



# Social Entrepreneurship Education Institute in Central Asia

Hosted by Kyrgyzstan National University

Bishkek, Kyrgyzstan, November 18-20, 2014



A K D N

AGA KHAN DEVELOPMENT NETWORK



## Contents

|   |    |
|---|----|
| Acknowledgements  | 1  |
| About the Institute   | 2  |
| The Alliance for Social Entrepreneurship in Central Asia          | 2  |
| Institute Format & Approach                                       | 4  |
| Collaborative Planning & Facilitation                             |    |
| Participant & Host Selection                                      |    |
| Experiential Methodology  |    |
| Language  |    |
| Institute Materials   |    |
| Observations & Reflections  | 8  |
| Defining Social Entrepreneurship                                  |    |
| Providing Role Models   |    |
| Experiential Learning   |    |
| Engaging Students   |    |
| Building Networks   |    |
| Proposed Alliance Follow-up Activities                            | 16 |
| Social Business Plan Competition hosted in Tajikistan             |    |
| Institutional Growth Program in Social Entrepreneurship Education |    |
| Peer University collaborations                                    |    |
| Additional recommendations  |    |
| Annex 1: List of Participants                                     | 18 |
| Annex 2: Institute Agenda   | 20 |

## Acknowledgements

The Alliance for Social Entrepreneurship thanks Kyrgyz National University for hosting the Social Entrepreneurship Education Institute.

The Institute was made possible thanks to financial support from the Aga Khan Development Network and the US Agency for International Development.

## About the Institute

The Social Entrepreneurship Education Institute in Central Asia brought together faculty, staff and administrators from universities from Kyrgyzstan, Tajikistan, and Kazakhstan to advance social entrepreneurship in higher education for the benefit of society.

Convened by the Alliance for Social Entrepreneurship (a4se.org), the Institute built on insights from three years of collaborative programing aimed at creating a robust social entrepreneurship (SE) ecosystem in the Middle East. Formed by the US Agency for International Development (USAID) and the Synergos Institute, in collaboration with Ashoka and the Schwab Foundation for Social Entrepreneurship, the Alliance works with organizations active in social entrepreneurship globally, such as the Aga Khan Development Network (AKDN).

Since 2013, the Alliance and AKDN have been engaged in a partnership project called “Strengthening Social Entrepreneurship and Civil Society in Central Asia.” As part of the project, the Alliance mapped social entrepreneurship in Central Asia and the results pointed to university education as a key driver in building and sustaining the regional ecosystem. The Social Entrepreneurship Education Institute drew on these findings and provided an opportunity to bring together key university stakeholders as partners in these efforts.

The Institute drew on the expertise of Ashoka’s university program, Ashoka U. Ashoka U brought over seven years of experience in higher education with a focus on stakeholder engagement, institutional planning and building a campus-wide culture of social entrepreneurship. The Institute implemented the Ashoka U methodology to foster a culture of innovation in higher education, which has been utilized effectively at universities such as Brown University, Babson College, Duke University, Dublin City University.

Leveraging the diverse expertise of the Alliance, the Institute was designed to strengthen and build networks within and across universities in Central Asia, while introducing best practice models in social entrepreneurship education. Participants walked away with an action plan for how to introduce social entrepreneurship as part of the university experience this academic year.

## The Alliance for Social Entrepreneurship in Central Asia

The Alliance’s intervention in Central Asia started in 2012, when George Khalaf of the Synergos Institute and Dorothy and Martín Burt of Fundación Paraguaya and Teach A Man To Fish led a training of trainers (ToT) workshop for professors at the University of Central Asia (UCA) and the School of Public Continuing Education (SPCE). Meeting objectives included:

- Sharing experience and best practices from Synergos on social entrepreneurship (SE) as a vehicle for strengthening civil society.

- Building capacity of select UCA staff on incorporating SE into the UCA curricula.
- Advising SPCE leadership on design of ToT and other implementation steps.

Developing plan for Phase II of a collaboration between Synergos and the Aga Khan Development Network on strengthening social entrepreneurship in Central Asia.

One of the outcomes of this training was an increased collaboration between the Alliance and AKDN to strengthen the civil society sector in the region. Specific objectives for the work in Kyrgyzstan and Tajikistan included:

- Assess the landscape for SE in Central Asia, beginning with the Kyrgyzstan and Tajikistan.
- Identify and pilot solutions to create an enabling environment for social entrepreneurship in the region with a focus on remote mountain communities.
- Build awareness of SE among key stakeholders in Central Asia and globally.
- Incorporate Central Asia as a key geography in the scope of work of the Alliance for Social Entrepreneurship and integrate key AKDN members into the global SE movement.

A comprehensive mapping was completed to assess the landscape for social entrepreneurship in Kyrgyzstan and Tajikistan in order to inform decision-making about how best to support SE in the region. Over the course of four months, the Alliance team in Bishkek worked with 12 social entrepreneurs and 53 stakeholders in business, NGOs, media, academia and government in

Kyrgyzstan and Tajikistan to better understand the context for SE in Central Asia. In addition, over 100 stakeholders were engaged to validate the mapping findings and identify the most promising post mapping interventions.

Key recommendations to provide needed support to existing social enterprises and to facilitate the creation of new social enterprises included:

- Facilitating the introduction of SE as a course in the university curriculum through identifying qualified faculty and supporting them in their capacity building efforts to develop and teach tailored SE courses at the following universities: American University of Central Asia, the Presidential Academy, Osh State University and UCA in Kyrgyzstan and the Tajik Technological University in Tajikistan.

This recommendation led to the creation of the Institute with a focus on the introduction of SE and faculty development.

Other recommendations included a reference to increasing media attention, further supporting civil society organizations across Central Asia, facilitating knowledge sharing across borders, engaging with the appropriate political groups, establishing strong working relationships and partnerships with local, national, regional and international organizations and working to increase the availability of start-up capital for social enterprises.

# Institute Format & Approach

## Collaborative Planning & Facilitation

To act upon the recommendations of the mapping, the Alliance brought together a team with unique strengths and relevant experience for the coordination of the event. Specifically, the planning and facilitation of the Social Entrepreneurship Education Institute in Central Asia included the following organizations and individuals:

- *Synergos*  
George Khalaf, Director, Middle East and North Africa  
Shashi Neerukonda, Manager, Middle East and North Africa
- *USAID*  
Rachel Goldberg, Youth and Culture Advisor
- *Ashoka*  
Erin Krampetz, Co-Founder and Community Director, Ashoka U  
Nick McGirl, Youth and Education Programs Director, Ashoka Turkey
- *University of Northampton, Ashoka U Changemaker Campus*  
Tim Curtis, Senior Lecturer, University of Northampton
- *Alliance for Social Entrepreneurship*  
Myrza Karimov, Central Asia Consultant  
Nodira Rahmonberdieva, Tajikistan Consultant

The collaborative design of the Institute advanced the overall goals of the Alliance to: create an enabling environment for socially oriented enterprises to thrive; increase the visibility of social entrepreneurship; and raise the profile of social entrepreneurship as a critical element in U.S. government programming. Working together as an Alliance has proven much more effective and efficient than working as independent organizations to reach these goals.

## Participant & Host Selection

The participants for the Social Entrepreneurship Education Institute were carefully selected based on pre-defined criteria, with the goal of identifying teams of two to six faculty or staff per university. The Institute was advertised as an intimate gathering, for a maximum of 15 universities, so that the facilitators would have time to work in depth with each team to ensure comprehension of social entrepreneurship and next steps for each university.

The target audience was faculty, staff, and senior leaders as they are the main-decision makers and conductors of curricular and co-curricular activities. More specifically, the attendance criteria

called for a point person (“Change Leader”) with demonstrated skills and professional capacity for making change at their university and in the higher education system. The other participants (“Change Team”) should have represented multiple disciplines to ensure that the social entrepreneurship culture could be embedded across the entire institution. This design was based on Ashoka University’s methodology of building a well-balanced team of campus leaders for introducing new ideas and advancing sustainable institutional change in higher education. Student leaders were also recruited to participate in a specially curated session on the third day of the Institute.

The goal of this agenda design was to give participants time to engage with social entrepreneurship content, learn from peers, and co-design student interview questions before layering in the student perspective. It also gave the students an opportunity to enter the conversation as respected contributors, bringing a new and relevant perspective through responding to the carefully crafted interview questions.

Myrza Karimov – who has previously worked with USAID in Central Asia and has visited almost all universities in the region – was able to consult senior university managers and faculty to help identify participants for the Institute. In order to select the top participants from Tajikistan, Myrza collaborated with Nodira Rahmonberdieva, Synergos Consultant, who provided support and regional expertise during the selection process. Due to Myrza’s experience as a professor and through his faculty networks, he was also able to identify and recruit student leaders eager to lend their voice to the conversation. Finally, Myrza confirmed Jusup Balasagyn Kyrgyz National University as the host for the Institute, and they offered space and coordinated logistics for the event.

As a result of these combined efforts, the Institute brought together 37 university faculty representing 11 higher education institutions from Kyrgyzstan, 7 professors from 3 universities and 1 citizen sector representative from Tajikistan, and Indira Aitbay, representative of the International Academy of Business from Kazakhstan. On the third day of the event, 15 student leaders from Kyrgyzstan joined the Institute as interviewees.

*In total, the Institute had 45 faculty participants and 15 student special guests, representing 15 universities from three countries.*

Survey results revealed that all 45 participants recognized the importance of the Institute for the advancement of higher education in Central Asia.





## Experiential Methodology

The small group size also allowed for integration of experiential learning, which modeled exercises that could be used in an educational environment to build social entrepreneurship skill sets. Kyrgyzstan National University, as the host, offered classroom space with flexible tables and chairs (rather than a traditional lecture hall) to enable networking, movement, and interactive activities as the Institute methodology.

Experiential activities included:

- **Speed Networking:** Participants lined up in two rows and were given 90 seconds to introduce themselves and their purpose for joining the Institute. They came away surprised

at what could be learned in such a short amount of a time and with a much better sense of who was at the Institute.

- **Trust and leadership exercise:** This was introduced by giving 12 participants a continuous piece of rope and blindfolding them, while the others served as observers. The blindfolded group were asked to work together to make the rope into a square. To do so, participants had to overcome language, gender, and cross-cultural communication barriers. The participants and observers took away valuable lessons about how crucial it is to work as a team and think of a plan *before* solving a problem, as well as how to appreciate different leadership styles and contributions in diverse environments.
- **Personal storytelling:** Participants were challenged to uncover their personal motivations for pursuing social change and serving as an educator for the next generation of leaders, then share with the group.
- **Stanford d.school Wallet Project:** Participants paired up to create the perfect wallet for their counterpart, based on that person's specific wants and needs. The exercise required engaging and empathizing with others through thoughtful interviewing and iterative prototypes. Eventually, each person made a new solution that was "useful and meaningful" to their partner, then shared why it was unique with the group. The Wallet Project served as a warm-up to the student interviews to prepare faculty to seek feedback on how to design a social entrepreneurship curriculum based on the wants and needs experiences of students.
- **Reflection and Journaling:** Synergos brought their expertise in solving the complex problems of poverty and inequality through the practice of systems thinking, collaborating with others, enhancing the effectiveness of bridging leaders and institutions, and personal reflection. The Institute was able to leverage this methodology to integrate knowledge and insights at the beginning and end of each day to ensure participants were grounded in the space and were given the opportunity to reflect. Personal reflection is an essential pillar and expresses the idea that increased awareness of self, others, and the system, and the alignment of intentions and actions are essential for any leaders of social change.

## Language

All sessions were simultaneously interpreted between Russian and English by professional interpreters. All participants wore headphones and microphones were placed around the working table.

## Institute Materials

Participants received the following from Ashoka U:

- *Trends in Social Innovation Education – 2014:* Data for *Trends in Social Innovation* is drawn from the 2013 Ashoka U Census, an online, in-depth institutional survey of over 200 social



innovation programs around the world, from 29 countries. Universities were surveyed on their classes, majors, minors, programs, fellowships, accelerators, staffing, and more.

- *Curriculum Guide*: Published by Ashoka U in 2011 the Curriculum Guide is an outline of the current state of Social Entrepreneurship syllabi as well as promising approaches and areas for improvement, including 10 exemplary syllabi. This guide supports faculty in improving existing coursework and developing new coursework.

## Observations & Reflections

The Social Entrepreneurship Education Institute revealed both challenges and opportunities, representing the entrepreneurial potential of Central Asia. There is energy, initial activities, and momentum that can be harnessed for significant impact.

The three-day agenda was created to capitalize on this potential in higher education:

- **Day 1:** Faculty participants learned about the concept of social entrepreneurship and gained exposure to examples of how social entrepreneurship is currently being taught at universities around the world.
- **Day 2:** Participants focused on skill sets that all students need to master by graduation, and how these skills could be cultivated through experiential learning while addressing problems in society.
- **Day 3:** Faculty participants consulted university students to incorporate their feedback into curriculum design for social entrepreneurship teaching and learning. The university teams ended the day by mapping next steps, while building stronger ties across the emerging network.

In the following section, we share observations and reflections, and challenges and opportunities, that will help guide future activities beyond the Institute.

### Defining Social Entrepreneurship: What it is and how it relates to higher education.

The definition of social entrepreneurship was presented through a storytelling approach. The facilitators presented a problem and participants were asked to brainstorm their own solutions before presenting the real-life social entrepreneur models. Examples included:

- *How might rats be involved in helping to rid the world of landmines?*  
Bart Weetjens trained Giant Pouched Rats to effectively detect explosives in minute amounts, as well as tuberculosis.
- *What do babies have to do with reducing bullying rates?*  
Mary Gordon brings a parent and infant into a classroom setting to reduce childhood aggression by teaching students emotional literacy and empathy.

- *How could blind women help with the detection of breast cancer?*  
Frank Hoffman pioneered an effective, low-cost breast examination by training blind people as skilled diagnosticians.
- *How might autism become a competitive advantage?*  
Thorkil Sonne employs autistic people who have a ten times lower fault rate in software testing and other tasks.
- *What benefit might information technologies bring farmers?*  
Túlin Akin enables three million farmer families to actively participate in the economy by providing up-to-date information, know-how, and technological skills, bypassing traditional intermediary structures.

By engaging with ideas and solutions, the participants gained a better understanding of social entrepreneurship, especially given that it was a new term to many. After discussing the specific examples listed above, the facilitators introduced the overarching theoretical definition of social entrepreneurship: Social entrepreneurship is the pursuit of innovative, scalable solutions to the world's most pressing social problems. Social entrepreneurs dig down to the root cause of an issue — poverty or education, global warming or citizenship — and take a whole-systems approach to identifying or creating a paradigm shifting solution.

*However, a challenge arose while introducing the term “social entrepreneurship” due to the Russian translation of the word “entrepreneurship.”*

**Challenge:** Although the problem did not fully emerge until the end of the first day, it became increasingly clear that the faculty were having a difficult time grasping the meaning of social entrepreneurship. After some discussion, we realized the confusion resulted from a misunderstanding related to the Russian translation of entrepreneurship.

In Russian, the notion of entrepreneurship is closely related to the symbolic imagery of capitalism, money, profit, and consumption. The idea of a businessman or industrialist associated with the term “entrepreneurship” was a jarring juxtaposition with the examples of social entrepreneurs that had been presented as individuals serving society. As a result, introducing the term “social entrepreneurship” suffered from cultural and linguistic translation issues. The participants appreciated the examples of social entrepreneurship benefitting the public good, perhaps related to the values associated with communist legacy in Kyrgyzstan; however, as a post-Soviet nation, the NGO sector is still in a nascent stage of development, resulting in a lack of experience, exposure, and understanding of social entrepreneurship.

**Opportunity:** As facilitators, once the translation challenge was better understood, we paused to have a deeper discussion of the definition of “social entrepreneurship” and presented “social innovation” as an alternative. The term “innovation” emphasized solving problems through new



approaches, rather than focusing on profit associated with entrepreneurship. At the same time, we had to make sure that we introduced a fair discussion of how social entrepreneurs - or students, as future social entrepreneurs in Central Asia – would sustain their social innovation ideas. By introducing potential revenue generation models aligned with the social values of the venture, social innovators blur the boundaries between charity and business. Future engagements could offer further examples of revenue generation and fundraising approaches for social enterprises to help build trust and understanding of hybrid models, while focusing on the core purpose of social innovation to create scalable solutions to the world’s most pressing social problems.

**Providing Role Models: Concrete examples from peers to enhance understanding and encourage practice of social entrepreneurship.**

Globally, the field of social entrepreneurship education has grown exponentially over the last decade. Institutions of higher education have the opportunity to build on existing programs to focus activities and resources on pressing social needs.

Launched in 2008, Ashoka U has identified 30 Changemaker Campuses in five countries as leading institutions in social entrepreneurship education. The designation recognizes colleges and universities that have built supportive environments for changemaking across the entire institution – from curriculum through the co-curriculum, career services, all the way to community and alumni engagement. The upcoming 2015 Ashoka U Exchange will bring together 650 faculty, staff and students from 150 universities representing 30 countries.

To harness and share best practices from this rapidly growing global network, Tim Curtis, Senior Lecturer at the University of Northampton, the first Changemaker Campus in the UK, joined the Central Asia Social Entrepreneurship Education Institute as a co-facilitator. The University of Northampton has set an institutional goal to become the top university for social enterprise in the UK and has launched a Changemaker Certificate, in addition to a Social Venture Builder incubator. Although from a different cultural context, the University of Northampton represented a model and pathway for other institutions seeking to meet the interests of students whose goals include making a living while making a difference.

**Challenge:** Among the key problems facing social innovation in Kyrgyzstan is a lack of public awareness of new and innovative approaches to providing social services, little to no sharing of best practices between social enterprises and a lack of networking and communication between organizations, including institutions of higher education.

**Opportunity:** That said, exposure and experience in Central Asia is growing. The Institute agenda featured a panel on “Social Entrepreneurship in Kyrgyzstan” with *Altyn Kol*, an organization that is working to preserve the traditional artisan work of the people of Kyrgyzstan; *Aida Rustemova*, a lawyer who presented relevant background information on the legal basis for social entrepreneurship in Kyrgyzstan; and *Gulnara Djunushalieva*, Director of the School of Professional and Continuing Education at University of Central Asia (UCA), who showcased results of the “Change the World Around You!” social entrepreneurship competition, funded by the Coca-Cola Foundation. More than 230 project proposals were submitted to the competition and approximately 20 participants received training from UCA to prepare for the competition. These examples present an existing social enterprise, a nascent legal infrastructure for supporting start-ups, and increasing opportunities for social entrepreneurs to seek seed funding. Universities have a critical role to play in this ecosystem to partner with social enterprises, conduct research on enabling factors for social enterprises, and prepare students as young social entrepreneurs for entry in venture competitions, both in Central Asia and globally.

## **Experiential Learning: Moving beyond the content that you teach to how you teach it.**

During the Institute, participants brainstormed skills and aptitudes that they hoped to foster and instill in their future graduates. Examples included creativity, presentation skills, teamwork, curiosity, critical thinking, technological and language skills, and more.

The group was then asked to brainstorm the most pressing social problems in Central Asia. This list included topics such as migration, absence of clean water, youth unemployment, child labor, drug addiction, and lack of accessible social services.

**Challenge:** While there was recognition of what types of skills are required to create and foster social change, it was difficult for faculty to articulate what they might do in the classroom to effectively teach these skills to students. When talking about social innovation and entrepreneurship, many faculty believed that it would require adding new content to the curriculum, which could be nearly impossible given a lack of funding, capacity, and in some cases, authority to introduce new classes or programs.

**Opportunity:** Instead of introducing new courses or programs as the goal, the skills presented by the faculty that align with social innovation (e.g. creativity, teamwork, leadership, problem solving, etc.) could be integrated into existing coursework and programs, with a focus on more experiential learning. This is a topic that could have benefitted from additional conversation as a group.

In the post-Institute survey, most participants mentioned that the Institute was the only opportunity where they could work as a team and share experiences. All participants agreed that they needed more time and space where they can continue to communicate and share their knowledge and best practices with others. We could have spent more time deepening connections with participants by sharing more about the context at their university: What is the current student demand to engage in coursework and a career path related to addressing social needs in Central Asia? How might students already pursue these interests through existing degree programs? Although all of these topics were touched upon, further support to develop competency in experiential learning methodologies could greatly benefit the faculty network in Central Asia.

## **Engaging Students: Leveraging a “human-centered design” approach and user feedback to improve curriculum design.**

We invited the faculty to involve students in curriculum design, with the goal of improving the existing university offerings based on student input.

The interview protocol was based on human-centered design thinking approaches, which has become a common methodology in social entrepreneurship for better understanding the assets, needs, and challenges of stakeholders, then designing solutions based on these insights. Rather



than developing a solution in a vacuum, human-centered design focuses on understanding human behaviors and preferences. For example, in the case of potable water, someone taking a human-centered design approach will ask: Why is there not potable water? Who is currently drinking from the well? What barriers do you face in reaching the well? How do you currently treat the water for drinking? What else is the water used for? It is a way of intimately understanding a problem from the perspective of those who experience it.

Similar to other methodologies used during the Institute, the faculty practiced human-centered design to both improve their own teaching practices and also learn a new exercise that can be used with students when teaching social entrepreneurship. For students, the challenge might be more similar to improving the quality of drinking water rather than improving the curriculum.

Each university team had the opportunity to conduct one-on-one interviews with at least three students. The responses were intended to inform curriculum development choices based on the experiences of students. Faculty were instructed to ask the following five questions, and then listen deeply, without interjecting:

1. What are the most pressing social problems that you experience as students?
2. What are the most pressing social problems in Central Asia?
3. What is your biggest concern about getting a job after you graduate?
4. How can we give academic credit for our social innovation projects?
5. In what ways can our university support you in implementing your ideas to make the world a better place?

**Challenge:** At first, due to the formal hierarchy of higher education in Central Asia, the students were hesitant to share their personal perspectives and experiences with senior administrators and faculty, and some faculty took the opportunity to lecture rather than listen. Building trust, connection and a collaborative dynamic between faculty and students will take time. During a debrief, the students explained that while they appreciated the opportunity to share their ideas, many expressed doubts that their ideas would be taken into consideration, given challenges making change in the university bureaucracy.

**Opportunity:** While the students' concern was understandable, *all* of the faculty mentioned that the student interview activity as a highlight of the Institute. In the evaluation surveys, faculty articulated that the students encouraged them to think in a different way. One professor in particular said that he would never have thought that problems might be solved in a simple way, and thanks to the students, he sees several new options to solve social issues in his town as part of a university project. Faculty and students can continue to connect on an on-going basis, while involving more students in future Alliance activities. Students can also be consulted as advisors as new social entrepreneurship content and activities become integrated into the university curriculum.

**Building Networks:** Many allies, assets and opportunities already exist to advance social entrepreneurship education in Central Asia.

Throughout the event, faculty were eager to collaborate with each other on a wide range of university-based issues, from plagiarism to working together on community-based partnerships. At the end of the Institute, participants shared needs and collaboration ideas, furthering the desire to share resources and ideas related to social entrepreneurship. Participants also sought access to





global networks for social entrepreneurship course materials and collaboration opportunities with institutions that have some experience.

**Challenge:** Beyond collaboration across universities, in the evaluation surveys, participants also expressed interest in involving more representatives of the appropriate local and national government institutions, and businesses. Stakeholders from public institutions and business should also understand value and importance of social entrepreneurship in higher education for the development and social progress in communities across Central Asia. Furthermore, several

professors mentioned that they have difficulties gaining access to the internet due to technical issues at their universities and power shortage in the region. Therefore, sharing teaching and learning materials, course readings and students handouts (printed or in electronic devices – CDs, USBs, videos and other) among university professors is extremely important.

**Opportunity:** All participants said that they would like to continue working together. There is an opportunity to connect faculty across areas of interest, such as a curriculum development working groups, and connect even more faculty and staff through a platform where they can share their ideas, experiences, lessons learned, and teaching material in local languages.

By building networks for social entrepreneurship in higher education, it will have a ripple effect benefiting many generations of students. By connecting conversations across government, business, and academia, the ecosystem will have far-reaching implications to innovation across many domains of expertise and engagement to improve civil society.

## Proposed Alliance Follow-up Activities

Moving forward the Alliance will focus on:

- Hosting a social entrepreneurship competition
- Promoting a social entrepreneurship culture within universities
- Building a movement

### Social Business Plan Competition hosted in Tajikistan

To begin collaboration – across universities, between professors and students, and with business and government – the Alliance will work with participants from Tajikistan who attended the Institute to plan a social business plan competition during the first quarter of 2015. Myrza, Nodira and the Alliance team will work to identify potential host institutions for this event and conduct trainings for students in collaboration with professors to ensure participants are properly prepared. A panel of individuals from different sectors (private, civil society, governmental) will judge the competition and provide constructive feedback to the students. Small financial awards will be given to the students with successful business plans and plans are being made for follow up activities including training, funds for pilot projects and mentoring through partnerships with private sector organizations.

### Institutional Growth Program in Social Entrepreneurship Education

Although not currently planned as part of the Alliance interventions, we would like to propose a cohort-based, collaborative learning group as a potential follow-up activity. As mentioned previously the feedback from the Institute was strongly positive, but also identified that the

greatest need moving forward is further opportunities for knowledge-sharing and collaboration to advance social entrepreneurship education in Central Asia.

Ashoka U is currently developing a global, cohort-style program focused on accelerating emerging social entrepreneurship ecosystems at universities through mentorship and peer learning. After performing a thorough diagnostic of the activities and aspirations of key stakeholders on campus, Ashoka U generates a detailed report for participants and pairs them with strategically aligned mentors. Over the course of an academic term, participants work with mentors to clarify their goals and take action while benefitting from the support of a cohort and virtual community tackling similar challenges on different campuses. Institutions may participate multiple times as they develop their social entrepreneurship ecosystem. For example, a cohort may be focused on curriculum development, research, experiential learning methodologies, or any other topic. This model ensures that practices and professional development opportunities are sustainably embedded in the university culture beyond the business plan competition.

Ashoka U will be launching this collaborative learning initiative in the spring of 2015, and could do so in Central Asia simultaneously or soon afterwards by identifying a qualified mentor to lead a local cohort. Although designed as a fee-for-service model, it may also be funded by an external organization on a per-institution or cohort basis.

### **Peer University collaborations**

We would also propose working with international academic institutions to assist universities in Central Asia on curriculum development, capacity building on the institutional capacity and working in partnership to create joint degrees, dual programs and exchanges for students and faculty.

### **Additional recommendations**

Other follow up activities are dependent on the funding scenario for the Alliance which will be clearer in the 2nd quarter of 2015. The Alliance would like to work with participants from Southern Kyrgyzstan who attended the Institute to plan a social business plan competition for students.

In the meantime, other than the social business plan competition for students, the Alliance will host activities in Washington D.C to highlight the work being done thus far in Central Asia. Myrza and Nodira will continue to create awareness about social entrepreneurship in Kyrgyzstan and Tajikistan respectively and, with the support of the Alliance, focus on creating partnerships to determine appropriate next steps in Central Asia.

## Annex 1: List of Participants

|                     |   |
|---------------------|---|
| Tursunkulova Bermet | Deputy Minister of Education and Science of the Kyrgyz Republic |
| Karakev Taalaibek   | KNU, Vice Rector Science & Innovation                           |

### International Organizations

|                       |  |
|-----------------------|--|
| George Khalaf         | The Synergos Institute, Director Middle East and North Africa  |
| Shashi Neerukonda     | The Synergos Institute, Program Manager                        |
| Myrza Karimov         | The Synergos Institute, Consultant, Central Asia               |
| Nodira Rahmonberdieva | The Synergos Institute, Consultant, Tajikistan                 |
| Erin Krampetz         | Ashoka U, Co-Founder and Community Director                    |
| Tim Curtis            | Senior Lecturer, The University of Northampton                 |
| Nick McGirl           | Ashoka U, Turkey   |
| Marc-Antoine Adam     | AKF, Donor Relations Officer                                   |
| Amanda Sullivan       | AKF, Project Research and Assessment Fellow                    |
| Paul Hamlin           | Economic Development Advisor USAID/Kyrgyz Republic             |
| Guljan Tolbaeva       | Education Project Management Specialist, USAID/Kyrgyz Republic |

### University Representatives, Kyrgyz Republic

|                       |  |
|-----------------------|--|
| Sophia Virji          | UCA, Consultant for MSME Development Program |
| Gulnara Djunushalieva | UCA, Director, SPCE                          |
| Nadim Nasser          | UCA, Manager Academic Operations             |
| Malik Ladhani         | UCA, Research Associate                      |
| Musakulov Nurbek      | Jalal-Abad State University                  |
| Umetov Salmoorbek     | Jalal-Abad State University                  |
| Satarkulov Dooronbek  | Batken State University                      |
| Sarkashev Esenbai     | Naryn State University                       |
| Jumabyev Maksat       | Naryn State University                       |
| Sheralieva Eliza      | Naryn State University                       |
| Ukueva Aisalkyn       | Talas State University                       |
| Kutmanalieva Altyn    | Talas State University                       |
| Arynbaev Altynbek     | Issyk-Kul State University                   |
| Takyrbasheva Jyldyz   | Issyk-Kul State University                   |
| Maksutova Baktygul    | Osh State University                         |
| Aknazarova Jyldyz     | Osh State University                         |
| Sultanalieva Nurgul   | Osh State University                         |

|                      |                                     |
|----------------------|-------------------------------------|
| Kenzheeva Maksuda    | Osh State University                |
| Kulnazarov Arstan    | Osh Kyrgyz-Uzbek University         |
| Sabitova Gulchehra   | Osh Kyrgyz-Uzbek University         |
| Tentimisheva Akmaral | Osh Kyrgyz-Uzbek University         |
| Akmataliev Almaz     | Kyrgyz-Turkish Manas University     |
| Karymshakov Kamalbek | Kyrgyz-Turkish Manas University     |
| Urkunchieva Jamilya  | Kyrgyz-Turkish Manas University     |
| Enakshi Singupta     | American University of Central Asia |
| Vijay Kapur          | American University of Central Asia |
| Olga Galimova        | American University of Central Asia |
| Nargiza Abdylidaeva  | Arabaev Kyrgyz State University     |
| Ainura Akmatova      | Arabaev Kyrgyz State University     |
| Mirgul Soltogulova   | Arabaev Kyrgyz State University     |
| Yrys Beibutova       | Kyrgyz National University          |
| Mahkam Abdulkadyrov  | Kyrgyz National University          |
| Baktygul Ismailova   | Kyrgyz National University          |
| Baktygul Moldosaeva  | Kyrgyz National University          |
| Gulnara Shanazarova  | Kyrgyz National University          |
| Nurdin Mursaliev     | Kyrgyz National University          |

#### University Representatives, Tajikistan

|                       |   |
|-----------------------|---|
| Tashmatov Mahmud      | First Vice Rector, Technological University of Tajikistan     |
| Ulfatshoev Firuz      | Tajik State University of Commerce                            |
| Ismatulloev Ismatullo | Tajik University of Commerce                                  |
| Mirzoev Shokir        | Technological University of Tajikistan                        |
| Shokarimov Bobodjon   | Technological University of Tajikistan                        |
| Jabbarov Bobomurod    | Rudaki Kulyab State University                                |
| Jumahon Alimi         | Vice Rector of Science & Innovation, Rudaki Kulyab University |

## Annex 2: Institute Agenda

### Social Entrepreneurship Education Institute, Central Asia

Bishkek, Nov 18 - 20

**Hosted by: Kyrgyzstan National University**

#### ABOUT THE INSTITUTE

The Social Entrepreneurship Education Institute in Central Asia will bring together faculty, staff and administrators from Kyrgyzstan and Tajikistan with organizations from different sectors to advance social entrepreneurship in higher education to benefit society.

The Institute will be hosted by the **Alliance for Social Entrepreneurship (ASE)**, which is a three-year collaborative program aimed at creating and supporting a robust social entrepreneurship (SE) movement. Formed by the US Agency for International Development (USAID) and the Synergos Institute, in collaboration with Ashoka and the Schwab Foundation for Social Entrepreneurship, the Alliance works with leading organizations active in social entrepreneurship globally, such as the Aga Khan Development Network (AKDN).

Since 2013, the Alliance and AKDN have been engaged in a partnership project called “Strengthening Social Entrepreneurship and Civil Society in Central Asia.” As part of the project, the Alliance mapped the ecosystem of social entrepreneurship in Central Asia and the results pointed to university education as a key driver in building and sustaining the regional ecosystem. The Social Entrepreneurship Education Institute draws on these findings and will provide an opportunity to bring together key university stakeholders as partners in these efforts.

The approach of the Institute will follow Ashoka U’s methodology that focuses on breaking down barriers to institutional change to foster campus-wide cultures of social entrepreneurship. The Institute will introduce the Ashoka U 360-Degree Scan methodology, which has been proven and utilized effectively by American universities such as Brown University, Babson College, Duke University and others as a stakeholder engagement and institutional strategy and planning instrument.

Through active participation, the Institute will strengthen and build networks within and across universities in Central Asia. The participants will be exposed to best practice models in social entrepreneurship education and walk away with an action plan for how to implement new approaches into their university this academic year.

#### **Institute Goals Day 1:**

- 1 – Become familiar with the field of social innovation and social entrepreneurship education.
- 2 – Understand and discuss the current state of the ecosystems of social innovation in higher education around the world and in Central Asia.

#### **Institute Goals Day 2:**

- 3 – Get familiar with the concept of *changemaker skills*
- 4 – Discuss how to establish and strengthen social entrepreneurship education at your university

#### **Institute Goals Day 3:**

- 5 – Strengthen and build networks within the institution, with other universities in Central Asia and other related institutions
- 6 – Generate new ideas for concrete next steps to advance social entrepreneurship across disciplines at your university

## AGENDA

### DAY ONE – Tuesday, Nov 18

|                |   |
|----------------|---|
| 09:00 – 9:30am | <p><b>REGISTRATION &amp; LIGHT BREAKFAST</b></p> <p><i>Note: We encourage you to sit with people from a different institution.</i></p> <p><b>Network Mapping Exercise:</b> Write your name and institution at the bottom of the notecard provided. Place your card on the Network Wall, and using markers, draw connections between yourself and other participants that you know. If possible, write how you know them, such as “research partnership” or “colleague”, etc.</p>  |
| 9:30 – 10:00   | <p><b>WELCOME NOTE</b></p> <ul style="list-style-type: none"> <li>• Taalaibek Karakeev, Vice Rector of Science and Innovation</li> <li>• Bermet Tursunkulova, Deputy Minister of Education</li> <li>• Other KG and MP reps</li> </ul>   |
| 10:00 – 10:30  | <p><b>FRAMING OVERVIEW &amp; GOALS</b></p> <p>George Khalaf, Director, Middle East and North Africa, Synergos<br/>Alliance for Social Entrepreneurship</p> <p>Review and respond to the goals of the Institute:<br/>What goals do you hope to achieve over the next three days? Is anything missing from the list? How do these goals connect with your own personal and professional goals?</p>  |
| 10:30 – 11:15  | <p><b>NETWORKING: PROBLEMS &amp; SOLUTIONS</b></p> <p>George Khalaf, Director, Middle East and North Africa, Synergos<br/>Shashi Neerukonda, Senior Coordinator, Middle East and North Africa, Synergos<br/>Alliance for Social Entrepreneurship</p> <p>Explore social problems and promising solutions in Central Asia through networking. Each participant at the Institute has been carefully selected due to their academic expertise and experience. This exercise will bridge theory with practice, by seeing social and environmental problems as opportunities to meet an unmet need.</p> |
| 11:15 – 11:45  | <p><b>SOCIAL ENTREPRENEURSHIP 101</b></p> <p>Erin Krampetz, Co-Founder and Global Community Director, Ashoka U<br/>Alliance for Social Entrepreneurship</p> <p><i>“Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change.”</i></p> <p>This session will introduce the theoretical definition of key terms: social entrepreneurship, social “intrapreneurship,” social innovation, social business, and philanthropy.</p>        |



|               |  |
|---------------|--|
| 11:45 - 12:30 | <p><b>SOCIAL ENTREPRENEURSHIP IN KYRGYZSTAN</b></p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>• <i>Speaker 1 "Altyn Kol"</i></li> <li>• <i>Speaker 2 ICNL, Aida Rustemova: "Legal Basis for Social Entrepreneurship in Kyrgyzstan"</i></li> <li>• <i>Speaker 3 UCA, Gulnara Djunushalieva</i></li> </ul> <p>Moderators:<br/>Myrza Karimov, Alliance for Social Entrepreneurship</p> <p>Social entrepreneurs working in different sectors will share their work through an interview format to share diverse models for social entrepreneurship.</p>  |
| 12:30-13:00   | <p><b>Q&amp;A WITH SOCIAL ENTREPRENEURS</b></p> <p>General question and answer and explore collaboration opportunities for research, teaching case studies, guest lectures, classroom visit, and student internship placements.</p>  |
| 13:00-14:00   | <p><b>LUNCH</b></p>  |
| 14:00-14:45   | <p><b>SOCIAL ENTREPRENEURSHIP ECOSYSTEM IN CENTRAL ASIA</b></p> <p>George Khalaf, Director, Middle East and North Africa, Synergos<br/>Myrza Karimov, Alliance for Social Entrepreneurship</p> <p>The Alliance for Social Entrepreneurship will present mapping results of social entrepreneurship (SE) in Kyrgyzstan and Tajikistan developed to decision-makers about how best to support SE in the region.</p> <p>This mapping was prepared by the Alliance for Social Entrepreneurship, Synergos and Aga Khan Development Network (AKDN) partnership. Ecosystem considerations included the legal, financial, business, education and government structures as they relate to SE. The mapping included interviews with 12 social entrepreneurs and 53 stakeholders in business, NGOs, media, academia and government in Kyrgyzstan and Tajikistan to better understand the context for SE in Central Asia.</p> |
| 14:45 – 15:30 | <p><b>MAKING THE CASE FOR SOCIAL ENTREPRENEURSHIP EDUCATION</b></p> <p>Erin Krampetz, Co-Founder and Global Community Director, Ashoka U<br/>Advira Hiskorisha and/or Tim Curtis, Senior Lecturer, University of Northampton</p> <p>We will present an overview of an Ashoka survey of 200 colleges and universities globally that have been teaching and research social entrepreneurship, with key advancements in applied learning, institutional architecture and building a campus culture of social innovation.</p> <p>Based on university examples, we will make the case for the social impact oriented university.</p>  |
| 15:30-16:00   | <p><b>COFFEE BREAK</b></p>   |
| 16:00-17:00   | <p><b>UNIVERSITIES AS HUBS FOR SOCIAL ENTREPRENEURSHIP</b></p> <p><b>CASE STUDY: University of Northampton</b><br/>Tim Curtis, Senior Lecturer, University of Northampton</p> <p>The University of Northampton was elected as the first Ashoka U Changemaker Campus in</p>   |

|             |   |
|-------------|---|
|             | the United Kingdom in 2013 for their leadership in social entrepreneurship education and commitment to “transforming lives and inspiring change.” Driving this commitment to changing the world around us is the 2010-2105 ‘Raising the Bar’ institutional strategy to be Number 1 at social enterprise in the UK; offering 14,000 students the opportunity to explore and experience social entrepreneurship in action.  |
| 17:00-17:30 | <p><b>ASSESSING CURRENT AND FUTURE VALUES</b></p> <p>George Khalaf, Director, Middle East and North Africa, Synergos<br/>Shashi Neerukonda, Senior Coordinator, Middle East and North Africa, Synergos Alliance for Social Entrepreneurship</p> <p><b>Discussion:</b> What stands out about key values and principles of social entrepreneurship? How is social entrepreneurship education relevant for Central Asia?</p> |

## DAY TWO – Wednesday, Nov 19

|               |   |
|---------------|---|
| 9:00-10:00    | <p><b>REVIEW OF DAY 1 &amp; OVERVIEW OF DAY 2</b></p> <p>George Khalaf, Director, Middle East and North Africa, Synergos<br/>Shashi Neerukonda, Senior Coordinator, Middle East and North Africa, Synergos Alliance for Social Entrepreneurship</p>   |
| 10:00-10:30   | <p><b>INTRODUCTION TO CHANGEMAKER SKILLS</b></p> <p>Tim Curtis, Senior Lecturer, The University of Northampton</p> <p>What are the skills and competencies needed by changemakers?<br/>Imagine if everyone in society took the initiative to address problems and lead positive change. What would that look like? In a world defined by change, it will become even more critical to have creative skill sets and the adaptability necessary for the relationships and environments</p>  |
| 10:30 – 12:00 | <p><b>SMALL GROUP SEMINAR – THE SKILLS GRADUATES NEED</b></p> <p>Tim Curtis, Senior Lecturer, The University of Northampton</p> <p>What are the skills students need to be economically empowered, to be socially conscious, and to drive change in society?<br/>Each group will start by reviewing competency examples from other universities and ask what is missing in terms of the skills students need in Central Asia.<br/>As a group, brainstorm your own list of essential competencies (e.g. critical thinking, not afraid to take risks, innovate, etc.) that students need to succeed in today’s changing world and capture your thinking on flip charts. As a group, decide on the ten most important skills for students today to report back.</p> <p><b>REPORT BACK &amp; GROUP DISCUSSION:</b><br/>Report back your top ten most important skills for students today and a rationale for why you chose this list.</p> |
| 12:00 – 13:00 | <p><b>CURRICULUM DEVELOPMENT – SKILL BUILDING IN ACTION</b></p> <p>Based on the key skills for Central Asia identified by the group, what are potential curricular or co-curricular interventions that could help foster these skills?</p> <p><i>Note: Work with your institutional team.</i></p>   |
| 13:00-14:00   | <b>LUNCH</b>  |
| 14:00 – 15:30 | <p><b>MAPPING AND SYNTHESIS</b></p> <p>Through a deep dive exercise, we will provide tools to innovate at the intersection of social</p>  |

|               |   |
|---------------|---|
|               | <p>entrepreneurship, education, and societal impact.</p> <p>For each institution, we will map: Who do we know? What do we know?</p> <p>What expertise, programs, and other institutional assets can we utilize to advance social entrepreneurship campus-wide? Which partners can serve as allies, both within and beyond your institution?</p> <p><b>SHARE YOUR MAP</b></p> <p>Partner with another institution: spend 5 minutes presenting your institutional map and 5 minutes getting feedback. Repeat for both institutions.</p>   |
| 15:30-16:00   | <b>COFFEE BREAK</b>   |
| 16:00 – 17:00 | <p><b>DEVELOPING A VISION</b></p> <p>Building social entrepreneurship into the DNA of a university can be very challenging. Faculty across the disciplines often are not coordinated; funding and staff capacity is limited; research agendas are already defined; the administration may lack participation, exposure and adequate understanding to co-create a cohesive strategy for the university.</p> <p>By creating a vision that is tied to the history, culture and tradition of the university, and by leveraging current institutional priorities, each campus team has the opportunity to develop a unified plan for social innovation and an inspirational and empowering institutional identity.</p> <p>During this session, we will build on the unique culture and assets of your institution to create a vision for social entrepreneurship education and social impact in the community.</p> |
| 17:00 – 17:30 | <p><b>REFLECTIONS AND CONNECTIONS</b></p> <p>George Khalaf, Director, Middle East and North Africa, Synergos<br/> Shashi Neerukonda, Senior Coordinator, Middle East and North Africa, Synergos<br/> Alliance for Social Entrepreneurship</p> <p><b>Discussion:</b> How would you define Changemaker skills? How does social entrepreneurship education fit into the ecosystem of your university? What role does higher education have to play in the social entrepreneurship ecosystem in Central Asia more broadly?</p>  |

## DAY THREE – Thursday, Nov 20

|               |   |
|---------------|---|
| 9:00-10:00    | <p><b>WELCOME &amp; LIGHT BREAKFAST</b></p> <p><b>REVIEW OF DAY 2 &amp; OVERVIEW OF DAY 3</b><br/> George Khalaf, Director, Middle East and North Africa, Synergos<br/> Shashi Neerukonda, Senior Coordinator, Middle East and North Africa, Synergos<br/> Alliance for Social Entrepreneurship</p> <p><b>Share your vision:</b> Write your vision for your institution on a piece of paper and pin it to the wall.</p>   |
| 10:00: 10:30  | <p><b>INTRO - USER FEEDBACK &amp; VALIDATION PROCESS</b><br/> Tim Curtis, Senior Lecturer, The University of Northampton</p> <p>Introduce an advanced phase of the curriculum design process where we invite students to provide feedback on our ideas. Consider how to iterate based on user-feedback. What other data could we collect from the user perspective to further advance our work?</p>   |
| 10:30-11:30   | <p><b>REFINE PITCH &amp; INTERVIEW QUESTIONS</b></p> <p><b>Faculty and Staff:</b> Refine the curricular or co-curricular idea created on Day 2. Design a 3-5 minute description of the idea, including the audience and purpose. Develop 1-3 key interview questions for student feedback.</p> <p><b>STUDENT ORIENTATION AND NETWORKING</b><br/> <b>Students:</b> While faculty refine their pitches, students will be briefed on key insights from Days 1 and 2 and coached on the feedback we seek in the exercise.</p> |
| 11:30-13:00   | <p><b>CURRICULUM REVIEW MASTER CLASS</b></p> <p>Students rotate 3-5 between university groups. After each rotation, how does the idea evolve? Take note of key insights and feedback.</p>   |
| 13:00-14:00   | <p><b>LUNCH</b></p>   |
| 14:00 – 14:30 | <p><b>OPPORTUNITY IDENTIFICATION &amp; PROFESSIONAL GOALS</b><br/> Erin Krampetz, Co-Founder and Global Community Director, Ashoka U<br/> George Khalaf, Director, Middle East and North Africa, Synergos</p> <p>Personal reflection on the inputs from the validation process and professional goals and immediate opportunities for this academic year.</p>   |
| 14:30 – 15:15 | <p><b>DEVELOPMENT OF AN ACTION PLAN</b></p> <p>Bring together the big vision of each institution and the synthesized inputs and collaboration opportunities to build a concrete action plan that will strengthen and differentiate each program or initiative in the next academic year.</p>  |
| 15:15 -16:45  | <p><b>ACTION PLAN PRESENTATIONS</b></p> <p>Each group will present a three-minute summary of their action plan, including institutional identity, assets, needs and next steps to advance social entrepreneurship at your institution, and across the higher education sector in Central Asia.<br/> <i>Feedback from other participants to explore collaboration opportunities and support.</i></p>   |
| 16:45 – 17:30 | <p><b>DEBRIEF OF THE EVENT, NEXT STEPS &amp; THANK YOUs</b><br/> Present resources for ongoing support and best practice sharing and review the map from Day 1. What are the opportunities for collaboration in the future?</p>   |