

WORK PACKAGE 2.1

BENCHMARKING REVIEW

10 EXAMPLES OF UNIT SET UP IN UNIVERSITIES TO
SUPPORT/PROMOTE SOCIAL INNOVATION WITHIN THE
UNIVERSITY





Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

SUBMITTED BY


SUNWAY UNIVERSITY (SUN) AND ASHOKA THAILAND (ASH)
15 March 2017

Example 1. Centre for Social Innovation, Stanford Graduate School of Business

  Center for Social Innovation, Stanford Graduate School of Business	
1.	Background (Why, Where, When)
	<p>Mission to bring social and environmental change to the world. Through research, education, and experiential learning, we strengthen the capacity of individuals and organizations to develop innovative solutions to complex problems</p> <p>History/Background In the late 1990s, Stanford GSB faculty, the dean’s office, students, and alumni recognized an opportunity for Stanford GSB to play a critical role in developing leaders to help solve global social and environmental challenges. In 1999, they came together to create the Center for Social Innovation (CSI) and reinforce Stanford GSB’s leadership in educating global leaders.</p> <p>Jim Phills, professor of organizational behavior, joined in 2000 as the first faculty director to champion this ambitious agenda. Under Jim’s leadership, the center developed a robust strategic plan and created an extensive array of programs that would establish the Center for Social Innovation as the academic leader.</p> <p>CSI expanded the work of the school to a larger audience of executives around the globe through research, education, and community outreach. The Center set on a course to create a field of social innovation, a journey that led to the launch of multiple academic centers for social innovation around the world and the creation of the White House Office for Social Innovation in the United States.</p> <p>Today, the Center for Social Innovation focuses its efforts at home supporting Stanford faculty in their pursuit of knowledge to educate insightful leaders for social and environmental change.</p> <p style="text-align: right;">Information adopted from https://www.gsb.stanford.edu/stanford-gsb-experience/news-history/history/csi</p>
2.	Direct Stakeholders involved (Who)
	Stanford University, Stanford GSB, Students, Alumni, Staffs (administrative and teaching)
3.	Financial Status (How)
	The Center is hosted within Stanford GSB and is currently leveraging on the assets of both Stanford University and Stanford GSB


4.	Structure/Model/Main Activities (What)
	<p>i. Research Services & Support</p> <ul style="list-style-type: none"> - Academic research and ongoing evaluation to understanding what works and what does not as organizations venture to offer solutions to social and environmental problems - A list of current research can be found at https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi/research <p>ii. Curriculum Development & Support</p> <ul style="list-style-type: none"> - Part of a holistic social-innovation learning model that builds off of the management core curriculum and leverages academic frameworks, students' and professionals' experiences, and hands-on discovery - Courses developed including courses grounded in the fundamentals of SI (e.g. "impact measurement", "systems thinking" and "cross-sector approaches") - "Certificate in Public Management and Social Innovation" is an academic programme within the MBA and MSx programmes of Stanford GSB that acknowledges a student's preparedness to address social and environmental issues <p>iii. Student Programs</p> <ul style="list-style-type: none"> - supports students in their exploration of social and environmental issues, develops the skills students need to address them, and provides both a networked community and financial resources to help students get started - Activities carried out within the sub-unit are experiential learning opportunities for the students, community connections as a member of a student club (example of student clubs including "Challenge for Charity", "Energy Club", "Food & Agribusiness Club"), meeting visiting speakers during guest speaker series (i.e. "View from the Top" and "Global Speaker Series"), and stay connected to alumni with similar interest.
5.	Additional Information
	<p>*Stanford GSB is the acronym for <i>Stanford Graduate School of Business</i></p> <p>Unless otherwise stated, the information presented here are adopted from https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi</p>

Example 2. LIEN Centre for Social Innovation, Singapore Management University

 LIEN Centre for Social Innovation SINGAPORE MANAGEMENT UNIVERSITY LIEN Centre for Social Innovation, Singapore Management University	
1. Background (Why, Where, When)	<p>The Lien Centre for Social Innovation, a partnership between the Lien Foundation and Singapore Management University (SMU), was established in 2006 to advance the thinking and capability of the social sector.</p> <p>Mission and Vision to be a thought leader and catalyst for positive social change in Singapore and beyond. Our mission is to catalyse innovative responses to social needs through applied research and capacity building in collaboration with the public, private and social sectors.</p>
2. Direct Stakeholders (Who)	<p>The stakeholders for the centre include</p> <ol style="list-style-type: none"> i. Singapore Management University, ii. the Lien Foundation, iii. Board members (4 board members comprise a cross-section of thought leadership in Singapore, with 4 board members from Singapore Management University, 1 from the Lien Foundation, and 9 independent board members), iv. Executive Team in charge of the operation of the centre
3. Financial Status (How)	<p>Partnership between the Lien Foundation and Singapore Management University (SMU)</p>
4. Structure/Model/Main Activities (What)	<p>The Lien Centre contributes to a more equitable, inclusive and vibrant society by addressing social needs through innovative approaches. The centre drives socially innovative solutions by strengthening social sector organisations so that they become influential and effective partners with business and government. The centre also work at the intersection of the public, private and social sectors to catalyse social innovation.</p> <p>The examples of the work that the centre has completed are as below</p> <ol style="list-style-type: none"> i. Research <ul style="list-style-type: none"> - SMU Change Lab, Social Insight Research Series, Levers for Change and etc. (https://lcsi.smu.edu.sg/research/smu-change-lab)

	<p>ii. Capacity building</p> <ul style="list-style-type: none">- Social iCon, Social Conversations, Ashoka Fellow Seminars and etc. (https://lcsi.smu.edu.sg/capacity-building)
5.	Additional Information
	Unless otherwise stated, the information presented here are adopted from https://lcsi.smu.edu.sg/

Example 3. Bertha Centre for Social Innovation & Entrepreneurship, Graduate School of Business, University of Cape Town

 <p style="text-align: center;">Bertha Centre for Social Innovation & Entrepreneurship, Graduate School of Business, University of Cape Town</p>	
1.	Background (Why, Where, When)
	<p>Background/History</p> <p>The Bertha Centre for Social Innovation and Entrepreneurship (Bertha Centre) at the University of Cape Town Graduate School of Business (UCT GSB) was established in 2011 in partnership with Bertha Foundation as a centre of excellence in Africa dedicated to research, teaching, dialogue and support of social innovations that positively change and challenge rules, policies, technologies, structures, beliefs and institutions.</p> <p>The Bertha Centre invests in the next generation of social innovators through scholarships; practical, rigorous teaching, exposure and debate; and a focus on applying leading social innovation research. Bertha Centre streams of focus include Education Innovation, Inclusive Health Innovation and Innovative Financing.</p>
2.	Direct Stakeholders (Who)
	<p>The main stakeholders involved are,</p> <ol style="list-style-type: none"> i. The Graduate School of Business, University of Cape Town ii. The University of Cape Town iii. The Bertha Foundation iv. The Students & Staffs v. The local community
3.	Financial Status (How)
	<p>The centre was established in partnership with Bertha Foundation, a family foundation that works with inspiring leaders who are catalysts for social and economic change in South Africa.</p> <p>The centre also work alongside different partners in different projects. Further information of the partners can be found at http://www.gsb.uct.ac.za/s.asp?p=389</p>
4.	Structure/Model/Main Activities (What)

	<p>i. Research/Publications</p> <ul style="list-style-type: none"> - Publications by the centre include “The First Innovative Finance in Africa Review”, “South Africa (SA) Education Innovator’s Review”, “Health Innovators Review”, “The African Investing for Impact Barometer” and etc. <p>ii. Curriculum</p> <ul style="list-style-type: none"> - Courses developed by the centre include “Impact Bond Course for Intermediaries”. “Impact Investing in Africa”, “Impact Measurement”, “Becoming a ChangeMaker: Introduction to Social Innovation” and etc. - Scholarships and funding opportunities (e.g. Bertha Scholarships, Bertha Scholars, Student Social Venture Programme and SAB Foundation Seed Fund) are also provided by the centre to eligible students <p>iii. Dialogue – refer http://www.gsb.uct.ac.za/s.asp?p=180 for a list of events organised by Bertha Centre to facilitate the dialogue surrounding social innovation, social entrepreneurship and social issues with different stakeholders.</p> <p>iv. Programmes/Projects</p> <ul style="list-style-type: none"> - Programmes/projects by the centre include Education Initiative (innovation in education), Inclusive Healthcare (innovation in healthcare services), Innovative Finance and etc.
5.	Additional Information
	<p>Unless otherwise stated, the information presented here are adopted from http://www.gsb.uct.ac.za/s.asp?p=389</p>

Example 4. Farm Village University at Gawad Kalinga Enchanted Farm, Philippine



Farm Village University at Gawad Kalinga Enchanted Farm, Philippine

1. Background (Why, Where, When)

History/Background of Gawad Kalinga

Gawad Kalinga Community Development Foundation, Inc. (GK), founded by Tony Meloto, is a Philippine-based movement that aims to end poverty for 5 million families, by first restoring the dignity of the poor. It was formally established in 2003, but the work began as early as 1994 in Bagong Silang, Caloocan City, the biggest squatters' relocation site in Metro Manila. Since then it has expanded its work to over 2,000 organized communities and has been adopted in other developing nations like Cambodia, Indonesia and Papua New Guinea. It is also in the forefront of peace-building work in conflict areas in Mindanao and reconstruction work in post-disaster communities.

History/Background of Farm Village University at Gawad Kalinga Enchanted Farm

Named after the place of its origin, Bulacan's Barangay Encanto—which connotes images of the supernatural and magical in Filipino—the Enchanted Farm is the canvas for Gawad Kalinga's second phase of the 2024 road map to end poverty in the Philippines. Once idle and unproductive, the area is being transformed into a landscape of vast potential that will sustain communities for generations to come. The first of 24 CSI sites around the Philippines, The Enchanted Farm in Bulacan follows a template that fuses three different concepts.

First is a Village University for sustainable community development where classrooms are connected to communities. An ideal site for any university student, the Enchanted Farm will expose students on how to start social enterprises and communities from the ground-up attracting students from all sorts of disciplines. Young children will come to the farm to learn and appreciate the growth of plant and animal life through explorer parties and camps. Residents of the GK village will be exposed to social entrepreneurship that can open a world of opportunities locally and globally.



The second component of The Enchanted Farm is a Silicon Valley for social entrepreneurship where young entrepreneurs are provided a supportive business ecosystem and an enabling environment to help them launch Filipino brands. Fifty of the most innovative social enterprises in the Philippines will not only be conveniently located on the Enchanted Farm to showcase their brands, but will also share in the resources of the farm and facilities.

The third component is a Disneyland for social tourism in which visitors from other parts of the Philippines and abroad can get a first-hand experience of the Gawad Kalinga community, and gain insight to the social problems that face millions of Filipinos. Through the magical stories of the Enchanted Farm, enchanting not only through stories of fairy tales of duwendes (Filipino for elf) but also real life experiences, tourists can see how dreams can become a reality in a nation where its people were once provoked to find solutions and greener pastures elsewhere.

Information adopted from <https://www.facebook.com/Gkenchantedfarm/>




2.	Stakeholders (Who)
	<p>The main stakeholders involved are:</p> <ul style="list-style-type: none"> i. Gawad Kalinga Community Development Foundation, Inc. (GK) ii. Local communities iii. The students and staffs (include interns and volunteers from all around the world)
3.	Financial Status (How)
	<p>The Farm Village University is mainly supported by social investment fund from different institutional partners and volunteering hours by interns from around the world. The university also earn revenue through social tourism and sharing resources with social enterprises as presented above.</p>
4.	Structure/Model/Main Activities (What)
	<ul style="list-style-type: none"> i. Farm <ul style="list-style-type: none"> - To made productive use of lands and to innovate on the structure to makes farming an encouraging venture - The farm itself is also a social tourism spot where visitors from other parts of the country/the world can get fist hand experience of the Gawad Kalinga community. ii. Village <ul style="list-style-type: none"> - Coming together and plant seeds of goodness side by side with the very poor - Also a venue for social enterprises to showcase their brands, and to share the resources of the farm and facilities. - The village also serves as an important eco-system and an enabling environment to help young entrepreneurs to launch Filipino brands. iii. University <ul style="list-style-type: none"> - instilling appreciation for the agricultural industry and love for the poor, coupling these two with the courageous spirit of an entrepreneur - the classrooms are connected to communities where the students will be exposed to social enterprises and community from the gound-up.
5.	Additional Information
	<p>Unless otherwise stated, the information presented here are adopted from http://www.gk1world.com/home</p>

Example 5. Asia Pacific Social Impact Centre, Melbourne Business School, The University of Melbourne

  Asia Pacific Social Impact Centre, Melbourne Business School	
1.	Background (Why, Where, When)
	<p>Mission To spark positive social change in Australia and across the Asia–Pacific region by collaborating with the non-profit, business, philanthropic and government sectors to solve entrenched social problems.</p> <p>History/Background “Social problems are not like business cycles. You cannot ride them out. We need cross-sectoral collaboration and sustainable implementation to ensure we don’t try to solve today’s problems with yesterday’s ideas.” Professor Ian Williamson</p> <p>The Asia Pacific Social Impact Centre (APSIC) was established at Melbourne Business School in 2008 in partnership with the Helen Macpherson Smith Trust to find new ways of solving entrenched social problems that stem from poverty, health, education or discrimination and impact all sectors around the world.</p> <p>In 2014, APSIC welcomed the Faculty of Business and Economics’ Social Investment Research Group at the University of Melbourne to further cement the Centre’s position as an international leader in the field of social impact.</p> <p>Through research, education programs and partnerships with the third sector, businesses and individuals, APSIC drives and informs social change with measurable impact.</p>
2.	Stakeholders (Who)
	<p>The main stakeholders involved in APSIC are</p> <ol style="list-style-type: none"> 1. Melbourne University 2. Melbourne Business School 3. Helen Macpherson Smith Trust 4. Academic and administrative staffs 5. Students 6. Local communities


3.	Financial Status (How)
	The Asia Pacific Social Impact Centre (APSIC) was established at Melbourne Business School in 2008 in partnership with the Helen Macpherson Smith Trust. APSIC also works with other external partners in their programmes and projects.
4.	Structure/Model/Main Activities (What)
	<p>The Asia Pacific Social Impact Centre (APSIC) works on three key areas, namely</p> <ol style="list-style-type: none"> 1. Partners and Projects <ul style="list-style-type: none"> - working with the business and academic community to collaborate and create shared values - the five strategic areas of partners and projects the APSIC involved in are <ol style="list-style-type: none"> i. Indigenous economic development ii. Capacity building in the third sector iii. Pathways to work iv. Creating shared value v. Impact investment - Details of the above projects can be found at https://mbs.edu/research/apsic/partners-and-projects 2. Education and Training <ul style="list-style-type: none"> - Building the capabilities of indigenous entrepreneurs and business leaders. - Example of programme developed by APSIC can be found at https://mbs.edu/research/apsic/education-and-training 3. Reports <ul style="list-style-type: none"> - Research and thought leadership that puts social impact investing at the forefront of public consciousness. - A list of reports published by APSIC can be found at https://mbs.edu/research/apsic/reports
5.	Additional Information
	Unless otherwise stated, the information presented here are adopted from https://mbs.edu/research/apsic

Example 6. POLIMI DESIS Lab, Milano Politecnico

   POLIMI DESIS Lab, Milano Politecnico	
1.	Background (Why, Where, When)
	<p>Mission</p> <p>Its objective is exploring how design can enable people, communities, enterprises and social actors to activate and manage innovation processes, aimed at experimenting with sustainable, convivial and collaborative ways of living and doing.</p> <p>Over the last decade, the group has been contributing to lay the foundations for the disciplines of strategic and service design.</p> <p>History/Background</p> <p>Based in the Department of Design of Politecnico di Milano, is composed of a group of researchers adopting a strategic and systemic approach to design, with a specific focus on design for services and design activism. It has a background in service and product-service-system design for sustainability and investigates the way design can support and trigger social innovation, combining creativity and visioning with the capability of engaging in co-design processes.</p>
2.	Stakeholders (Who)
	<ol style="list-style-type: none"> 1. Researchers 2. Post-grad students 3. Local communities 4. Social Enterprises 5. Other partners promoting social innovation locally and regionally
3.	Financial Status (How)
	Projects mostly funded by EU
4.	Structure/Model/Main Activities (What)


	<p>The Lab operates in three areas:</p> <p>1. Incubation:</p> <p>I. Transnational Network for Social Innovation Incubation – TRANSITION – was a 30-month project that supported the scaling-up of 300 social innovations across Europe by developing a network of incubators which brought together established partners within the fields of social innovation and innovation-based incubation.</p> <p>2. Research/Post-graduate courses/ Design studios:</p> <p>I. Cittadini creativi-The Creative Citizens project originated as a result of the Ph.D. research conducted by Daniela Selloni within the Polimi DESIS Lab, in the field of service design and design for social innovation. The project is an ongoing experimentation involving a community of 30 citizens with weekly co-design sessions by bring the expertise of researchers to the service of ordinary people, creating a laboratory of solutions for daily life, improving existing services and designing new ones.</p> <p>II. Human Cities is an European research project that explores how the inhabitants reclaim the constantly evolving contemporary city (especially through experiments in the urban space) and ways of (re)inventing city life, as sources of wellbeing and quality of life.</p> <p>III. Coltivando as a project brings together the concerns of both of these programmes: it is situated in the public university space of the Politecnico di Milano’s Bovisa campus, allowing the local community to discover a hidden public place; and helps people of the community to grow up their own food. It adds to the social and environmental value of the campus and the local community.</p>
5.	<p>Additional Information</p>
	<p>Unless otherwise stated, the information presented here are adopted from http://www.desis.polimi.it</p>

Example 7. Waterloo Institute for Social Innovation and Resilience, University of Waterloo

	 Waterloo Institute for Social Innovation and Resilience
1.	Background (Why, Where, When)
	<p>Origins The Waterloo Institute for Social Innovation and Resilience (WISIR) is an outcome of the J.W. McConnell Family Foundation and Social Innovation Generation (SiG) project at the University of Waterloo (SiG@Waterloo).</p> <p>SiG is a national initiative focused on advancing understanding of and building the capacity for social innovation in Canada. The work has been carried out by a collaborative partnership of The J.W. McConnell Family Foundation, University of Waterloo, the Mars Discovery District, and the Planned Lifetime Advocacy Network (PLAN) Institute.</p> <p>Purpose WISIR is committed to generating inter-disciplinary knowledge about social innovations and the social innovation process in Canada and internationally - particularly the dynamics of learning, adaptation and innovation in the arena of sustainable development and in the mental health domain (identified as one of the most pressing challenges of engaging vulnerable populations).</p>
2.	Stakeholders (Who)
	<ol style="list-style-type: none"> 1. Researchers 2. Intermediaries and other organizations that promote social Innovation 3. Other units in Waterloo University 4. Social entrepreneurs 5. Students
3.	Financial Status (How)
	Funded by various foundations through projects and collaboration
4.	Structure/Model/Main Activities (What)

	<p>WISIR works three main areas:</p> <ol style="list-style-type: none"> 1. Collaborative research projects <ol style="list-style-type: none"> I. cross-scale transformations in complex systems II. indigenous innovations III. new theories and methods in social innovations 2. Curriculum and training <ol style="list-style-type: none"> I. Innovation leadership Program New Change Strategies for a Complex World, Haida Gwaii, BC (September 2014) - A six day executive education program will equip professionals with strategic approaches to address complex problems. II. Graduate diploma program (2011-2014) - This successful program, funded by the J.W. McConnell Family Foundation, guided students to design social innovations strategies that address complex challenges. III. Rockefeller foundation global fellowship program (2013-2014) - A year-long experience for 2013-4 fellows to learn how to address social and environmental problems affecting poor and vulnerable populations. 3. Projects <ol style="list-style-type: none"> I. SiG Knowledge Hub: a website designed to provide learning resources about creating conditions for social innovation, and to highlight examples in Canada and around the world. II. Social Innovation Lab: WISIR has beta-tested a specific form of "Lab" that is designed to stimulate social innovation and that emphasizes the role cross-scale interactions and change at scale. III. Social Innovation Simulations and Modelling: use of visualisation and simulation software to allow decision-makers to interact with game-like models of the systems they are working within. IV. Social Innovation Lab Guide: designing and testing a Social Innovation Lab.
5.	Additional Information
	<p>Unless otherwise stated, the information presented here are adopted from https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/</p>

Example 8. Digital Arts, Leadership & Innovation Lab, Dartmouth College

	 Digital Arts, Leadership, & Innovation Lab, Dartmouth College
1.	Background (Why, Where, When)
	<p>Background: DALI Lab was founded in April 2013 by Lorie Loeb, Tim Tregubov, and Dan Rockmore (Professor, Math and Computer Science, Director of the Neukom Institute) with seed funding from the Neukom Institute for Computational Science and support from the Computer Science Department at Dartmouth College.</p> <p>Mission: Design and build technology tools to help our partners change behavior, enhance understanding and even create delight. DALI uses mindful design to create solutions to a wide variety of problems.</p>
2.	Stakeholders (Who)
	<ol style="list-style-type: none"> 1. Undergraduate students 2. Partners (NGO, business and others) 3. Local Communities
3.	Financial Status (How)
	<ul style="list-style-type: none"> • Seed funding from the Neukom Institute for Computational Science and support from the Computer Science Department at Dartmouth College • Other income from partners who present challenges for students to work on solutions
4.	Structure/Model/Main Activities (What)


	<p>1. Project-based teaching with real challenges from non profits or business. Partners bring projects, data, and content. DALI designs a solution and builds a prototype. Partners integrate and distribute the results. The DALI Method guides DALI teams through discovery and problem definition, project proposals and feature spec, design, development, testing, revisions and delivery to partners. Example of project:</p> <ul style="list-style-type: none"> I. Arsenic: An interactive website that helps people understand the harmful effects of arsenic in common foods, and simple preventative measures that they can take. The website is designed in a way to make it easily accessible to all users; it includes main sections on how arsenic gets into food, tips to reduce arsenic exposure, effects of arsenic, and additional research. Design focuses on creating a friendly environment that empowers the user and motivates them to make changes in their lifestyles to reduce arsenic intake. EndFragment II. The Clean Marine Calculator: A tool to calculate energy savings to help inform ship owners about energy source choices and environment impact. III. BookUP: a mobile application designed by and for first generation college students. BookUP connects students with each other to help them form study groups. IV. RICE2 BioSurveillance: a project focused on collecting higher resolution disease surveillance data in northern Vietnam so that disease outbreaks can be detected in realtime.
5.	<p>Additional Information</p>
	<p>Unless otherwise stated, the information presented here are adopted from http://dali.dartmouth.edu</p>

Example 9. Skoll Centre for Social Entrepreneurship, Saïd Business School, University of Oxford

	 Skoll Centre for Social Entrepreneurship, University of Oxford
1.	Background (Why, Where, When)
	<p>History: The Skoll Centre was launched in 2003 at Saïd Business School, University of Oxford to promote the advancement of social entrepreneurship worldwide. It was founded with a grant from the Skoll Foundation - at the time, this was the largest amount of funding ever received by a business school for an international programme in social entrepreneurship.</p> <p>Mission: to accelerate the impact of ‘entrepreneurship’ activity that aims to transform unjust or unsatisfactory systems and practices.</p>
2.	Stakeholders (Who)
	<ol style="list-style-type: none"> 1. Undergraduate and graduate and postgraduate students 2. Researcher and other Oxford staffs 3. Players in social innovation and entrepreneurship worldwide 4. Businesses and impact investors 5. Local Communities
3.	Financial Status (How)
	Skoll Foundation, Oxford and other funding through projects
4.	Structure/Model/Main Activities (What)

	<ul style="list-style-type: none"> • Curriculum: Developing talent and emerging leadership: we offer world-class graduate education that provides students with the vision and skills to bring together market-based approaches and social innovation <ol style="list-style-type: none"> I. One-year MBA program includes two projects: Entrepreneurship Project to develop a complete business plan for a new venture or Startegic Consulting Project to contribute expertise to an existing social venture. II. Leading for Impact- postgraduate program exclusively for Oxford students • Research: focus on theory of social entrepreneurship and its practical applications to address critical global challenges along with developing and support a network of academics and unite them with practitioners in order to disseminate this knowledge globally. <ol style="list-style-type: none"> I. Initiate research projects for examples: Innovative Finance in Africa, Social Innovation in Health Initiative, Oxford for Impact (a research about research landscape in Oxford) Tackling Heropreneurship (myth and obsession of everyone wants to be social entrepreneurs or founders more than focusing on creating social impact) II. Awards, research grants and competitions to help facilitate and nurture the development of research and talent: The Global Challenge, Skoll venture Awards, Skoll Research Grant Programme, Oxford Social Innovation Case Competition, The Robert Davies Essay Competition. • Exchange event: <ol style="list-style-type: none"> I. Emerge-sharing ideas for student, young professionals, entrepreneurs, organisations from around the world II. Social Impact Careers-an interactive day full of networking and learning from professionals who have chosen different impact-focused career paths III. Skoll World Forum-bringing together major world class players in social entrepreneurship sector for collective learning and potential collaborations. IV. Advancing good governance-each year, the seminar focuses on a specific theme designed to generate thought-provoking debate around a key challenge confronting governance in international development.
5.	Additional Information
	<p>Unless otherwise stated, the information presented here are adopted from http://www.sbs.ox.ac.uk/faculty-research/skoll</p>

Example 10. Centre for Solidarity and Philanthropy, Universidad de Monterrey

	 <p>Center for Solidarity and Philanthropy (CESYF), UNIVERSIDAD DE MONTERREY-UDEM</p>
1.	Background (Why, Where, When)
	<p>Mission: To afford the UDEM community the opportunity to develop a conscience and social responsibility by participating in community action programs oriented to conferring dignity to people and to their social mobility, thus finding a sense of transcendence in the service of others.</p>
2.	Stakeholders (Who)
	<ol style="list-style-type: none"> 1. Undergraduate students 2. Local communities near campus 3. Network locally and internationally
3.	Financial Status (How)
	<p>UDEM and through projects</p>
4.	Structure/Model/Main Activities (What)
	<p>Curriculum:</p> <ol style="list-style-type: none"> I. Social entrepreneurship program: UDEM's is coordinating this 2.5 years program among Center for Business Incubation and Development (The first two courses social entrepreneurship and business plan are mandatory for all business school students) Once they finish the first year program, students are encourage to take three concentration courses on entrepreneurship and get assistance from UDEM Center for Business Incubation and Development to incubate the new social entrepreneurship venture and also students are encourage to get involve and participate in social business plan competitions.. The program is based on three important elements: UDEM's new student pedagogical model, the service learning method to apply knowledge and a network from within with other leadership centers like Sustainability Center, Center for Solidarity and Philanthropy and Center for Business Incubation and Development. II. Service Learning through community development projects: Universidad de Monterrey has managed social projects at impoverished communities near the campus. These social projects aimed at the needs encountered by community diagnosis and tools that measure the social impact projects like

	Health and Development Center, Santa Catarina Polytechnic High School, Kimakul (fair trade project), Universidad de Barrios.
5.	Additional Information
	Unless otherwise stated, the information presented here are adopted from http://www.udem.edu.mx/Eng/Vida-Estudiantil/proyectos-sociales/Pages/Nuestros-proyectos-sociales.aspx http://ashokau.org/programs/changemakercampus/universidad-de-monterrey/