of other Changemakers.



YEAR ESTABLISHED



The first Ashoka Fellow was elected in 1982, two years after Ashoka was founded. Her name was Gloria de Souza and she founded Parisar Asha Environmental Education Centre, which introduced modern experiential education that challenged students to think and to solve problems together instead of rote memorization. Her work greatly influenced other systems of education around the world.

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# FELLOWSHIP

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**“The Ashoka selection process has been an extremely rewarding experience, both on a personal and professional level. It helped me question deeply my vision, my mission, and the intellectual journey that led me here today.”**

LOUIS-XAVIER LECA, LE CARILLON

## SUPPORT FOR SYSTEM CHANGE

Ashoka searches the world for leading social entrepreneurs through an rigorous, human-centred process. Our selection criteria focuses on the candidate's work, but also their personal qualities. We look for the right idea in the hands of the right person.

First and foremost, we apply our 'knock-out criteria', in that their work must be a new idea. It must be a proposition to society addressing an important area of human need that's different to the current market offerings, on an international level. Once we are satisfied that this criteria is fulfilled, we then look for the individual to display traits of creativity, entrepreneurial quality and ethical fibre. Finally their work must show the potential for large scale social impact.

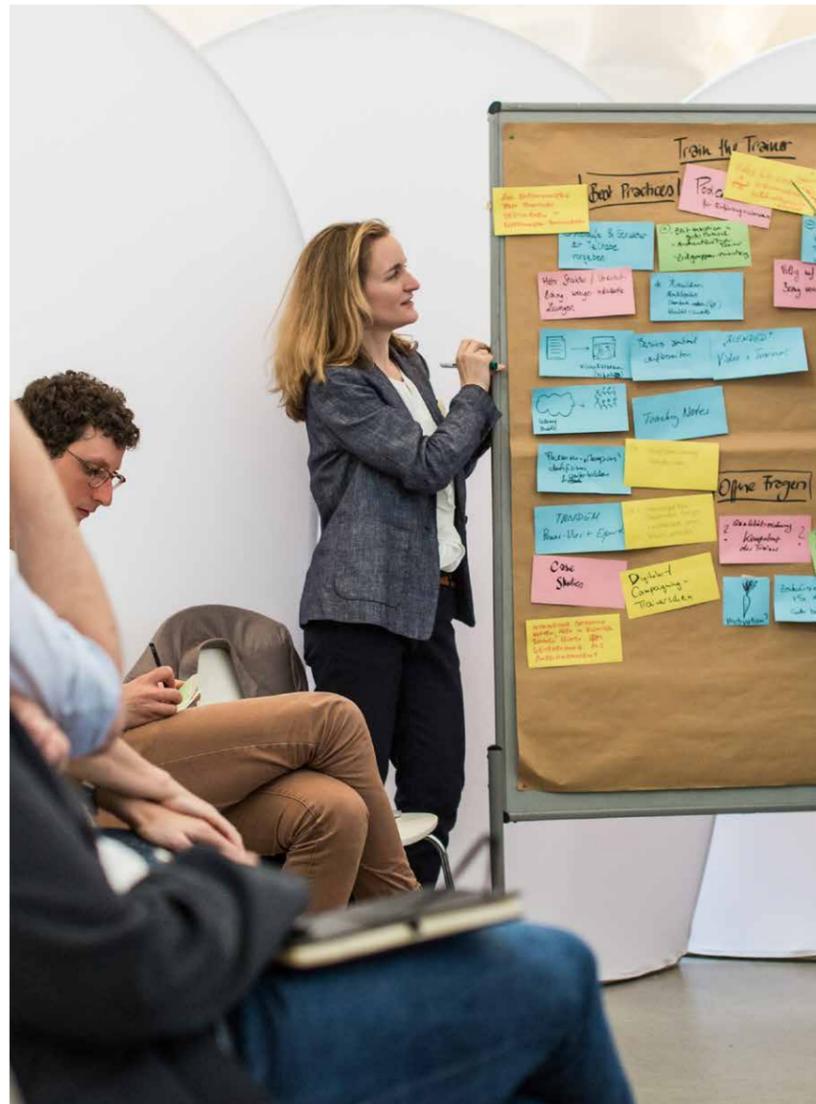
From nomination through to election as a Fellow, candidates go through a number of in-depth interviews, a judging panel, and a final executive board vote. The process demands that candidates communicate their ideas, scrutinise their methods, and reflect on themselves, their motivations and their work.

As our Fellowship is lifelong, our criteria

must ensure that the candidate's ambition is truly to change the world. With this robust selection criteria, by the time someone is named an Ashoka Fellow, he or she has already passed through a thorough screening process and Ashoka has confidence that he or she is among the world's top social entrepreneurs.

Ashoka support the Fellows in a multitude of ways, but primarily by providing financial, professional and network support.

- Financial support is provided in the case of early-stage social entrepreneurs who require a stipend to allow them to work full time on their solution to a social problem.
- Each Ashoka Country Office develops partnerships with local business who provide pro-bono services for the Fellows.
- Our global nature allows Fellows to connect in to an exceptional network of peers in the form of the 3,500 Fellows in 90+ countries, and expertise in the form of the Ashoka Support Network members.



It is the Ashoka network support that acts as our unique selling point. Consisting of business institutions, thought leaders, policy makers, angel investors and much more, it is an international community of thousands, a family that Fellows can plug into all over the world, and whom can guarantee support.

Through the Ashoka Support Network, Fellows have access to some of the world's most pioneering business entrepreneurs. These 'ASN' members provide not only unparalleled expertise in strategy, but also guidance, mentorship and often co-creation. Pairing these two groups of business and social entrepreneurs often results in extremely impactful, and often unpredictable outcomes.

Whether it is a Fellow working on food sustainability linking up with an entrepreneur who has worked in the food industry for decades, or an ASN Angel Investor providing much needed social capital, it is the relationships between this network of social and business entrepreneurs that brings Ashoka to life.

*“Ashoka is a living encyclopedia of social innovation in every field around the world.” - Jimmy Wales, founder of Wikipedia, Ashoka Fellow*

## KINSHIP CARE NI: WORKING TO KEEP FAMILIES TOGETHER



Northern Ireland  
**Kinship Care** 

*“If you look at the United States, 1 in 11 children are in a grandparent-led household. That’s quite a considerable amount, and their care and support needs are very similar to the needs here in Northern Ireland.”*

**FELLOW** Jacqueline Williamson  
**ELECTED** 2016  
**ORGANISATION** Kinship Care Northern Ireland  
**SECTOR** Health and Social Care  
**FOUNDED** 2010  
**STAFF** 8 Full time, 53 Volunteers

### THE PROBLEM

Kinship care is care for a child by relatives or family friends in the case that a parent cannot look after them and provides an alternative to traditional residential or foster care situations for children separated from their parents. It helps children remain in their families and communities, which can have a number of benefits which range from better mental health to improved educational outcomes. Kinship carers and their children lack adequate support and services, as well as recognition in policy and legislation. Kinship Care delivers services that improve the confidence, well-being and resilience of kinship carers and their children. We gives kinship carers and their children a voice in decisions effecting their lives while also building the skills and capacity of kinship carers in their roles.

### THE MISSION

To help and support children who cannot be cared for by their own parents to live safely and securely in their own families and communities.

### THE VISION

That every child and young person in kinship care will have access to the services and support they need to lead happy and successful lives.



### ASHOKA’S IMPACT

“What is special about the Ashoka Fellowship are the relationships between Fellows, and the desire to share learning and to encourage each other to succeed. It is a network across the world that is truly supportive of each others efforts to bring about social change. Ashoka has proven that those affiliated with the organization are a force to be reckoned with.”

IMPACT SNAPSHOT: 2010 - 2017
Influenced the adoption of the Children and Adoptions bill.
Developed a support service for children who are aged 3-8.
Expanded the Connections Project, providing small grants to kinship carers who are looking after children in an emergency.
Jacqueline’s social enterprises ‘Kuddles’ our Kinship Care Bear, Kids n’ Kinship Shop, and School of Confidence were all joint winners in the ‘One to Watch’ category at the 2016 Social Enterprise NI Awards.

## IRISH COMMUNITY RAPID RESPONSE: A MOBILE INTENSIVE CARE UNIT FOR THOSE MOST IN NEED



 **IRISH COMMUNITY RAPID RESPONSE**

*“With 250 volunteer doctors responding around the country, ICRR is able to bring advanced life support to emergencies at the early stages to save lives.”*

**FELLOW** John Kearney  
**ELECTED** 2015  
**ORGANISATION** Irish Community Rapid Response  
**SECTOR** Medicine  
**FOUNDED** 2008  
**STAFF** 5 Full and Part Time, 37 Volunteers

### THE PROBLEM

There are life and death emergencies in the community that are time critical and in need of a high level of intervention care. Urgent medical support is needed at the scene of emergencies, and in some areas of rural Ireland, delayed emergency service response times are often too late.

### THE MISSION

We support pre-existing emergency services by providing a doctor on the scene in locations around Ireland, at the roadside, the farmyard, or the school, wherever they are needed.

### THE VISION

To save lives by supporting and complementing front line emergency services.

IMPACT SNAPSHOT: 2008 - 2017
Delivering response services in 250 locations.
250 doctors providing emergency interventions.
Plans for 4000 emergency interventions in 2018.
Launching a helicopter service in 2018 with an air ambulance.



### ASHOKA’S IMPACT

“Through an ASN connection, we were able to grow our ground fleet from five vehicles to twelve; that has made the most amazing impact. The ASN network has been instrumental in supporting us. And it has to be said that the support of having an organization behind me when there’s challenging times, is very important.

With Ashoka, it’s the people; the people have been really good in helping us along this journey. The network is key; it opens up connections. It provides access to expertise in many fields, and allows for easy connectivity with other Fellows around the world that are doing similar work. We share our day-to-day challenges and learnings with each other. Particularly, having the international Ashoka network available to us will be a huge benefit to us going forward.”

## THE GREENPLAN: CHANGING BEHAVIOUR TO TACKLE CLIMATE CHANGE



**FELLOW** Neil McCabe  
**ELECTED** 2014  
**ORGANISATION** The GreenPlan  
**SECTOR** Environment  
**FOUNDED** 2010  
**STAFF** 1 Full time, 300+ Volunteers

*“When I am asked, “How does lessening the effects of climate change impact a community?” it is difficult to answer because what that question is really asking is, “How many people are effected by better air?” That’s not possible to quantify.”*

### THE PROBLEM

Communities are not empowered or educated in how to tackle climate change.

### THE MISSION

To empower societies to tackle climate change.

### THE VISION

To continually improve the quality of life and well-being on earth for present and future generations.

#### IMPACT SNAPSHOT: 2010 - 2017

In just 4 months, The Green Plan tool-kit has reached 117 communities.

Created and published the Green Plan Champion online course which teaches how a community can reduce it’s carbon footprint has been taken by 7000 people in 51 countries in the past year.

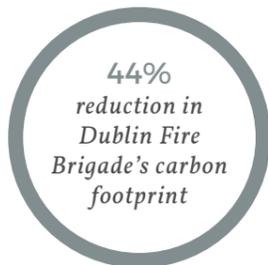
Neil has been brought in as a climate change expert to steer four EU projects leading to two EU directives one on air quality and one on water.

Spoke at the White House, Stanford University, the EU parliament, and the Irish Citizens Assembly on climate change as an energy consultant.

TED talk this summer ‘Saving Money to Save the Planet’.

### ASHOKA’S IMPACT

“When I started off I wanted The Green Plan to be exclusively available in Dublin and to the Dublin Fire Brigade. But when I became an Ashoka Fellow I started to lean towards global expansion, and understanding why my ideas should be replicated in every part of the world. Ashoka helped me achieve a greater global audience and helped me think in a global way. They helped with the incorporation of my company through partners, marketing, legal aid, and through strategy and mentorship sessions. As a social enterprise, we have a very strong and unique business model, with the idea that in the future it is possible for The Green Plan to earn money for social good, and Ashoka helped guide us with that. With Ashoka I know I have a safety blanket, a team that I can rely on, bounce ideas off of, and strategise with.”



## MYMIND: MAKING MENTAL HEALTHCARE NORMAL



**FELLOW** Krystian Fikert  
**ELECTED** 2011  
**ORGANISATION** MyMind  
**SECTOR** Mental Health  
**FOUNDED** 2006  
**STAFF** 6 Full Time  
 80 Contractors

*“MyMind hopes to rebuild coping mechanisms in a quick, effective, and affordable way so that the individual can be a healthy, active member of society.”*

### THE PROBLEM

For many people in society, mental health services are unaffordable. The World Health Organization estimates 25% of the population will be affected by a mental health problem, and this statistic is actually much higher when milder difficulties are considered. Someone in need of mental health services would typically have to wait many months or over a year to access services in the public sector, and while the private sector is accessible, it is prohibitively expensive for a great deal of society.

### THE MISSION

To pioneer a new, sustainable model of community based and online mental health services that are accessible and affordable to everyone.

### THE VISION

That everyone has easy and quick access to affordable mental health services.



#### IMPACT SNAPSHOT: 2006 - 2017

Over 5000 clients last year in person and online.

Opening of the new HQ office in Dublin.

Opening two new offices, one in Cork, and a third centre in Dublin.

Launching a new online appointment system in January 2018.

MyMind offers services to clients within 72 hours.

### ASHOKA’S IMPACT

“Although MyMind has been around for 11 years, the real growth has happened since 2012, after I became an Ashoka fellow. Ashoka’s support allowed us to hire full time staff for the very first time. The Ashoka Support Network provides us with invaluable ideas and possible solutions that help us work through problem and obstacles. I am connected to partners in the community that provide us with pro-bono support and expertise.”

## THIRD AGE IRELAND: RECOGNISING IRELAND'S GREATEST RESOURCE



**third age**

**FELLOW** Mary Nally  
**ELECTED** 2009  
**ORGANISATION** Third Age Ireland  
**SECTOR** Health and Civic Partnership  
**FOUNDED** 1988  
**STAFF** 1500 volunteers

*"It is thanks to the Ashoka network that Fáilte Isteach is being piloted in Germany, Italy and Greece as part of a platform of solutions to the support the migration crisis."*

### THE PROBLEM

Third Age is building structures that enable older people to contribute to their communities and actively engage in society. Their work bridges gaps between generations and disparate populations, placing older people as advocates of isolated populations. This work tackles the needs and issues of the elderly through a tripartite approach comprising of three core programmes: Senior Helpline, a national listening and support service run by trained older volunteers aimed at tackling depression and loneliness among older people, Fáilte Isteach, a programme which bridges two demographics groups, employing senior citizens to teach conversational English to new immigrants and Sage which provides a support and advocacy services to older people in nursing homes, in the community and in hospital settings.

### THE MISSION

To value the contribution of older people in society and help meet their personal and community needs through innovative programmes.

### THE VISION

Working towards an Ireland and a world where the third age in life is valued and celebrated.

### ASHOKA'S IMPACT

"Never underestimate the magic of the global Ashoka network."

#### IMPACT SNAPSHOT: 1998 - 2017

In just over 10 years, Fáilte Isteach has grown to 100 groups with over 950 volunteer tutors.

Senior Helpline received over 10,000 calls in 2016.

Sage has dealt with over 4,000 calls and case events.

In 2016, there were 38 Third Age employees working alongside 7 community employment participants.

3,000+  
participants

68,000  
tuition  
hours

## ALISON: TEACHING THE WORLD, FOR FREE



**Alison**

**FELLOW** Mike Feerick  
**ELECTED** 2010  
**ORGANISATION** ALISON  
**SECTOR** Education  
**FOUNDED** 2005  
**STAFF** 40 Full and Part Time

*"The fact that 1.5 million have completed online courses with ALISON means that people are empowered by the free learning we provide. We have 1.5 million reasons to believe we are making an impact."*

### THE PROBLEM

ALISON addresses the problems caused by restricted access to education and skills training, by putting free courses online in order to make education accessible to everyone in a sustainable way. ALISON are pioneering the concept of free massive open online course (MOOC) platforms as an online provider of free certified learning for vocational education and workplace skills.

### THE MISSION

To educate anyone, anywhere, at any time, on any subject, for free.

### THE VISION

To have a billion people on the platform by 2025.

### ASHOKA'S IMPACT

"Ashoka's encouragement is always welcome; it's a positive influence. I'm very appreciative for the personal support. The PR we have received from Ashoka has been useful. Our first article in the New York Times came about through an Ashoka connection and it put ALISON on the map. The international network of Fellows has been useful and sometimes it's just nice to talk to other social entrepreneurs who are trying to do things that are similar, meet people from other countries, and make interesting new connections."

#### IMPACT SNAPSHOT: 2005 - 2017

Provides 1000 courses in a range of categories, including languages, finance, health and personal development.

Has over 1.5 million graduates of online courses.

Has 11 million registered users.

Launched a new website and brand identity in April 2017 with plans to launch an app and free online publishing on the horizon.

Was the second busiest website in Ireland after RyanAir.

11,000,000  
registered users

1,500,000+  
graduates

## GROW IT YOURSELF: FIXING THE FOOD CHAIN, ONE GROWER AT A TIME



**FELLOW** Mick Kelly  
**ELECTED** 2010  
**ORGANISATION** Grow It Yourself  
**SECTOR** Public Health  
**FOUNDED** 2009  
**STAFF** 30 staff  
 20 volunteers

*“And for people that run our groups and projects it’s not only about them having those food growing experiences themselves but also the sense of empowerment that they get from changing and transforming their community.”*

### THE PROBLEM

GIY is an international campaign to reconnect people and communities with their food by supporting and encouraging them to grow some of it themselves. Human and planetary health are both adversely affected by the current state of our food chains. GIY works with over 9,000 community food projects each year conducted in a mixture of schools, community gardens, and workplaces around the UK and Ireland.

### ASHOKA’S IMPACT

“During times when GIY was out on a limb trying to secure a big piece of funding or significant investment opportunity, having the backing and support of Ashoka was a game changer. It’s the encouragement and networking support we get from the Ashoka team and from the broader Fellowship community that makes all the difference; the general sense of being part of a family with a group of people who really understand the challenges we face. There’s a very nurturing atmosphere with Ashoka and it recognizes the strains and pressures that Fellows are under, which makes it unique to other Fellowship programs in that way.”

### THE MISSION

To inspire and support people to grow their own food as a way to have healthier and happier lives.

### THE VISION

To have a healthy, happy, and sustainable world where people grow some of their own food.



IMPACT SNAPSHOT: 2009 - 2017
The new headquarters and home of the movement, GROW HQ, opened 1 year ago
Won a National Food Hero award and a Plot to Plate award in Food and Wine Magazine
New 7 part TV series presented by GIY to be broadcast on RTE1 in 2018.
Developed a horticulture therapy program which uses horticulture to improve the lives of those living with disadvantage, addiction and physical or mental illness.
Developed a social eating program for schools called Eat Together.

## CODERDOJO: INSPIRING A NEW GENERATION OF CODERS



Giustina Mizzoni, CEO of CoderDojo



*“A parent of a child on the autistic spectrum was saying how when his young boy first joined CoderDojo he couldn’t type and was afraid of group situations that were unfamiliar to him. After attending the club for four years, he now makes automated video games with friends and he’s gained a whole new level of skills and confidence.”*

**FELLOW** James Whelton  
**ELECTED** 2013  
**ORGANISATION** CoderDojo  
**SECTOR** Education and  
 Technology  
**FOUNDED** 2012  
**STAFF** 11 Full Time, 7000  
 Volunteers

### THE PROBLEM

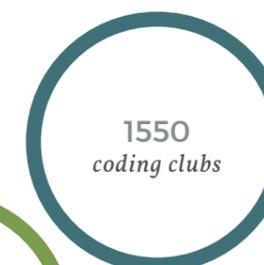
CoderDojo aims to address the global skills gap by providing opportunities for people to learn how to have fun, how to create, and how to problem solve. Since its founding, the clubs strive to provide fun spaces for young people to learn how to code and create, and to teach skills that are required in today’s ever changing world. Based on an open source model, anyone around the world can start a CoderDojo club in their community. CoderDojo provides the support, the documentation, the best practices, and the tools to empower volunteers all around the world.

### THE MISSION

For every child to have the opportunity to learn how to code and create in free, fun, and safe social environments.

### THE VISION

To have a Dojo in every community around the world.



### ASHOKA’S IMPACT

“Ashoka has been one of the leaders in creating a movement for social change, in inspiring people to come up with creative and innovative ways to solve social problems. That’s one of Ashoka’s main impacts in Ireland; supporting these movements and taking Fellows that are doing something quite interesting and supporting them to have a bigger impact. Even 5 years ago when CoderDojo started people didn’t necessarily know what a social enterprise was, but now it’s much more common that people have that understanding. Ashoka is certainly one of the trailblazers in that regard, in growing that sector in Ireland significantly in the last number of years.

On a personal level, having access to Ashoka’s network and community has been useful, particularly when starting out. Through Ashoka gatherings, we were able to enjoy a wider circle and community to connect with and help us solve problems. Lots of organizations talk about community but for Ashoka it is really a part of their DNA. The community is really powerful and having access to that certainly makes the Fellowship program unique. The partnerships we’ve made through Ashoka have been hugely impactful in terms of our success.”

## VALID NUTRITION & VALID INTERNATIONAL: ENDING MALNUTRITION THROUGH ENTERPRISE



*“Our philosophy is not to import solutions into the developing world, but to add value to society, industry and farming locally.”*

**FELLOW** Steve Collins  
**ELECTED** 2009  
**ORGANISATION** Valid Nutrition & Valid International  
**SECTOR** Health & Well-being  
**FOUNDED** 2005  
**STAFF** 8 staff

### THE PROBLEM

Globally, nearly half of all deaths in children under 5 are attributable to malnutrition. This translates into the unnecessary loss of about 3 million young lives a year. Poor nutrition in the first 1,000 days of a child’s life can also lead to stunted growth, which is irreversible and associated with impaired cognitive ability and reduced school and work performance. Valid Nutrition has developed systemic solutions to this global problem.

### ASHOKA’S IMPACT

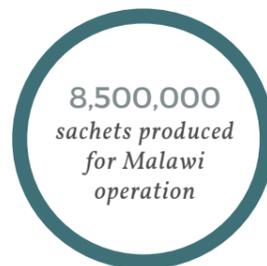
“Ashoka has assisted VALID in many areas as staff recruitment, legal support, putting us in touch with mentors, advisors and potential funders. In general they open the door for connections. They’ve improved our visibility immensely, because as a social enterprise, we generate our own revenue, and they help to explain this position to society. They help VALID’s profile by raising awareness about what we’re doing. Ashoka’s influence and credibility is very high, and that’s very important, because it gives the Fellows credibility as well, and that helps open doors.”

### THE MISSION

To make highly nutritious Ready-to-Use Therapeutic Food (RUTF) more accessible and affordable to those who need them most, while also increasing awareness of their benefits and therefore generating demand.

### THE VISION

For the first time in the history of civilisation, mankind has the capacity to combat and defeat malnutrition at a global scale.



IMPACT SNAPSHOT: 2005 - 2017
The introduction of Ready-to-Use Therapeutic Food - an improved, innovative and more affordable recipe to combat malnutrition.
8.5 million sachets annually, enough to treat approximately 80,000 children suffering from severe acute malnutrition.
VALID’s model was adopted as a universal best practice by the WHO in 2007, and is now in use in over 60 countries.
Malawi factory has been successful and profitable, and is poised for expansion.

## BURREN LIFE: INCENTIVISING FARMERS TO PROTECT THE ENVIRONMENT



*“The farmers feel that they wouldn’t have a future in the Burren if this program had not come along”*

**FELLOW** Brendan Dunford  
**ELECTED** 2010  
**ORGANISATION** Burren Life  
**SECTOR** Environment  
**FOUNDED** 2005  
**STAFF** 6 Full time

### THE PROBLEM

The challenge of Burren LIFE project was to create a blueprint for sustainable farming in the Burren region. We have developed methodologies through which farmers are directly rewarded for their success in delivering environmental outcomes. This innovative approach is farmer centred, local, and results based. The system rewards farmers for improving the environment; the better someone understands the environment the more they are compensated. These principles are now being widely adopted around the world.

### THE MISSION

To improve the natural and cultural heritage of the Burren.

### THE VISION

For farming to be an attractive way of life in the Burren and for it to be a place where farmers are delivering a range of environmental, social, and agricultural goods which are well respected and regarded in society.

### ASHOKA’S IMPACT

“What’s really special about Ashoka is you feel like you’re a part something significant, and there’s a sense that you’re not on your own, you are supported and through access to the network you are connected to others out there with very similar challenges and issues. You develop a commonality amongst the Fellows, even though we’re all radically different. It’s very inspiring to hear what the other Fellows are doing. It pushes and inspires you to continue to innovate yourself.”

IMPACT SNAPSHOT: 2005 - 2017
Established 6 years of guaranteed funding for the Rural Development Program.
Secured funding to pilot similar results based programs in other regions in Ireland and in Europe
Burren Life model replicated by 20 other projects in Europe.
Adopted by the European Commission as a national policy.



**BINC:**  
A WORLD WHERE NO ONE GETS LEFT OUT



**Binc.**<sup>TM</sup>

*“Disability is just part of the human condition, it doesn’t define us.”*

**FELLOW** Caroline Casey  
**ELECTED** 2007  
**ORGANISATION** Binc  
**SECTOR** Human Rights and Disability Rights  
**FOUNDED** 2015  
**STAFF** 10 staff

**THE PROBLEM**

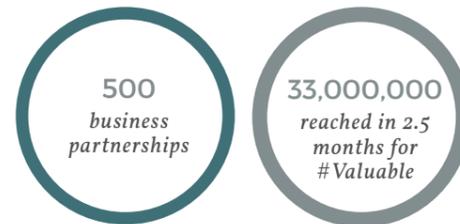
People with a disability live in a society that consciously and unconsciously excludes them, discriminates against them, marginalises them – or worse, renders them invisible. Binc wants to ensure businesses across the world recognise the value of the one billion people living with a disability. If disability is equally positioned on the business agenda, the lives of people with disability and their families will change. If business values you, society will too.

**THE MISSION**

To create a world where no one is left out and where people are equally valued.

**THE VISION**

Inclusive business creates inclusive societies.



**IMPACT SNAPSHOT: 2015 - 2017**

Pivoted from a products and services focus to campaigning and activism, starting a global conversation about the scale of the problem, and opportunity, of disability inclusion in business.

Binc launched the #Valuable campaign on August 24, 2017 to re-market disability to the business world.

Travelled 1,200 km on horseback in Colombia over 31 days as part of a campaign to bring awareness to disability inclusion.

Over 150,000 social impressions for the #Valuable campaign, starting a global conversation.

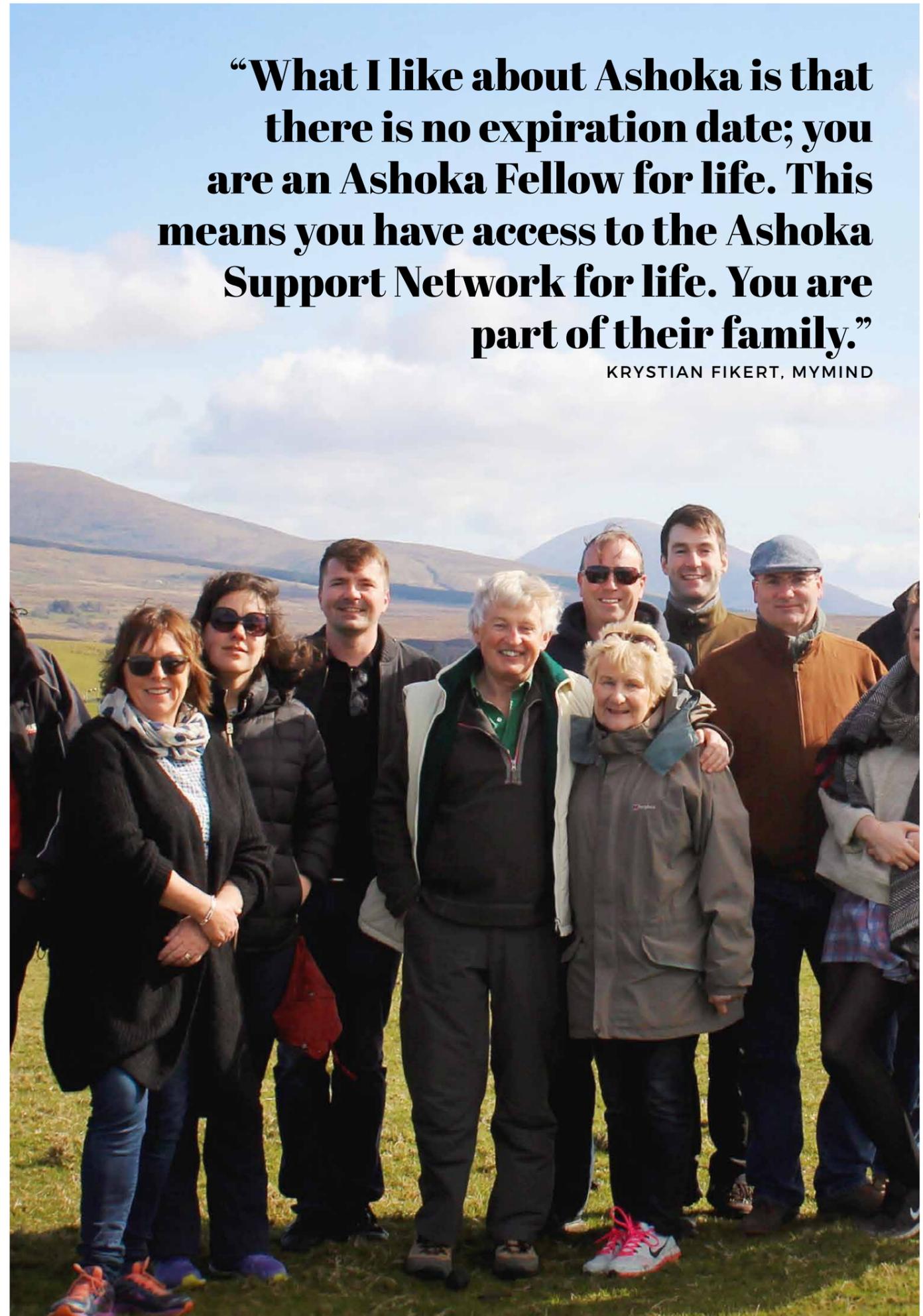
Recruiting business leaders around the world who are committed to disrupting exclusionary business culture, such as the global CEO’s of Verizon & Unilever, as well as other major companies and law firms.

**ASHOKA’S IMPACT**

“My work is about creating a community where everyone feels that they belong, and that is what Ashoka is for me. Ashoka is an extraordinary network that exists around the world so no matter where you are you can find a fellow and create partnerships, work and learn from each other, find a sense of home, family, and friendship... these things cannot be underestimated. Over this past year as Binc underwent massive changes, I felt the support of the Ashoka Ireland team in a way like never before. Their personal support of me was never judgemental and I really felt like Ashoka wanted the best for me, cared about me, cared about my business, and about what I was trying to achieve. Their care and kindness was exactly what I needed and I’ll never forget it.”

**“What I like about Ashoka is that there is no expiration date; you are an Ashoka Fellow for life. This means you have access to the Ashoka Support Network for life. You are part of their family.”**

KRYSTIAN FIKERT, MYMIND





## IMPACT SPOTLIGHT: CODERDOJO GETS A SLICE OF PI

CoderDojo, the open-source movement of locally based volunteer-led coding clubs for young people was founded by Ashoka Fellow James Whelton, and his co-founder Bill Liao in Cork, in 2011. The CoderDojo Foundation, set up by Whelton two years later, has gone on to support the creation and development of more than 1,500 Dojos in 75 countries since its inception. Giustina Mizzoni, the first employee of the Foundation and Executive Director of the organisation since 2016 has seen first hand the challenges faced in this space over the years.

The CoderDojo Foundation recognise that an understanding of programming is increasingly important in our world and that no young person should be denied the opportunity to gain that understanding and be empowered to create with technology. However, enabling all young people across all countries, socioeconomic backgrounds and cultures to access and learn practical coding skills in a fun, social environment at no financial expense to themselves or their families is no small goal.

In order to rise to these challenges the Foundation recognised the importance and benefits of working with like-minded charities with a similar ethos and focus. One of these organisations was the Raspberry Pi Foundation. Mizzoni notes:

*“We’ve worked with Raspberry Pi for a number of years very casually and, obviously, they are huge operators in this space. It was late last year that we started looking at different ways that we could work together.”*

On the 26th of May 2017, the CoderDojo Foundation and Raspberry Pi Foundation announced they would be joining forces.

*“In practical terms the CoderDojo Foundation remains an independent charity based in Ireland, but is working more closely alongside and with the support of the Raspberry Pi Foundation to achieve our goals. It will enable us to leverage assets and capabilities ultimately driving further value for the CoderDojo Community.”*



**“CoderDojo is one of the most important global movements to help young people learn how to get creative with technology. I’ve seen first hand the enormous impact that CoderDojo has had already, and I am thrilled that we’re joining forces to bring the power of computing and digital making to even more young people.”**

The knock on positive impacts are huge; more children learning computer skills at an early age can help prepare them for an increasingly technical and competitive job market, but CoderDojo is so much more than this. Volunteer-led, local and project-based, the clubs empower young people to give back to their communities, with many CoderDojo students designing programmes, websites and apps that have an even wider positive social impacts.

Philip Colligan, chief executive of the Raspberry Pi Foundation, explains how the merger fitted into his organisation’s overall mission. He says:

*“Raspberry Pi has a fantastic global community that cares about our product and the movement. We’re going to be encouraging many more of those to get involved in volunteering and setting up dojos. We’re mobilising the massive community of Raspberry Pi enthusiasts to get behind CoderDojo,”*

Mizzoni explains the benefits will be seen by children hoping to attend CoderDojo clubs in their local area “Ultimately, we can scale much faster. Our goal is to grow to 5,000 Dojos over the next three years.” How can you help? The open source nature of CoderDojo means that anyone can set up and start running a Dojo. A simple verification process gets your club on the Global CoderDojo platform where you can create ticketed events, publicise your Dojo and access an array of organisational and learning resources. For more see:

[coderdojo.com/start-a-doj/](http://coderdojo.com/start-a-doj/)



## IMPACT SPOTLIGHT:

# VALID NUTRITION BREAKS GROUND WITH A NEW Ready-to-Use Therapeutic Food

Ashoka Fellow Dr. Steve Collins MBE, founder of VALID Nutrition, achieved a career milestone this year, with a published paper in the prestigious American Journal of Clinical Nutrition documenting the efficacy of VALID's pioneering new treatment, a Soy Maize Sorghum (SMS)-based (non-milk) Ready-to-Use Therapeutic Food (RUTF) product.

The results from the paper relate to a large clinical trial on a non-milk-based RUTF product undertaken in 2015/2016 in Malawi. The product had been in development by VALID for over ten years and involved considerable investment by several stakeholders, including Irish Aid, PRANA Foundation, Japan's International Cooperation Agency (JICA) and the Global Innovation Fund.

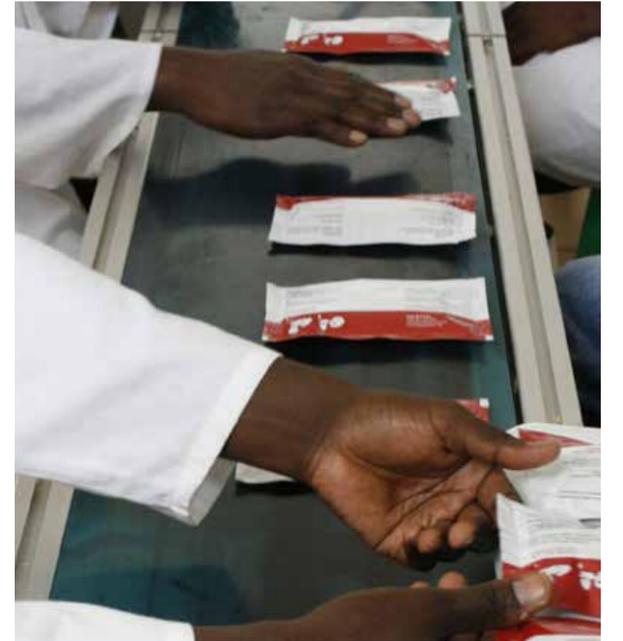
Nearly half of all deaths globally in children under 5 are attributable to malnutrition, and this translates into the unnecessary loss of about 3 million young

lives a year. Poor nutrition in the first 1,000 days of a child's life can also lead to stunted growth, which is irreversible and associated with impaired cognitive ability and reduced school and work performance. Dr. Collins pioneered a model of care for the treatment of Severe Acute Malnutrition (starvation) using RUTF products – calorie-dense, oil-based pastes with essential nutrients – in the 1990s and early 2000s, and this model (known as Community-based Management of Acute Malnutrition – CMAM) was endorsed by all the relevant UN agencies as best practice in 2007.



VALID's new, Irish-originated innovation has huge potential to transform the global RUTF market, helping combat malnutrition globally. The trial found that VALID's product:

- Is as efficacious as the standard milk-peanut RUTF recipe in treating Severe Acute Malnutrition.
- Is superior to the standard milk peanut RUTF in treating anaemia.
- Will be substantially lower in cost - with ingredient costs 15% to 25% lower.
- Is more suited and easier to manufacture in developing countries with almost all the ingredients grown locally, avoiding the need to import expensive milk powder. This will make manufacturers in developing countries much more competitive.
- Avoids lactose intolerance or nut allergy in children and contains 10% less sugar than the standard RUTF product.
- Has a greatly superior environmental profile with significant sustainability benefits from the use of cereals rather than animal source ingredients. Furthermore, manufacture in programmatic countries will reduce the carbon footprint associated with supply from offshore.



Although VALID Nutrition developed the original SMS based recipes, the latest version, as successfully tested in a third clinical trial, was the result of collaboration with Ajinomoto Co., Inc. and utilises their exclusive amino acid expertise and food technology. As such, the IP ownership of this component rests with Ajinomoto, and it is the intention of both VALID and Ajinomoto to ensure that:

- Consumer needs are met in the most effective way and that choice, affordability and product quality are ensured – so that markets are competitive and shaped appropriately.
- In terms of quality, efficacy standards are never compromised or at risk of being so by imitators.
- Eventual manufacturing will occur exclusively in developing countries/regions.

VALID and their partners are discussing the future commercialisation of the product with both WHO and UNICEF to provide access to the product as quickly as possible thus allowing more children to be treated within existing donor budget constraints.

Steve Collins presented the results at the IUNS 21st International Conference on Nutrition in Buenos Aires, in October.



## IMPACT SPOTLIGHT: HOW THE GREENPLAN AND ALISON ARE HELPING TURN IRELAND GREEN

Neil McCabe is no ordinary entrepreneur. A full-time fire-fighter, he rose to prominence as a home-grown environmental guru when, in 2012, he turned his home station in Kilbarrack, north Dublin, into the first carbon-negative fire building in the world.

Five years and many prizes and accolades later, McCabe's The GreenPlan model has been integrated into the Dublin City Council plan, rolling out to eight of Dublin's 14 fire stations. The results include cost savings of more than €11m, and a reduction of 44pc in energy demands. Building off its success, McCabe has now begun promoting a bold new vision for the whole island. He wants to "turn Ireland green" by helping every community to reduce carbon emissions by 20pc.

His method? A free online training course, The GreenPlan Champion for Communities, offered through the free open learning platform Alison, which takes just two hours to complete and provides users with customisable tool-kits, to implement sustainable practices locally. 'The GreenPlan has resulted in cost savings of more than €11m, and a reduction of 44pc in energy demands'

Following The GreenPlan's tested procedures, course-takers are encouraged to pilot incremental energy-saving steps on a building in their local community, with the goal of lowering its carbon footprint. Any savings accrued through the implementation of the plan are then reinvested in local social projects – for example, setting up a Men's Sheds chapter or Grow-It-Yourself group.

More than 800 people have registered to complete the course since its launch in October 2016, including the Lord Mayor of Dublin, Brendan Carr. "Each one of us has an obligation to create a more sustainable future,

and educating ourselves is a fundamental part of that process," the Lord Mayor said in January. "I have written to all the mayors in Ireland asking them to follow me and take up the challenge, and encourage their communities to follow suit."



**"Each one of us has an obligation to create a more sustainable future, and educating ourselves is a fundamental part of that process."**

BRENDAN CARR, LORD MAYOR OF DUBLIN

Alison, the technology platform through which the course is offered, has a socially focused mission of its own. As one of the world's largest free online learning platforms, providing free certified learning to 10m registered learners worldwide, it has received prestigious awards for its work in making education more accessible to all, including a UNESCO Award for Innovation in ICT for Education in 2011.

Headquartered in Galway, Alison was founded by CEO Mike Feerick, who, like McCabe, is a social entrepreneur. The two met through the Ashoka Fellowship, which recognises and supports innovative leaders in the sector.

Under the course's current structure, students receive a certificate from Alison upon completion. McCabe has already designed two sequel courses, to be launched in the next 12 months. Students who complete all three courses will earn an Alison diploma, "a badge of success for active community leaders and sustainability experts worldwide", according to McCabe.

*'It's a ground-breaking idea that allows communities to practically engage with their man-made and natural environment'*

– NEIL MCCABE, DUBLIN FIRE BRIGADE

It's a remarkable achievement for a fire-fighter with a Leaving Cert level of education to be pioneering global education and training in sustainability – a fact that is not lost on McCabe, although he is not interested in personal recognition. He is earnest and enthusiastic about his vision to get everyone in Ireland thinking more pro-actively about how to reduce their carbon



emissions. "It's a ground-breaking idea that allows communities to practically engage with their man-made and natural environment," he said. "It's also incredibly simple. And free."

Asked about his goals for the year ahead, McCabe said he would love to see 2,000 students complete the course by the end of 2017. "Of those 2,000, if even 100 change-makers embed The GreenPlan tool-kit into their community, that means 100 locations, 100 physical spaces, have reduced their carbon footprint by 20pc. That's an incredible start – and, once the other 1,900 follow suit, then you have a domino effect. That's when you start talking about system change."



**Alison**



**siliconrepublic**



## SOCIAL FINANCE SPOTLIGHT: BREAKING THE COMMERCIAL AND SOCIAL MOULDS

Pioneering social entrepreneur and Ashoka fellow Michael Kelly found himself falling between two stools when it came to raising funds for the next stage of his Grow it Yourself (GIY) social movement. His concept for a Grow HQ training and education centre in his native Waterford City turned out to be too social for the commercial banks and too commercial for social funders.

*“I thought we would be perfect for the social lenders and was very surprised when they didn’t really like us. I think they felt we were too much like a business. The commercial banks thought we were too social.”*

“We did get a mortgage from AIB, though, but it wasn’t enough to fund the project.” He founded GIY in 2008 as a not-for-profit social enterprise dedicated to promoting the wide-scale growing and eating of healthy seasonal food to improve physical and mental health, well-being and self-esteem. GIY now supports over 540,000 people and 9,000 community food-growing projects each year while generating over €1 million turnover.

Back in 2013 he decided it was time to take it to the next level and build a new national education centre.

“I wanted to create a physical representation of movement,” he recalls. “We needed a place to show our view of the world and what it’s all about. We had always done business out of support office and most of our work is in schools and community groups and with companies around the country. I wanted a place to show what home-grown food can taste like.”

### FRESH PRODUCE

The vision for Grow HQ was a garden where fresh produce would be sown and harvested year-round. There would be a kitchen to prepare, preserve and cook that food, as well as a cafe that would serve only the freshest seasonal vegetables grown by GIY on its own site.

It would be a place where people could socialise, be well looked-after, and enjoy good food. Visitors could also buy seeds and compost on their way out to cultivate home produce, or take a course to learn to grow or cook. The entire project would be financially self-sustaining.

But first it had to be funded to the tune of €1.5 million. “I would love to say that part of the plan was to be innovative when it came to funding, but it was just necessity,” says Kelly. “We got a €400,000 mortgage from AIB, we got about €250,000 from State sources including a grant from the Department of Health, support from the Waterford Local Enterprise Office, and some sponsorship from Bord Bia.”

And then came the innovative pieces of the puzzle. The first was straightforward sponsorship through which Kelly raised €140,000 from a number of leading Irish and international companies. The second was the “Grow Circle Challenge” which saw 25 companies promising to pay €10,000 each over three years in return for GIY training for employees and other benefits. The really innovative piece there came from securitisation of this income stream so that the €250,000 could be raised upfront from a financial institution.

And then came the community bond. “We had to learn how to raise our own finance,” he says. “We constructed the community bond which offered a 5 per cent return. It was tremendously successful and brought in €300,000.”

### DILEMMA

Ashoka Support Network member and social finance expert Sir Steve Wilkinson explains that the dilemma faced by Kelly is the reason why most social finance comes from entrepreneurs.

“They look at the people involved, the business model and the numbers, but they also want to put their money into something that they believe is a good thing and are willing to write off their investment. Any money they do get back can be redeployed to another worthy cause.”



*“Ashoka Fellows are extraordinary social entrepreneurs. They are the investors and game-changers of the citizen sector and the revolutionaries behind many of the greatest social movements of our time. Unfortunately, having these traits does not immunise you from the basics of business – cash is still king. We are all too aware of the limitations of the charity model: risk and investment aversion, unpredictability, a slave to the donor. Ashoka’s social finance work came about in response to these limitations. For social solutions to realise their full potential, including scale, they need to be sustainable, and, in many cases, that means being financially viable.”*

SERENA MIZZONI, ASHOKA IRELAND COUNTRY DIRECTOR

And Grow HQ has achieved that viability. “We have a double bottom line and we treat them both equally,” says Kelly. “The social impact and the income we generate are treated as two sides of the same coin. We have been open for 12 months and the centre has been very, very successful. We are in a great location near the hospital on the ring road and have had 50,000 visitors so far. We have generated €1.1 million in turnover this year and are targeting €1.6 million next year. But we can see the need for more capital down the road, and the challenge of raising it hasn’t gone away. There’s got to be an easier way to do it.”

THE IRISH TIMES





'Ashoka', originally a Sanskrit word, translates to the "active absence of sorrow". It was also the name of an Indian Emperor, one of the world's earliest great social entrepreneurs. After unifying India in the 3rd Century B.C., Emperor Ashoka renounced violence and became one of history's most tolerant, global-minded, and creative leaders, pioneering innovations in economic development and social welfare.

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# COMMUNITY

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# “THE HOOK THAT PULLED ME IN”

Newton, the 17th century physicist, is to blame! It seems to me that Ashoka is really a reaction to his theory that “an object at rest stays at rest unless a force is applied against it”. i.e. the old enemy “inertia”...loosely translated as “nothing will happen unless you make it happen”. There are a number of features that particularly characterise Ashoka and it seems to me that one of them is “energy”; it seems to permeate Ashoka in all its ideas and activities.

In a complex and rapidly changing world it is neither reasonable or realistic to expect the large apparatus of state administration to be at the forefront of identifying and solving new and emerging social issues. There will always therefore be the need for the social entrepreneur whose personal experience creates an awareness of a particular social need and whose vision, passion and commitment generates an energy towards finding and implementing operational solutions to those needs...and that is where Ashoka fits in, by being a resource and a practical support for helping deliver those solutions.

Over the past couple of years as an ASN member, I have had the good fortune to be exposed to a number of Ashoka supported projects, both through membership of the Social Finance Committee and separately through the Changemaker Schools programme.

It was through the latter that I first encountered Ashoka, when invited to a dinner by my good friend and Ashoka ASN member Denis Tinsley. It was at that dinner that I met the extraordinary Fiona Collins; listening to her talk about the transformation of her Francis Street school in Dublin was inspirational...the “hook” was beginning to catch!

A visit to the school followed; a wonderful experience... the “hook” was in deeper! Then followed a visit to two other Changemaker Schools; Donabate-Portrane Educate Together National School and Our Lady Immaculate Junior National School.

These three schools were quite different in the socio-economic mix of the pupils, but there was a large common denominator in the palpable energy that permeated the classrooms; it was equally apparent in both the teachers and the pupils. It was a wonderfully impressive blend of energy, vitality and a thirst for learning, with a strong dose of mutual respect between the young pupils and their teachers. The experience

certainly exposed the lie of the notion that learning requires old style rigidity, formality and “discipline”. The “hook” was embedded!

This great learning experience for me was recently rounded off by a celebratory evening marking the election of three new Changemaker Schools; Dalkey School Project National School; Scoil Bhríde Shantalla; and Tarmon National School; bringing the total number of Irish Changemaker Schools to fifteen and strengthening a lively and thought provoking interaction amongst a nucleus of wonderfully committed and talented educational leaders.

In conclusion, and quite separately from the Changemaker Schools programme, the Social Finance Committee continues to look at ways of assisting social entrepreneurs in addressing the financial side of their projects. A particular interest of mine has been the wonderful work of Krystian Fikert and his team at My Mind; the growth of their patient numbers and the endorsements I have seen from their clients bear testimony to the value of their very important work. Over the past couple of years Ashoka has worked with Krystian to help identify the best approach to their growing premises needs; it was therefore particularly enjoyable to be at the recent opening of their enlarged and very well designed new premises in Rathmines; hopefully these will position My Mind well to continue to expand the valuable services they provide...a very good end to a good ASN year!



*Paul Sullivan is an Ashoka Support Network member and is the Former CEO of the National Treasury Management Agency.*

# MEET THE ASHOKA SUPPORT NETWORK



**BRIAN CAULFIELD**  
Partner,  
Draper Esprit



**MICHAEL CAULFIELD**  
Vice President,  
Workday



**EAMONN CONLON**  
Partner, A&L  
Goodbody



**PATRICK COVENEY**  
CEO,  
Greencore



**CATHERINE DUFFY**  
Partner, A&L  
Goodbody



**PAUL ELLINGSTAD**  
Managing  
Partner, PTI  
Advisors



**ROGER JUPP**  
Former  
Chairman,  
Millward Brown



**TIM GRIFFITHS**  
Managing  
Director, OMD  
Ireland



**GAR HOLOHAN**  
Executive  
Chairman,  
Aura Holohan



**NEIL O'LEARY**  
Chairman &  
CEO,  
Ion Equity



**TOM MCGOWAN**  
Former Director,  
Unilever



**KEVIN NEARY**  
Founder,  
GameStop  
Group



**LORRAINE QUINN**  
Quinn Family  
Foundation



**SIR STEVEN WILKINSON**  
Founder &  
CEO  
Buchanan AG



**EAMONN QUINN**  
Quinn Family  
Foundation



**NOEL RUANE**  
Partner  
Polaris V.C.



**PAUL SULLIVAN**  
Former CEO  
NTMA



**DENIS TINSLEY**  
Former  
Director  
McKinsey &  
Co.



**FAYE WALSH-DROUILLARD**  
Founder  
The Giving  
Circle



**LADY BRITTA WILKINSON**  
Partner  
Buchanan AG

## CORPORATE PARTNER FEATURE: HOW A PARTNERSHIP OF SOCIAL ENTREPRENEURS AND DATA SCIENCE CAN MAXIMISE IMPACT

Zalando is Europe's largest online fashion store, with over 14,000 employees selling to 15 countries around Europe and over €3.6bn in sales in 2016. Working with these numbers, are data analysts and data scientists. In 2015 Zalando opened its Dublin office and has grown quickly now employing over 100 people from data scientists and software engineers to product and project managers.

Corporate social responsibility is core to Zalando's values. For us, being socially responsible is much more than contributing financially. With a highly skilled workforce Zalando believe in connecting that talent to projects of significant social impact.

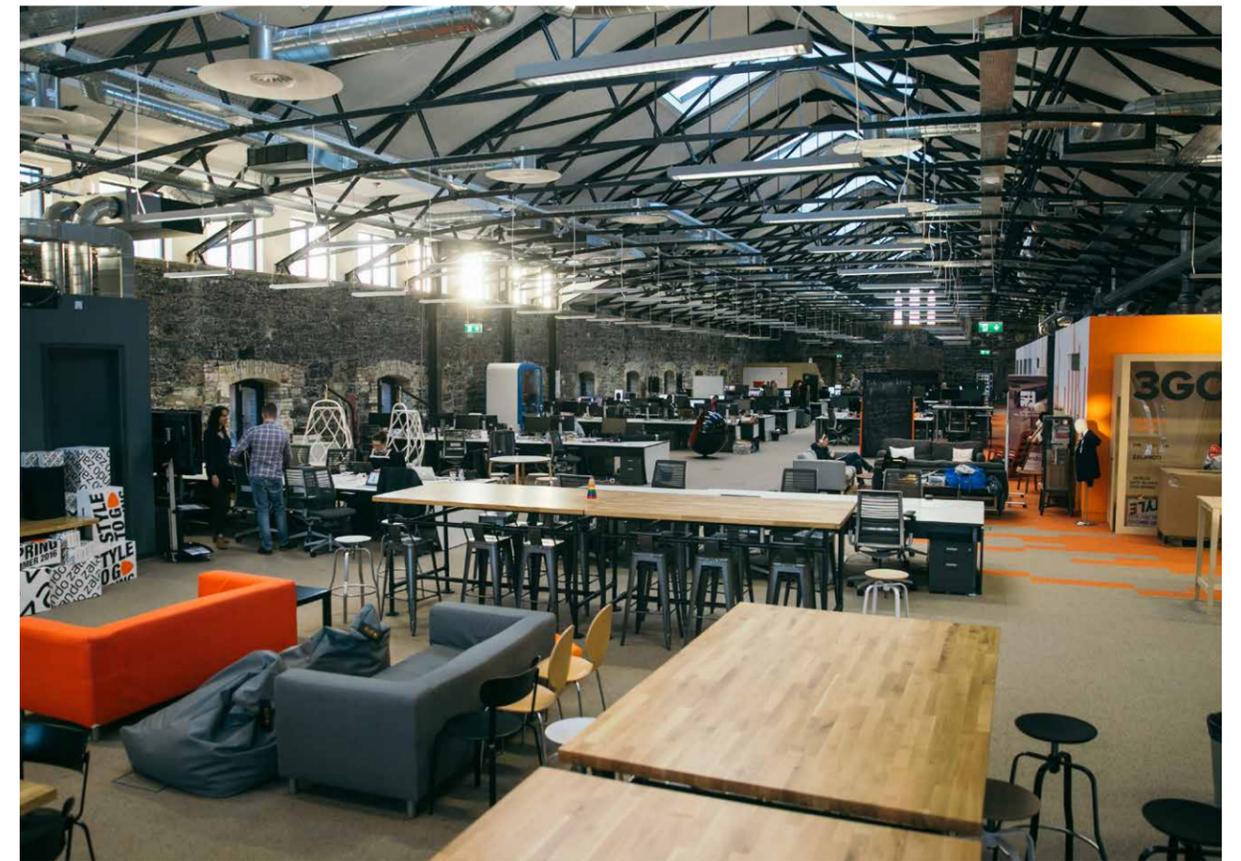
Ashoka's purpose is to support and nurture individuals with the best ideas to change the world for the better. In order to do that, Ashoka need to understand the ecosystem in which these entrepreneurs operate and the trends of changemaking - what is the profile of a Changemaker? What challenges do they face? What motivates these individuals and how are they defining their impact on society? Getting the answers to these questions requires the expertise of data scientists; this is where Zalando came in.



## With a highly skilled workforce Zalando believe in connecting that talent to projects of significant social impact.

Very taken with the challenge presented by Ashoka, a group of employees from the Dublin office came together to support in the design and creation of the software needed for the national Changemakers Study. This team included over 20 employees ranging from data scientists to software engineers and product managers, leveraging the strengths of each group. Employees took more than just the two volunteer days assigned to them, working over 800 hours collectively on the project, using lunchtimes, weekday evenings and weekends to complete the project.

The relationship over the course of the project has been incredibly collaborative from the start, with Ashoka representatives travelling to the Zalando offices five to six times to work through technical requirements and on the data analysis. There were huge learnings from both sides; working on products very much outside what the team were used to, and from Ashoka's side, working with a large tech company like Zalando.



The Ashoka network is a multiplier of impact working in support of the incredible group of Irish Fellows. For the Zalando volunteers, being part of that multiplier has been immensely rewarding and the team here are very happy to have been able to contribute to this important project.

 zalando



The first Ashoka Changemaker School was elected in 2010. Mission Hill School in Boston Massachusetts was founded by Deb Meir, the first educator to receive a MacArthur Genius Award. The school was elected for its unique approach to integrating social entrepreneurship and philanthropy based programmes to their education system.

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# EDUCATION

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## TRANSFORMATIVE FEELING: EMPATHY AND CHANGEMAKERS SCHOOLS

*Excerpt from an article written by Fiona Collins, Principal of Francis St. C.B.S. and originally published in ChildLinks Issue 2, 2017.*

In 2010, Ashoka launched the Changemaker Schools programme with an aim to catalyse change across the educational ecosystem by providing young people with the changemaking skills of empathy, creativity, leadership and teamwork. Changemaker Schools are recognised as creating systemic change within their educational, environmental and cultural contexts, with the ambition to empower their pupils for the common good.

The embodiment of empathy education and skill development in a school culture can change the educational experience of its students, add to teacher motivation, and address issues of poverty and inequality through its contribution to social competence, prosocial behaviour and identity change.



**“Teaching at its heart is an act of hope for a better future” - William Ayers 1993**

### CULTURES OF EMPATHY

Discourse on empathy, originating centuries ago, has permeated clinical, developmental, cognitive and social psychology, philosophy and cognitive-affective neuroscience. It is still, however, a relatively new construct, and there is a lack of consistency in a definition of empathy due to its complex nature. Peter Bazalgette, in his book *The Empathy Instinct: How to Create a More Civil Society* (Bazalgette & Murray, 2017), argues that empathy is what makes us human, and what can make us better humans.

The role of empathy in education is a relatively new paradigm, and much of the research has focused on teacher empathy (Feshbach & Feshbach, 2011). It is only in recent times that the development and nurturing of empathy-based capabilities is being forecast as a link between social behaviours and academic achievement in children (Feshbach & Feshbach, 2011). Interest in its development is now growing among academics, psychologists and educationalists.

### EMPATHY AND CHANGEMAKER SCHOOLS

The Changemaker Schools Programme develops and cultivates empathy among students around the world. Schools are nominated and selected to be part of the Changemaker Schools network based on the relevance of the changemaking skills in their schools.

Ashoka Fellow Mary Gordon established the non-profit Roots of Empathy in 1996. Mary Gordon was elected as an Ashoka Fellow in 2002 for her work on reducing childhood aggression by teaching students emotional literacy and fostering the development of empathy. Her work inspired Ashoka to identify empathy as one of the key 21st century skills to foster and master as a catalyst for social transformation.

Changemaker Schools have a collective belief that every child has the capacity to be a Changemaker, defined as follows:



**‘someone with the skills and initiative to create lasting positive change in society’**

## FRANCIS ST. C.B.S., A CHANGEMAKER SCHOOL

Francis St. C.B.S. was elected in 2014 for its groundbreaking empathy-based methodologies used throughout the school. It was the school's selection as a Changemaker School that elevated the use of empathy as an educational underpinning to contribute to pupils' identity change.

Traditional approaches to the management of behaviour and the teaching of prosocial and emotional regulation skills were not empowering pupils in the manner that the staff of Francis St. C.B.S. expected. On the understanding that children with social, emotional and behavioural difficulties are more likely to struggle at school, under-perform academically, and be at risk of early school leaving, the school sought to re-frame education and develop modalities around emotional skill development and the teaching of social skills and competencies.

The decision to centre empathy as the core actionable value was due to its link to prosocial behaviour and emotional regulation (Schipper & Petermann, 2013). The school set about devising methodologies that children could use in the classroom and beyond. The themes and principles that arose from these early strategies had the most impact on the lives of pupils and teachers.



## THEORETICAL FRAMEWORK FOR EMPATHY-BASED METHODOLOGY PRACTICES

The methods and programmes developed in Francis St. C.B.S. to increase empathy were contingent on the premise that empathy, when enhanced, has positive consequences for growth and learning, and outcomes in cognitive, affective, behavioural and academic realms (Feshbach & Feshbach, 2011). The three distinct skills highlighted in the process were:

1. The ability to share another's feelings (affective empathy)
2. The cognitive ability to discern another's feelings
3. The social benefits in responding compassionately to another's distress (Hatfield, Rapson & Le, 2011)

The fostering of affective empathy skills is significant, as the development of those skills has shown to decrease aggression (Stavrinas, Gorgious & Theofanous, 2010) and develop self-expression. It is only when children can identify and interpret their own emotions and feelings can they do so for others. Compassionate empathy or empathetic concern is what compels us to act on empathy to improve another's state.

## CONCLUSION

Embedding empathy as a core actionable value across the curriculum and in all aspects of school life has transformed the school experience for pupils and teachers in Francis Street C.B.S. Behaviour has improved, incidences of aggression decreased, and inclusion and sustainability have been promoted.

Empathy may not be a magic elixir (Feshbach & Feshbach, 2011), but the success of the work in Francis St. C.B.S. is a testament to the benefits of adopting a repertoire of methodologies that can foster prosocial responses to elicit social change.



MEET THE SCHOOLS  
WHO ARE PREPARING  
THE NEXT GENERATION  
OF CHANGEMAKERS

**“I am only one, but I am one. I can't do everything, but I can do something. And just because I can't do everything, that will never stop me from doing the something that I can do.” -**

A POEM SPOKEN EVERY MORNING IN  
ENGLISH NATIONAL SCHOOL

### FRANCIS ST. CBS

Change Leader: Fiona Collins

Ethos: Catholic

Context: Urban

Type: DEIS Band 1

Students: 130

Teachers: 14

Francis St. C.B.S. is located in Dublin 8. Designated as disadvantaged in 2005, it has developed an empathy based methodology programme that has received widespread acclaim. The school has increased results in both numeracy and literacy in the last few years and have a fundamental ambition of developing a love of reading amongst its pupils and encouraging school retention. There is a wide and varied curriculum in Francis St. C.B.S. characterised by innovative teaching practices, creativity and transformational leadership amongst all of its staff and pupils.



### LITTLE ANGELS SPECIAL SCHOOL

Change Leader: Angela Keane

Ethos: Catholic

Context: Urban

Type: Mainstream

Students: 94

Teachers: 21

Little Angels Special School caters for children and young adults with moderate, severe or profound learning disabilities and autism. The school started out as a small 3 bedroomed home. Today, it has expanded exponentially, providing; compassionate teaching; innovate technological solutions; and facilities suitable to cater for the diverse needs of its pupils. The school is very innovative in its methods of resourcing and is heralded as one of the most progressive schools for children with additional needs in the country.



### OUR LADY IMMACULATE JUNIOR NATIONAL SCHOOL

Change Leader: Breda Murray

Ethos: Catholic

Context: Urban

Type: DEIS Band 1

Students: 212

Teachers: 21

Our Lady Immaculate JNS is located in one of the most deprived areas of the country. They educate boys and girls from 4 years to 7 years. The school's leadership has been heralded as transformative and innovative, and the teaching and learning in the school is very progressive. Equal opportunity and well-being are central to this school's structure, for both pupils and parents. The school engages with the numerous educational programmes as well as a behavioural support programme known as Pax, and they run outreach programmes for their wider community to nurture strong, positive relationships.



### GALWAY EDUCATE TOGETHER NATIONAL SCHOOL

Change Leader: John Farrell

Ethos: Multi-denominational

Context: Urban

Type: Mainstream

Students: 399

Teachers: 27

A school with a great focus on democratic management, diversity and promoting the development of adaptive skills in their pupils, GETNS stands as a highly innovative community. They were the first in Ireland to adopt the Playworks programme, promoting positive and healthy play time. They have also introduced an exceptional well-being initiative. The pupils in GETNS engage with project-based approaches to homework, and creative and progressive approaches to education are evident throughout.



**DALKEY SCHOOL PROJECT NATIONAL SCHOOL**

Change Leader: Miriam Hurley

Ethos: Multi-denominational

Context: Urban

Type: Mainstream

Students: 240

Teachers: 14

Dalkey SPNS was the first Educate Together school in Ireland. The school engages with 'Restorative Practices' to manage behaviour and a 'Movement and Massage' program for their pupils with special educational needs. Staff Meetings are conducted in a 'World Café' style fashion. The school is renowned for their 'Forest School', which brings students into their natural environment to learn history, geography, science and art. The Forest School has proven to be an exceptional method of active learning for pupils.



**TARMON NATIONAL SCHOOL**

Change Leader: Kieran Dowd

Ethos: Catholic

Context: Rural

Type: DEIS Band 2

Students: 129

Teachers: 12

Tarmon NS is the most rural school in our network. Entering this school has been described as 'walking into a warm hug', with its strong, familial atmosphere and wonderful provision for pupils with ASD. The school has introduced programmes such as honey making and bee-keeping, and a well-developed savings scheme. Tarmon NS puts a strong focus on encouraging pupils to reach out for innovative and creative opportunities beyond their rural boundaries, while also holding a respect and commitment to their roots, community and culture.



**SCOIL BHRÍDE SHANTALLA**

Change Leader: Frank Keane

Ethos: Catholic

Context: Urban

Type: DEIS Band 1

Students: 232

Teachers: 28

Scoil Bhríde Shantalla stands out as a school of diversity, innovation and achievement. They currently represent over 19 nationalities, with 33% of their pupils being from the Traveller community. It has excelled in its development and nurturing of strong, positive home-school relations, and as received the European Alcuin award for their work in doing so. In addition to this, the school is well-known for their involvement in film-making and their film-making programmes, and have introduced a number of interactive and developmental initiatives such as 'Creative Nation' for their dyslexic pupils, and Uni4U.



**CORPUS CHRISTI**

Change Leader: Tiernan O'Neill

Ethos: Catholic

Context: Urban

Type: DEIS Band 1

Students: 275

Teachers: 34

Corpus Christi is in one of the most deprived areas in the country. The school has done tremendous work in improving the reading abilities of their pupils as well as their attendance rates. In 10 years, the school increased the number of their pupils who were above the national reading average by over 50%, and decreased the number of pupils who missed more than 20 days of school by 40%. Interestingly, the school has built an empathy curriculum with horses, in partnership with the Irish Horse Welfare Trust.



### OUR LADY'S & MOCHUAS' PRIMARY SCHOOL

Change Leader: Gary Farrell

Ethos: Catholic

Context: Rural

Type: Mainstream

Students: 187

Teachers: 8

Our Lady's and St. Mochuas' PS has a great focus on advances and initiatives in technology, entrepreneurship and leadership. Entrepreneurship is encouraged and nurtured through programmes such as the 'Swap Shop' and a Young Enterprise programme called Business Beginnings. The school regularly works with local business on engineering projects, which helps them to develop real-life improvements to their school. They recognise the importance of history and heritage, introducing pupils to initiatives such as 'Dissolving Boundaries' and an 'Old Time Games' programme.



### SCOIL ÍOSAGÁIN

Change Leader: Sinead McLaughlin

Ethos: Catholic

Context: Rural

Type: Mainstream

Students: 744

Teachers: 49

Scoil Íosagáin has introduced a 'reverse integration' system whereby pupils from their 9 ASD classes have buddy systems with children in the mainstream classes. They have also introduced a unique 'Neuro-developmental Exercise' programme for pupils with different needs. Pupils will often take on classroom assistant roles as a means to develop leadership skills. Alongside these advancements, the school has introduced an initiative called the 'Free Wee Library', which sees the establishment of a number of small libraries across the school where students can regularly exchange books.



### ST. ULTAN'S PRIMARY SCHOOL

Change Leader: Aoife Slacke

Ethos: Catholic

Context: Urban

Type: DEIS Band 1

Students: 422

Teachers: 34

St. Ultan's established the first 'wrap around' service/school in Ireland, with an overarching goal to instil in their pupils the realisation that they can play an important role in their community despite their disadvantaged backgrounds. They have an early education programme on site as well as occupational therapists, speech therapists and early start education. There is a strong emphasis on the development of social and emotional needs with programmes such as 'Chatter Matter' and 'Talk Boost'. Pupils have the opportunity to join the school's orchestra, where they can play and compose their own music.



### ST. COLUMBA'S GNS WITH FACILITY FOR DEAF CHILDREN

Change Leader: Karen O'Sullivan

Ethos: Catholic

Context: Urban

Type: Mainstream

Students: 439

Teachers: 35

This school arose from an amalgamation between the girl's school and the facility for the deaf on campus a number of years ago. With this, every pupil and staff member learns sign language, a practice unique throughout Ireland and the world. The school's 10 acres of land is home to a bog and vegetable garden, as well as an outdoor classroom. An 'Honesty Shop', which runs without supervision, advocates a trusting and collaborative partnership between all members of this innovative community.



**ENGLISH NATIONAL SCHOOL**

Change Leader: Siobhan Fitzgerald

Ethos: Catholic

Context: Rural

Type: Mainstream

Students: 41

Teachers: 5

With just 41 pupils, English NS is the smallest in our network. 70% of their pupils whom are from the Traveller community and 33% have special educational needs. They have their own oral language programme called 'Let's Stand', which recognises the need to develop public speaking and storytelling skills. They strive towards a goal of having each pupil work to reach their full potential at their own rate, instilling a deep sense of self-worth through daily poems and assemblies. "Everything we do in English is based on 3 simple rules: We work together, do our best and respect each other." Siobhan Fitzgerald, Principal of English National School



**DONABATE-PORTRANE EDUCATE TOGETHER NATIONAL SCHOOL**

Change Leader: Maeve Cornish

Ethos: Multi-denominational

Context: Urban

Type: Mainstream

Students: 490

Teachers: 31

Donabate-Portrane ETNS is a very strong example of a progressive and innovative school, with focuses on diversity, culture and global citizenship. It was founded in 2005 by a group of parents and has now grown extensively, with fantastic facilities such as an outdoor running arena and classroom. It was one of the first schools in the country to develop a mental health curriculum, and they have a unique partnership with the Cambodian youth organisation, PEPY. Each year there is a cultural exchange where students from Cambodia travel to Ireland and teachers from Ireland travel to Cambodia.



**ST. OLIVER'S NATIONAL SCHOOL**

Change Leader: Rory D'Arcy

Ethos: Catholic

Context: Rural

Type: Mainstream

Students: 752

Teachers: 56

St. Oliver's NS is one of Ireland's largest and most diverse primary schools, with 752 pupils and 43 nationalities. Currently, 10% of their pupils are from the Traveller community. This diversity has a great influence on the day-to-day teaching and environment in the school, and school's entrance is home to a fish tank which has a different coloured fish for every nationality in the school. The school's farm and arboretum is run in majority by the students of the Traveller community, preparing them for life after school which will see most of them running weekday markets.



**“If we can live without stealing,  
without cheating, without lying  
- we can win in life.”**

THE PUPILS OF ST. COLUMBA'S GNS

# “I think that by having more Changemakers in the world we can stop bullying, starvation, homelessness and many more problems.”

CAOIMHE COAKLEY, GETNS

## MY SCHOOL IS A CHANGEMAKER SCHOOL BECAUSE...

**BY SHEA FARRELL**  
P5, OUR LADY'S & ST. MOCHUAS' PRIMARY SCHOOL

My school is a Changemaker school because we show leadership, empathy, creativity and teamwork each day. The Primary 6 and 7 pupils show leadership and empathy to their Primary 1 and 2 buddies, when they take them to the play park or help them read. Other children have leadership roles that are Sports Captains, House Captains or Changemaker Leaders. They have special jobs to do that include being creative when organising assemblies for Anti Bullying Week or Catholic School's Week. The Pupil Leadership Team and ECO Committee also show leadership by recycling or collecting money to give to charities. They get to decide the charities that the money goes to. Mary shows the Primary 4s how to have empathy by taking a Roots of Empathy Session every week and then each month a real baby comes in. For creativity in our school we have story writing competitions, after school art and drama and Derrynoose Has Got Talent. We are all changemakers by the way we communicate to each other.

**BY WINNE WARD**  
6TH CLASS, SCOIL BHRÍDE SHANTALLA

My school is a Changemaker school because we embrace the creativity of dyslexia minds. I meet with a special group call Creative Nation every day and we do loads of different activities. Mr. Carey says Creative Nation is for building up our resilience. Some kids who find writing difficult use the text to speech function on the iPads. We also learn how to code on iPads. We have fun Fridays in our Creative Nation group. Darren is an SNA and he has a black belt in Karate so he teaches us. We are also learning how to juggle and play the drums on Fun Fridays! Being part of my Creative Nation group changes how I feel about school. It gives me confidence and so I can feel that I'm learning new things and feel proud of myself.



*Drawing by Calum, Room 8, Our Lady Immaculate JNS*

## WE NEED MORE CHANGEMAKERS...

**BY CAOIMHE COAKLEY**  
6TH CLASS, GALWAY EDUCATE TOGETHER

Our world needs more Changemakers because there are a lot of problems in our world right now and we need to stop them. Changemakers are trying to stop them every day. They are empathetic and creative. They are good at teamwork and show leadership. Changemakers are regular people that stand back, create their own opinion and take action.

Anyone can be a changemaker. There are a lot of Changemakers in our day to day lives that we don't even notice, such as teachers. Teachers help to educate the future generations and by teaching these generations they become scientists or doctors who are also changemakers. I think that by having more changemakers in the world we can stop bullying, starvation, homelessness and many more problems. This is my opinion, but maybe you have a different one.



*Drawing by Oliver Zborowski and Dean Browne, 3rd Class, Francis St. C.B.S.*

## I AM A CHANGEMAKER BECAUSE...

**BY SHAY NEVIN**  
2ND CLASS, SCOIL BHRÍDE SHANTALLA

I am a Changemaker because I have learned how to fix punctures on bikes and when Golden and Shane had punctures I fixed them. Mr Strain shows us how to fix bikes and to do DIY. We helped to make a polytunnel and we grow loads of vegetables. Sometimes we pick the vegetables to use them for cooking. Yesterday we cooked pasta with mushrooms from the poly tunnel. I am learning lots of new things every day.

## MEET THE TEAM



**SERENA MIZZONI**  
Country Director



**MOIRA MALONE**  
Programme Support Associate



**FIONA COLLINS**  
Changemaker Schools Manager

**PAUL STAPLETON**  
Community Director



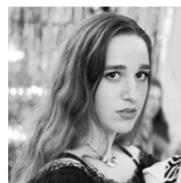
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Thanks for your support and collaboration these past ten years.

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*“If one were to examine the  
forensics of significant impact  
in healthcare, education or the  
environment, they would often  
find the fingerprints of Ashoka.”*



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