SOCIAL ENTERPRISE AND POST-SECONDARY EDUCATION INSTITUTIONS

OPTIMIZING DEVELOPMENT IMPACT

EDWARD T. JACKSON
# CONTENTS

Acronyms .............................................................................................................. 3  
1. Introduction ............................................................................................................. 4  
2. Social Enterprises and Scale in the Global South .................................................... 6  
   Barriers to Scale ........................................................................................................ 6  
   Potential Scaling Strategies ...................................................................................... 6  
3. The Role of Canadian Post-Secondary Education Institutions in Supporting the Scale-Up of Social Enterprises in the Global South ......................................................... 8  
   Learning Opportunities for Social Entrepreneurship in the Global South ................. 8  
   Research on Social Entrepreneurship in the Global South ........................................ 9  
   Providing Acceleration and Incubation Services ...................................................... 9  
   Enabling Social Procurement ................................................................................... 10  
   Facilitating Impact Investment .................................................................................. 11  
   Enhancing International Student Mobility ............................................................... 12  
4. Models for Global Partnerships ............................................................................. 13  
   Bilateral Partnerships with Southern Institutions .................................................... 13  
   Multi-institutional Partnerships in One Country ....................................................... 13  
   Regional or Global Networks ................................................................................. 14  
   Strategies for Successful Partnerships ..................................................................... 14  
5. Conclusion ............................................................................................................. 16  
Annex A: Definitions of Social Enterprise and Social Entrepreneurship ....................... 17  
Annex B: The Canadian Context .............................................................................. 19  
Annex C: WUSC’s 2018 Roundtable on Social Enterprise and Post-Secondary Education Institutions Agenda ............................................................. 22  
References ................................................................................................................ 23  
Author ....................................................................................................................... 25  
Acknowledgements ................................................................................................... 26
### ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKFC</td>
<td>Aga Khan Foundation Canada</td>
</tr>
<tr>
<td>CCIC</td>
<td>Canadian Council for International Cooperation</td>
</tr>
<tr>
<td>CECI</td>
<td>Centre for International Studies and Cooperation</td>
</tr>
<tr>
<td>CED</td>
<td>community economic development</td>
</tr>
<tr>
<td>CIRIEC</td>
<td>International Centre of Research and Information on the Public, Social and Cooperative Economy</td>
</tr>
<tr>
<td>CLSEW</td>
<td>Centre for Learning, Social Economy and Work</td>
</tr>
<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>DFS</td>
<td>Diversity Food Services</td>
</tr>
<tr>
<td>IDRC</td>
<td>International Development Research Centre</td>
</tr>
<tr>
<td>IFC</td>
<td>International Finance Corporation</td>
</tr>
<tr>
<td>IRIS</td>
<td>Impact Reporting and Investment Standards</td>
</tr>
<tr>
<td>NESsT</td>
<td>Nonprofit Enterprise and Self-sustainability Team, Inc.</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental organization</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
</tr>
<tr>
<td>OISE</td>
<td>Ontario Institute for Studies in Education</td>
</tr>
<tr>
<td>UQAM</td>
<td>Université du Québec à Montréal</td>
</tr>
<tr>
<td>ROI</td>
<td>return on investment</td>
</tr>
<tr>
<td>SDG</td>
<td>Sustainable Development Goal</td>
</tr>
<tr>
<td>SRP</td>
<td>Student Refugee Program</td>
</tr>
<tr>
<td>SSHRC</td>
<td>Social Sciences and Humanities Research Council</td>
</tr>
<tr>
<td>UBC</td>
<td>University of British Columbia</td>
</tr>
<tr>
<td>VfM</td>
<td>value for money</td>
</tr>
<tr>
<td>WUSC</td>
<td>World University Service of Canada</td>
</tr>
</tbody>
</table>
INTRODUCTION

The innovations of social entrepreneurs can create new, cost-effective pathways toward achieving the Sustainable Development Goals (SDGs) in Canada and around the world.

The overall aim of social enterprises is to apply business methods to solve social problems, including poverty, unemployment, social exclusion, climate change, food insecurity, gender-based violence, and much more. However, as they undertake the twin tasks of building a viable business and an instrument of social change, social entrepreneurs are vulnerable to failure in the face of fierce market forces and the entrenched interests of the status quo in society. While social entrepreneurs may create new products and services to address real social problems, their actual impacts are often constrained by lack of scale.

This is particularly true for entrepreneurs in the global South, where key inputs for scale, such as access to financial capital, are further limited. Women in entrepreneurship also face many additional barriers to accessing such resources due to a variety of factors, including social norms and discriminatory laws.

There are promising examples of successful scaling of social enterprises in the global South—but few fora for assessing and sharing these lessons across operating environments nor for engaging other actors, including in the global North, with expertise and resources that could help these social enterprises optimize their development impact.

Among these potential partners and contributors are Canadian post-secondary education institutions, with their knowledge and experience in the domestic entrepreneurship landscape and commitment to internationalization.

Since the emergence nearly a century ago of the Antigonish cooperative movement in rural Nova Scotia and the network of caisses populaires across Quebec, Canadian post-secondary education institutions have deployed their research, education, and outreach capacities to promote, analyze, and strengthen social-purpose businesses in this country. At the same time, there are many important international dimensions to the work undertaken by Canadian post-secondary education institutions. These initiatives include learning opportunities for international students; international partnerships with like-minded post-secondary education institutions and social businesses; and international research. By combining their domestic expertise with their international assets, Canadian post-secondary institutions could play a key role in supporting actors to scale up social enterprises focused on or based in the global South. Annex B provides additional background on the history of the Canadian post-secondary education community’s contributions to social entrepreneurship and international engagements.

DEFINING SOCIAL ENTERPRISE

A diversity of definitions of social enterprise has emerged across disciplines, jurisdictions, cultures, and geographies worldwide.

The present paper adopts a definition of social enterprise that encompasses the more American concepts of the individual social entrepreneur and for-profit social business along with the more European emphasis on non-profit and co-operative legal structures, social solidarity, and democratic governance.

In general, this paper adopts the Organisation for Economic Co-operation and Development (OECD) definition, which notes in a social enterprise “entrepreneurial behaviour is combined with a desire to use the market as a tool for meeting social needs, serving the general interest and common good for the benefit of the community.” (2013: 3)

Annex A provides additional background on definitions.
In October 2018, World University Service of Canada (WUSC) brought together its post-secondary education partners with select stakeholders and partners in the public sector, private sector, and civil society to explore how Canadian post-secondary education institutions are deploying their various capacities to broaden and deepen the scaling up process in the social business space in Canada, and discuss how they can extend these efforts in ways that optimize development impacts in the global South.¹ Four objectives set the agenda for the discussions:

- Explore innovations in university and college support to scaling social enterprise.
- Ideate around programming and mechanisms to promote and finance collaborations between Canadian post-secondary education institutions, social entrepreneurs, and other stakeholders in the global South.
- Improve networks among like-minded institutions and individuals supporting social enterprise in the global South.
- Identify potential research, student mobility, and capacity building collaborations.

This report documents the outcomes of the deliberations. The following section further sets the stage for the discussion, exploring the barriers to scale for social enterprises in the global South and highlighting some recent success stories. Section three presents some promising domestic practices and suggestions for further engagement in the global South by Canadian post-secondary education institutions. Section four explores the role of partnerships for collective impact. Section five concludes with a look ahead.

¹ This event was part of WUSC’s roundtable series, signature annual events that bring together WUSC’s institutional partners with select thought-leaders and partners in the public sector, private sector, and civil society to advance dialogue on critical global issues. The 2018 WUSC Roundtable was held on November 22, 2018 at the University of Ottawa. Attended by some 40 development practitioners and engaged scholars and administrators, the event featured plenary presentations by Ruka Sanusi of the Ghana Climate Innovation Centre Rachel Sibande of Malawi’s mHub, and the Honourable Mary Coyle, Canadian Senator, as well as six facilitated discussion groups. See Annex C for the full agenda.
SOCIAL ENTERPRISES AND SCALE IN THE GLOBAL SOUTH

BARRIERS TO SCALE

While the proponents of social businesses may create new products and services to address real social problems, their actual impacts are often severely constrained by lack of scale. Indeed, the barriers to scaling social enterprises are well-known to academics and practitioners alike. Many of the barriers facing social entrepreneurs in Canada are similar to those in the global South, though they are often further exacerbated by increased poverty and inequality.

Lack of access to capital in appropriate forms and sequence is a key limiting factor everywhere on the globe. So, often, is lack of knowledge of business management, marketing, finance, technology, operations, and human resources. Sometimes social entrepreneurs themselves do not have a growth mindset, instead holding to the importance of serving their own community in a meaningful way. Other barriers include non-transparent reporting by some social businesses, the media’s preference for stories about social startups rather than large social enterprises, and the burnout so prevalent among social entrepreneurs (Zimmer and Pearson, 2018).

Combining a range of investment and finance vehicles—including venture philanthropy, impact investment funds, blended finance, and crowdfunding—with non-financial services like accelerators, incubators, and other training and mentoring programs can help address some of these particular challenges.

Yet many jurisdictions still lack appropriate legal and regulatory frameworks within which social enterprises can thrive. Working across policy boundaries, governments can play an active role in constructing more enabling legal and policy environments (OECD, 2013: 16).

POTENTIAL SCALING STRATEGIES

Recent years have seen more systematic reflection and action on how to successfully scale up social enterprises, including those in the global South.

Much of the emphasis has been placed on ways and means of deploying technology—particularly software, sensors, mobile platforms, and smart phones—to achieve scale in sales and distribution. While the use of technology to achieve scale has seen some success, it is increasingly understood that the hope for Silicon Valley-type “hockey stick” growth expectations is misplaced for social enterprises.

Some actors have noted that different strategies are required at different periods in a social enterprise’s life cycle. Nonprofit Enterprise and Self-sustainability Team, Inc. (NESsT), a non-profit incubator of social enterprises in Eastern Europe and Latin America, distinguishes between first-stage scaling, which often requires grants and venture philanthropy to scale in the first five to ten years of the business’s life cycle and later-stage scaling beyond that period, such as bringing in private capital and working to standardize or replicate more efficient processes for scale (Comolli and Etchart, 2014a, b; Etchart and Comolli, 2013).

Meanwhile, researchers at Duke University highlight the need for social enterprises to find new external sources of unrestricted, flexible capital; diversify their funding sources and types of capital; and leverage results-based financing to reach scale. Internally, they highlight how enterprises must also seek cost-efficiencies while clarifying core metrics and containing mission creep (Clark et al, 2018; Worsham et al, 2017).

For its part, the OECD (2016) identifies four strategies to scale up the impact of social enterprises: expansion (organizational growth, mergers and
acquisitions, diversification), replication (branches, social franchising), partnerships and knowledge sharing. Others understand the importance of governments and non-government organizations (NGOs) in creating market infrastructure, or sector ecosystems, “above” the firm level, to complete value chains, substitute for absent public goals, and align policies and regulations (Koh and Prabhu, 2016).

Scaling strategies can, in fact, be better understood through the lens of specific cases.

**Case One: Pedala’s Local-level Scaleup through Incubation**

One illustrative local-level example is drawn from the NESsT portfolio in Brazil: Pedala. A social business based in Rio de Janeiro, Pedala trains and employs at-risk youth as bicycle messengers in that city. Founded five years ago by two Brazilian business students seeking careers with meaning and collaboration, the company currently employs 50 deliverers and aims to add 30 more employees as it expands to new regions around Rio. The business has plans to increase its workforce to 140 by 2020.

NESsT is providing growth capital and business advice to support the growth of this enterprise, whose use of bicycles rather than motorbikes has so far saved 80 tons of carbon dioxide emissions. As Brazilians increase their online purchases, the country’s $24B package-delivery industry continues its own growth trajectory; consequently, Pedala will face intense competition in the years ahead. The firm will also need to strengthen its management and marketing capacities, areas to which NESsT is targeting its support.

**Case Two: bKash’s National-level Scaleup through Effective Partnerships**

A second instructive case, this time at the national level, is that of bKash, Bangladesh’s fastest-growing mobile-money provider, which supports affordable and reliable money transfer services for the poor and unbanked as well as middle-class Bangladeshis. A joint venture between BRAC Bank (an NGO-owned institution), and a private venture firm, and working with Grameenphone (another NGO-owned business), bKash launched in 2012 with 2.2 million customers. Today the company has 30 million subscribers, more than 90,000 retail points, and over 30,000 merchants that accept payments through its system.

Among its success factors have been a purpose-built company that is neither a bank nor a telecommunications firm; early impact investments from the Gates Foundation and International Finance Corporation (IFC) to finance growth; and a central bank that has generally been supportive and flexible.

**Case Three: d.light’s International-level Scaleup through Individual Leadership**

At the international level, d.light is a for-profit, multinational social business that provides off-grid solar powered solutions for households without reliable access to energy. To date, it has sold nearly 20 million solar light and power products in 60 countries.

Among the factors accounting for its success in scaling are a strong relationship with and good pricing from a manufacturer in China; the skills and experience of a senior-level green-venture executive who led the growth process; and a diverse set of investors with a sustained commitment to scaling.

While these examples highlight a range of creative strategies and alliances for scaling social enterprise in developing-country markets, contributions by universities, colleges, and CEGEPs in these particular cases have been negligible.

The remainder of this paper seeks to uncover how these institutions can better support and learn from these efforts, by expanding successful domestic initiatives and existing international assets to increase support in the global South. In so doing, Canadian institutions can also further enhance their support domestically, benefitting from the resulting cross-cultural networks, collaboration opportunities, and innovations that would also strengthen entrepreneurial efforts in Canada.
There are at least six ways Canadian post-secondary education institutions can support the scale-up of social enterprises in the global South: deepening learning opportunities; engaging in research; providing acceleration and incubation services; enabling social procurement; facilitating impact investing; and enhancing student mobility. These areas of engagement leverage the Canadian post-secondary community’s domestic expertise with their international assets. Some examples of promising practice are highlighted within each area, as well as recommendations for further work, as identified by participants at the 2018 WUSC Roundtable on Social Enterprise and Post-secondary Education Institutions.

**LEARNING OPPORTUNITIES FOR SOCIAL ENTREPRENEURSHIP IN THE GLOBAL SOUTH**

Post-secondary education institutions have incorporated social entrepreneurship into formal course and program offerings for students in Canada. For example, York University’s Schulich School of Business offers a course on social entrepreneurship for business and social-sector management students. Université du Québec à Montréal (UQAM) runs a 15-credit program on the management of social and collective enterprises. In the sphere of professional education, the Humber Institute of Technology and Advanced Learning runs a certificate course on social entrepreneurship.

It is both desirable and feasible for Canadian post-secondary education institutions to orient these and other courses to include materials on scaling social enterprises in the global South. This could take the form of course content or research opportunities, such Cape Breton University’s MBA program in community economic development (CED) which includes a specialization on good governance and peace building overseas, and whose faculty members participate in research with women farmers on sustainable agriculture in Nigeria.

Institutions could also consider ways in which these learning opportunities could be better extended to students in the global South. The Sauder School of Business at the University of British Columbia (UBC) offers a basic course on entrepreneurship in the Kibera slum of Nairobi. In exploring such an approach, institutions would need to consider how to ensure these learning opportunities will remain relevant and accessible to entrepreneurs in the global South.

A micro-credentialing system—where students or practitioners earn “micro-credentials” for demonstrating their learning of a very specific set of skills and knowledge—might be of particularly
useful application in this context. Promoting greater affordability and accessibility, micro-credentials might take the form of a digital badge or a completion certificate to help social entrepreneurs scale their businesses. These opportunities could be provided through classroom and/or digital-based teaching, experiential learning, or in partnership with accelerators or incubators.

Canadian post-secondary education institutions could also expand learning opportunities to actors who play a supporting role in fostering social entrepreneurship. For almost 60 years, the Coady Institute at St. Francis Xavier University has carried out professional development programs for professionals in Africa and Asia, particularly in the areas of asset-based development, and gender and development. Of particular relevance, the Institute has offered a practitioner-oriented course on social enterprise in the South for several years; the course includes extensive international curriculum material paired with local field visits.

RESEARCH ON SOCIAL ENTREPRENEURSHIP IN THE GLOBAL SOUTH

Across numerous disciplines, post-secondary education institutions have the research capacity to analyze the scaling process for social enterprises and to create new knowledge around accelerating and sustaining the growth or replication of social business for broader and deeper impact.

Several post-secondary education institutions are leading the research on social entrepreneurship in Canada. For example, researchers at the Centre for Learning, Social Economy and Work (CLSEW) of the Ontario Institute for Studies in Education (OISE) at the University of Toronto have led a series of SSHRC-funded research alliances on the social economy. Meanwhile, faculty members associated with the inter-university Centre for Research on Social Innovations based at UQAM have carried out research on action-oriented philanthropy, incubators, entrepreneurs, and university-community research partnerships. Other faculty members at the Shannon School of Business at Cape Breton University have carried out important research on local housing cooperatives (Leviten-Reid and Campbell, 2016).

Some institutions have extended the scope of such research to include social entrepreneurship in the global South. A UQAM faculty member is the president of the international scientific commission of the International Centre of Research and Information on the Public, Social and Cooperative Economy (CIRIEC), an international network on cooperatives and the social economy that includes scholars, public officials, and union leaders based primarily in Europe and Latin America (Bouchard and Rousselière, 2015). On the West Coast, geography scholars at the University of Victoria have used participatory video and other engagement methods to conduct community-based research with workers in waste management cooperatives in Brazil (Gutberlet and Tremblay, 2015).

Building on this base, gender-sensitive, participatory research with the owners, employees, suppliers, and customers of growing social enterprises focused on or based in the global South should yield particularly valuable insights. These insights could support entrepreneurs in building the case for investment in their businesses. Research findings could also prove invaluable to the development of new programming by governments and non-profit organizations that seek to support scale of social enterprise in the global South. They could also further enhance the knowledge and skills of entrepreneurial actors in Canada by better understanding the factors that have led social enterprises in the global South to scale successfully in the face of many challenging barriers.

PROVIDING ACCELERATION AND INCUBATION SERVICES

A number of Canadian universities and colleges operate accelerators or incubators for social startups in Canada. Hosted by the Beedie School of Business at Simon Fraser University, RADIUS, a social innovation lab, offers incubation services and co-working spaces as well as cross-disciplinary experiential learning and a seed fund for social innovators. Current priority themes include refugee livelihoods, health promotion, First Peoples’ enterprise, and the future of work. The Office of Social Innovation at Ryerson University coordinates an endowed chair in social innovation and entrepreneurship and a network of incubator “zones” spanning ten sectors and involving students, entrepreneurs, and mentors, together with five co-curricular programs and Ryerson University’s participation in Ashoka University’s international Changemaker Campus network. St. Paul’s GreenHouse at the University of Waterloo is an innovation community for students and local citizens seeking to solve a social or environmental
problem through venture creation, policy change, or grassroots initiatives. Participants can attend a discovery lab or join a workplace innovation team. Students with sound business plans can access early stage grant financing from GreenHouse.

There are many more examples across the country. Canadian universities, colleges, and CEGEPs could take steps to invest more time and energy into the incubation and acceleration of social enterprises focused on the global South. Models could be drawn from the non-profit sector with the emergence of organizations such as UNLEASH. Supported by corporations (e.g. DBS Bank of Singapore) and multilateral organizations, the non-profit UNLEASH is a traveling innovation lab that enables young people, including students, to collaborate to generate ideas for businesses that will contribute to meeting the SDGs. Creative, transformative businesses can receive financial support from the program’s venture fund as well as from advisors and online hubs. In 2017, UNLEASH activities were based in Denmark and, in 2018, in Singapore.

Key priority areas for support that such globally-minded incubators and accelerators could focus on include leadership, innovation, technology, community presence, goal-orientation, pipeline development, and effective business models. Many entrepreneurs benefit from greater exposure to the complexities of the problems they aim to solve. Such programs could be effective in identifying the innovators with a growth mindset amid their cohorts, and engaging them substantively with the problem. It is important to be cautious about sequencing in such an effort—finding the right people who become success stories that, in turn, draw more people into the program.

Canadian post-secondary education institutions that develop and support incubators and accelerators for social enterprises in the global South would need to recognize and be prepared for the fact that the incubation of good ideas takes time. Although engaging internationally can be costly, they would also need to recognize that it is often worth the up-front investment to engage face-to-face with entrepreneurs in the beginning, moving to virtual spaces only once the relationships are more established.

**ENABLING SOCIAL PROCUREMENT**

One powerful tool to enable social enterprises to scale that is at the disposal of post-secondary education institutions in Canada is social procurement. By intentionally using their purchasing power to buy products and services from social businesses, universities, colleges, and CEGEPs can achieve social impact as well as operational efficiencies (see Strandberg, 2018). Clearly, such social-business providers must be competitive with the private sector in terms of quality, quantity, and timeliness of their offerings—as well as price.

Perhaps the most well-developed case of effective social procurement in Canada is that of Diversity Food Services (DFS), a social enterprise that provides healthy, affordable food services to students, staff, and faculty members through the University of Winnipeg’s cafeterias and kiosks, as well as running off-campus cafés and a catering service. A joint venture between the University of Winnipeg Community Renewal Corporation (a non-profit charitable organization) and SEED Winnipeg (a local community economic development non-profit), DFS has grown to employ more than 100 workers, many of whom are new Canadians or facing other labour-market challenges. DFS offers modest wages but good benefits and training opportunities and generates annual revenues of $3 million. The company is also a major purchaser of fresh, organic food products (fruit, vegetables, and meat) from 60 suppliers across southern Manitoba (Jackson, 2018a).

Social procurement is a tool that Canadian post-secondary education institutions have not used extensively but could be deployed to help internationally-oriented social enterprises to scale and social enterprises based in the global South (e.g. promoting fair trade products). Moreover, partner institutions in the global South can use it, too. Ashesi University in Ghana buys goods and services from its students’ businesses and in the process strengthens those enterprises.

Such approaches can also help social enterprises gain access to the greater public sector. However, public procurement by post-secondary education institution-affiliated social businesses is one of cautious optimism at best. In general, the experience of trying to sell goods and services to the public sector in Canada has been found to be complex, bureaucratic, and expensive; and is even more difficult in emerging markets. Sectors such as healthcare or renewable energy may prove more open, given the sometimes more values-based procurement practices in such sectors. Nonetheless,
returning to the DFS model, it is clear that a post-secondary education institution executive decision to purchase food or other (e.g. janitorial, maintenance, housing) goods and services campus-wide, together with the expertise and patience of non-profit partners, can, in fact, unlock the power of procurement to grow the social enterprise provider.

**FACILITATING IMPACT INVESTMENT**

Another role which Canadian post-secondary education institutions have not yet fully developed is that of social investors. Universities, colleges, and CEGEPs manage large capital budgets which they use to build classroom and office facilities, and residences. They also administer major pension funds and endowment pools of capital. However, almost without exception, they have not mobilized their capacities as managers of capital to channel investment funds to scale up social enterprises.

One opportunity for doing so is framed by new interest among universities, colleges and foundations--led by Simon Fraser University and the McConnell Foundation--in investing more heavily in social infrastructure such as affordable housing, along with governments, private investors, and impact investors (Petter, 2018; Strandberg, 2017). The experience of the University of Winnipeg Community Renewal Corporation, which has built $200 million worth of social, sustainable real estate projects, is instructive. In particular, the Corporation’s model of mixed-use, mixed-income housing for students, faculty members, and the broader community also provides leased space for non-profit and social ventures as well as community facilities such as smudging areas (Jackson, 2018a). Social infrastructure projects such as these attract a range of investors, including impact investors, which in turn create opportunities for social enterprises to take root and flourish.

Universities, colleges, and CEGEPs possess many important assets that can be leveraged for, or alongside, impact investments in social enterprise. These assets or strengths include: a history of working at the intersection of social problems and solutions; a network of multigenerational stakeholders (undergraduate and graduate students, and faculty members in different age cohorts and career stages); an ability to create and integrate new knowledge on social finance into their curricula; a strong capacity in private fundraising and real estate development; experience as intermediaries between the private sector and social organizations; and, since most are government-funded institutions, a positive policy environment in Canada for social innovation, social finance, and social entrepreneurship.

At the same time, however, post-secondary education institutions are usually bureaucratic and slow to change themselves; it can be difficult obtaining buy-in from their stakeholders for social innovation and business. And not only do separate silos of knowledge for each discipline slow the collaborative process necessary for social innovation, but there is much intellectual property “sitting idle” in these institutions that could be mobilized to address social problems. Finally, since leadership at all levels of these institutions rotate regularly, continuity of strategy is sometimes a challenge.

Nevertheless, Canadian and Southern universities, colleges, and CEGEPs can play a variety of roles in advancing social finance for sustainable development. One such role is to incubate of social finance startups, such as the case of Brighter Investment. Incubated at the Sauder School of Business at UBC, this social purpose investment firm mobilizes long-term investments by private individuals, NGOs, and foundations in a fund that, in turn, provides student loans for high-performing post-secondary students in Ghana. Once they graduate, students are obliged to pay off their loans at reasonable interest rates on flexible but disciplined schedules. At the core of the Brighter Investment model is a three-way partnership involving impact investors, Brighter Investment as a social enterprise, and African post-secondary students.

A more direct model could see a post-secondary education institution itself establishing an impact investment fund to channel capital to promising, growth-oriented social businesses of Canadian and overseas students and international partners. The university, college, or CEGEP would thus hold a stake in each investee business. While there would be some failures, successful social enterprises could return a small portion of their profit to the institution and these returned funds, could then be reinvested in future businesses. Alongside such an impact fund, through experiential learning courses and field placements, the institution could also deploy student interns to deliver legal and business advice to entrepreneurs, among other inputs.
ENHANCING INTERNATIONAL STUDENT MOBILITY

In the sphere of degree education, Canadian post-secondary education institutions use experiential learning and internships to send Canadian students to developing countries to study and support local development efforts for course credit, which could be further expanded to provide greater support to local entrepreneurship. For example, Nova Scotia Community College supports its Canada-based students to carry out two- to three-week projects on topics such as tourism, water, and solar energy in countries such as Tanzania, Kenya, Vietnam, and the Caribbean. At Western University, the Ivey Business School enables some 20 undergraduate honours students to travel for five weeks to Kenya, Rwanda, or Ghana in order teach African business students how to use Ivey cases, prepare a new case on an African business, and carry out research on local small enterprises. At the University of Winnipeg, a development studies student served as a volunteer through Uniterra, a joint program of WUSC and the Centre for International Studies and Cooperation (CECI), with the Lanka Impact Investing Network in Sri Lanka and now works as a research assistant with the non-profit, charitable University of Winnipeg Community Renewal Corporation (Jackson, 2018b).

Canadian institutions could also explore opportunities to bring students from African universities and polytechnics to Canada to work with social businesses here, underscoring the principle that knowledge can and should also move from the global South to the global North.

Canadian NGOs that deliver international volunteer cooperation programs and work with social entrepreneurs in the global South could help Canadian institutions address the student-time constraint issue that often prohibits greater participation in these international experiential learning opportunities. Using a combination of technology-based learning and on-site learning, NGOs could help test new models of collaboration in both directions—that is, Canadian students collaborating with and traveling to Southern institutions and Southern students collaborating with and traveling to Canadian institutions.

The Canadian post-secondary education community is also a global leader in the provision of education and resettlement opportunities for young refugees. Through WUSC’s Student Refugee Program (SRP), a national network of volunteer student committees work to maximize the refugee students’ success. Over the past 40 years, WUSC and its partners have enabled 1,800 refugee students to study at Canadian universities, colleges, and CEGEPS, several of whom have gone on to create innovative social enterprises in Canada and in their countries of origin. This one-of-a-kind student mobility program offers Canadian post-secondary education institutions a unique opportunity to support alumni of the program and of their institutions in social entrepreneurship efforts in Canada and around the world.

As centres of research, teaching and learning, universities also have a broad base of professional staff, including in management, finance, planning, and marketing, who can also be mobilized to support social entrepreneurship in the global South. Many universities, colleges, and CEGEPs have provided opportunities for professional and support staff to share their skills with social enterprises through skills-based volunteering programs, such as WUSC and CECI’s Uniterra Program. These opportunities provide a means to deepen the institution’s commitment to social enterprise development by drawing upon its wide body of talent.
MODELS FOR GLOBAL PARTNERSHIPS

To optimize their results, Canadian post-secondary education institutions seeking to help scale social enterprises focused on or based in the global South must work with capable partners who understand the local context. International collaborations that are based on mutual respect, symmetrical power relations, reciprocal benefits, and consistent transparency have the greatest likelihood of success. In general, three types of partnerships are explored here: bilateral partnerships with Southern institutions; multi-institutional partnerships in one country; and regional and global networks. This section concludes with further recommendations for successful partnerships.

BILATERAL PARTNERSHIPS WITH SOUTHERN INSTITUTIONS

Canadian universities, colleges, or CEGEPs are well-placed to forge bilateral partnerships with centres of social enterprise expertise at Southern universities. A good example of one such centre is that of the Bertha Centre for Social Innovation and Entrepreneurship at the Graduate Business School at the University of Cape Town. Privately funded, the Centre is a leading regional provider of scholarships, professional training, and action research. Such partnerships could also open doors for bilateral teaching exchanges. For example, the Carnegie Foundation offers fellowships for African diaspora scholars in North America to teach and conduct research at African universities.

Canadian post-secondary education institutions can also build direct relationships with NGO-based accelerators, such as the BRAC Social Innovation Lab, which incubates new solutions in transportation, education, the environment, and other areas. Another example is the Lanka Impact Investing Network, which is affiliated with a popular reality television show featuring social entrepreneurs pitching their growth plans to local impact investors.

Bilateral collaborations could also be built with impact investment funds working in the global South, such as the Canada-based Sarona group of funds, or locally owned vehicles, such as Ghana’s Venture Capital Trust Fund.

MULTI-INSTITUTIONAL PARTNERSHIPS IN ONE COUNTRY

It is possible for Canadian post-secondary education institutions to build a web of complementary working relationships with multiple partner institutions in one country. With sufficient, grant-based donor funding, this approach could involve linkages with universities, colleges, CEGEPs, and their relevant departments or centres; private or non-profit incubators and accelerators; major corporations; small- and medium-sized enterprises; government ministries; impact investors; and, especially, social entrepreneurs.

This type of partnership system could be organized along geographic lines (e.g. in particular provinces or districts) or by theme, sector, or value chain (e.g. sustainable agriculture, eco-tourism, renewable energy, affordable housing). For example, Mastercard Foundation has supported this type of sector-wide intervention in the cocoa industry in Ghana. The Omidyar Network, a venture philanthropy group, has also made grants and loans through interventions in communications and finance sectors in parts of Asia and Africa. Canadian universities, colleges, and CEGEPs could contribute to the design of such networks that are focused on scaling social enterprises.
REGIONAL OR GLOBAL NETWORKS

A third type of partnership involves regional or global networks in which Canadian universities, colleges, and CEGEPs can participate. Over the past five years, for instance, Canada’s International Development Research Centre (IDRC) has built and managed the five-year, $18-million Growth and Economic Opportunities for Women (GrOW) Program, involving 14 research teams in 18 countries, mostly in Sub-Saharan Africa and South Asia, and promoting peer learning, policy engagement, and evidence generation, including for social entrepreneurship.

Through WUSC, some of Canada’s most globally minded post-secondary education institutions are linked to a global network of partners in over 25 countries in the global South, built up over decades of global development work. WUSC’s work engaging corporations to channel their development contributions through local governments, and the organization’s testing of new social finance models (e.g., Brighter Investment in Canada and Ghana, Venture Capital Trust Fund in Ghana, and the Lanka Impact Investment Network in Sri Lanka), as well as their support of market-systems interventions, are valuable assets upon which its institutional partners can build. Development organizations such as WUSC are particularly well-positioned to promote reciprocity between Northern and Southern partners through mutual respect and mutual benefits, increased transparency, and shared decision-making.

STRATEGIES FOR SUCCESSFUL PARTNERSHIPS

The best partnerships are based on mutual benefit, mutual respect, and an ongoing, long-term relationship. Good partnerships permit mutual understanding across the perspectives and experiences of the different partners. It is essential that Northern actors not bring to the relationship an attitude that western knowledge or expertise is superior and that their role is to teach Southern partners; not only is such an approach not credible or appropriate, it will not be tolerated.

Partnership models cannot be seen as “one size fits all.” A project that works in the desert in Rajasthan might not work in a village in Ethiopia. Indeed, cultural context matters for effective partnerships. Some regional South-South partnerships, where actors share elements of a common culture, have worked particularly well and should be encouraged.

Measuring the social impact of partnerships is key, although more impact measurement systems and tools should be developed by Southern actors to ensure greater relevance of analysis. Finally, in good partnerships, all participants, especially the Northern actors, must be able to receive and learn from honest feedback, which is sometimes difficult.

There are many different legal forms that partnerships can take, including contracts, joint ventures, and consortia. These legal agreements encode the power relations among the key actors within each partnership. It is therefore important to embed procedures within such legal agreements to modify these dynamics and the respective partner responsibilities over time. Indeed, partnerships can evolve in many ways; Northern partners, in particular, must be able to adapt to changing local conditions as they accompany and support their Southern partners.

Specific considerations are required for certain types of partners. It is recommended that clear terms of engagement among the principal actors must be agreed upon and documented from the beginning. NGOs have been observed to generally be more patient in their expectations of impact, while private sector partners tend to prioritize key performance indicators from the outset. Sometimes civil society groups are viewed solely as service providers rather than as full partners, a situation that must be addressed in a forthright manner. Moreover, including government or donor agencies in multi-stakeholder partnerships requires an even greater effort to understand the drivers that matter to each individual partner; for example, while corporations may focus on return on investment (ROI) and reputational gains, a donor agency may seek value for money (VfM) and SDG results.

Importantly, universities, colleges, and CEGEPs can, and often do, play an intermediation role across these collaborations, building common understanding, connecting the dots, interpreting and translating, and generally facilitating the effectiveness of partnerships. These institutions must continue to exchange experiences, strategies, achievements, challenges, and lessons on partnerships for sustainable development and, more specifically, on social innovation and social enterprise.
Building the Business Case for Funders

It is important to build the business case for funders to support universities, colleges, and CEGEPs in helping to scale social enterprises in the global South. Not surprisingly, both private and public funders are keenly interested in the achievement and reporting of results. Stories and qualitative assessments are essential, but quantifying the social impacts of growth-oriented social enterprises is a crucial task. Relevant guidance can be found in the work of the Impact Management Project and the impact management and measurement initiative of the Global Impact Investing Network, which is also host to the Impact Reporting and Investment Standards (IRIS) system of indicators. Aligning and integrating these and other systems with the targets and metrics of the SDGs is work for which NGOs are well suited.

Two potential funding sources are of particular note for institutions interested in exploring this area of work. One of these sources is Mitacs, a federally created non-profit that provides matching funds for research projects by senior undergraduates, graduate students, or post-doctoral fellows with private-sector or non-profit organizations in Canada and overseas. Mitacs is seeking to ramp up its volume of projects with NGOs. Under Mitacs’ Accelerate Program, an NGO, such as WUSC, and its partners would need to find $7,500 in non-federal funding per student placement while Mitacs would contribute $15,000.

A second funding source is IDRC, a crown corporation. While the Centre’s grant-making activities are not as robust or Southern-driven as in its earlier years, it still provides some useful targeted grant support.
CONCLUSION

As we look toward the future of this global work, one key takeaway is that context is critical in defining social enterprise and social entrepreneurship. The social outcomes intentionally generated by these businesses are key definitional indicators. For example, a shea butter business in northern Ghana that enables employees to reduce the number of children they bear has a significant social outcome, and in that context can be considered a social enterprise. In addition, corporate social responsibility (CSR) initiatives by large, profit-making companies that might donate drugs or eyeglasses are not social entrepreneurship per se, but can also contribute to sustainable development.

Supporting social enterprises to scale their services in manners that draw upon global good practices, mobilize lessons from across geographic and social boundaries, and respond to local context and the specific needs of vulnerable communities necessitates complex and innovative partnerships. WUSC is developing new initiatives and programs to mobilize post-secondary education institution-based assets to meet this challenge. Drawing upon the lessons above, these initiatives will be based upon the following two principles:

- A focus on scale, through partnerships with local accelerators and incubators and relationships with emerging impact investors in both Canada and the global South
- North-South and South-South partnerships that build entrepreneurial ecosystems.

As a key component of this effort, WUSC will expand its current volunteer cooperation programing to enable greater and deeper collaboration with the Canadian post-secondary education community. For example, WUSC seeks to forge partnerships between between university, college, and CEGEP-based incubators and accelerators and the growing network of peer organizations in the global South. Institutional volunteering partnerships, in particular, show great promise for mobilizing faculty members and staff from universities, colleges, and CEGEPs to contribute to social enterprise development, either through direct coaching of enterprises at the scaling stage or through the provision of training and resources to social enterprise support organizations.

Finally, and importantly, student mobility will remain a central pillar of WUSC’s volunteer cooperation program. The next generation (and indeed the current generation) of social entrepreneurs are currently studying in universities, colleges, and CEGEPs across Canada and across the global South. Providing opportunities for peer-to-peer learning and global networks of social innovators can help to solve the challenges of today and the unknown challenges of the future.

Canadian universities, colleges, and CEGEPs have much to contribute to the scaling of social enterprises that do business in the global South. Through an array of capacities—research, teaching, acceleration/incubation, social procurement, impact investment facilitation, and student mobility—they are already helping social enterprises to reach new heights in Canada. By forging partnerships with Southern institutions and working through global networks, they can accelerate and broaden the scaling process to optimize significant development impact.
Definitions of social enterprise and social entrepreneurship continue to evolve. However, most definitions recognize that social enterprises can assume a range of ownership and legal structures, from non-profit and co-operative to various types of private ownership. There is also fairly broad agreement that most of the profits of a social enterprise should be reinvested in the business or in the community being served, rather than transferred to individual shareholders. Still, different definitions emphasize particular dimensions. A sample of prominent definitions illustrates these various perspectives and nuances.

**Social Enterprise**

For the Government of Canada, a social enterprise is: “An enterprise that seeks to achieve social, cultural or environmental aims through the sale of goods and services. The social enterprise can be for-profit or not-for-profit, but the majority of net profits must be directed to a social objective with limited distribution to shareholders and owners.” Social Enterprise UK is aligned with this definition. Likewise, the British Columbia Centre for Social Enterprise employs the following definition: “Social enterprises are revenue-generating businesses with a twist. Whether operated by a non-profit organization or by a for-profit company, a social enterprise has two goals: to achieve social, cultural, community economic and/or environmental outcomes; and, to earn revenue.”

Other organizations, like the Canadian Community Economic Development Network, emphasize the social purpose and governance of these businesses, defining social enterprises as: “Business ventures operated by non-profits, whether they are societies, charities, or co-operatives... Their profits are returned to the business or to a social purpose, rather than maximizing profits to shareholders.” In contrast, the Social Enterprise Alliance in the United States defines social enterprises simply as: “Organizations that address a basic unmet need or solve a social or environmental problem through a market-driven approach.”

The present paper adopts a definition of social enterprise that encompasses the more American concepts of the individual social entrepreneur and for-profit social business along with the more European emphasis on non-profit and co-operative legal structures, social solidarity, and democratic governance. In general, as the OECD (2013: 3) notes, in a social enterprise “entrepreneurial behaviour is combined with a desire to use the market as a tool for meeting social needs, serving the general interest and common good for the benefit of the community.”
Social Entrepreneurship

Building on the foundational work of Dees (2001) nearly two decades ago, the Center for the Advancement of Social Entrepreneurship at Duke University defines social entrepreneurship as “the process of recognizing and resourcefully pursuing opportunities to create social value. Social entrepreneurs are innovative, resourceful and results oriented. They draw upon the best thinking in both the business and non-profit worlds to develop strategies that maximize their social impact. These entrepreneurial leaders operate in all kinds of organizations: large and small; new and old; religious and secular; non-profit, for-profit, and hybrid.” This concept of social entrepreneurship has been popularized by Bornstein (2007) and others.

At the same time, scholars have been interrogating social entrepreneurship more deeply and critically, seeking greater definitional precision. For example, Martin and Osberg (2007) write: “We define social entrepreneurship as having the following three components: 1) identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own; 2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state’s hegemony; and 3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large.”

Other academics, such as Nicholls and Teasdale (2017), have explored social entrepreneurship’s conceptual resilience as a micro-paradigm nested within the macro-paradigm of neoliberalism, positioned by some as a challenge to the larger political-economic framework and by others as an integral component of it. This and other analytic and theoretical work continues.
ANNEX B: THE CANADIAN CONTEXT

THE HISTORY OF POST-SECONDARY ENGAGEMENT WITH SOCIAL ENTERPRISE IN CANADA

The First Wave: 1920s to 1970s

Since the emergence nearly a century ago of the Antigonish cooperative movement in rural Nova Scotia and the network of caisses populaires across Quebec, Canadian post-secondary education institutions have deployed their research, education, and outreach capacities to promote, analyze, and strengthen social-purpose businesses in this country. The Extension Department of St. Francis Xavier University, in particular, was a prominent exponent and model for engagement by other post-secondary education institutions across the country in promoting co-operative businesses and credit unions.

The Second Wave: 1980s to 2000s

A second wave of engagement occurred 40 years ago, boosted by the growth of the community economic development (CED) sector in English-speaking Canada and the rise of économie sociale in Québec. For example, New Dawn Enterprises, a leading community corporation, benefited from its close relationship with the then University College of Cape Breton. Their partnership helped spark a new master’s program in CED at the University’s Business School. Meanwhile, le Chantier de l’économie sociale, a driving force in civil society for social enterprise in Québec and Canada, built strong, reciprocal relationships with researchers at Concordia University and Université du Québec à Montréal (Mendell and Béatrice, 2015).

On the academic side, leadership during these first two waves came from engaged scholars in sociology, political science, geography, social work, education, and extension. Over the past 25 years, some of their research partnerships with nonprofits and cooperatives have been funded by the Social Sciences and Humanities Research Council of Canada (e.g. Quarter et al, 2015; Bouchard 2013).

The Third Wave: 2010s to today

A third wave of academic-social enterprise activity in Canada has been evident over the past decade and has broadened the disciplinary base of these relationships. Animated by a combination of diverse factors—notably technology, globalization, inequality, the financial crisis, climate change, the sharing economy, impact investing, and millennial interest in innovation and social responsibility—many business and engineering schools have established courses, research projects, and clubs on social enterprise and social finance to meet to growing demand.

This renewed effort among post-secondary education institutions has coincided with growing interest in the social enterprise sector by many other actors. Private, philanthropic, and public funders have been directing more of their support to technology startups with social missions, increasingly using loans and equity investments as well as grants. Incubators, accelerators, and co-working spaces have also made room for social businesses. Corporate partnerships have been developed. To support learning from these efforts, new projects have been developed to better understand the nature and potential of responsible and impact investing (e.g. Hebb et al, 2015) and to track and assess the impacts of social enterprises (Mook, 2013; Quarter et al, 2015; Ruff and Olsen, 2016).

Over the past decade, the McConnell Foundation has helped to embed social innovation in the teaching and research programs at the University of Waterloo, the MaRS Centre in Toronto, and elsewhere. More recently, its RECODE initiative has played a significant role in enabling partnerships between
post-secondary education institutions and local civic and business groups to build social infrastructure, using the full range of education institution capacities in procurement, real estate, and investment as well as education, research, and outreach (Petter, 2018; Strandberg, 2017, 2018; Jackson, 2018a). A leader in impact investing, the Foundation also supported the 2010 Canadian Task Force on Social Finance and, more recently, participated in the committee that advised the Government of Canada’s 2018 Social Innovation and Social Finance Strategy.

In Canada, the SSHRC, other federal departments and agencies, and provincial governments have been important funders of this work.

INTERNATIONAL DIMENSIONS OF CANADIAN POST-SECONDARY ENGAGEMENT FOR SOCIAL ENTERPRISE

There has been an important international dimension in the work undertaken by Canadian post-secondary education institutions. These initiatives include learning opportunities for international students; international partnerships with like-minded post-secondary education institutions and social businesses; and international research.

Learning Opportunities for International Students

Many Canadian institutions host in-bound students from other countries for both degree programs and professional learning across disciplines. Canada has become an attractive learning environment for many international students.

Other existing learning opportunities for international students more directly support social enterprise in the global South, though not exclusively so. A faculty member at the Sauder School of Business at the University of British Columbia (UBC) is the Academic Director for the Mastercard Foundation Scholars Program at UBC, which provides university education opportunities to disadvantaged youth from sub-Saharan Africa to empower them to contribute to economic growth and social transformation in their communities in Africa. Indeed, interest in social enterprise is high among Mastercard Foundation scholars across Canada.

International Partnerships

Many Canadian institutions have formed important international relationships with like-minded post-secondary education institutions and social businesses, though less so in the global South. For example, faculty members at Cape Breton University have built a long-standing research collaboration with Mondragon University and major cooperative businesses in the Basques region of Spain.

Canada-based non-governmental organizations (NGOs) have helped to fill this gap in partnerships the global South by managing partnerships between Canadian and developing-country institutions. For example, the Aga Khan Foundation Canada (AKFC) works on curriculum development with the University of Central Asia in collaboration with UBC (environmental science), and University of Toronto and Seneca College (science). Likewise, World University Service of Canada (WUSC) works on curriculum development for health administration with the Vocational Training Corporation in Jordan in collaboration with Camosun College.

In addition, the Canadian Council for International Cooperation (CCIC), in its effort to spark more effective partnerships between development scholars and practitioners, launched the Next Generation (NextGen) project to build a database of Canadian researchers and development practitioners in Canada that collaborate with partners in the global South.

International Research

Several Canadian institutions have engaged in international research networks’ projects, including those that explore social entrepreneurship at a global level. For example, the Sauder School of Business at UBC is home to interest groups in sustainability and ethics, entrepreneurship, and social innovation and impact investing, all with international research links. Meanwhile, the co-director of the Carleton Centre for Community Innovation at Carleton University is a member of the board of Social Value International and of the United Nations SDG Impact Investment Fund Research Council.

Other institutions have engaged in international research that touches on issues of importance to social entrepreneurs in the global South. For example, faculty members at the Shannon School of Business at Cape Breton University have carried out
research on the role of NGOs in making agriculture value chains more inclusive in Bangladesh (McKague, 2014) and recently prepared a gender equality strategy for BRAC’s Uganda health program. Many of these existing internationalization efforts of Canadian post-secondary education institutions are ripe for expansion in support of scale for social entrepreneurship, including in the global South.
## ANNEX C:
WUSC’S 2018 ROUNDTABLE ON SOCIAL ENTERPRISE AND POST-SECONDARY EDUCATION INSTITUTIONS AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 AM</td>
<td>Welcome and Introductory Remarks</td>
</tr>
</tbody>
</table>
| 09:15 AM | **Opening Panel:** Cultivating and scaling social enterprises and social innovations in the global South.  
Speakers: Rachel Sibande, Founder, Mhub Malawi & Ruka Sansusi, Executive Director, Ghana Climate Innovation Centre, Ashesi University  
Facilitator: Edward T. Jackson, Carleton University and ET Jackson & Associates |
| 10:30 AM | Break                                                                   |
| 10:45 AM | **Design Groups**                                                       |
|        | **Design Group 1:** Roles of universities, colleges, and CEGEPs in fostering scalable social innovations  
Facilitator: Ian Vickers, Chief Operating Office, Diversity Food Services, University of Winnipeg |
|        | **Design Group 2:** Innovative partnerships for social innovation   
Facilitator: Nalini Andrade, Manager, International Development Institute, Humber Institute of Technology and Advanced Learning |
|        | **Design Group 3:** The role of international NGOs  
Facilitator: Odette McCarthy, Director, Uniterra Volunteer Cooperation Program, WUSC & CECI |
| 12:00 PM | Lunch & Keynote                                                        |
|        | Speaker: Senator Mary Coyle  
Discussant: Dr. Hanan Anis, Professor, University of Ottawa |
| 01:00 PM | **Design Group 4:** Entrepreneurship training and support  
Facilitator: Brendan Wylie-Toal, Program Manager and Startup Coach, St. Paul's GreenHouse, University of Waterloo |
|        | **Design Group 5:** Research and analytics  
Facilitator: Antoinette Marie, Associate, Impact Investing, World Vision |
|        | **Design Group 6:** Student mobility and learning  
Facilitator: Nicole Haggerty, Associate Professor, Ivey School of Business, Western University |
| 02:30 PM | Break                                                                   |
| 03:00 PM | Reflections and Next Steps                                              |
| 04:00 PM | Conclusion                                                              |
REFERENCES


Edward Jackson is an advisor to WUSC and other development agencies, foundations, and universities on social finance and social enterprise, gender equality, community-university partnerships, and program evaluation. A former associate dean and tenured faculty member in public policy at Carleton University, he is senior research fellow at the Carleton Centre for Community Innovation, adjunct professor at the University of Ottawa, and honorary associate at the Institute of Development Studies. Dr. Jackson is the author of Catalyst for Sustainability, a case study of the University of Winnipeg Community Renewal Corporation, supported by the McConnell Foundation.
ACKNOWLEDGEMENTS

La table-ronde de l’EUMC est soutenue par le programme Uniterra qui bénéficie de l’appui financier du gouvernement du Canada, par l’entremise d’Affaires mondiales Canada.