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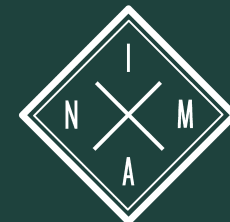
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S O C I A L

B U S I N E S S

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YUNUS + YOU
THE YY FOUNDATION



*Through social business education
we have the opportunity to promote
a mindset that puts society's needs first.*

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FOREWORD

by the YY Foundation

Greetings from Yunus and You – The YY Foundation!

We are delighted to publish the Academia Report on Social Business 2019, which provides a comprehensive overview about the diverse social business activities that take place at academic institutions all around the world.

The YY Foundation is a not-for-profit organization founded in 2012 in Wiesbaden, Germany with the main purpose of creating a fairer and more social world by promoting a constructive dialogue between academia, business, politics and civil society and thus leading to the social and economic integration of the least-advantaged.

We believe in the necessity of education and in the power of social business. Academic institutions play a pivotal role in educating young people who choose to increase their knowledge, skills and expertise to create a better world.

It is safe to say that social business is still a new concept in academia. It has already come a long way but it is still growing and much more needs to be done in the future. As we see a fast-growing number of universities joining the global social business movement over only a few years, we wanted to share with you a new version of the Academia Report, which may be used as a base source of knowledge and exchange.



THROUGH THE YY FOUNDATION WE WANT TO CONTINUE TO SHAPE THE SOCIAL BUSINESS MOVEMENT BY SUPPORTING ITS GROWTH IN THE ACADEMIC WORLD, MAKING IT STRONGER, MORE DIVERSE AND WIDESPREAD.

We would like to thank all institutions, partners and friends for their contributions to make this report possible. Specifically, we would like to express our deep gratitude to Professor Muhammad Yunus for his inspiration and visionary leadership and to the Yunus Centre in Dhaka for all their support and we would like to thank Leonhard Nima for taking the initiative to generate this report.

The Academia Report 2019 will be available as a download on the foundation's website www.yyfoundation.com

Read it with joy!

Karen Hitschke

Managing Director
The YY Foundation

Dominique V. Dauster

Managing Director
The YY Foundation

FOREWORD

by *Leonhard Nima - Editor of the Academia Report on Social Business and Founder of Studio Nima*

It seems that only within the past few years the speed of change has accelerated. Fueled by digitalization and rapidly emerging technologies, a more connected planet is bringing along many positive, but also negative implications. In such fast moving times, we are constantly searching for new and sustainable solutions and social business could certainly be such a tool and mindset.

In these changing environments, our approach to education has to change and adapt as well. It is not anymore important that you learn, but what you learn and in what context are much more important.

Why are you learning the skills that you are learning?

What is the value that you contribute to society?

What impact will your actions have on our planet?

In this regard, context-based education needs to be further developed and spread across educational institutions and we believe that social business education will play a more significant role in the future.

With this 2019 version of the Academia Report on Social Business, we aim to inform about the journey so far and inspire many more universities to join the social business movement to start their own social business initiatives. This report gives an overview about the various universities that are engaged in social business and highlights selected university initiatives in more detail. This year, we have set a stronger focus on additional insights from expert interviews, articles, future trends and personal reflections.



As the social business academia movement continues to grow, there are many new questions arising on the journey into the future: How do we make sure that the academic initiatives further increase their impact? How do we ensure a high level of quality? How do we consolidate knowledge to create synergies and new insights? How do we strengthen the already existing structures and foster new initiatives? How can we grow the impact of academic initiatives and institutions even further?

WE HOPE THAT THIS REPORT WILL SPARK CURIOSITY, PROVIDE NEW INSIGHTS AND THEREFORE CONTRIBUTE TO THE GROWING IMPACT AND SUCCESS OF THE SOCIAL BUSINESS ACADEMIA MOVEMENT.

I would like to emphasize that this report focuses on social business initiatives as defined by Nobel Peace Prize Laureate Professor Muhammad Yunus. There are many more great initiatives in related fields, which are not within the scope of this report. We hope you will enjoy reading this report and that you will be inspired and gain insight for your future work.

*“The academics are the navigators.
They are the pilots that are guiding everyone in
the direction we should go as a global society.
Academics have to find a way to get to
a new destination that is sustainable for
all of us and social business is
one way to do that.”*

—— Prof. Muhammad Yunus

Nobel Peace Prize Laureate

INTERVIEW
PROFESSOR
MUHAMMAD
YUNUS



IN YOUR NEW BOOK YOU WRITE ABOUT A “WORLD OF THREE ZEROS”, WHAT ARE THE THREE ZEROS AND WHY ARE THEY NOW MORE IMPORTANT THAN EVER?

The Three Zeros are Zero Poverty, Zero Unemployment and Zero Net-Carbon Emissions. These are always important, but in the context of the present situation of wealth concentration where all the wealth is concentrated in fewer and fewer hands, these become more prominent because they point out some of the fundamental flaws in basic economic theory. And these fundamental flaws lead to many issues including the problems of poverty, unemployment and carbon emissions.

Since these issues are becoming more serious due to the speed with which the concentration of wealth is taking place, it is now more important than ever to draw our attention to them. We need to address

these fundamental flaws that are in the system. There are two, both of which are related to the misinterpretation of human beings.

One misinterpretation is that human beings are assumed to be driven by self-interest. This is not true, as humans are multidimensional: they are both selfish and selfless. Selflessness has been left outside of the scope of capitalist theories. We need to redesign how human beings are interpreted in a more proper and broader way, accepting

Human beings don't have to work for someone else, they can basically be entrepreneurs.

that they are both selfish and selfless, and in the process creating new businesses called social businesses, which are based on selflessness.

Another fundamental flaw in theory is that it is assumed that all human beings must work for someone else. Humans do not have to work for someone else; they can also be entrepreneurs. When you put these together by addressing the former and amending the latter, then achieving the three zeros is easy.

WHAT IS THE ROLE OF EDUCATION IN ACHIEVING THE THREE ZEROS?

Education is critical, as it is where all the problems begin: the current system only trains young people to enter the job market. That idea has to be abundant, because it is not in the tradition of human beings that they have to work for someone else. They should be ready at a young age to work independently. Young people should be trained to be entrepreneurs and work for themselves instead of working for others.

In the education system, every person can be taught to be a job seeker, but also that they can be entrepreneurs, so this becomes a fundamental requirement. Another fundamental requirement in the education system should be for the students to reflect on what is the purpose of life; the question what do I want to do has to be included. Today's education system is more about learning, to understand science, arts, medicine and so on. But it does not teach the students why this knowledge is necessary. I think this is a very basic thing every young person has to learn. They have to define themselves as they grow up and to find out their own purpose so that they can pursue this purpose and try to fit together all the things they have learned, all the things they do in this world according to the purpose that they have defined for themselves.

WHAT IS THE STATUS QUO OF SOCIAL BUSINESS IN ACADEMIA? WHAT ARE THE MAIN CHALLENGES AND WHAT NEEDS TO BE DONE TO OVERCOME THEM?

Social business in academia is still in the early stages. The teachers themselves have not gone through understanding the process and understanding the concept, so they need to be trained first before they start teaching the students. Most of the universities that we have in the academia network are still in the first phase of training the teachers while at the same time teaching the students. Some of the universities don't have all the prerequisites to fulfil the demand of a center, in terms of finance, in terms of facilities, in terms of access to other departments, resources and so on.

So they are just moving in the direction step by step. Some of them will start to take shape and grow, while others will take longer time depending on the facilities and environment in which they exist. Some universities take it seriously; some universities do not take it seriously. Depending on the seriousness of the institutions, the seriousness

selflessness

/ˈselfləsnəs/ noun

Concern more with the needs and wishes of others than with one's own.

of the persons involved, it will determine how quickly they will grow into the right direction, so that they can offer quality education and quality teaching for understanding social business and implementing social business, and attracting other departments to join hands.

Social business centers are not meant to be associated with one particular department. It should be a multidisciplinary facility open to all so that everyone can benefit from it. It should encourage both students and faculty to come up with their own social business designs, ideas and initiatives, relating the university to businesses, government, policymakers and research institutions. In doing so, it will become a facility for all. But that is not done yet, hopefully out of the more than 60 network members of academia, some of them will take the lead and inspire others to join them.

Selflessness has been left outside of the scope of capitalist theories. So we need to redesign it...

Prof. Muhammad Yunus

In 1983 Prof. Muhammad Yunus founded Grameen Bank, beginning a micro-finance revolution for which Prof. Yunus and Grameen Bank were jointly awarded the Nobel Peace Prize in 2006.

Professor Muhammad Yunus is internationally recognized for his work in poverty alleviation and the empowerment of poor women. Grameen grew from a bank into a network of many organizations, each dedicated to solving social problems not only in Bangladesh, but all around the globe. Many of them have been created with the specific intention of reinvesting all profits back as a social business.

Prof. Yunus has received many national and international honours. He is one of only seven persons to have received the Nobel Peace Prize, the Presidential Medal of Freedom, and the Congressional Gold Medal.

He is the author of many bestselling books including “Banker to the Poor” and “Building Social Business”.

His latest book “**A World of Three Zeros** - The new economics of zero poverty, zero unemployment and zero net carbon emissions” has been published in 2018 and is currently available in 13 languages (as of April 2019).

W H A T
A R E
Y O U R
F U T U R E
T H O U G H T S ?



BENEDICTE FAIVRE-TAVIGNOT

HEC Paris, France

***Integration of sustainability criteria in
business school rankings***

“Currently it is only with regards to teaching that sustainability topics have an influence on business school rankings. I think, for instance, in the Financial Times, it will go further.”

Adapting education to global demographic trends

“Particularly in Africa, population will be doubling in the next years. There is an urgent need to sensitize people on social business and other forms of sustainable entrepreneurship.”



DR. ANDREA GROVE

California Institute of Social Business, United States

Intensify in-depth research

“It needs more empirical work in particular areas of social business. Hypothesis testing, for instance, in areas like health, financing, social impact measurement.”

Harmonize social impact measurement

“We need some greater consensus on social impact measurement. What measures are we using in health or finance? Comparative case studies can help to build up knowledge in those areas.”

Clarify concepts and terminologies

“Debates about the definition of social business vs. social entrepreneurship keep coming up at conferences. We are getting closer to clearer definitions, but we need some more work on that.”



DR. CHIEN-WEN MARK SHEN

Yunus Social Business Centre at the National Central University, Taiwan

Stronger Focus on Social Impact Measurement

“If we are doing social business, it is important to know our impact. I think academia needs to understand different kinds of approaches to help social businesses evaluate their social impact.”

Increasing role of technology for social impact

“Blockchain and artificial intelligence are two examples of technologies that can have a tremendous impact on the wellbeing of human beings. It is important for business schools or social science schools to invest in interdisciplinary research in collaboration with engineering schools, for example.”

DR. ASHIR AHMED INTERVIEW WITHOUT WORDS

Kyushu University, Japan

Ashir Ahmed is an Associate Professor at the Department of Advanced Information Technology at Kyushu University, Japan and Director of the GCC project at Grameen Communications, Bangladesh. His research aims to develop and promote ICT-based social services for un-reached communities globally.

Social Business in Japan is ...

How do you like research?

Digitization... greater opportunities or greater risks?

Social Business, do it with...

Do people really understand social business?

Is there enough funding for social business?



INTERVIEW

THOMAS

GASS



THE SUSTAINABLE DEVELOPMENT GOALS WERE ESTABLISHED IN SEPTEMBER 2015. HOW IS THE PROGRESS SO FAR?

We are now fully in the implementation phase with many challenges ahead. The main areas of progress are actually setting up the systems that will be required to implement the 2030 Agenda and the SDGs. A very important part of this are the indicators. The Statistical Commission established a set of over 230 indicators that will be the global standardized indicators that every country is going to report on every year. Of course, a lot of capacity building has to be done in the different countries to ensure that they can collect and build these data systems. Data systems have to be sufficiently disaggregated because the SDGs compel us to be much more granular in terms of distinguishing

the vulnerable groups and different ethnic groups, looking at inequality within a country, and disaggregation of gender, age, etc.

But that is not enough. If you want to implement the SDGs you have to establish structures and systems at the national level. Many countries are moving quite swiftly on this and of course, countries have different systems. In some cases it is the Prime Minister's office that is taking charge, for example in Germany. In some cases it is the President's office, for example in Mexico or Colombia, where the executive holds a lot of responsibility. In other countries, the parliament is taking up the issue and regular annual debates take place calling on the administration to report. A sense of accountability to the people is growing, which is very important for the SDGs.

*In 2016 we had 22 countries
and in 2017 already 43 countries that
have formally presented their reviews
to the UN's High-level Political Forum.*

So, to reiterate, the main progress so far is about setting up structures and mainstreaming the Sustainable Development Goals at the national level. Underpinning this progress is the importance of raising awareness. I think it is too early to see the dial move on individual targets, but countries have already come to the UN to present their voluntary national reviews, which has an added effect of awareness raising, including at the global level. In 2016 we had 22 countries and one year later we already had 43 countries that have formally present-

ed their reviews to the UN's High-level Political Forum. Finally, it is very important to mention that there are more and more groups of stakeholders who are mobilizing around the SDGs such as the private sector, the International Chamber of Commerce, but also the PRME (Principles for Responsible Management Education) Initiative, and the social business movement through Grameen and Yunus. These are all important mobilizations of stakeholders who, each in their own right, are taking ownership in the implementation of the SDGs.

WHAT ARE THE MAIN SUCCESS FACTORS FOR ACHIEVING THE SDGS?

We need to consider how the Sustainable Development Goals are different from the previously established Millennium Development Goals. The MDGs were more of a top down approach; i.e., the strategy was rolled out from the aid industry or through development cooperation to address some of the major problems in the developing countries. The SDGs are very different. They are a shared vision that is universal. They actually require much stronger accountability, not so much of the recipient to the donor, but of the leaders to their people.

The most important requirement for a strong implementation is for the SDGs to become part of the political dialogue at the national and sub-national level. If that happens, then you have increasing accountability towards the leaders that is starting to build up. If the people know about the SDGs, then we will start to implement them. If they don't know about them, then this will not happen. As I noted earlier, knowledge of the SDGs is critical.

There are many other things that have to happen, of course. The SDGs should be mainstreamed at the national level and have an impact on the budget in the way funds are allocated, but they should also have

an impact on the way ministries work with each other in a much more interconnected way. Indeed, businesses see their value chains and consider their workers not just as an asset or a production tool, but much more as a part of a community that is creating common value and sustainability for the future.

WHAT IS THE ROLE OF SOCIAL BUSINESS IN ORDER TO ACHIEVE THE SDGS?

Social businesses will have a direct impact on whichever SDGs they engage in. Social businesses work in many different areas where they often have a direct impact, such as health, education and infrastructure. And they certainly have an impact on SDG 8, which has to do with decent work for women and men. They have an impact on the social and economic inclusion of people, which can affect reducing inequalities as stated in SDG 10. Some social businesses try to have an impact on the value chains, trying to make them fairer or more ecological, which would impact SDG 12 for example.

While there is a direct impact on certain SDGs, I also see social business playing a role in promoting the philosophy of the 2030 Agenda. Indeed, this Agenda is not only about interconnectedness across themes, but also across borders. It is about reducing inequalities; it is about the universality of the Agenda, the economic, the legal and the political empowerment of the poor. I believe that the heart and soul of the social business movement is in the 2030 Agenda.

WHAT IS THE ROLE OF ACADEMIA AND EDUCATIONAL INSTITUTIONS IN THE CONTEXT OF THE SDGS?

There are different roles. When speaking about the role of academia and the role of research, achieving the Sustainable Development

Goals in all their comprehensiveness, and in all their ambition, requires innovation and unleashing the creative capacity of humanity. We need fresh ideas on how we can work together, and on how we apply and develop new technologies. I would say this is certainly a role for science, academia, and research.

There is a rapidly growing movement of teachers in the world right now, who are, mobilizing to make sure that kids are taught that there is hope for this world.

But resolving some of the trade-offs between the targets is not always straightforward. It is also important to identify issues that can have leverage or a catalytic role on the implementation of the SDGs. Sometimes we also need academic research to tell us that we have to tackle a certain problem first, otherwise we are not going to be able to tackle the others.

But your question addressed academia and education. Education of course, is all about capacity building, which is a very strong transversal theme of the 2030 Agenda. This includes building capacities in education and vocational training for people to get better jobs, or jobs that are needed in the next 15 years. But this also includes a general education for global citizenship. One of my favourite targets, which embodies so much of the Agenda as a whole, is target 4.7 that aims to ensure that everyone is educated to be a global citizen and acquires a

sense of appreciation, of diversity, of peace and of tolerance. This is something that every education program can provide, and that can be mainstreamed into vocational as well as basic education.

I would like to stress how important it is to make sure that global citizenship is part of the education system, starting from preschool. The interconnectedness of our world, the importance of living within the natural boundaries of the planet, the idea of Ghandi that the world is big enough for everyone's needs, but not for everyone's greed – all that is all fundamental to the 2030 Agenda! This should be taught in all schools; that is what target 4.7 says. There is a rapidly growing movement of teachers in the world right now who are mobilizing to make sure that kids are taught that there is hope for this world. They exchange teaching tools and ideas and motivate each other. Every teacher is asked to take a pledge to teach their kids about the SDGs.

DO WE NEED A STRONGER FOCUS ON CONTEXT-BASED EDUCATION, TEACHING SPECIFIC SKILLS BUT IN THE CONTEXT OF THE SDGS?

I would say that context-specific teaching is absolutely critical. We need to make sure that education is for a purpose, that education makes the children and the educated more able to cope with the challenges that they are going to face. The SDGs bring that holistic approach and the interconnectedness between the different themes gives a sense of one humanity. But the SDGs also give us a sense of purpose and a vision. The global community of 193 countries plus civil society and other stakeholders came together to agree on a “shared

vision” that is more than a few sentences. This vision includes 169 very specific promises that are complex and reflect the diversity of humanity. They address the root causes of some of the biggest challenges of humanity.

The fact that the global community has given itself this vision and is prepared to measure its progress towards reaching these goals is something extremely meaningful. Bringing that into education is a very powerful instrument. So we are not just educating to achieve an academic result, we are educating to give hope to children and to give them a sense of belonging to a humanity that has vision and purpose.

Thomas Gass

Ambassador Thomas Gass is a Swiss diplomat who currently serves as Vice-Director and Head of the South Cooperation Department of the Swiss Agency for Development and Cooperation (SDC).

Until the end of December 2017, he served as the United Nations Assistant Secretary-General for Policy Coordination and Inter-Agency Affairs in the Department of Economic and Social Affairs (UN DESA). Previous appointments included Ambassador and Head of Mission of Switzerland to Nepal (2009-2013). There he established the Embassy, oversaw the delivery of the development program and chaired the Donors Group of the Nepal Peace Trust Fund, the main instrument for international support to Nepal's peace process.

Thomas Gass holds a PhD in Natural Sciences from the Swiss Federal Institute of Technology in Zurich and a MSc and Engineering Diploma in Agricultural Sciences from the same institute.



PROF. CAM DONALDSON

Glasgow Caledonian University, Scotland

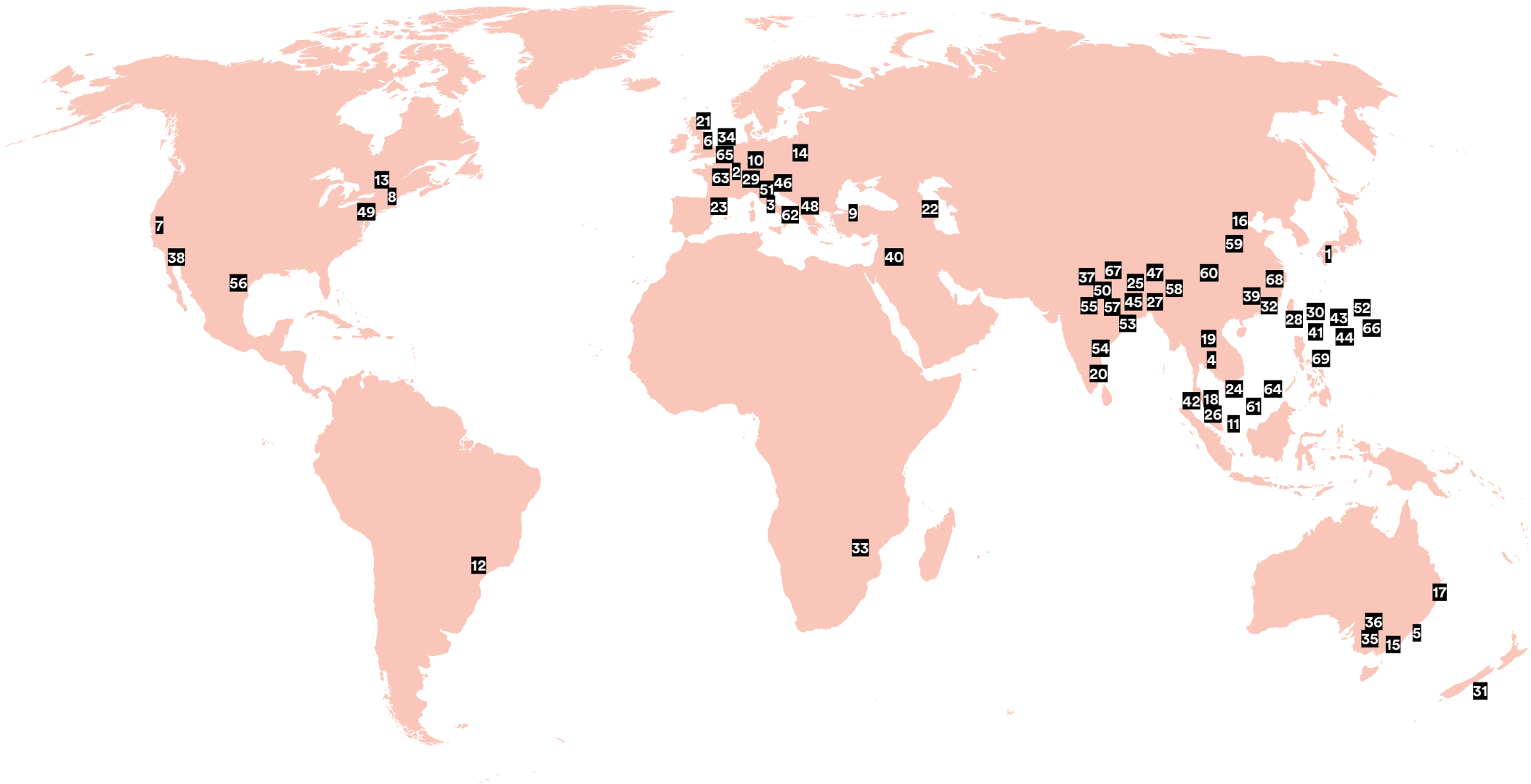
Cam Donaldson has held the Yunus Chair in Social Business & Health at Glasgow Caledonian University since 2010, and is now Pro Vice Chancellor Research there. From 2002-2010, he held the Health Foundation Chair in Health Economics at Newcastle University, where he was founding Director of the Institute of Health & Society and Professor in the Newcastle University Business School. He held the Svara Chair in Health Economics at the University of Calgary from 1998-2002, having first become a Professor of Health Economics in 1996 at the University of Aberdeen. At the Social Business Academia Conference 2018 in Wolfsburg, Cam listed ten lessons he has learnt in establishing GCU's Yunus Centre for Social Business & Health as one of our leading research centres.

10 LESSONS LEARNT **FOR SOCIAL BUSINESS IN** **ACADEMIA**



- 1** Try to have a 'big idea' – for us it is that any social business, through impacting positively on social vulnerabilities, can also act as a social determinant of health.
- 2** Institutional support and commitment from your university is key.
- 3** Also, try to have a whole-institutional strategy.
- 4** Integrate research into teaching.
- 5** Challenge the boundaries.
- 6** Don't be afraid of putting academia on the map. We should never underestimate the power and usefulness of academia.
- 7** Build or get a critical mass of colleagues.
- 8** Think about ways to contribute to the wider academic and practitioner network.
- 9** Don't give up.
- 10** Do it with joy!

U N I V E R S I T Y
P R O F I L E S
I N
T H E
S P O T L I G H T

LOCATIONS



LOCATIONS

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37	38	39	40	41	42	43	44	45	46	47	48
											
49	50	51	52	53	54	55	56	57	58	59	60
											
61	62	63	64	65	66	67	68	69			
											



YUNUS SOCIAL BUSINESS CENTRE (YSBCUF) AT UNIVERSITY OF FLORENCE (ITALY)

University: ___University of Florence

Location: ___Florence, Italy

Contact: ___Dr. Enrico Testi, Director

E-mail: _____enrico.testi@pin.unifi.it

The Yunus Social Business Centre University of Florence (YSBCUF) was established in 2011 thanks to a partnership between the University of Florence, PIN S.c.r.l. – Servizi Didattici e Scientifici per l'Università di Firenze and the Yunus Centre in Dhaka. The Centre aims to spread social business in Italy and offers strategic support to private individuals and institutions willing to put them into practice. The Centre is a social business itself: profits are re-invested to promote and support the creation of social businesses in Italy and throughout the world.

MAIN ACTIVITIES

The Social Business City Program

The main activity carried out by the YSBCUF is the creation of the So-

cial Business City Program (SBCP) and its implementation in Pistoia, Italy thanks to Fondazione Cassa di Risparmio di Pistoia e Pescia and Fondazione Un Raggio di Luce Onlus, and the Barcelona-based initiative Tandem Social.

The program operates at the local level, involving a wide variety of actors including secondary education and university students, social entrepreneurs, local authorities, citizens and civil society organizations, financial institutions. The program comprises various activities, ranging from workshops, trainings, research and territorial analysis, consultancy, networking to financing.

The general objective of the SBCP is to create an enabling ecosystem for the development of social business and social innovation. The specific objectives are to raise awareness on social business, promote social innovation and to encourage the creation of social businesses and the development of an entrepreneurial spirit among the young generations. Both Pistoia and Barcelona benefited from the implementation of the program: the number of people involved in training activities were in 900 in Pistoia and 2850 in Barcelona, and there are currently seven social enterprises in incubation in Pistoia and fifteen in Barcelona.

Consulting on Social Business

In 2017 the Centre performed market analyses to assess the potential demand, customer preferences and suitable price levels of products and services offered by selected social enterprises in Tanzania and Mozambique. Economic sustainability of the social enterprises was also assessed and a number of recommendations were set out on how to reinforce and/or achieve it.

The YSBC is currently working to favour the start up of social businesses in Italy, Mozambique, Tanzania and OPTs.



MOVEMENT FOR SOCIAL*BUSINESS IMPACT AT HEC PARIS (FRANCE)

University: ___HEC Paris

Location: ___Paris, France

Contact: ___Benedicte Faivre-Tavignot

Email: _____faivretavignot@hec.fr

Description

HEC Paris launched in November 2016 the Movement for Social*Business Impact. This movement aims at contributing to a more inclusive economy, where businesses seek to maximize their social impact together with their economic performance.

The Movement for Social*Business Impact prolongs and reinforces what was initiated by the Social Business/Enterprise and Poverty Chair, building on its academic research and teaching.

The Chair was created in 2008 and is co-chaired by Professor Muhammad Yunus and Martin Hirsch, former High Commissioner for Active Solidarity against Poverty in France, and currently Head of the Great-

er Paris University Hospitals.

To co-construct the Movement for Social * Business Impact, the three initial funders of the Social Business / Enterprise and Poverty Chair - Danone, Schneider Electric and Renault - were joined by three new corporate partners Sodexo, Veolia and Total.

“The Chair has been teaching how business can alleviate poverty. This new movement gives new impetus for academics to rethink their theories for practitioners to find evidence of the impact of their actions. It allows teachers to spread the right questions. Together with researchers, they are rewriting all source codes of the economy. The movement’s purpose? To answer one central question: profit or social justice?”

— **Emmanuel Faber**

Chairman and CEO of DANONE SA
at the November 2016 launch.

The Movement for Social * Business Impact is managed by the Society & Organization (SnO) Center of HEC Paris and by the Action Tank Social & Business. Created by the Chair in 2009, the Action Tank be-

came an association in 2010. It incubates inclusive business models fighting poverty in France. The Movement for Social * Business Impact is driven by three levers, THINK (SnO's research), TEACH (HEC's education) and ACT (the Action Tank).

1. **THINK:** *SnO's Research*

- World-class research on business social impact and social business by building on partnerships with the best international academic teams.
- Publication of an article in Harvard Business Review “Reaching the rich world's poorest consumers”
- Mobilization of five HEC professors on the themes of social impact and economic impact of social innovations
- Research agreements with international institutions such as AOM (Academy of Management), NBS (Network for Business Sustainability), ARCS (Alliance for Research in Corporate Sustainability), and the MIT (for the Medici Summer School)
- Active participation into the Yunus Academic network around Professor Muhammad Yunus

2. **TEACH:** *HEC's Education*

- Training of a new generation of managers and leaders making them more aware of today's challenges, driving them to become game-changers. To achieve this, we try to integrate a societal perspective in core courses and programs and we develop innovative teaching methods such as experiential learning.
- Pre-experience programs: Social Business/Enterprise and Poverty Certificate, Summer Program on “Inclusive and Social Business”, CEMS Block Seminar on “Inclusive and Social Business”, etc.
- Executive Education: EMBA specialization and executive certificate: “Innovation and Social Business”, “Inclusive Business & Value Creation” short program

- MOOC: “Devenir Entrepreneur du Changement” (Becoming an Entrepreneur of Change) with over 55,000 participants
- Online Master's degree from HEC “Innovation and Entrepreneurship”: chapter on social entrepreneurship and social intrapreneurship

3. **ACT:** *Action tank*

- Accelerates the deployment and scaling up of social business projects incubated in France and abroad.
- The Movement benefits from its privileged partnership with the Action Tank Social & Business that brings together large firms, public authorities, civil society organizations and academia to develop impactful projects to reduce poverty and exclusion in France, that are likely to be deployed on a large scale.
- The HEC team follows the development of a growing number of experiments on various sectors such as nutrition, health, mobility, social housing, banking services, and housing insurance.
- New projects are currently being launched in particular on the integration of the workplace and the loneliness of the elderly population.

Moreover, this non-profit organization is internationalizing its activity by spreading its “experimentations” in seven fields of action, including mobility, health, housing and baby food, into Africa. It also helps countries like India, Brazil and Germany to create their own action tank.

These three main types of action partake in moving the lines of action towards a more inclusive and sustainable market economy. Building bridges between public actors, civil society, economic actors and academics, and helping them co-create new eco-systemic ways of solving societal problems, is indeed at the heart of our action.



YUNUS SOCIAL BUSINESS CENTRE AT GRIFFITH UNIVERSITY, BRISBANE, AUSTRALIA

University: Griffith University

Location: Brisbane, Australia

Contact: Prof. Dr. Evan Douglas

Email: e.douglas@griffith.edu.au

The YSBC at Griffith was established in April 2017. Membership of the Board is in the process of being finalised, and is expected to include notable representatives of other social enterprise organisations and the philanthropic community in the south-east Queensland region.

The launch project will focus on the Logan area in south-east Queensland, which is characterised by high unemployment and underemployment ratios. This area also has relatively high ratios of low socio-economic status (SES), indigenous people, and immigrants/refugees. The plan is to select 20-30 individuals from the low SES, indigenous and/or immigrant/refugee communities to undertake an intensive 12-week business education program at Griffith University, which will culminate in pitching a formal business plan to social and commercial investors for the venture capital necessary to start their commercially-oriented new ventures.

Selection of these participants will be aided by a variety of social enterprises in the region who will identify promising candidates for ownership and management of their own new business ventures. These individuals identified by those organisations, as well as direct applicants, will be interviewed by a panel comprising academics, business executives, and social and commercial entrepreneurs. These individuals will broadly outline a proposed new business venture for which they have the necessary technical knowledge. Finally 20-30 individuals will be selected to begin the program in May 2018.

Program participants will not pay tuition fees and will be supported by a grant to cover their living expenses, so they can pursue the program full-time. The course will be gleaned from material in the undergraduate major in Entrepreneurship and Self-employment major in the Bachelor of Business degree at Griffith University. The teaching staff will be from the Griffith Business School primarily, with others for non-curricular development activities. Mentors and advisers from our Alumni and from the business community will meet and advise the participants on a weekly basis. It is expected that the participants will be trained up to present attractive new venture opportunities to altruistic individuals and corporately-socially-responsible company representatives at the final event of the program.

Donations will be accumulated from the business and philanthropic communities to provide a Venture Fund to support selected participants to actually start their own new business ventures in the for-profit but not-for-dividend spirit of social business. Business Angels and Venture Capitalists will also attend the final event and may choose to finance some ventures on the same basis.

It is envisioned that the pilot program in the Logan area would be repeated annually, and that the program would also be offered in future years to several other low-SES, indigenous, and immigrant/refugee communities throughout Queensland.



YUNUS CENTRE FOR SOCIAL BUSINESS & HEALTH AT GLASGOW CALEDONIAN UNIVERSITY

University: ___Glasgow Caledonian University

Location: ___Glasgow, Scotland

Contact: ___Cam Donaldson PhD

Email: _____cam.donaldson@gcu.ac.uk

Description

The Yunus Center for Social Business & Health has been established in 2010 under the directorship of Professor Cam Donaldson, Yunus Chair in Social Business & Health. The new director, Professor Rachel Baker, was appointed in 2016.

SUCCESSSES AND FUTURE WORK

Research programme

Since its establishment, Glasgow Caledonian University's (GCU's) Yunus Centre has undertaken several projects with financial support from private donations, Scottish Government, Santander Bank, the

Church of Scotland, UK Research Councils and the European Commission. Some of these projects reflect the research that had to be conducted to prepare for bringing Grameen-style banking to deprived areas of Scotland and to follow the lives of customers after its launch. These projects are as follows:

Theorising the transfer of microcredit to more-advanced economies:

Reviewing the theoretical literature on microcredit and its adaptation to the special circumstances of Grameen-style banking, and how this can be applied in more Western settings.

Mapping 'microloans for enterprise' in Scotland:

If a new Grameen-style microloans-for-enterprise institution for Scotland is to garner official support, it is important to know the extent of initiatives and projects that aim to support enterprise and self-employment in this country. Our results can be found at: <http://www.eupublishing.com/doi/abs/10.3366/scot.2014.0016>

Systematic review of microcredit as a public health intervention:

If we are to think of microcredit (in the form of Grameen-style banking) as a potential route to better health and well-being, then it is important to conduct a systematic review of the literature to assess what we know about the magnitude of impacts on health and well-being and the quality of this literature.

The Glasgow Financial Diaries: relating financial lives of low-income people to their health and wellbeing. With funding of circa £300k from the Chief Scientist office of the Scottish Government's Health and Social Care Directorate. Commencing in 2015, with funding until 2017, we have tracked the financial lives of 46 low-income individuals in Glasgow, using the US Financial Diaries methodology, and, through periodic interviews, related their financial experiences to their health

and wellbeing. The sample comprises Grameen customers as well as people from other financial intermediaries and advice bodies. This work is now being followed up with a PhD study along similar lines in migrant communities.

Our Centre is also open to collaborations on related issues which involve thinking differently about public health and how it can be improved. For example:

SOCIAL BUSINESS AND WELL-BEING:

Similar to how we are trying to think of microcredit as a public health intervention, we are doing the same with social business through a major programme of research funded from 2014-18 via a £1.96m programme grant funded by the UK's Medical Research Council and the Economic and Social Research Council.

Similarly, EFESIIS (“Enabling the Flourishing and Evolution of Social Entrepreneurship for Innovative and Inclusive Societies”) is a major project funded under the European Union's Seventh Framework Programme from 2013-2016, and involved 10 different countries around Europe, led by our ‘sister’ Yunus Centre at the University of Florence with a budget exceeding 3 million Euros.

We are also working closely with the Scottish Government to evaluate initiatives including the Strategic Public Social Partnership (PSP) model in Scotland, which aims to involve social businesses in the commissioning and delivery of public services; and the programme of business support for social businesses.

Other major funded projects include Sheds for Sustainable Development: a 3-year research project (2017-2020) funded by Big Lottery supporting the development of social spaces known as ‘Sheds’. The project aims to design mechanisms that will help to create Sheds that are both financially and socially sustainable.

COOL (Community Orientated and Opportunity Learning) MUSIC is part of the Social Innovation and European Social Fund that aims to promote social inclusion and combat poverty and discrimination. Our COOL MUSIC project will involve working with deprived young people to evaluate the impact of music-oriented interventions.

A fuller list of our research, including our major international collaborations, can be found at: <http://www.gcu.ac.uk/yunuscentre/>

TEACHING SOCIAL BUSINESS PRACTITIONERS AND RESEARCHERS

MSc Social Business and Microfinance

A critique of traditional university programmes, put forward by our Chancellor, Nobel Laureate Muhammad Yunus, is that “we prepare our students for jobs and careers, but we don't teach them to think as individuals about what kind of world they would create.”

To begin to redress this imbalance in September 2014 we launched our new MSc Social Business & Microfinance. This new programme has a truly international perspective in examining how social business and microfinance might transform the lives of the poorest, and enabling students to create positive social change in the communities they serve.

Doctoral students and interns

Since our inception, we have developed a reputation as one of the world's premier locations to undertake doctoral research in and around the area of social business. We encourage multi-disciplinary approaches, drawing students with backgrounds in anthropology, economics and other social sciences. Similarly, we have encouraged undergraduates in similar disciplines to undertake internships with us for short periods on issues contributing to our research programmes.



長榮大學

Chang Jung Christian University

YUNUS SOCIAL BUSINESS CENTER AT CHANG JUNG CHRISTIAN UNIVERSITY (TAIWAN)

University: __Chang Jung Christian University

Location: ____Tainan City, Taiwan

Email: _____ysbc@mail.cjcu.edu.tw

Description

Chang Jung Christian University (CJCU), founded in 1992, is a private university located in southern Taiwan. Affiliated with the Presbyterian Church in Taiwan, CJCU is committed to developing the God-given gifts and abilities of each student within a culture of love, respect, and service.

The University offers a unique approach to education based on the Biblical model of the “Good Shepherd who is not willing to lose one sheep”. It places great value on the potential of each student and seeks to build a culture of humble service. Social responsibility is a foundational principle of the university. CJCU is committed to educating students who will be at the forefront of the sustainability and social responsibility movement.

The Yunus Social Business Center (YSBC) at CJCU was launched in

April 2017 being the first YSBC in southern Taiwan. YSBC at CJCU’s vision is to promote the concepts of social business and become an important promotor to incubating talents for social business in Taiwan, stimulate the academic research and education development in social business and business ethics, as well as to become a major social business research center in Taiwan.

YSBC at CJCU organized a variety of social business activities to share research experiences about social business among scholars. YSBC has brought together a community of social business researchers and held several social business workshops. The YSBC held the international forum: ISE Talks, which provided a platform for Taiwanese and international social entrepreneurs for social business experience sharing.

In 2017 and 2018, CJCU was present at a number of events, including the Social Business Day in Bangladesh, and the International Cultural Summer Camp. These experiences brought together Taiwanese and international students and social businesses. YSBC at CJCU also participated alongside with the university in the creation of the first social business in Southern Taiwan, this business attempts to solve problems that affect low-income students and small-scale farmers.

In the future, the YSBC at CJCU will continue its social responsibility efforts to the development social business in Taiwan and internationally.

“Social business is really an integrative discipline in itself. It is bringing together so many disciplines and giving them a focus.”

—— Prof. Gillian Sullivan Mort

La Trobe University, Australia



UABC-YUNUS CENTRE FOR SOCIAL BUSINESS AND WELLBEING (MEXICO)

University: ___Autonomous University of Baja California

Location: ___Tijuana, Mexico

Contact: ___Dr. Alejandro Mungaray-Lagarda

Email: _____mungaray@uabc.edu.mx

The UABC-Yunus Centre applies social businesses to overcome poverty and problems associated to individuals' wellbeing, such as education, health and environment. Attention programs include entrepreneurial and solidarity activities that promote economic growth and the improvement of life quality among the most vulnerable social groups.

The long-term objective of the Centre is to consolidate the highest level of research, social intervention and policy designs for social business development. The UABC Yunus Centre seeks to establish sustainable and productive relationships between academic institutions and public and private organizations in Mexico with actors who are following Muhammad Yunus' concepts and philosophy.

Key activities

1. Business Development Services: Supporting businesses to prosper in a market-based economy with training, technology transfer, marketing assistance, business advice and mentoring.
2. Learning-by-Doing: Experiential learning method that links university students with social businesses. Students attend the social microenterprises and work as consultants, developing a complete program of data collection, processing and analysis, ending up in a report on the enterprise's performance to be provided to the entrepreneurs with suggestions for improvement.
3. SAM software: Supporting accounting tool for social business.
4. Academic Research: Design of methods in intervention-action and social innovation.

Social Microenterprises Development

With the Program for Research, Assistance and Teaching of Social Business, the UABC Yunus Centre has provided support to more than 11,000 social microenterprises (social business type II) in urban and rural areas from 2009 to 2017. This amount of microenterprises were assisted, trained and supported with financial resources. These enterprises received training, were formalized and, in sum, received over 2 million dollars non-repayable financial support. The program also has incorporated 1,484 students who worked as consultants and helped the entrepreneurs to reach formality in addition to training.

Field Cases

The owners of the social microenterprises improve their business management skills, helping them to reduce production costs. In addition, the social entrepreneurs acquire management skills with suppliers and formal financial institutions (microfinance institutions). About 73% of the supported social microenterprises were owned by women.



THE YUNUS SOCIAL BUSINESS CENTRE @ BECKER COLLEGE

University: Becker College

Location: Worcester, USA

Contact: Debra Pallatto-Fontaine, Ph.D.

Email: Debra.Pallatto-Fontaine@becker.edu

Description

Becker College is the first higher education institution in the United States that has established a Yunus Social Business Centre. The College's Centre will focus on identifying real-world social problems, creating innovative, self-sustaining solutions to transform lives and communities.

Selected Activities 2017

Business Consulting for Immigrant Entrepreneurs, Educational Services, and English Classes – We worked together with the Refugee Artisans of Worcester, Worcester Refugee Assistance, and Friendly House Shelter, developing sustainable business plans, and teaching English to refugee children.

Changemakers: Microcredit Program – Launch of a new microfi-

nance program with Millbury Bank. For this program, students identified a social problem and generated a creative solution to solve the problem; they presented their ideas to faculty and staff.

Be Like Brit – Dr. Debra Pallatto-Fontaine, Executive Director of Global Initiatives and YSBC, launched “Dreams: Educating the Future of Haiti,” a noncredit training and certification program for staff who work at Be Like Brit, an orphanage in Haiti. Dr. Pallatto-Fontaine trained 11 staff members who became the first cohort to earn certificates.

Selected Activities 2018

Be Like Brit – Through this program, 66 children explored real-world social issues and developed an entrepreneurial mindset to help solve these issues. In September, the Yunus Centre opened the first social business in Haiti – a gift shop run by staff and children at Be Like Brit. Children have been learning accounting and managerial skills as well as developing business acumen.

Colleen Barrett Center for Global Innovation and Entrepreneurship – In January, Becker unveiled a \$7.3 million incubation space, which will include the new home of YSBC.

Elm Park Community School Homework Help Center – The YSBC sponsors a homework help program two afternoons a week on our campus, staffed by student volunteers.

Women's Emergent Leadership Institute (WELi) – WELi is a new, non-credit YSBC program, offering leadership training to create effective and transformational change.

Social Business Studies – B.S. in Social Innovation and Entrepreneurship was approved. Student enrollment is expected for spring and fall semesters 2019.

Co-op certificate with New Partner – YSBC co-sponsored a co-op academy certificate with Worcester Roots, a social justice organization that helps entrepreneurs who have been locked out of the traditional financial banking system.

“Hawks’ Cupboard Food Pantry” – A food pantry was created on campus for all students who may experience food insecurity.

Millennial Campus Fellowship – The YSBC hosted a cohort of 20 students in a semester-long (fall 2018) leadership development program which convenes, challenges, and celebrates student leadership that advances the SDG’s and United Nation Academic Impact Principles.

Partnership Development – The YSBC has been collaborating with a new community non-profit, Black Seed Farmers’ Market, to train refugee youth in entrepreneurship and business skills. In 2019, we will continue to work with existing partners (Center for Women and Enterprise, Worcester Skate Shop, and the Social Venture Collaborative) focusing on entrepreneurship and start-up businesses for students.

Agile Mindset – Becker College has developed an Agile Mindset learning model that integrates divergent thinking, entrepreneurial mindset, social and emotional intelligence, and empathy into all of our core classes across disciplines.

Breaking Silos: Collaborating for Impact and Innovation Conference – The conference was open to all local non-profits, entrepreneurs, and the Worcester Business Resource Alliance. The major theme emphasized the value of collective impact and the need for adaptive leadership.

mindfulness

/ˈmʌɪn(d)fʊlnəs/ noun

A mental state achieved by focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations, used as a therapeutic technique.



**KASETSART
UNIVERSITY**

YUNUS SOCIAL BUSINESS CENTER OF KASETSART BUSINESS SCHOOL

University: ___Kasetsart University

Location: ___Bangkok, Thailand

Contact: ___Yodmanee Tepanon

Email: _____yodmanee.t@ku.ac.th

The Yunus Social Business Center of Kasetsart Business School was established in July 2016. The Center aims at crafting socially responsible initiatives through applicable and practitioner-oriented research and capacity building activities, using social business as an essential for venturing businesses in a globalized economy, and encouraging firms and industries in Thailand to integrate social business in their basic business strategy.

Programs

The Bang Krachao Bike Tour route project was initiated by the center (coordinated with Kasetsart University) to establish both visitor and local awareness of community participation in tourism. The project introduces ethics concept and values for practicing ecotourism, upholds understanding, the highlight obligation for the conservation

of the natural and cultural environment, and facilitates collaboration among tourists, host communities, the tourism industry, the government, and conservation organizations. Environmental degradation is a serious issue, so the center will establish regional, national and international networks in ecotourism and will promote sustainability, sound communication within the network, advance a database of information and research, institute educational and training programs, and encourage and implement sustainable tourism in Thailand.

The KU Academy is a project of the center aiming to promote and distribute KU products. The center serves as a way to develop and deploy best practices, learn new approaches, and continuously improve the functionality and marketability of KU products. Moreover, it provides the institute with a way to merge with their markets and make them more relevant to their customers. At present, students from different disciplines are actively involved in the project. The center plans to expand operational and marketing strategies in improving nationwide agricultural products in the future.

The MOU between the Chawna School of Phra Maha Vuthichai Vachiramethi, Chiang Rai, Thailand and the Yunus Social Business Center of Kasetsart Business School promotes mutual understanding and cooperation in areas of common interest in education, research, information gathering and action plans that drive business and social changes. The center helps to promote organic rice and other organic products and likewise serves as the distribution center in Bangkok.

Future Direction

The Yunus Social Business Center of Kasetsart Business School will sustain to lead the way in social business research. By doing so, it aims to strengthen the focus of educational and business organizations on a bottom line that includes economic, social and environmental aspects.



YUNUS & SHIIKI SOCIAL BUSINESS RESEARCH CENTER KYUSHU UNIVERSITY JAPAN

University: __Kyushu University

Location: ____Fukuoka, Japan

Contact: ____Prof. Masaharu Okada

Email: _____okada@sbrc.kyushu-u.ac.jp

Focus Areas: Education, Promotion, and Incubation of Social Business; Technology Development

Aim: The center envisions to produce skilled social architects, build local and global partnerships with industries, NGO/NPOs and academia; create sustainable social business models; and develop appropriate technologies to solve social issues.

Formation of SBRC

2007: Dr. Ashir Ahmed introduced Professor Yunus to Kyushu University to establish a joint-research agreement towards building a social information infrastructure platform to solve social issues. An agreement was signed by the president of Kyushu University and Professor

Yunus, as a Chairman of Grameen Communications.

2010: Grameen Creative Lab@Kyushu University was officially created.

2011: Yunus & Shiiki Social Business Research Center (SBRC) was established thanks to the generous donation from Mr. Shiiki, a prominent Japanese business man.

Key Activities and Achievements

Since its inception, SBRC focuses on promoting the concept of social business throughout Japan and other Asian countries. The center targets people from different level of ages starting from kids to old, from different professions such as students, corporates, athletes, TV stars, philanthropists and so on.

Education and Research

SBRC has so far organized more than 100 workshops inside and outside the university, reached the concept of SB to millions of people, published SB books in Japanese language including a manga book for young kids. SBRC organizes regular Social Business Exposure Programs to experience live examples of social businesses.

Partnerships and Alliances

SBRC creates and maintains partnerships with universities, governments, private companies, NPO/NGO, and the organizations of Grameen family.

Events

SBRC acts as an open social business hub and organizes social business events such as workshops, YY contest, forums and symposia as well as the Social Business Forum Asia (SBFA). SBRC member assists as a co-chair of SBAC. Furthermore, SBRC co-organizes a conference on healthcare, SDGs and Social Business.

Technology Development

The members of SBRC developed technologies based on the social

needs, carried out experiments in Bangladesh in the areas of health-care (portable health clinic), agriculture (qvegie), mobility (gramcar) by collaborating with Toyota, JICA, Omron, Konica and many more. The details can be found at socialtech.gramweb.net

SB Incubation: The first Social Business Company in Japan, Human Harbor was established in Fukuoka, acting as a comprehensive social rehabilitation for those released from prisons. SBRC engaged in incubating 10 YSB companies in Japan, including Grameen Euglena, the first social business joint venture between a Grameen family and a Japanese company. Fukuoka city furthermore became the first Social Business City in Japan.

Recent works and Future Plans

SBRC started two joint courses of lectures with Robert T. Huang Entrepreneurship Center of Kyushu University (QREC) as official university curricula. As a part of the class, students visited the Yunus Center AIT in Thailand for a field study trip. We plan to continue this kind of collaboration activities with other YSBCs in the world.

SBRC co-hosted a Conference on Healthcare, SDGs and Social Business and SBFA in April, 2018, which will include a pre-meeting about the global YY contest Asia in collaboration with other YSBCs. More details are available at conf.gramweb.net

www.sbrc.kyushu-u.ac.jp

THE MANGA PROJECT

The Yunus & Shiiki Social Business Research Center at Kyushu University was involved in the development of teaching materials to convey Yunus Social Business to young people and came up with the idea of using manga as a familiar way to teach them.

The SBRC sought the cooperation of Mr. Kunihiko Ukifune, who is president of The Jikei Gakuen Group that runs 75 schools across Japan to offer a wide range of specialized courses, including healthcare, welfare, sports, creative arts, animal care, the environment, music, beauty, cooking and more.

The SBRC launched the project in 2012 in collaboration with the Jikei Gakuei Group and the manga artist graduated from an animation school that is part of the group.

Five years later, in 2017, Professor Yunus' Social Business Manga Version was born. It should be an inspiration not only for young people in Japan, but for young people around the world.

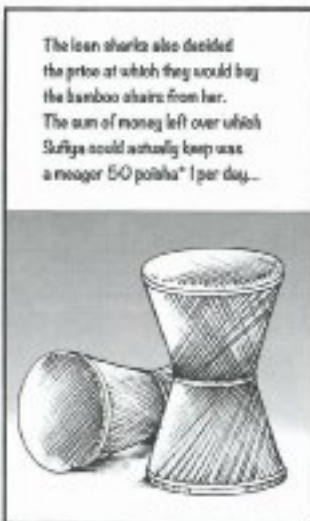
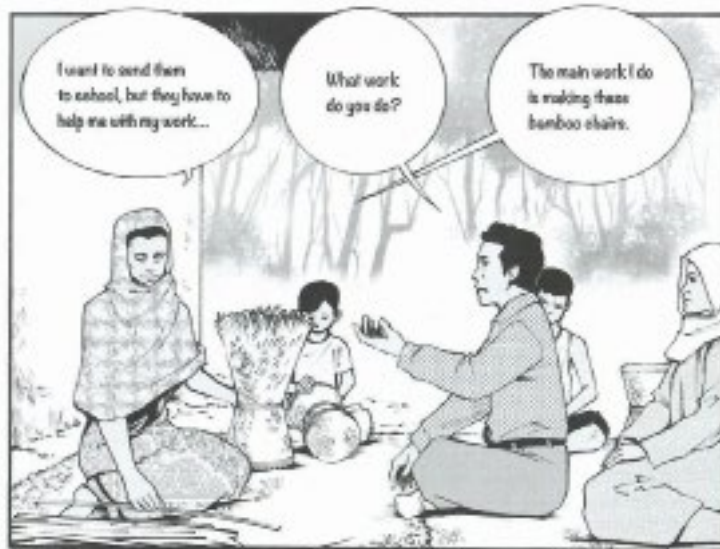
“Young people, it is your passion and energy to take action that will overcome problems and find solutions.” This is a heartfelt message from Prof. Yunus, and it is our sincere wish that this message will reach out and inspire as many readers as possible.

THE MANGA PROJECT



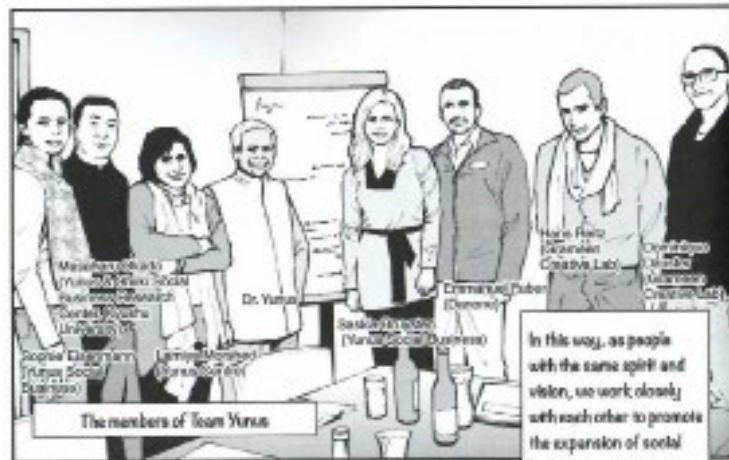
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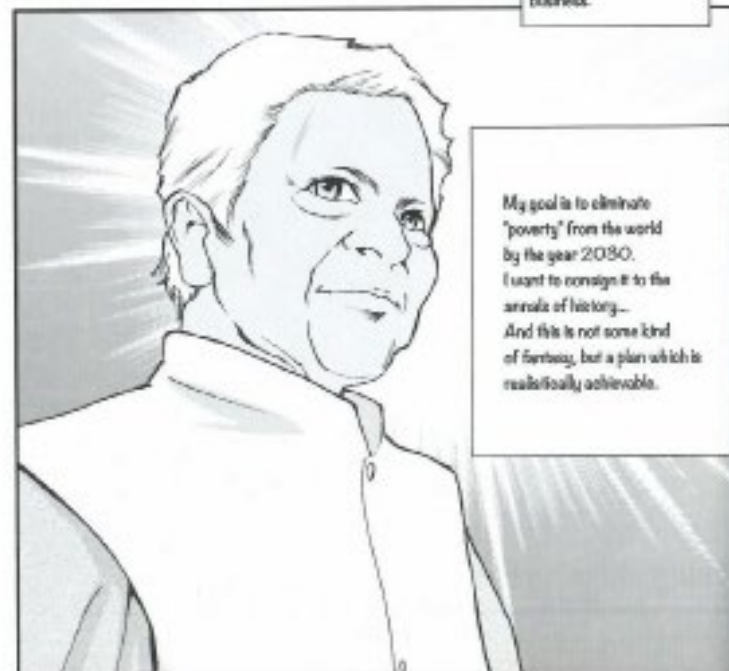


*Paisa is Bangladesh's fractional currency unit (paisa). One taka is 100 paisa and 50 paisa is roughly equivalent to 13 cents, or about 1 ppi.



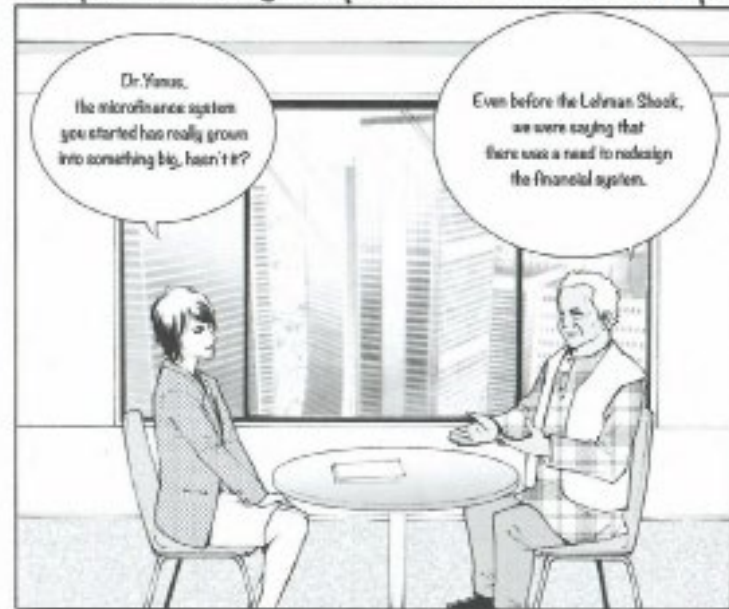


In this way, as people with the same spirit and vision, we work closely with each other to promote the expansion of social business.



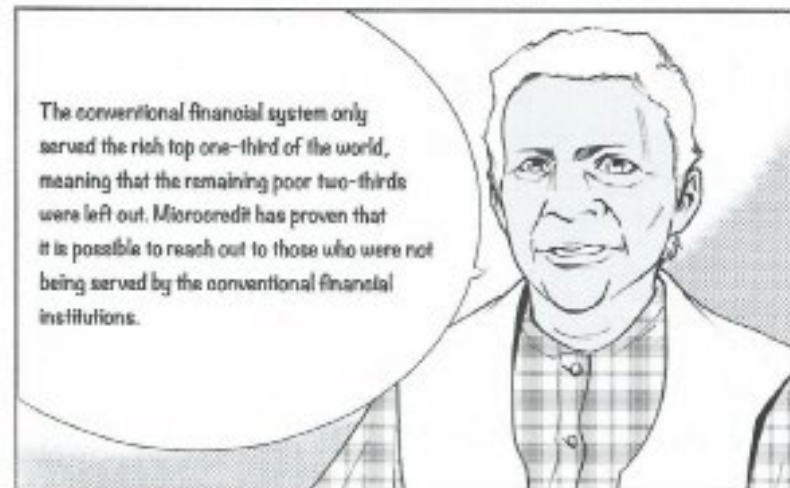
My goal is to eliminate "poverty" from the world by the year 2030. I want to consign it to the annals of history... And this is not some kind of fantasy, but a plan which is realistically achievable.

Chapter 7 Young People! It's Time to Stand Up!



Dr. Yasuo, the microfinance system you started has really grown into something big, hasn't it?

Even before the Lehman Shock, we were saying that there was a need to redesign the financial system.



The conventional financial system only served the rich top one-third of the world, meaning that the remaining poor two-thirds were left out. Microcredit has proven that it is possible to reach out to those who were not being served by the conventional financial institutions.



YUNUS SOCIAL BUSINESS CENTRE AT NATIONAL CENTRAL UNIVERSITY (TAIWAN)

University: National Central University

Location: Taoyuan City, Taiwan

Contact: Chien-wen Mark Shen

Email: cwshen@ncu.edu.tw

Description

The Yunus Social Business Centre at National Central University (NCU) was established on October 16, 2014. Our mission is to be a catalyst for Taiwan's social business ecosystem through excellence in research, education, advocacy and collaboration. The core values of YSBC at NCU are empathy, responsibility, integrity, creativity, professionalism and fun. We strive to achieve the following three strategic objectives:

1 Excellence in Research: Our team aims to conduct cross-disciplinary research in social business, and conduct joint research projects on social business and social value/impact.

2 Excellence in Education: At NCU, we developed various programs for our students, including the Social Business Credit Program, Social Business Manager Program, Social Business Entrepreneur Program, Social Business MOOCs, overseas internship programs, and MakeSense Design Thinking Lab. For the general public, we provide activities/events such as Yunus Lectures, Social Business Workshops, Global ChangeMaker Camp, and Social x Design Thinking Camp. We also provide consulting services for social business startup teams in Taoyuan City, and the finalist teams of the Yunus Prize (Social Innovation and Entrepreneurship Competition).

3 Excellence in Advocacy and Collaboration: We host several annual events such as the Yunus Prize and the Taoyuan Social Business Start-up Competition to advocate social business and connect the YSBCs around the world. We also arrange monthly activities such as Taoyuan Social Business Gathering for networking with local social entrepreneurs. Additionally, we work closely with the partners of Taiwan's social business ecosystem, especially the Ministry of Labor and the Taoyuan City Government. We co-organize the Yunus Prize with the Ministry of Labor and help Taoyuan city to become the first city in Taiwan to officially enter the Social Business City Program.

Between 2015 and 2018 we started and developed a series of research projects, including the 2015 and 2016 Social Business in Taiwan Survey Report, the Reengineering of Humanities and Social Science Education (2016-2017), developed the Excellent Education Program in Social Business Topics (2016-2018) and the University Social Responsibility Project (2018-2019). In 2018, we also joined the Research Alliance with the New Southbound countries.

Education

In 2015, NCU started the Social Business Manager Program (5 teams in the first year, 4 teams in 2016, 4 teams in 2017, and 3 teams in 2018). At the same time, we began the Social Business Entrepreneur Program (3 teams in 2015, 4 teams in 2016, 4 teams in 2017, and 4 teams in 2018). Both programs are successfully still going on.

Additionally, we have created a MOOC (Management Practices in Social Business), opened the Social Business Credit Program that offered 30 courses at the National Central University and Yuan Ze University. NCU also developed the 2017 Global ChangeMaker Youth Camp, featuring speakers from Ryan's Well Foundation, Naya Jeevan, Migration Hub Network and many others. We conducted a series of Talks, Conferences, and Workshops such as the Yunus Social Business Lectures, the Social Business Workshops (6 workshops until 2018), and the Overseas Social Business Internship Programs. We had the pleasure to collaborate with a number of institutions like the Xinwu Association, MakeSense Taipei, the Development Center of Spinal Cord, and SAP NextGen for various projects and consulting services programs.

Advocacy and Collaboration

NCU developed a series of Advocacy and Collaboration projects, to mention a few: the International Conference on Social Business Development and Management in 2015 and 2016, the Social Business Gathering in Taoyuan, the 2017 Social Entrepreneurship and Corporate Social Responsibility Forum, the Taoyun Social Business Startup Competition in 2017 and 2018, the 2018 Social Business City Ceremony and International Forum, and the Yunus Prize held in 2016, 2017, and 2018. We wish to create an integrated platform that offers courses and research facilities in social business, conduct social business design labs, hold conference and workshops, undertake exchange programs, and provide social business trainings to promote our vision of creating a world without poverty and unemployment.

career

/kə'riə/ noun

an occupation undertaken for a significant period of a person's life and with opportunities for progress.



Yunus Center AIT

YUNUS CENTER AT ASIAN INSTITUTE OF TECHNOLOGY (YCA), THAILAND

University: ___Asian Institute of Technology

Location: ___Bangkok, Thailand

Contact: ___Dr. Faiz Shah

Email: _____fshah@ait.asia

YCA acts as a knowledge hub and an enabling platform to accelerate the spread of social business as an approach to eliminating poverty. At YCA, we operate in four main focus areas: Awareness, Action, Academy, and Learning. It provides a space for discussion between people from the public, private, academic and grassroots sectors to exchange ideas on poverty alleviation, the contribution development and social business.

YCA continues to maintain its momentum in creating new networks and strengthening existing ones by increasing consciousness of social problems in the community and showcasing social businesses in the area. We aim to disseminate knowledge around social business rooted in best practices and to widen learning opportunities for various levels of learners, from field or community-level activists to students. We found Professor Yunus' approach went hand-in-hand with

His Majesty King Bhumibol's Sufficiency Philosophy. This enables networking opportunities that link people from the private sector, public sector, academics, and civil society to collaborate in developing pro-poor technologies through enterprise-led development.

We believe that social business will be developed not only to reduce and alleviate poverty, but also the social problems associated. Our contribution therefore focuses on exploring how technological methods and devices can be applied to the pressing needs of society and to empower people in securing their own livelihoods. Based on this idea, we have created a social business space on the campus with a unique retail outlet. It acts as an educational hub where it makes affordable lifestyle merchandise available, and promotes sustainable and healthy life choices to the AIT community.

To capture, structure, organize and manage this knowledge, and to facilitate wider knowledge-sharing about social business, we are very proud of our International Learning Program. It offers the global network of Yunus Centers a place for exchanging enterprise-led development ideas, and share Thailand's own experience in grassroots enterprise development. This year, we attracted people from all over the world including Brazil, Chile, Japan, Pakistan, USA, Taiwan, and Thailand.



YUNUS CENTRE UNIVERSITI TEKNOLOGI PETRONAS MALAYSIA

University: Universiti Teknologi Petronas

Location: Perak, Malaysia

Contact: Shahrina Bt M Nordin

Email: shahrina_mnordin@utp.edu.my

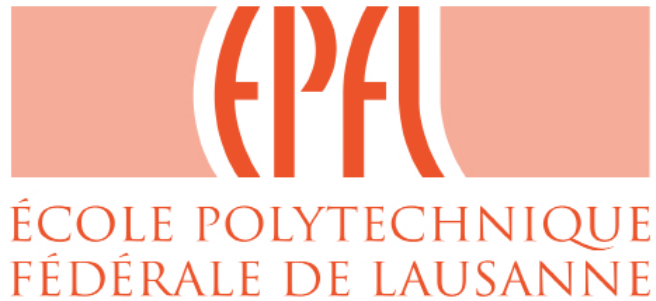
Since its inauguration in 2016, the Yunus Centre Universiti Teknologi PETRONAS has been actively involved in numerous activities, initiated various initiatives, and organized several events related to social business and its significance in Malaysia. In regard to this, a Memorandum of Understanding (MoU) was signed between Universiti Teknologi PETRONAS (UTP) and Malaysian Social Business Network to synergize the efforts towards creating a better society via social business.

Another significant achievement was securing a grant of RM50,000 from United Engineers Malaysia Berhad (UEM Group) as start-up capital for a group of female tailors in rural areas based on the idea and model coined by Professor Yunus to alleviate poverty. Further, along with key partners, Yunus Centre UTP played a vital role in organizing the Asia Pacific Social Business Forum, which was a big social business event held in Perak.

Another important activity that was organized to address social issues and brainstorm proactive solutions was the Social Business Challenge (SBC) boot camp. The SBC was a combined effort between MyHarapan and Centre of Social Innovation UTP. It was a fruitful event in which fresh minds from several public and private universities gathered under one roof discussing, sharing, and proposing innovative ideas for the betterment of society.

In addition, a book entitled “Social Business in Malaysia” was successfully published via a joint initiative between Universiti Sains Malaysia (USM), MyHarapan, Universiti Kebangsaan Malaysia (UKM), and IDR to showcase the initiatives taken by social businesses in Malaysia and to clarify the conceptual issues of social business.

There are several activities in the pipeline, including a community development program, research collaboration on social business, Asia-Pacific social business forum, and social business awareness roadshow to obtain funds particularly for community programs. The Yunus Centre UTP will continue to organize more activities and take more initiatives towards contributing positively to the society through social business.



YUNUS SOCIAL BUSINESS CENTRE AT EPFL SWITZERLAND

University: EPFL

Location: Lausanne, Switzerland

Contact: Beatrice Scarioni

Email: beatrice.scarioni@epfl.ch

The YSBC at EPFL was launched in December 2017 to become the Swiss Hub for social business, and is the only YSBC in Switzerland at the moment.

The YSBC has two focus areas. The first focus area explores the link between social business and sports given EPFL's strategic and geographic position, more specifically as Lausanne is also home to the International Olympic Committee (IOC). The second focus area will focus on addressing sustainability issues and more specifically the plastic pollution issue by creating links with EPFL's Energy Center.

Activities of YSBC:

As part of the launch of The Spot, Sports & Innovation Conference, Prof. Yunus held a keynote speech on the link between sports and social business.

We developed and started a dedicated social business and sports workshop in collaboration between EPFL's Tech4Impact Initiative and The Grameen Creative Lab in the context of The Spot, Sports & Innovation Conference at EPFL. The fifty participants worked on creating their social business in sports. Introduction remarks by Prof. Yunus were followed by a world-café model where participants worked on shaping their social businesses in sports. Some examples included how to reduce doping amongst athletes by launching a digital platform and how to re-convert Olympic infrastructure in a working community to integrate people with disabilities in the workforce.

In May, 2017 seven EPFL Masters students attended the Yunus Summer School in Dhaka, Bangladesh to acquire tools that allow them to launch a social business and start creating their social business idea concerning renewable energy in Guatemala. The students had the opportunity to meet Prof. Yunus during his visit on campus on May 15th and to receive his feedback on the social business ideas they developed during the Summer School.



LA TROBE UNIVERSITY AUSTRALIA

University: __La Trobe University

Location: ___Melbourne, Australia

Contact: ___Prof. Dr. Gillian Sullivan Mort

Email: _____g.sullivan-mort@latrobe.edu.au

Description

The YSBC at La Trobe University was founded in November 2014. Since 2015 La Trobe Business School students are engaged in a module of learning and practice about social business. This module is embedded in the compulsory third level Entrepreneurship subject that is one of the core subjects for all La Trobe Business School students. Professor Gillian Sullivan Mort, the YSBC Centre Director, along with Associate Professor Vanessa Ratten, the Subject Coordinator of Entrepreneurship and Associate Professor of Entrepreneurship and Innovation, are developing this module.

- Building Asia Pacific YSBC networks was a significant goal for 2018. To achieve this the YSBC Director Prof Gillian Sullivan Mort attended the inauguration of the YSBC at Kaohsiung University Taiwan and was a judge at their first Design Innovation Competition.
- Building social business / social enterprise skills and growing social businesses was the second significant goal for 2018. To achieve this goal the YSBC Director Prof Gillian Sullivan Mort, and Co-Directors Professor Clare D'Souza and Dr Marthin Nanere secured the YSBC La Trobe University as a registered provider for the Business Boost – Social Enterprise Program of the Victoria State Government Australia.
- La Trobe developed two programs for the “Business of Community” program in association with Darebin Council, Business Development Office in May 2017, and Greater Shepparton Business Development Office in November 2017. We also ran a business plan workshop for Dialogue in the Dark in Melbourne.
- The third significant goal for 2018 was developing research capacity and advancing research training. Mr Rafiuddin Ahmed completed and submitted his doctorate entitled “Incubating Young Social Business Entrepreneurs in a Developed Economic Context: An Action Research Approach” – he also developed a commercial social business start-up “Innokids”.



CALIFORNIA INSTITUTE OF SOCIAL BUSINESS

University: California State University Channel Islands

Location: Camarillo, USA

Contact: Dr. Andrea Grove

Email: andrea.grove@csuci.edu

The CISB: Intersecting education, capitalism, and social change—Applying market principles to alleviate society’s most urgent needs.

The California Institute for Social Business (CISB) in collaboration with Professor Muhammad Yunus was established in 2010 and launched with a public talk by Professor Yunus in February of that year. The CISB exposes students to opportunities for learning about and addressing local and far-reaching social ills through the application, study and development of Professor Yunus’ notions of social business. The CISB consults with entrepreneurs and organizations for idea incubation and social business planning.

Undergraduate and graduate curricula:

The CISB offers a Minor and a Certificate in Social Business through the Martin V. Smith School of Business and Economics. Our program

is grounded in the principle of interdisciplinarity—students not only study social business but must also take courses that help them understand the social, economic, and political issues that social businesses can be designed to address. The SB courses have multiple active learning and community engagement components. We also offer a course in social business as part of our Masters of Business Administration program.

Academic Research

The CISB promotes and supports student research in social business and with campus partners is launching a Community Based Research Repository (CBRR) for that work. Also, a major contribution has been the first academic textbook focusing on Yunus Social Business, edited by Dr. Andrea Grove and Dr. Gary A. Berg: *Introduction to Social Business: Theory, Practice and Critical Perspectives* (Springer, 2014). CISB Director Andrea Grove also serves as Chief Editor of the new *International Journal of Social Business* (ISSN 2522-3976), since its inception this year.

Outreach and Partnership

The CISB participates in global conferences about social business and social entrepreneurship. Highlights for 2016-17 include presentations and judging at the Yunus Prize competition at National Central University in Taiwan, Social Business Day Canada, Social Business Academia Conference, and the Ashoka U. Conference. We also sponsor events on our campus such as the annual Social Business Innovation Challenge in which student teams design a prototype to address a challenge chosen from the Sustainable Development Goals of the United Nations. In summer 2018, we partnered with the organization, My Name My Story, to host a summer camp for high school students on social business and social entrepreneurship.



YUNUS CENTER FOR SOCIAL BUSINESS & MICROFINANCE **AT RENMIN UNIVERSITY OF CHINA**

University: ___Renmin University of China

Location: ___Beijing, China

Contact: ___Meng Zhao (Ph.D.)

Email: _____zhaomeng@rbs.ruc.edu.cn

Mission: The Yunus Center for Social Business & Microfinance at Renmin University of China (YCRUC) was co-founded by the Renmin Business School, the Chinese Academy of Financial Inclusion, and the Yunus Center of Bangladesh. YCRUC has a mission to facilitate the substantive and ongoing progress of the social enterprise field in China through systematic research and teaching, in-depth international communications and cooperation, and comprehensive and effective intellectual support.

Inauguration: The inauguration ceremony of YCRUC and the Social Innovation & Social Entrepreneurship Forum, Renmin University of China took place in February, 2017. The Forum focuses on topics such as how mass entrepreneurship and innovation can promote sustainable economic development and how an Industry-Universi-

ty-Research system can be constructed to advance social entrepreneurship growth in China. Intensive discussions were held on social enterprise and social business development in China.

Ecology building: YCRUC initiated and announced the Beijing Initiative on China Social Enterprise Development in partnership with 17 major social enterprise facilitators in China, including foundations, universities, industry alliances, investment agencies, leading social enterprises and mass media agencies. The initiative is aimed to set up a roadmap for the development of the Chinese social enterprise community, and pursue opportunities to promote and practice social businesses in China. The press conference was widely covered by more than 20 major media outlets.

Certification: YCRUC co-chaired with the Center for Civil Society Studies, Peking University to develop the Chinese Social Enterprise Certification System. The system was published and implemented by Shenzhen Development Center for China Charity Fair on June 21st. Around 500 social enterprises applied for certification in 2017. Through YCRUC, the Renmin Business School became the main academic advisors for the certification and due-diligence process.

Investment: YCRUC initiated and hosted the first workshop on developing a unified social impact measurement framework in China. Three major social impact measurement development institutions and several social impact investors and consulting agencies attended the workshop.

Policy change: YCRUC is working with the Center for Civil Society Studies, Peking University and the local governments in Beijing, Chengdu and Shenzhen to develop policies and pilot programs that support social enterprises.

EBS Universität

für Wirtschaft und Recht

CHAIR OF SOCIAL BUSINESS AT EBS UNIVERSITY

University: ___EBS University

Location: ___Oestrich-Winkel, Germany

Contact: ___Prof. Dr. Karin Kreutzer

Email: _____karin.kreutzer@ebs.edu

1. INTRODUCTION

The Chair of Social Business at EBS University aims to discover, preserve and disseminate knowledge in social business that is equally rigorous and relevant and to thereby create positive impact for students, academics, executives and society.

We focus on hybrid (or pluralistic) organizations operating at the boundary between market and civil society. We study organizations irrespective of their legal form that develop innovative solutions to society's most pressing social needs. We are interested in social innovation; that is innovative concepts, strategies and business models for civil society organizations, foundations and socially responsible businesses.

Professor Dr. Karin Kreutzer holds the Chair of Social Business at EBS University, which is one of the top business schools in Germa-

ny. The University is located in Wiesbaden and Oestrich-Winkel and has about 2,000 students. Professor Dr. Karin Kreutzer is being supported by two research assistants, Elisabeth Niendorf and Franziska Schwarzer.

2. RESEARCH

We study organizations creating social or environmental impact in an entrepreneurial way. In particular, recent areas of research are Hybrid Organisations, Non-Profit Management, Management of Volunteers, and Social Innovation. Six PhD candidates are pursuing their dissertation at the EBS Chair of Social Business. Furthermore, numerous Bachelor, Master and MBA theses have been completed.

Publications

We frequently publish in leading international scientific journals and give presentations at conferences. Some recent publications include:

- Cannon, S., & Kreutzer, K. (2017). Mission Accomplished. Organizational Identity Work in Response to Mission Success. Accepted for publication in Human Relations.
- Kreutzer, K. (2016). Corporate Social Innovation – A Benchmarking Study. Report.
- Lurtz, K. & Kreutzer, K. (2016). Entrepreneurial Orientation and Social Venture Creation in Nonprofit Organizations: The Pivotal Role of Social Risk Taking and Collaboration. Nonprofit and Voluntary Sector Quarterly, online first: DOI: 10.1177/089976401665422.
- Rueede, D., & Kreutzer, K. (2015). Legitimation Work within a Cross-Sector Social Partnership. Journal of Business Ethics, 128(1), 39-58.

- Kreutzer, M. & Kreutzer, K. (2014). The Role of Informal Control for Volunteer Satisfaction and Turnover in Volunteer Teams. Academy of Management Best Paper Proceedings.

3. TEACHING

Undergraduate level courses

Lecture “Business and Society” (mandatory for all students of Business Administration):

Students critically discuss the role of business in society. The blurring of traditional boundaries between the private and the social sector is a growing trend in societies worldwide, which will also be explored in this course. We focus on three main topics: 1.) The role of business in society and corporate social responsibility, 2.) Management of civil society organizations, 3.) Business models with a social mission (e.g. social entrepreneurship, social business).

Graduate level courses

Social Entrepreneurship and Social Business (Elective course):

In this innovative course format, students gain an overview over the concepts of social entrepreneurship and social business through an initial set of lectures; case studies and guest lectures of experts in the field allow students to reflect on the opportunities and challenges of managing businesses with a double bottom line. Established social entrepreneurs will then act as clients in a 3-week consulting challenge, where students are asked to develop solutions for pressing management challenges they face. The social enterprises are selected in cooperation with the Social Impact Lab in Frankfurt.

Social Innovation (Elective course):

This course offers a profound introduction on the principles, concepts and theories of social innovation and how they can help to solve soci-

etal problems. Students get an overview of important literature and debates on social innovation. The course consists of an online course combined with interactive workshops.

Qualitative Research Methods (Elective course):

The course aims at helping master students to successfully prepare research papers and their master thesis. Students will get to know a ‘toolbox’ they can use for collecting and analysing qualitative data. Furthermore, students will learn how to avoid possible pitfalls within the process of academic writing.

MBA

Introduction to Social Entrepreneurship (MBA)

In this course, MBA students gain a comprehensive overview over the concepts of social entrepreneurship.

PhD level courses

Qualitative research methods (Elective course):

We introduce and discuss the elements that are constitutive for research (research methods, theoretical perspectives and phenomenon). We discuss theoretical orientations in interpretive research, sampling issues, and methods of data collection and data analysis. The course is supported by practical exercises and examples.

**W H A T
A R E
Y O U R
F U T U R E
T H O U G H T S ?**



DR. ASHIR AHMED

Kyushu University, Japan

Technology for Healthcare

“How can we use technology innovation to solve social problems, especially in the field of healthcare and how can we reach underserved communities through technology.”

Training young students

“How can we educate children about social business at a young age, even if this might not be the traditional scope of academia.”



DR. ENRICO TESTI

Yunus Social Business Centre at the University of Florence, Italy

Increase the influence of universities in the evaluation of social impact

“Universities could actually play a major role in social impact evaluation. By leveraging on their impartiality and sound scientific competences, they could gain a competitive advantage with respect to consulting companies.”

Strengthen the engagement with practitioners

“Universities can and should have a positive impact on society by giving their contribution to both the public and the private sector. For instance, universities can help drafting policies on social business as well as advise companies and enterprises in designing and implementing social services or CSR strategies. Universities should put their knowledge into practice and encourage their students to do the same: you won’t see any change if you stay in the classroom!”

INTERVIEW
DOCTOR
ANDREAS
HEINECKE



BEING IN THE SOCIAL BUSINESS FIELD FOR MANY YEARS AND ALWAYS WITH MANY DIFFERENT HATS ON, PLEASE TELL US WHAT YOU ARE UP TO THESE DAYS?

This is a tricky question to start with, because everyone tells me that I am not focused and that I should be much more focused with my various activities. I still wear one hat running my various social businesses Dialogue Social Enterprise and the Dialog Museum. As of last year I am also the President of the MODI Foundation. MODI stands for the Museum of Diversity and Inclusion. We are conducting in-depth research to try to understand how museums can become a catalyst for social change. The whole notion of museums is interesting because politics, the corporate world, universities, they all understand that social business and social entrepreneurship are important topics,

but the cultural sector is still reluctant and sleepy. With MODI we try to unleash the potential of culture so that they join as a new stakeholder in the social business world.

In addition to this, I still teach and publish. I wrote an article on trauma and empathy to find out whether traumatic experience do or do not foster empathy as part of the book “The Alchemy of Empathy”. In this context we are working with the Dalai Lama and I will be in India for a one-week seminar with the Dalai Lama to understand what needs to be done to promote empathy in the museum field.

[...] it not easy to find the balance between the economic side and the social mission.

I recently published another article on transformative learning trying to understand how learning works when we talk about transformation. It is basic research to tackle other learning processes and then to try to track the impact we have or our exhibitions may have.

I was member of the Wellbeing program, which was a very important experience for me. Over the course of 18 months a cohort of 30 entrepreneurs were invited to join and it was a real deep dive inner journey to understand where we are, what we are going to do, how and where we can find the energy, what is hindering us, and what is helping us. It was a very interesting and very fundamental experience to have the freedom and space to face yourself with all these critical questions, which may arise when you are trying to survive as a social entrepreneur.

All the people who joined this cohort were experienced social entrepreneurs who had worked for at least 20 years in the field. They all have big issues to solve and it was not easy to find the balance between the economic side and the social mission.

FROM YOUR POINT OF VIEW, WHAT ARE THE MAIN CHALLENGES FOR SOCIAL BUSINESSES?

There are certainly many challenges. It is always very difficult to have a sustainable business model. With all the glory and the hope, we are still very short of money. It is an ongoing fight to survive and to cover costs, but to be honest every entrepreneur has more or less the same challenges to stay in the market, to be able to adapt to the changes and to deal with additional challenges, as we all have a different agenda since we have multiple objectives in order to reach a certain social impact. Another major challenges is certainly to keep the energy and to find a good work-life balance and not to be despaired. We are doing our very best and dedicate our lives – myself now for more than 30 years – and when we see what is happening every day in world that the world turns for the good, but also for the bad, you have to keep a very optimistic mindset in order to keep the energy, to motivate your people, to be a source of inspiration and to lead by example with what you do.

And then we need to acknowledge that we can only be a drop in the ocean. Although one drop is better than no drop, you have to be aware that our impact is pretty limited and not really a systemic change, because our resources are limited and our capability in terms of management is not sufficient enough to bring many models to a global scale. The challenges are becoming bigger and bigger and I hope that I am personally not shrinking, but growing with the expansion of complexity and the growth of problems.

YOU MENTIONED THE SYSTEMIC IMPACT AS A CHALLENGE, DO YOU NOW SEE DIFFERENT APPROACHES IN TERMS OF SYSTEM THINKING AND THAT SOCIAL BUSINESS ENTREPRENEURS HAVE OTHER STRATEGIES NOW IN TERMS OF COLLABORATING WITH OTHER STAKEHOLDERS FROM DIFFERENT SECTORS?

In theory yes. We have all these buzzwords of co-creation and collective impact. We all know that we have to think across borders and out of silos. There is definitely a lot of hope and optimism and open mindedness. But in practice, I am not aware of an alliance of different stakeholders or different social businesses that really join forces for common goals. In many cases, there is too much ego and most have their own agendas. It is somehow wishful thinking. People are sitting together and know they need to do it, but in the end, everyone stays inside their box because they don't want to give up their own territory.

YOU MENTIONED YOUR ACTIVITIES IN THE FIELD OF TEACHING AND RESEARCH. HOW DOES THE INTERPLAY BETWEEN ACADEMIA AND SOCIAL BUSINESS TAKE PLACE IN PRACTICE?

The good news is that there is a wave of publications also from students. It is really amazing to see how many students are interested in the topic. The number of publications and theses is growing exponentially. It is wonderful that young people are engaged and spend time and energy to try to understand how the challenges that we are facing everyday can be solved from a theoretical angle with some discourses in the field.

For us at Dialogue Social Enterprise, we are doing research in trying

to understand what future business models could look like. We are trying to understand what actually learning might look like, how we can give proof and evidence so that we really succeed in transforming people in a verbal way, in an individual way and in a long-term way. Besides this, I am also interested in teaching methodologies and how can we provide innovation in terms of teaching. This is like a hobby for me. I really like to invent new formats in terms of teaching and learning and giving me as a teacher a new role.

The students are then the ones who are actually running the course, while I am more of a facilitator, but not the actual content provider. For me, it is important to question the role of a teacher and to be on the same eye-level with the students.

I wrote a new syllabus for social entrepreneurship and social business teaching and compiled an overview about best practices to identify what is going on at other universities and business schools, and what is best practice in terms of social business education.

HOW CAN WE FURTHER INCREASE THE RELEVANCE OF ACADEMIA IN THE SOCIAL BUSINESS CONTEXT? WHAT WOULD YOU WISH FOR AND WOULD LIKE TO SEE? WHAT COULD BE CONCRETE NEXT STEPS?

First of all, I think that social business should become a compulsory course for every student. And not only social business, but also broader topics on responsible leadership, which would lead to a better understanding of how businesses actually work.

Secondly, the academic field is very scattered and there are a lot of things going on in various disciplines. What would be very helpful would be an

Award of Excellence for academics who show excellence in research. It should be a significant prize, let's say up to €50,000 to recognize important research and to gain exposure and press coverage.

THE AWARD COULD ALSO BE SOMETHING THAT COULD BE INCORPORATED IN THE GSBS ACADEMIA RESEARCH CONFERENCE...

Yes, of course. We have to be honest, the Research Conference is still on a rather small scale, since it is pretty young. We should look at management or leadership conferences that we should benchmark to have significance in the field.

Moreover, the exchange of experts is really important and this should be much more in a workshop style, to build clusters to have a certain understanding and reflection upon the topics. The format should be adapted into a much more collaborative way.

Dr. Andreas Heinecke

Andreas Heinecke is the Co-Founder and CEO of Dialogue Social Enterprise. He is the first Ashoka Fellow in Western Europe and Member of the Global Agenda Council on Social Entrepreneurship of the World Economic Forum, and a Global Fellow from the Schwab Foundation of Social Entrepreneurship. Andreas is the recipient of various international awards, and additionally, he holds a PhD in Philosophy and since May 2011 he holds the Honorary Professorship at the Chair of Social Business at the European Business School.

“Looking at the the Zeitgeist of our times – are we feeling more empathetic as a world or are we feeling less empathetic?”

— Prof. Dr. David A. Jordan
President - Seven Hills Foundation

empathy

eM:pa·thy / em-pə-thē
noun

1. the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner
2. the imaginative projection of a subjective state into an object so that the object appears to be infused with it

I N T E R V I E W
D O C T O R
A N I T A
N O W A K



YOU HAVE WRITTEN THE BOOK “THE EMPATHS STRIKE BACK”. IN A FEW WORDS, WHAT IS IT ABOUT? WHAT’S THE CORE MESSAGE?

It’s a hopeful book about leveraging the power of empathy. It’s full of stories about everyday people engaged in what I call empathic action – in five areas of life: At the individual level, family level, community level, school level and organizational level. I’ve included dozens of interviews with children, adults, men, women – the entire gamut of society. So, I hope the book inspires readers to engage in empathic action too. Opportunities are everywhere – but also, the world really needs more empathy. That’s what “The Empaths Strike Back” is all about.

YOU SAY THAT MOST SOCIAL AND ENVIRONMENTAL ISSUES ARE ROOTED IN A COLLECTIVE EMPATHY DEFICIT. BUT YOU ALSO SAY THAT EVERY HUMAN BEING CAN BECOME

MORE EMPATHIC THROUGH TRAINING. HOW CAN WE TRAIN PEOPLE TO BECOME MORE EMPATHIC?

Researchers who have studied humanity's evolution have come to the conclusion – and neuroscience corroborates this finding – that empathy helped us survive as a species. We had to care for one another and help each other out to survive. But fast-forward to contemporary society. We now live in single-generation homes and mostly take care of ourselves. So, our sense of collective well-being and belonging is eroding even though our primary need for communion is still very much part of who we are.

Then add technology to the mix and it's clear how even more disconnected we're becoming. We go through the motions of staying in contact with people on digital platforms. But the reality is that we need to spend time together, looking into each other eyes, holding each others hands, offering each other hugs. There's a whole body of research that shows how physical contact with people we care about is like a medicinal balm.

Now, if it's true that we're born to empathize, and have a natural capacity to empathize, how can we become more empathic? That's simple: with practice! Much like neuropathways in the brain get entrenched the more often you experience something. The more you empathize (and practice empathy), the more you have the capacity to empathize going forward. From the moment a child is born, neuropathways are being developed and strengthened. So, if a child is born into a family that is loving and supportive, neuropathways develop in a way that will allow that child to extend empathy to others because he or she has experienced empathy first-hand. On the flipside, when a child grows up in a family that's disharmonious, or worse, where violence is present, or if a child is raised under a constant barrage of criticism, that tends to curtail empathic proclivities.

Of course, the best case scenario would be for all children to grow up in a loving and supportive environment. That would change the world! And gratefully, there are organizations that provide early childhood interventions – mostly in schools – that foster empathy. Roots of Empathy is a wonderful example.

There are also simple ways to practise empathy, such as eye-gazing. Imagine two people sitting, facing one another for two minutes. It's not a staring competition, just gentle eye-gazing. That's a fantastic way to recognize that another human being is sitting in front of you with a set of human needs and a personal story just as legitimate as yours. Listening exercises are also a great way to flex empathy muscles. So is studying non-violent communication, otherwise known as NVC. Anything that fosters connection increases our capacity to empathize. Of course, there's no quick-fix to becoming more empathic. But over time, you can definitely become a more empathic person.

OBVIOUSLY, THOSE WHO ARE WILLING TO DO ENGAGE IN THOSE KINDS OF EXERCISES ARE PROBABLY NOT THE PEOPLE WHO WOULD NEED IT MOST. YOU CAN'T FORCE SOMEONE TO PRACTICE EMPATHY...

For sure, some of the exercises I just described wouldn't appeal to everyone. It takes a safe space and tons of vulnerability to sit quietly eye-gazing! But there are other ways to become more empathic. For example, reading books. There's a strong correlation between people who read non-fiction and empathy, because fiction require a reader to imagine what someone else is experiencing. That's called cognitive empathy. And of course, there are people who don't really care about others or have narcissistic tendencies. But as it turns out, those people have specific neurological deficits that limit their capacity to empa-

thize. Then there's a grey area of people who've had bad experiences in life and tend to be low-level empathizers. Think of children who grew up in unloving families as adults. At the end of the day, we are all the walking wounded – just to differing degrees. So, self-care and healing is the first step to take before extending empathy to others.

HOW CAN WE INCLUDE EMPATHY IN SOCIAL BUSINESS EDUCATION?

I think the first entry-point is through Human-Centered Design and Design Thinking because at its core is the user experience. When Human-Centered Design is deployed for social innovation, social entrepreneurship, social business, the user (aka beneficiary) is always front and center. And to me, the best way to solve a social problem is by listening to the people impacted by the problem, without making assumptions. A great TED talk that speaks directly to this issue is Ernesto Sirolli's "Want to Help Someone? Shut up and Listen!"

In terms of teaching social business and advancing it within universities, my experience has mostly been with undergraduates – 19-22 year old Millennials at McGill's Desautels Faculty of Management.

Traditionally, b-school students learn about profit-making organizations. So, I have the joy and privilege of seeing the world open up to them semester-after-semester when they realize that social enterprises and social businesses are not only viable and on the ascension, but they can also offer exciting career opportunities. After nearly a decade of teaching (that's more than 500 students), I've seen countless a-ha moments, when a student figures out they can achieve values alignment in their working lives and make a living. Meaning to say, they can be a good person and succeed professionally by doing good.

It's very exciting to them. And thrilling for me.

WHY HAVE YOU CHOSEN TO BECOME AN ACADEMIC AND NOT AN ACTIVIST?

Actually, I'm not a full-time, tenure-track professor. But I have been teaching Introduction to Social Entrepreneurship & Innovation at McGill since 2012. And this fall, I'll be teaching a leadership course. A few years ago, I had the pleasure of leading the Social Economy Initiative to help integrate social entrepreneurship and social innovation into the faculty's teaching, research and outreach. And after that, I worked on a MOOC (Massive Open Online Course) called Social Learning for Social Impact, led by Henry Mintzberg. It was an online course that brought thousands of people from around the world to solve social problems together. But my main contribution to academia is through teaching. And it's a huge passion of mine because I have a direct touchpoint with the young people who will inherit the world and have the skills, capacity, talents and passion to change it for the better. So, my contribution to social change is by creating the conditions for students to learn about social change work – and then watching them fly! I have countless examples of alumni who have become social entrepreneurs. And mentoring them fuels my fire.

ARE TOPICS LIKE EMPATHY AND SOCIAL BUSINESS GAINING MOMENTUM AT UNIVERSITIES OR DO THEY REMAIN MARGINALIZED?

I defended my PhD thesis in 2011, and in the last eight years, there's been a huge upsurge in popularity among students for courses about social entrepreneurship. When I first began teaching, the class was offered once a year. Now, it's being offered twice a semester and there's even a Minor Concentration in Social Entrepreneurship. So,

universities are responding to student demand. And in Canada, The McConnell Foundation is also playing a lead role in growing the ecosystem for Social Innovation to flourish across campuses by launching RECODE.

Also, as the buzz about social entrepreneurship and social business begins to diffuse across campuses to other disciplines such as engineering, social work, public policy and international development, more professors are joining the conversation – which is great. I’m part of an informal group of educators who share resources and ideas about social entrepreneurship pedagogy, and just recently the group decided to intentionally reach out to faculty members who do work in social justice, media studies, etc. To me, this is a positive trend for the space.

At the same time, social entrepreneurship has become so popular that some students (albeit a small percentage) pursue social initiatives for CV-padding. And that’s a shame. I don’t think a volunteer stint overseas should be a box to tick for grad school applications.

IN YOUR LATEST TEDX TALK CALLED EMPATHY WILL SAVE HUMANITY, YOU DESCRIBE THE CHALLENGES THAT DIGITALIZATION AND IN PARTICULAR THE RISE OF ARTIFICIAL INTELLIGENCE AND VIRTUAL REALITY MAY BRING FOR HUMANITY. WHAT CAN WE DO ABOUT THIS?

A technological revolution is just around the corner – unprecedented in scale, scope and impact. And because I’m an optimist I think a lot of technological innovations can and will be leveraged to solve social and environmental problems. But I also believe there are risks. First, citizens and policy makers have to part of the conversation as the technology unfolds. I certainly don’t want for-profit only companies to drive the agenda. Second, while I admit that smartphones do

make our lives easier, research is showing they also make us lonelier. We’re spending countless hours on our devices, with major social and psychological costs. And virtual reality is going to exacerbate that – especially for youth. Imagine teenagers after they spend hours wearing a VR headset, taking bigger and bigger risks in the virtual worlds they’re exploring. What’s going to happen to their level of cortisol and stress? How will their bodies adapt? Will the non-stop stimulation impact their brains? And will excessive VR exposure change the way they relate to other people in the world? No one really knows – and that’s a problem. So, in the face of this brave new world, I think we need to have public conversations and consultations about all of this. I don’t mean to sound alarmist, I just think we need to pay a lot more attention and become engaged and active citizens.

Dr. Anita Nowak

Dr. Anita Nowak is an empathy expert, author and social impact coach. She also teaches Leadership and Social Entrepreneurship & Innovation at McGill, where she was awarded Professor of the Year by the Desautels Management Undergraduate Society in 2014. Anita believes in the power of “Empathic Action” – an idea that informs all her teaching, writing, coaching, consulting and public speaking. She is author of *The Empaths Strike Back: Stories of Everyday Heroes Using Empathy to Change the World* (forthcoming). She is also a certified coach who works with HNWIs to help them achieve their social impact and philanthropic goals. www.anitanowak.com

R E S E A R C H

O N

S O C I A L

B U S I N E S S :

W H E R E

DO WE GO

F R O M

H E R E ?

research

re·search /r-sûrch/

noun

1. Scholarly or scientific investigation or inquiry
2. Close, careful study

RESEARCH ON SOCIAL BUSINESS

MICHAEL J. ROY & CAM DONALDSON

**Yunus Centre for Social Business and Health
Glasgow Caledonian University, Glasgow, UK**

ANDREA GROVE

**California Institute for Social Business
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Research on social business is still in its infancy. As social business has proliferated around the world, the academic world has largely failed to keep pace. In some ways this is perfectly understandable: scientific thinking has always moved fairly slowly and deliberately for very good and valid reasons. The gathering of data, the checking and re-checking of results, the preparation of manuscripts and the peer review process itself is always going to mean that scientific advances simply cannot advance at the same rate as advances in practice. But while theory tends to be placed on a pedestal and elevated above practice in the academy (Doherty, 2018), theory devoid of practice – particularly in a world as rich and vibrant as social business – can be perceived as dry and irrelevant by comparison (Haugh, 2012).

We have identified several key areas in which we perceive there is work to be done to reinvigorate and push the field forward. We wish to pose a challenge to our academic colleagues to agree with us, disagree with us, work with us, work in opposition to us, collaborate on research, build new research alliances around our categories, or eschew our categories altogether and do their own thing. Above all, however, our most important aim is to advance the academic debate: hopefully help our infant move far closer towards adolescence.

Building on success

The social business academic community has grown significantly since the first meeting of less than 20 universities as part of the Global Social Business Summit in Wolfsburg in 2010. Subsequent to that, we held two Academia Days prior to the 2011 and 2012 Summits in Vienna, before deciding to hold our first conference in Kuala Lumpur (2013), followed by Mexico City (2014), Berlin (2015), Paris (2016 and 2017) and, again, Wolfsburg (2018). The first three conferences involved over 30 submitted papers, growing to over 40 since 2016.

These conferences are unique. They combine teaching and research. They involve scientists presenting inventions they wish to promulgate through social business models, reports of social business case studies, through to social scientists attempting to evaluate the impact of social business. At such events it is easy to get carried away with the enthusiasm of the socially-minded inventors, people generally wanting to do things differently and, of course, the leadership, inspiration and writings of Nobel Peace Laureate, Professor Muhammad Yunus (Yunus, 2017). Building on this success, it is timely to reflect on where we are and how we can move forward as an academic community, particularly with respect to research. In this respect, we see three broad directions of travel.

Critical perspectives

In the early days of any new field, there is a tendency to look for case studies to exemplify or which support our own position or efforts. Case studies are especially useful to introduce the next generation of scholars and activists to key principles and ideas, to excite them and encourage them to imagine what might be possible. However, there comes a point when we need to start to be more self-reflective and consider what, if anything, is learned from simply recounting stories of success. Do we actually learn when things go right all the time? Do we not learn and grow from reflecting on when things actually go wrong, or not as expected?

Thinking critically is not the same as criticism. People do not need to feel that they are betraying a cause by thinking and or performing critical research. That includes subjecting core ideas or tropes that are currently considered central or sacrosanct within the social business movement to close scrutiny. It is only through constructive, respectful debate that science moves forward. For example, we should always be aware of the possibility of unintended consequences that may arise from social business activity, such as growing inequalities between those at the very 'bottom of the pyramid' and the rest. That said, we should not let the idea or the threat of critique dissuade us from engaging in new ideas or approaches.

A wider lens

What we mean by a 'wider lens' is to think about the social business movement as one movement within a much wider field of study. What is the relationship between social business and social enterprise, for example? Social enterprise is a fluid and contested concept, which varies according to geography, culture, politics, policy and history (Teasdale, 2012). There are probably at least two distinct schools

of thought when we think about social enterprise as a concept: one which grew up in an Anglo-Saxon business school context, and owes a great deal to the early 'social entrepreneurship' pioneers such as Bill Drayton (2002) of Ashoka and Greg Dees (1998), and another stream which has emerged from a continental European co-operative tradition (Defourny & Nyssens, 2010; Ridley-Duff & Bull, 2015). This is a vein of practice and scholarship that is hundreds of years old; in fact, as old as capitalism itself. What can we learn from such history? From the likes of the Rochdale Pioneers of 19th-century England or from the Raiffeisen model of small, local agricultural banks, founded nearly 200 years ago with the goal to fight rural poverty in Germany and the Netherlands? In what ways can such ideas and thinking be re-imagined and applied to the complex, multifaceted problems facing us today? While we should look to be inclusive and open to ideas from outside of our immediate experiences or knowledge, what challenges and opportunities does widening our lens pose to contemporary understandings of social business?

Challenges to the model itself

When we are studying social business, we are dealing with organisations that are inherently complex and rooted to their specific context. We often cannot simply lift ideas from one particular context and place them in a completely different one, and expect such ideas or models to thrive; at least not without significant adaptation. That said, despite the barriers of negotiating complex legal and institutional frameworks, Grameen UK is now up and running and Grameen America seems to be showing remarkable success. It may be that social business might even work more effectively in contexts where there is a more facilitatory state.

Related to that context, in the US (and, indeed in the UK) we are finding very few social business models able to operate according to the

model wherein initial investments are paid back. Instead, it seems, success often comes from grants or donations to get the business off the ground (and, in some cases, significant levels of support moving forward too). This aspect blurs the line between social business and what would be termed ‘non-profits’ in the US, and raises questions about the applicability of the model itself—at least in its original proposed form. In this setting, the Grameen Social Business success stories seem a rare breed, in that they are able to draw upon startup funding from those very successful networks in Bangladesh. Or, in the case of Grameen Danone, the generosity of Danone that the initial investments would not be paid back. This is not inherently a bad thing, but the case made here is that we may need to spend more time comparing models within the social business universe and re-evaluating the concept itself: a practice that Professor Yunus has often encouraged. In the US, much interest in creating social businesses comes from non-profit partners who wish to create an income stream. How can that aspect be viewed in the context of the ‘ideal’ social business and also, how do current legal, financial or policy structures impede and/or enable this creativity?

Such questions also raise some acute methodological challenges. In scientific terms, we are often looking for replicability or generalizability: that the lessons or learning can be applied elsewhere. But social businesses are often highly idiosyncratic, making generalizability or replicability of results very difficult, if not impossible. We suggest that there are some methods that can be applied to the study of social businesses (such as realist evaluation – see Pawson & Tilley, 1997) which, if done well, can lead to an appreciation of what works, for whom, and in what context. There are undoubtedly other methods that can, with imagination, be employed to overcome all manner of methodological challenges.

Conclusion

In closing, the independence of academia brings great strength to movements such as that of social business. But this requires critique, and acceptance of such, and openness to other fields of applied study and engagement with new theories and ideas. We see these as the next steps for social business academia research; steps that will not only strengthen the social business movement but also allow it to extend its reach and fulfill its potential.

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SOCIAL BUSINESS COMPETITIONS

Across the globally growing network of academic institutions promoting the concept of social business, idea or business model contests have recently become a popular activity. Targeting own or foreign university students, the impact of such challenges is manifold - depending on the form they take.

The most widespread form are contests that mainly drive already existing social business idea holders to further elaborate on their models and receive immediate feedback. As such, they can be seen as a precursor stage to a crowdfunding campaign or search for investors. They allow founding teams to test their initial concepts, receive important advice, establish a network of mentors, supporters and partners as well as increase the visibility of new social businesses. Hence, they are a significant element in the social business ecosystem that aims at supporting social businesses to thrive.

For instance, launched in 2012, the Yunus & You Social Business Design Contest (YY Contest) at Yunus & Shiiki Social Business Research Center, has been one of the first incubating types of challenges to be put in place. Its aim is to provide participants with mentorship program services and networking opportunities. Winners are invited to the annual Global Social Business Summit (including travel expenses and registration fee).

Similarly, targeting founders of social businesses in their very early stages, AIT's Social Business Champ, launched in 2014, understands

itself as a broadly open competition for idea stage social businesses. It invites students from all around the world to present their social business solutions to pressing social issues. Winners receive startup capital from Social Business Youth Alliance (SBYA) Global as well as access to its network.

Also designed as a global competition, the YY Contest is a collaboration between AIT's Yunus Center and Yunus Social Business organizations in the Asia-Pacific area. In 2018, the YY contest was co-hosted by Bangchak Corporation Public Limited Company and focused on social business solutions that support the achievement of the Sustainable Development Goals (SDGs) in four areas of Bangchak's interests: Efficiency Energy Management, Green and Renewable Energy, Bio-Based Energy and Retail.

With the support of financially strong sponsors, some institutions have even been able to install competitions that award winners with cash prizes or even start-up capital.

For instance, at the Social Business Innovation Challenge, sponsored by the California Institute for Social Business and Entrepreneurship and Small Business Institute, teams compete in a rally-style competition to assemble a product prototype - with an annually changing focus. In 2017, the challenge took place for the third time, with a focus on the UN's Sustainable Development Goals. It awarded three teams with cash prizes between USD250 and USD1,000.

Similarly, the DBS-NUS Social Venture Challenge Asia (SVC Asia), is an Asia-wide competition for social enterprises, open to any member of the public. Launched in 2014 and organised by DBS Foundation and NUS Enterprise, the Challenge aims to identify and support innovative new ideas and existing social ventures that have the potential to generate positive, scalable and sustainable social impact. After a

thorough screening of applications, top teams are flown into Singapore for a four-day finale program, where teams can network with industry experts and impact funders, attend a 1-day special boot-camp training. With a total award money of over SGD100,000, SVC Asia is one of the financially strongest competitions in the social business arena.

Integrated in universities' curricula or in the form of workshops, social business contests are not only an event for already "contaged" impact seekers. They are a very effective tool to promote the concept of social business as they allow for an intensive creative experience with significant potential for a lasting change of perspective. Particularly business students have repeatedly described their first social business workshop like a mind-expanding experience, opening up new potential paths for their future.

The Yunus Center at HEC Montreal has structured its Social Business Competition as a course which provides experiential learning and uses a gamification approach to enhance students' learning experience. Participating students learn how to use market mechanisms to address social challenges, leverage on a social collective mindset, collaborate with various stakeholders, and develop their business idea into a real business.

As such, social business contests are an important tool to trigger the emergence of more social businesses.

“Integrated in universities’ curricula or in the form of workshops, social business contests are not only an event for already ‘contaged’ impact seekers.”

“There is a great opportunity for networking and collaborative work, but there is also a need for monitoring and coordinating to ensure quality work and to ensure that the various Yunus Social Business Center advocate the right thing about the principles and the definition of social business.”

— Dr. Shahrina Md Nordin

Universiti Teknologi Petronas, Malaysia

ABOUT SOCIAL BUSINESS

With the idea of social business, Prof. Muhammad Yunus has introduced a new dimension for capitalism: a business model that does not strive to maximize profits, but rather to serve humanity's most pressing needs. The first motive of a social business is not profit, and second, it does not pay its investors dividends. Instead, it aims at solving social problems with products and services at affordable prices, or giving the poor and marginalized people ownership in a business and therefore allows them to share in its profits.

A social business only pays back the original investment amount and reinvests all additional profits in innovations or further growth to further increase its social impact. Although a social business is pioneering in its aims, it is traditional in its management. Its workforce is professional and paid according to market wages.

This type of business may or may not earn profit, but like any other business it must not incur losses in order to be able to sustain itself. In every sense a social business aims to be sustainable: in its direct environmental impact, the impact along the value chain, and critically, in its financial independence. This is a key difference between social business and charity. Once the initial investment is repaid, the social business aims to be financially self-sustaining, giving the independence and security to focus all efforts on the long-term improvement of the lives of the disadvantaged.

A social business is a new type of business and “social business entrepreneurs” are a new type of entrepreneurs who are not interested in profit-maximization.

They are totally committed to making a difference in the world. They want to provide better chances in life to other people and they want to achieve this objective through creating and supporting sustainable social businesses.

Social business follows seven principles, which serve as its defining elements. In 2009, while at the World Economic Forum, Prof. Yunus sketched out the 7 principles which were to become the model for social businesses used today.

T H E S E V E N P R I N C I P L E S O F S O C I A L B U S I N E S S

Six Principles of Grameen Social Business

1. Business objective ^{will be} to overcome poverty, or one or more problems (such as, education, health, technology access, environment, etc) which threaten people and society; not profit maximization.
2. Financial and economic sustainability.
3. Investors get back the investment amount only. No dividend is given beyond investment money.
4. When investment amount is paid back, company profit stays with the company for expansion and improvement.
5. Environmentally conscious
6. Workforce get market wage with better working condition.
7. Do it with joy

O V E R V I E W

O F

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Singapore

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Social Business in Academia – Do it with joy!

ABOUT

YUNUS AND YOU — THE YY FOUNDATION

The YY Foundation is a not-for profit organization founded in 2012 in Wiesbaden, Germany with the main purpose of creating a fairer and more social world through promoting a constructive dialogue between academia, business, politics and civil society and thus leading to the social and economic integration of the least advantaged.

The foundation's main activities include:

- Cooperating with educational institutions to spread the social business concept with a special focus on the young generation, the leaders of tomorrow: support universities, colleges and other educational institutions with the formulation of curricula, joint implementation of research projects, offering inspiring events, seminars and lectures with a focus on an inclusive and fair economy, with the goal of bringing the social business concept into the education sector
- Supporting social business events: sponsoring participation at summits, networking events, social business information exchange forums, and other related social business events, to allow for constructive exchange for members of different cultures, religions, gender, and professional backgrounds
- Developing a platform towards a more social world: supporting activities such as social business competitions, scholarships, internships and fellowships that will work as a catalyst for accelerating a

social mindset around the world and allow for encounters between members of various nations

- Encouraging youth development: offering educational programs for children and young people to support the youth upbringing worldwide
- Supporting local social initiatives within cities that bring neighbors together for a social purpose such as clean streets, safe neighborhoods and spreading a social conscience
- Promoting economic & social integration: supporting the economic and social development of the least advantaged citizens through the support of entrepreneurial initiatives towards the reduction of poverty.

www.yyfoundation.com

Studio Nima

Studio Nima has initially been started as Nima Social Business Consulting in 2013 in Germany and has been rebranded in 2019.

Studio Nima is working on social innovation and social business projects together with companies, universities, foundations and other organizations. The main focus is on the ideation and implementation of innovative and future-oriented social impact projects.

www.studio-nima.com

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WHAT'S NEXT?

Seeing what has happened in the academic world of social business in the last years makes us proud. We are looking forward to all social business activities in the near future. Stay tuned!

Social Business Day - Bangkok June 28-29, 2019

In 2019, the Yunus Center at the Asian Institute of Technology (AIT), supported by the Yunus Social Business Center Kasetsart University (YCKU) and the Thailand Social Business Initiative (TSBI) will host the Social Business Day on June 28. The annual Pre-Conference of the Social Business Academia Network is scheduled for June 29.
<http://socialbusinesspedia.com/events/sbd2019>

Global Social Business Summit - November 2019

As every year, the Global Social Business Summit 2019 will host the annual conference of experts, thinkers and doers around the topic of social business. Location and date will be published soon:
www.gsbs2018.com

Academia Report on Social Business 2020

The next Academia Report will be published on Social Business Day 2020, which will take place June 28. If you are involved in academic activities that should be part of the report, get in touch with us:
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Yunus Social Business Centre Network

The Yunus Social Business Centre Network's objective is to enable exchange and collaboration between centers and thereby improve research and teaching on and around social business. Join the Facebook page for updates: <https://www.facebook.com/YSBCentre/>

Yunus Centre

The Yunus Centre in Dhaka, Bangladesh is the global hub for promoting the concept of social business among academia, researchers, practitioners, corporations and governments worldwide. Get in contact with them, if you plan to start a social business initiative at your university: www.muhammadyunus.org

“Come up with your imagination of the world that you want to build because you are the one who will be building it.”

— Prof. Muhammad Yunus

Nobel Peace Prize Laureate

*Social Business
in Academia*

—

Do it with joy!

A C A D E M I A
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O N
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