Introduction

Renewal of Commitment to PRME

Sign joining the PRME in 2010, the commitment of our global alliance of academic and corporate institutions to the provision of an international and responsible management education has remained our priority.

Our engagement towards the Six Principles of PRME has directly inspired us for the redefinition of our learning objectives in 2012. The creation of a mandatory Responsible Global Leadership Seminar in 2013/2014, in which students study the application of ethical thinking to one or several management challenges, was the culminating point of the integration of PRME’s Principles in the CEMS curriculum. Our achievements in integrating CSR within our new curriculum and research development, as well as through our business partnerships, are part of our constant aim to improve our responsible management education.

We hope to continue to renew our focus on social and responsible leadership in order to educate a future generation of responsible business leaders who can deal with the complex challenges of the 21st century.

Prof. Dr. Thomas Bieger
CEMS Chairman
President of the University of St Gallen
Presentation of the CEMS programme

CEMS is a global alliance of academic and corporate institutions dedicated to educating and preparing future generations of global business leaders to enter into a multilingual, multicultural and interconnected business world through the CEMS Master’s in International Management.

The CEMS MIM has consistently ranked in the top 10 of the Financial Times ranking since 2005.

- **Internationalism**

The CEMS global alliance was founded in 1988 and now holds 29 member Schools across 5 continents. This represents a total of 1053 students of 67 nationalities. The network of CEMS is now fully global, with 8700 alumni of 85 nationalities, working in 75 countries.

Students who enroll in the programme must spend at least one academic term abroad and gain a significant professional experience outside their home country. All students must master at least two languages other than their mother tongue and be fully proficient in English.

- **Top class teaching and business orientation**

The CEMS Master In Management (MIM) comprises a carefully-designed curriculum that achieves one of the main goals of the Alliance as a whole: to combine academic theory with business practice. This balance of theoretical and experiential learning is achieved via a multi-faceted curriculum, and with the contribution of the 64 Corporate Partners (multinational companies) and 4 Social Partners (NGOs).

Students must take one mandatory course in Global Strategy and a mandatory course in Global Management Practice as well as several elective courses. Mandatory seminars, including a Responsible Global leadership seminar, aim at providing the opportunity for CEMS members to come together, exchange ideas, and debate and discuss innovative management topics as well comprehensive leadership topics. They aim at developing student’s business communication skills and their awareness of responsible global leadership challenges.

Each CEMS student has to carry out a Business Project, a consultancy-like project where international teams of 3-5 students solve a real business problem as a one-semester part-time activity tutored by both a company and a professor in parallel. Business projects reinforce the CEMS partnership between universities and companies in jointly shaping the student learning process in international management.

- **Responsible global leaders**

CEMS aspires to prepare future generations of responsible global business leaders to enter into a multilingual, multicultural and interconnected business world. This report shows CEMS’ commitment to the principles of providing a Responsible Management Education.
As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

**Principle 1: Purpose**
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2: Values**
We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 3: Method**
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**Principle 4: Research**
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

**Principle 5: Partnership**
We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Principle 6: Dialogue**
We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.
Principle 1: Purpose

**Purpose**: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

- **Mission statement**

  This Mission Statement, which was adopted in 2008, shows CEMS’ concern of educating responsible global leaders. CEMS continues to renew its commitment to the Six Principles of PRME by embodying this mission statement in its educational purpose.

  Indeed, the CEMS Mission Statement is a reflection of CEMS’ ethical and responsible approach to management education: “CEMS is a global alliance of academic and corporate institutions dedicated to educating and preparing future generations of global business leaders to enter into a multilingual, multicultural and interconnected business world through the CEMS Master’s in International Management.

  **CEMS promotes global citizenship, with a particular emphasis on these values:**
  - The pursuit of excellence with high standards of performance and ethical conduct;
  - Understanding and drawing upon cultural diversity with respect and empathy;
  - Professional responsibility and accountability in relation to society as a whole”

- **Learning Objectives**

  The Learning Objectives were redefined at the end of 2012 by an academic body which included two social partners (Care and Transparency international). Our commitment to PRME’s Six Principles was what inspired us to highlight our engagement towards social responsible leadership in those new objectives; 3 in particular showcase our commitment to PRME.

  **Internationalism**: Our graduates are knowledgeable international business practitioners able to draw on an international learning experience and a deep understanding of local, regional and global economic, social, political, cultural and institutional factors to inform effective business decision-making and change management in diverse contexts.

  **Business-embeddedness**: Our graduates apply advanced management and leadership competencies developed through systematic experience of and engagement with the corporate world and program-embedded work-integrated learning.

  **Responsible citizenship**: Our graduates champion a holistic vision of responsible business decision-making, leadership and citizenship that is informed by ethical reasoning, personal integrity, respect for social diversity, commitment to success through sustainable business practices and adherence to a multi-stakeholder perspective on organisational purpose.

  **Reflective critical thinking**: Our graduates are confident, agile and reflective decision-makers and problem-solvers, able to formulate and apply innovative solutions to complex business challenges and opportunities in diverse contexts – also when faced with dilemmas and ambiguities.

  **Comprehensive Leadership**: Our graduates assume leadership responsibilities early in their careers, at all levels: personal, group, organizational and societal leadership, fully aware of their personal responsibility and accountability and of the ethical and cultural frameworks in which leadership is exerted.
Principle 2: Values

**Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The purpose of CEMS education, its mission statement and objectives, are incorporated at all levels.

- **Value Statement: engaging students**

The CEMS Value Statement, introduced by CEMS students at the 2010 CEMS Annual Events in Rotterdam, is a personal commitment made by the students at their graduation to abide by the purpose of their education and reaffirm their belongingness to the community and its values. As the number of CEMS students rises, the number of Alumni who commit to professional responsibility continuously grows. The 2013 cohort alone represents a total of 989 students who committed upon graduation to be responsible leaders.

"As a lifelong member of the CEMS community, I hereby commit to uphold and be guided by the following principles:

- The pursuit of excellence with the highest standards of integrity, humility, and ethical conduct.
- Professional responsibility and accountability in relation to society and the environment
- Drawing upon the value of cultural diversity with respect and empathy
- My decisions and actions, both now and in the future, will reflect this Commitment to Global Citizenship that I make here today."

- **Engaging the board, social partners, and applying responsibility in the academic curriculum**

Since our signature of PRME in 2010, all governing bodies of CEMS have continuously worked on the further implementation of our mission statement and of the 6 PRME principles. The three CEMS faculty teams (Business and the Environment, Business Ethics, Gender and Diversity Management), which aim at incorporating the values of global social responsibility into the academic activities and curricula, have enabled the creation of a compulsory Responsible Global Leadership seminar in each school of the alliance from 2013/2014 onwards.

The board and the faculties also contributed to the redefinition of learning objectives.
Principle 3: Method

Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

- **Curriculum**

The CEMS programme intends to broaden students’ perspectives and develop their responsible attitude and entrepreneurial spirit through the curriculum, the CEMS events and the partnerships with civil society organizations. A recent reform in the CEMS curriculum aimed at better meeting our mission statement’s objectives by creating academic frameworks and content which enable students to effectively learn about how to be responsible leaders.

- The mandatory Global Strategy course, in addition to having an international dimension and a focus on corporate viewpoints, addresses “responsible citizenship” from a strategic framework (e.g. strategy of NGO’s, stakeholder versus shareholder approaches, the dark side of the firm, climate change, etc).
- The Global Management Practice course also has an international dimension and management implications, and is people focused. Learning how to manage people or people related issues in an international context also addresses this notion of “comprehensive leadership”.
- The Responsible Global Leadership Seminar is compulsory at every member school of the Alliance. It was created in 2013 for the direct application of the new Learning Objectives which were directly inspired from Prime’s Six Principles, in that social responsible leadership is key for the course. This seminar brings together students with corporate and social partners to study the application of ethical thinking to one or several management challenges. Knowledge of where to gain more information and support around specific leadership challenges e.g. anti-corruption bodies, environmental support agencies is discussed. Examples of Responsible Global Leadership Seminar activities include defining an action plan to effectively incorporate responsible behavior at work, discussing the role of CSR in marketing and business development, or workshops to discuss the behavior of responsible leaders.
- A substantial number of block seminars focusing on social business/climate change or other sustainability issues have been created (see Appendix 1). In total, more than half the schools (57%) incorporate a sustainability or responsible leadership dimension in their block seminar, which is in addition to the compulsory responsible global leadership seminar. Even if the number of such courses varies greatly from one university to the other, the goal is to ensure that all CEMS students are offered the opportunity to take at least one course on corporate responsibility and sustainability during their CEMS MIM year.
- 75% of schools have also included electives (see Appendix 2) related to sustainability issues in their curriculum, representing a total of 43 electives. Examples of seminars and elective courses on responsible leadership: Leadership and global responsibility seminar, in partnership with Transparency International (LSE), Sustainability and Corporate Strategy: Meeting the Energy and Climate Challenges (St. Gallen), Global Leadership in the New Era (Tsinghua) taught in collaboration with McKinsey China, Organisational Sustainability (USyd), Social Movements and the Competitive Strategy of firms (Bocconi), Corporate Social Responsibility (Bocconi), Green management and Corporate Sustainability (Bocconi), Leadership (LSE), Corporate Social Responsibility in Global Supply Chains (CBS), Corporate Social Responsibility: Challenge and opportunity for business (CBS)
- The UNFCCC Climate Change Strategy Role Play course is run by 6 schools (University of St Gallen, ESADE, University of Cologne, Rotterdam School of Management, Corvinus University of Budapest) for 100 CEMS students. The aim is for students to learn about the often diverging interests of parties involved in global climate policy negotiations, including governments, sector-
specific industry associations, global companies, and environmental & humanitarian non-governmental organizations (NGOs). Coinciding with the Earth Summit, this course also enables students to learn about strategic frameworks for assessing the impact of climate change on markets and customer demand, which is essential for developing corporate strategies that avoid the negative consequences of climate change and take advantage of business opportunities evolving from a changing market environment.

- **Experiential learning**: the CEMS MIM combines academic theory with business practice. **Internships** that enable effective learning experiences for responsible leadership are also a key component of the CEMS curriculum. Appendix 4 presents a selection of internships related to sustainability and development done by CEMS students. CEMS member universities also provide CEMS students with the opportunity to develop **social projects** in the framework of a course or a business project (see Appendix 3). Member schools can cooperate with social partners to offer projects with a management challenge in the responsible and sustainable development field.

- **Experiential Learning (not included in the Curriculum)**

Cooperation with social partners can lead to further **social projects**: New Generation Consulting (NGC), for instance, creates international, virtual teams from CEMS students, who give advice to social enterprises to overcome a business related problem. Examples of business experiences relative to sustainability include

- A **social business competition** that is organized with SenStation (Social Entrepreneurship Network Station and Positive News), enabling competitors to win a CEMS social business award. This initiative is devised by CEMS alumni and supported by CARE International and Fairtrade.
- A **virtual CEMS team** with members situated in Helsinki and Budapest helped eMake (Finnish eco design company) with solving the problems of: lack of upcycling fashion shows, lack of network among upcycling designers, lack of knowledge about eco/upcycling fashion shows worldwide
- Projects conducted by Ivey Business School with CEMS social partners like Care, Fairtrade, and Transparency International.

CEMS students are given the opportunity to initiate social projects or choose to carry out social projects upon graduation. These experiences are shared throughout the CEMS community. Recent examples include:

- **Social entrepreneurship**: Two CEMS alumni, Michael and Marguerite-Marie Mitterlehner, recently returned from a year-long sabbatical working with social entrepreneurs across the globe. They embarked on a trip across the globe as pro-bono consultants, which led them to work with 6 social enterprises in Kenya, South Africa, India, Sri Lanka and Indonesia.
- **Social business**: a CEMS Alumni from Bocconi founded The West African Rice Company (WARC) in 2011. The goal of the company is to produce rice in Sierra Leone to be sold exclusively in the domestic market at this first stage.
- **The organization of a conference on microfinance** by the CEMS Club from the London School of Economics in 2011
- **UNAOC Summer School**: Sheng Xu, a CEMS student from UCD, started planning a nonprofit project aiming at improving the situation of Chinese immigrants in Italy after attending this Summer School
- **Charity work**: Matthieu Liard, a CEMS and HEC alumnus has cycled over 16,000 km from Shanghai to London, to raise money for Operation Smile, a charity that provides free surgeries for kids born with cleft palates and other
facial deformities. He stopped to share his message with CEMS schools along the way.

- **Students initiatives**

CEMS makes every effort to reward students for their initiatives in the field of CSR. Two major examples of CEMS students’ focus on sustainability are the UNICEF project and the CSR booklet – an annual Student Board-produced publication designed to raise awareness of student-led CSR events and projects. The UNICEF project was a combined effort by CEMS schools to raise €65000 euros in support of the “Schools for Africa” project. “Schools for Africa” was a joint initiative between UNICEF, the Nelson Mandela Foundation and the Hamburg Society for the Promotion of Democracy and International Law; it sought to increase access to and quality of education for children in six countries in Sub-Saharan Africa. This fund ended in 2013 but illustrates CEMS’s ongoing commitment to the promotion of education.

- **CEMS Events**

CEMS Member Schools, as part of the global network or individually, host events which contribute to the better understanding of management challenges today with a sustainable perspective.

For the first time ever, **CEMS Global Sustainability Day** took place in November 2013; it is a student-driven initiative during which universities hosted activities dedicated to encourage responsibility in business on one special day. The overarching goal was to promote an ethical and respectful approach to today’s business and to emphasize this common commitment of all stakeholders – Universities, Students, Alumni, Corporate Partners and Policy Makers. Five universities participated in this pilot event, and CEMS hopes more Members schools will join for the 2014 edition.

A recent example of a school-organized event is the June 2013 **Humanitarian Days** by the CEMS Student and Alumni Club Cologne. They celebrated one of the biggest charity events at the University of Cologne, which demonstrated the continuity of support Cologne students have for projects focusing on solidarity and humanity.

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**Principle 4: Research**

*Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.*

Research is at the forefront of all academic activities at all CEMS member universities. Collectively, at the CEMS level, CEMS faculty teams engage in collaborative research leading to PhD seminars, publications, and teaching modules such as block seminars.

Examples below are some of the highlights of the achievements of the year:

The CEMS Business Ethics Faculty Group organized a Block Seminar entitled "Ethical Challenges of Business in the New Economy" in September 2013 in Balatonszemes, Hungary. The seminar was based on the recently published book by CEMS Business Ethics Faculty Group: Handbook of Business Ethics.
Indeed, in 2013, the CEMS Business Ethics Faculty Group published The Handbook of Business Ethics, a book that rallies against the concept that ethics is only an instrument for improving business efficacy. They see ethics as fundamental to all levels of economic activity, from individual and organizational to societal and global.

Redefining the Roles and Duties of Management is a 2012 paper published in the Journal of Global Responsibility which analyses the crisis of the business profession and the role that management education can play in renewing business management.

### Principle 5: Partnership

**Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

CEMS Corporate Partners are given the opportunity to take part in the CEMS Board discussions and decisions concerning sustainability issues. The collaboration between the academic members and the companies involved in the alliance is a crucial value of CEMS, and we believe that this dialogue between these actors and the social partners will enable the development of effective learning and experiences.

Recent examples of direct partnership with social partners and students this year:

- The Business Project organized at the University of Cologne with Transparency International: “Anti-corruption as business opportunity”
- The Business Project organized at the Indian Institute of Management in Calcutta: “Designing a business model for Transparency International’s Anti-Corruption Helpdesk”
- The Business Project organized at the Norwegian School of Economics with Fairtrade International

### Principle 6: Dialogue

**Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

Besides our historical partnership with corporate partners, CEMS aims at establishing a long standing and mutually beneficial partnership with civil society organizations working in different economic or social sectors. CEMS’s four social partners help achieving major steps in that direction: two NGOs, Care International and Fairtrade Labelling Organisations International, joined CEMS in 2010-2011, followed by UNAOC and Transparency International. The first two social partners seat on the CEMS Executive Board and have a voting right.

We aim at identifying the most effective ways to work together with our social partners, and to help them impact CEMS the most while minimizing time and cost on their side.
This impact is being made possible by the diversity of these social partners. The wide range of their activities – fairtrade, humanitarian actions, anticorruption, and dialogue between cultures – enable them to enrich significantly the dialogue with the academic members, the corporate partners and the students. Our aspiration is to develop an environment in which their impact and their influence can be maximized.

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Appendix

Appendix 1: Block Seminars 2013

A Block Seminar is a week-long course organized by each of the CEMS Schools. They are academically and culturally intensive and the experience is the ideal starting point into the programme as this may be the first opportunity for incoming CEMS students to meet and exchange with their new classmates.

Aalto University School of Economics
- Corporate Responsibility in Managerial Practices

Copenhagen Business School
- Corporate Social Responsibility

Corvinus University of Budapest
- Ethical Challenges of Business in the New Economy
- Gender and Diversity Management: Towards Inclusive Organizations (2012)

St Petersburg State University
- Corporate Responsibility in Managerial Practices
- Ethical Responsibilities of Management in Globalizing World (2012)

Indian Institute of Management Calcutta
- Social Entrepreneurship

London School of Economics
- Leadership in organisations
- Social Entrepreneurship (2010)

National University of Singapore
- Managing Plurality: Self-Leadership in the Global Organization

Norwegian School of Economics
- Innovations, Climate Changes and Corporate Social Responsibility (2010)

NOVA School of Business and Economics
- Social Entrepreneurship (2011)
- Sustainability, Openness and Growth (2010)

Stockholm School of Economics
- Corporate Responsibility and Sustainable Management (2011)

Università Commerciale Luigi Bocconi
- Social Entrepreneurship

University of Cologne
- Sustainability in Management: Applications to Logistics and Tourism

University of St.Gallen
- Sustainability and Corporate Strategy: Meeting the Energy and Climate Challenges
Appendix 2: CSR-related electives

A total of 43 elective course related to sustainability issues were offered to the CEMS students during the year 2013-2014 in 28 universities of the CEMS alliance.

Aalto University School of Business
- Sustainable Marketing

Copenhagen Business School
- Social Entrepreneurship: Creating Social Change Using the Power of Entrepreneurship
- Social Innovation Camp: Creating sustainable tools and business models

Corvinus University of Budapest
- Corporate Sustainability and CSR
- The Roles and Duties of Management

ESADE Business School
- Social Entrepreneurship

Escola de Administração de Empresas de São Paulo-FGV
- Development and Sustainability
- Low-income Population and Social Business
- Corporate Social Responsibility
- Human Capital in a Global World

Graduate School of Management, St Petersburg State University
- International Corporate Social Responsibility

HEC Paris
- Corporate Social Responsibility and Ethical Challenges
- Strategy and Sustainable Development

Indian Institute of Management Calcutta
- Ethics and Values in International Business
- Economics of Sustainable Development

Ivey Business School
- Sustainability

Koç University
- Social Entrepreneurship
Louvain School of Management
- Corporate Social Responsibility
- Responsabilité Sociétale de l'entreprise

Norwegian School of Economics
- Corporate Social Responsibility
- Environmental Responsibility: The Role of NGOs and Large Corporations
- Energy Challenges and Energy Production in the 21st Century
- Topics in Applied Management of the Environment and Natural Resources
- Environmental Economics

NOVA School of Business and Economics
- Corporate Social Responsibility
- Sustainable International Business
- Management of Non-for-Profit Organizations
- Sustainable International Business

Rotterdam School of Management
- Doing Good Done Better: Effective management of philanthropic "NGO" organisations
- Companies in Ecologies

Stockholm School of Economics
- Corporate Sustainability and Responsibility

The University of Sydney Business School
- Poverty, Alleviation and Profitability

Università Commerciale Luigi Bocconi
- Green Marketing
- Corporate Social Responsibility
- Green Management and Corporate Sustainability

University of Cologne
- Advanced Seminar: Corporate Development and Business Ethics

University of Economics, Prague
- Diversity Management

University of St.Gallen
- Clean Energy Marketing
- International Corporate Governance
- Climate Change Strategy Role Play
- Responsible Leadership

Vienna University of Economics & Business
- Current Issues in Nonprofit Management

Warsaw School of Economics
- Climate Change Policy and Model UNFCCC
Appendix 3: Business Projects

A Business Project is a consultancy-like project. International student teams solve a real business problem as a one-semester part-time activity tutored by the company and a professor in parallel. These projects reinforce the CEMS partnership between universities and companies in jointly shaping the student learning process in international management.

Copenhagen Business School
- Corporate Responsibility at ISS (2011)

Corvinus University of Budapest
- Strategy development for strengthening the awareness of corporate volunteering within PwC Hungary

ESADE
- Communicating Sustainability

Graduate School of Management, St Petersburg State University
- “Industrial competitiveness of green (resource productive) operations and technologies for sustainable development in Russia”

HEC Paris
- "Social Business": is there anybody out there who will finance our Incubation Fund? (2012)

Indian Institute of Management Calcutta
- Designing a business model for Transparency International’s Anti-Corruption Helpdesk

Ivey Business School
- Transparency International Secretariat / SEDEX

Norwegian School of Economics
- How to Increase the Number of Regular Blood Donors with the Norwegian Red Cross
- The Fairtrade Business Project

Nova
- Energy Efficiency in Public Lighting
- Attracting More Female High Potential Graduates for McKinsey & Company

Rotterdam School of Management
- What is the real carbon footprint of container transport by rail, barge and truck?

Stockholm School of Economics
- Responsible investment based on Nordic values

The London School of Economics and Political Sciences
- Promoting the Accountancy Sector to Female Graduates

The University of Sydney Business School
- Let’s Read with the Smith Family

Università Commerciale Luigi Bocconi
- Work-life balance: focus on flexible working solutions (2012)
- Gender diversity: how to enhance female representation in managerial positions. (2012)

University of Cologne
- Anti-corruption as business opportunity with Transparency international

University of St.Gallen
- Digital ecosystem – an opportunity for profitable growth

Vienna University of Economics & Business
- Sustainability Strategies in the Banking Industry

Appendix 4: Students’ Internships

Many students have worked or volunteered in organizations focusing on sustainability issues. Here are a few examples of these organizations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Company</th>
<th>Country</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>180 Degrees Consulting &amp; CARE Denmark</td>
<td>Denmark</td>
<td>2013</td>
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<tr>
<td>Consulting</td>
<td>NOVA Social Consulting Club</td>
<td>Portugal</td>
<td>2013</td>
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<tr>
<td>Government initiative</td>
<td>Cassava Solutions Congo SPRL</td>
<td>Congo</td>
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<tr>
<td>Government initiative</td>
<td>Slovak Humanitarian Council</td>
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<td>2013</td>
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<tr>
<td>Government initiative</td>
<td>Polish Ministry of Agriculture and Rural</td>
<td>Poland</td>
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<tr>
<td>international organisation</td>
<td>ActionAid International (Global Contact)</td>
<td>Denmark</td>
<td>2012</td>
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<tr>
<td>international organisation</td>
<td>Joint United Nations Programme on HIV/AIDS (UNAIDS)</td>
<td>Zimbabwe</td>
<td>2013</td>
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<td>international organisation</td>
<td>World Youth Alliance</td>
<td>Belgium</td>
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<td>international organisation</td>
<td>United Nations Development Program</td>
<td>Lebanon</td>
<td>2012</td>
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<td>Microfinance</td>
<td>CATÓLICA MOVE Microfinance</td>
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<td>Microfinance</td>
<td>The Grameen Creative Lab</td>
<td>Germany</td>
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<td>Microfinance</td>
<td>Grameen Bank</td>
<td>Bangladesh</td>
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<td>Acces for All NGO</td>
<td>Romania</td>
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<td>NGO</td>
<td>‘MOET’ NGO</td>
<td>Burkina Faso</td>
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<td>NGO</td>
<td>Care International</td>
<td>Ghana</td>
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<td>NGO</td>
<td>Amnesty International</td>
<td>Finland</td>
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<td>Other</td>
<td>SENStation - Social Entrepreneurship Network</td>
<td>Poland</td>
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<td>Other</td>
<td>Volunteer Teaching - personally organised</td>
<td>Brazil</td>
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<td>Other</td>
<td>French Association for Arts and Culture</td>
<td>Egypt</td>
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<td>Other</td>
<td>LSE Alternative Investments Conference</td>
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<tr>
<td>Other</td>
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<td>Other</td>
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