

# Northeastern University

## ADVANCED STUDIES IN SOCIAL ENTERPRISE: SCALING SOCIAL IMPACT ENTR4506 – Spring 2016 Course Syllabus

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<b>Office Hours:</b>	Thursday 2-4PM, Friday 9:30-11:30AM, drop in, or by appointment
<b>Class Information:</b>	Thursday, 4:40PM – 7:40PM, Hayden 321
<b>TA:</b>	Nina Waskiewicz ( <a href="mailto:waskiewicz.n@husky.neu.edu">waskiewicz.n@husky.neu.edu</a> )
<b>TA Office Hours:</b>	Wednesday 12:00PM – 1:30PM, or by appointment, in 219A Hayden Hall

### A. COURSE DESCRIPTION

Social entrepreneurs and social enterprises have demonstrated through evidence how processes, services and products can be designed to generate economic wealth, and be beneficial to the environment and human well being, creating social value, while accounting for negative outcomes. This action, of embedding blended values into hybrid business models, is the first principle of social enterprise: using business as a tool of economic democracy and sustainable development.

The question of how social initiatives can effectively scale their impact to reach individuals and communities that benefit from their innovations has received increasing attention over the past several years (Sezgi and Mair, 2010). Adjacent to this question is the debate around the notion of “impact” defined as effectiveness at scale: specifically, how to measure and report on social impact, and whether social enterprises, unlike profit-maximizing firms, can really have an impact if they remain small or local.

*For this reason, there is perhaps no better subject to explore the question of scaling social impact than the issue of food systems and health: the production, consumption, and distribution of food and water are the organizing principles of life, and thus, require effective scale in order to reach every person on the planet.*

Most low-income urban communities experience “food deserts” where meat, dairy and fresh vegetables are out of reach and, as a result, fast food has become a prominent feature of the diet of children in the United States and, increasingly, throughout the world. Malnutrition and obesity are not only increasing globally, they are also increasingly interrelated. Around the world from India to Jordan to California to Cameroon, it is not uncommon to find under-nutrition and obesity existing side-by-side within the same country, the same community and the same household. According to the WHO, worldwide obesity has nearly doubled since 1980. In the U.S., more than 2 in 3 adults are considered to be overweight or obese. Statistics show that 1 in 7 American families rely on food pantries, and more than 38 million families were unable at times to buy

the food they needed (NIH, 2011). This affects all races, sexes and ethnicities. Many low-income countries, like poor communities in the U.S., are facing this double-burden of disease. While they continue to deal with the interrelated problems of infectious disease, lack of clean water, and malnutrition, they are experiencing a rapid upsurge in non-communicable disease risk factors such as obesity and diabetes, particularly in urban settings. **The need for innovative, scalable solutions is urgent and paramount.** Why can't proven-solutions and good policies, like healthy eating habits and clean water access, be scaled up to reach more people?

In the introductory, pre-requisite course, Global Social Enterprise (2206), students learned how social entrepreneurs and social enterprises challenge the status quo by identifying social problems, mobilizing resources, and building networks to unleash market forces for social good. This course, Advanced Studies in Social Enterprise (4506), is a deep exploration into the complex landscape of scaling social innovations in the 21<sup>st</sup> Century, looking specifically at **political, financial, and social barriers to scale**. By applying diverse tools, approaches and methods from different disciplines, students will have an opportunity to critically examine and propose viable social impact strategies for funding by public and private actors within specific regulatory and economic contexts.

Scaling social innovation depends on the ability of organizations, and the places in which they operate, to attract and deploy investment capital effectively for community benefit. Social enterprise scholars often overlook the role that stakeholders such as foundations and governments play in increasing capacity. With our focus on urban Boston for the first several weeks of the course, and then on Appalachia for the second half, student teams will develop a framework for collective impact through community investment infrastructure in order to scale a social innovation in food and water, relying on both evidence from field work and in-depth case studies. They will then pitch this community investment framework to public and private impact investors.

This course relies on existing literature, research and practice in social entrepreneurship, social evaluation, international economic development, business sustainability, local participatory governance, and institutional change. The readings and group work seek to help students develop a critical understanding of some of the approaches employed by development organizations and social enterprises whose mission is to create social, economic and environmental impact, and to skill students in using these critical mindsets in a discerning, ethical, and effective manner that recognizes their shortcomings and limitations, as well as identifying new opportunities for financing social innovation. Employing the case method, class discussions emphasize practical, creative thinking, where students become the examiners and creators of new strategies and frameworks, not just the users of them.

## **B. PARTICIPANTS AND FORMAT**

The course is designed for upper-level undergraduate and graduate students who have taken courses in global social entrepreneurship or market-based approaches to development. Students will work individually and in teams on strategic design, implementation and evaluation tools for scalable social innovations within the context of sustainable development. Classes will consist of a combination of lectures, group-led discussion, guest speakers, group activities, site visits and case studies. Readings and case studies will be assigned to student groups in advance of each session, and every week a group will be expected to present their material and lead an informal discussion on it. Because this is a nascent field and the body of literature is emerging, the course readings will rely heavily on current events and publications, guest speakers and class participation. The course will culminate in the development of a framework for community investment infrastructure that addresses access to healthier, sustainably produced food and water.

## **FIELD VISIT TO APPALACHIA OVER SPRING BREAK**

The course includes a weeklong field visit to Tennessee and Kentucky during spring break (March 6-13) to work with social enterprises and social entrepreneurial communities in Appalachia. Part of the trip includes a two-day training in participatory design thinking for community development by one of the country's leading centers for civil rights and non-violence, the Highlander Folk School. This hands-on, intensive field visit into Appalachia will offer students an opportunity to apply their skills and knowledge in effective, sustainable systems design and implementation, as well as refine their final deliverable for the course. Students who have a qualified time constraint will be given an alternative assignment. Students will be responsible for their own airfare. All other program costs are included.

## **C. COURSE DESCRIPTION AND APPROACH**

The most effective way to understand how to scale social impact is to take a hands-on approach. In this course students are expected to interact with the community, to work effectively in teams, and to be active participants in classroom discussions and presentations.

**Class Discussions:** Students will examine research, texts and cases regarding social enterprise and sustainable development concepts and engage in student-led analysis and discussion. Readings, including a variety of case studies and additional material, will be made available through the course website. It is, however, expected that students will use a great many other resources to assist with their learning, including primary research with producers, customers, and funding and policy partners.

**Co-op Moments:** Student work experience is an important element in our collective knowledge base as a class and I invite them to let me know when they have a “co-op moment”, something to add to class discussion; I will gladly provide students with the opportunity to share their stories and insights on what they have learned with us.

**Challenges:** Throughout the course there will be several group “challenges” which will require a significant time commitment outside of class. The goal of these deliverables is to: 1) give students hands-on experience making connections with organizations and community members in the social impact space, and 2) move students towards the completion of their community investment framework. While the social innovation students research is largely self-directed, they cannot do well in the course without a large time commitment to engaging with the “real world” in which the class must deal with the many challenges linked to food systems, like environmental destruction, climate change, hunger, malnutrition, obesity and poverty. Please refer to the companion **Class Schedule** for dates and times. If any student has a conflict with another class or work commitment, please notify me in advance.

## **D. LEARNING GOALS**

Upon completing this course you should be able to:

1. Demonstrate a working knowledge of theories, concepts and models in the field of social entrepreneurship and social impact measurement with a focus on sustainable development.
2. Design and apply a range of tools and approaches used build and scale social innovations, notably 1) the craft of managing for social impact: metrics for monitoring, business ethics and corporate social responsibility, 2) the craft of aligning ventures/development goals and available resources (market and

public), and 3) the art of participatory design in effectively scaling social entrepreneurship and social business for sustainable development;

3. Explain the drivers and real obstacles to sustainable food systems and be better prepared to make thoughtful choices about food;
4. Identify and evaluate a diverse set of social enterprises working on global food systems, drawing on a wide range of resources and contacts within the social enterprise space;
5. Challenge concepts of what social enterprise, community finance, and public leadership can look like in the 21st century to participate in a meaningful public dialogue about climate, water, and food systems.

## E. COURSE DELIVERABLES AND GRADING

It is the prerogative of DMSB faculty members to determine individual student grades. I will strive to meet the D'Amore-McKim School of Business grading policy guidelines as follows:

95–100% A Exemplary performance	74–76% C Below expectations but passing
90–94% A- Consistently above expectations	70–73% C- Below expectations and needs improvement
87–89% B+ Above expectations, very good	67–69% D+ Consistently below, but enough to get credit
84–86% B Meets expectations, good overall performance	64–66% D Under performing
80–83% B- Meets expectations most of the time	60–63% D- Should consider repeating the course
77–79% C+ Mostly meets expectations although below some of time	< 60% F No credit for the course

Grades will be cumulative average split between individual efforts and group efforts. They are distributed as follows:

### Individual Grades

#### 1. Class Participation and Engagement in Learning (15%)

*Quality* class participation is reflected in your insight and contribution to the class discussion of cases and concepts. Thoughtful and insightful participation is preferable to frequent contributions that merely restate presented facts, are not on topic, or make unsubstantiated claims. You should be able to support your points with structured arguments and engage in robust debate, as debates and disagreements can be useful opportunities for learning. Here are some thoughts to guide your participation:

- Did you spend quality time on the class assignments?
- Are your points relevant to the discussion, or are they detracting from it?
- Does your point reflect preparation and careful consideration of the day's assignment?
- Are you stating a unique perspective, or simply rephrasing the comments of another participant?
- Are you clear in articulating your point?
- Does your style demonstrate empathy for other perspectives?

A strong participation grade should be a "given". Poor grades on this dimension will be given to those who have unexcused absences, are often late to class, or rarely speak.

## 2. “Classic” Book Analysis (25%)

You will select one book of your choice from the list below and read it in its entirety in conjunction with the assigned course readings. **You should bring your book choice to the first class.** The essay should be a critical analysis informed by your reflections, readings, and questions raised throughout the semester, synthesized in a 7 page, double-spaced, 11pt font, spell-checked essay, using proper citations. **Your classic book analysis is due in class on Thursday, March 31<sup>st</sup>.**

Some suggested books are as follows:

BARBER, D. (2014). *The third plate: Field notes on the future of food*. New York: Penguin Press.

BERRY, W. (2009). *Bringing it to the table: On farming and food*. Berkeley: Counterpoint.

BERRY, W. (1977). *The unsettling of America: Culture and agriculture*. Berkeley: Counterpoint.

BERRY, W. (1993). *Sex, economy, freedom and community*. Pantheon.

BLOOM, J. (2010). *American Wasteland*. Da Capo Press.

GANZ, M. (2009). *Why David sometimes wins: Leadership, organization, and the strategy in the California farm worker movement*. Oxford University Press.

LAPPE, A. (2010). *Diet for a hot planet: the climate crisis at the end of your fork, and what you can do about it*. Bloomsbury.

LYTTON, T. (2013). *Kosher: Private regulation in the age of industrial food*. Cambridge: Harvard University Press.

MCKIBBEN, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York: St. Martin's Griffin.

POLLAN, M. (2007). *The Omnivore's Dilemma: A natural history of four meals*. New York: Penguin Press.

SHIVA, V. (2010). *Staying alive: Women, ecology, and development*. South End Press.

SINGER, P. and MASON, J. (2006) *The Ethics of What We Eat: Why Our Food Choices Matter*. Singer and Mason.

## 3. Self and Peer Evaluation (10%)

I will ask you to prepare a self-evaluation in the beginning of the semester. This is a personal assessment done by each student of 1) your unique leadership qualities for managing a project or business, as well as 2) the role you typically play on a team (refer to the Belbin Roles on BB), 3) the personal and professional challenges you feel you want to overcome this year, and 4) what resources you would use (personal assets like faith, friends, networks) to address these obstacles.

In addition, in your group assignments, you will be evaluated by each of your teammates for your participation. Your grade will be based on a ranking of 1-5 (5 being the best score, 1 being the worst) on each of the following factors:

- a) Hard Work – Did this person pull their share of the load? Were they at meetings, prompt with their deliverables, and deliver high-caliber work?
- b) Leadership – Did they help make the important decisions? Did they contribute their own ideas and help mold the project?
- c) Collaboration – Was this person a “team player”? Did they ask for help when they needed it and offer help to others?

If everybody on your team gives everybody else a 5 on all categories, I will not be impressed.

## Group Grades

### 4. Impact Value Chain Survey (15%)

This deliverable will include Power Point slides and an in-class presentation. The team should be prepared to lead a discussion on a specific problem in the food system impact value chain. Higher grades are awarded for creativity, critical thinking about multi-stakeholders, specific linkages to social enterprise opportunities, and class engagement.

These discussions will introduce and familiarize the class with the agriculture sector and will be followed by in-depth cases and guest speakers. In groups of 3 members you will be responsible for selecting the problem in the food system value chain to survey. Surveys should include social enterprises, traditional businesses, NGOs, and governments working on this part of the value chain. Examples of specific parts of the value chain that students have looked at in the past include farming technology, financing and training, energy processing and distribution, production of foods, food waste, and nutrition in schools and businesses.

Your report and presentation will be evaluated based on the insights provided by your research and on the quality of your writing and presentation.

### 5. Collective Impact Framework for Community Investment (35%)

Your final group project is based on a series of five “Challenges” throughout the course that are directly related to the different analyses you are seeking to conduct. Each challenge is worth up to 25 points, with all combined worth up to 100 points.

Your framework is intended to attract community investment funds to scale an existing social innovation to maximize social impact and bring transformation, or what we call **collective impact: where all partners hold themselves accountable to achieving the shared result**. Students will identify an innovation to scale through research on social enterprises in the Boston area, keeping applications to the Appalachian context in mind.

#### a. CHALLENGE A: Ecosystem Analysis

Who are the social enterprises that are making a difference in delivering scalable, sustainable food services to communities and low-income customers? What is the ecosystem that supports them (per Bloom and Dees)? In addition to this written ecosystem

analysis, prepare a five-minute presentation explaining the political, financial, social or other barriers to scale that you've identified, and what assumptions you will need to test.

**Grading:** Grading will be based on the peer reviews, and on the instructor's reviews of both the teams written and oral presentation. Depth of research will be a critical aspect. See BlackBoard for additional instructions and the grading rubric.

**b. CHALLENGE B: "How Might We..." Problem Framing, Biomimicry-Inspired Design**

The "How Might We" problem frame another part of the scaffolding upon which you will develop your framework. Teams will decide which causal relationship between problem and solution is most pertinent for delivering shared results. From this problem, teams will prepare a biomimicry-inspired logic model that takes into account the assumptions and risks of the business, social, and natural environment in the scaling strategy, and articulates a set of key strategic questions that would ensure the scope of community investment infrastructure was meeting the needs of partners identified in Challenge A.

**Grading:** Points will be awarded based on the 1) clarity of the problem frame and the logic model, and 2) linkages made between the expected social impact, methods for data collection, partner involvement, and the quality of the indicators.

**c. CHALLENGE C: Networks, Partners, & Financial Capital Innovations**

Moving from the problem frame to designing solutions inspired by biomimicry, team members now work on creating a significant number of contacts with individuals and organizations that they believe are necessary to achieve sustainable scale of the social innovation. Document each meeting and discussion. Teams will have 10 minutes to describe their networking strategy, the key partners are, and what was learned in terms of possible capital innovations, like impact investing funds.

**Grading:** Points will be awarded based on the number of contacts and meetings consummated as well as the best presentation.

**d. CHALLENGE D: Operations, Governance, Legal Requirements**

Scaling any business, but specifically a social enterprise, requires a lot of organizational shifts. Teams will research the human capital barriers, operational issues, governance issues (board configuration), and legal requirements, as well as issues related to marketing and communications that will be essential to take the social enterprise or social innovation from where it is today to ensuring sustainable public benefits. Questions related to accounting processes and sustainability ratings will need to be considered.

**Grading:** Grading will be based on peer review and instructor review of the written work.

**A FINAL NOTE ON GRADING**

You will likely receive a B grade on an assignment, and for the course, if you simply meet the minimum expectations for the assignment and for the course overall. To the extent you exceed expectations in quality of your work, your grade will be a B+ or an A-, depending on the level and frequency of that performance. An A grade is reserved for those who exceed expectations consistently, or to a significant degree. A C grade or less is usually the result of submitting your work late, or failure to follow instructions,

or to simply not make the effort to produce a college-level work product. If you have any concerns at all about your grade, please do not wait until halfway through the semester to come see me. I am available two days a week for four hours, and by appointment.

## F. REQUIRED TEXTBOOK

OSTROM, E. (1990). *Governing the Commons: The evolution of institutions for collective action*. Cambridge: Cambridge University Press.

**We will also be drawing from:** STANFORD SOCIAL INNOVATION REVIEW: [www.ssir.org](http://www.ssir.org) (NU Library)

## G. CLASS NORMS, POLICIES, AND PROCEDURES

**Absences.** Unexcused absences will reduce your class participation grade. Students who think they may need to miss a class must inform the instructor in advance, and submit the necessary documents and make-up material within 2 weeks of the class in order not to forfeit the participation grade. Students missing more than three (3) absences will lose a half letter grade (i.e., B to B-) on their final grade. Exceptions can be made in extenuating circumstances. If you need to be excused for a good reason (illness, family emergency, etc.) please email the professor, and the TA, before class to get permission. *Emailing after class is not recommended.*

**Late Assignments and Extra Credit.** No late assignments will be accepted and there is no extra credit for this course.

**Differently Abled.** If you qualify for accommodations because of a disability (differently abled), please provide me with a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities.

**Religious Observances.** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know at the beginning of the semester that you will miss class because of religious observance so that appropriate accommodations can be made.

**Discrimination and Harassment.** Northeastern University's policy on Discrimination and Harassment, and Sexual Harassment apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Institutional Diversity and Inclusion: <http://www.northeastern.edu/oidi/compliance/sexual-harassment/>

**Classroom Behavior.** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at [http://www.northeastern.edu/osccr/pdfs/Code%20of%20Conduct/2014-15%20UG%20Handbook\\_Code%20of%20Conduct%20only.pdf](http://www.northeastern.edu/osccr/pdfs/Code%20of%20Conduct/2014-15%20UG%20Handbook_Code%20of%20Conduct%20only.pdf)

**E-mail.** You should use email primarily as a tool to set up one-on-one meetings with me should my office hours conflict with your schedule. Use the subject line “Meeting request.” I strongly encourage you to ask questions about the syllabus and assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person or call my office during office hours. Our conversations should take place in person or over the phone rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere.

**Use of Electronic Devices.** In order to foster a respectful classroom learning/teaching environment, there will be limited use of electronics during class time. This includes cell phones, computers, tablets, PDA’s, MP3 players, etc. Electronic devices can be both incredibly helpful in accomplishing our work, saving us time (and paper), for note-taking, and quickly connecting us with others, but they can also be a major distraction that can keep us from being fully present. You may return phone calls/emails during breaks. During my lectures and at various times during class, I may need to ask you to close your computers so that you may focus your full attention on the discussion or experiential exercises. I request that you respect the integrity of the learning community by only using your laptop to take notes, or to briefly look up something that is being discussed. Use of electronic devices is strictly forbidden during guest lectures, even to take notes. If any student ignores this policy, their participation grade will be reduced.

### **Standardization of File Names and Font Size**

This section describes a few small things you can do to make your instructor profoundly happy. For readability please make sure to use a minimum of 11pt font, double-spaced. Mac users must convert all files. You are also required to name your files in a standardized way. Please use the following format (and yes, Mac users, you are required to use file extensions):

*[Topic] – [Assignment] – [Team Members (alphabetical by last name)].ppt or docx*

*Challenge 1 – PPT1 – S. Minard, A. Sen, A. Smith.ppt*

### **Course Evaluation and TRACE**

The university has created an online course evaluation tool called TRACE. Participation in TRACE is essential to improving the next and all subsequent offerings of the class, and you are strongly encouraged to complete the TRACE evaluation when it is delivered to you by email late in the semester. Failure to achieve a high participation in TRACE can result in delayed posting of final grades

## **H. ACADEMIC INTEGRITY STATEMENT**

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This class and everything you do in it is governed by the NU Academic Integrity Policy, which can be found at the following link: <http://www.northeastern.edu/osccr/academic-integrity-policy/>

I take NU’s Academic Integrity Policy very seriously. In order to maintain a vigorous learning community in the classroom, it is critical that we, as a class, do not tolerate academic fraud (cheating, plagiarism, lying). As a matter of personal and professional respect for each other, and ourselves, we should expect the highest standards of conduct from our peers and ourselves. Violating these standards takes away the value and meaning of the educational environment for all of us, and in the event that such a violation occurs, the individual(s) responsible will be subject to University sanctions that may include failure from the course, suspension, or expulsion. Please see me if you are uncertain about what represents an honor code violation.

## I. CONNECTION TO OUR SOCIAL ENTREPRENEURSHIP PROGRAM

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We hope that upon completion of this course, you will be interested in our programs in social entrepreneurship offered by the Social Enterprise Institute (SEI).

*Field Study Programs* (Dialogue of Civilization Courses): Our field study programs include summer Dialogue courses in India (Summer 1), Central America (Summer 2 starting 2016), and South Africa (Summer 2). These programs are comprised of two courses, for a total of 8 academic credits.

*Community Engagement Programs*: We also have programs in Boston, including a Citizen Schools program, Room-to-Read, and many other volunteer opportunities. These programs are not for academic credit, and volunteers are accepted on a first come, first serve basis.

*Academic Curriculum*: We offer related courses in social entrepreneurship (ENTR2206, ENTR4506), and microfinance (ENTR2219). The courses can lead to a concentration track in Social Entrepreneurship for business majors, and an interdisciplinary minor in Global Social Entrepreneurship for non-business majors.

*SEI Speaker Series*: As a class, we will attend **one of our three** SEI Speaker Series events during the semester. Once the schedule of these events is set, we will discuss as a class and commit the event to our schedules. We will spend time in class developing some questions for the guest speaker.

*SEI-SA*: The SEI Student Association is an excellent way to get actively involved with the social enterprises activities on campus and off. To learn more, please email the current SEI-SA members listed in SEI's website.

## J. RECOMMENDED ONLINE RESOURCES

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### Useful websites and newsletters

- **ANDE** – Aspen Network of Development Entrepreneurs. <http://www.aspeninstitute.org/policy-work/aspen-network-development-entrepreneurs>
- **The Design Gym**: <http://www.thedesigngym.com/>
- **seToolbelt** is an open content resource hub that helps social entrepreneurs plan, launch, manage and grow successful social enterprises. [www.setoolbelt.org](http://www.setoolbelt.org)
- The Skoll Foundation's **Social Edge** website offers a useful insight into current debates in the field and profiles of social entrepreneurs around the world <http://www.socialedge.org/>
- **IRIS** - <http://iris-standards.org/> - is a common language for describing the social and environmental performance of an organization.
- **Kiva**- [www.kiva.org](http://www.kiva.org)
- **Global Giving** - [www.globalgiving.org](http://www.globalgiving.org)
- **TED** – [http://www.ted.com/themes/africa\\_the\\_next\\_chapter.html](http://www.ted.com/themes/africa_the_next_chapter.html) provides talks by the world's leading innovators on "Africa: the next chapter"
- **EMES Network** - [www.emes.net](http://www.emes.net) - is the European Research Network on social economy and social entrepreneurship.
- **Social Enterprise Coalition** - <http://www.socialenterprise.org.uk> - SEC is the UK's national body for social enterprise, site has information and cases studies, examples and other resources available.

- **SEEP Network** – <http://www.seepnetwork.org> - is an organization of more than 50 North American private and voluntary organizations that support micro and small business and microfinance institutions in the developing world. Site contains an enormous number of practitioner developed resources, most of which are free.
- **Microlinks** – <http://www.microlinks.org> - US government sponsored portal for microenterprise and microfinance practitioners; downloadable information, conference notes, presentations, and virtual discussions.
- **Center for the Advancement of Social Entrepreneurship (CASE)** at Duke University's Fuqua School of Business - <http://www.fuqua.duke.edu/centers/case> - has downloadable articles and monthly newsletter, the Case Corner.
- **Next Billion** – a project of the World Resources Institute - [www.NextBillion.net](http://www.NextBillion.net) - goal is to identify and discuss sustainable business models that address the needs of the world's poorest citizens. Downloadable cases studies and research papers can be found on their site.
- **William Davidson Institute at the University of Michigan** - <http://www.wdi.umich.edu> - has articles, research papers, publications, video streams, as well as a newsletter, NGO Success Quarterly.
- **Change Makers Net**, [www.Changemakers.net](http://www.Changemakers.net) and online newsletter, social entrepreneur profiles and stories, and information produced by Ashoka.
- **SOCAP** is a multi-platform organization dedicated to the flow of capital towards social good - <http://socialcapitalmarkets.net/>
- **Net Impact** - <http://www.netimpact.org/> - is a global network of leaders and institutions who seek to the world through **business**
- **Transforming Business** - <http://www.transformingbusiness.net/> - is a new research and development project in the University of Cambridge focused on enterprise-based solutions to poverty.
- **Poverty Action Lab** - <http://www.povertyactionlab.org/> - The Abdul Latif Jameel Poverty Action Lab (J-PAL) is a center within the Economics Department of the Massachusetts Institute of Technology whose aim is to reduce poverty by ensuring that policy is based on scientific evidence.
- **UNDP Growing Sustainable Businesses** (<http://www.undp.org/partners/business/gsb>)
- **UNDP Growing Inclusive Markets** (<http://www.growinginclusivemarkets.org>)
- **Africa Can** - <http://blogs.worldbank.org/africacan/>
- **Business for Social Responsibility** – [www.bsr.org](http://www.bsr.org) -based in San Francisco with now global reach
- **Financial Access Initiative** is a consortium of researchers at NYU, Yale, Harvard and IPA focused on finding answers to how financial sectors can better meet the needs of poor households - <http://financialaccess.org/>
- **Echoing Green** [www.echoinggreen.org](http://www.echoinggreen.org)
- **Schwab Foundation**: [www.schwabfoundation.org](http://www.schwabfoundation.org)
- **Stanford Social Innovation Review**: [www.ssireview.org](http://www.ssireview.org)
- **Starting Bloc**: [www.startingbloc.org](http://www.startingbloc.org)
- **Charity Navigator**: [www.charitynavigator.org](http://www.charitynavigator.org)
- **Big Society Capital**: <http://www.bigsocietycapital.com/>