

Social ENTREPRENEURSHIP

Teaching Resources Handbook

*For Faculty Engaged in
Teaching and Research
in Social Entrepreneurship*

Debbi D. Brock
and
Ashoka's Global Academy
for Social Entrepreneurship
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ASHOKA



Welcome

As advocates for social entrepreneurs and social entrepreneurship education throughout our careers, we have gathered a plethora of resources for both faculty new to the field of social entrepreneurship and seasoned veterans who blazed the trail in the early twenty first century. The first version of the *Social Entrepreneurship Teaching Resources Handbook* was published in January 2004 and included twenty schools actively teaching social entrepreneurship courses. The expanded version is a culmination of the *Social Entrepreneurship Teaching Resources Handbook* prepared in partnership with Ashoka's Global Academy for Social Entrepreneurship. Bill Drayton, founder of Ashoka said we are at a tipping point in social entrepreneurship. The growth of the sector now includes over 350 professors who are actively teaching or researching in social entrepreneurship from more than 35 countries, with over 30 national and international competitions, 800 different articles and 200 cases used in social entrepreneurship courses.

Our efforts are to consolidate the number of resources available and to catalogue the growing cadre of academics around the world who are collectively building the field of social entrepreneurship. In completing the research on social entrepreneurship programs and faculty, we are inspired by the commitment to teach students how to embrace social entrepreneurship as a career option to make a difference in the world. As individuals seek to find meaningful careers, social entrepreneurs provide an opportunity for young people to be as Gandhi said "the change you wish to see in the world."

The information in the *Handbook* was obtained from program directors, faculty, university websites and course syllabi. The *Handbook* will be updated on an annual basis with periodic online updates available on the University Network website at www.universitynetwork.org/handbook. For updates or additions, please contact Debbi Brock at debbi_brock@bera.edu or send additions to the Global Faculty Directory to Marina Kim mkim@ashoka.org at Ashoka. We encourage your feedback for future editions of the *Handbook* to share best practices from around the globe.

Social entrepreneurs face unlimited opportunities for creating a better world in which to live, and educators play a vital role in optimizing their impact on society. We welcome you to this edition of our *Social Entrepreneurship Teaching Resources Handbook* and hope it will be an effective tool for advancing social entrepreneurship for each of you.

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"Be the change you
wish to see in the world."

- Gandhi



Forward

The Joys and Challenges of Teaching Social Entrepreneurship

If you have picked up this *Handbook* because you are planning to teach a course or conduct research on social entrepreneurship, you are about to embark on a journey of great joy and significant challenge. The joy and the challenge arise from two aspects of social entrepreneurship: its newness as a field of study and its focus on social impact. This *Handbook* should enhance the joy and reduce the challenges.

Advancing a New Field

It is exciting and gratifying to be involved in developing a new field. As an area of academic inquiry, social entrepreneurship is still very young, presenting many opportunities for significant research and teaching contributions. You can still get in on the ground floor. However, because it is so new, you are likely to encounter challenges common to any new field.

As this *Handbook* illustrates, we have made significant headway on the most common challenge of a new field—lack of good material for teaching and for framing research questions. I first stumbled onto social entrepreneurship over twenty years ago, while I was teaching at the Yale School of Management, which then gave a Master’s degree in Public and Private Management, rather than an MBA. When I developed a course on “New Ventures,” the students expected it to cover the creation of all kinds of ventures, not just businesses. Many wanted to develop “business plans” for ventures (nonprofit and for-profit) designed to address social and environmental problems. Finding suitable teaching materials was not easy. I could point students to Bill Drayton’s pioneering work at Ashoka, Ed Skloot’s writing on nonprofit business ventures, and Dennis Young’s research on entrepreneurship in the nonprofit sector, but little else on entrepreneurship with a social mission. As you will see, the material available has grown significantly. There remain many opportunities to fill gaps and take this work to the next level, but you will have a base on which to build.

Another challenge associated with the newness of the field concerns the lack of common understanding of social entrepreneurship. Many people, including many of our academic colleagues, will be unfamiliar with the concept. It has to be explained to curriculum committees, journal editors, and friends at social gatherings. To complicate matters, there are several definitions circulating. Don’t be put off by this. Definitional disputes are common in many fields. Scholars still debate the meaning of “entrepreneurship.” Though I have written papers about the definition and evolution of the term, I have learned that it is best to keep explanations short and illustrate with an example. I suggest picking a one-line definition that captures the aspect of social entrepreneurship that interests you, such as “innovative approaches to social change,” or “using business concepts and tools to solve social problems.” A short description accompanied by the example of Muhammad Yunus and Grameen Bank is usually sufficient. People tend to be familiar with Yunus because of the Nobel Peace Prize in 2006 and the dramatic spread of micro-finance. This is an example that qualifies by any definition of “social entrepreneurship.”



Because the academic field is new, it is also relatively small—but growing. It is still rare to have many colleagues at the same institution or in the same geographic area who share a serious interest in social entrepreneurship. To be part of a collegial community, you will need to reach out beyond your home institution and make contact with the expanding cadre of faculty around the world working in this arena. This *Handbook* and the University Network created by Ashoka's Global Academy should help you do that.

The newness and smallness of the field poses a particular problem for journal editors. More journals are getting submissions in this area and are not sure how to evaluate them. I have seen authors struggle with reviewers who don't know the field well enough to provide an informed review. If you are on the editorial board of a journal, let the managing editor know you would be willing to review manuscripts on social entrepreneurship. This will help as the field grows.

Focusing on Social Impact

It can be tremendously rewarding to help students learn how to apply their skills in a direct way to address a social need or problem that is not being adequately addressed by existing markets or governments. While I loved teaching business entrepreneurship and see it as extremely valuable to society, creating wealth and jobs, I was drawn to social entrepreneurship because of the focus on direct social impact. This adds an intellectual challenge to the venture creation process. It also provides a special sense of gratification when the intended social impact is achieved—people moving out of poverty, children spared from deadly diseases, rainforest species protected, and so on. However, giving a central place to social impact poses challenges as well.

Many people associate “social” with something “fuzzy” or “soft,” not at all rigorous. They might believe that social entrepreneurship is more about feeling good than doing good. For instance, when looking for an exercise to use with a group of students being exposed to business concepts for the first time, one of my colleagues suggested that they develop a plan for a social venture because it would be “so much easier” than a plan for a business. People do not realize that serious social ventures are even more challenging than business ventures. Social entrepreneurs need an effective strategy for achieving lasting social change, as well as an economically viable “business model” to support that strategy. I make it a point early in my social entrepreneurship classes to establish that students need to “run the numbers” and look as critically at social ventures as they would at business ventures. Good intentions without rigorous analysis and smart strategy lead to a waste of scarce resources. Societies can ill afford that. We need to establish and maintain a high level of discipline in this field.

The perception of “fuzziness” is reinforced by the problem that social impact is commonly hard to assess in timely, reliable, and meaningful ways. This means that it is difficult to know the extent to which a social venture is succeeding in achieving its intended impact. This uncertainty is part of what makes social entrepreneurship more difficult than business. Social entrepreneurs must make many decisions under significant uncertainty, with only indirect indicators of their effectiveness. They need to measure external impacts and assess their role in causing those impacts. This adds to the complexity of running or funding a social venture. It is not an excuse for sloppy thinking, but a call for more creativity about how to get reasonably reliable data in a timely fashion. This is a practical challenge and a research opportunity that I hope some of you will pursue.



Some people still find it odd to blend social objectives with business methods and concepts. When I first moved to Harvard, I initially taught straight business entrepreneurship, but I missed the social ventures and proposed a separate course on “social entrepreneurship.” The idea was rejected as not appropriate for a business school. That was 1990. A few years later, to my delight, a couple of senior colleagues launched what would become the HBS Initiative on Social Enterprise. I dusted off my old course proposal, and it was accepted, but with one suggested modification. I was advised not to put the word “social” at the beginning of the course title, but rather to emphasize “entrepreneurship.” Thus, our first MBA course was named “Entrepreneurship in the Social Sector.” If I were in a school of public policy, social work, public health, or education, the resistance might have come from the opposite direction—a fear of bringing a business mindset to social issues. Fortunately, these tensions have begun to fade. Students and younger faculty do not seem to be as burdened with the same disciplinary blinders as older faculty and administrators. Students who want to achieve social impact are open to whatever tools work best. Nonetheless, despite the growth of this field, as illustrated in this *Handbook*, a number of people are still skeptical of social entrepreneurship, perceiving it as a marginal activity and a passing fad. Spending your time on social entrepreneurship poses some risk, especially if you are a junior faculty member. I can only tell you that for me the satisfactions of working in this field have far outweighed the risks.

Using this Guide

It has been fascinating to watch this field of study grow over the past decade. If it is going to continue to grow, we need you and your ideas to push it forward. Fortunately for you, Debbi Brock, with support from Susan Davis and Marina Kim from Ashoka, have done a tremendous service to the field. This *Handbook* is a welcome and valuable resource. It will reduce the challenges of finding materials, connecting with other faculty, and demonstrating to colleagues in your institution that social entrepreneurship is becoming a significant area of teaching and research. By reducing search cost and helping you connect with others in this community, the *Handbook* should make your journey into the field more of a joy and the right kind of challenge, an intellectual challenge. Join us in moving this field forward!

J. Gregory Dees
Center for the Advancement of Social Entrepreneurship
Duke University’s Fuqua School of Business



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Links to the University Network www.universitynetwork.org and the *Social Entrepreneurship Teaching Resources Handbook* www.universitynetwork.org/handbook are welcomed. Versions of the handbook can be posted on academic websites for download with permission from the author. Citations of materials as a source of information are appreciated.



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Table of Contents

SOCIAL ENTREPRENEURSHIP PEDAGOGY	9
Social Entrepreneurship Programs	10
General Course Resources	20
Experiential Learning Course Models	21
Social Entrepreneurship Cases.....	24
Classroom Course Materials	32
Multimedia Resources	33
SOCIAL ENTREPRENEURSHIP RESEARCH	35
Publications on Social Entrepreneurship.....	37
Research Articles on Social Entrepreneurship.....	39
Call for Papers in Social Entrepreneurship.....	43
SOCIAL ENTREPRENEURS IN ACTION	45
Social Entrepreneurs	46
Social Entrepreneurship Support Organizations	50
Social Entrepreneurship Competitions	52
SOCIAL ENTREPRENEURSHIP NETWORKS	59
Faculty Networks	60
Social Entrepreneur Networks.....	61
Student Social Entrepreneurship Networks	61
Social Entrepreneurship Conferences and Events.....	64
GLOBAL SOCIAL ENTREPRENEURSHIP FACULTY DIRECTORY	68
Europe	70
North America	76
Asia.....	86
Africa and Australia	89
Latin America	92



“Social Entrepreneurs are change friendly, opportunity-oriented, innovative, resourceful, value creators. They see resources and they find a way to mobilize or move them to areas of higher productivity and yield. They find a way to create value. Social entrepreneurs are entrepreneurs who intentionally pursue the public good. They act as change agents in the social sector by:

- Adopting a mission to create and sustain social value
- Relentlessly pursuing opportunities to serve their mission
- Continuously innovating, adapting and learning
- Acting boldly without being limited by resources currently in hand
- Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.”

- J. Gregory Dees,
Center for the Advancement
of Social Entrepreneurship,
Duke University



I. Social Entrepreneurship Pedagogy

Social entrepreneurship education has grown dramatically from the first class taught at Harvard University by Dr. Greg Dees in the mid 1990's and the first European course at the University of Geneva in Switzerland co-taught by Maximilian Martin and Pamela Hartigan from the Schwab Foundation in 2003. This comprehensive listing of exemplary social entrepreneurship programs, majors and minors from around the globe have engaged students, faculty and administrators in this emerging field of study. The research of Brock and Steiner (2008)¹ include over 100 different courses in 35 countries, with significant growth in the number of courses offered. Faculty can learn from more established centers, including the Center for Advancement of Social Entrepreneurship at Duke University and Social Enterprise at Harvard University, to more recent models including the Berea College Entrepreneurship for the Public Good and the Skoll Centre for Social Entrepreneurship at Oxford University. These programs offer a variety of opportunities for students to learn about social entrepreneurship.

Universities are integrating social entrepreneurship into a variety of campus disciplines – from social work to economics; from political science to international studies. The Manheim University of Applied Sciences in Denmark offers a unique programme that is integrated into the bachelor and masters program in social work, the Global Center for Social Entrepreneurship at the University of the Pacific is established in the School of International studies. Programmes target undergraduate, graduate, PhD students as well as practicing social entrepreneurs. The Asian Institute of Management Social and Development Entrepreneurship Program targets social entrepreneurs and has them build their organization over the 18 month program. The Sustainable Venturing Initiative at the University of Colorado marries social entrepreneurship and sustainability. Tata Institute of Social Sciences has developed the first Masters in Social Entrepreneurship in India. Collaboration between the Catholic University of Louvain and University of Liege in Belgium offered the first PhD course in social entrepreneurship.

As the demand for social entrepreneurs to help alleviate some of the world's social problems grows, the number of majors, minors and certificate programs have increased. Learn more about the social entrepreneurship programs, majors and minors from each University in this section. For more information about social entrepreneurship courses and sample syllabi, go to the University Network website.

¹ Brock, D. and Steiner, S. (2008). Social Entrepreneurship Education: Is it Achieving the Desired Aims?, United States Association for Small Business and Entrepreneurship. Conference Proceedings.



© Berea College



“Just a decade ago, there were virtually no business school courses or projects on social entrepreneurship. Today, most top business schools have both.”

- Laura D'Andrea, Dean
London Business School



Social Entrepreneurship Programs, Majors and Minors

Asian Institute of Management (Phillipines) Social and Development Entrepreneurship Program

www.sedp.aim.edu

Marie Lisa M. Dacanay, mdacanay@aim.edu

The mission of AIM's Social and Development Entrepreneurship Program is to build a critical mass of social entrepreneurs who would make a difference for the poor and marginalized in the Asian marketplace. Its pioneering Master in Entrepreneurship for Social and Development Entrepreneurs (MESODEV) is an 18-month real time course where social entrepreneurs are coached to define five year strategic plans and to implement innovations to improve the effectiveness and sustainability of their social enterprises. Among its other major initiatives were the publications of a sourcebook, *Creating a Space in the Market: Social Enterprise Stories in Asia*, organizing the International Workshop on Social Entrepreneurship in Asia and organizing Training on Social Return on Investment.

Belmont University (US) Undergraduate Major in Social Entrepreneurship

www.belmont.edu

Jeff Cornwall, cornwallj@mail.belmont.edu

Social Entrepreneurship majors engage and transform the world through the formation or expansion of ventures that create social change. Social Entrepreneurship combines entrepreneurship and business courses, issue-focused tracks in the liberal arts, and a nine-hour Social Entrepreneurship Seminar Sequence that includes service-learning, an internship, and an extended senior project. Majors choose a multidisciplinary track: Economic Development: prepares students to engage in business development as a mechanism for economic growth and expansion; Global Social Entrepreneurship: for those students who plan to use their social entrepreneurial ambitions in a setting outside of North America; Contemporary Social Issues: students explore a variety of complex and interconnected social issues; Faith, Culture, Ethics: integrates classical and contemporary theological approaches to develop solutions to cultural and ethical concerns; and Environmental Studies: active and integrated study of scientific and policy-oriented application to explore realistic solutions to environmental problems.

Berea College (US) Entrepreneurship for the Public Good

www.berea.edu/epg

Peter Hackbert, hackbertp@berea.edu and Dan Huck, huckd@berea.edu

The program explores the concept of entrepreneurship for the public good in a two-summer program where students learn about entrepreneurship, leadership and community development in the context of Appalachian communities. The eight-week Summer Institute, which meets daily and includes several overnight trips within the Appalachian region. During the second summer, students complete a 10-week Entrepreneurial Internship with either a nonprofit or for-profit business. The EPG program is open to students in all areas of study.



Brigham Young University (US) Center for Economic Self-Reliance

<http://marriottschool.byu.edu/selfreliance>

Professor Warner Woodworth, warner_woodworth@byu.edu

BYU's Center for Economic Self-Reliance (CESR) at the Marriott School was established in 2003. It was founded to bring together disparate projects that utilized social entrepreneurial models for empowerment. The center works with academics, socially-minded practitioners, and business leaders to better serve the poor. It develops interventions both domestically and globally, and provides partners with models that help social enterprises become more effective. CESR sponsors several initiatives: Internships, social venture competitions, faculty research, an annual conference, student mentoring and field study programs. The organization seeks to become a clearinghouse for anyone interested in building civil society. CESR facilitates MBA, MPA, and undergraduate courses in Social Entrepreneurship, at times emphasizing Social Enterprise management, Microfinance, or Sustainable Business.

Colorado State University (US) Global Social and Sustainable Enterprise Program

www.biz.colostate.edu/ms/gsse

Carl Hammerdorfer, Carl.Hammerdorfer@business.colostate.edu

The GSSE is a Masters of Science in Business Administration designed for students who believe that enterprises focused on the triple bottom line ultimately provide the best hope for advancement of developing countries. Half of every GSSE cohort is comprised of international students dedicated to finding solutions to the great social and environmental problems of our time. GSSE coursework offers the rigor of an MBA program, but each course is taught in the context of sustainability and base of pyramid applications. GSSE students also take on a challenging, real-world practicum through which they apply their business skills to build or advance enterprises for clients around the world. In most cases, student teams are required to spend 10 weeks overseas working on these projects.

Columbia University (US) Social Enterprise Program

www.gsb.columbia.edu/socialenterprise

Professor Ray Horton, rdh3@columbia.edu

The Social Enterprise Program at Columbia Business School provides a framework for students to think in broader terms about their role in business and society, and prepares them with the skills, knowledge and experience to respond to the challenges of a rapidly changing world. The program aims to inspire and prepare leaders who create social value in business, nonprofit and government organizations locally, nationally and internationally. Graduates draw on their capacity to achieve social impact throughout their careers—as business leaders addressing public policy and environmental issues and as philanthropists, social entrepreneurs, civic leaders and directors of charitable organizations. Through access to specialized courses, hands-on experiential learning opportunities, financial support and a variety of professional-development and networking activities, students can explore social enterprise within four areas of focus: Public and Nonprofit Management; International Development and Emerging Markets; Social Entrepreneurship; and Corporate Social Responsibility and Sustainability.



"We don't know who we are until we see what we can do. "

- Martha Grimes





Duke University (US) **Center for the Advancement of Social Entrepreneurship**

www.fuqua.duke.edu/centers/case

Wendy Kuran, Wendy.kuran@duke.edu

CASE is dedicated to promoting and supporting the field of social entrepreneurship through a mutual learning process that engages MBA students, business school faculty and social sector leaders. CASE sees the blurring of for-profit and nonprofit business sectors as an opportunity to have significant social impact by constructively exploring the adaptation of business concepts, tools and skills to the social sector in appropriate, practical and effective ways.

Harvard University (US) **The Social Enterprise Initiative**

www.hbs.edu/socialenterprise

se@hbs.edu

The Harvard Business School Social Enterprise Initiative is grounded in the Harvard Business School's mission to educate leaders who make a difference in the world, the Social Enterprise Initiative aims to inspire, educate, and support current and emerging leaders in all sectors to apply management skills to create social value. Through an integrated approach to social-enterprise related teaching, research, and activities at HBS, the Social Enterprise Initiative engages with leaders in the nonprofit, private, and public sectors to generate and disseminate practicable resources, tools, and knowledge with the ultimate goal of bettering society.

INSEAD (France) **Social Entrepreneurship Initiative**

www.insead.edu/se

Hans H. Wahl, hans.wahl@insead.edu

INSEAD's Social Entrepreneurship Initiative is an innovative programme designed to leverage the school's global leadership in business education, knowledge, and research. It is housed within INSEAD's Social Innovation Centre and has a presence in France, Singapore and soon, Abu Dhabi. The centrepiece of the educational offerings is its one-week INSEAD Social Entrepreneurship Programme executive education course aimed at leaders of established social enterprises seeking tools to grow the next level. It also offers several social entrepreneurship courses and field study programmes for its MBAs, Executive MBAs and PhDs. It maintains vibrant network of social entrepreneurs who have participated in its programmes through online resources, discussions and regular meetings and conferences. Its research programme examines key issues in the field and publishes articles and cases.

Liverpool John Moores University (UK) **MA Social Enterprise Management**

www.ljmu.ac.uk/socialenterprise

Bob Doherty, r.doherty@ljmu.ac.uk

The MA Social Enterprise Management at Liverpool Business School has been designed specifically for managers working in the third sector/social enterprise organisations. The programme gives students an invaluable skill-set to help their own organisations become more sustainable. The aim is to combine the skills and knowledge in marketing, strategy, finance, social accounting and auditing, research, and people management with the enormous passion of those people leading and managing social enterprises and other third sector organisations. In order to do this they need to be managed more effectively. The ultimate goal of the Masters is to help ensure both the long-term viability and sustainability of participants' organisations and create growth in the social economy.



INSEAD



Miami University (US) Center for Social Entrepreneurship

www.fsb.muohio.edu/centers/social-entrepreneurship

Brett Smith, smithbr2@muohio.edu

The Center for Social Entrepreneurship has developed a world-class program in social entrepreneurship focused at the undergraduate level. The comprehensive program facilitates the teaching, research and practice of social entrepreneurship and emphasizes hands-on learning opportunities. One example of experiential learning has been the partnership with Bono's company Edun to launch Edun LIVE on Campus. The pilot program was developed at Miami to bring sustainable employment to sub-Saharan Africa and to educate students on how to build a social venture. Edun LIVE on Campus is being rolled out to college campuses worldwide. The program features a Social Venture Capital Fund which provides initial start-up capital for students to launch social ventures. It also provides Internship/Scholarship funding and a Lecture Series, where speakers have included the founders of Edun and Shore Bank.

New York University (US) Programs in Social Entrepreneurship

www.stern.nyu.edu/berkley/social and www.nyu.edu/reynolds

Cynthia Franklin, cfrankli@stern.nyu.edu or Gabriel Brodbar, reynoldsprogram@nyu.edu

The Satter Program expands NYU Stern's curricular and co-curricular activities to support new educational and research initiatives and foster social venture creation within the School's community. The Satter Program is dedicated to making the social entrepreneurship movement a leading force for social improvement by generating interest and expertise in the field among members of the Stern community. The NYU Reynolds Program in Social Entrepreneurship is designed to support and train the individuals that will collectively implement sustainable and scalable solutions to society's most intractable problems. Reflecting the notion that social entrepreneurship is a meta-profession, this cross-university initiative encompasses all 14 undergraduate and graduate schools at NYU, providing thirty \$50,000 scholarships each year, an intensive curricular and co-curricular component, research opportunities and networking events.

Northwestern University (US) Social Enterprise

www.kellogg.northwestern.edu/academic/seek

Tim Feddersen, tfed@kellogg.northwestern.edu; Taurean Egan-Henderson

The Social Enterprise at Kellogg (SEEK) program reflects the converging challenges that managers face today as they strive to be socially responsible global leaders in their chosen fields. Kellogg created the SEEK program in 2005 to provide a rigorous, relevant experience for students interested in the intersection between management and society across all organizations and industries. SEEK is focused on building leadership skills and awareness to help Kellogg graduates be socially responsible global leaders.

Samford University (US) Social Entrepreneurship Program

www.samford.edu/business

Franz T. Lohrke, ftlohrke@samford.edu

The Brock School of Business Social Entrepreneurship Program at Samford University is designed to provide students with both the conceptual framework and skill set needed to help address critical societal problems in the local, national, and global community. For business students, the program offers a 12-hour concentration that includes a comprehensive Social Entrepreneurship/Not-for-Profit Management (SE/NFP) course team-taught by entrepreneurship, marketing, and economics faculty along with 6 hours of



NEW YORK UNIVERSITY



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electives to permit students to customize their program to fit their career goals. The program offers a minor for non-business students that provides foundational business knowledge followed by the SE/NFP course to complement a student's major field. The program also offers a field course experience and paid internship opportunities for both business and non-business students.

Stanford University (US) Center for Social Innovation

www.gsb.stanford.edu/csi

csi_info@gsb.stanford.edu

The Center for Social Innovation at the Stanford Graduate School of Business strengthens the capacity of social innovators and works at the intersection of the business, nonprofit and government sectors to drive social change. The Center offers social innovation courses and experiential learning programs to Stanford MBA students, delivers executive education programs, publishes the quarterly award-winning Stanford Social Innovation Review, produces the weekly Social Innovation Conversations podcast, and offers numerous conferences and workshops on social innovation topics.

Roskilde University (Denmark) The Centre for Social Entrepreneurship

www.socialt-entreprenorskab.dk

Linda Lundgaard Andersen, lla@ruc.dk and Lars Hulgård, hulg@ruc.dk

The Centre for Social Entrepreneurship (CSE) is located at Department of Psychology and Education. CSE conducts research and offers a masters programme, educational activities, publications and knowledge transfer in social innovation, social entrepreneurship and third sector. The centre investigates how social entrepreneurship, third sector and public-private collaboration can be transformed into viable strategies for including marginalized groups in the welfare state and labour market – as well as social enterprises, its organizational forms, structures and agents. The MA includes social entrepreneurship in a societal perspective, organisational development, assessment and management in civil society, users, volunteers and professionals and innovation as challenges in new partnerships. The centre develops university courses in social innovation and social entrepreneurship in collaborative forms with Nordic partners as Malmö Högskola and Lund's University.

Tata Institute for Social Sciences (India) Masters in Social Entrepreneurship

www.tiss.edu

Ramesh Datta, rcd@tiss.edu

The Tata Institute of Social Sciences has developed the first MBA in social entrepreneurship in India. The field of Social Entrepreneurship, which has grown very rapidly in recent years, leverages business management and entrepreneurial skills to pursue the multiple bottom-line of the social enterprise by keeping stakeholder value intact rather than only that of shareholder value. The Centre for Social Entrepreneurship with the School of Management and Labour Studies came into existence after careful thought about the emerging needs of wider society to develop change leaders to create enterprises with a social purpose, and thus generate wealth to enhance livelihood and sustainable development. The two-year, full-time, M.A. in Social Entrepreneurship programme aims at training and developing change leaders for wealth generation with social progress in social sectors/nonprofit markets. These qualified professionals are expected to emerge as social entrepreneurs themselves. The courses are designed to create an innovative and sustainable approach for addressing age old and emerging problems of the poor, disadvantaged and deprived. The pedagogy is based on fifty percent classroom experience and fifty percent practice based learning.

“The core psychology of a social entrepreneur is someone who cannot come to rest, in a very deep sense, until he or she has changed the pattern in an area of social concern all across society. Social entrepreneurs are married to a vision of, for example, a better way of helping young people grow up or of delivering global health-care. They simply will not stop because they cannot be happy until their vision becomes the new pattern. They will persist for decades. “

- Bill Drayton



Universidad de los Andes (Columbia) Program on Social Initiatives

<http://administracionf.uniandes.edu.co/ieso>

Roberto Gutiérrez Poveda, robgutie@uniandes.edu.co

The Program on Social Initiatives, IESO, is a joint effort to understand and to change our surroundings through concrete proposals for action with social and business leaders, students, teachers and volunteers. IESO aims at supporting the economic viability of social initiatives and the proper social impact of lucrative ones. There is an important source of transformations and solutions to social problems in the adequate balance between the social and the economic. Immersed in the University environment, the contribution of the Program is on three specific fronts: research which seeks to understand concrete cases of initiatives that have social goals; teaching which explores these experiences in the classroom; and service to individuals and organizations which are dedicated to improving the life conditions of different populations in our society.

University of Alberta (Canada) Canadian Centre for Social Entrepreneurship

www.bus.ualberta.ca/CCSE

Gary McPherson, ccse@ualberta.ca

The Canadian Centre for Social Entrepreneurship (CCSE) is located in the School of Business at the University of Alberta, and is the only Centre of its kind in a School of Business in Canada. The Centre is unique to Canada in its mission to work with all three sectors - voluntary, government and business-to build the foundations necessary to encourage entrepreneurial approaches to social innovation. Leaders in the new philanthropy agree that solutions to critical social issues lie in dissolving the boundaries between the sectors to share insight, knowledge and commitment for the development of communities.

University of Bologna (Italy) Master in International Studies in Philanthropy and Social Entrepreneurship

www.misp.it

Giuliana Gemelli, gemelli_g@mail.cib.unibo.it

The specificity of the program is to combine theoretical aspects and practical programs which are conducted through the collaboration of the Research Center team and public and private organizations, both at national and international level. At present we have two programs: "Grooming as a leverage of citizenship for former prisoners" and the "Role of the Sardinian Baracelli model as a vehicle of community development, in Lesotho". Another aspect of MISP program is to develop social entrepreneurship as a cross-disciplinary framework.

University of Cambridge (UK) Masters Degree in Social Enterprise and Community Development

www.cont-ed.cam.ac.uk/courses/mst/community

Sarah Blakeney, community@cont-ed.cam.ac.uk

The part-time Master's Degree in 'Social Enterprise and Community Development' is offered to those who are, or would like to be, policy makers, senior managers and chief executives in the voluntary, community, non-profit, statutory and public sectors. The course aims to develop leadership and management skills; provide a framework for critical evaluation of research needs and results; develop understanding of the culture and context of Social Enterprise and Community Development; explore ways of achieving sustainable business practices in these sectors. The two year programme, offered in short residential blocks in Cambridge, consists of a taught first year and a research dissertation in the second year. Successful applicants will also become members of Wolfson College.

"It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself."

- Ralph Waldo Emerson



University College Cork (Ireland) MBS in Co-operative and Social Enterprise

www.ucc.ie/en/ccs/CentreProgrammes/MBSinCo-opandSocialEnterprise

Olive McCarthy, o.mccarthy@ucc.ie

This e-learning programme aims to equip participants with the skills to participate meaningfully and effectively at leadership level in co-operatives and social enterprises and to develop the capacity of senior practitioners in co-operative and social enterprises to respond creatively to the needs and problems of the wider community and society.

University of Colorado at Boulder (US) Sustainable Venturing Initiative

<http://leeds.colorado.edu/entrep/sustainableventuring>

At the Leeds School's top-ranked Deming Center for Entrepreneurship, students are a force for change. Students see the opportunity for markets to address pressing global needs, and they find the tools to make it happen. Students bring an understanding of the role of new technologies and create new businesses. Students identify market needs for sustainable products and services and put their ideas into action by launching companies. Students foster environmental and social change by joining companies including a climate change and energy consulting firm, and a developer doing green building design. The Sustainable Venturing Initiative marries the best of entrepreneurial innovation with cutting-edge strategies that lead to a more sustainable world. Through courses, projects, and internships, students apply their business skills to solve real-world challenges and capture opportunities in new market niches. Whether independent entrepreneurs or intrapreneurs working within a corporation, graduates are driving new approaches, designing new products, and creating solutions to some of the world's most pressing problems.

University of East London (UK) BA Social Enterprise and MA in Social Enterprise: Development & Management

www.uel.ac.uk/ssmcs/programmes/base and

www.uel.ac.uk/programmes/ssmcs/postgraduate/summary/socialenterprise

Jon Griffith (MA in SE), J.Griffith@uel.ac.uk Gladius Kulothungan (BA),

G.Kulathungan@uel.ac.uk

The University of East London offers both MA and BA programs in Social Enterprise. The MA in Social Enterprise: Development and Management program is designed for people who are developing, promoting and leading social enterprises, but will not accept new, but a postgraduate certificate, including an option in social economics, is planned for Autumn 2008. It aims to enable you to gain the knowledge, skills and capabilities for carrying out your work and to build a body of theoretical and practical knowledge to underpin policy, practice and understanding. Whereas, in the BA in Social Enterprise is for people interested in voluntary and community organizations; volunteering and community action; community-based projects; social economy and civil society; 'social enterprises' and 'community enterprises' in the more specific sense; and co-operatives; as well as projects created by government agencies to work through enterprising or entrepreneurial methods.

"Entrepreneurs have a mind-set that sees the possibilities rather than the problems created by change."

- J. Gregory Dees



University of Oxford (UK) Skoll Centre for Social Entrepreneurship

www.sbs.ox.ac.uk/skoll/mba

Alex Nicholls, Alex.Nicholls@sbs.ox.ac.uk

The Skoll Centre for Social Entrepreneurship is committed to nurturing the social entrepreneurs of tomorrow. In order to fulfill this commitment the Centre provides innovative business education to potential and current social entrepreneurs, connects practitioners, academics and students working in this field across nations, sectors and disciplines, helps practitioners and students to incubate new ideas and spin out new social ventures, and supports the dissemination of new ideas and the adoption of good business models and practice. As part of our provision of innovative business education, we train MBA students concerned about social change to apply entrepreneurial approaches to social problems.

University of the Pacific (US) Global Center for Social Entrepreneurship

<http://web.pacific.edu/x10228.xml>

Jerry Hildebrand, jhildebrand@pacific.edu

The Global Center for Social Entrepreneurship was established in the School of International Studies at the University of the Pacific in 2006. It positions Pacific and SIS at the forefront of the newly emerging field of social entrepreneurship in both the academic and applied learning environments. Social Entrepreneurship is a hybrid innovation that applies business and management skills to tackle chronic societal problems with sustainable solutions. It is creating a whole new generation of solution-minded pragmatists that are pioneering practical, inventive, and sustainable approaches to address the world's most pressing social issues: poverty, disease, malnutrition, environmental degradation, injustice and illiteracy.

University of Notre Dame (US) Microenterprise and Social Entrepreneurial Studies

www.nd.edu/~entrep/MicroVenturingIntro.htm

Melissa Paulsen, paulsen.5@nd.edu

The University of Notre Dame pioneered a practical approach to building capacity within community-based microventures through classroom, workshop and in-market exercises. The program utilizes a consortium of educators, prominent members of both the public and private sectors, and Notre Dame students in the role of micro business mentors. In order to realize the potential of microenterprise development and social entrepreneurship as a viable means of poverty reduction in the US and around the world, the University commenced a two seminar course through the Gigot Center for Entrepreneurial Studies in the Mendoza College of Business entitled "MicroVenturing." Open to upper level undergraduate students, this program explores the innovative concepts, practices and strategies associated with "MicroVenturing," including the development of microenterprise programs and microfinancing institutions both in less developed countries and in the US. Students gain an understanding of the complex issues associated with microbusiness activity, particularly as a vehicle for economic development initiatives.



Wake Forest University (US) Entrepreneurship and Social Enterprise Minor

www.wfu.edu/entrepreneurship

Elizabeth Gatewood, gatewoej@wfu.edu

The Wake Forest Program for Entrepreneurship and the Liberal Arts offers an interdisciplinary minor in entrepreneurship and social enterprise. Through this minor, students are encouraged to take advantage of their knowledge, creative skills, and resources to identify and pursue opportunities, initiate change, and create sustainable value in their lives and the lives of others. A minor in entrepreneurship and social enterprise, coupled with any major within the College of Arts and Sciences or the Calloway School of Business and Accountancy, is designed to enable students to customize their study based on academic and career interests and to maximize their involvement in the local community and society. Coursework stresses the challenges of creating and sustaining for profit and not-for profit organizations in today's global environment, provides an overview of the role and importance of entrepreneurship in the global economy and in society, examines how individuals use entrepreneurial and creativity skills to craft innovative responses to societal needs, and offers students the opportunity to apply knowledge in an entrepreneurial for-profit or not-for-profit environment.



Pedagogy Resources in Social Entrepreneurship

With any new field of study, faculty who develop courses in the new area spend countless hours learning about the field, developing new course models and creating course content. Resources are available at no or low cost to faculty teaching in the field of social entrepreneurship which integrate experiential learning modules into classes, traditional and interactive cases, multimedia resources and classroom exercises.

Engaging students in hands-on exercises provides students with a way to learn classroom content. Students can engage in selecting, analyzing and investing in social entrepreneurs through Global Giving and Kiva as a course project or investing profits from social ventures run on campus. The new Social Innovations competition, part of the 3E Experiential Entrepreneurship Exercises provide hands-on exercises for social entrepreneurship courses.

Faculty from around the world are assigning over 200 different cases from which students will learn the principles of social entrepreneurship. The advisory council members of the University Network for Social Entrepreneurship, a collaboration between the Skoll Centre for Social Entrepreneurship at University of Oxford and Ashoka's Global Academy for Social Entrepreneurship, provide their favorite cases for undergraduate and graduate students. The cases cover a range of issues facing social entrepreneurs from opportunity recognition to marketing, strategic alliances, strategy development, scaling up, microfinance, building capacity and more. The Latin American Social Enterprise Knowledge Network (SEKN) provided selected Spanish cases which are listed with full descriptions on the University Network website.

For both new faculty and seasoned veterans, resources such as the PBS video series *The New Heroes* and *Enterprising Ideas*, *Frontline's World Social Entrepreneurs*, Ashoka's 16-part video collection entitled *The Social Entrepreneurship* series allow faculty to integrate multimedia presentations about social entrepreneurs with curriculum. Videos of social entrepreneurs are also available online at no cost from YouTube. In addition, the Stanford Technology Program Educators Corner and Cornell's eClips provide archives of video presentations and podcasts from entrepreneurs free of charge.



© Berea College

"Social entrepreneurs are not content just to give a fish or to teach how to fish. They will not rest until they have revolutionized the fishing industry."

- Bill Drayton



General Social Entrepreneurship Resources

Resources for faculty new to the field of social entrepreneurship are available on the University Network for Social Entrepreneurship website for educators, social entrepreneurs and students. In addition, updated versions of this handbook can be found electronically on the website. The Center for the Advancement of Social Entrepreneurship (CASE) at Duke University offers an abundance of resources for faculty.

Center for the Advancement of Social Entrepreneurship

www.fuqua.duke.edu/centers/case

The Center for the Advancement of Social Entrepreneurship (CASE) is a comprehensive research and education center that promotes the entrepreneurial pursuit of social impact through the thoughtful adaptation of business expertise. The website offers a number of knowledge resources for faculty engaged in social entrepreneurship around the world.

Social Entrepreneurship Teaching Resources Handbook

www.universitynetwork.org/handbook

The social entrepreneurship handbook was created as a resource for faculty interested in understanding, researching and teaching in the field of social entrepreneurship and includes initiatives, courses, cases, experiential learning models, and research that can be done in this context. The primary objective is to find “best practices” in social entrepreneurship for faculty to share with one another.

University Network for Social Entrepreneurship

www.universitynetwork.org

The University Network for Social Entrepreneurship is a joint initiative of Ashoka and the Skoll Centre for Social Entrepreneurship at Oxford Business School, with the EMES European Research Network and the Social Enterprise Knowledge Network (SEKN) as Founding Partner organizations. The University Network for Social Entrepreneurship works with professors and researchers, practitioners, and students to develop social entrepreneurship as a vocation and carry its principles into other academic disciplines and sectors. In addition to in-person meetings, there is an online repository of teaching and research materials to expand social entrepreneurship education and action around the world.

“Some look at things that are, and ask why. I dream of things that never were and ask why not?”

- George Bernard Shaw



Experiential Learning Models in Social Entrepreneurship Courses

Through the research on social entrepreneurship courses, a number of course pedagogies which integrate experiential learning bring to light the impact of hands-on learning by students. Course assignments can range from writing a traditional social entrepreneurship business plan to analysis of a social venture, writing a case analysis or interning with a social venture. More innovative models integrate service learning, including writing a case on an actual social venture, developing a business plan for a social venture or consulting with social ventures. In addition, students are encouraged to launch social ventures during the semester.



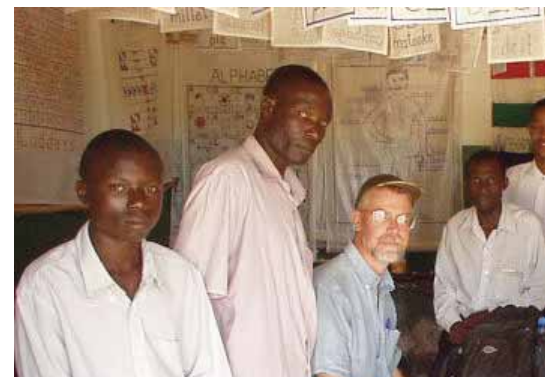
University and Course	Experiential Learning Approaches
<p>Berea College Entrepreneurship for the Public Good</p>	<p>The EPG program is based on the experiential learning model influenced by David Kolb. He expanded upon the “learning by doing” concept based on Confucius’ dictum which states: “Tell me and I will forget. Show me and I may remember. Involve me and I will understand.” Similarly, the EPG program is based on four key experiential learning opportunities for students. First, students write a business plan or feasibility study for a business they are interested in operating. Next, student teams engage in community partner projects with an organization to make an impact on an Appalachian community. EPG Fellows also teach entrepreneurship and leadership skills to high school students during the Summer Institute. The final opportunity is for students to intern with a for-profit or nonprofit in the second summer of the program.</p> <p>In collaboration with Berea College’s service-learning program, students apply academic knowledge and critical thinking skills to meet genuine community needs and gain an enhanced sense of responsibility to the community in which they serve. Through the program, students are expected to actively engage with nonprofit and for-profit organizations within the Appalachian region and to create value for the organization through a community project. By working closely with the leadership team of these organizations, the students see first-hand what it is like to work in a business environment and how these individuals are realizing Appalachia’s economic and social potential. To ensure high quality community projects, the EPG team works with community partners to identify projects a student team can accomplish during the eight-week program while adding value to the organization. This allows students to take ownership of a task that is expected to create a lasting impact on the community.¹</p> <p>¹ Brock, D. (2006). Entrepreneurship for the Public Good Pedagogy. Retrieved on November 11, 2006 from www.berea.edu/epg/resources.</p>



University and Course	Experiential Learning Approaches
Brigham Young University Social Entrepreneurship	<p>After years of operating various social entrepreneurship projects, BYU's Center for Economic Self-Reliance (CESR) at the Marriott School was established in 2003. It was founded to bring together disparate projects that utilized social entrepreneurial models for empowerment. The center works with academics, socially-minded practitioners, and business leaders to better serve the poor. It develops interventions both domestically and globally, and provides partners with models that help social enterprises become more effective. CESR sponsors several initiatives: Internships, social venture competitions, faculty research, an annual conference, student mentoring and field study programs. The organization seeks to become a clearinghouse for anyone interested in building civil society. CESR facilitates MBA, MPA, and undergraduate courses in Social Entrepreneurship, at times emphasizing Social Enterprise management, Microfinance, or Sustainable Business.²</p>
Harvard University Social Entrepreneurial Collaboratory	<p>The Social Entrepreneurship Collaboratory is a new learning lab launched at Harvard's Kennedy School of Government, a university based incubator for the next generation of leading social entrepreneurs that fuses theoretical and practical approaches. The SE Lab is a laboratory workshop where student teams create and develop plans for U.S. and international social entrepreneurship initiatives. Proposed initiatives may be new entities or innovative projects, partnerships, and/or other arrangements that will have an impact on existing organizations and social outcomes in the U.S. and internationally. As appropriate, students may decide to pursue funding and the implementation of a pilot project.³</p>
Pepperdine University Social Entrepreneurship	<p>This course provides the opportunity to apply the business knowledge and skills acquired in previous core courses in an integrative fashion while emphasizing the development of values-centered leadership skills. Students complete a Social Entrepreneurship Project, consulting report in the form of business plans, marketing plans, organizational development recommendations and financial reports for a social entrepreneurship client. The consulting clients for the 2006 course included the Grameen Foundation USA, American Humane Film & Television, Orfaea Family Foundation, Sustainable Business Council, Hope Street Group and ONE World Enterprises, LLC. Students learn to integrate knowledge from all functional areas of business and to apply those skills to complex business problems arising out of changing technology, competitive market conditions, social change and governmental reports as well as an analysis of project management skills demonstrated by the student teams while working with social enterprises.⁴</p>
Syracuse University Emerging Enterprise Consulting	<p>The program is a life-changing experience, where students help and learn from disadvantaged entrepreneurs in the Black townships near Cape Town, South Africa. Student consulting teams work with small businesses over six weeks to help make the ventures sustainable operations. They are expected to identify and prioritize the key needs of the entrepreneur and make meaningful progress in addressing some of the priority needs. The entrepreneurs being assisted are special individuals who have overcome a history of apartheid, limited education, and severely constrained resources to create small enterprises. This program is available to upper level undergraduate students and graduate students regardless of major. The key requirements are a strong work ethic, emotional maturity and a desire to make a difference. The focus is less on analysis and more on producing tangible deliverables.⁵</p> <p>² Provided by Warner Woodworth, Social Entrepreneur & Professor, Brigham Young University. ³ Bloom, G. (2006). The Social Entrepreneurship Collaboratory: A university incubator for a rising generation of social entrepreneurs. <i>Social Entrepreneurship: New Models of Sustainable Social Change</i>. In Nicholls, A. (Ed.). Oxford University Press, 271-306. ⁴ Social Entrepreneurship course syllabus provided by Molly Lavik, Pepperdine University. ⁵ Retrieved on November 11, 2007 from http://whitman.syr.edu.</p>



University and Course	Experiential Learning Approaches
<p>Universidad de los Andes</p> <p>Asesoría a Emprendedores Sociales (Consulting for Social Entrepreneurs)</p>	<p>The program is built upon groups: a social entrepreneur, a student (occasionally two), and a professional volunteer. Students participate in structuring a project identified by the social entrepreneur and serve as a bridge between the professional volunteer who serves as a consultant and the social entrepreneur. The entrepreneurs work with their assigned group to identify their needs and implement the recommendations that arise from the projects. The consultant directs the project and voluntarily works with the team coordinating and supervising activities. The team seeks equilibrium and integration among the economic and social dimensions of the social enterprise; adding to the economic viability of the social projects and to its impacts.⁶</p>
<p>University of Navarra</p> <p>Entrepreneurial Strategies for Social Impact</p>	<p>The course highlights a number of approaches and strategies to achieve social and economic development. The first part of the course introduces students to the concept of social entrepreneurship and its various applications across sectors and organizational forms. Furthermore, it examines the changing context in a globalizing world and the success factors and conditions of setting up a social enterprise. In the second part, the course discusses corporate strategies and challenges to cater to the poor in underdeveloped markets. Aspects of economic development and how it relates to social progress and issues of sustainable development are highlighted. The third part of the course particularly addresses the challenges and opportunities social entrepreneurship provides for established corporations. It also demonstrates how collaborative efforts of companies and social entrepreneurs are able to create sustainable business models that effectively and efficiently create social value while generating the necessary financial returns required by corporate investments which build markets at the bottom of the income pyramid. The Experiential Learning Model integrates social entrepreneurship cases which address the New Millennium Development goals as a framework for positively affecting society.</p> <p>⁶ Provided by Roberto Gutierrez Poveda, Universidad de los Andes</p>



Social Entrepreneurship Cases

Appalachian By Design

Diane Lynch, Barbara Elliott, and Debbi Brock

www.abdinc.org

Appalachian By Design developed a social enterprise to creatively address the isolation and lack of job opportunities that have been a persistent problem in rural Appalachia, particularly for women. The organization introduced a trade into the region, machine knitting, because of market opportunities and built the infrastructure to support it; including a technical knitting apprenticeship, a distributed production network, and a national marketing program. This award winning case explores how an enterprise with an embedded social mission navigated shifting economic and market conditions to achieve its goals. Comprehensive teacher's notes are available with the case study.

ApproTEC Kenya: Technologies to Fight Poverty and Create Wealth

V. Kasturi Rangan

www.hbsp.harvard.edu/hbsp/case_studies.jsp

ApproTEC markets a range of technologies to improve the income of subsistence farmers and other small-scale entrepreneurs in East Africa. Having achieved considerable success in its first eight years, the two founders/entrepreneurs are seeking ways to scale the impact of its operations across Eastern and Southern Africa. The question is, what should they do to accomplish this? Now called Kickstart, information on the organization can be found on www.kickstart.org.

Ashoka: Innovators for the Public

William F. Meehan III, Trabian Shorters

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Founded in 1980 by Bill Drayton, Ashoka is a professional organization that identifies and invests in leading social entrepreneurs globally. Analogous to a venture capital firm for social start-ups, Ashoka found and supported outstanding individuals with ideas for far-reaching social change by electing them to a fellowship of social entrepreneurs. As defined by Ashoka, the social entrepreneur had the same makeup as a business entrepreneur—in mental attitude, vision, bias for action, and skills—but the social entrepreneur sought to better the world in some way. Until 1997, Ashoka focused solely on locating and supporting social entrepreneurs in developing countries. Over the next three years, however, Ashoka entered a new stage requiring it to shed its trappings as a “global development organization.” The new mission and hiring commitment attracted leading business entrepreneurs to Ashoka for the first time, triggering unprecedented organizational growth and allowing Ashoka to open for business in the U.S. This case addresses the challenges facing Ashoka in the U.S.

Banco Solidario: The Business of Microfinance

Michael Chu, Jean Steege Hazell

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Three leading Latin American microfinance banks join forces to face the new challenges of globalization, competition and politics while common shareholder ACCION investments considers its options. From an initial project to share costs in the revamping of their IT systems, the Banca Regional Andino develops into the possibility of a common operating platform across three separate institutions; BancoSol of Bolivia, Mibanco of Peru and Banco Solidario of Ecuador. The Banca Regional is a response to forces that the banks perceive as potentially threatening to their long history of success. In the process, the evolution of the national microfinance markets of Bolivia, Ecuador and Peru are presented within the context of global microfinance.

“What business entrepreneurs are to the economy, social entrepreneurs are to social change. They are the driven, creative individuals who question the status quo, exploit new opportunities, refuse to give up, and remake the world for the better.”

- David Bornstein



CARE USA

John A. Quelch, Nathalie Laidler

www.hbsp.harvard.edu/hbsp/case_studies.jsp

CARE USA is spearheading a rebranding process for the organization. Examines the process and components of the rebranding strategy and its impact on CARE USA's direct mail strategy.

Circus Oz

James Phills, Hilary Stockton

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Circus Oz is Australia's premier international circus. The A segment of the videocase explores the quandary that arose from the Australia Council's offer to fund a development officer position, largely as a way for Circus Oz to increase income from corporate sponsorships and reduce reliance on government support. The B segment covers the resolution of the dilemma around hiring a development director.

Committee for Democracy in Information Technology

Johanna Mair

www.iesep.com

This is the first of a case series on Social Entrepreneurship written in collaboration with the Schwab Foundation for Social Entrepreneurship. The Comite para Democratizaçao da Informática (CDI) was a non-governmental, nonprofit organization founded by Rodrigo Baggio in Brazil in 1995. Its mission was to set up schools to teach computer skills to low-income communities so that slum residents could begin to move into the mainstream of society and improve their prospects.

The Freeplay Energy Group and Foundation

E. Coles, Johanna Mair

www.universitynetwork.org/node/262

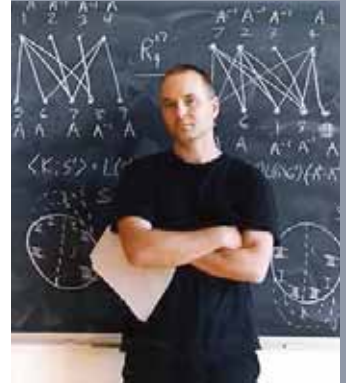
The Freeplay Energy Group was founded in 1995 to produce wind-up radios. The company produced its first radios in 1996. Freeplay took its social responsibilities seriously from the beginning, and in 1998 founded the Freeplay Foundation to enable the sustained delivery of radio information and education to the most vulnerable populations via self-powered radios. The company has transformed itself from a vertically integrated organization with internal responsibility for all business areas into a business-to-business energy company using outsourcing where appropriate and focusing on the core areas of design, development and marketing. The Freeplay Foundation funded the development of the Lifeline radio, the first radio developed specifically for the humanitarian sector, which was launched in April 2003.

Harlem Children's Zone

Allen Grossman, Daniel F. Curran

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Geoffrey Canada, CEO of the Harlem Children's Zone, wanted his organization to grow dramatically to reach thousands of poor and underserved children in Harlem. The agency ran a variety of successful social service programs throughout New York City that were separately funded and ran independently of each other. In 2000, Canada led the organization through an ambitious planning process, promising that within 10 years, its new integrated program would reach \$46 million in revenues, serve 24,000 people, and expand to an area three times the size of its current zone. But the plan required the agency to change its management structure, measurement systems, and program goals drastically. To learn more, go to the Harlem Children's Zone website at www.hcz.org.



Hurricane Island Outward Bound

Thomas V. Bonoma, Bruce H. Clark

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Hurricane Island Outward Bound, a small, nonprofit school that helped pioneer experiential education in the United States, has recently recovered from a financial crisis. Students take the role of the school's new marketing manager, who is preparing his first marketing plan for the organization. Faced with a tight marketing budget, students must choose among several marketing programs by evaluating their past performance and further potential. Alternately, students may shift pricing or the course mix to generate additional marketing funds.

IPODERAC

James E. Austin, Wendy Bermudez, Gustavo Escobar

www.hbsp.harvard.edu/hbsp/case_studies.jsp

This 32-year-old nonprofit organization has dedicated itself to the care and social development of abandoned street children in Mexico. Examines the organization's efforts to achieve financial sustainability, particularly through earned income activities on its farm. Includes color exhibits.

KaBOOM!

James E. Austin, Jose Miguel Porraz

www.hbsp.harvard.edu/hbsp/case_studies.jsp

KaBOOM! is a nonprofit organization developing playgrounds in partnership with corporations and communities. It has grown since 199 to a national organization that has built 338 playgrounds in partnerships with over 40 companies. This case deals with the nature of strategic alliances with corporations and poses choices for shifting strategies.

Manchester Craftsmen's Guild and Bidwell Training Center: Governing Social Entrepreneurship

James L. Heskett, Douglas Freeman, Roopchand Ramgolam, Joshua Wallack

www.hbsp.harvard.edu/hbsp/case_studies.jsp

A super board is created to oversee activities of the boards of Manchester Craftsmen's Guild (an arts organization dedicated to serving "at risk" youth) and Bidwell Training Center (a job retraining venture) in Pittsburgh. The structure is tested with decisions regarding the creation of a for-profit greenhouse, a recording and performance business, and a consulting venture.

Muhammad Yunus and the Grameen Bank

Howard Husock

www.ksgcase.harvard.edu

The Grameen Bank of Bangladesh created the model for large-scale "micro lending" in the developing world, in the process becoming an institution known and respected internationally for a creative and effective approach to poverty alleviation. Grameen's willingness to make extremely small loans at relatively modest rates of interest to borrowers without traditional forms of collateral has allowed it to reach nearly six million borrowers in Bangladesh—one of the world's poorest countries—and to serve as exemplar for other microlenders serving the poor throughout the world. This case tells the story of how Grameen grew from a small local experiment into a major force in Bangladesh serving more than 60,000 villages. It describes the stages of that growth from a small organization staffed by volunteers to a sophisticated one with more than 17,000 employees. The case was conceived as one which establishes a template for the evolution of an organization from one that is philanthropically and government-supported into one that relies on operating income to sustain itself.

Latin American Cases

Minuto de Dios

Profamilia

El Diario La Nación y la Red

Solidaria

Natura-Ekos

Fundación Pro Vivienda Social

Banco Solidario: The Business of
Microfinance

*Compliments of Roberto Gutiérrez,
Universidad de los Andes
Corodinator General Social
Enterprise Knowledge Network*



The Nehemiah Affordable Housing Strategy: Bringing it to Boston

Diana Barrett, Arthur I. Segel, Sheila McCarthy Leddy

www.hbsp.harvard.edu/hbsp/case_studies.jsp

In 2003, Lee Stuart, who had successfully used the Nehemiah Strategy to create thousands of units of affordable housing in the South Bronx, was working with the Greater Boston Interfaith Organization to implement the strategy in Boston. She and her colleagues faced a number of challenges in transferring the strategy, with some questioning whether the strategy was appropriate for the Boston marketplace. The project was at a critical point, and key decisions had to be made regarding project direction. The teaching purpose is to explore a model of building affordable housing and the challenge of implementing it in different communities.

A New Model for the Pharmaceutical Industry: The Institute of OneWorld Health

Johanna Mair, O. Schoen

www.iesep.com

This case introduces the Institute of OneWorld Health, a company dedicated to producing drugs for neglected diseases and the first nonprofit pharmaceutical company in the world. Founded in 2000 by Dr. Victoria Hale, IOWH took expired and donated patent compounds and developed them through all the stages of clinical testing and approval into drugs to fight the world's most destructive diseases, usually occurring in Third World countries where perceived profitable markets did not yet exist.

National Foundation for Teaching Entrepreneurship, Steve Mariotti

J. Gregory Dees, Alice Oberfield

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Steve Mariotti created NFTE, a nonprofit organization for teaching entrepreneurship to disadvantaged youths. The organization has gained national recognition and offers a variety of programs on a budget of nearly half a million dollars. At the time of the case, the organization was still run out of Mariotti's apartment. Mariotti is beginning to feel the stress of rapid growth and is concerned that further expansion will require significant organizational change. Students are presented with the challenge of advising Mariotti on this change process. The case is about the challenge of taking an organization beyond the founder-dependent, informal start-up stage of development.

Peace Winds Japan

John A. Quelch

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Kensuke Onishi, the young entrepreneurial founder of an international Japanese nongovernment organization specializing in humanitarian relief in emerging economies, is considering its future strategic direction. This case includes extensive commentary on Peace Winds' activities in Afghanistan and northern Iraq.

Peninsula Community Foundation

James E. Austin, Jane Wei-Skillern, Alison Berkley Wagonfeld

www.hbsp.harvard.edu/hbsp/case_studies.jsp

After leading the Peninsula Community Foundation (PCF) through a period of tremendous growth, its president, Sterling Speirn, is facing the prospect of a decline in the foundation's asset base for the first time in the foundation's history. In addition, the fact that financial service companies had made recent inroads in the market for administering donor-advised funds (an area that had been a key source for growth for community foundations for the last few decades), compelled Speirn to evaluate PCF's positioning in the market and to consider potential collaboration opportunities with these companies.





Population Services International: Social Marketing Project in Bangladesh

V. Kasturi Rangan

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Population Services International (PSI) was a not-for-profit agency founded to disseminate family planning information and to market birth control products, primarily in less developed countries seeking to curb their population explosions. In 1976, PSI concluded an agreement with the government of Bangladesh to conduct a social marketing program, with the objective of using modern marketing techniques to sell subsidized contraceptives through commercial outlets. Seven years later, three PSI managers were meeting at PSI's Washington, D.C. headquarters to discuss 1984-86 marketing strategy for two products: Raja condoms and Maya birth control pills. Of particular concern was the fact that the marketing approach that had proven extremely successful for Raja was yielding poor sales results for Maya. The PSI managers needed to devise an action plan for improving Maya Sales.

Project Impact: The Affordable Hearing Aid Project

E. Cordes, Johanna Mair

www.iesep.com

This case introduces David Green, a social entrepreneur with the mission of making advanced medical technology affordable and available to those in the third world. It describes the growth and success of projects to develop, manufacture and distribute low-cost hearing aids and other basic medical technology in India and presents a direct contrast to the traditional maximum profit model of the medical industry.

STRIVE

Robert Burakoff

www.hbsp.harvard.edu/hbsp/case_studies.jsp

STRIVE provides employment training and placement to chronically unemployed inner-city minority youth and young adults. This case describes STRIVE's creation as a community-based, single-site nonprofit in Harlem in 1984; the development of its service model (short, intensive "tough love" job readiness training, quick placement, and long-term follow-up); and its early expansion via a group of social service affiliates in New York City; and the creation of new independent STRIVEs in four other U.S. cities. The decision point is June 1997, when the advent of welfare reform and highly favorable coverage on "60 Minutes" led to an explosion of interest in and demands on the organization.

Teach for America

John C. Sawhill and Sarah Thorp

www.hbsp.harvard.edu/hbsp/case_studies.jsp

On the eve of Teach For America's tenth reunion, Wendy Kopp, the 32-year-old founder and leader of the national teacher corps, is considering how to increase the impact of the organization. To date, the organization has placed 5,000 teachers in under-resourced public schools. Kopp wonders how to expand the corps-both in size and scope-without compromising the quality of the teachers and the entrepreneurial culture of the organization. Critical to this endeavor will be understanding how to leverage her resource appropriately. She has just hired a COO and a director of site expansion to help with this effort.



Telenor in Bangladesh A, B & C

Prashant Malaviya, Swati Srivastava, Arvind Singhal, Peer-Jacob Svenkerud

<http://knowledge.insead.edu/abstract.cfm?ct=13400>

At first glance, Bangladesh may appear a strange choice for a Western telco looking for long-term and sustainable growth in overseas markets. The impoverished East Asian nation suffers from rampant corruption, frequent strikes, underdeveloped infrastructure and one of the lowest telephone densities on earth. Despite its severe initial doubts, Norway's Telenor A/S saw a unique opportunity to pursue multiple bottom lines, "doing well by doing good." Through an association with the Grameen Bank, the firm succeeded in bringing telephony to the remote villages of Bangladesh, while capturing a seventy percent share of the urban mobile telephone market. The (B) case describes how the GrameenPhone joint venture exceeded everyone's expectations. Villagers were able to access one of the most modern cellular phone technologies in the world while paying one of the cheapest rates in the world. What partnership arrangement did Telenor make with Grameen to be able to turn a profit in the overall national market?

Triangle Community Foundation

J. Gregory Dees, Beth Anderson

www.hbsp.harvard.edu/hbsp/case_studies.jsp

In February 2000, Triangle Community Foundation (TCF) director of Philanthropic Services Tony Pipa presented the foundation's new mission statement and its internal ramifications to the staff. It had been over two years since TCF's board had mandated that donors, not nonprofit organizations, were the foundation's primary customers. Executive Director Shannon St. John, Pipa, and other members of the management team had met for months and wrestled with fundamental questions around the definition of philanthropy, how to achieve meaningful, long-term impact, and the foundation's role in the communities it served. They were excited about the progress they had made but knew that many questions still remained, and they expected some resistance to their proposals. Much of the staff had come to TCF from nonprofit, community-based organizations and spent much of their time working with the nonprofit sector. They were not sure what this new focus on donors as customers meant for their work, nor were they comfortable with not considering the nonprofit community as their customers.

Upwardly Global: Building a Model for Assisting Immigrant Professionals

Howard Husock

www.hbsp.harvard.edu/hbsp/case_studies.jsp

This social entrepreneurship case focuses on the start-up and first four years of Upwardly Global, a San Francisco-based nonprofit founded to help place immigrant professionals in jobs commensurate with their levels of skill and education. The case tells the story of "UpGlo" founder Jane Leu, describing how she reached the conclusion that both government-funded refugee aid programs, and private sector job placement firms were failing immigrants with professional backgrounds. The case describes the business model developed by Leu and traces the organization's successful emergence as a free-standing entity, supported by a combination of philanthropic grants and corporate and individual fees. The case is designed to be used to explore the "invention" phase of social entrepreneurship, allowing for discussion of the variety of organizational types and strategies that an entrepreneur might consider (e.g., advocacy versus service provision) and even such basic issues as how one can be certain that an idea is worth pursuing.

"It's quite possible to arrive in the year 2030 where people are no longer dying of poverty. We could actually help lead a global end-not a reduction, but an end-to absolute poverty...I have always found that a committed, powerful group of leaders can make a huge difference."

- Jeffrey Sachs



Waste Concern: Turning a Problem into a Resource

Johanna Mair and J Mitchell

www.universitynetwork.org/node/349

As of September 2005, the co-founders of Waste Concern – an organization dedicated to improving waste recycling in Bangladesh – are considering making a change to their model in order to get approval from the municipal government for a large-scale composting site. Since their inception in 1995, Waste Concern has followed a decentralized composting model whereby each composting site is a small-scale operation processing three tons of organic waste per day. In this model, they have relied on land and waste supply from the Dhaka City Council municipal government. Now, they are working with Dutch-based World Wide Recycling BV to set up a 700 ton per day composting plant which will enable them to earn tradable certificates for U.S.\$11 per ton of reduced methane gas, making it the first in the world to garner credits through composting waste under the United Nations Clean Development Mechanism.

The Zurich Financial Services India Programme

M. Farmer and Johanna Mair

<http://www.universitynetwork.org/node/258>

This case describes the evolution of a community affairs initiative called the India Programme, run by the Zurich Financial Services (UKISA) Community Trust. ZFS (UKISA) is UK-based and specializes in general insurance and life assurance. It is part of the Zurich Financial Services group of companies, headquartered in Switzerland, and was formed in 2000 after the completion of the merger between Zurich Insurance of Switzerland and the UK-based insurance operations of BAT Industries - Allied Dunbar and Eagle Star. The case explores how an initiative with a social objective (the India Programme) comes into being within a large organization and is subsequently developed. It describes how external events such as the merger affect the development of the programme and offers the potential to explore how the mechanics of the initiative can be changed to fit with company strategy. The case also examines how a company can create economic value through a social initiative and how to manage the twin objectives of social value creation and economic value creation over the longer term. As an example of an initiative that combines social and economic value creation, the case can be used to illustrate a range of issues within the fields of corporate social responsibility, social entrepreneurship and community affairs management. It also deals with interesting HR and talent development issues.

“I never perfected an invention that I did not think about in terms of the service that it may give to others...I find out what the world needs, then I proceed to invent it.”

- Thomas Jefferson



Repositories of Case Studies

Caseplace.org

www.caseplace.org/cases

The cases on CasePlace.org are a carefully selected set of business case studies that pose social and environmental challenges within traditional business problems. The cases can be searched by keywords including titles, authors, regions, and companies. They can also be searched by using advanced searches in industry, discipline, topic and region. Search results provide abstracts, as well as background materials and source information.

Center for the Advancement of Social Entrepreneurship

www.fuqua.duke.edu/centers/case

A research and education center based at Duke University's Fuqua School of Business, the Center for the Advancement of Social Entrepreneurship (CASE) promotes the entrepreneurial pursuit of social impact through the thoughtful adaptation of business expertise. The website offers cases on social entrepreneurial organizations including Futures for Kids, a nonprofit designed to serve the needs of teens; the Latino Community Credit Union that offers affordable, accessible and fair financial services to the Latino population; and YouthBuild which focuses on teaching students how to scale social innovations. Cases are available at no cost to faculty.

Harvard Business School Cases

www.hbsp.harvard.edu/hbsp/case_studies.jsp

Experience is the best teacher, and the case method packs more experience into every hour of learning than any other instructional approach. That's why it forms the basis of learning at Harvard Business School as well as many other universities around the world. In case discussions, students are introduced to the reality of decision making – including incomplete information, time constraints, and conflicting goals – giving them first-hand experience in analyzing business situations. Case studies stimulate students' thinking, challenge their capabilities, and prepare them for future managerial decision making.

University Network for Social Entrepreneurship

www.universitynetwork.org

The University Network for Social Entrepreneurship works with professors and researchers, practitioners and students to develop social entrepreneurship as a vocation and carry its principles into other disciplines and sectors. It is designed to be a resource hub and an action-oriented forum to expand social entrepreneurship education and provide resources to faculty including a number of case studies.



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Classroom Course Materials

3E Entrepreneurial Experiential Exercises

www.3e-learning.org

The 3E-Learning site is a community site designed to collect and disseminate entrepreneurial experiential exercises to other instructors. The 3E-Learning.org website developed through the guidance of Delta Epsilon Chi, Kauffman foundation and George Washington University launched the 3E Social Innovation awards sponsored by Ashoka and includes social experiential entrepreneurship exercises that can be used in courses.

Changemakers University Challenge

www.changemakers.net

The University Challenge opens the unique Changemakers online collaborative competition process for university faculty, staff, and students to contribute directly to social innovators' work from all over the world. By providing substantive feedback, posing insightful questions, and sparking collaboration between entrants and others in the community, universities engage concretely with innovators around the world. This invaluable support helps entrants sharpen their projects and scale them to fullest potential and greatest impact. The most thoughtful and inspiring student, faculty, and staff, as well as the university with the most contributors will be eligible for various cash prizes. Building on three decades of Ashoka's experience and expertise, Ashoka's Changemakers has implemented a successful online platform to open source social solutions. To date, 14 online collaborative competitions are showcasing over 1,700 social innovation entries.

Global Giving

www.globalgiving.org

Students can learn how to be an active part in contributing to global social entrepreneurs by providing loans for as low as \$25 to members of GlobalGiving. GlobalGiving is changing the way people give. They work with a network of well-run organizations and carefully research their projects, gathering detailed information on the project leaders and the projects' objectives and expected outcomes. Then, the organization makes it simple for individuals to give to these projects and track the impact of their generosity.

Kiva

www.kiva.org

Kiva lets people connect with and loan money to unique small businesses in the developing world. By choosing a business on Kiva.org, individuals can sponsor a business and help the world's working poor make great strides towards economic independence. Throughout the course of the loan, typically 6-12 months, one can receive email journal updates from the entrepreneur sponsored. As loans are repaid, the loaner receives the loan money back to reinvest in future entrepreneurs.

"[Sufia Begum] earned the equivalent of 2 U.S. cents a day and it was this knowledge which paralysed me. In my university courses, I dealt in millions and billions of dollars, but here before my eyes, the problems of life and death were posed in terms of pennies.

- Muhammad Yunus,
Banker to the Poor:
The Autobiography of
Muhammad Yunus

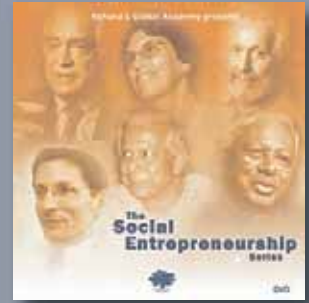


Multimedia Resources

Ashoka's 16-part Social Entrepreneurship Series

<http://video.google.com> (keyword: Ashoka) or www.dvd.ashoka.org

Ashoka offers a range of materials presenting the stories of the world's leading social entrepreneurs and discussing the transformation of the citizen sector. The resources are meant to serve as educational tools as well as inspire others to act upon their innovative ideas. The Social Entrepreneurship series, produced in partnership with the Skoll Foundation was created by Ashoka's Global Academy to capture the strategies and insights of leading social entrepreneurs – in their own words – who have achieved global impact, including: Muhammad Yunus, the power behind Grameen Bank and the global micro-credit movement, Peter Eigen, Transparency International founder and one of the world's most powerful corruption fighters, and Fazle Abed who founded BRAC, the world's largest citizen sector organization. These visionaries offer practical wisdom on how to tackle poverty, fight corruption and improve the health and education of those living on less than \$2 a day.



Cornell's eClips Collection

<http://eclips.cornell.edu/topicsList.do>

Cornell's eClips Collection features more than 1000 short, focused video clips on socially responsible entrepreneurship, drawn from nearly 50 different interviews and presentations. Interviews feature both for-profit and non-profit companies focused on social outcomes as well as the bottom line. Clips can be downloaded for class or can be assigned for viewing by students outside the classroom. The site also offers related podcasts, featuring the "best of" eclips on social entrepreneurship, narrated by the eClips team. Examples include: "You Can't Do Good Unless You're Doing Well", "Stu Hart Discusses the Base of the Pyramid" and "Jeff Immelt talks about Sustainability." Go to the topics list and select "social entrepreneurship" for a list of video clips.



Educators Corner Entrepreneurship Education Resources

<http://edcorner.stanford.edu>

The Stanford Technology Ventures Program Educators Corner is a free online archive of entrepreneurship resources for teaching and learning. The mission of the project is to support and encourage faculty around the world who teach entrepreneurship to future scientists and engineers, as well as those in management and other disciplines. The site has been developed by a dynamic team of educators, entrepreneurs, engineers, and designers at the Stanford Technology Ventures Program. Videos about social entrepreneurship include Kavita Ramdas from Global Fund for Women, Khosla who discusses microfinance, and Guy Kawasaki from Gargage.com who talks about "Make Meaning".



Enterprising Ideas

www.pbs.org/now/enterprising

Enterprising Ideas is a PBS website that features social entrepreneurial news, inspirations and tools. The website profiles innovative projects and provides the audience with resources for starting their own social venture. The blog on the website covers the latest happenings in the field of social entrepreneurship. The Project Enterprise contest allows users to nominate a promising social innovator and follow the winner's trials and tribulations. The website provides helpful online tips and tools and resources to get started on a social venture.





Frontline World Social Entrepreneurs Series

www.pbs.org/frontlineworld/stories/socialentrepreneurs.html

From the first season of the FRONTLINE world series, PBS has searched for stories about people who innovate in ways that truly transform our interconnected world. This special site will feature the stories of people whose ideas and organizations create new and sustainable markets and services that benefit underserved communities everywhere in the developing world. In a nutshell, these are stories about individuals whose ideas leap beyond charity to find systemic solutions to poverty, social injustice, and health and education.

The New Heroes, PBS Series on Social Entrepreneurship

www.pbs.org

The New Heroes is a four-hour series, hosted by Robert Redford, which tells the dramatic stories of 12 social entrepreneurs who bring innovative, empowering solutions to the most intractable social problems around the world. Each story in this unique series illustrates the amazing changes that are possible when an innovative idea is coupled with optimism, a strategy for action, and a passionate belief in human potential. The videos from the series are available for purchase from the website for under \$30. The website also includes handouts for classroom discussion that were created primarily for high school students, but can be adapted for college level discussions.

Social Innovation Conversations

<http://sic.conversationsnetwork.org>

Social Innovation Conversations podcast channel brings you the voices of the people at the forefront of creating social and environmental change in the world. Specifically in the Design For Change and Globeshaker interview series, social entrepreneurs share their stories, lessons learned and models to maximize their impact and grow their organization to scale. All recordings are released under a Creative Commons Sampling license. They can be freely shared online, played in the classroom, used as course reading material, studied in book clubs, and even clipped and repurposed for student presentations. *Social Innovation Conversations'* mission is to expand the reach of important and valuable knowledge and ideas to people who otherwise would not have access to it by recording and sharing the spoken words of thought leaders in all sectors and disciplines and offering listeners a multi-stakeholder perspective on the world's grand challenges.

TED: Ideas Worth Spreading

www.ted.com

This site makes the best talks and performances from Technology, Entertainment, Design (TED) available to the public for free. Almost 150 talks from our archive are now available, with more added each week. These videos are released under a Creative Commons license, so they can be freely shared and reposted. TED's mission is to spread ideas and building a global community that will make a better world. The organization believe passionately in the power of ideas to change attitudes, lives and ultimately, the world. They are building a clearinghouse that offers free knowledge and inspiration from the world's most inspired thinkers and a community of curious souls to engage with ideas and each other.



II. Social Entrepreneurship Research

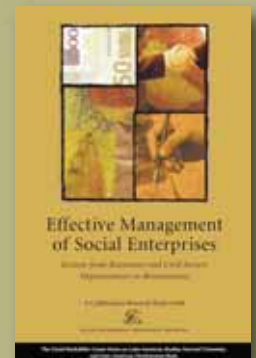
As social entrepreneurship education gains momentum, textbooks on the subject have gained media attention in the last few years. From David Bornstein's popular press book on *How to Change the World through Social Entrepreneurship* to Greg Dees et. al *Strategic Tools for Social Entrepreneurs* and *Enterprising Nonprofits: a Toolkit for Social Entrepreneurs*, practitioners are provided a toolkit of resources for launching and growing social ventures. Just under fifty percent of the faculty assign the Bornstein textbook to open students' minds to the possibilities of social entrepreneurship and expose them to social entrepreneurs who are changing the world. Other publications with articles from leading academics in the field include the 2006 Oxford Press publication *Social Entrepreneurship: New Models of Sustainable Social Change*, edited by Alex Nicholls.

Book Selection

Effective Management of Social Enterprise

David Rockefeller Center for Latin American Studies, 2006

What makes civil society organizations effective performers? What are key practices for businesses creating social value activities as a part of their overall operations? This book aims to enable social and business leaders to gain a greater understanding of how to achieve high performance in terms of social value creation. Based on the results of a two-year research (40 cases) process on how successful social and business organizations in Ibero-America achieve superior social performance, the book presents the most comprehensive and in-depth analysis of such practices ever undertaken in this region.

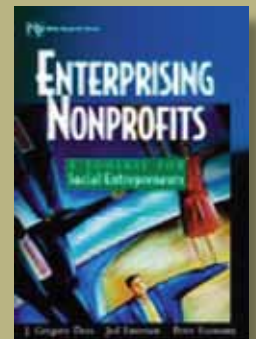


Enterprising Nonprofits: A Toolkit for Social Entrepreneurs

J. Gregory Dees, Jed Emerson, and Peter Economy

John Wiley & Sons, 2001

A hands-on resource that shows nonprofits how to adopt entrepreneurial behaviors and techniques. Written by the leading thinkers and practitioners in the field, *Enterprising Nonprofits* offers concise and engaging explanations of the most successful business tools being used by nonprofits today. With this book, you'll learn how to use practical business techniques to dramatically improve the performance of your nonprofit.

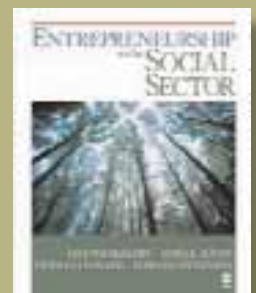


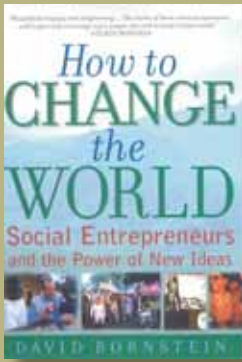
Entrepreneurship in the Social Sector

Jane Wei-Skillern, James Austin, Herman Leonard and Howard Stevenson

Sage Publications, 2007

Written for students and practitioners of social entrepreneurship, *Entrepreneurship in the Social Sector*, is about the opportunity and challenge of applying leadership skills and entrepreneurial talents creatively and appropriately to create social value. The objective of this book is to enable readers to develop an in depth understanding of the distinctive characteristics of the social enterprise context and organizations and to develop knowledge and tools that will enable them to pursue social entrepreneurship more strategically to achieve mission impact more efficiently, effectively, and sustainably. This unique inter-disciplinary casebook provides students, instructors and practitioners with detailed analysis, frameworks, and Harvard Business School case studies for achieving maximum impact through social entrepreneurship.





How to Change the World: Social Entrepreneurs and the Power of New Ideas

David Bornstein

Oxford University Press, 2003

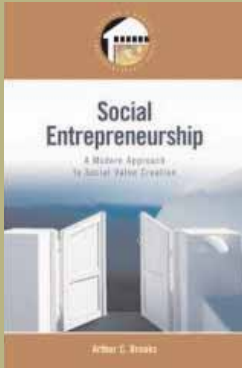
What business entrepreneurs are to the economy, social entrepreneurs are to social change. They are the driven, creative individuals who question the status quo, exploit new opportunities, refuse to give up and remake the world for the better. *How to Change the World* tells the fascinating stories of these remarkable individuals — many in the United States, others in countries from Brazil to Hungary.

Social Entrepreneurship: A Modern Approach to Social Value Creation

Arthur C. Brooks

Prentice Hall, 2008

This text brings together the established pedagogy of entrepreneurship with cutting edge nonprofit and public management tools. The American and world economies have become increasingly entrepreneurial, with greater percentages of wealth than ever before residing in new ventures. This book emphasizes an entrepreneurial approach to creating solutions for social problems and unmet needs of society, transforming them into authentic opportunities to create social value. In addition, a new generation of social entrepreneurs are looking to transfer the traditional skills of establishing new ventures to non commercial frontiers. The text helps tie the similarities of what social entrepreneurs do with the orientation and activities of for-profit entrepreneurs. However, they also face unique issues of measuring social benefit, acquiring donated resources, and knowing what “success” means.



Stanford Social Innovation Review

Stanford University

www.ssireview.com

This is a quarterly magazine published by the Center for Social Innovation at the Stanford Graduate School of Business. The magazine brings together academic rigor and the expertise of leaders in the fields of nonprofit management, corporate social responsibility, social entrepreneurship and philanthropy to generate ideas for strategy and leadership in addressing the world’s most pressing issues.



Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit

J. Gregory Dees, Jed Emerson, and Peter Economy

John Wiley & Sons, 2000

As a follow-up to the book *Enterprising Nonprofits*, the authors provide a full set of practical tools for putting the lessons of business entrepreneurship to work in your nonprofit. This practical and easy-to-use book is filled with examples, exercises, checklists and action steps that bring the concepts, frameworks and tools to life. Detailed explanations of all the tools and techniques help personalize and apply them to any nonprofit organization—making it stronger, healthier and better able to serve the needs of communities.



The Cathedral Within

Bill Shore

Random House, Inc., 2000

The Cathedral Within uses the metaphor of architecture to look at the way individuals allocate their resources to improve public life. Just as the enduring magnificence of a cathedral is not erected overnight, so, too, the transformation of a society takes many, many years to complete. And just as the construction of a cathedral is less a reflection of its builders' interest in masonry than a testament to the soaring reach of the human spirit, philanthropy is not so much a response to need as to a basic human requirement to give something meaningful back to society.

The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World

J. Elkington, P. Hartigan

Harvard Business Press, 2008

A growing group of entrepreneurs around the world develop and operate new ventures that prioritize social and environmental returns. Innovative, resourceful, practical, and opportunistic, these individuals are also unreasonable, in that they refuse to follow conventional business or social development models and in the process are coming up with new ways to combine markets and meaning. Remarkably, they are succeeding in areas where most businesses currently dare not go. In the new book the co-authors describe how these entrepreneurs working at the fringes of the current dysfunctional system provide clues to tomorrow's revolutionary business models.

Recommended Publications for Faculty

Social Entrepreneurship: New Models of Sustainable Change

Edited by Alex Nicholls

Oxford University Press, 2006

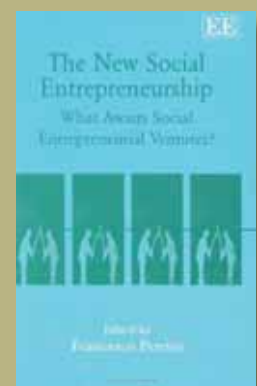
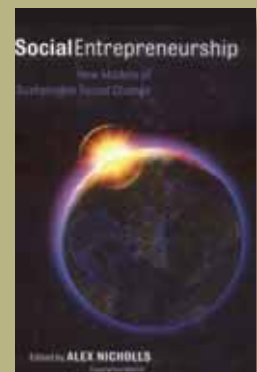
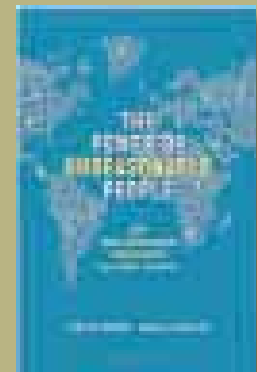
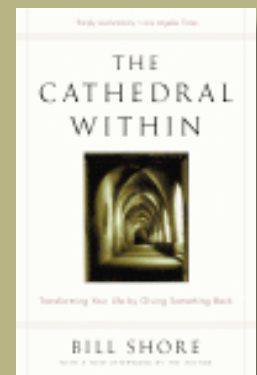
Social Entrepreneurship offers, for the first time, a wide-ranging, internationally-focused selection of cutting-edge work from leading academics, policy makers, and practitioners. Together they seek to clarify some of the ambiguity around this term, describe a range of social entrepreneurship projects, and establish a clear set of frameworks with which to understand it. Included in the volume are contributions from Muhammad Yunus, the father of microfinance, Geoff Mulgan, former head of the British prime minister's policy unit, and Bill Drayton, founder of the Ashoka network of social entrepreneurs. Jeff Skoll, founder of the Skoll Foundation and first president of eBay, provides a preface.

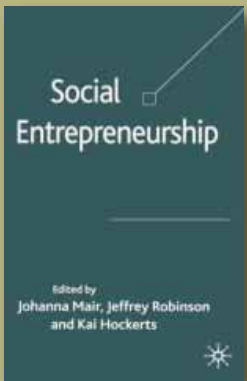
The New Social Entrepreneurship: What Awaits Social Entrepreneurial Ventures?

Edited by Francesco Perrini

Edwin Elgar Publishing Ltd., 2006

This book aims to define what Social Entrepreneurship actually is and what it is not. The author adopts a novel approach to the social entrepreneurship phenomenon, considering it as a dynamic process created and managed by innovative social entrepreneurs striving to create new social values in the market and community at large.





Research on Social Entrepreneurship: Understanding and Contributing to an Emerging Field

Rachel Mosher-Williams

ARNOVA Action's Occasional Paper Series, Vol. 1 No. 3, 2006

The volume sheds light on the most promising new approaches to researching social entrepreneurship from both academics and practitioners and covers the following topics: developing an evidence-based definition of and theoretical framework for social entrepreneurship research; the extent of institutionalization of the social enterprise field; methods for assessing the impact of social entrepreneurs' work; a comparison of social entrepreneurship in the US and abroad; and a case study on a specific social enterprise.

Social Enterprise: At the Crossroads of Market, Public Policies and Civil Society

Edited by Marthe Nyssens

Routledge Studies in the Management of Voluntary and Non-Profit Organizations

New organizations, driven by an entrepreneurial spirit but focused on social aims, are emerging throughout Europe. This book develops a comparative European analysis within a multidisciplinary framework to explore social enterprises. Breaking new ground, *Social Enterprise* combines theory with a rigorous analysis of 160 social enterprises across 11 EU countries to provide the reader with a thorough understanding of these complex organizations.

Social Entrepreneurship

Edited by Johanna Mair, Jeffrey Robinson, and Kai Hockerts

Macmillan, 2006

Social Entrepreneurship is the first to stir up serious debate in the field by examining what researchers around the world have written about social entrepreneurship - and what should be next on the agenda. It offers a selection of the best papers presented at the inaugural International Social Entrepreneurship Research Conference in Barcelona, 2005 and contains contributions from scholars in Europe, North America and South America. The breadth of opinion is important as social entrepreneurship is a global phenomenon.



Research Articles on Social Entrepreneurship

Alex Nicholls, University Lecturer in Social Entrepreneurship at the Skoll Centre for Social Entrepreneurship at the University of Oxford, provided a bibliography of selected social entrepreneurship core readings for faculty new to the field of social entrepreneurship. As faculty continue to publish in this emerging field over the last year, the number of articles and textbooks has increased exponentially. Due to the lack of academic textbooks, faculty have also developed their own series of readings for students in social entrepreneurship courses with over 800 different articles being assigned. The most popular article that is assigned in courses is “The Meaning of Social Entrepreneurship” by Greg Dees. As the number of social entrepreneurship articles grows, faculty increasingly assign readings on a variety of disciplines including economics, sociology, sustainability, nonprofit management, public policy and traditional entrepreneurship to teach students social entrepreneurship concepts.

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Call for Papers in Social Entrepreneurship

A number of academic journals have begun to recognize faculty demand for information in the emerging field of social entrepreneurship education. Entrepreneurship Theory and Practice will publish a special issue in 2010 dedicated to building the field of Social Entrepreneurship. The Social Enterprise Journal, formerly the Social Enterprise London, will be published by the Emerald Group Publishing Limited with the first issue scheduled for release in 2008. The Social Entrepreneurship E-Journal, part of the Social Science Research Network and the Entrepreneurship Research & Policy Network (ERPN) is seeking articles and working papers for publication. As the number of publishing outlets emerge, the number and quality of research in the field will increase.

Entrepreneurship Theory and Practice: Special Issue on Social Entrepreneurship

<http://mc.manuscriptcentral.com/etp>

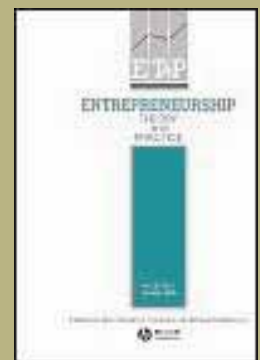
Special Issue Deadline: December 31st 2008, Publication in July 2010 issue.

Contact: Alex Nicholls, alex.nicholls@sbs.ox.ac.uk

While social entrepreneurship is not a new phenomenon, it is an emerging area for scholarly enquiry. The extant literature has mainly focused on questions of definition, description and enumeration. As the scholarly foundations of social entrepreneurship are still under construction, this special issue offers a timely opportunity to evaluate the academic potential of the subject. In order to move the debate beyond definitions, the editors particularly welcome two types of manuscripts: those that advance theoretical discourses and new empirical studies that go beyond case examples.

With respect to theory building, social entrepreneurship has been largely located within business and management studies, specifically as a subset of commercial entrepreneurship. Most research has explored the role and nature of the individual social entrepreneur, as well as the implications of applying conventional business disciplines (marketing, strategy, operations management, etc) to social entrepreneurship as a new unit of analysis. This special issue aims to broaden the disciplinary base of social entrepreneurship into new areas (economics, sociology, anthropology, public policy, political economy), as well as test the assumption that social entrepreneurship may be conceived as social action seen through the lens of entrepreneurship (perhaps it is, in fact, best conceived as entrepreneurship seen through the lens of the social?). A key ambition for this special issue is to examine whether social entrepreneurship could develop into a new, multi-disciplinary field of scholarship or remain simply a novel unit of analysis for existing disciplines.

The editors welcome examples of empirical methodologies that go beyond the single organization as the unit of analysis. Large-scale surveys and longitudinal research would be particularly valuable, as would data that is international in scope. Where to set the boundaries of social entrepreneurship remains contested, but for this special issue there is a preference for a broad perspective that encompasses organizational, network or individual action that demonstrates elements of sociality, innovation, and market orientation.



"Whenever anything is being accomplished, it is being done by a monomaniac with a mission."

- Peter Drucker



INNOVATIONS

www.innovationsjournal.net

Contact: editors@innovationsjournal.net

Innovations is a journal about people using technology and novel modes of organization to address global challenges. The journal was launched as a publication of MIT Press, jointly hosted at Harvard's Kennedy School of Government and George Mason University's School of Public Policy. In its first two years of publication *Innovations* has established itself as a significant new journal of high editorial standards, uniquely focused on solutions in the public interest. *Innovations* has published twelve original cases authored by social entrepreneurs, spanning domains of impact from rural enterprise creation, to combatting animal trafficking, to open-source agricultural biotechnology. Each issue of *Innovations* consists of five sections: invited essays; cases authored by innovators; analyses (accessible, broadly-relevant research on social entrepreneurship and technology, including assessment of impacts); and perspectives on policy (papers on innovation policy options and effectiveness). *Innovations* welcomes submissions research papers about the process of social entrepreneurship and the assessment of its impacts. The journal particularly welcome papers that address the interaction of technology and organizational change in a global context. Topics of editorial emphasis in the near term include energy & climate; water; and trade.



Social Enterprise Journal

www.emeraldinsight.com/info/journals/sej/sej.jsp

Contact: Bob Doherty, R.Doherty@ljmu.ac.uk

Social enterprise is a powerful global idea, which describes those businesses with primarily social objectives whose surpluses are principally re-invested for that purpose in the business or in the community. It is an umbrella term for a range of alternative business models, which combine civic engagement and public service with wealth creation. Social enterprises share a number of common characteristics including an enterprise orientation, a social mission and social ownership based on wider stakeholder participation. This journal aims to provide an opportunity for practitioners, academics and policy-makers to share new insights into how social enterprise is contributing – and may increasingly contribute – to a more prosperous and sustainable society, economy and environment and how this can be evidenced.

Internationally, social enterprises offer an opportunity to provide solutions to perceived market failures in both the private and public sectors to assist sustainable development. Social enterprises have not been the subject of rigorous research to determine the current practices and needs of managers within this burgeoning sector. As a result, we have limited understanding of the theoretical foundations of this phenomenon. It is also debatable whether we have a robust and agreed 'map' of the sector. The Social Enterprise Research Journal seeks to address this void by inviting scholars and practitioners to present their theories and frameworks for understanding social enterprise, and invites research that examines a range of topics related to this developing sector of the social economy.



Social Entrepreneurship E-Journal

<http://hq.ssrn.com/jourlnvite.cfm?link=social-entrepreneurship>

Contact: Debbi Brock, debbi_brock@berea.edu

The Social Science Research Network announced the creation of a new Entrepreneurship Research & Policy Network (ERP) abstracting journal, Social Entrepreneurship, sponsored by the University Network for Social Entrepreneurship. ERP is sponsored by the Ewing Marion Kauffman Foundation. The Journal welcomes and encourages research with applications to social entrepreneurship. Topic areas include, but are not limited to, social entrepreneurship behavior, social enterprise, social innovation, origin/motivation, organizational strategy, funding, governance, institutions/organizations, methodology, theory-building and data.



III. Social Entrepreneurs in Action

The global social entrepreneurship movement is demonstrated through inspiring stories of how social entrepreneurs are changing the world including the Nobel Peace prize winner Muhammad Yunus, founder of Grameen Bank. These changemakers have been honored by Ashoka, the Skoll Foundation and others as local, regional and international models of social entrepreneurship. Each year, Fast Company bestows the Social Capitalist Awards upon social entrepreneurs. This award also focuses on the innovativeness of the recipients' approach to addressing the issues surrounding social problems. The leaders of these social enterprises can be used to inspire students to dream of fulfilling Ghandi's call to "be the change you wish to see in the world."

Today, there are several innovative organizations that support social entrepreneurs. Learn more about social entrepreneurs and the organizations that support them by investigating the following pages or visit the Ashoka website and search for Ashoka fellows in your region of the world. The Skoll World Forum on Social Entrepreneurship sells out annually with delegates from over 35 countries. With dynamic speakers, engaging social entrepreneurs and the Skoll Awards Ceremony honoring social entrepreneurs who are driven to make systematic change, the Skoll World Froum provides one of the best events of the year for social entrepreneurs.

As the popularity of social entrepreneurship increases, student demand for launching social ventures has resulted in an increase in the number of social entrepreneurship business plan competitions in the U.S. and abroad. Several universities offer an internal social business plan competition while others are offering national and even international competitions to allow students to compete with students around the globe. Supporters of social entrepreneurs like Ashoka, the Skoll Foundation and Echoing Green have raised awareness and support through fellowships to help the social entrepreneur build capacity and scale up the organization.



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Social Entrepreneurs in Action

ACCION International

Joseph Blatchford

www.accion.org

A world pioneer in microfinance, Boston-based nonprofit ACCION International was founded in 1961 and issued the first microloan in 1973 in Brazil. Since then, it has led the evolution from simple microloans to a full range of financial services for the self-employed poor such as savings, insurance, housing loans, and remittances. ACCION envisions a world in which financial systems work for the poor so that they have the same opportunities to create and grow businesses as those with higher incomes. By bringing financial services to people who have historically been ignored by banks, ACCION has helped inspire a whole new kind of banking: microfinance.

CIDA City Campus

Taddy Bletcher

www.cida.co.za

CIDA is designed to develop thinkers and leaders and to help rejuvenate the economy of South Africa through leveraging the finest knowledge and skills that exist in the nation and in the world. CIDA is a high quality, low cost, holistic, relevant, cutting-edge, technology enriched, replicable, and mass scale higher education model. CIDA is a registered and accredited, nonprofit, private; higher education institution founded in 1999 in South Africa and offers a three-year cutting-edge business and technology degree.

City Year

Michael Brown and Alan Khazei

www.cityyear.org

City Year's citizen service vision is that citizens of all ages and backgrounds will unite to serve their community, nation and world, and that one day the most commonly asked question of an 18 year-old will be: "Where are you going to do your service year?" City Year's civic leadership vision is that one day every citizen will have the skills, values and inspiration to be a leader for the common good. City Year's social entrepreneurship vision is that one day human inventiveness and compassion will be unleashed systematically to solve the pressing social problems of the day. City Year's mission is to build democracy through citizen service, civic leadership and social entrepreneurship.

College Summit

J.B. Schramm

www.collegesummit.org

College Summit's mission is to increase the college enrollment rate of low-income students by ensuring that every student who can make it in college makes it to college, and by putting college access "know-how" and support within the reach of every student. Tired of seeing students "graduate" from his teen center to the street, J.B. Schramm became determined to help admissions offices see students the way he saw them. The program helps bright, low-income students who, with the right support during the post-secondary transition, could propel their lives (and communities) in a positive direction. The program has worked in partnership with schools, school districts and colleges to develop a sustainable model for raising college enrollment rates community wide.



Crayons to Computers

Shannon Carter

www.crayons2computers.org

Crayons to Computers (C2C), a free store for teachers, is a home grown initiative that supports education. Germinated from a Leadership Cincinnati class project, the private nonprofit organization collects the community's surplus merchandise and distributes it at no cost to area teachers for use in their classrooms and for needy students. Teachers routinely spend their own money on basic supplies because academic budgets are strained and families cannot afford necessary pencils and paper. Believing that every child should have an equal chance to succeed in school, the group opened the store in 1997 and since then has distributed over \$45 million worth of free supplies, educational materials, and incentive items to more than 75,000 children. C2C operates with a skeletal staff of eight persons and an army of hundreds of dedicated volunteers who sort donations and stock shelves. It is the national model for 31 other teacher resource centers in the country.



Grameen Bank

Muhammad Yunus

www.grameen-info.org

When Muhammad Yunus started giving out tiny loans under a system which later became known as the Grameen Bank, Yunus never imagined that one day he would be reaching four million borrowers. Grameen Bank provides credit to the poorest of the poor in rural Bangladesh without any collateral. At Grameen Bank, credit is a cost effective weapon for fighting poverty, serving as a catalyst for overall socio-economic development.



Institute for OneWorld Health

Victoria Hale

www.oneworldhealth.org

OneWorld Health's approach is simple. Assemble an experienced and dedicated team of pharmaceutical scientists. Identify the most promising drug and vaccine candidates. Develop them into safe, effective and affordable medicines. Then partner with companies, nonprofit hospitals and organizations in the developing world to conduct medical research on new cures and manufacture and distribute approved therapies that will impact the health of millions of people. The organization challenges the assumption that pharmaceutical research and development is too expensive to create the new medicines that the developing world desperately needs. By partnering and collaborating with industry and researchers, by securing donated intellectual property, and by utilizing the scientific and manufacturing capacity of the developing world, OneWorld Health can deliver affordable, effective and appropriate new medicines where they are needed most.



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KickStart Martin Fisher and Nick Moon

www.kickstart.org

KickStart is a nonprofit organization that develops and markets new technologies in Africa. These low-cost technologies are bought by local entrepreneurs and used to establish highly profitable new small businesses. The organization promotes sustainable economic growth and employment creation in Kenya and other countries by developing and promoting technologies that can be used by dynamic entrepreneurs to establish and run profitable small scale enterprises. KickStart's technologies, expertise, and methods are widely applied throughout Africa to support programs in agriculture, shelter, water, sanitation, health, and relief. KickStart believes that self-motivated private entrepreneurs managing small-scale enterprises are the most effective agents for developing economies. The organization creates new jobs and wealth, enabling the poor to climb out of poverty forever.

Teach for America Wendy Koop

www.teachforamerica.org

Teach for America is a national, highly selective service corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural public schools. The mission is to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. Since its founding, Teach for America has become the nation's largest provider of teachers for low-income communities. Teach for America alumni work across the country in every sector, emerging from the corps as engaged citizens committed to influencing their local communities and resolving issues of educational inequity. Our current corps members and alumni embody our vision that one day all American children will have the opportunity to attain an excellent education.



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The Change Masters Social Capitalist Awards

This competition has a distinct point of view. To become a social capitalist, an organization has to do more than just make a difference; it must also understand the system that creates the social problem it addresses and have a clear theory of why its efforts will overhaul that system. The organization must be more than just a well-run business; it must also have an innovative, big idea driving its existence or its business model. The amazing organizations that received the Fast Company/Monitor Group Social Capitalist Awards have found a better way to do good: These social entrepreneurs use the disciplines of the business world to tackle daunting social problems.

www.fastcompany.com/social

Organizations that Are Changing the World Social Entrepreneurs of the FastCompany 2008

Nonprofit Winners

ACCION International ▲
 Acumen Fund
 Aspire Public Schools
 BELL (Building Educated Leaders for Life)
 Calvert Social Investment Foundation
 Ceres
 Citizen Schools
 City Year ▲
 Civic Ventures
 Civic Builders
 College Summit ▲
 Common Ground
 Community Reinvestment Fund
 DonorsChoose.org
 Endeavor Global
 First Book ▲
 Heifer International
 Housing Partnership Network
 IFF
 Jumpstart ▲
 KickStart International
 KIPP Foundation
 Mercy Corps
 Network for Good
 New Leaders for New Schools ▲
 The New Teacher Project
 PATH ▲
 Peaceworks Foundation
 Points of Light Foundation & HandsOn
 PSI

Public Allies
 Raising a Reader
 Rare
 Reach Out and Read
 Room to Read ▲
 Root Capital
 Rubicon Programs Inc. ▲
 Scojo Foundation
 SEED Foundation
 Teach for America
 TransFair USA
 Unitus
 Witness ▲
 Working Today Freelancers Union
 Year Up

For-Profit Winners

Better World Books
 Developing World Markets
 Domini Social Investments
 Equal Exchange
 Herman Miller
 New Leaf Paper
 Organic Valley Family of Farms
 Seventh Generation
 ShoreBank
 Sustainability

 Five year Winner ▲

“Not everyone can be Gandhi, but each of us has the power to make sure our own lives count – and it’s those millions of lives that will ultimately build a better world.”

- Jeffrey Skoll



Social Entrepreneurship Support Organizations

Ashoka

www.ashoka.org

Ashoka is a global association of the world's leading social entrepreneurs—men and women with system changing solutions for the world's most urgent social problems. Since 1981, the organization has elected over 1,800 leading social entrepreneurs as Ashoka Fellows, providing them with living stipends, professional support, and access to a global network of peers in more than 60 countries. With the global community, Ashoka develops models for collaboration and designs infrastructure needed to advance the field of social entrepreneurship and the citizen sector. Ashoka Fellows inspire others to adopt and spread innovations - demonstrating to all citizens that they too have the potential to be powerful changemakers.

Echoing Green

www.echoinggreen.org

Echoing Green provides first-stage funding and support to visionary leaders with bold ideas for social change. As an angel investor in the social sector, Echoing Green identifies funds and supports the world's most exceptional emerging leaders and the organizations they launch. The organization helps passionate social entrepreneurs develop new solutions to some of society's most difficult problems. These social entrepreneurs and their organizations work to close deeply-rooted social, economic and political inequities to ensure equal access and help all individuals reach their potential.

Ewing Marion Kauffman Foundation

www.kauffman.org

Works with partners to encourage entrepreneurship across America and improve the education of children and youth. The Foundation was established in the mid-1960s by the late entrepreneur and philanthropist Ewing Marion Kauffman. The vision of the Kauffman Foundation is to foster a society of economically independent individuals who are engaged citizens, contributing to the improvement of their communities. In service of this vision, and in keeping with our founder's wishes, the Foundation focuses its grant making and operations on two areas: advancing entrepreneurship and improving the education of children and youth.

The Lemelson Foundation

www.lemelson.org

The Foundation is a private philanthropy established by one of the most prolific U.S. inventors, Jerome Lemelson, and his family. It uses its resources to inspire, encourage and recognize inventors, innovators and entrepreneurs, with a growing emphasis on those who harness invention for sustainable development where the needs are greatest. To date, The Lemelson Foundation has donated or committed more than \$130 million.

"The engaged global community of social entrepreneurs that Ashoka has fostered helps each one of them to have more impact than would have been possible individually."

- Pierre Omidyar
Ebay Founder



The Schwab Foundation

www.schwabfound.org

The Schwab Foundation for Social Entrepreneurship provides unparalleled platforms at the country, regional and global levels that highlight social entrepreneurship as a key element to advance societies and address social problems in an innovative and effective manner. The Schwab Foundation does not give grants or invest financially in the organizations of its selected social entrepreneurs. Rather, it uses its resources to create unprecedented opportunities where social entrepreneurs who have successfully implemented and scaled their transformational ideas can further the legitimacy of their work, have access to usually inaccessible networks, and mobilize financial and in-kind resources that enable them to continue to strengthen and expand.

Skoll Foundation

www.skollfoundation.org

The Skoll Foundation was created by Jeff Skoll to pursue his vision of a world where all people, regardless of geography, background or economic status, enjoy and employ the full range of their talents and abilities. Skoll, who was the first employee and first President of eBay, believes that strategic investments in the right people can lead to lasting social change. The Skoll Foundation's mission is to advance systemic change to benefit communities around the world by investing in, connecting, and celebrating social entrepreneurs.

Surdna Foundation

www.surdna.org

The Surdna Foundation believes the next decade will bring enormously challenging, complicated, and sometimes disruptive social, economic and cultural changes. To meet these challenges, they will serve the public good by operating a family foundation that funds, shapes and promotes effective, long-term solutions. Surdna will analyze issues fully, examine the larger systems which affect them, involve grantmakers and grant recipients, define the results the foundation wants to achieve, fund separately and collaboratively, work enthusiastically, take risks to find the best solutions, and learn systematically from our successes and failures.

World Bank Social Development Department

www.worldbank.org

The Social Development Department seeks to empower poor people by increasing their social assets and capacities. The organization also aims to promote inclusive institutions, thereby increasing poor peoples' opportunities for more secure livelihoods, ultimately creating more inclusive, equitable and just societies. Social development contributes to increased development effectiveness and helps projects, programs and policies better meet their goals and objectives. The Social Development Group is actively engaged in collaboration with staff in other Networks in order to ensure that the social dimensions of sustainable development are taken into account in programs.



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Social Entrepreneurship Business Plan Competitions

As the popularity of social entrepreneurship increases, student demand for launching social ventures has resulted in an increase in the number of social entrepreneurship business plan competitions in the US and abroad. Several universities offer an internal social business plan competition while others are offering national and even international competitions which broaden the number of participating students. Supporters of social entrepreneurs such as Ashoka, the Skoll Foundation and Echoing Green have raised awareness and support through fellowships which help build capacity and scale up organizations.

Competition	School/Website	Description
Appalachian Ideas Network	University of Kentucky and a Partnership of Appalachian Colleges and Universities www.ca.uky.edu/appideas	Teams and community partners identify pressing, socially relevant issues and develop innovative entrepreneurial concepts that address these needs. Only projects in the Appalachian region will be considered.
BASES Social e-Challenge	Stanford University http://bases.stanford.edu/site/echall	In furthering its vision of creating the next generation of entrepreneurs, BASES presents Stanford's annual business plan competition for Social Entrepreneurs – the Social Entrepreneur's Challenge. This competition judges ideas and business plans for social ventures that are either for-profit or non-profit. The judging criteria of the business plans include social/environmental impact, financial sustainability, and market understanding.
Business In Development Challenge	Business In Development Network www.bidnetwork.org	The Business in Development (BiD) Challenge is the worldwide business plan competition for entrepreneurship in developing countries. It offers entrepreneurs the opportunity to develop and execute business plans that improve living standards in developing countries at a profit. By participating in the BiD Challenge, entrepreneurs get access to professional coaches and business contacts, exposure to investors and a chance to win prize money. The BiD Challenge consists of one International Competition and seven National Competitions in India, Philippines, Tanzania, Kenya, Argentina, Peru and Colombia.
Booz Allen Hamilton Social Entrepreneurship Business Plan	The Chinese University of Hong Kong www.cuhk.edu.hk/cpr/press-release/040506e.htm	The Booz Allen Hamilton Social Entrepreneurship Business Plan Competition is an innovative partnership between the Chinese University's business school and renowned international management consulting firm Booz Allen Hamilton.



Competition	School/Website	Description
Changemakers Online Competition	Changemakers Competition www.changemakers.net	Collaborative competitions which “open source” innovative, workable solutions to the world’s most entrenched social problems are addressed in the Changemakers Competition. Competition entries are posted transparently online and available for anyone to view and collaborate with by providing new ideas, asking insightful questions, and providing connections to new resources. The collaboration provides the competitor information to be used in refining his/her entry until the entry deadline, meaning the earlier you apply, the more knowledge you gain.
The Elevator Competition, 9th Annual	Wake Forest University www.elevatorcompetition.com	Just as business entrepreneurs are defined as change agents for the economy, social entrepreneurs can be defined as change agents for society. The 9 th Annual Elevator Competition, “Social Entrepreneurship Business Plan” category is open to all students (undergraduate and graduate, all disciplines). The winner in this category also receives an entry to Moot Corp and \$45,000 in prizes.
Entrepreneurship Management Venture Challenge	San Diego University http://emc.sdsu.edu/pageVentureChallenge.shtml	This international event draws top student teams from around the world to compete for investment capital for their ideas. The competition has a separate award for social innovation in entrepreneurship. The competition is open to graduate students.
Global Development Awards and Medals Competition	Global Development Network: Global Development Awards www.gdnet.org/middle.php?oid=19	The Global Development Awards and Medals Competition is the largest international contest for research on development. Through this competition launched in 2000 with the support of the Government of Japan, the competition seeks to unearth new talent and support innovative ideas. Nearly 4,000 researchers representing more than 100 countries throughout the developing world have participated to date. More than \$1.9 million (US dollars) has been distributed in prizes and travel to finalists and winners. The award supports a number of multi-disciplinary research projects on a range of issues.
Global Social Venture Competition	UC Berkeley, Columbia Business School, London Business School & Goldman Sachs Foundation http://socialvc.net/index.cfm	The Global Social Venture Competition is the leading business plan competition for social ventures, having attracted 129 plans from 55 schools in 14 countries last year. Each year, entrant teams from around the world compete for over \$45,000 in cash and travel prizes.



Competition	School/Website	Description
Global Social Entrepreneurship Competition	University of Washington bschool.washington.edu/gsec	The Global Social Entrepreneurship Competition is a business plan competition in which students from around the world find creative, commercially sustainable ways to address problems of poverty in the developing world. Business plans are evaluated on three criteria: effect on the quality of life and poverty alleviation in the developing world; financial sustainability; and feasibility of implementation.
InvenTeams	The Lemelson Foundation and MIT http://web.mit.edu/inven-teams/about.html	JLemelson-MIT InvenTeams is a national grants initiative of the Lemelson-MIT program to foster inventiveness among high school students. InvenTeams composed of high school students, teachers and mentors are asked to collaboratively identify a problem that they want to solve, research the problem, and then develop a prototype invention as an in-class or extracurricular project. Grants of up to \$10,000 support each team's efforts. InvenTeams are encouraged to work with community partners, specifically the potential beneficiaries of their invention.
Lemelson MIT Award for Sustainability	Lemelson-MIT Award for Sustainability http://mit.edu/invent/a-award.html	Today's world needs inventors focused on sustainable change. The \$100,000 Lemelson-MIT Award for Sustainability celebrates individuals whose inventions and innovations enhance economic opportunity and community well-being in developing and/or developed countries while protecting and restoring the natural environment. The \$100,000 Lemelson-MIT Award for Sustainability is bestowed on inventors whose products or processes are viable and sustainable and have high potential to improve the quality of life for future generations. The award serves to increase awareness of local or global sustainability issues and inventors working in these critical areas and also supports the continued inventive work of these individuals.
MTV and GE Ecomagination Challenge	MTV and GE Ecomagination Challenge www.ecocollegechallenge.com/aboutTheChallenge.html	The MTV and GE Ecomagination Challenge asks college students from around the country to develop new, creative ways to green their campus. The challenge looks for innovative and groundbreaking ideas that can have a positive impact at the local level or the global level — or both.



Competition	School/Website	Description
National Idea to Product Competition for Social Entrepreneurship	Purdue University http://innovate.ecn.purdue.edu/src/i2p.php	The Social Entrepreneurship Initiative (SEI) is a partnership involving engagement, outreach, community and service-learning programs, Discovery Park, and students interested in entrepreneurship. The SEI provides a natural pathway for students to learn about and experience entrepreneurship – via the projects that they develop for their partners in the community. Teams first design a product or service that fills a known need in their local community and then explore other markets for it. Teams must identify the broader social need the product addresses, the uniqueness of the product, the best way to protect the intellectual property, and the most promising market for the product.
NCIIA	National Collegiate Inventors and Innovators Alliance www.nciia.net/grants_eteam	Advanced E-Team grants provide E-teams with the support they need to bring an innovative product or technology from idea to prototype and eventually to market. They encourage their members to find creative approaches to addressing such issues as poverty, disease, and environmental degradation through affordable design, technologies that solve critical problems and meet basic human needs (such as food, water, shelter, health, safety, and education), and pedagogical approaches that encourage awareness of and interest in these global issues.
NYU Stern Business Plan Competition	New York University http://w4.stern.nyu.edu/berkeley/bpc.cfm?doc_id=6306	NYU Stern's Business Plan Competition, open to the greater NYU community, is a year-long experiential program designed to unite the innovations developed throughout NYU's graduate schools with the business acumen of the Stern community. The social entrepreneurship track support business opportunities that serve a social mission and offers \$100,000 in prizes.
Oxford University 21st Century Challenge	Oxford University www.sbs.ox.ac.uk/21challenge	The goal is to promote the creation of sustainable new business ventures that combine financial returns with social and environmental benefits. These can include new products and services, operational processes and business models. The competition encourages ground-breaking innovation and problem solving – challenging entrepreneurs from across the world to make a real difference through developing new markets and making a sustainable profit.



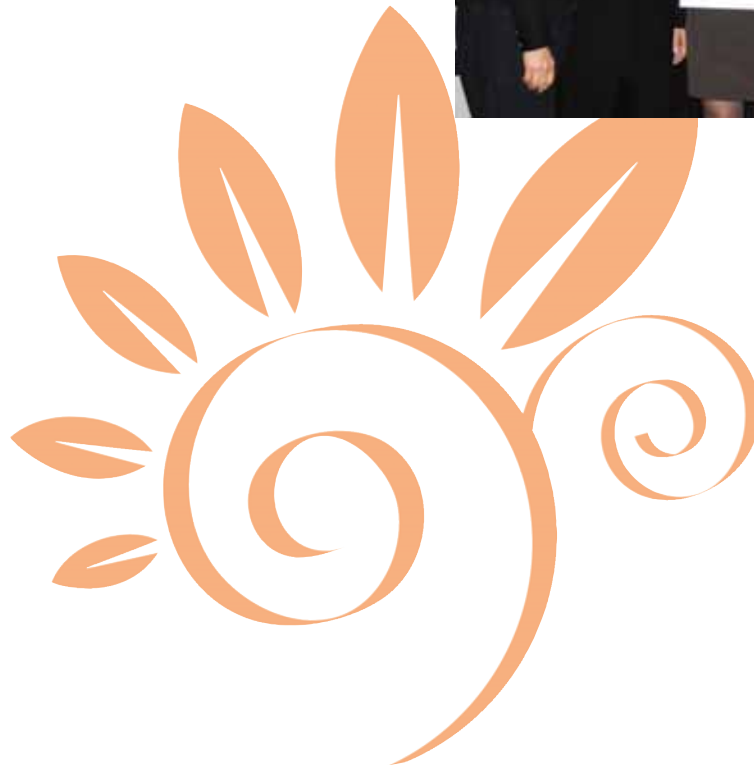
Competition	School/Website	Description
Pace Pitch Contest	Pace University www.pace.edu/pitch	The Pace Pitch Contest is based on the Elevator Pitch concept, popular in the venture capital community. It is a concise presentation of an entrepreneur's idea, business model, marketing strategy, competitive analysis, and financial plan which is delivered to potential investors. The premise is that it could be made in a few minutes should the entrepreneur spot a potential investor on an elevator and have the opportunity to pitch his idea during the brief ride.
Skoll Awards for Social Entrepreneurship	Skoll Foundation www.skollfoundation.org/skollawards/index.asp	The Skoll Awards provide later-stage, or mezzanine, funding, which is generally structured as a \$1 million award paid out over three years. The grant is provided for core support to help organizations expand their programs and capacity to deliver long-term, sustainable equilibrium change. The Skoll Awards are not intended for new or early-stage programs or initiatives. Programs submitted for consideration should have a track record of no less than three years. In addition to core support, the Skoll Foundation supports the participation of Award recipients in the annual Skoll World Forum on Social Entrepreneurship. The Skoll Awards for Social Entrepreneurship support social entrepreneurs whose work has the potential for large-scale influence on critical challenges of our time. By telling their stories, they join in the foundation's ongoing celebration of the power of social entrepreneurs.
Social Innovation Competition	University of Texas at Austin www.utexas.edu/lbj/rgk/competition	Inventors come up with ideas; innovators put them into practice. The competition is a real-world exercise in developing skills in plan development, pitching ideas to investors, developing networks and receiving constructive feedback for increasing the probability of successfully launching a venture. The competition operates like a business plan competition, awarding seed funding directly to the student-led venture that best meets the judges' criteria. The Center is searching for student social entrepreneurs to develop compelling and innovative plans for new initiatives that will contribute to the public good. College students from all over the nation to compete with a single winner awarded \$50,000 to launch their venture.
Social Venture Plan Awards	Notre Dame www.business.nd.edu/gigot/irishangels/bplancompetition/	Participants submit a social venture plan – a business plan with a social mission/purpose and compete for prize money totaling \$22,500. Undergraduate and graduate students from all colleges can apply.



Competition	School/Website	Description
50K Social Entrepreneurship Competition	Tufts University http://gordon.tufts.edu/leadCompetitions.htm	The Social Entrepreneurship Competition was created to encourage members of the Tufts University community to think about developing new ventures that benefit society. A total of \$50,000 in cash and in-kind services will be awarded to the winning plan(s).
Social Entrepreneurship Business Plan Competition Sumaq Alliance	Instituto de Empresa Business School http://netimpact.ie.edu/?q=competition	The Social Entrepreneurship Business Plan Competition was created to foster projects that have social and/or environmental impact as a central component of the enterprise. These projects must be economically sustainable, with a high potential for international expansion.
Social Entrepreneurship and Innovation Competition	Washington University in St. Louis Skandalaras Center for Entrepreneurial Studies www.ideabounce.com	Competitors begin by entering their idea on www.ideabounce.com . Over \$100,000 is available to winners under a variety of categories.
Socially Responsible Business Plan Competition	William James Foundation www.williamjamesfoundation.org	The William James Foundation Socially Responsible Business Plan Competition is designed to stimulate the entrance into the economic mainstream of soundly-planned, for-profit, corporate ventures committed to the highest levels of social responsibility.
Spark Aspire	The University of Auckland www.spark.auckland.ac.nz/index.php?option=com_content&task=view&id=14&Itemid=31	Spark Aspire is the ideal challenge for students that have an idea that would really make a difference to the local or global community. The business can be based on either a profit or not-for-profit model, and should use entrepreneurial thinking applied to issues in society or the environment. Winning teams are strongly encouraged to develop their ideas and enter them into the 40K Challenge in the following year.
Tulane Business Plan Competition	Tulane University www.tulanebusinessplancompetition.com/	Plans presented under the Social Entrepreneurship track can either be for profit or not-for-profit ventures. They should be designed specifically to address a social, environmental or economic problem, producing a positive and identifiable impact to the community. Winning ventures to be implemented in the New Orleans area will have access to a pool of highly qualified professional services to assist them during their start-up process.



Competition	School/Website	Description
<p>Muhammad Yunus Innovation Challenge to Alleviate Poverty</p>	<p>Massachusetts Institute of Technology (MIT) http://web.mit.edu/ideas/www/challenge.htm</p>	<p>The Challenge, named in honor of 2006 Nobel Prize winner Dr. Muhammad Yunus, was initiated and also supported by MIT alumnus Mr. Mohammed Abdul Latif Jameel, benefactor of the Abdul Latif Jameel Poverty Action Lab at MIT (J-PAL).</p>
<p>Youth Venture</p>	<p>Youth Venture www.youthventure.org</p>	<p>When the venture team is ready to launch, Youth Venture offers seed funding of up to \$1,000, guidance, tools and support; allies who provide advice, mentoring and expertise; a supportive network of fellow Youth Venturers; and identity as a part of a movement toward youth led social change.</p>



Social Entrepreneurship Networks

In the 1980s Bill Drayton coined the term social entrepreneurship and founded Ashoka, which has become the leading global network for connecting social entrepreneurs with solutions to social problems. Since that time, a variety of networks supporting social entrepreneurs have emerged from student networks to social entrepreneur networks. Networks, including the University Network for Social Entrepreneurship, provide a collaborative tools for faculty, practitioners and students interested in social entrepreneurship, which include a comprehensive website of research, cases, syllabi and resources for faculty around the world. The Latin American Social Enterprise Knowledge Network (SEKN) was launched to harness intellectual capital in the region through research, practice and teaching. In Europe, the EMES European Research Network was formed in 1996 to bring together scholars. Based on faculty demand, the United States Association for Small Business and Entrepreneurship launched a social entrepreneurship special interest group for faculty interested in teaching and researching in social entrepreneurship.

Student demand for social entrepreneurship has led to an increased interest in social entrepreneurship by student organizations committed to achieving social change. New organizations like Youth Venture are forming to encourage young social entrepreneurs, while existing student organizations like AIESEC and Students in Free Enterprise are integrating new elements of social entrepreneurship into their programming. Youth Venture invests in young people's social endeavors to create opportunities for social impact. In this section, learn about faculty, practitioner and student networks and conferences and how to plug into the groups.



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Faculty Networks

Association for Research on Nonprofit Organizations & Voluntary Action

www.arnova.org

Founded in 1971 as the Association of Voluntary Action Scholars, the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) is a neutral, open forum committed to strengthening the research community in the emerging field of nonprofit and philanthropic studies. ARNOVA brings together both theoretical and applied interests, helping scholars gain insight into the day-to-day concerns of third-sector organizations, while providing nonprofit professionals with research they can use to improve the quality of life for citizens and communities. Principal activities include an annual conference, publications, electronic discussions, and special interest groups. The third volume in ARNOVA's Occasional Paper Series—Research on Social Entrepreneurship: Understanding and Contributing to an Emerging Field is available through ARNOVA.

EMES European Research Network

www.emes.net

Formally founded in 2002, EMES is a research network of established university research centres and individual researchers whose goal is to gradually build up a European corpus of theoretical and empirical knowledge, pluralistic in disciplines and methodology, around “third sector” issues. To date, EMES has published six major books covering themes such as social enterprise in Europe and in transition economies, the third sector in Europe, or a dictionary of the “other” economy. Some of these titles have been translated into French, Japanese, Portuguese and Spanish. The results of EMES' research initiatives have been compiled under the EMES Working Papers series and are available on the EMES website.

Social Enterprise Knowledge Network

www.sekn.org

SEKN was founded in 2001 with the participation of a group of leading Latin American business schools and the Harvard Business School in partnership with the AVINA Foundation. SEKN seeks to advance the frontiers of knowledge and practice in social enterprise through collaborative research, shared learning, participant-centered teaching, and the strengthening of management education institutions' capabilities to serve their communities. SEKN was founded on three essential pillars: research, education, and networking.

United States Association for Small Business and Entrepreneurship

www.usasbe.org

The United States Association for Small Business and Entrepreneurship (USASBE) officially launched a special interest group base on faculty interest in this growing field of study. The special interest group provides a network for faculty interested in social entrepreneurship an outlet for faculty to develop and share outstanding pedagogy models, quality research in the field and creating partnerships with social entrepreneurs to integrate theory and practice. The USASBE Knowledge Resources website includes information on social entrepreneurship for faculty.

“Social entrepreneurship strives to combine the heart of business with the heart of the community through the creativity of the individual.”

- Gary McPherson



University Network for Social Entrepreneurship

www.universitynetwork.org

The University Network for Social Entrepreneurship works with professors and researchers, practitioners, and students to develop social entrepreneurship as a vocation and carry its principles into other disciplines and sectors. It is designed to be a resource hub and an action-oriented discussion forum to expand social entrepreneurship education and participation around the world. Faculty share their course syllabi, research, cases and other social entrepreneurship research with colleagues around the world.

World Universities Network

www.wun.ac.uk

The Worldwide Universities Network (WUN) mission is supporting innovation in research and education on a global scale through interdisciplinary collaboration, faculty and student exchange, and eLearning. WUN is a partnership of 16 research-led universities from Europe, North America, South East Asia and Australia. The WUN alliance exists to make significant advances in knowledge and understanding in areas of current global concern. By fostering and encouraging collaboration between members, WUN brings together the experience, equipment and expertise necessary to tackle the big issues currently facing societies, governments, corporations and education.

Social Entrepreneur Networks

Social Enterprise Alliance

www.se-alliance.org

Social Enterprise Alliance is a membership organization devoted exclusively to building sustainable nonprofits through earned income strategies. The organization accomplishes this through a network connecting entrepreneurial nonprofits with learning opportunities, technical assistance and resources to further their efforts. Social Enterprise Alliance's practitioner members range from early stage entrepreneurs seeking the nuts and bolts knowledge to start and run an earned income activity to well-established practitioners seeking an opportunity to exchange ideas with other leaders of the field. Social Enterprise Alliance links nonprofit executives who have operated in isolation with an ongoing forum for addressing the needs and concerns of the enterprising nonprofit.

Social Venture Network

www.svn.org

Social Venture Network (SVN) promotes new models and leadership for socially and environmentally sustainable business in the 21st century through initiatives, information services and forums that strengthen the community and empower its members to work together on behalf of their shared vision.

Student Networks

AIIESEC

www.aiesec.org

AIIESEC, the world's largest student organization, is the international platform for young people to discover and develop their potential so as to have a positive impact on



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society. In addition to providing over 5,000 leadership positions and delivering over 350 conferences to our membership of over 22,000 students, AIESEC also runs an exchange program that enables over 4,000 students and recent graduates the opportunity to live and work in another country.

Beyond Grey Pinstripes

<http://beyondgreypinstripes.org/index.cfm>

Beyond Grey Pinstripes, a biennial survey and ranking of business schools, spotlights innovative full-time MBA programs and faculty that lead the way in integrating issues of social and environmental stewardship into business school curricula and research. These programs and pioneering faculty are preparing students for the reality of tomorrow's markets, equipping them with an understanding of the social, environmental, and economic perspectives required for business success in a competitive global economy. The survey results allow prospective and current students, faculty and administrators to compare best practice. For corporate recruiters and human resource executives, the results help identify the MBA graduates best equipped to lead business in the 21st century.

Collegiate Entrepreneurs Organization

www.c-e-o.org

The vision of the Collegiate Entrepreneurs' Organization aims to be the premier global entrepreneurship network which will serve 30,000 students through 400 chapters and affiliated student organizations at colleges and universities. The Collegiate Entrepreneurs' Organization informs, supports, and inspires college students to be entrepreneurial and seek opportunity through enterprise creation. To learn more about starting a business, attend the CEO international conference to learn more.

Entrepreneurs Without Borders

Entrepreneurs Without Borders (EWOB) is a non-governmental humanitarian organization dedicated to advancing entrepreneurial and business competencies to a wide variety of peoples in both local and global communities. Our goal is to help communities that are deprived economically and to equip these communities with the tools and resources required to explore and exploit opportunities. This organization spans disciplines and transcends typical silos that partition universities, business, and nonprofits. In order to unleash the potential for value creation, and to help prepare a generation for careers in the field, we seek to position array of faculty, student, and community member resources together. Inspired in part by C.K. Prahalad's book *The Fortune at the Bottom of the Pyramid*, EWOB recognizes the poor as strong, resilient, and creative entrepreneurs as well as value-conscious consumers. To attempt to break the cycle of poverty, disadvantaged people need more ways to become a part of the process that makes and delivers products and services to their fellow consumers.

Net Impact

www.netimpact.org

Net Impact is an international nonprofit organization which aims to make a positive impact on society by growing and strengthening a community of new leaders who use business to improve the world. The programs educate, equip, and inspire more than 10,000 members in five continents to make a tangible difference in their universities, organizations, and communities. Membership makes up one of the most influential networks of MBAs, graduate students, and professionals.

"Whatever you can do,
or dream you can, begin
it. Boldness has genius,
power, and magic in it."

- Goethe



oikos International

<http://oikosinternational.org>

oikos is an international student organization which aims to increase university students' awareness of sustainable development issues and to integrate sustainability knowledge into the teaching and research of universities worldwide with emphasis on economics and management schools. By doing so, oikos seeks to strengthen sustainable entrepreneurship in tomorrow's leaders and decision makers. oikos activities are comprised of lectures, conferences, simulation and workshops as well as practice-oriented sustainability projects.

Starting Bloc

www.startingbloc.org

StartingBloc provides socially conscious students and young professionals with the training, experience, and networks necessary to drive social, economic, and environmental innovation through their careers and lives as engaged citizens. StartingBloc operates The Institute for Social Innovation—a four day fellowship program in social change.

Students in Free Enterprise

www.sife.org

SIFE is a global nonprofit organization active in more than 40 countries. Working in partnership with business and higher education, SIFE establishes student teams on university campuses. SIFE team members leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards, and the resources of their institutions to implement programs that create real economic opportunities for members of their communities. SIFE teams present the results of their educational outreach projects and compete to determine which team was successful at creating economic opportunity for others.

Young Inventors International

www.younginventorsinternational.com

Young Inventor International's mission is to work with leading universities, organizations, and entrepreneurs around the world to educate student inventors and entrepreneurs on how to create new ventures, build intellectual property portfolios, and acquire transferable professional skills. There is a significant focus on Social Entrepreneurship in terms of the webinars and resources online, and all tools are adaptable for use by social entrepreneurs and innovators, and resources include specific references to help build socially responsible ventures.

Youth Venture

www.genv.net

Youth Venture inspires and invests in team of young people to design and launch their own lasting social ventures, enabling them to have this transformative experience of leading positive social change. Youth Venture is now expanding internationally. As we invest in Venturers around the world, we are beginning to connect them into a powerful global network. Venturers start businesses, civil society organizations and informal programs that address all kinds of social issues. Youth Venture helps our Venturers through this process of designing and launching ventures by providing guidance, how-to's, and a process for designing and pitching a venture idea.



Social Entrepreneurship Conferences and Events

Social entrepreneurship continues to be a growing field of study. Subsequently, a number of conferences and events are dedicated to research, teaching and social entrepreneur practitioners. The largest gathering of social entrepreneurs in the world, the Skoll World Forum on Social Entrepreneurship, is sponsored by the Skoll Foundation and the Skoll Centre for Social Entrepreneurship at the University of Oxford and features inspiring stories of social entrepreneurs who have made an impact on the world. A list of social entrepreneurship conferences and special sessions at upcoming national and international conferences provided that you may choose to participate in whatever meets your particular needs.

Location and Dates	Academic Conferences
<p>Academy of Management</p> <p>Anaheim, California August 8-13, 2008</p>	<p>The Academy of Management (AOM) is a leading professional association for scholars dedicated to creating and disseminating knowledge about management and organizations. Founded in 1936, AOM is the oldest and largest scholarly management association in the world. Today, the Academy is the professional home for 17,562 members from 99 nations. The organization produces four journals and a quarterly newsletter and holds annual meetings. Typically AOM offers several sessions in social entrepreneurship submitted by faculty. http://aomonline.org</p>
<p>ARNOVA</p> <p>Philadelphia, PA November 20-22, 2008</p>	<p>Each year, Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) holds an annual conference which brings together researchers, scholars, and practitioners from around the world to present and discuss papers related to issues in nonprofit studies, voluntary action, and philanthropy. This cutting-edge research presented at the conference helps build the body of knowledge about the sector and inform those working in the nonprofit sector. www.arnova.org</p>
<p>Entrepreneurship, Systems Thinking, & Complexity</p> <p>April 24-26, 2008 Adelphi University, Garden City, New York</p>	<p>The unique and pressing challenges facing both the economic and social situations of the 21st century are calling for fundamentally new initiatives. The burgeoning arena of social entrepreneurship is one such example of how public and private organizations are forging alliances aimed at addressing these challenges. As of yet, there is no recognizably useful theoretical underpinning of the systemic dimension of social entrepreneurship. Attendees of the conference will gain a better understanding of the state of knowledge in these vital areas and will leave more energized and engaged in furthering the goals of social entrepreneurship. The goal of this conference is not only to provide a unique opportunity to further understanding but also to make a real difference in our world. http://complexityleadership.wikispaces.com/Events</p>
<p>European ISTR and EMES Conference</p> <p>Barcelona, Spain July 9-12, 2008</p>	<p>The EMES (European Research Network) worked with the International Society for Third Sector Research (ISTR), to offer the first European ISTR-EMES conference entitled "Concepts of the Third Sector" in 2005. The conference participants exchange ideas and research findings about the third sector, the social and solidarity-based economy, social enterprise and social entrepreneurship, among other themes. www.emes.net</p>
<p>International Council for Small Business</p> <p>Halifax, Nova Scotia, Canada June 22-25, 2008</p>	<p>The International Council for Small Business (ICSB) World conference hosts a track "Social Entrepreneurship Theory, Teaching and Practice track for researchers, educators, policy makers and business service providers from around the world at the 53rd ICSB Conference. The theme of the conference is "Advancing Small Business and Entrepreneurship: From Research to Results". A key aim of the conference is to bridge the gap between research and action. www.icsb.org</p>

Location and Dates	Academic Conferences
<p>Social Enterprise Research Conference</p> <p>London, England June 26-27, 2008</p>	<p>This is the Fifth SERC Event, hosted at London South Bank University, and we are opening up this year's conference topic. The foci of the 2008 conference will be reflections on the distance we have traveled as a community, explorations of our impact so far and consideration of future challenges.</p> <p>Contact: seresconference@gmail.com</p>
<p>US Association for Small Business & Entrepreneurship</p> <p>Anaheim, California January 8-11, 2009</p>	<p>With a diverse mix of insightful papers and provocative workshops, the annual USASBE conference is one of the premier gatherings of entrepreneurship scholars and educators in the world. It is also a great place to learn of best practices in entrepreneurship education and program development, with recognition given annually to the model academic programs, pedagogy and outreach efforts in the United States. USASBE is not only the biggest annual conference devoted exclusively to entrepreneurship, but the quality and impact of the research and ideas shared at USASBE continues to expand. The 2009 USASBE conference will include the popular social entrepreneurship track focusing on research, teaching and action. www.usasbe.org/conference/2008</p>
<p>World Entrepreneurship Summit</p> <p>London, England January 10-11, 2008</p>	<p>The World Entrepreneurship Summit brings together thought leaders, business leaders, policy makers and academics from around the world to set the 2008 agenda for action around entrepreneurs and their role in enabling sustainable economic development. The conference will provide an innovative mix of formal presentations from top business leaders and politicians, master classes from the world's leading entrepreneurs, open space conferencing, speed networking and individual workshops and seminars. The goal is to provide a unique combination of people, thinking, ideas, contacts and actions. www.wes08.net</p>
<p>World Universities Network Enterprise Conference</p> <p>Hangzhou, China May 14-16, 2008</p>	<p>This Globalisation: Integrating Innovation and Entrepreneurship event is the third in a series of WUN conferences focusing on enterprise, that have been held Chicago, Leeds, and Hangzhou 2007-2008. The ambition of this conference is to explore the collaboration and cooperation of international institutions in integrating global innovation resources to build new models and approaches to enterprise education. Conference themes include global innovations and entrepreneurship, social entrepreneurship including the application of organisations and non-profit enterprises as change agents for the resolution of social problems and economic growth and Integration of social entrepreneurship into higher education. www.wunchina.org</p>

Location and Dates	Practitioner Conferences
<p>Skoll World Forum on Social Entrepreneurship</p> <p>Oxford, England March 26-28, 2008</p>	<p>The Skoll World Forum on Social Entrepreneurship is an annual conference of leading thinkers and practitioners in the field of social entrepreneurship from around the world. Attracting a stellar cast of over 700 speakers, change-makers, opinion-leaders and media from more than 40 countries, the Skoll World Forum has rapidly established itself as the leading global gathering for the advancement of the social entrepreneurship field. This year's theme, "Social Entrepreneurship: Culture, Context and Social Change," will examine how cultural contexts, norms and behaviours create challenges and opportunities for social entrepreneurs, their models and their ability to create change in the regions where they work. Delegates from the social, academic, business and public sectors will participate in three days of plenaries, panels, events and interactive workshops designed to discuss the most pressing issues for social entrepreneurs worldwide. www.skollworldforum.com</p>
<p>Social Enterprise Summit, The 9th Gathering</p> <p>Boston, MA March 9-11, 2008</p>	<p>The 9th Social Enterprise Summit is a North American community-building event on using earned income strategies to advance a social mission. This year's theme, Building Networks - Forming Partnerships - Accessing Capital, is a resounding call to all mission-based practitioners to come and connect at this event in the interest of advancing big ideas for solving social issues. Over 600 entrepreneurial executives and managers from leading nonprofits and social purpose businesses will convene in Boston to learn fresh options for amplifying their efforts. www.se-alliance.org/events_gathering8.cfm</p>
<p>The Social Entrepreneurship Pipeline: Educating and Accelerating Emerging Social Entrepreneurs</p> <p>New York, New York April 12-13, 2007</p>	<p>The 4th annual conference of social entrepreneurs will convene 100 leaders dedicated to advancing the social entrepreneurship field through the education and acceleration of social entrepreneurs. Participants include educators, training organizations, investors, social entrepreneurs, researchers, students, and policymakers who contribute unique perspectives to this important conversation. The conference is designed to articulate the current state of the field, highlight best practices, identify gaps in programs and research, and outline concrete next steps, including research, publications, and program development. http://w4.stern.nyu.edu/berkley/social.cfm?doc_id=1872</p>
<p>Social Ventures Partners</p> <p>Seattle, Washington October 12-13, 2007</p>	<p>Last year's keynote speaker Bill Drayton, the visionary who coined the term "social entrepreneur," set the scene for two days of peer-to-peer exchange, experiential learning, workshops and plenary sessions, designed to strengthen skills, focus energy and reinvigorate an organization's mission. This year's conference theme is "strong partners, strong social venture partners, and stronger communities" and will feature Patty Stonesifer of the Gates Foundation and Stephen Lewis, the former UN Special Envoy for HIV/AIDS in Africa. www.svpintl.org</p>
<p>Executive Program in Social Entrepreneurship</p> <p>Stanford, California June 23-30, 2008</p>	<p>The Executive Program in Social Entrepreneurship is a ground-breaking new program tailored to the needs and challenges facing successful social entrepreneurs. The curriculum is tailored to help participants take enterprises and innovative models to the next level by refining their innovations and leveraging their impact. Selected topics include tapping the social capital market, balancing social and economic value, blending nonprofit and for-profit legal forms, and creating effective cross-sector partnerships. www.gsb.stanford.edu/exed/epse</p>

Location and Dates	Practitioner Conferences
<p>INSTEAD Social Entrepreneurship Programme</p> <p>November 24-28, 2008 Fontainebleau, France December 1-5, 2008 Singapore</p>	<p>The five-day INSEAD Social Entrepreneurship Programme combines the deep academic knowledge of INSEAD's faculty with practical application. Renowned speakers, live case studies, and analysis of the most current issues and trends in the field create a platform to examine the complex issues and challenges facing social entrepreneurs. Sessions are structured to promote a lively exchange among a diverse group of participants, including many award winning entrepreneurs selected through our partnership with organisations such as Ashoka, The Schwab Foundation for Social Entrepreneurship and UnLtd.</p> <p>www.insead.edu/se</p>
Location and Dates	Student Conferences
<p>Doing Good and Doing Well</p> <p>Barcelona, Spain February 29 - March 1, 2008</p>	<p>Doing Good and Doing Well is the leading student conference on responsible business in Europe. The event brings together over 300 students, professors and professionals from all over the world to engage in two days of discussion, exploration and challenge. Doing Good and Doing Well is a world-class event with over 25 speakers and panelists that inspire people with compelling stories about successful initiatives in responsible business like Carbon Clear, an initiative developed in partnership with Net Impact.</p> <p>www.doinggoodanddoingwell.org</p>
<p>Net Impact Conference</p> <p>Geneva, Switzerland June 12-14, 2008</p> <p>Philadelphia, PA November 13 - 15, 2008</p>	<p>Net Impact announces its first ever European Conference as it continues to expand its reach and message across the globe. Net Impact has chosen Geneva to stage the conference called "Sustainable Prosperity - Taking on the Global Challenge, hosted by the International Organizations MBA HEC Geneve, in partnership with INSEAD and Nottingham University Business School. It will include hundreds of students, practitioners and faculty, a career expo of responsible businesses and NGOs will take place during the conference and many other networking opportunities.</p> <p>The 2008 Net Impact Conference will challenge attendees to think deeply about current issues and trends in the business world, while engaging them to take an action-oriented plan for change back to their communities. Comprised of keynote speakers, panel discussions, networking opportunities, case competitions, debates, and much more, the 2008 curriculum will feature cutting-edge business leaders from around the world speaking on such themes as corporate impact, leadership and career, the social sector, business and the environment, the business of health, and international development.</p> <p>www.netimpact.org</p>
<p>Social Enterprise Conference</p> <p>Boston, Massachusetts March 2, 2008</p>	<p>The Social Enterprise Conference provides a forum for exploring the synergies between for-profit, nonprofit, and public sector approaches to addressing critical social issues. This goal lies at the heart of the Harvard Business School mission "to educate leaders who make a difference in the world" and the Kennedy School of Government mission "to prepare leaders for service to democratic societies." The Conference is entirely run by students from these two schools.</p> <p>http://www.socialenterpriseclub.com/conference/index.html</p>

About the Faculty Directory for Social Entrepreneurship

The Social Entrepreneurship Faculty Directory represents the culmination of the efforts of Ashoka's Global Academy team to identify and catalogue the growing cadre of academics around the world who are collectively building the field of social entrepreneurship. The lists and maps included in the following pages illustrate the impressive diversity and widespread geographic dispersion of faculty who are teaching, researching, and working with students to advance the study and practice of social entrepreneurship.

The institutions and faculty included in this directory have been verified by Ashoka staff to be actively teaching courses and/or conducting research related to social entrepreneurship. The document is available in hard copy as well as digitally; the digital version offers additional information, including a direct link to each faculty member's biography. To receive an electronic version, please contact Marina Kim, mkim@ashoka.org.

This is an evolving document. We welcome your additions and updates to this pilot list—especially leading faculty members whom we have missed. We aim to make this a valuable, useful resource that will enable and inspire you to connect with your peers around the world.



ASHOKA



Global Faculty Directory Table of Contents

EUROPE	70
NORTH AMERICA.....	76
ASIA.....	86
AUSTRALIA AND AFRICA.....	89
LATIN AMERICA.....	92



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EUROPE



Where in the region are they?

Belgium (6)	Brussels, Liege, Louvain
Croatia	Zagreb
Denmark (8)	Copenhagen, Roskilde
France (10)	Cergy, Paris, Nancy, Rennes
Finland	Helsinki
Germany (8)	Berlin, Giessen, Mannheim
Ireland (3)	Cork
Italy (6)	Bologna, Milan, Trento, Venice
Netherlands	Bruekelen
Norway	Oslo
Poland	Warsaw
Portugal	Lisboa
Scotland	Edinburgh
Spain (7)	Barcelona
Sweden (8)	Stockholm, Östersund, Vaxjo
Switzerland (2)	Geneva, St. Gallen
UK (43)	Antrim, Brighton, Cambridge, Lancaster, Liverpool, London, Middlesborough, Middlesex, Milton Keynes, Oxford

There are a growing number of universities and institutions in Europe teaching and researching social entrepreneurship. Ashoka has identified 61 institutions in 17 countries which offer courses on social entrepreneurship or have institutes researching the field. Most professors come from the faculties of business, management, finance, and economics while a few are from public policy and social sciences. Many of the research centers belong to the EMES (European Research Network) which is made up of researchers and centers building a body of knowledge on “Third Sector” issues. The map above shows the concentration of these professors in the region.



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NORTH AMERICA



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Arizona (3)	Missouri
California (22)	New Jersey
Colorado (4)	New York (19)
Connecticut	North Carolina (9)
Florida (4)	Ohio (2)
Georgia (4)	Oregon
Idaho	Pennsylvania 2)
Illinois (7)	Rhode Island (2)
Indiana (4)	Tennessee
Iowa	Texas (4)
Kansas	Utah (2)
Kentucky	Vermont
Maine	Virginia (4)
Maryland	Washington (4)
Massachusetts (16)	Washington DC (9)

In North America, most of the 214 professors which Ashoka has identified teach in universities along the east coast of the United States.

Twenty-five states offer courses in social entrepreneurship. In particular, Harvard University, New York University, Stanford University, Duke University, and the Miami University have established centers or departments for social entrepreneurship which are mainly operated within schools of business and management.

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Bangladesh

- Dhaka

China

- Hangzhou

India

- Ahmedabad (4)
- Bangalore (3)
- Bhubaneswar
- Chennai
- Gujarat (2)
- Gurgaon
- Hyderabad (2)
- Jamshedpur
- Kolkata
- Mumbai (5)
- New Delhi
- Pilani
- Tamil Nadu (2)

Japan

- Tokyo

Philippines

- Makati City
- Quezon City (2)

Singapore

- Singapore

Taiwan

In Asia, most of the professors Ashoka has identified from 19 institutions are based in India. The majority of the professors specialize in management, entrepreneurship, economics, finance, and corporate citizenship while the rest have integrated social entrepreneurship with their expertise in information systems, behavioral sciences, social sciences (leadership and communication, rural development) and journalism.



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AUSTRALIA and AFRICA



In Australia, nine institutions are involved in teaching social entrepreneurship while in Africa, Ashoka has identified faculty from the University of Cape Town, University of Pretoria and the University of Stellenbosch in South Africa.



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Where in the region are they?

Australia

- Brisbane
- Adelaide
- Queensland (6)
- Melbourne (4)
- New South Wales (3)
- Sydney

Africa

- Cape Town (5)
- Johannesburg (2)
- Stellenbosch



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LATIN AMERICA



Where in the region are they?

Ashoka works with the Social Enterprise Knowledge Network (SEKN), a network of academic institutions in South America which seeks to advance the frontiers of knowledge and practice in social enterprise through collaborative research.

Argentina

- Buenos Aires

Brazil

- São Paulo

Chile

- Santiago

Columbia

- Bogotá

Costa Rica

Mexico

- Mexico (4)

Nicaragua

- Santiago

Peru

- Lima

Venezuela

- Caracas



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Professor Debbi D. Brock joined Berea College as the William and Kay Moore Professor of Entrepreneurship and Management, Assistant Professor in the Economics and Business department and Director of the Entrepreneurship for the Public Good (EPG) program. In 2007, Brock stepped down as the EPG chair and remains a faculty member in the Economics and Business department teaching management, marketing and social entrepreneurship. Brock has conducted numerous presentations on the inter-relatedness of community and social entrepreneurship in both academic and community settings. In 2003, she created the Social Entrepreneurship Teaching Resources Handbook for faculty interested in understanding and teaching in the field of social entrepreneurship. Brock is a member of the advisory board for the University Network for Social Entrepreneurship and an editor for the Social Enterprise Journal and SSRN Social Entrepreneurship E-Journal. As the former Director of the Entrepreneurial Resource Lab at Miami University in Ohio, Brock was responsible for building the Lab's experiential learning programs. Brock was the former Executive Director of the Association of Collegiate Entrepreneurs, an international organization dedicated to fulfilling the needs of student entrepreneurs. She has an MBA from Xavier University and a BBA in Small Business Entrepreneurship from Ohio University.

The Global Academy for Social Entrepreneurship

The Global Academy for Social Entrepreneurship consists of global leaders who provide conceptual and representational guidance for the field. Global Academy members, whose solutions have had scalable, global impact, serve as architects of the dynamic citizen sector of the future.

The Academy demonstrates and defines how social entrepreneurs can address global problems on a global scale through knowledge products such as The Social Entrepreneurship Series, a 16 disc DVD series on Academy Members that highlights their success as global changemakers.

The Global Academy – together with the Skoll Centre at Oxford Business School, EMES European Research Network, and the Social Entrepreneurship Knowledge Network – has established The University Network for Social Entrepreneurship. It is a network of academics and practitioners who work to strengthen teaching and research in the new field of social entrepreneurship and help market Ashoka's collective knowledge, key principles and ideas throughout the world's leading universities.



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