From small to systemic

The multibillion-euro potential in social innovations

McKinsey & Company

ASHOKA

Content

Summary

Major changes like demographic shifts, global mobility, urbanization, and digitalization of the working world are poised to reshape our society. Our traditional perspective no longer suffices to answer all the questions raised, and we need social and economic solutions for these issues.

Social entrepreneurs[1] are among the people working to develop these solutions. Not only do they relieve the symptoms of social problems, they also remove the cause. Their entrepreneurial spirit, creativity, risk taking, and persistence have set them apart.

> "Social entrepreneurs are the essential corrective force. They are system-changing entrepreneurs. And from deep within, they, and therefore their work, are committed to the good of all." – Ashoka Founder Bill Drayton

So, how do social entrepreneurs manage to change systems? What stops them, and what motivates them? Just how much potential do their solutions really offer?

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1   For the purposes of gender balance, when this report refers to "social entrepreneurs", it is not referring to any specific gender(s).

To explore these and other questions, Ashoka joined forces with McKinsey & Company to conduct extensive interviews with some of Germany's 1,700[2] social entrepreneurs as well as their partners in the respective systems. In the final analysis, we chose four very different examples from healthcare and education systems to demonstrate how social entrepreneurs are driving change:

- *Discovering Hands* is improving the early detection of breast cancer by utilizing blind women's especially keen tactile perception.

- *Irrsinnig Menschlich* ("Insanely Human") advocates for the effective prevention of mental illness in schoolchildren through information, education, and reaching out to those affected.

- *Apeiros* helps identify truants early on and take appropriate countermeasures right away.

- *Serlo Education* developed a "Wikipedia for learning" that facilitates more successful academic careers in which students can learn independently and at their own pace.

Social entrepreneurs have enormous potential. Simply introducing nationwide breast cancer screening based on the *Discovering Hands* model would not only save many lives, it could positively impact our economy by EUR 80 million to 160 million every year – in part due to lower treatment and follow-up costs. Our four chosen examples offer a combined financial potential of at least EUR 1 billion per year. And that is just 4 out of the 72 social entrepreneurs currently under the Ashoka umbrella in Germany (Ashoka Fellows). So, if our four cases represent the mean, then the financial potential of the social entrepreneurs in Ashoka's network alone is around EUR 18 billion per year.

That said, not every new idea will go on to generate impact at this level. Most social entrepreneurs develop and trial their ideas locally and on a small scale. Moving to the next phase, they begin scaling up their approaches more broadly within existing systems (e.g., nationally or even internationally) and then securing their permanent integration.

By no means has every social entrepreneur thus far actually succeeded in scaling up their efforts. However, there are several things that patrons, system players, and the social entrepreneurs themselves can do to change this:

- *Patrons need to make funding allocation and frameworks more flexible.* There is a better alternative to financing short-term projects or project phases: foundations, banks, public institutions, and other sponsors can tie their support to social entrepreneurs' reaching specific milestones of systemic impact, transferring existing solutions to system players, and/ or concluding specific collaboration agreements with those same players. Furthermore, policymakers, in particular those at the state and national level, could take a more deliberate approach to structuring legal frameworks and should be actively seeking conversations with social innovators.

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2   There are numerous sources for and opinions about actual numbers of social entrepreneurs. The source used by this report suggests that, based on degree of innovation, the number of social entrepreneurs with an income focus ranges from 1,700 (innovative) and 40,000 up to 70,000 (not or barely innovative). Federal Ministry for Economic Affairs and Energy (2015): Challenges of founding and scaling social enterprises. What frameworks do social entrepreneurs need?

- *System partners need to improve cooperation.* Federal ministries and local councils, charities and trade associations, statutory health insurers, youth welfare organizations, schools, colleges, and many other system players could specifically work with social innovators to realize promising ideas quickly and on the broadest possible scale. They could also, for example, use a "sandbox" approach (similar to a petri dish in a lab) when working with social entrepreneurs to test whether an idea truly has the potential to create systemwide impact.

- *Social entrepreneurs need to understand their potential impact and act accordingly.* It is all about calculating or accurately estimating the overall impact that the respective approach can have on society once it has been scaled up. Armed with this knowledge, social entrepreneurs can reach out to policymakers, administrative bodies, and the non-profit sector to present themselves much more clearly and with greater confidence – a mindset that social entrepreneurs in the US have long since adopted. Social entrepreneurs also need to describe the change they want to achieve in as much detail as possible, strengthen their own management skills, and actively trigger and get involved in shaping the political process.

Study methodology

The study findings are based on extensive research and a series of interviews with experts. Interviews were conducted with social entrepreneurs from a diverse array of fields (see appendix) as well as patrons and partners to social entrepreneurs:

- **Social entrepreneurs.** 25 out of 72 Ashoka Fellows (approximately 35 percent) or their representatives made themselves available for one-hour, semistructured phone interviews in September and October 2018. These interviews all followed the same script and covered three subjects: the fellow's specific idea, their plans to realize systemic change, and the obstacles they recognize and support they need.

- **Patrons and partners.** Following the interview, participants were asked to facilitate contact with patrons and partners. Around 10 of these were willing to take part in a 30-minute open phone interview. These interviews also used the same script and covered four topics: their specific role and experience in working with social entrepreneurs, the obstacles they recognize, positive collaboration stories, and suggestions for improvement and other requests.

The study also tested scaling efforts and analyzed how scaling innovation can work in the public and private sector.

Background

Germany is facing significant societal challenges

Germany is evolving. We are facing a number of challenges in the 21st century that are calling into question our established methods and solutions. We will need to address these to secure our prosperity and standard of living in the long term. Radical changes are upending our overarching social systems and influencing who we are, how we live with each other, and the conditions in which we live.

- **Who we are.** Demographic shifts and increasing mobility are transforming our population. This has consequences for, e.g., healthcare, long-term care, and social systems. Germany is already spending around 11.3 percent[3] of its gross domestic product on healthcare, putting it in third place behind the US and Switzerland. That is significantly higher than the 9 percent OECD average; 2017 was the first year that we paid out over EUR 1 billion daily for healthcare services.[4] This spending is partly a result of the high standard of healthcare in Germany. Nevertheless, these costs will continue to rise in the future and the care network will come under mounting pressure due to an aging population and the above-average incidence of health risks, such as smoking, drinking alcohol, and obesity.[5] These developments are a clear sign that we need new prevention and screening models to detect disease as early as possible, or to avert it entirely.

- **How we live with each other.** Urbanization and other phenomena, such as (education) inequality, are altering our social structures and producing a range of effects on individuals and the way we interact as a society. For example, this is resulting in ever-widening gaps at the socioeconomic level: Germany's poverty rate (the share of people who earn less than 60 percent of the median income) rose from 11.2 in 1991 to 16.8 in 2015; yet during that same period, the wealth rate (the share of people who earn more than 200 percent of the median income) also increased from 5.6 percent to 7.5 percent.[6] This growing polarization of society is also leaving its mark on security agencies and the judicial system. The internal security section of the Annual Report on the Protection of the Constitution highlighted a noticeable increase in potentially violent extremists of all faiths since 2013.[7,8] This trend is reflected in the budget for Germany's domestic intelligence unit (Bundesamt für Verfassungsschutz), which has increased almost 50 percent to EUR 306.9 million (2017).[9]

- **The conditions we live in.** The digital revolution will change our working world dramatically in the next few years given that around 50 percent of existing work activities can be automated. Although this means that less than 10 percent of occupations will disappear completely, in the future, employers will need different skills to perform newly emerging tasks.[10] Countering the shortage of skilled personnel on the labor market and capturing the potential of the entire population will require that we dismantle existing structural disadvantage and – where necessary – develop new models for integration into the labor market. As such, the education system needs learning models and methods that not only transfer knowledge to children and adults, but above all teach the skills and competencies that will be required to perform those new tasks. However, it is also true that, despite some significant progress, the academic success of children in Germany is still too heavily dependent on their parents' socioeconomic background.[11]

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3   OECD (2017): Health at a Glance 2017, p. 135

4   Federal Statistical Office

5   OECD (2017): Health at a Glance 2017

6   Institute of Economic and Social Research (WSI) (2018): WSI Wealth Distribution Report 2018

7   Federal Ministry of the Interior, Building and Community (BMI) (2018): Annual Report on the Protection of the Constitution 2017 – Facts and Trends

8   Federal Ministry of the Interior, Building and Community (BMI) (2014): Annual Report on the Protection of the Constitution 2013 – Facts and Trends

9   Federal Ministry of Finance (BMF) (2018): Bundeshaushalt.de

10 McKinsey Global Institute (2017): Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation

11 KonradAdenauerStiftung (2016): Equal Opportunities in Education in Germany – Analysis of Developments Since 2000

Basic idea

Social innovations play a key role in resolving societal challenges

Germany's situation calls for creative solutions – especially in places where the current structures are (now) inadequate and need to be improved or enhanced. This is where social entrepreneurs come into play as society's innovation department: they develop ideas on a small scale that, when rolled out to the population at large, can resolve societal challenges at a fundamental level.

There are more than 1,700 social entrepreneurs in Germany already working on innovative approaches.[12] Many are concentrating on so-called systemic solutions. Their goal is not just to relieve a symptom, but to remove the cause that created the issue in the first place.

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12   Federal Ministry for Economic Affairs and Energy (2016): Challenges of founding and scaling social enterprises. What frameworks do social entrepreneurs need?

What is systems thinking?

Scientist Donella Meadows popularized a clear visualization for the idea behind systems thinking.[13] There is a tub in a bathroom that is already overflowing, even though the faucet is still on. You could fetch a mop and bucket and get rid of the water as quickly as it flows out of the faucet. That would solve the problem, but only in the short term. Or you could turn off the faucet and resolve the root cause of the issue. That would be the systemic solution.

If we think about social challenges, a good example would be the drop in fatal car accidents since the 1970s. Massive expansion of medical capacities and the resulting faster care for accident victims could have saved the lives of many of the most seriously injured. However, the mandatory installation of safety technologies, e.g., seatbelts in 1976, had a systemwide impact by drastically reducing the risk of the most severe injuries occurring in the first place.

The changes to which these social entrepreneurs aspire to can be classified by means of four systemic objectives:

- Provide resources

- Change roles

- Change relationships

- Change rules.

In practice, social entrepreneurs often combine several of these objectives to achieve the desired impact.

The following case studies drawn from the healthcare and education systems illustrate the social innovation approach and systemic impact. This focus is solely intended to make the material easier to grasp – there are, of course, a wide range of innovative approaches in all areas.

The social enterprise *Discovering Hands* is a solid example of systemic impact. It trains blind women to become Medical Tactile Examiners (MTEs), who are then deployed in breast cancer screening. They are so successful that they are 30 percent better at detecting tissue changes than doctors.

Through this, *Discovering Hands* is providing the healthcare system with a resource (in the form of a better diagnostic method). Additionally, *Discovering Hands* is changing the role played by the visually impaired in our society (from "visually impaired" to "tactilely gifted") as well as the rules in the healthcare system (at this time, 23 statutory health insurers will pay for tactile examinations).

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13 Donella Meadows (1995): Mop-and-Bucket Solutions Keep Us Forever Cleaning Up: http://donellameadows. org/archives/mop-and-bucket-solutions-keep-us-forever-cleaning-up/

Similarly, *Serlo Education* is working to transform the education system. This free, and also ad-free, learning platform is helping students shift their role from receivers of knowledge to masters of their own academic journey. The platform delivers high-quality learning content and practice materials that teachers can use to tailor lessons to the individual needs of their students. Moreover, this social enterprise is changing the relationship between teachers and students (who crowd-create learning content for *Serlo Education*) while also providing the education system with a new resource in the form of its learning content.

In both cases, the social enterprises are driving measurable, positive change: *Discovering Hands* is already available to more than 10 million insured, thus offering exceptional breast cancer prevention. *Serlo Education* is used free of charge by over 700,000 students each month, which constitutes a valuable contribution to more equal education opportunities – regardless of parental income.
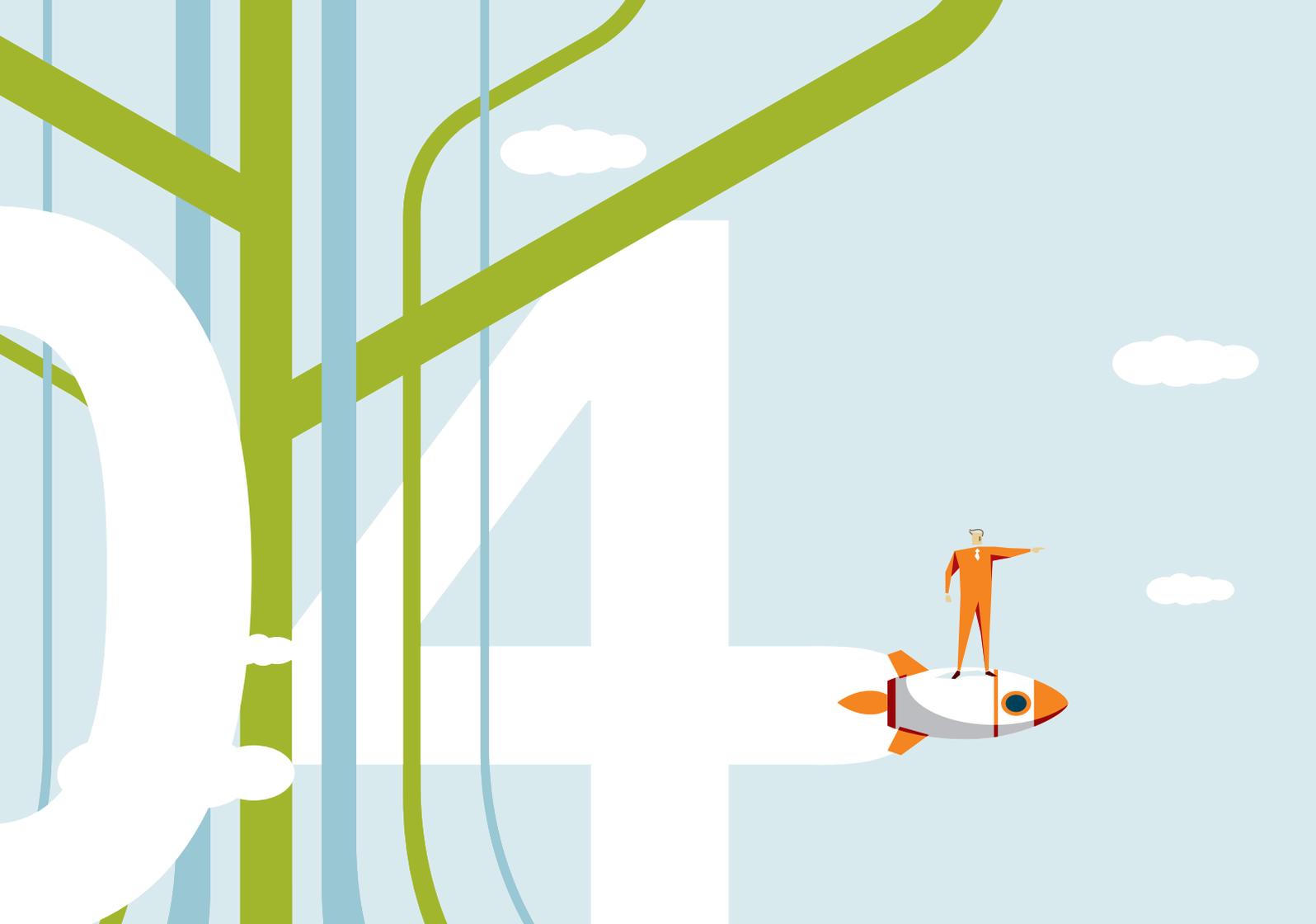
Application

Widespread implementation of social innovations can permanently alter systems

Many social entrepreneurs have ambitions that go far beyond offering a direct solution to a finite target group. They want to change the entire current system so as to deliver the greatest possible impact. That said, systemic change does not mean demolishing the existing system and reinventing it from scratch, or the social enterprise itself growing to become an organization of systemic size. Instead, the focus is on finding a permanent solution to an existing problem, making an innovative solution the new standard, or integrating it permanently into the current system.

Of large-scale visions and small changes – the different levels of systemic change

When we talk about systemic change, we tend to think of visionary concepts and ideas. In practice, though, no one can realize this type of change alone. The real path to systemic change is instead paved with many small changes that are implemented in sequence. Each of the steps on its own might be rather unexciting, but each step also makes the systemic change both achievable and feasible.

The following three levels may be helpful as we talk about systemic change:

- **The systemic vision.** The highest, abstract level describes an ideal state that a social entrepreneur ultimately wants to see realized. This vision can never be achieved through one innovation alone, but it may well be helped along by the successful implementation of a specific change. Taking the example of *Serlo Education*, its systemic vision is to build an inspiring, fair, and effective school system.

- **The specific change.** This level describes the idea or approach that a social entrepreneur wants to put into practice. From a certain perspective, implementing this idea is the reason why the organization exists and also something it can achieve in the long term. *Serlo Education*, for example, wants to provide learning materials that are free of charge, high quality, and accessible online.

- **The milestones along the path to change.** This level describes the milestones toward which a social entrepreneur is currently working. In other words, the individual steps needed to implement the specific change. *Serlo Education*, for example, aims to create an online platform that makes learning content easily accessible.

Social entrepreneurs can satisfy their objectives through other means than driving their own growth. In many cases, other strategies are actually more effective. For example, social entrepreneurs can deliver an innovative concept to multiple organizations free of charge by way of an open-source project. These organizations can then take the concept and adapt it to different contexts. Sometimes the overarching goal of systemic change is to formally change the rules, whereby the relevant decision makers define how a situation should be handled in the future. Sometimes a social entrepreneur's goal may evolve to include the inception of a social movement to demand this type of change.

The innovative approaches adopted by social entrepreneurs can also multiply their previous impact if they are propagated to existing social systems. The following examples highlight the measurable potential impact, among other factors, for selected systemic changes in healthcare and education.

Example 1: Systemic change in the healthcare system – better early detection of breast cancer using blind women's tactile perception

Factsheet	
Social enterprise:	*Discovering Hands*
Founded by:	Dr. Frank Hoffmann
Established:	2011 in Duisburg
No. of employees:	8 (in January 2019)
In one sentence:	Empowers blind women to use their superior tactile perception to improve breast cancer screening
For more information, visit:	https://www.discovering-hands.de/startseite/
Financial potential from comprehensive introduction:[14]	EUR 80 million to 160 million per year

Why improve cancer screening?

More and more people in Germany are being diagnosed with cancer, in part due to our aging population. Every cancer places an incredible burden on patients and their families and has a substantial impact on their physical, mental, and social well-being. And treatment costs are still rising.

Breast cancer is by far the most common cancer diagnosed in women. Each year around 72,000 patients are confronted with a diagnosis of breast cancer; in 2013, it accounted for almost one-third of new cancer diagnoses. Breast cancer is the cause of more than 20 percent of years lost to cancer and more than 10 percent of all cancer-related treatment costs (women and men). It does not have to be this way, since early stage breast cancer is highly treatable: if a tumor is smaller than two centimeters when it is discovered, the patient has a more than 90 percent chance of survival.

As a result, years ago Germany introduced a nationwide breast screening program (mammograms) for women over the age of 50. Women younger than 50 do not have access to this diagnostic X-ray screening; any preemptive discovery depends on a physical examination by their doctor. These examinations are often performed under time pressure – and whether an existing tumor is detected depends massively on the doctor's skills and experience.

What is the idea?

The social enterprise *Discovering Hands* wants to improve the early detection of breast cancer and does so by spotlighting the superior tactile perception of blind and visually impaired people. *Discovering Hands* puts blind women through nine months of training to become Medical Tactile Examiners (MTE), who then go on to carry out comprehensive manual examinations in collaboration with doctors.

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14 The financial potential for each example is broken down below and includes direct savings made, e.g., when a party has to invest less money when performing a service. It also qualifies various indirect effects, e.g., any reduction in productivity lost due to sickness or productivity gains due to, e.g., better education and training for students.

Exhibit 1

The MTEs trained by *Discovering Hands* detect malignant changes 3 times more often than doctors

1 - 3 min.
Doctor

30 - 45 min.
MTU

~0.8   **x3**   ~2.5

malignant changes[1] per 1,000 examinations
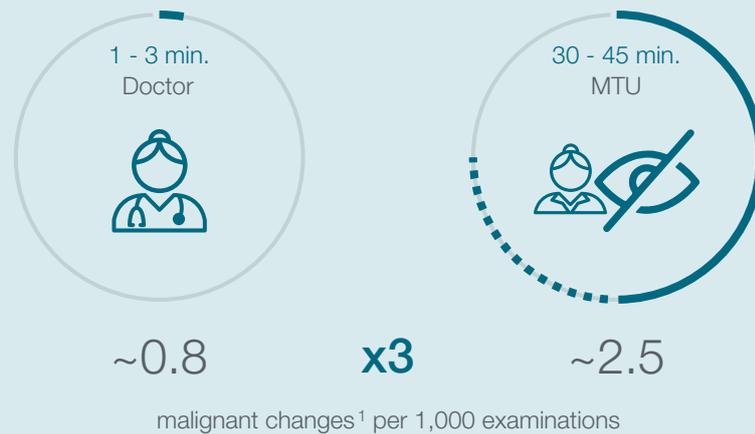
1 Real-life data *(Discovering Hands)*. A study comparing doctors and MTEs found that 30% of tissue changes are only detected by MTEs
Source: *Discovering Hands*

According to information provided by *Discovering Hands*, the MTEs trained in this program are able to detect tissue changes of just 0.6 to 0.8 centimeters, whereas most doctors are only able to detect larger changes of around 1 to 2 centimeters. This has been confirmed by a University of Duisburg-Essen study, which revealed that 30 percent of all tissue changes identified were only detected by the MTEs and not by the participating doctors. And on a practical level: for every 1,000 examinations performed, MTEs find around 2.5 tumors while doctors find only 0.83 (Exhibit 1).[15]

How much potential is available?

Detecting breast cancer early has a range of positive effects. The most obvious of which is, of course, that many patients survive their cancer and many families get to have more happy years with their mothers, daughters, sisters, and spouses/partners. Detecting cancer early means there are more opportunities to use less invasive treatments that are less physically and mentally demanding.

Another positive effect is felt by the newly qualified MTEs. The perception of their role in society shifts from "visually impaired" to "tactilely gifted." They are restyled from people in need of assistance to life-saving service providers. For this reason, many MTEs also see their work as meaningful and believe their tactile perception is a valuable skill.

Furthermore, the deployment of MTEs across Germany also offers significant financial potential. The positive effects exceed the costs of EUR 36 million to 72 million for additional tactile examinations by EUR 107 million to 216 million per year.

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15 Interview with Dr. Frank Hoffmann, *Discovering Hands*

This amount is based on the following assumptions and calculations:

- Realistically, such comprehensive implementation would require 1,000 to 2,000 MTEs; these MTEs could detect between 2,200 and 4,400 tumors per year that would otherwise be detected later and once they were larger.[16]

- Each tactile examination carried out by an MTE has two additional cost factors compared to a doctor's standard physical examination: (1) EUR 11.90 for the self-adhesive strips used by the MTE as orientation during the palpation and (2) the MTE's labor. One MTE performs, on average, seven examinations per day, and works around 190 days at a daily rate of EUR 105. As such, the estimated costs of the abovementioned 1,000 to 2,000 MTEs deployed throughout Germany would be EUR 36 million to 72 million annually.

- This would result in savings to the healthcare system of EUR 20 million to 40 million in treatment costs every year (approximately 1 percent of all treatment costs for breast cancer).

- Employed patients would generally be able return to their usual activities sooner, meaning there would be fewer absences due to inability to work, disability, and death. That could spare the economy financial losses ranging from EUR 106 million to 213 million.

- Given that many visually impaired people are reliant on government support, this new profession would also positively affect social security funds in the future by EUR 17 million to EUR 35 million per year.

What does the change look like?

Breast cancer screening using the tactile abilities of blind women is an example of how a small, concrete, systemic change can generate major impact. In the end, it does not revolutionize the healthcare system itself or replace existing diagnostic processes. Instead, tactile examinations are a supplementary offer that improves the treatment opportunities for a group of patients.

Several steps have already been taken on the journey to the systemic change described above: *Discovering Hands* has already trained 40 MTEs and the training is now a recognized rehabilitation activity for the blind. 26 statutory and private health insurers already pay the costs of a tactile examination for their insured.

The next step is to consistently expand capacities, including for women outside the rehabilitation system. Thanks to more flexible financing, *Discovering Hands* will have the opportunity in the next few years to certify blind women as MTEs, even if they do not have a rehabilitation provider. It also hopes to convince more health insurers to pay the costs of these examinations. In the long term, the *Discovering Hands* approach could also be applied to other tactile examinations, such as in prostate cancer screening.

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16   Based on the estimated number of blind and severely visually impaired women in Germany

Example 2: Systemic change in the healthcare system – preventing mental illness through information/education and contact with those affected at school

Factsheet	
Social enterprise:	*Irrsinnig Menschlich ("Insanely Human")*
Founded by:	Dr. Manuela RichterWerling
Established:	2000 in Leipzig
No. of employees:	7 (in January 2019)
For more information, visit:	Generates early awareness of mental health in schoolchildren, students, and vocational trainees
Mehr Infos unter:	https://www.irrsinnig-menschlich.de/
Financial potential:	EUR 80 million for each percentage point of schoolchildren diagnosed with mental health issues who also begin early treatment during a school year, mainly due to avoiding indirect follow-up costs (with program costs at around EUR 28 million)

Why prevent mental health issues?

Reputable sources suggest that almost 18 million people in Germany suffer from mental illness. That is equivalent to the entire population of North Rhine-Westphalia.[17] Each of these psychological challenges is a significant burden to the person affected as well as their family and friends. Moreover, the direct healthcare costs for this diagnostic group totaled approximately EUR 44 billion in 2015. That is 13.1 percent of Germany's healthcare costs and is exceeded only by cardiovascular disease at 13.7 percent. A further significant increase by 2030 is also expected.[18] Yet the economic consequences are also drastic: mental illness and behavioral disorders already account for around 15 percent of all days of incapacity to work – and thus EUR 16.8 billion in lost gross value creation.[19]

In this context, mental illness has been attracting greater attention and better treatments for several years now. For example, the number of inpatient treatments for mental illness and behavioral disorders rose by almost half between 1996 and 2016 to around 1.2 million.[20] Nevertheless, it is still the case that only some of the people affected seek help from doctors.

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17 DGPPN (2018): Special Edition 175 Years of DGPPN, Psyche im Fokus, p. 34

18 See also: http://www3.weforum.org/docs/WEF_Harvard_HE_ GlobalEconomicBurdenNonCommunicableDiseases_2011.pdf

19 Federal Institute for Occupational Safety and Health (2016): Safety and Health at Work 2015 – Work Accident Prevention Report, p. 42

20 Federal Statistical Office

The situation is especially precarious when it comes to children and young people: around one-fifth of all young people show signs of mental health issues and at least one in ten require medical treatment.[21] And yet, in this age group, there is still too much time between initial symptoms emerging and treatment beginning. One potential explanation for this is that young people in particular often experience the stigmas attached to mental illness. A lack of healthcare competency, i.e., the ability to make appropriate decisions about their own health, also prevents many from seeking and accepting help.

Inadequate treatment has enormous consequences for society. The life expectancies for people with mental health issues can be 10 to 25 years shorter;[22] 20 to 30 percent of all disease symptoms can be traced back to poor mental health.[23] The follow-up costs exceed the direct costs of treatment many times over due to interrupted academic careers, unemployment, and early retirement,[24] as well as other social and health issues (e.g., addiction).[25]

The mental healthcare situation in Germany

At this time, Germany has 1 psychiatrist for every 5,114 residents. This supply shortage leads to long wait times for, and thus extended delays in, treatment. Investment in additional psychiatrists and therapists would therefore be of value to society. However, given that our example focuses on prevention, i.e., preventing poor health through information, education, and sensitization, our scenario as outlined below assumes the existence of sufficient treatment capacities, such as outpatient psychotherapy.

What is the idea?

The association Irrsinnig Menschlich has set itself the goal of boosting mental health awareness among young people to create stronger ties between the education and healthcare system. Its chosen method: one-day classroom-based events with a theme of "Crazy? So what!" Students spend the day being encouraged to look after and actively build up their mental health as well as seek out help early on if needed.

21 https://www.nami.org/nami/media/nami-media/infographics/children-mh-facts-nami.pdf

22 DGPPN: https://www.nami.org/nami/media/nami-media/infographics/children-mh-facts-nami.pdf

23 DGPPN (2018): Special Edition 175 Years of DGPPN, Psyche im Fokus, p. 35

24 https://www.der-paritaetische.de/schwerpunkt/armutsbericht/empirische-ergebnisse/psychisch-erkrankte/

25 Substance Abuse and Mental Health Services Administration: Results from the 2014 National Survey on Drug Use and Health: Mental Health Findings, NSDUH Series H50, HHS Publication No. (SMA) 154927. Rockville, MD: Substance Abuse and Mental Health Services Administration (2018): http://www.samhsa.gov/data/sites/default/files/NSDUHFRR12014/NSDUH FRR12014.pdf

Exhibit 2

Toward the successful prevention and early detection of mental health issues

Rates of agreement by participating students after the event

1st day of school

Experts

Teachers

Students

School event with personal and professional experts

96% More knowledge about mental health

75% People affected as role models in crisis management

74% Better ability to manage own crises

➕ Teachers are a key point of contact for >50% of students
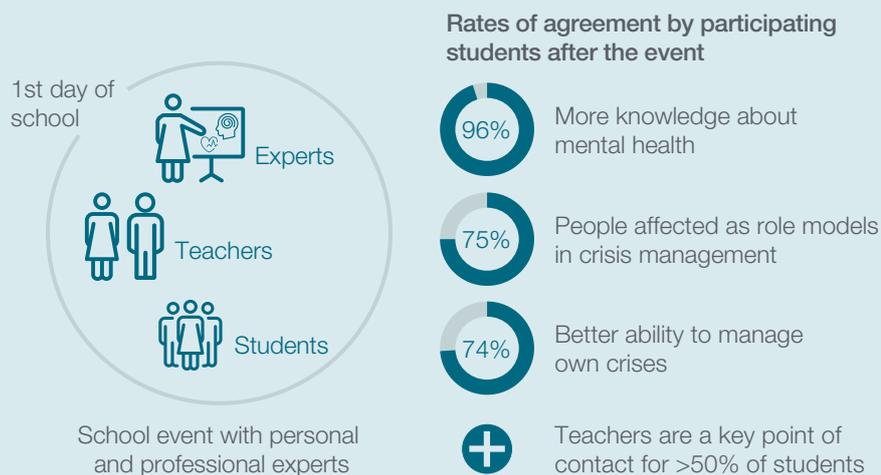
Source: *Irrsinnig Menschlich*

On the day of the event, students and teachers get to know people affected by mental health issues who have themselves gone through a mental health crisis. This serves as a means to counter fear of contact and break down prejudices. They are also given useful health information, e.g., about local options for getting help. Ultimately, they learn to care about mental health as a community. Involving teachers in these efforts also reinforces their role as a point of contact for students suffering psychological crises, as well as the teachers' ability to respond appropriately.

How much potential is available?

Currently, only around 30 percent of all young people with acute mental health issues receive medical treatment, in part due to the associated stigma and minimal healthcare competency.[26] This treatment rate could be significantly increased if all students were educated about mental health in the course of their academic career – for example, through a one-day event on mental health such as those facilitated by Irrsinnig Menschlich.[27]

This would also have a considerable economic impact. Our estimates suggest that there is potential of around EUR 80 million for each percentage point of students with mental health issues in a school year cohort who also begin early treatment.[28]

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26 This value increases to 64 percent for those already diagnosed with chronic mental illness: https://www. bellastudy.org/diestudie/ergebnisse/

27 96 percent of participating students say they had more knowledge about mental health following the event at school: https://www.irrsinnigmenschlich.de/psychischfitlernen/wirkung/

28 In the last 10 years, the average school year cohort started with 712,000 students

- Assuming an average school year cohort of 700,000, around 70,000 students in each year's cohort will require medical treatment for mental health issues. However, the gap in treatment as outlined above means that only around 23,000 of those affected will receive at least minimal medical support.

- Since untreated mental illness often becomes chronic, early medical treatment has a positive effect on direct treatment costs as well as indirect follow-up costs. For each percentage point of students with mental illness (around 700 per school year cohort) who ask for additional help, that means:

  — Around EUR 15 million in direct treatment costs – calculated over the life of the person affected – are eliminated because the share of people with chronic mental health issues is reduced.

  — Around EUR 70 million in indirect follow-up costs are eliminated because, in many cases, earlier treatment prevents those affected becoming unemployed and/or being forced into early disability.

- This has to be offset by the costs of outpatient treatment for those additional students who enter treatment as a consequence of the initiative. For every 700 students, around EUR 2.5 million will need to be spent on these additional services.

If we extrapolate the costs of the Crazy? So what! program – EUR 40 per student reached – to an entire school year cohort of around 700,000 students, then the costs are approximately EUR 28 million. As such, the program would have a positive cost impact with an increase of just 0.5 percentage points in the treatment rate.

This aligns with the findings in an international study that estimated the cost-benefit ratio for investment in mental health to be between 1:2.5 and 1:3.0.[29] Ideally, this type of prevention program would also be integrated into a network of support options on all matters of mental health, such as has been established in Australia.[30]

What does the change look like?

Embedding information about mental health in the education system is another variant of systemic change. Unlike the breast cancer example, there is no existing system of care that could be enhanced. Additionally, the assumed chain of impact from information to earlier treatment is less direct, but no less important.

In 2017, the prevention program offered by Irrsinnig Menschlich reached 18,000 schoolchildren in Germany alone. The average growth rate is approximately 20 percent per year.[31]

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29 Chisholm, D. et al. (2016): Scalingup treatment of depression and anxiety: A global return on investment analysis, Lancet Psychiatry

30 Karow, A. et al. (2013): The Mental Health of Children, Youth, and Young Adults – Part 2: Disease Burden, Shortcomings in the German Care System, Effectiveness and Efficiency of 'Early Intervention Services,' Fortschritte der Neurologie – Psychiatrie, p. 628 through 638

31 Annual report Irrsinnig Menschlich e.V. (2017)

The next steps toward Germany-wide coverage – i.e., a school year cohort of students aged 11 to 12, so around 700,000 students per year – are as follows:

- Long-term financing provided by all health insurers, including a stronger focus on prevention by said insurers (e.g., in line with the July 2015 Prevention Act) and other social insurance agencies, such as Deutsche Rentenversicherung and Deutsche Gesetzliche Unfallversicherung (DGUV)

- Partnerships with state-level cultural, social, and health ministries

- Expansion of partnerships with local agencies, especially charitable organizations as part of the social franchise model, i.e., other agencies will implement the Irrsinnig Menschlich concept on their own in other regions.

Furthermore, it will be important to systematically involve key multipliers (e.g., teachers, school social workers, and parents) and create online access channels to the support system that are tailored to the target group.

Example 3: Systemic change in the education system – earlier detection of truancy and derivation of appropriate actions

Factsheet	
Social enterprise:	*Apeiros*
Founded by:	Stefan Schwall
Established:	2005 in Wuppertal
No. of employees:	90 (in January 2019)
In one sentence:	Supports schools and youth welfare agencies in returning truants to school
For more information, visit:	https://apeiros.de/
Financial potential:	EUR 900 million in costs avoided per year for the supervision of extreme truants

Why motivate kids who are truant?

A significant proportion of Germany's schoolchildren do not attend lessons: 2 to 3 percent of students (around 300,000) only attend 1 in 4 days of school, and around 1 percent do not attend at all.[32] That has a direct impact on the future opportunities available to the students affected: if they miss more school, they are less likely to graduate and more likely to end up in precarious employment or poverty later on.

32   Interview with Stefan Schwall; see also Then, V., Kehl, K., Jacobi, A.: Truancy. *Apeiros* work and impact

Economically speaking, truancy drastically reduces productivity. Those affected also find it more challenging to connect with mainstream society and frequently experience greater social isolation.

Given that Germany has a system of compulsory education, truants are typically encouraged to attend school regularly through individual support, often in the form of caseworkers. However, such measures are often very expensive and only come into play once students have already been truant for extended periods of time.

What is the idea?

The social enterprise *Apeiros* supports schools in identifying truants earlier and finding ways to get them appropriate support. To this end, the company developed its own software. This helps teachers record student attendance and, if there are noticeable patterns of absence (e.g., regularly late to class, only absent for certain subjects), trigger actions tailored to the relevant truancy type. For example, students who do not attend due to anxiety about school need different support than students who reject schools' authority. The array of potential actions ranges from face-to-face conversations with the students in question to involving parents to issuing fines (in severe cases).

The software guides teachers through the entire process and offers templates for the relevant correspondence so as to avoid mistakes. This approach increases the likelihood that the actions will succeed while also increasing teachers' motivation to be proactive when they identify truants. Consistent implementation of all available actions in this way would mean reaching truants faster and encouraging them to attend school regularly.

How much potential is available?

In pilot schools working with the *Apeiros* software, the share of full-time truants has seen a drop of around 50 percent in the medium term, since the schools have been able to initiate suitable measures to bring those students back to school on a regular basis. If this approach were deployed throughout Germany, around 5,000 more students each year[33] could earn an academic qualification, thus improving their chances for a higher hourly wage and further professional qualifications.[34]

Looking at the long term, early identification of truancy also reduces the number of severe cases for which youth welfare agencies have to provide individual support by up to 150,000.[35] This would also reduce costs for youth welfare services. If we assume that 10 percent of these extreme cases otherwise receive an average of three months of in-home support, the costs avoided would be around EUR 900 million per year.

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33 Assuming that every second truant who is returned to school leaves with a qualification: approximately 23,000 full-time truants (3 percent of the average school year cohort of 700,000) multiplied by a 50 percent reduction multiplied by a 50 percent school-leaving qualification rate

34 See also: Author Group Education Report (2018): Education in Germany 2018

35 A reduction of 50 percent in the approximately 300,000 full-time truants in all school year cohorts

From an economic perspective, if more students earn a higher qualification, this would also reduce gross value creation lost by at least EUR 50 million per year.

What does the change look like?

Apeiros is already offering individual support for extreme truancy cases at multiple locations in Germany. However, this form of support is extremely expensive for youth welfare agencies. To realize a systemic change in how we deal with truancy, more schools have to intervene early, consistently, and specifically as soon as they notice that a child is missing school.

The *Apeiros* software is one option for achieving this, with more than 70 schools already using it successfully. Longer term, *Apeiros* has set itself the goal of deploying the software at the 1,000 most heavily affected schools in Germany. This will give the schools transparency on student attendance while supporting teachers in implementing suitable measures. Rapid implementation of this approach would be possible if administrators would only mandate that the software be used. Ultimately, this is not happening due to various conflicts of interest. There is a belief that deploying the software would trigger an initial wave of more youth accessing welfare agencies which, according to *Apeiros*, seems to discourage many potential users. Another option would be to approach schools individually to encourage use of the software. *Apeiros* estimates that the corresponding marketing and associated activities would cost approximately EUR 5 million.

Example 4: Systemic change in the education system – the "Wikipedia for learning" for a self-managed academic journey

Factsheet	
Social enterprise:	*Serlo Education*
Founded by:	Simon Köhl
Established:	2009 in Munich
No. of employees:	8 full-time plus another 52 on a project and volunteer basis (in January 2019)
In one sentence:	Offers students a digital platform and other services they can use to learn according to their needs and at their own pace
For more information, visit:	https://de.serlo.org/
Financial potential:	EUR 270 million in additional annual gross value created for each school year cohort by reducing the shortage of skilled personnel (alongside other initiatives)

Why promote digital learning platforms?

Germany's school system has undergone radical improvement since the PISA shock in 2000, but it still faces a number of major challenges. For example, Germany is above-average in the OECD comparison for collaborative problem solving, which was documented for the first time in 2015. Despite this, at most, 20.5 percent of German schoolchildren are able to solve simple problems – which is far higher than the 12.7 percent who are able to tackle both simple and complex problems.[36] Yet skills like these will become increasingly important in overcoming future challenges and assuming responsibility in society.

At the same time, students often find day-to-day school life stressful and feel frustrated and go on to develop physical or psychological symptoms. More than one-third of students feel ill-prepared or underprepared to join the workforce. And 45 percent of students say they can understand companies that proclaim today's school-leavers as "not mature enough/ready for vocational training."[37] These negative academic experiences are clearly a poor starting point for embedding a culture of lifelong learning that will shape the working world of the future.

What is the idea?

The social enterprise *Serlo Education* wants to create space for individual academic experiences within the school system. It does this by offering a free – and ad-free – online platform that students and teachers at the high school level or above can use to access quality learning materials on a variety of topics and subjects, including explanations, examples, practical exercises, and solution approaches. In short, *Serlo Education* wants to be the "Wikipedia for learning."

Exhibit 3

The impact of *Serlo Education* as the "Wikipedia for learning"

Free, ad-free platform offering high-quality learning materials
- Students can learn, practice, and deep dive into learning content according to their needs and own pace
- Option to set own focal interests

Platform
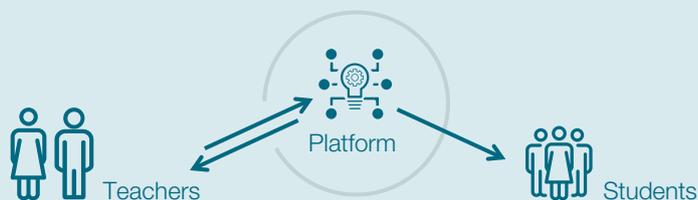
Teachers

Students

Teachers use the platform in the classroom and contribute to content creation
- More individual structure for classroom teaching
- Lessens the burden of lesson prep

Students use the platform to supplement classroom teaching
- Positive learning experiences and successes
- Alternative to (often expensive) private tuition

Source: Interview with Simon Köhl, serlo.org

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36 PISA 2015

37 Bildungswerk der Niedersächsischen Wirtschaft (2017), student survey

Teachers can use the platform to tailor lessons to the needs of individual students. With *Serlo Education*, students can learn and progress at their own pace, for example, repeating and consolidating content, working alone or in groups to complete exercises and tasks, or exploring additional application examples. This turns teachers into guides along an academic journey designed by the students themselves. Not only that, but students can also use the platform outside lessons, offering an alternative to expensive workbooks and private tutoring.

A number of other organizations are currently working on similar approaches to establish experience-based and social learning in schools. Why? Because many social and decision making skills can only be acquired through experiences in practical situations – not in conventional lessons in a classroom. Examples include Das macht Schule – a database of examples for successful practical projects, checklists, and preparatory materials – and Dialog im Dunkeln – which helps students adopt a different perspective when they meet people with visual impairments.

How much potential is available?

Transitioning to individual, practice-based lessons can generate impact at various levels. Students acquire important life and work skills in a digitally guided "multispeed classroom" and through practical projects. Autonomous work on learning content encourages the ability to plan as well as have discipline and self-efficacy. Working with others, whether in regular lessons or on practical projects, reinforces the students' sense of community and improves their teamwork and ability to resolve conflicts. The students also develop communication and collaboration skills and take on responsibility – the exact skills they will need in the future.

For teachers, having access to high-quality learning and preparatory materials is primarily an enormous relief in terms of workload. If half of teachers at the high school level or above were to access online, high-quality learning materials instead of producing their own worksheets and exercises – as is often still the case today – that would save around 25.9 million work hours every year.[38] Using templates to realize practical projects would save another 1.2 million hours of preparation.[39] Overall, that amounts to more than 12,000 full-time teaching jobs.[40] The teachers could instead spend the time saved on providing individual support to students or coordinating with colleagues.

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38 Based on the assumption that teachers need to spend an average of three hours less on preparation and follow-up per week when they use *Serlo Education*

39 Based on the assumption that around 200,000 practical projects are carried out Germany-wide (i.e., every 4th teacher runs a practical project) and that the preparatory and follow-up work for each practical project drops from 12 hours to 6

40 Assuming a yearly average of 41 actual weekday work hours for each teacher (average from teaching and nonteaching time)

Plus, making further changes to classroom teaching could potentially deliver other positive, long-term impact. By reinforcing the skills as illustrated above, students would be better prepared for the working world of the future. Even if substantially improved professional prospects as a specialist were to open up to only every 200th student (0.5 percent), the impact would be massive. If initiatives like *Serlo Education* manage to reach all students in Germany in the long term, each school year cohort could provide an additional 4,000 specialist workers. That equates to EUR 270 million in additional annual gross value created per year with just one school year cohort.

What does the change look like?

Establishing skills-based learning in the education system is another variant on systemic change. Similar to breast cancer screening, here the aim is to change the existing system, although in the longer term and at a much deeper level. This also applies to the chain of impact: individualized learning and practical projects alone will not teach students all the skills they need to succeed in tomorrow's working world. And yet many similar interventions combined could create an education system that gives students more leeway while simultaneously helping them prepare to meet future expectations.

According to information from *Serlo Education*, it already reaches almost 10 percent of all schoolchildren in Germany.[41] To affect truly systemic change, the key factor now will be more intensive collaboration with teachers and other educators. In the long term, the plan is to embed new teaching approaches into lesson plans and in the training of new teachers. These innovative ideas also propose a number of intriguing jumping-off points for overhauling the education system in general – regarding adult education and training, for example.

41 https://en.serlo.org/impact

Recommended actions

There are several things that social entrepreneurs and decision makers in these systems can do to help social innovations scale

These examples demonstrate how social entrepreneurs' ideas can help resolve social challenges. But to actually capture this potential, these same social entrepreneurs need support from various partners, including official agencies, professional associations, foundations, and private enterprises, because these partners are often the gatekeepers for urgently needed resources. And the support needed is not merely financial, but, more importantly, in the form of access to target groups, infrastructure, and content expertise. Additionally, these system players are often able to influence the legal frameworks within which social entrepreneurs act, such as in the awarding of contracts.

With regards to what social entrepreneurs would like to see from these partners, more than 20 interviews with social entrepreneurs revealed a clear picture: they hope that system players, such as government ministries, local councils, charities and trade associations, health insurers, youth welfare agencies, schools, and colleges will become more flexible and open to new ideas. 52 of those interviewed complained about inflexible and complex funding criteria – this is the issue that occupies social entrepreneurs the most. Other frequently mentioned structural challenges included building partnerships with other organizations (48 percent), and the legal frameworks governing collaboration with other organizations (22 percent).[42]

Yet the partners also have expectations of the social entrepreneurs. Interviews with around ten partners showed that they feel it is important for social entrepreneurs to specifically challenge their own impact as well as strengthen management skills. The partners also see the targeted shaping of political processes as an opportunity to increase said impact and believe that social entrepreneurs could choose to use this more effectively.

From these interview findings, we can derive a number of recommended actions for both social entrepreneurs and their partners.

Recommended actions for partners and patrons

Social entrepreneurs in Germany have the potential to affect sustainable, systemic change and thus create far-reaching social impact. Their innovations often also generate positive financial effects in the billions, e.g., by reducing treatment or follow-up costs thanks to early interventions to resolve the respective social problem, rather than treating the symptoms later on at greater cost.

As mentioned at the start of this report, federal ministries, local councils, charities and trade associations, statutory health insurers, youth welfare agencies, schools, colleges, and other systemic players need to work specifically with social innovators to realize effective ideas and solutions quickly and on the broadest possible scale.

For decision makers within these institutions, we also have three additional suggestions:

Establish a more flexible funding culture. Organizations that (financially) support social entrepreneurs should be critical to challenging the criteria underlying their own funding processes. The focus should be on financing systemic milestones rather than short-term projects and should encourage the transfer of existing solutions as well as collaborations between parties.

The following may also serve as food for thought on the subject of funding:

- *Support all target groups.* Work that directly targets groups that have positive associations, such as children, already receives plenty of funding. Yet things are much more difficult for work that addresses "challenging" target groups (e.g., prisoners or people with disabilities) and innovations that develop their impact in an indirect way. In particular, those social entrepreneurs that empower or connect other parties with each other (by offering training or compiling and publishing success stories, for example) can achieve major impact by increasing the effectiveness of the network.

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42 Interviews with Ashoka Fellows

- *Allow for learning experiences and adjustments.* When awarding funding, many organizations expect to receive a fully mature, tried-and-tested product, leaving very little room for change or ongoing development. As with all start-ups and large organizations that use agile methods, social entrepreneurs are constantly learning and developing more effective approaches. Funding that provides enough leeway for these learning and adjustment processes will produce better solutions more quickly.

- *Tailor impact monitoring to the project.* Organizations that offer subsidies are, quite rightly, held responsible for the appropriate use of said funds. And yet the focus is often on specific activities performed rather than results achieved (which are often not visible until much later). This approach creates administrative work for social entrepreneurs and their patrons while not delivering any kind of clarity on the effectiveness of the actions carried out. Organizations that demand evidence of how funds have been used should therefore consider which data actually says something meaningful about success in the specific case, and subsequently use only that data to evaluate the project.

Consciously structure legal frameworks. Organizations that (want to) work with social entrepreneurs should also review the legal frameworks underlying these collaborations. In some cases, formal criteria categorically preclude any partnership with nonprofit organizations; in others, the requirements placed on potential partners are (nearly) impossible for social entrepreneurs to meet. However, interested organizations can become more accessible through some extremely simple rule changes for social entrepreneurs regarding legal structures (for-profit vs. nonprofit), thus lowering the thresholds for collaboration.

Actively seek contact with social innovators. Social entrepreneurs who are interested in collaboration tend to reach out directly to potential partners, but it often takes time to get to the right contact person in the organization. It can be helpful to actively approach relevant social entrepreneurs, as is often the case with profit-driven start-ups. At the very least, the primary points of contact in the organization should know to whom inquiries from social entrepreneurs should be directed.

Recommended actions for social entrepreneurs

There are several other things that social entrepreneurs can do to realize their full systemic impact. For example, they can critically challenge their own impact, strengthen management skills, and be even more active in shaping political processes.

Explain your potential impact in more detail. It is understandable that, particularly for young social enterprises, there will be a considerable gap between their vision of a systemic change and what actually happens. As such, social entrepreneurs should be critical in challenging how they communicate with patrons and partners and work toward realizing their vision. The following may serve as food for thought regarding impact:

- *Be very specific when describing the change.* If you only talk about overarching systemic visions and do not have any implementation plans, at least in the medium term, you run the risk of disappointing partners and giving them cause for concern. For this reason, when communicating with patrons and other partners, social entrepreneurs should

always differentiate between systemic vision, specific change, and milestones along the path to that change (see text box on page 13). This allows for better communication on progress and means that strategies can be adapted as necessary.

- *Consider and measure impact right from the start.* Many social entrepreneurs shy away from conducting an independent evaluation of their own impact, in part because to do so is often very expensive. And yet these evaluations are the key to success. They encourage you to think about the effectiveness of your own actions while also delivering quantitative proof of success that can be shared with patrons and partners. Furthermore, from day one, social entrepreneurs must consider how their impact should be measured, for example, by defining impact indicators early on and routinely gathering relevant data. This helps you deliver quantitative statements about impact faster and derive targeted changes over time.

- *Weigh other options, apart from scaling up the organization, to produce the desired impact.* In their day-to-day business, many social entrepreneurs focus on their own company and its growth, which is understandable. But a larger organization is not necessarily the best way to realize the desired systemic change. Often, partnerships, social franchising, or open-source models are better suited to increasing your impact. Social entrepreneurs should carefully consider to what extent their current strategy serves the long-term goals or interests of their organization.

Strengthen management skills. Not every social entrepreneur has a background in economics or experience working in a management or leadership role. These skills are often not as important during the start-up phase, but that quickly changes once the social enterprise begins to grow. At that point, many founders have to get used to new responsibilities, such as process and finance management, and learn how to manage people. However, successfully switching from "start-up mode" to regular, reliable business processes is important to securing the long-term success of the social enterprise and enhancing its impact. Consequently, social entrepreneurs should start building the skills needed to achieve their growth ambitions early on, e.g., by training employees or recruiting additional experts to the team.

Actively shape political processes. Social entrepreneurs who strive for systemic change usually find themselves in an environment shaped to a considerable extent by political processes. As such, the successful implementation of an initiative frequently depends on support from local politicians, professional associations, or religious representatives. Still, many social entrepreneurs prefer not to get actively involved in these processes or deliberately take advantage of political opportunities. Many social entrepreneurs could therefore stand to reflect more thoroughly on the needs and motivations of their stakeholders. By linking their own concerns with those coming from stakeholders, social entrepreneurs can draw attention to how all parties can win by supporting the entrepreneur's efforts. For example, they can explain how a new initiative will help achieve local objectives or how their efforts complement work being carried out by other social organizations. Other mechanisms, such as an advisory board for the social enterprise, can also provide a means to publicly acknowledge the dedication of important patrons.

Some social entrepreneurs may also find it helpful to explore lobbying and communication techniques or collaborations with relevant experts.

□ □ □

Social entrepreneurs can be an innovation engine for our society if their ideas are widely pro-pagated to our social systems; our four examples are proof. But it takes support from many sides. With partners and patrons at hand, social entrepreneurs can create systemic change.

Overview of Ashoka Fellows in Germany
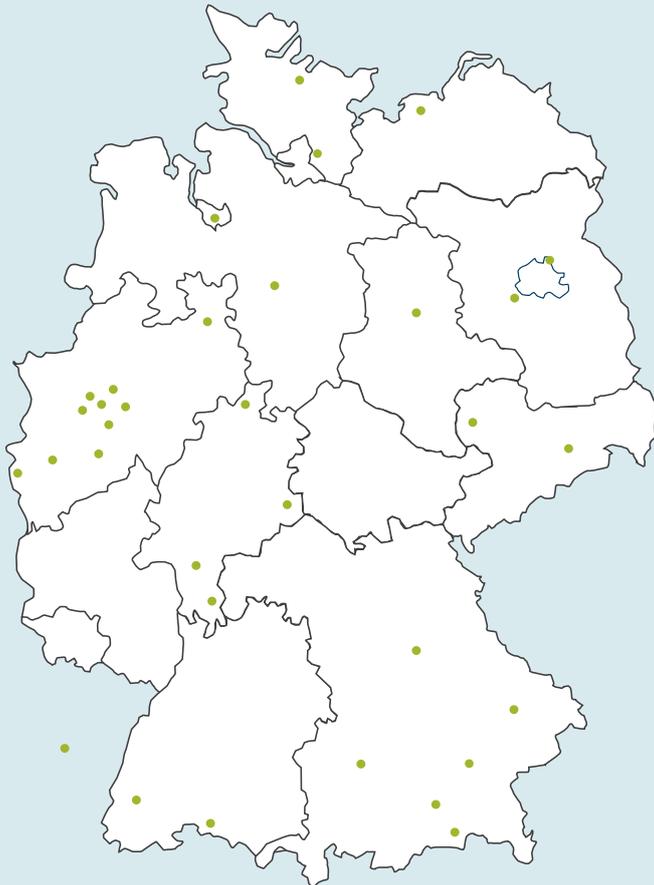
Geographic distribution of Ashoka Fellows in Germany

LEGEND

Most of our fellows are real bridge-builders, and it is nearly impossible to assign them to a single category. We have done our best to provide a certain level of orientation:

- 🔴 HEALTH
- 🟡 EDUCATION
- 🟢 ENVIRONMENT
- 🔵 REGIONAL DEVELOPMENT
- 🔵 CIVIL SOCIETY/PARTICIPATION FAMILY/GENERA-
- 🟠 TIONS
- 🟤 ECONOMIC DEVELOPMENT
- ⚫ FELLOW CURRENTLY ACTIVE IN NEW PROJECTS

MEINRAD ARMBRUSTER
ELTERN-AG
Helps children who have a poor start in life by giving parents the skills to raise children

MARTIN AUFMUTH
EINDOLLARBRILLE E.V.
Creates access to glasses and thus forms the basis for economic participation in the Global South

VOLKER BAISCH
VÄTER GGMBH
Advocates for a father-friendly society and working world

TILL BEHNKE
BETTERPLACE.ORG –> NEBENAN.DE
Developed the donation platform betterplace.org and now focuses on the online and offline relationships between neighbors

ANJA BITTNER
WAS HAB' ICH? –> DR.NEXT
Facilitates communication between doctors and patients as equals

HEIKE BOOMGAARDEN
Creates "Lebensmittelpunkte" (urban community gardens), relieves city budgets, and promotes biodiversity/the ties between human beings and nature

ZARAH BRUHN
SOCIAL-BEE
Uses a temporary employment agency model to give refugees access to the labor market

HEATHER CAMERON
CAMP GROUP
Activates communities through science-based project and educational approaches

FRANZ DULLINGER
STOP&GO
Builds structures that promote entrepreneurial spirit and enable new start-ups in rural areas

GABRIELA ENDER
OPENSPACE-ONLINE
Helps companies and organizations around the world collaborate constructively online

RAPHAEL FELLMER
SIRPLUS
Builds platforms and marketplaces designed to systematically reduce food waste

HEINZ FREY
DORV
Enables people in villages to improve the level of care and quality of life where they live

STEPHANIE HANKEY
TACTICAL TECHNOLOGY COLLECTIVEE
Empowers the parties in civil society to apply their strategies for social change safely and effectively in the digital space

BERND GEBERT
DAS MACHT SCHULE
Helps teachers help students learn the skills they need in life

ANDREAS HEINECKE
DIALOGUE SOCIAL ENTERPRISE
Encourages a change in perspective by running innovative exhibitions with the blind, deaf, and elderly

KAI GILDHORN
MUNDRAUB
Brings together people and nature by reviving community orchards ("Obstallmende")

JOHANNES HENGSTENBERG
CO2ONLINE.DE
Turns citizens into daily energy and CO_2 savers through free online tools and campaigns

MICHAEL GLEICH
PEACE COUNTS
Advocates for constructive journalism that supports peace and social change

CHRISTIAN HISS
REGIONALWERT AG
Turns consumers into investors and makes sustainable, regional agriculture fundable

KLAAS GLENEWINKEL
PLURAL MEDIA SERVICE
Paves the way for independent media in crisis regions through commercial advertising

FRANK HOFFMANN
DISCOVERING HANDS
Empowers blind women use tactile examinations to improve breast cancer prevention

CLAUS GOLLMANN
KIND IN DIAGNOSTIK
Gives new strength to children traumatized by violence using a mix of diagnostics, therapy, and stable daily life

DANIEL KERBER
MORE THAN SHELTERS
Develops and disseminates information that helps create dignified living spaces for refugees

ROBERT GREVE
SCHULEPLUS and other projects
Helps trainee teachers understand themselves better and links schools with external resources

THORSTEN KIEFER
WASH UNITED
Uses positive communication to improve hygiene behaviors and sanitation in developing countries

JÜRGEN GRIESBECK
STREETFOOTBALLWORLD
Combines initiatives for development through soccer to improve the lives of disadvantaged people

SIMON KÖHL
SERLO EDUCATION
Works to eradicate education inequality by establishing new learning materials and methods

CHRISTIAN GROTHOFF
GNUNET/TALER
Advocates for a safe, ethical, and empowering Internet that serves citizens

JOACHIM KÖRKEL
KISS
Empowers people to find self-directed routes out of alcohol, drug, and tobacco addiction

ANNETTE HABERT
FLECHTWERK 2+1
Creates new support systems to build more secure attachments for children whose parents live separately

JUDY KORN
VIOLENCE PREVENTION NETWORK
Empowers radicalized citizens to return to democratic society

GREGOR HACKMACK
ABGEORDNETENWATCH.DE/CHANGE.ORG
Pursues the vision of a self-determined society with more participation opportunities and greater transparency

RAUL KRAUTHAUSEN
WHEELMAP.ORG
Builds an online map of accessible locations, promoting mobility and participation for wheelchair users

HORST KRUMBACH
GENERATIONSBRÜCKE DEUTSCH-LAND
Promotes intergenerational communication and each generation's understanding for others

NORBERT KUNZ
SOCIAL IMPACT
Uses scholarships, advice, offices, and financing to create diverse infrastructure for social start-ups

SILKE MADER
EFCNI
Gives premature babies a better start in life by advocating for standards in prevention, care, and support

MIRA MAIER
INITIATIVE FÜR TRANSPARENTE STUDIENFÖRDERUNG
Offers greater transparency and new scholarships to help overcome the obstacles to studying at college and university

HEIDRUN MAYER †
PAPILIO
Reinforces social and emotional skills in young children to protect them from, e.g., addiction and violence in teenage years

INGE MISSMAHL
IPSO CULTURAL CONTEXT/ IPSO E-CARE
Deploys psychosocial counseling to strengthen people's self-efficacy as individuals and as part of a community

CLEMENS MULOKOZI
JAMBO BUKOBA E.V.
Uses the power of sport to advocate for better education, healthcare, and equal opportunities for children in Tanzania

MICHAELA NACHTRAB
VERBAVOICE
Gives hearing-impaired people the chance to have a more active life with more equal opportunities

GÜLCAN NITSCH
YESIL ÇEMBER
Motivates migrants to protect the environment and assume joint responsibility for our shared living space

JACOB RADLOFF
OEKOM RESEARCH/OEKOM VERLAG
Mobilizes information, opinion leaders, and global finance streams toward the responsible treatment of planet Earth

ELISABETH RAITH-PAULA
MFM-PROJEKT
Runs innovative workshops for children and young people to encourage bodily autonomy and an appreciation for their own fertility

MARGRET RASFELD
INITIATIVE SCHULE IM AUFBRUCH
Advocates for a radical paradigm shift in Germany's learning and school culture

KARIN RESSEL
BERUFSPARCOURS
Uses obstacle courses as a practical way to help schoolchildren discover what professions suit them.

JÖRG RICHERT
KARUNA
Creates new prospects for children and young people who live on the streets and edges of society

MANUELA RICHTER-WERLING
IRRSINNIG MENSCHLICH
Generates early awareness of mental health in schoolchildren, students, and vocational trainees

ROMAN R. RÜDIGER
EDUCATIONY
Develops innovative concepts to promote competency building and academic success in schools, families, and universities

VOLKERT RUHE
GEFANGENE HELFEN JUGENDLICHEN
Empowers (former) prisoners to use dialog to deter at-risk youth from a criminal lifestyle

RAMAZAN SALMAN
ETHNO-MEDIZINISCHES ZENTRUM
Trains socially minded migrants to become healthcare navigators for other migrant

RALF SANGE
GRÜNDER 50PLUS
Mobilizes the entrepreneurial power of the 50+ generation to reinforce the contributions to society made by older generations

HEIKE SCHETTLER
SCIENCE LAB
Activates and encourages a fascination with the natural sciences and technology in children and adults

CHRISTOPH SCHMITZ
ACKERDEMIA E.V.
Empowers children to understand nature and develop an awareness for food

HILDEGARD SCHOOSS
MÜTTERZENTREN
Establishes neighborhood-like locations to encourage meetings, education, support, and supervision of young and old alike

JÖRG SCHÜLER
DIGITALE HELDEN
Empowers young people to offer mutual support to those being cyber-bullied and trying to resolve conflicts online

RUPERT VOSS
HAND IN
Has developed a way to resocialize persistent violent young offenders

SANDRA SCHÜRMANN
PROJEKTFABRIK
Uses theater to guide truants and the long-term unemployed back into training and work

MURAT VURAL
CHANCENWERK
Opens up new academic careers for socially disadvantaged children by promoting learning from peers and college students

STEFAN SCHWALL
APEIROS
Supports schools and youth welfare agencies in getting truants back into school

JAN WULF-SCHNABEL
INSTITUT FÜR INKLUSIVE BILDUNG
Turns people with disabilities into ambassadors for their own potential

URSULA SLADEK
ELEKTRIZITÄTSWERKE SCHÖNAU
Created Germany's first and only citizen-owned grid operator and green electricity provider

FLORIAN ZECH
AMANDLA
Creates new prospects for disadvantaged youth by cleverly integrating support services

MARION STEFFENS
GESINE
Supports healthcare workers in the early detection of domestic violence and the effective care of those affected

FALK ZIENTZ
MICROFINANZFONDS
Improves access to microcredits, thus enabling greater economic participation for all

MICHAEL STENGER
SCHLAU!-SCHULE
Steers refugees under the age of 18 to earn academic qualifications and attend vocational training

KATJA URBATSCH
ARBEITERKIND.DE
Uses mentors to encourage nonacademically minded children to study at college or university

CHRISTIAN VATER
DEUTSCHLAND RUNDET AUF
A donation system for community funding of projects to fight child poverty

CHRISTIAN VIETH
HOFGRÜNDER.DE
Brings together rural start-ups and families with no one to pass their farm on to

LEGEND
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● **EDUCATION**
● **ENVIRONMENT**
● **REGIONAL DEVELOPMENT**
● **CIVIL SOCIETY/PARTICIPATION FAMILY/GENERA-**
● **TIONS**
● **ECONOMIC DEVELOPMENT**
● **FELLOW CURRENTLY ACTIVE IN NEW PROJECTS**

ROSE VOLZ-SCHMIDT
WELLCOME
Relieves the burden on parents directly after a birth through a network of dedicated and experienced volunteers

ATTILA VON UNRUH
TEAM U
Helps avoid insolvency and offers support for a new start

Notes