University of Dhaka

Faculty of Business Studies

Learning Experiences and Social Capital in Social Entrepreneurship Development in Bangladesh

This thesis is submitted in fulfillment of the requirement for the degree of Doctor of Business Administration

Submitted by

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Declaration

I declare that this Doctor of Business Administration (DBA) dissertation, titled **"Learning Experiences and Social Capital in Social Entrepreneurship Development in Bangladesh,"** comprises **148,634 words** and **549 pages**.

I confirm that the work presented in this dissertation is entirely my own and that any material contained herein has not previously been published, nor submitted in whole or in part to any other university or institution for the award of any degree, diploma, or other qualification.

I further confirm that all sources of information and ideas have been appropriately acknowledged, and that this dissertation represents my original research.

_____

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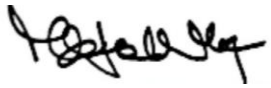

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List of Abbreviations and Acronyms

- A1 – Essences of Social Entrepreneurship Development (SED) (Noema coding scheme)
- A2 – Shapers of SED, categorized as Learning Experiences (LE) or Social Capital (SC) (Noema coding scheme)
- ADB – Asian Development Bank
- B – Noetic processes (Noesis coding scheme)
- BRAC – BRAC (used as a proper noun for a major development organization and model)
- CDM – Clean Development Mechanism
- CHRF – Child Health Research Foundation
- CSR – Corporate Social Responsibility
- DG – Director General
- EL – Experiential Learning (a subset of Learning Experiences)
- ELT – Experiential Learning Theory
- EMES – EMES Research Network
- ECA – Environmental Conservation Act
- FHS – Friendship Hospital Shyamnagar
- GDP – Gross Domestic Product
- GII – Goodwill Industries International
- Hib – Haemophilus Influenzae Type B
- IBASE – IBASE (organization name)
- ICDDR,B – International Centre for Diarrhoeal Disease Research, Bangladesh
- ILO – International Labour Organization
- IRR – Internal Rate of Return
- IRRC – Integrated Resource Recovery Center
- ITN – Independent Transportation Network
- LDC – Least Developed Country
- LE – Learning Experience(s)
- LGED – Local Government Engineering Department
- mHealth – Mobile Health
- NGDO – Non-Governmental Development Organization
- NGO – Non-Governmental Organization
- NFPs – Not-for-Profit Organizations
- NiTAG – National Immunization Technical Advisory Group

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- OECD – Organisation for Economic Co-operation and Development
- PHWC – Psychological Health and Wellness Clinic
- R&D – Research and Development
- R1, R2, R3, R4, R5 – Respondent 1 through Respondent 5
- R1A, R3B, etc. – Coded sections of verbatim interview transcriptions
- RIBA – Royal Institute of British Architects
- ROI – Return on Investment (used in the context of blended return on investment)
- SARS-CoV-2 – Severe Acute Respiratory Syndrome Coronavirus 2
- SC – Social Capital
- SCA – Sustained Competitive Advantage
- SDG – Sustainable Development Goals
- SE – Social Entrepreneurship
- SED – Social Entrepreneurship Development
- SEI – Social Entrepreneurial Intention
- SEMP – Sustainable Environment Program
- SEN – Social Entrepreneur Network
- SEWA – Self-Employed Women's Association
- SIW – The Social Innovation Warehouse
- TTF – Thematic Trust Fund
- UNCRD – United Nations Centre for Regional Development
- UNDP – United Nations Development Programme
- UNFCCC – United Nations Framework Convention on Climate Change
- UNSCAP – United Nations Social and Cultural Affairs Program
- US – United States
- US$ – United States Dollar
- UK – United Kingdom
- VPA – Verbal Protocol Analysis
- WASH – Water, Sanitation, and Hygiene
- WISEs – Work Integration Social Enterprises

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Abstract

This doctoral research presents a qualitative phenomenological investigation into the lived experiences of social entrepreneurs in Bangladesh, with a focus on how learning experiences (LE) and social capital (SC) shape their social entrepreneurship development (SED) within volatile socio-economic, political, and cultural contexts. Drawing on Verbal Protocol Analysis (VPA), unstructured "think-aloud" interviews were conducted with five nationally recognized social entrepreneurs. The narratives were transcribed verbatim and analyzed through phenomenological reduction, bracketing researcher bias to allow the essences of social entrepreneurship development (SED) to emerge authentically. Through this process, distinct essences of SED were identified, each linked to noematic shapers—classified as either learning experiences (LE) or social capital (SC)—mapping the noetic processes of conscious learning, intentional action, and reflective adaptation.

Findings demonstrate that LE and SC function in a dynamic, interdependent relationship rather than as discrete categories. Social capital—embodying networks, trust, knowledge flows, and resource access—interacts continuously with learning experiences to foster resilience, strategic adaptability, and innovation. This interplay enables social entrepreneurs to transform systemic constraints into opportunities for impact and sustainability, thereby advancing inclusive solutions to pressing social challenges.

The study contributes a novel phenomenological framework that decodes the interwoven dimensions of social entrepreneurial experience in resource-constrained environments. By centering intentional consciousness and contextual interplay, it extends theoretical understanding of social entrepreneurship while offering practical insights for strengthening ecosystem support in emerging economies. In doing so, the thesis underscores how social entrepreneurship is not a linear trajectory but an iterative process of learning, trust-building, and adaptive practice sustained amid uncertainty.

Keywords: social entrepreneurship development, social capital, learning experience, phenomenology, verbal protocol analysis, social enterprise

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1 Introduction

1.1 Introduction

Social entrepreneurship has emerged as a vital mechanism for addressing complex socio-ecological challenges, especially in contexts where state and market institutions fall short. While it is celebrated for fostering inclusive growth and social justice, the developmental pathways of social entrepreneurs—their learning processes, the acquisition of entrepreneurial acumen, and the contextual forces shaping them—remain underexplored in academic discourse. Much of the existing literature, grounded in Western contexts, privileges technical skill acquisition, formal education, and financial capital, sidelining the relational, experiential, and socially embedded learning that characterizes social entrepreneurship in the Global South.

1.2 Problem Statement

In Bangladesh, where entrenched inequality, climate vulnerability, and institutional fragility persist, social entrepreneurs have pioneered community-rooted, innovative solutions. Yet little empirical research exists on how they come to understand their role, learn to lead, or navigate the uncertainties, exclusions, and resistances inherent in their work. Prevailing paradigms of entrepreneurship fail to explain how these actors gain legitimacy, build resilience, or generate social impact within such complex environments.

Social entrepreneurship can be understood as a transformative process that addresses both immediate problems and the systems in which those problems are embedded. It catalyzes social transformation beyond the initial scope of concern (Alvord, Brown, & Letts, 2004). While inspiring examples of social entrepreneurs abound—those working to reduce exclusion, improve access to basic services, revitalize communities, or mitigate environmental degradation—there remains limited understanding of how these individuals actually acquire the knowledge and capacity required for such work.

Although entrepreneurship is well-recognized for driving economic growth, social entrepreneurship is increasingly acknowledged for generating social wealth in response to

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mounting ecological and social demands. Media, policy institutions, support organizations, and universities now engage with the subject, yet the field remains under-theorized, particularly regarding the characteristics and developmental processes of social entrepreneurs themselves (Hoogendoorn, 2011). Though the term 'social entrepreneurship' is relatively recent, its practice stretches back centuries. In the post-independence socioeconomic landscape of Bangladesh, visionaries like Muhammad Yunus and Sir Fazle Hasan Abed have demonstrated how the marriage of altruism and business acumen can yield profound social impact. Unlike traditional non-profits reliant on donations or subsidies, social enterprises increasingly pursue sustainability through market-based strategies, with BRAC standing as a prominent model.

Despite the visibility of social entrepreneurship, the learning journeys of these actors remain poorly understood. Learning, often reduced to a cognitive process of acquiring skills, is far more complex. Scholars like Lave and Wenger (1991) argue that learning is socially situated and emerges through participation in communities of practice. Engeström (2014), extends this, framing learning as a collective, action-oriented phenomenon embedded in socio-historical contexts. He critiques traditional models that equate learning with internal cognitive restructuring, instead advocating for an expansive view where knowledge emerges collaboratively in response to complex social realities. One objective of the study is to explore how Bangladeshi social entrepreneurs acquire knowledge, develop values and behaviors, and collaborate to generate new ideas. It takes as foundational that the social context in which people live and work is central to all learning processes.

Experience, as Dewey (1938) emphasized, is both a foundation and a catalyst for learning. Learning occurs when individuals connect past, present, and anticipated future experiences to construct new meaning (Mezirow, 1991). Social entrepreneurs often draw from personal histories to inform their responses to social needs, embodying an iterative cycle of learning through action (Bornstein, 2004).

Social capital—resources embedded in social networks—also play a critical role in learning and practice. It consists of the relational assets accessible through structured social interactions (Scheiber, 2012). Social entrepreneurs rely on these networks not only to

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advance their missions but also to learn and adapt. As Arias (2004) suggests, social networks enhance communication and learning, fostering more durable and transformative initiatives. Thus, ultimately this study seeks to illuminate the intertwined roles of learning experiences and social capital in shaping the development of social entrepreneurship, based on the lived experiences of social entrepreneurs in Bangladesh.

1.3 Significance of the Research

This research addresses an urgent need for deeper insight into how social entrepreneurs in Bangladesh develop capabilities, interpret experiences, and generate enduring social impact. Central to this inquiry are learning experiences and social capital—understood as dynamic essences shaping entrepreneurial growth amid exclusion and systemic inequities. Using a phenomenological approach, the study foregrounds the voices and lived realities of five established social entrepreneurs, providing richly contextualized accounts of their development, challenges, and meaning-making processes. It moves beyond describing what these entrepreneurs do, to examine how they come to know, become, and sustain themselves through their work.

Empirically, the research makes a distinct contribution by offering grounded insights from Bangladesh, challenging the dominance of Euro-American narratives in the literature. These accounts reveal alternative pathways of entrepreneurial development rooted in low-resource, postcolonial, and socially fragmented environments. As a phenomenological inquiry, the research is rooted in lived experiences and resists traditional hypothesis-driven frameworks. Its conceptualization of entrepreneurial development, as relational and socially mediated, emerges inductively through the interpretation of open-ended interviews. Rather than testing or applying existing theories, the study evokes essential structures of social entrepreneurship development as they are elucidated to the consciousness of the researcher. As there is a lack of existing literature studying lived experiences of social entrepreneurs in Bangladesh, this study contributes to addressing the gap in this literature and building a more nuanced understanding of social entrepreneurship development.

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Theoretically, this study contributes by providing a traceable roadmap to the essential structures of social entrepreneurship development through detailed analysis of its shapers, through the dimensions of social capital and learning experiences. By grounding the analysis in lived experiences, the study offers nuanced insights into how relational ties and learning from experiences shape entrepreneurial journeys in socially embedded contexts, deepening our understanding of the foundations (social capital and learning experiences) that sustain and evolve social entrepreneurship over time.

Practically, the study offers important implications for learning programs, ecosystem design, and policy frameworks that seek to support social entrepreneurs. By highlighting how learning and social capital interweave to build capacity and catalyze impact, the research calls for a rethinking of capacity-building approaches that go beyond formal instruction or technocratic interventions. Its insights are particularly relevant for contexts like Bangladesh, where socio-economic and ecological shifts demand innovative responses. Understanding how social entrepreneurs navigate this complexity is vital to advancing resilience, equity, and sustainable development.

Over the last three decades, social entrepreneurship has gained traction across Bangladesh's corporate, public, and non-profit sectors. This growing interest reflects its potential to address societal challenges amid shrinking donor funds, rising inequality, and the need for innovative, cross-sectoral solutions. In an environment where declining funding from traditional sources has increased competition for limited resources, the non-profit sector faces mounting pressure to enhance its effectiveness and sustainability. Concurrently, the increasing concentration of wealth within the private sector has spurred calls for greater corporate social responsibility and innovative solutions to societal issues, while governments grapple with competing demands on public budgets. As a result, social entrepreneurship has emerged as a promising strategy, emphasizing hybrid models that blur the lines between for-profit and non-profit activities, fostering cross-sector collaboration, and driving social innovation.

Bangladeshi social entrepreneurs like Muhammad Yunus and Fazle Hasan Abed have been instrumental in tackling poverty, improving education and health, and creating economic

opportunities through models such as microcredit. Their innovations have significantly contributed to national development: poverty has declined from 56.7% in 1992 to 24.3% in 2016–17, while primary school enrolment has reached 97.7%, and healthcare indicators show marked improvements in maternal and infant mortality (Bangladesh Economic Review, 2017).

Bangladesh's social entrepreneurship ecosystem also outperforms its regional peers in several development metrics. With a Sustainable Development Goals (SDG) Index ranking of 101 and a score of 65.9, the country surpasses India (112th) and Pakistan (128th). Its GDP per capita exceeds both neighbors, and post-pandemic resilience is evident in its 5.2% GDP growth, contrasting with India's contraction and Pakistan's slower recovery. These achievements, driven in part by the efforts of social entrepreneurs, underscore the critical role this sector plays in advancing national progress.

Despite these successes, the field of social entrepreneurship in Bangladesh remains relatively new, and research lags its implementation. There is a pressing need for a deeper understanding and exploration of the constructs that influence the success and sustainability of social entrepreneurs. As Bangladesh continues to lead in development compared to its regional counterparts, the role of social entrepreneurship in driving this progress underscores its significance. The entrepreneurs studied in this research have demonstrated the transformative potential of social entrepreneurship across a range of circumstances, making it a critical area for continued study and support.

1.4 Research Objective

The central objective of this research is to study how social entrepreneurs in Bangladesh develop their identities, capacities, and strategies through their lived experiences, with a particular focus on the interrelated roles of learning experiences and social capital. The study explores how these entrepreneurs come to recognize social problems, formulate contextually grounded responses, and navigate the constraints and opportunities embedded within their socio-political environments. Rather than viewing social entrepreneurship merely as a set of technical competencies or outcome-based metrics, this research approaches it as a lived and

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evolving process—an ongoing journey of becoming shaped by relationships, critical learning moments, and reflexive engagement with the world.

Aim

- To examine how social entrepreneurs in Bangladesh develop their identities, capacities, and strategies through lived experience, with particular attention to the interrelated roles of learning experiences and social capital.

Objective

- To explore how Bangladeshi social entrepreneurs recognize social problems and formulate contextually grounded responses.
- To understand how learning experiences and social capital shape social entrepreneurship development within complex socio-political environments.
- To examine social entrepreneurship as a lived, evolving process rather than a set of technical skills or outcome-based measures.
- To identify the essential structures (essences) of social entrepreneurship development as articulated in entrepreneurs' lived experiences.
- To analyze the shapers and noetic processes through which social entrepreneurs perceive, interpret, and construct their realities.
- To apply Verbal Protocol Analysis (VPA) to extract, code, and synthesize experiential data from verbatim interview narratives.
- To develop a conceptual understanding of social entrepreneurship development grounded in first-person accounts.
- To contribute empirically grounded insights from Bangladesh to inform future academic research, policy formulation, and practitioner interventions.

The study seeks to gain a deeper understanding of the essential structure of these experiential realities (the essences) and the underlying worldview or cognitive lens through which the participants perceive and construct their realities (the shapers). These essences will be extracted from the verbatim transcriptions of the entrepreneurs' narratives using Verbal Protocol Analysis (VPA), with close attention to the perceived noetic processes involved in their articulation. Through systematic thematic coding, the shapers and essences will be

analyzed and synthesized to reveal the essential structures of social entrepreneurship development. By examining how social capital and learning experience emerge through these lived experiences, the study will elucidate essential structures across five distinct yet interrelated entrepreneurial journeys.

Within the context of Bangladesh's national, social, and economic development, social entrepreneurship remains a critically important yet underexplored domain. Despite an urgent need for innovative and context-sensitive approaches to social challenges, academic inquiry into this field remains limited. This research addresses that gap by preserving the lived insights of five distinguished social entrepreneurs whose experiences offer valuable contributions to understanding the dynamic nature and impact of social entrepreneurship in Bangladesh. These findings aim to inform future policy, academic, and practitioner interventions, offering relevance at both theoretical and practical levels.

Consistent with phenomenological methodology, the research refrains from imposing predetermined frameworks or generalizations, recognizing the inherent heterogeneity and uniqueness of each participant's experience. Instead, it focuses on uncovering the authentic, first-person accounts of these social entrepreneurs, emphasizing how learning experiences and social capital are uniquely developed, embodied, and expressed in their respective journeys. This approach ensures that the nuance, complexity, and depth of each narrative are captured with fidelity, offering insight grounded in lived reality.

Guided by a phenomenological approach, this study seeks to uncover the lived experiences of Bangladeshi social entrepreneurs through the lens of specific narratives shared in open-ended interviews instead of existing theoretical generalizations. Rather than imposing a predetermined framework, the inquiry proceeds inductively, allowing a conceptual model of social entrepreneurial development to emerge from the participants' accounts.

1.5 Research Design

This study employs a phenomenological research design, grounded in the interpretive tradition that seeks to illuminate how individuals make sense of their world through lived experience. Drawing on foundational contributions by Husserl (1982) and Heidegger (2016), and later Schutz (1975), phenomenology privileges first-person perspective and emphasizes the embodied, subjective dimensions of meaning-making.

The research design is qualitative and interpretative in nature. It centers on open-ended interviews with five established social entrepreneurs in Bangladesh, each of whom leads an organization with a strong social mission, demonstrable operational sustainability, and national or international recognition. Participants were selected through purposive sampling based on their reputation, achievements, well-known entrepreneurial journeys, and diversity of thematic focus areas (e.g., gender equity, climate resilience, rural education, social inclusion, and more).

Data collection was conducted through open-ended, unstructured interviews and analyzed using Verbal Protocol Analysis (VPA), a method that elicits participants' experiential realities, reflections, and decision-making in real-time. The noetic process during the time of articulation of the respondents' journeys was also observed. The interview transcripts underwent a multi-stage analytical process that combined thematic coding with phenomenological reduction, allowing essential structures, as well as distinctive nuances of lived experiences, to surface across cases.

Guided by a phenomenological approach, this study does not rely on existing literature nor is it grounded in positivist paradigms. Through the VPA, the data was interpreted to organically elucidate the essential structure of lived experiences of the social entrepreneurs, free from any preconceived notions or biases. This was an attempt to understand how learning experience fosters new forms of social capital as understood by the lived experiences of respondents.

To ensure methodological rigor, the research design incorporates recorded interviews, verbatim transcriptions of the interviews. Sections were divided neatly so readers can follow the verbatim transcript with ease and keep track of the standardized coding method used to identify the essential structures and shapers articulated during the interviews. To maintain trustworthiness, eidetic reduction was employed, so the research could be approached without any preconceived notions or biases. Authenticity, isomorphic validity and intersubjective validity were maintained using necessary steps, while maintaining reflexivity throughout the research process. Rather than seeking statistical generalizability, the aim is to offer rich, contextualized understanding—thick descriptions—that shed light on the multifaceted process of becoming and being a social entrepreneur in Bangladesh.

1.6 Contribution of the Study

This study makes several significant contributions to the fields of social entrepreneurship, learning theory, and development studies.

At a **theoretical level**, the research advances understanding of Social Entrepreneurship Development (SED) by conceptualizing it as an emergent, relational, and experiential process rather than a linear accumulation of skills or outcomes. By foregrounding learning experiences and social capital as foundational shapers of entrepreneurial development, the study offers a phenomenologically grounded framework that elucidates how identities, strategies, and capacities are formed through lived experience. The articulation of essences, shapers, and noetic processes provides a traceable and replicable analytical pathway for examining entrepreneurial development beyond dominant cognitive or economistic models.

At an **empirical level**, the study contributes rare, in-depth insights from Bangladesh—a Global South context that remains underrepresented in experiential social entrepreneurship research. By documenting and preserving the lived experiences of five distinguished social entrepreneurs, the research captures contextually embedded pathways of legitimacy-building, resilience, and social impact generation. These narratives challenge Western-centric assumptions about entrepreneurial learning and highlight alternative trajectories shaped by scarcity, informality, relational density, and socio-political complexity.

At a **methodological level**, the study demonstrates the applicability and rigor of Verbal Protocol Analysis (VPA) within phenomenological research on social entrepreneurship. By integrating VPA with phenomenological reduction, the research offers a novel methodological contribution, showing how experiential consciousness, sense-making, and articulation processes can be systematically analyzed to reveal essential structures of development.

At a **practical and policy level**, the findings offer valuable implications for ecosystem designers, educators, donors, and policymakers. By revealing how learning and social capital interweave in real-world entrepreneurial journeys, the study calls for a reorientation of capacity-building initiatives away from purely technical training toward relational, reflective, and experience-based approaches. These insights are particularly relevant for fragile and resource-constrained contexts such as Bangladesh, where sustainable social impact depends heavily on trust, networks, and adaptive learning.

Collectively, the study contributes a nuanced, experience-centered understanding of social entrepreneurship development, expanding both the conceptual vocabulary and methodological toolkit available to scholars and practitioners engaged in this field.

1.7 Structure of the Thesis

This thesis is structured into seven chapters, each building progressively to examine how learning experiences and social capital shape Social Entrepreneurship Development (SED) in Bangladesh.

Chapter 1: Introduction situates the study within the broader discourse on social entrepreneurship and development in Bangladesh. It identifies a critical gap in the literature concerning the experiential processes through which Bangladeshi social entrepreneurs learn, gain legitimacy, and navigate uncertainty. The chapter establishes the significance of the research, articulates the central aim and objectives, and outlines the qualitative, interpretive, phenomenological research design that guides the inquiry.

Chapter 2: Literature Review critically examines interdisciplinary scholarship related to social entrepreneurship trajectories. It clarifies key concepts, including the social entrepreneur, social entrepreneurship, social enterprise, social capital, and learning experience. By tracing the evolution, characteristics, benefits, risks, and domains of these constructs, the chapter provides a conceptual foundation for understanding Social Entrepreneurship Development while reinforcing the exploratory and phenomenological orientation of the study.

Chapter 3: Methodology details the qualitative, phenomenological research approach adopted to explore the lived experiences of five social entrepreneurs in Bangladesh. It explains the application of Verbal Protocol Analysis (VPA) through unstructured, think-aloud interviews and outlines key phenomenological principles, including *epoché* and *eidetic reduction*. The chapter defines the analytical concepts of Noema (essences and shapers) and Noesis (noetic processes) and establishes the trustworthiness and rigor of the research process.

Chapter 4: Interpretation of Experiential Data presents the findings derived from the phenomenological analysis of verbatim interview transcripts. It introduces the structured coding framework comprising Essences of Social Entrepreneurship Development (A1), their Shapers (A2), categorized as Learning Experiences or Social Capital, and the Noetic processes (B) involved in articulation. The chapter identifies and interprets 68 distinct essences of SED, illustrating how learning experiences and social capital function as interrelated shaping forces within entrepreneurial journeys.

Chapter 5: The Emergent Themes synthesizes the interpreted essences into nine emergent theoretical themes that explain the dynamics of Social Entrepreneurship Development. These themes illuminate the symbiotic relationship between learning experiences and social capital, position social capital as a prerequisite for social entrepreneurship, and reconceptualize social need as a form of social capital. The chapter further explores multi-level social capital generation, innovation, supportive policy environments, foundational capacities, and the translation of experiential learning into pedagogy.

Chapter 6: Recommendation for Future Research outlines directions for advancing scholarship on Social Entrepreneurship Development. It advocates for personalized,

phenomenological approaches capable of capturing experiential complexity and challenges dominant outcome-based evaluation frameworks. The chapter proposes future research agendas focused on stage-based entrepreneurial development, digital social capital, and cross-cultural comparative studies.

Chapter 7: Conclusion consolidates the study's central argument that Social Entrepreneurship Development is an emergent, dynamic, and relational process shaped by the continuous interaction between learning experiences and social capital. It reflects on the study's theoretical, methodological, and practical contributions and calls for expanded policy and educational frameworks that recognize relational value creation and reflective learning as foundations for sustainable social change.

1.8 Summary of Introduction

This study examines how learning experiences and social capital jointly shape Social Entrepreneurship Development (SED) in Bangladesh. Positioned within a Global South context, the research responds to a notable gap in the literature concerning the experiential pathways through which social entrepreneurs construct legitimacy, develop capacities, and navigate uncertainty in complex socio-economic environments. The study foregrounds lived experience as a critical site of knowledge production, arguing that social entrepreneurship development is deeply relational and context bound. By adopting a qualitative, interpretive, phenomenological design, the research offers grounded insights into how identities, strategies, and entrepreneurial capabilities emerge over time.

2 Literature Review

2.1 Introduction to Literature Review

Social entrepreneurship though not a new phenomenon (Dees, 2001), the field has experienced immense growth over the past twenty years, and the field is also widely explored from multiple perspectives and disciplines, received increasing recognition from journalists, philanthropists, researchers, and policymakers. In parallel, the practitioners have applied social entrepreneurship principles to multiple sectors and on multiple levels and eventually, the sector has become an important and distinctive part of the nation's social, economic, and political landscape. This chapter aims to review and to have a clear idea of the concepts and terms; their definition, distinction, types, emergence, drivers etc. related to 'Social Entrepreneurship' trajectories. The reviewed *'Concepts and Terms'* are: Social Entrepreneur—definition, characteristics, types, and skills; Social Entrepreneurship—definition, emergence, and stages; Social Enterprise—definition, types; Social Capital—its definition, associated benefits, and risks; and Learning Experience—and its conceptualization.

This research elucidates from the lived experiences of the entrepreneurs, how the social capital, and the learning experiences of the entrepreneurs are contributing to developing social entrepreneurship or social enterprise. Social capital comes from a founder's social network (Bornstein, 2004) and it can be considered as the various aspects of social organization facilitating coordination and cooperation among the various actors for mutual benefits, such as networks, norms, bonds of trust, etc. (Hidalgo, Monticelli, & Icon, 2021). The people and the non-profit organizations that started the initiatives are the main contributors to creating employment and strengthening social cohesion (Madhooshi & Samimi, 2015) and therefore the expansion of the social and human capital of a community is associated with the presence of social leadership, who mobilize social actors and maximize social development actions (Putnam, 2000).

Conventional positivistic and empirical research often seeks to answer specific research questions, test hypotheses, and contribute to the existing body of knowledge by generating empirical evidence, which means the constructs are already there, and the researcher

investigates the literature and tries to find out the gap between the previous study and the desired outcome of the research. Whereas Phenomenological research is more exploratory and seeks to provide a rich and nuanced description of human experiences. It is often used to generate theories or frameworks that can help understand and interpret subjective phenomena. In this study, our goal is not to develop hypothesis or any statements but to provide a handhold to the reader and show the nooks and corners of the literature, available relating to the phenomena. The researcher seeks to furnish readers with a foundational understanding to familiarize them with the objectives of index interpretations, data analysis, and data discussion. This entails equipping the readers with pertinent background information to enhance their appreciation of the study. This literature review represents such an endeavor.

2.2 Defining a Social Entrepreneur

Entrepreneurs are people with new ideas, venturing into new areas with the primary objective of making a profit. They are socially responsible and at the same time obligated to contribute to the well-being of the society they are operating in, but this obligation is secondary. In social entrepreneurship, this obligation of contributing to social wellbeing is primary and here profit takes a back seat or in other words secondary but essential for the survival of the venture (Management Study Guide, n.d.). In support of that, Boschee (2016) indicated social entrepreneurs as not-for-profit executives who take up a pressing social problem, address it with an innovative or path-breaking solution, pay increasing attention to market forces without losing sight of their underlying missions, to somehow balance moral imperatives and the profit motives—and this balancing act is the core of the initiative. Social entrepreneurs are passionate and determined about what they do. They are highly motivated and are visionaries who aim at bringing about positive change in society with their work. In fact, they are the people with new ideas to address major problems who are relentless in the pursuit of their visions, people who simply will not take “no” for an answer, who will not give up until they have spread their ideas as far as they possibly can (Bornstein, 2004).

In other words, social entrepreneurs are people who realize unmet social needs and accept it as an opportunity where the state welfare system will not or cannot act, gather necessary resources (generally people, often volunteers, money, and premises) and utilize these "to make a difference" (Thompson, Alvy, & Lees, 2000). They are innovative, resourceful, results-oriented, and the best thinkers who combine the business and the non-profit worlds to develop strategies to maximize their social impact (Dees, 2001). These entrepreneurial leaders operate in all kinds of organizations: large and small; new and old; religious and secular; non-profit, for-profit, and hybrid. These organizations comprise the "social sector'' and social entrepreneurs are playing the role of "Change Agents" in this social sector, by: a) adopting a mission to create and sustain social value (not just private value), b) recognizing and relentlessly pursuing new opportunities to serve that mission, c) engaging in a process of continuous innovation, adaptation, and learning, d) acting boldly without being limited by resources currently in hand, and e) exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created (Dees, 2001).

The term social entrepreneur became more prevalent in 1980 after Bill Drayton founded the non-profit organization Ashoka: Innovators for the Public. The organization defines social entrepreneurs as: 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. Social entrepreneurs find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps." The first Ashoka Fellow was elected in 1981 and since then, the organization has given over 2,000 fellowships to entrepreneurs who are transforming society in a positive way. Currently, there are over 70+ Ashoka Fellows across Bangladesh covering wide-ranging fields such as farming, education, human rights, finance, local media, and women and youth empowerment. Ashoka emphasizes a commercial perspective on social entrepreneurs, defining them as individuals who share the mindset, vision, and skills of business entrepreneurs but aim to improve society. They blend innovative ideas for social change with entrepreneurial drive, applying business, management, and risk-taking skills to create effective, sustainable solutions to social problems.

Recent research continues to refine our understanding of the social entrepreneur, particularly by emphasizing the relational and network-based nature of their ventures. Moving beyond earlier portrayals of the social entrepreneur as an isolated innovator or heroic individual, contemporary studies highlight the embeddedness of social entrepreneurship within specific social, cultural, and institutional contexts. Social entrepreneurs often emerge not purely from personal conviction or altruistic intent but through sustained interaction within local social structures that provide access to trust, legitimacy, and material resources (Shabbir & Batool, 2025). These networks—comprising community leaders, informal alliances, civic actors, and even family ties—serve as foundational scaffolds that support the formation and evolution of social ventures. This suggests that social entrepreneurship is not a solitary endeavor but a socially mediated process in which entrepreneurs leverage their relationships to identify needs, mobilize support, and co-create solutions.

Moreover, this perspective recasts the social entrepreneur as a relational actor, someone whose success depends not only on personal vision or risk tolerance but on their ability to build, maintain, and strategically navigate complex ecosystems of influence. These ecosystems are often marked by power asymmetries, contested interests, and fragile trust, making the entrepreneur's interpersonal skills, cultural fluency, and ethical credibility just as important as their technical or managerial acumen. The work of Shabbir and Batool (2025) thus underscores a duality at the heart of social entrepreneurship: while individual agency is crucial, it is deeply interwoven with social embeddedness. Defining a social entrepreneur today must therefore encompass both the internal qualities that drive action and the external relational landscapes that make such action viable. This dual framing helps explain how social entrepreneurs achieve sustainable impact—not by acting alone, but by skillfully navigating and shaping the social worlds they inhabit.

2.3 Characteristics of Social Entrepreneurs

The characteristics of social entrepreneurs were briefly discussed in a study by the Corporate Finance Institute (n.d.). According to this study, social entrepreneurs are passionate about their work and drive hard at achieving their ideas. They are also very impatient and will not

stay laid back to wait for things to change. They try to resolve social issues in creative ways through conventional means using market forces and principles. Unlike others, they are risk-takers and will not be tied down by traditions and customs. They are characterized by certain traits: a) Ambitious – they are driven to make better lives for the underprivileged and are associated with non-profits, charities, ventures like for-profit community development banks, and organizations that mix elements of non-profit and for-profit organizations; b) Mission-driven – they are not revenue and profit-oriented and strive to create social values. While profit is important for the sustainability of the organization, the money earned is pumped back towards furthering the social cause and objective; c) Strategic – they often lack acumen for identifying opportunities that help in creating new solutions to make positive changes in society in creating social values. However, they are extremely determined in pursuit of social objectives; d) Resourceful - social entrepreneurs must be more acute in business dealings to gain capital and market access to support their social ambitions. They are usually held back due to being more inclined to social gain than making a profit for shareholders or stakeholders, and lack of persuasion to get the buy-in from social actors financially, politically or others; e) Results-oriented - social entrepreneurs are focused on the end results of transforming the lives of the underprivileged and disadvantaged and bringing a positive change (Corporate Finance Institute, n.d.).

Recent studies offer a wider perspective on the traits of social entrepreneurs by highlighting how specific educational and experiential interventions shape entrepreneurial character. For instance, Thomsen et al. (2021) in their study show how action-based, experiential learning fosters determination, adaptive resilience, and solution-oriented thinking—key characteristics of effective social entrepreneurs. This research suggests that such traits are not purely innate but are cultivated over time through immersion in real-world problem-solving contexts. Moreover, Daskalopoulou et al. (2023) emphasize that successful social entrepreneurs exhibit a unique ability to leverage their social capital to generate long-term impact, showcasing the strategic and network-oriented dimension of their character.

2.4 Types of Social Entrepreneurs

Social entrepreneurs can be individuals or companies with different capacities covering a wide spectrum of areas where they are contributing to social change through businesses adopting different business strategies and goals. Joe Johnson is an entrepreneur and founder of Welfont[1] has studied the field of Social Entrepreneurship for over 25 years and has outlined the four most common types of social entrepreneurs (Net Impact, 2021): a) Community Social Entrepreneurs – are individuals or small organizations who work within a small geographical area with a small, marginalized community by creating job opportunities for the members, building a community center, or providing microcredit. The Grameen Bank, a well-known contemporary model of a social entrepreneurial initiative created by Professor Dr. Muhammad Yunus in 1983, is an example of this type where institutional discrimination by banks was addressed and invested in the poor's capacity to generate income by offering Microfinance, a financial solution to local people with no access to banking. His model of banking was an innovative approach that altered the traditional way the banks function by transforming the criteria of selecting who could receive a loan and how the capital on interest to be used. b) Non-Profit Social Entrepreneurs – are focused on social, not on material gain, and prioritize social well-being over traditional business needs. Any profits earned from the business are reinvested into the business to facilitate further expansion of services. The story of Goodwill Industries[2] serves as a great example: In 1902, the company started employing poor residents to work with donated goods, reinvesting all profits into job training programs. c) Transformational Social Entrepreneurs – are focused on meeting the social needs which are not being served by the governments and other businesses. They can evolve into larger organizations with time by implementing appropriate rules and regulations and even can be

[1] *Welfont is a national commercial and residential real estate company specializing in providing real estate investors and the nonprofit sector with a wide range of services, including brokerage representation, advisory, marketing, underwriting, due diligence, financial services, asset management, and dispositions. Welfont manages each investment from deal sourcing to underwriting to acquisition and disposition while helping our clients maximize their return-on-investment. It has 400+ Million in non-profit representation.*

[2] *Goodwill Industries International (GII) is based in Rockville, MD, outside of Washington, D.C. The Goodwill enterprise is a network of 156 community-based, autonomous organizations in the United States and Canada with a presence in 12 other countries. To meet the needs of their local communities, each local Goodwill organization designs its own programs and services to help people find work near where they live.* www.goodwill.org

integrated into governmental bodies. Accelerators like The Social Innovation Warehouse[3] are great examples of this social entrepreneur type. They specifically empower other impact-driven entrepreneurs by creating a system of interconnected businesses for greater positive change and more focused social benefits. Such organizations usually recruit and foster talent in-house by a mentorship program to facilitate growth. d) Global Social Entrepreneurs – are mostly the big companies who realize a shift from their profit-making motives to sustainable global change through major changes in the social systems. The largest charity organization, Bill & Melinda Gates Foundation[4], is addressing global needs all over the world from free access to education to clean water crossing the span of the continents, linking many organizations and interests together, and building a global community.

Additionally, there is a growing number of organizations that blend the best for-profit practices with non-profit missions. They fall under all types outlined above, being in different stages of growth and scalability. The social enterprises like 'Aarong' and 'Friendship Colours of the chars' are Non-Profit and Transformational Social Entrepreneurs where profits earned are reinvested for capacity development of the marginalized people and creating more job opportunities and at the same time working with the rural artisans and craft makers and creating global access to Bangladeshi heritage where Government bodies are not working on such a big scale. They have also become large organizations by implementing appropriate rules and regulations.

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[3] *The Social Innovation Warehouse has been created to bridge the gap between youth innovative solutions and stakeholders (governments, OOII, NGOs and other individuals) that can replicate them in other parts of the world, while providing resources for young social innovators to increase their impact and boost their capacity as changemakers. The SIW was born during the 2018 Youth 20 summit, hosted by Eidos. www. https://youth20.org/siw*

[4] *Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Mark Suzman, under the direction of Bill Gates and Melinda French Gates. www.gatesfoundation.org*

2.5 What is Social Entrepreneurship

Social entrepreneurship is a contemporary phenomenon of the socio-economic development of a country which can be described as a sustainable venture that combines business principles with a passion for social impact, and demonstrates three core characteristics: social innovation, accountability, and sustainability (Wolk, 2008). They create solutions to social problems through creating innovative ideas, increasing social value as a primary organizational objective by employing business concepts to sustain their operations (Weerawardana & Mort, 2001) and consistently pursuing new opportunities for the benefit of the society rather than private wealth creation.

Some others argue that Social Entrepreneurship has been identified as a powerful mechanism to confront poverty (Bloom & Chatterji, 2009), empower women (Datta & Gailey, 2012), catalyze societal transformation leading to significant changes in social, political, and economic contexts of poor and marginalized groups (Alvord, Brown, & Letts, 2004), foster inclusive growth in subsistence marketplaces (Ansari, Munir, & Gregg, 2012) and bring about sustainable social change (Nicholls & Huybrechts, 2012). The term social entrepreneurship is highly related to solving social problems where success is determined by the degree of social impact (Thake, 1997). It is also considered as a practice of responding to market failures with transformative, financially sustainable innovations aimed at solving social problems (Wolk, 2007). Coined by Bill Drayton of Ashoka in the early 1980s, the term social entrepreneurship has become somewhat of a catch-all phrase. It appears that social entrepreneurs are someone with the passion of an entrepreneur tackling a social challenge. The concept of entrepreneurship has traditionally been used within the realm of business and is defined broadly as applying ideas and resources in innovative ways that lead to financially profitable outcomes whereas social entrepreneurship is viewed as a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs (Mair & Martı, 2006). Noruzi et al. (2010) mentioned that social entrepreneurship is not defined by any legal form, as it can be pursued through various vehicles. Examples of social entrepreneurship can be found within or can span the non-profit, business, or governmental sectors. It is defined in respect of three essential components

aimed at solving social problems by responding to market failures with transformative innovation leading to financial sustainability.

In addressing Market Failures, a social entrepreneur might consider three situations: a). No market – beneficiaries are unable to pay anything, and, as a result, costs must be fully subsidized (Example: Resolve to Stop the Violence Project[5]), b). Limited market – beneficiaries have some ability to pay, and thus the social entrepreneur can rely on some earned revenues to sustain the initiative (e.g., ITN America[6]) and c) Low-profit market – beneficiaries have the capacity to pay the full cost, and the social entrepreneur thus has the potential to generate a profit. However, the market may be underdeveloped or investments in this market may yield returns that are less than the typical for for-profit ventures (e.g., Beneath). Innovative solution is an offering of social entrepreneurship to the market to transform society in a positive way and in the business or social realm, innovation cannot be a one-time event rather continues over time leading to financial sustainability which can be achieved through a combination of non-financial resources – the skilled or unskilled volunteers and one-time or recurring in-kind donations that enable social entrepreneurs to increase the sustainability of their initiatives and predictable revenue sources which include long-term, repeat, and performance-based funding sources – foundation, individual, government, corporate, and fee-based that will provide predictable funding, despite conditions of market failure (Noruzi, Westover, & Rahimi, 2010). However, innovation is one of the core characteristics of social entrepreneurship thus the social entrepreneurs tap social problems by developing new and

[5] *Resolve to Stop Violence Project is a program from the San Francisco Sheriff's Department in partnership with the nonprofit Community Works West that aims to help incarcerated prisoners recognize their violent attitudes and change them. Since 1997, it serves San Francisco County Jail inmates who agree that they are dangerous and wish to change. The program targets offenders, victims, and the community. The program has seen success in lowering recidivism, positively correlated to time spent in the program. It is seen as a model for using therapy and restorative practices to reduce rearrests.*
https://en.wikipedia.org/wiki/Resolve_to_Stop_Violence_Project

[6] *The Independent Transportation Network of America (ITNAmerica) is a nonprofit transportation network for seniors and people with visual impairments in the United States. It was founded in 2005 by Katherine Freund, the organization's current President. The core of their service is a network of affiliated nonprofits nationwide that offer ride service to older people and visually impaired people. Roughly 40 percent of ITN rides come from volunteer drivers, though the model also uses paid drivers. ITNAmerica is the first and only national nonprofit transportation network for seniors and people with visual impairments. www.ITNAmerica.org*

innovative solutions, rather than simply replicating existing “best practices,” considering available limited resources (Krishna, Uphoff, & Esman, 1997).

The concept of social entrepreneurship means different things to different people and researchers (Dees, 2001). In a nutshell, it can be said as not-for-profit initiatives taken by volunteers, community mindshare, and talents in search of alternative funding strategies, or management schemes like philanthropies, government grants and contracts, within their “industry” contexts to create social value (Austin, Stevenson, & Wei-Skillern, 2012). A second group of researchers understands it as the socially responsible practice of commercial businesses engaged in cross-sector partnerships which means collaboration of business firms and non-profit organizations with a promise for substantial mutual benefits as business firms realize the extent to which their profits depend on a healthy social environment and "social entrepreneurs" begin to appreciate how applying business principles can enable them to fulfil their social missions more effectively (Sagawa & Segal, 2000). Finally, the third group views social entrepreneurship to alleviate social problems and catalyze social transformation (Alvord, Brown, & Letts, 2004).

However, the rise of social entrepreneurship has been linked to the increasing inability of governments and public-sector agencies to effectively respond to complex and evolving social welfare challenges. Stephan et al. (2015) argue that these limitations have created a space for social entrepreneurs to emerge as alternative problem-solvers. Similarly, Hoyos & Angel-Urdinola (2017) emphasize that the persistent gaps in public service delivery have accelerated the relevance of social entrepreneurial initiatives. Recent studies have also sparked ongoing debates concerning the definitional boundaries of social entrepreneurship. Dacin et al. (2011) note that the participation of a wide array of actors—ranging from hybrid mission-driven organizations to conventional non-profits—has complicated efforts to clearly delineate the concept. Canestrino et al. (2020) add that the multiplicity of motivations behind social entrepreneurial activity further contributes to this conceptual ambiguity.

Despite its widespread usage, there is no universally accepted definition of the term “social entrepreneurship.” Cherrier et al. (2018) describe it as “an entrepreneurial activity with an embedded social purpose,” highlighting the intentional pursuit of social objectives within

entrepreneurial endeavors. In a different vein, Zahra et al. (2009) define social entrepreneurship as "activities and processes undertaken to discover, define, and exploit opportunities to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner." Some scholars place emphasis on the dual pursuit of economic and social objectives. For instance, Chell, Spence, Perrini, and Harris (2016) underscore the integration of entrepreneurial and social missions within hybrid organizational models. Likewise, Saebi, Foss, and Linder (2018) argue that social entrepreneurship operates at the intersection of market-driven innovation and social impact. Regardless of these definitional variations, much of the literature converges on a common understanding: social entrepreneurship seeks to create both social and economic value. Doherty et al. (2014) highlight this dual value creation as the hallmark of social enterprises, often distinguishing them from purely commercial ventures. Saebi et al. (2018) further elaborate that social entrepreneurs design innovative business models that simultaneously address societal challenges and generate income. Santos (2012) provides a theoretical perspective, framing social entrepreneurship as a mechanism to create systemic social change rather than merely addressing symptoms. Finally, Wu et al. (2020) emphasize the strategic balancing of social mission and financial sustainability as a defining feature of effective social entrepreneurial practice.

Therefore, it shows that the concept of social entrepreneurship can be summarized as social innovation aimed at solving social problems thereby creating a positive impact on society for a sustainable social change. Several important factors, which contribute to the success of social entrepreneurship, are social welfare and value, non-profit motives, knowledge, skills & experiences, innovative ideas, ethics, social network, leadership, local and governmental policies, institutional support, etc.

2.6 Emergence of the Concept of Social Entrepreneurship

First published in 1953, the book of Howard R. Bowen's, 'Social Responsibilities of the Businessman' was the first comprehensive discussion of business ethics and social responsibility where the terms social entrepreneur and social entrepreneurship were used

first in the literature which was later copyrighted by Iowa University Press in 2013 (Bowen, 2013). The book has created a foundation based on which business executives and academics started considering social entrepreneurship as a part of their strategic planning and managerial decision-making. J. A. Banks (1972) was the first sociologist who used the term social entrepreneur in his research of social movements focused on social activists, such as Robert Owen, who wanted to alleviate poverty through radical social reform. Since then, debates over what precisely constitutes a social entrepreneur and social entrepreneurship have flourished among practitioners and social scientists and eventually became a subject or topic of research in formal education system in 1980s. The concept has emerged with time by the innovative, extraordinary and out-of-the-box initiatives taken by some highly gifted people to solve social problems with sustainable solutions and thus been able to attract the eyes of the researchers and academics.

In 1981, private-sector consultant Bill Drayton founded Ashoka: Innovators for the Public to seek, support, and publicize individuals he originally called “public entrepreneurs,” and later named “social entrepreneurs”. Management expert Peter Drucker’s book “Innovation and Entrepreneurship” published in 1985 was among the first to describe entrepreneurship as a phenomenon that extended into multiple sectors—and was not limited to profit-seeking enterprises. In the early to mid-1990s the term social entrepreneurship started appearing in scholarly articles and popular presses (Wolk, 2007) and latterly it grabbed a great amount of attention of the researchers as a process of economic development leading to social progress (Alvord, Brown, & Letts, 2004).

Research on social entrepreneurship was hindered by many terms and definitions adopted by researchers and policymakers (Noruzi, Westover, & Rahimi, 2010). Most of the literature on social entrepreneurship has evolved within the domain of nongovernment not-for-profit organizations. Some researchers (Cook, Dodds, & Mitchell, 2016) suggest that social enterprises that carry out for-profit activity to support other nonprofit activities can be viewed as social entrepreneurs. Others have argued that for-profits which undertake innovative action towards building social capital can be considered as being socially entrepreneurial (Thompson, Alvy, & Lees, 2000). Thompson (2000) identifies social entrepreneurship as profit-seeking businesses set up for a social purpose in the voluntary or

nonprofit sector with a commitment to doing social good and he concludes by saying that the ‘‘main world of the social entrepreneur is the voluntary (NFP) sector’’.

Researchers in the public domain have argued that social entrepreneurs possess several leadership characteristics, namely, significant personal credibility, integrity, and ability to generate followers’ commitment to the project by framing it in terms of important social values, rather than purely economic terms. Research on social entrepreneurship in this domain has mainly conceptualized the construct in terms of individual qualities of leadership to lead public organizations or the development of public policy (Weerawardana & Mort, 2006). The concept of social entrepreneurship has become a fashionable construct in recent years evidenced by many success stories across the world in diverse fields like health, education, finance, culture, etc. and evident in commercial markets, academic discourses and policy making (Boschee, 2006). Besides transforming extant markets, social entrepreneurship has also been instrumental in creating new markets, new products and market niches, with initiatives such as fair trade (Nicholls, 2010), microfinance (Armendariz & Morduch, 2010), as well as organizational innovations (Battilana & Dorado, 2010). The latter field of microfinance has regularly been cited as a flagship of social entrepreneurship, since the Nobel Peace Prize was awarded to the Grameen Bank and its founder Mohammad Yunus (Nicholls & Huybrechts, 2012). Nearly absent from academic research until the end of the 1990s, social entrepreneurship and social enterprise have become an important research area with a growing number of articles and books devoted to the issue. Special issues of several journals have focused on social entrepreneurship and at least two journals have been created specially to deal with this and closely related issues (Nicholls & Huybrechts, 2012).

Even though the term "social entrepreneurship" is new, evidence suggests that outstanding social entrepreneurs have always existed in the last two centuries. Florence Nightingale, who transformed the notion of hospital conditions in the late 1800s (Bornstein, 2004), and John Durand, who began working with mentally handicapped people in the early 1960s (Alter, 2006), are only two examples of remarkable people who brought about social transformation. Altruism combined with sound business judgment has created new chances for people with entrepreneurial skills who desire to contribute to society's betterment. In his research, Wolk (2007) outlined the time during which Social Entrepreneurs became well-known and began

to attract media attention. The year 2006 can be considered as starting of a new era for social entrepreneurship when Muhammad Yunus and his organization, the **Grameen Bank**, were awarded a Nobel Peace Prize and in the same year the founder of **Teach For America**, Wendy Kopp and Co-founders of **City Year**, Michael Brown and Alan Khazei were profiled among U.S. News and World Report's Top 25 Leaders and Victoria Hale of the Institute for **One World Health** and Jim Fructerman of **Benetech** received "genius awards" from the MacArthur Foundation. **The New Heroes**, a two-part miniseries created by the Public Broadcasting System (PBS) and the Skoll Foundation in 2005, profiled 14 social entrepreneurs from around the world. Following the series, they launched a three-year award program to encourage filmmakers, documentarians, and journalists to "create work that fosters large-scale public understanding of social entrepreneurship. Since 2001, the World Economic Forum has organized an annual Social Entrepreneurs' Summit, which brings together industry, government, and national leaders who are dedicated to changing the state of the world.

2.7 Stages, Characteristics, Domains, and Types of Social Entrepreneurship

Mair and Marti (2006) has pointed four stages in the process of social entrepreneurship e.g., an intention formation stage, a start-up stage, a growth stage, and a consolidation stage. Unfortunately, they did not discuss in detail what these various stages entail. Researchers working at Ashoka have categorized social entrepreneurship into four well-defined stages which are: a) apprenticeship stage – when social entrepreneurs not only begin acquiring the experiences, skills, and credentials needed to understand the social problem, but also to instigate major change (Bornstein, 2004), b) launching stage – when a social entrepreneur begins testing innovative ideas, c) take-off stage – when an entrepreneur consolidates efforts through an organization and refines and expands ideas, d) maturity stage – when the entrepreneur started having a measurable and noticeable impact on the society.

Despite ongoing disagreements and discussions, Nicholls and Huybrechts (2012) found that there is general agreement on some important characteristics that define the bounds of socially entrepreneurial conduct in their study. All definitions of social entrepreneurship agree on the importance of focusing first and foremost on "social or environmental goals," which takes precedence over profit maximization or other strategic factors. A second distinguishing

element is 'innovation,' which might take the form of new organizational models and processes, new products and services, or new approaches to social concerns. Finally, many authors stress how social entrepreneurs disseminate their socially innovative ideas through 'market-oriented, performance-driven action,' scaling up their projects in different contexts through alliances and partnerships to achieve larger and more sustainable benefits. These dimensions mapped by Nicholls (2006) identified the main building blocks of social entrepreneurship i.e., sociality, innovation, and market orientation.

"Sociality," which refers to the social and environmental focus of social entrepreneurship, is the first building block or attribute of social entrepreneurship. The creation of public benefits and positive externalities can help identify such a focus. The second feature of social entrepreneurship is "innovation," and it reveals a lot of similarities with commercial entrepreneurship models. In addition, Faruk et al. defined innovation in three ways: a) as a new product or service (institutional innovation), b) the use of existing goods and services in new, more socially productive ways (incremental innovation), and/or c) the reframing of norms to redefine social problems and propose new solutions (disruptive innovation) (Islam, Faruk, & Hassan, 2016). In social entrepreneurship, the third characteristic "Market Orientation" manifests itself in a variety of ways, the most common of which is for-profit social enterprise form, which operates in commercial markets and generates profits to reinvest in their social mission (Alter, 2006). It can also be described as performance-driven, competitive outlook that encourages greater accountability and co-operation across sectors covering a wide range from traditional competitive markets to the exchange of social and/or environmental value (Islam, Faruk, & Hassan, 2016).

In another study by Nicholls and Huybrechts (2012) described six fields or domains as the natural settings for social entrepreneurship initiatives: a) Welfare and health services (such as the Aravind eye hospitals in India, Friendship Hospital Shyamnagar in Bangladesh[7]), b)

[7] *Friendship Hospital Shyamnagar (FHS) is situated in the coastal border district of Satkhira, Bangladesh less than 10 km from the national border, in a subdistrict that is plagued by the impacts of climate change, including cyclones, floods and salinisation. The hospital is the centre of a three-tier healthcare system including clinics and community medics who take healthcare coverage to the doorsteps of unaddressed communities. It has been named one of 16 winners of the RIBA International Award for Excellence 2021, conferred by the Royal Institute of British Architects (RIBA). The biannual RIBA Award aims to recognise the most "significant and*

Education and training (such as the Committee to Democratize Information Technology in Brazil), c) Economic development (such as Work Integration Social Enterprises, or WISEs, in Europe, BRAC, Grameen Bank and ASA in Bangladesh), d) Disaster relief and international aid (such as Keystone's innovative "Farmer Voice" project), e) Social justice and political change (including race and gender empowerment, such as SEWA, the Self-Employed Women's Association in Pakistan), f) Environmental planning and management (such as the Marine Stewardship Council). But whichever domain the social entrepreneurial initiative lies, sociality and innovation also lie in the organizational processes of that initiative. Market Orientation of those initiatives is now being focused for sustainability.

According to the Canadian Centre for Social Entrepreneurship (Canadian Centre for Social Entrepreneurship, 2001), social entrepreneurship encompasses a wide range of initiatives that fall into two broad categories: a) First, in the for-profit sector, where social entrepreneurship includes activities that emphasize the importance of a socially engaged private sector and the benefits that accrue to those who 'do well by doing good', b) Second the not-for-profit sector, that promote entrepreneurial approaches to improve organizational effectiveness and foster long-term sustainability. Fowler (2000) expands on this by identifying three layers of social entrepreneurship: a) integrated social entrepreneurship, in which profit-making corporate activity also produces social benefits, b) reinterpretation, which involves cost-cutting or revenue diversification of the non-profit organization, and c) complementary social entrepreneurship, in which nonprofit organizations undertake profit-making corporate activities to cross subsidize their social mission.

Another recent review study by Hota et al. (2019) delineates the progression of the Social Entrepreneurship domain, identifying nine clusters over time. These include Cluster 1: associated with the emergence phase of the SE field; Cluster 2: pertaining to conceptual frameworks of SE; Cluster 8: focused on case study and qualitative research in SE; and Cluster 9: concerning SE ventures. Additional clusters are: Cluster 3: encompass dialogues regarding the emergence and legitimacy of social enterprises; Cluster 4: deliberations on expanding the

inspirational projects from around the world." This year, the winning projects are from 11 different countries. www.friendship.ngo

social enterprise domain; Cluster 5: research endeavors that integrate entrepreneurship with social enterprise, institutional entrepreneurship, and community-driven entrepreneurship; Cluster 6: discussions on social enterprises as hybrid organizational structures; and Cluster 7: examinations of foundational studies in social enterprise, management, and qualitative research.

Early descriptions of social entrepreneurs ranged from “anyone who starts a not-for-profit” to “not-for-profit organizations starting for-profit or earned-income ventures” to “business owners who integrate social responsibility into their operations.” While the debate on the exact definition continues to this day, most definitions describe social entrepreneurship broadly enough to include a variety of organizational structures and activities, and yet narrowly enough to recognize social entrepreneurship as a distinct field. Much of the difficulty of settling on the details, it is argued here, stems from the fact that social-entrepreneurial initiatives tend to exhibit characteristics of each of the private, public, and nonprofit sectors, without fitting neatly into any one of them. Social-entrepreneurial initiatives can take the form of nonprofits, for-profits, or governmental programs. Unlike traditional nonprofits, businesses, or government programs, however, such social-entrepreneurial initiatives will always exhibit characteristics of each of the sectors (Wolk, 2007).

2.8 The Skills and Knowledge of a Social Entrepreneur

At each stage/phase of sustainable social entrepreneurship, a social entrepreneur requires a different set of skills and knowledge. Leadership is an attribute that a social entrepreneur must have to build grassroots alliances that lead to a sense of collective purpose among the social entrepreneur and other beneficiaries to join the initiative. Depending on the form of the initiative, different skills and knowledge are necessary to make the entrepreneurial efforts effective and sustainable (Scheiber, 2012). Inspiration, creativity, direct action, courage, and fortitude - these characteristics are fundamental for a social entrepreneur for the process of innovation to a solution (Martin & Osberg, 2007). Alvord et al. (2010) state that social entrepreneurs must have the bridging capacity to work effectively across different constituencies.

The first phase, known as the "Intention formation stage" or "Apprentice stage," necessitates conceptualizing and comprehending the root of the social problem to be addressed, as well as recognizing unjust social issues. Social entrepreneurs create businesses that distribute low-cost products and services to poor communities to solve social problems. As part of this process, Alvord et al. (2004) argue that the social entrepreneur in this context must understand not only the immediate problem but also the larger social system and its interdependence in order to introduce new paradigms at critical leverage points, resulting in cascades of mutually reinforcing changes in the social system. The second stage is “Start-up” or “Launching stage” which revolves around conceptualizing potential solutions or the ways of addressing the social problem. According to Alvord et al. (2004), social entrepreneurial initiatives vary in form, some focus on local capacities to solve problems; others provide a package or program relying on the resources of multiple sources to address a widespread social problem. Martin and Osberg (2007) mentioned that the third stage of social entrepreneurship i.e., “growth stage” or “take-off stage” requires the capacity to mobilize resources. Social entrepreneurs must have technical, financial, political know-how and resources to initiate a non-profit or social program. Other skills are needed to expand the impact of their initiative through organizational growth or by reaching a larger targeted audience. Market analytics is also required to determine the demand and offer a product. Ashoka fellow Bornstein (2004) in his research stated that the entrepreneurs spent a significant amount of time and energy on fundraising to make their initiative sustainable. Alvord et al. (2010) found that external relations are important during all the entrepreneurial phases but become even more important as the initiative becomes more well-known. The final stage of social entrepreneurship the ‘Maturity Phase’ where management skills are important but when dealing with the commercial challenges there is an urge on expertise, experience, and knowledge – abilities and know-how are traditionally on the side of the business sector and experiences are important for facing challenge. The competencies, experiences and knowledge that are put together to make an important dimension.

A recent study by Hossain et al. (2021) shows, the Big Five personality traits—agreeableness, conscientiousness, extraversion, emotional stability, openness—social self-efficacy, and social support have significant influence on social entrepreneurial intention (SEI). The result also showed that gender has a moderating effect on being a social entrepreneur in some

instances. Another study by Peter et al. (2024) revealed that social entrepreneurial knowledge is positively associated with social entrepreneurial intention whereas prosocial motivation and perceived access to finance indirectly impacted the link between social entrepreneurial knowledge and social entrepreneurial intention.

Expanding upon the requisite leadership and managerial acumen and drawing on findings regarding experiential intervention, recent studies highlight that social entrepreneurial capacity develop primarily through experiential exposure, mentorship, and embedded social networks. This model suggests that development occurs through lived engagement and relational support, rather than formal training alone, underscoring the relational and iterative nature of entrepreneurial learning (Alzate, et al., 2004). Furthermore, this emphasis on practice reveals that experiential and community-based learning are critical to developing essential social entrepreneurial mindsets. These environments are instrumental in fostering crucial non-cognitive outcomes, such as empathy, ethical awareness, and social responsibility—traits essential for maintaining the mission-driven integrity of the venture (Wahid, et al., 2024). In alignment with experiential learning theory, continuous reflection on these lived experiences is necessary, helping entrepreneurs transform personal values and insights into sustained social action and long-term viability (Ghazali, Asnawi, Latiff, & Salleh, 2025).

The study by Turyakira et al. (2025) provides empirical evidence that social entrepreneurship significantly contributes to the achievement of several Sustainable Development Goals, including poverty reduction (SDG 1), quality education (SDG 4), gender equality (SDG 5), decent work (SDG 8), and reduced inequalities (SDG 10). It shows that social entrepreneurs undertake activities that address various social and economic challenges, supporting numerous beneficiaries, although environmental issues receive comparatively less emphasis. Despite facing constraints such as limited financial resources and managerial skills, these enterprises play a vital role in tackling societal problems and advancing sustainable development.

Social innovators must have access to a wide range of experiences, resources, and networks to develop the essential abilities to work through the many stages of social entrepreneurship.

Social entrepreneurs must be able and willing to seek out and pursue opportunities to bring social value to both current and potential clientele. To get their ventures off the ground, social entrepreneurs must pursue financial self-sufficiency. With the notion that market-based revenues can be easier to grow and more trustworthy than charitable funding, leaders of social ventures aim to self-sustainability funding in a more commercial approach.

2.9 What is Social Enterprise

Social enterprises have been varyingly described as – a private enterprise which operates in the third sector or social economy (Organisation for Economic Co-operation and Development (OECD), 1999), a for-profit social venture combining a social purpose with a for-profit organizational structure (Dees & Anderson, 2003), and a social purpose enterprise (Wallace 1999). Social enterprises are identified by the OECD (OECD, 2023) as “any private activity conducted in the public interest, organised with an entrepreneurial strategy, whose main purpose is not the maximisation of profit but the attainment of certain economic and social goals, and which has the capacity for bringing innovative solutions to the problems of social exclusion and unemployment.” More recently, the European Commission has defined a social enterprise as being “an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities."

Bangladesh is unique in that there is a definition emanating from the country which is now globally known - that is the ‘social business’ definition of Muhammad Yunus and Grameen, “Created and designed to address a social problem, a non-loss, non-dividend company, i.e. it is financially self-sustainable and profits realized the business are reinvested in the business itself (or used to start other social businesses), with the aim of increasing social impact, for example expanding the company’s reach, improving the products or services or in other ways subsidizing the social mission.”

Another concept of Social Enterprise had emerged in BRAC – The world largest NGO, as opposed to traditional non-profits, which are dependent on charitable donations and government subsidies, social enterprises are increasingly self-sufficient and sustainable, and the big example of it is also born in Bangladesh by BRAC. In the words of Muhammad A. Rumee Ali, Managing Director of BRAC Social Enterprises: "Social Enterprise is a unique model of sustainable business that defines Corporate Social Responsibility" (Ali M. A., 2007). Ali mentioned, "If we were to look at businesses in general in the context of sustainability, extreme profit motivation creates an exploitative business and too much idealism also cannot create sustainability. The present-day commercial businesses are sustainable, but issues have been raised about the sensitivity of these organizations in the aftermath of present-day concerns of stake holders. Should an NGO operate commercial businesses? I submit that the question in this form is a very simplistic way of approaching this argument. The real issue is the degree to which NGO activities should be commercialized. It is essential to find a proper balance between a development and a commercial approach. This indeed is the challenge, and I believe, in BRAC, we have gone further down the road in achieving this than most. In fact, by developing these enterprises, BRAC has created a unique and sustainable business model which defines Corporate Social Responsibility. BRAC Enterprises runs somewhere between profit seeking organization and social organization with the vision of serving the society in a profitable manner. The concept of 'double bottom line' in BRAC is driven by the second bottom line, that is, social objective and this takes precedence over the first; 'profit'."

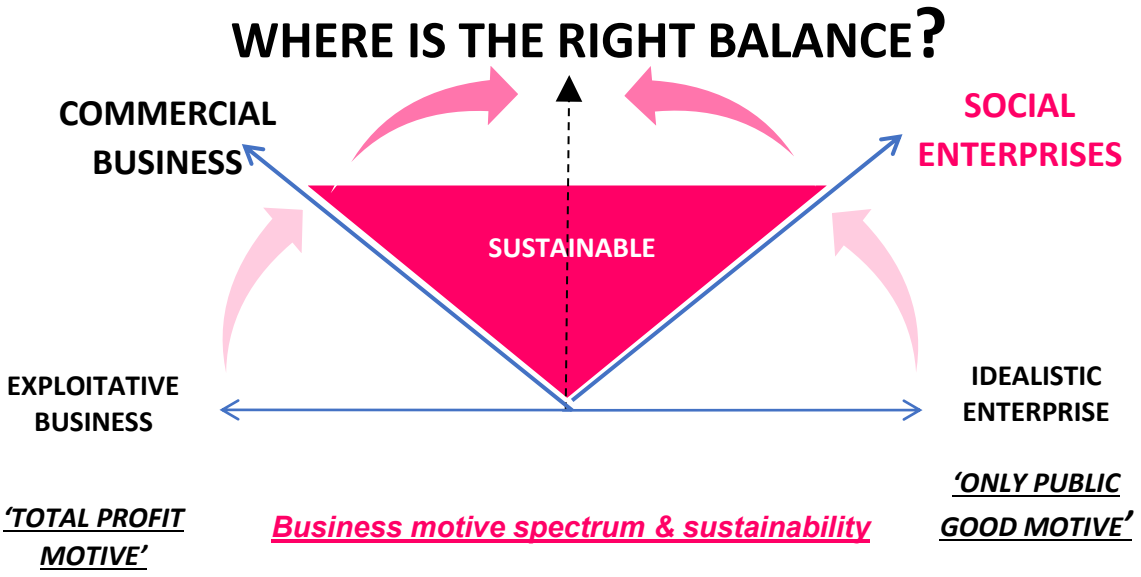

Figure 1: Business Motive Spectrum and Sustainability

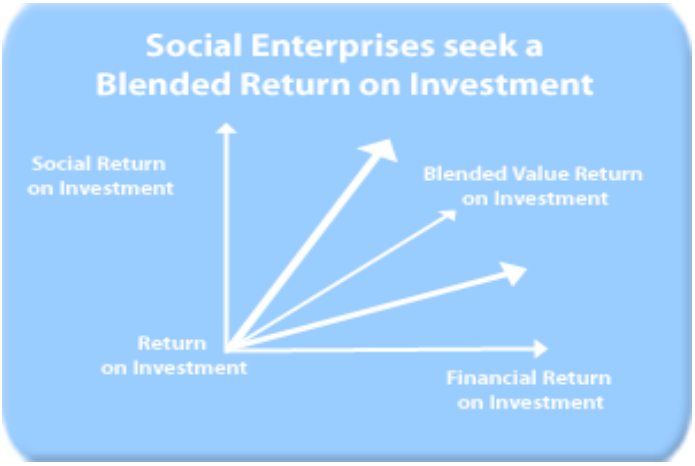

Figure 2: Blended Return on Investment of Social Enterprises

More recently, the European Commission has defined a social enterprise being an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. Here, the return on investment is blended as financial and social return. It is managed in an open and responsible manner and involves employees, consumers and stakeholders affected by its commercial activities (European Commission, n.d.).

The three terms 'Social Entrepreneurship', 'Social Entrepreneurs' and 'Social Enterprises' are linked in a very simple way: 'Social Entrepreneurship' is the dynamic process through which specific types of individuals deserving the name of 'Social Entrepreneurs' create and develop organizations that may be defined as 'Social Enterprises'. (Mair & Martı, 2006); (Nicholls & Huybrechts, 2012).

2.10 Categories of Social Enterprise

Money and purpose are inextricably linked in social enterprise. Even though a wide range of social enterprises has emerged, (Alter, 2006) suggested three basic categories on the basis of emphasis and priority given to financial and social objectives: Embedded, Intregated, and External social enterprises. Financially driven businesses can learn a lot from these examples.

Type of Social Enterprises		
Mission Centric	**Mission Related**	**Unrelated to Mission**
Embedded Social Enterprise	Integrated Social Enterprise	External Social Enterprise

Figure 3: Types of Social Enterprises, Adapted from Alter (2006)

In **Embedded Social Enterprise**, business activities and social programs are synonymous. The enterprise activities are "embedded" within the organizations' operations and social programs. Social programs are self-financed through enterprise revenues, and thus the embedded social enterprise can also be a sustainable program strategy. The Grameen Bank model of micro loans serves as an example for embedded social enterprise. Whereas in **Integrated Social Enterprise,** social programs overlap with business activities but are not synonymous. Social and financial programs often share costs, assets, and program attributes. The enterprise activities are "integrated" with the organization's operations. This type of social enterprise often leverages organizational assets such as expertise, content, relationships, brand, or infrastructure as the foundation for its business (Alter, 2006). The Aravind Eye Hospital in Madurai, India, is an example of an integrated social enterprise. It serves cataract patients in a main hospital, where wealthy patients pay a market fee for their surgery. These fees are then used to pay for the surgery of poor patients in the free hospital. The relationship between the business activities and the social programs is hence synergistic, adding financial and social value to one another. In **External Social Enterprise** social programs are distinct from business activities. The enterprise activities are "external" to the organization's social operations and programs. Not-for-profit organizations create external social enterprises to fund their social programs and/or operating costs. Mission relevance and the pursuit of social benefit are not prerequisites of business activities. An example of external social enterprises is Aarong – a Social Enterprise of BRAC and 'Friendship Colours of the chars' – a Social Enterprise of Friendship NGO. Both the cases the products are being produced in the work area and by the beneficiaries of the Parent NGO with a mission to provide income generation and employment opportunities for economic sustainability of those communities and bring them in the economic cycle and to create a stable financial influx. The relationship

between the business activities and social programs is supportive, providing unrestricted funding to the non-profit parent organization (Pirson, 2009).

Fowler (2000) has identified social enterprises or social entrepreneurship in quite a similar manner.

	Type of Social Enterprises	
Integrated Social Enterprise **Linkage** (Horizontal-Vertical-Backward-Forward)	**Reinterpretation Social Enterprise** **Diversification through Innovation** (Products-Services)	**Complementary Social Enterprise** **Diversification through Investment** (Other Enterprises)

Figure 4: Types of Social Enterprises, Adapted from Fowler (2000)

Integrated Social Enterprise is characterized by operations that both generate profit and assist the community at the same time. Selected and introduced enterprises or commercial practices that create reinforcing horizontal, vertical, backward and/or forward linkages in order to produce additional development and economic benefits for a wider range of people are typically part of an integrated approach to social entrepreneurship, which typically takes this approach. Integration can also benefit the NGDO. In BRAC, there are numerous examples of an integrated strategy. BRAC's first integrated addition was a network of potato cold storage, which connected the organization's producers to a marketing mechanism that benefited both parties. One of the most prevalent approaches is to incorporate production units within vocational training programs. Practical "commercial" experience and money are generated by these additions. A new sort of rural association between women is established and self-sustaining through the Grameen Bank's use of micro-credit, which is another example of integrated social entrepreneurship. To reduce external financial dependency and boost development impact, these and other integrative combinations are aimed at spreading risk.

Reinterpretation Social Enterprise is a form of integrated social enterprise where innovations that apply to the NGO's existing activities in a way that reduces costs and/or increases and

diversifies income are the basis for this form of integration. A non-profit in the United States provides meals to the medically infirm as part of a municipal contract. The organization began advertising this service for the elderly, but not necessarily infirm, targeting the busy middle class with aging parents who cannot afford enough time to take care of them. Rather than simply providing meals, the pitch emphasized that the service would also serve as a tool to monitor parents' well-being and alert them to any problems that might arise. People who can afford it are willing to pay for a "peace of mind" service that is now a meal service. There has been a shift in the organization's clients and financing sources. Instead of focusing on nutrition in the context of health treatment, meal delivery has evolved into a 'product' that promotes the social good of family duty and caring. While not directly related to NGDOs, this case exemplifies the idea of reinventing oneself.

Complementary Social Enterprise is a form of social enterprise that diversify income sources. To cross-subvention development initiatives that are not economically viable, the company develops a surplus. It can also be utilized to fund the organization's own development programmers. When BRAC created a printing operation, for example, it saved money while bringing in extra money for the organization's basic needs. In Brazil, internet services currently account for 30 percent of IBASE's total revenue. When it comes to both circumstances, the company is a part of the organization itself.

2.11 Challenges of Social Enterprise

In recent years, there has been a surge in interest in social entrepreneurship and social enterprises, owing to several changes in the competitive environment in which not-for-profit organizations (NFPs) operate. Today's non-profit organizations operate in a highly competitive climate marked by growing needs in their target communities and a typically tighter financial environment characterized by increased competition for donors and grants (Weerawardana & Mort, 2006). When it comes to marketing initiatives and business diversification, they cannot do anything that would conflict with their beliefs or be prone to mission drift like other commercial organizations. They compete with established businesses in the same market, but without any level playing field.

An increase in competitiveness has led to changes in NFPs that have raised internal conflicts, according to research conducted by Weerawardana et al. (2001). NFPs have been compelled to compete with conventional commercial firms in all industries, including agriculture, health, education, microfinance, etc. and to adopt competitive strategies which sometimes conflicting with their social mission for their survival and growth. The concept of social entrepreneurship, which is just starting to gain traction, proposes a middle ground. In contrast to what business strategy research suggests, socially entrepreneurial NFPs pursue competitive strategies and acquire competitive advantage through providing superior social value rather than superior profits. A theoretical model that explores the role of innovation in attaining sustained competitive advantage (SCA) in non-profit organizations (NFPs) is proposed to include social entrepreneurship, as well as more familiar learning skills and organizational innovation intensity.

For example, Defourny (2001) mentioned in his study that, practically in all industrialized countries, the "third sector," which includes social-economic initiatives that do not fit into either the traditional commercial for-profit or public sectors, has seen a spectacular growth. There is a wide range of legal structures that can be used for these efforts, and they are often driven by non-profit organizations. As the social fabric begins to fray and the welfare state struggles, they stand as symbol of civil society's new or revitalized manifestation. This "non-profit sector" or the "social economy" is playing a major role in the economy through production of quasi-public goods and services utilizing resources, redistributing a wide range of services to those in need of assistance as a voluntary contribution which is free or almost free, helping poorly qualified unemployed people, who are at risk of permanent exclusion from the labour market, bringing them back into work and including them in the economic cycle.

While delivering the above, social enterprises, unlike traditional NGOs and nonprofits, need to have a continuous production of goods and/or services and take economic risks – bankruptcy is always a possible outcome. A minimum amount of paid work, i.e., a workforce not only composed of volunteers, is also suggested as an element differentiating social enterprise. Nicholls and Cho (2006) identify other features that extend the market orientation dimension, notably a clear focus on continual performance improvement and metrics,

increased accountability, and a relentless focus on achieving their mission that permeates the entire organizational culture. Like many other countries in the world, social enterprises in Bangladesh have no single specific legal status. They are at the crossroad of public policies, for-profit companies and the third sector. So, to get access to finance to scale up their activities and become sustainable in the market, they are always facing competition with the commercial enterprises.

After two decades, starting in the mid-1980s in the non-profit sector, a trend has emerged that has a remarkable connection between civil society features and market economic characteristics, known as the rise of social enterprise (Hulgård & Spear, 2006). Social scientific terminology, such as "entrepreneurship," "innovation," "capital," and so on, became entangled with the language of the market economy. As with business entrepreneurs, social entrepreneurs build "something from nothing" and look for new and innovative ways to solve social problems. The EMES Research Network (EMES Research Network, n.d.) frequently emphasized the roots of social enterprise which is embedded in the third sector. For-profit corporations and government regulations play an important role in social enterprise, and it is impossible to disregard this effect in academic research. In this light, it makes sense to include the public-sector and private / for-profit sectors, in addition to cooperatives and associations/non-profits, as stated by Hulgård et al. (2010) in the social enterprise mapping.

Upper sphere: Public authorities can create more or less favorable conditions for social entrepreneurs by particular legislation: such as innovative policies, collaborations, regulations, consultative organizations etc. Partnerships with social enterprises are another option for delivering public interest goods and services. There is a growing trend in the traditional business sector to show a concern for the public good. Impact investing, venture philanthropy, and joint ventures are now being used by corporate foundations and CSR initiatives to help social entrepreneurs.

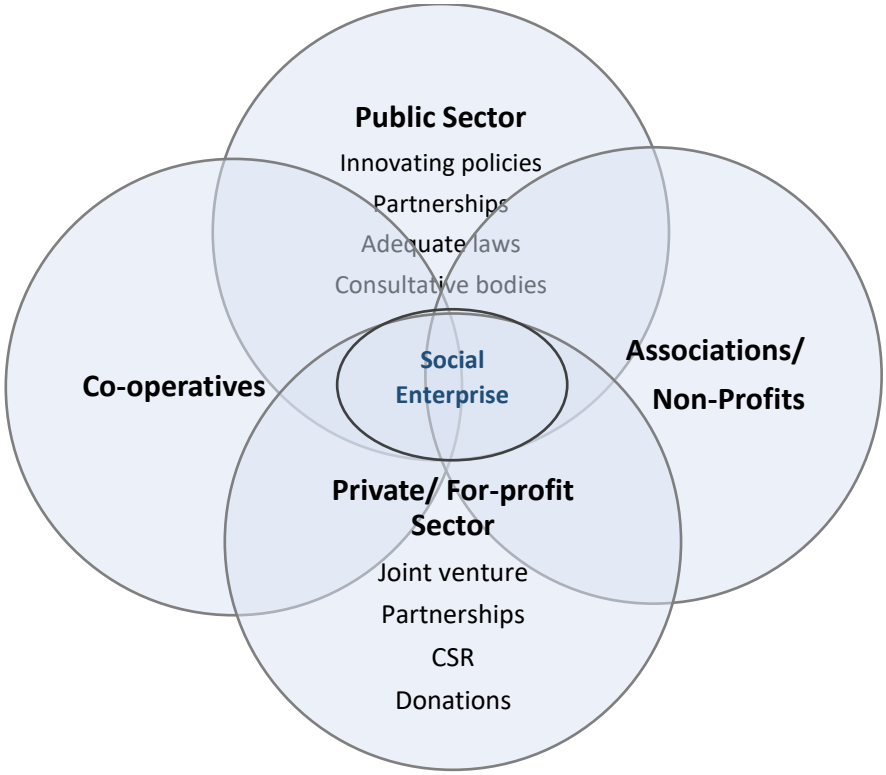

Figure 5: Social Enterprise at the Crossroads of Public policies, For-profit Companies and the Third Sector, Adopted from Hulgård (2010)

According to their respective environments, various social enterprise models can be found in that figure (Defourny, 2014): for example, in Eastern Asian contexts, most social enterprises would be found in the upper zones of Figure 5, while because of strong influences by the business sector, corporate foundations and consulting companies would draw social enterprise (more U) in contexts of weak state support. Figure 5 shows that European models are more likely to be located towards the middle of the figure (Defourny, 2014). When it comes to supporting non-profit organizations, "social entrepreneurship" is a metaphor that focuses on market activities and connections to the corporate sector, as well as on highlighting the creative parts of social programs in the United States. According to Hulgård (2010) Europe's modern liberal democracies are linked together by the tradition of the social economy, which is characterized by innovative approaches to solving social problems.

Further, social enterprises adopt differing legal formats and abide by different legal frameworks and fiscal responsibilities and duties in different countries. These factors make

national and international comparisons of social enterprise activity unreliable at present. Although universally acceptable definitions of social entrepreneurship, social enterprise and social entrepreneur do not exist (Organisation for Economic Co-operation and Development (OECD), 1999), there appears to be a converging consensus on the meaning of social enterprise, and from this it is possible to draw out a definition of a social entrepreneur and social entrepreneurship (Noruzi, Westover, & Rahimi, 2010)..

2.12 Defining Social Capital

Social capital is a complex and multidimensional concept which has garnered significant attention in the social sciences due to its potential to explain a wide range of social and economic outcomes. A common and universally accepted definition is difficult to articulate, with scholars approaching the concept from different angles, which has led to a wide range of perspectives on the concept. In the absence of a firm definition, social capital risks becoming analytically redundant, as its value as a concept lies in its ability to be systematically understood, measured, and applied to development patterns. However, the concept as we understand it today was systematically introduced by Pierre Bourdieu (1986), Robert Putnam (1993), and Nan Lin (2001) each offering distinct, though complementary, perspectives on social capital.

Bourdieu (1986) and Bourdieu and Wacquant (1992) defined social capital as "the sum of the actual or potential resources that are linked to the possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition." While the definition stays similar in both versions, the focus and context are slightly different. In 1986, Bourdieu focused on personal social capital, viewing it as a personal asset that individuals use to access resources and improve their positions within a competitive social field. By 1992, Bourdieu and Wacquant extended this concept to include institutionalized social capital, emphasizing how durable networks and institutional relationships allow groups to accumulate resources. In both cases, the value of social capital depends on the size of the network and the resources it provides. Bourdieu also highlighted the interplay between social,

economic, and cultural capital, noting that social capital reinforces class structures by enabling privileged groups to maintain their advantage.

Robert Putnam (1993) popularized the concept of social capital, particularly through his work on civic engagement. Putnam defined social capital as "features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated actions." He placed significant emphasis on the role of civic engagement, associating high levels of social capital with active participation in community organizations and networks of reciprocity. Putnam also noted that social capital, like other forms of capital, can accumulate or diminish over time depending on how it is used. For him, the richness of a society's social capital was directly tied to the density and quality of its networks, particularly in voluntary organizations, where trust and shared norms are most effectively fostered.

Nan Lin (2001) eloquently introduces a groundbreaking theory that forcefully argues and shows why it is 'who you know', as well as 'what you know' that makes a difference in life and society. He offered a more economic perspective on social capital, defining it as "investment in social relations with expected returns in the marketplace." Lin's focus was on the tangible benefits that individuals or groups could derive from their social networks, emphasizing that social capital, like other forms of capital, requires investment and yields returns. His operational definition revolves around the idea that social relations provide access to resources, which individuals can leverage to improve their economic standing or achieve specific goals.

By synthesizing these different perspectives, social capital can be understood as the aggregation of actual or potential resources embedded within stable networks of relationships characterized by mutual recognition and social ties. These networks, institutionalized to varying degrees, generate collective benefits by fostering trust, reciprocity, and cooperation. Functioning as a public good, social capital resides within the fabric of social structures and enhances societal efficiency by facilitating coordinated actions. Moreover, social capital reflects an investment in social relations, aimed at yielding returns in both economic and social arenas, contributing to individual and collective success.

Each of these theorists—Bourdieu, Putnam, and Lin—contributes a distinct lens through which to view social capital. Bourdieu and Lin focus on the instrumental value of social capital for individual advancement, while Putnam highlights its collective nature and broader societal benefits. Despite these differences, a common thread runs through their definitions: social capital is fundamentally rooted in social networks, relationships, and the norms that govern them. It is through these networks that individuals and groups gain access to resources, whether economic, cultural, or social, that can be used to achieve personal or collective goals. Modern definitions of social capital highlight its role as a complex, multi-faceted asset within societies and organizations. According to the (International Labour Organization (ILO), 2017), social capital comprises the institutions, networks, social norms, values, and relationships among various groups that shape trust and cooperation in social interactions. Putnum (2000) emphasizes that reciprocity, norms, and trust are core examples of social capital, enabling individuals to benefit from mutual exchanges. The concept of community capital further explores how these interpersonal relationships can foster positive societal change by encouraging collaboration towards shared goals. Within organizations, social capital is crucial for creating a foundation of shared values, norms, and mutual respect, which motivates individuals to work cohesively to achieve collective objectives. Together, these modern interpretations underscore social capital's vital role in driving both individual and collective success across different social and institutional contexts.

Recent empirical studies offer broader insights into how social capital functions within contemporary social entrepreneurship ecosystems, emphasizing its dynamic, multilayered, and evolving nature. Rather than viewing social capital merely as a passive asset or a background condition, current scholarship increasingly positions it as an active, generative force in the entrepreneurial process. Hu et al. (2025) identify three interrelated mechanisms—*sparking, manifesting, and scaling*—through which social entrepreneurship emerges, each underpinned by different dimensions of social capital. The *sparking phase* involves the initial motivation and legitimacy of the venture, often catalyzed by trust and support within local communities. The *manifesting phase* sees these ventures begin to take shape through formal and informal collaborations, where bonding and bridging capital play vital roles in mobilizing resources and validating the mission. Finally, the *scaling phase* requires access to more diverse, cross-sectoral networks—such as policymakers, funders, and

media actors—demonstrating how the expansion of social capital becomes both a means and an outcome of enterprise growth. These findings suggest that social capital is a dynamic enabler of entrepreneurial progression, shifting in form and function at each stage of development.

Similarly, Wang et al. (2022) examine how digital communication platforms—especially social media—serve as contemporary arenas for constructing, amplifying, and projecting social capital. Their study illustrates how social entrepreneurs of the internet age cultivate trust, shared values, and collaborative ties not only in face-to-face interactions but also within digital ecosystems. These online platforms facilitate rapid visibility, coalition-building, and stakeholder engagement across geographic and socio-political boundaries, enabling ventures to access both moral and material support. In doing so, digital infrastructures have expanded the traditional boundaries of social capital, allowing entrepreneurs to create and sustain meaningful relationships in virtual spaces. This represents a significant evolution of earlier models by Bourdieu and Putnam, suggesting that social capital in the digital age is as much about strategic visibility and communicative agency as it is about embeddedness in local networks. Together, these studies illustrate that social capital is deeply intertwined with both the structural and symbolic dimensions of social entrepreneurship, shaping how ventures are born, how they evolve, and how they ultimately create impact.

Another modern perspective suggests that for-profit organizations that engage in innovative actions to build social capital can be viewed as socially entrepreneurial (Thompson, Alvy, & Lees, 2000). This perspective suggests that such firms, by prioritizing social impact alongside their financial objectives, contribute to both societal well-being and their own sustainable growth. Their efforts in fostering social networks and trust not only enhance their community engagement but also reflect a broader commitment to social responsibility within the realm of business entrepreneurship.

According to some theorists, there are three types of social capital: bonding, bridging, and linking social capital are also key distinctions that help to understand the different dimensions of social networks. Bonding social capital refers to the close relationships and strong ties within homogeneous groups, such as family members, close friends, or communities with

shared identities, which provide emotional support and mutual aid (Putnam, 2000). Bridging social capital, on the other hand, involves weaker ties that connect individuals across diverse social groups, fostering access to new information and broader opportunities outside of one's immediate network (Woolcock & Narayan, 2000). Finally, linking social capital extends beyond peer connections to include ties between individuals and institutions with unequal power or status, such as between marginalized groups and government or non-profit organizations. This form of social capital facilitates access to resources, services, and opportunities that are otherwise inaccessible through bonding or bridging ties alone. These distinctions highlight how different types of social capital operate across various social and institutional levels, contributing to both individual and collective success.

Social capital is a complex construct that significantly influences social and economic outcomes. Scholars like Pierre Bourdieu, Robert Putnam, and Nan Lin provide complementary insights into its dimensions. Bourdieu emphasizes the importance of personal and institutionalized social capital, highlighting how durable networks can reinforce power structures. Putnam focuses on civic engagement, illustrating how trust and cooperation within communities enhances societal efficiency. Lin introduces an economic perspective, framing social capital as an investment that yields tangible benefits. Furthermore, the distinctions among bonding, bridging, and linking social capital clarify how relationships within homogenous groups, connections across diverse networks, and ties to authority figures collectively contribute to individual and community resilience. To fully leverage social capital, it is essential to maintain a balance among these forms, recognizing their interplay in fostering sustainable development and social well-being. Future research should continue to refine our understanding of social capital's dimensions and its implications for collective success.

2.13 Benefits and Risks of Social Capital

As mentioned in 2.12, social capital can take many different forms (Keeley, 2007), and different types of social capital offer various kinds of specific benefits and risks. Some of these risks and benefits are discussed in this section for the three different types of social capital. The emotional, social, and financial support we receive from family and friends is invaluable.

Individuals with a strong sense of community can bridge the gap by building confidence of others on them, gain more access to resources, form business networks easily and are more likely to be successful when starting new businesses (Ali & Yousuf, 2019). Moreover, a stable social setting increases the likelihood that individuals tend to leave their jobs and move towards entrepreneurship opportunities, and therefore new entrepreneurs normally start new businesses in the same place where they have lived since long time (Aldrich, 1999). These social capital perspectives on entrepreneurship confirm that specific features of a locality are regarded as a strong link between economic and social elements, and social networks are the most influential actors in the development of new business ventures (Ali & Yousuf, 2019; Porter, 1998). Bonding social capital characterized by strong ties within exclusive, closed, and inward-looking networks, fosters such integration among individuals who share similar backgrounds or characteristics. These horizontal, intra-group connections emphasize "getting by" rather than "getting ahead," promoting trust and solidarity within the group but limiting access to external resources (Claridge, 2018).

Research by Ali and Yousuf (2019) found that rural social capital supports the entrepreneurial intentions in rural individuals of community which in turn benefits the rural local economic development of the region. Thus, a rural economic development program driven by entrepreneurship may regard social capital as one of the key building blocks for fostering and supporting a local rural community's sense of personal competence and desire to engage in entrepreneurial activities. Entrepreneurship program training in rural areas should include modules that help the community understand the social norms that support the perceived attractiveness of entrepreneurship, perceived self-efficacy, and perceived social norm toward entrepreneurship. Consideration should also be given to the fact that social networking is not a natural process rather a social process entrenched in networks of interpersonal relationships (McKeever, Anderson, & Jack, 2014), but must be constructed through the interactions of individuals. In this regard, a community-based entrepreneurship exchange program can help rural residents to build connections with those outside their immediate community and will help to learn new venture ideas in addition to the conventional ones. Moreover, scholars such as Rauch and Hulsink (2015) identify new entrepreneurial activities as outcomes of individuals' entrepreneurial intentions, which are understood as intentionally planned behaviors (Krueger, Reilly, & Carsrud, 2000). Among the numerous factors

influencing these intentions, social capital has emerged as a critical determinant. Ali and Yousuf (2019) highlight that social capital significantly shapes entrepreneurial attitudes by enabling access to resources, networks, and support systems conducive to entrepreneurship. Similarly, Klyver and Schøtt (2011) argue that social capital enhances the likelihood of entrepreneurial engagement by facilitating opportunity recognition through social interactions and community embeddedness.

Here bridging social capital is paving the path in connecting people across different groups, fostering inclusive, outward-looking networks. These inter-group connections help individuals "get ahead" by accessing diverse perspectives and opportunities, and they rely on thinner trust compared to the thick trust found in bonding ties. While bonding networks are more integrated and focused on maintaining social cohesion, bridging networks create linkages between structurally diverse groups, allowing for the exchange of new information and the bridging of structural holes between disconnected communities (Claridge, 2018).

For those working in the non-profit or third sector, building social capital, which leads to social value, is often viewed as a way to improve society as a whole. Individuals, communities, and organizations all have access to social capital, and the challenge is the best utilization of it for the intended and actual purposes. In the case of third-sector organization, social capital can be a vital resource for supporting the kinds of tasks traditionally handled by the government agencies. Programs and policies aimed at enhancing access to social capital may not always achieve their intended outcomes in every context. Social capital can be established and nurtured in a way that is not always equal. Linking social capital involves relationships with authority figures that provide access to resources and power, offering indirect benefits to communities that are often overlooked. This form of social capital is especially important in impoverished areas, where it can create economic opportunities for marginalized groups facing challenges such as high-interest rates from lenders, corruption in law enforcement, and unreliable educational services. Maintaining a balance among different types of social capital is essential, as relying solely on linking capital may impede community development. Research indicates that communities with strong levels of all forms of social capital are more adept at mobilizing in times of crisis and are less prone to adverse outcomes (Claridge, 2018).

Social capital offers numerous benefits, such as fostering trust, collaboration, and resource sharing, all of which are critical to entrepreneurship and third-sector initiatives. However, it also carries inherent risks. Sawhill (2020) acknowledges that social capital does not always yield uniformly positive outcomes. While close-knit groups foster solidarity and mutual support, they can also become insular or tribal, leading to the reinforcement of social divisions and the exclusion of outsiders. She emphasizes the need to balance intra-group cohesion with bridging social capital—connections that span diverse social groups—to promote inclusivity and broader societal trust. Similarly, the objectives of the third sector may be compromised when policies and program implementation processes lack transparency and inclusivity. Bonding social capital, characterized by strong internal ties, can inadvertently perpetuate bias, racism, and social exclusion. This dynamic contributes to power imbalances, the marginalization of outgroups, and the entrenchment of elite structures, highlighting what is often referred to as the "dark side" of social capital.

To maximize the potential of social capital while mitigating its associated risks, it is essential to implement inclusive policies that ensure equitable access to social networks and institutional resources. By carefully navigating the dynamics between bonding and bridging social capital, social entrepreneurs and policymakers can leverage these networks to foster sustainable community development and long-term societal resilience. A nuanced understanding of how social capital functions in diverse contexts is crucial for the effectiveness of nonprofit organizations and public policies alike. Nannicini, Stella, Tabellini, and Troiano (2013) emphasize that the distribution and structure of social capital significantly influence political accountability and institutional performance, suggesting that civil society actors—including nonprofit and third-sector organizations—play a vital role in shaping inclusive governance frameworks. Their findings underline the importance of measuring and managing both the benefits and risks of social capital to prevent marginalization, reduce power imbalances, and reinforce democratic outcomes.

2.14 How Social Capital is Beneficial to Social Entrepreneurship

Social entrepreneurs aiming for social transformation must forge connections between diverse stakeholders, where social capital plays a critical role (Scheiber, 2012). In the social sciences, community capital is widely used to explore interpersonal communication and interactions, fostering social growth. Definitions of social capital often emphasize the significance of social interaction and voluntary association (Madhooshi & Samimi, 2015). Social capital is generated by individuals and non-profit organizations that contribute to job creation and social cohesion. Its fundamental elements include trust, reciprocity, mutuality, formal and informal social networks, shared norms of behavior, and shared commitment, with trust being a crucial component necessary for developing the other elements.

Literature underscores the importance of social capital as a vital asset for social entrepreneurship, facilitating access to resources, enhancing trust and credibility, fostering knowledge exchange, and promoting resilience. This study will explore how various elements of social capital impact the development of social entrepreneurship among the five social entrepreneurs examined.

The functions of social capital, such as closure and bridging, are critical to understanding its role. Closure helps bond individuals within dense networks and intensive relationships, while bridging connects more dispersed networks (Woolcock & Narayan, 2000). These bridge ties enhance the overall social networks of communities of innovation. Dense networks foster trust and cooperation through frequent interactions, building mutual trust and shared norms. Trust, in turn, supports collaborative action that open networks may not achieve (Putnam, Leonardi, & Nanetti, 1993).

The concept of a community of innovation will be used to understand collaborative innovative learning processes within dense networks of actors. This study will describe essences that shape the accumulation of social capital within this network and its role in the social entrepreneurs' trajectories. It is important to note that the target population and the communities of innovation are interconnected, with some actors belonging to both. Social

capital thus facilitates achieving goals that would be unattainable otherwise (Putnam, Leonardi, & Nanetti, 1993). The study will analyze how the social relationships and credits built with the target population and communities of innovation enabled the leaders to succeed as social entrepreneurs.

In synthesizing the intricate interplay between social capital and experiential learning, this study elucidates the profound impact these elements have on social entrepreneurship, underscoring their crucial role in generating social good for individuals, organizations, and communities at large. By dissecting the mechanisms through which social capital facilitates entrepreneurial success, it becomes evident that the accumulation and strategic deployment of social capital are not mere ancillary benefits but rather pivotal to the efficacy and sustainability of social enterprises.

The formation and utilization of social capital—through bridging ties and closure mechanisms—create a robust framework for understanding the dynamics at play. Bridging ties, which connect disparate networks, enable social entrepreneurs to access diverse resources, perspectives, and opportunities that are vital for innovative problem-solving and expanding social impact. These connections facilitate the flow of knowledge and resources that fuel entrepreneurial ventures, enhancing their capacity to address complex social issues effectively. Concurrently, closure mechanisms within dense networks foster a strong sense of trust and reciprocity, nurturing collaborative environments where shared norms and mutual understanding accelerate the achievement of collective goals.

The nuanced understanding of social capital's role as explored in this study reveals its integral function in driving social entrepreneurship. The strategic cultivation and application of social capital not only empower individual entrepreneurs but also bolster organizational effectiveness and generate widespread social good. The findings underscore the importance of fostering robust social networks and collaborative practices to achieve transformative social impact, providing a valuable blueprint for future research and practice in the realm of social entrepreneurship.

2.15 Learning Experience

Learning Experience is a broad term that includes any interaction, course, or event where learning occurs—this can be passive like lectures or active like hands-on projects (Top Hat, n.d.). It encompasses all forms of learning: passive, active, formal, informal and includes lectures, reading, e-learning, group discussions, simulation and fieldwork. Whereas 'Experiential Learning' is a subset of learning experiences focused solely on hands-on, real-world engagement that Involves activities like internships, service-learning, role-playing, simulations, fieldwork—with reflective cycles. Moreover, 'Learning Experience' is not bound to a single theory; it may be drawn from behaviorist, cognitivist, or constructivist frameworks. Whereas 'Experiential Learning' is firmly grounded in **constructivist** learning theory—especially Kolb's 4-stage model (Kolb D. A., 1984): Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation.

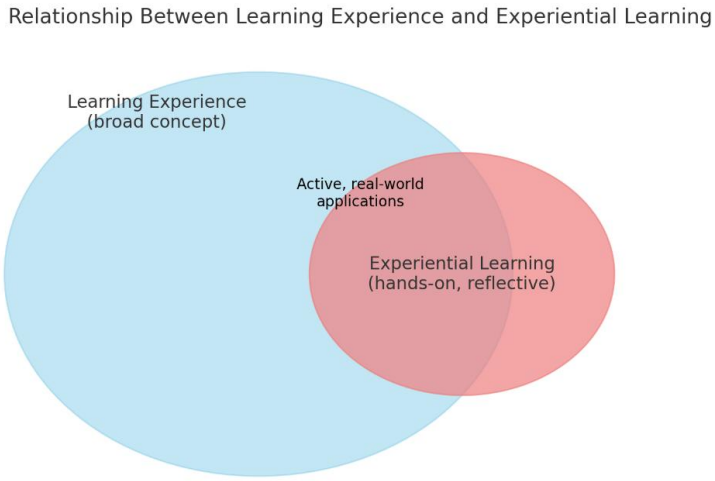

Figure 6: Relationship Between Learning Experience and Experiential Learning

This diagram illustrates that experiential learning is a specialized subset of broader learning experiences. While all experiential learning involves active, reflective engagement with real-world tasks, not all learning experiences meet these criteria. The broader category includes passive formats as well as active ones. This study scope focuses on the learning experiences of the social entrepreneurs.

In other words, ‘Learning experience’ refers to the various ways in which learners interact with the learning environment and how the environment affects the learners' acquisition of knowledge, skills, and attitudes. It is a multidimensional construct that incorporates cognitive, emotional, and social dimensions of learning. In the case of social entrepreneurs, the learning takes place while they interact with a social situation and this learning can only be effective when the innovative ideas (cognition) are conceptualized (emotive) and implemented (societal) through formal processes.

A study finding on ‘Social entrepreneurs’ learning experience in South African incubators’ showed that during incubation, social entrepreneurs learn business and entrepreneurship concepts from champions and use this knowledge to transform themselves and their businesses. However, the unique needs of social entrepreneurs are not being met; they are not taught social enterprise specific concepts, not connected to those in the public and social sectors, and are pushed to prioritize profit motives over their social mission (Bucci & Marks, 2022).

Social entrepreneurs in the third sector have played an increasingly important role in tackling societal problems. Despite their growing presence in civil society, little is known about how social entrepreneurs gain the necessary skills, knowledge and motivation to take on this role. Social entrepreneurs rely on a convergence of experiences, including direct experience with inequalities, interactions with target populations and religious institutions, volunteering, social activism, formal education, work experience, reading, and cross-cultural interactions (Scheiber, 2015) and this journey of experiencing and learning is paving their way of tackling these social needs and becoming social entrepreneurs. Here every interaction between any entrepreneurs and any societal needs are distinct which cannot be learned, rather experienced, hence affecting entrepreneurs' learning in their entrepreneurial pursuits.

This study is an attempt to know about the learning experiences of social entrepreneurs through lived experiences of 5 social leaders from third sector initiatives in Bangladesh. This choice aligns with the phenomenological approach employed in this research, which seeks to uncover lived experiences from the perspectives of social entrepreneurs. Unlike positivist or constructivist frameworks, which might prioritize predefined theories or contextual learning

processes, our phenomenological approach centers on the individual experiences of entrepreneurs and how these experiences shape their entrepreneurial journeys. By focusing on learning experiences, this study aims to provide a nuanced understanding of how hands-on experiences and reflections contribute to the development and success of social entrepreneurship, aligning with the study's goal to explore the lived realities of entrepreneurs in Bangladesh.

2.16 Learning Experiences of Social Entrepreneurs

The learning experience of social entrepreneurs has not been studied much. Previous study by Laura Scheiber (Scheiber, 2012) presented three overarching conceptualizations, or metaphors of learning – acquisition, participation (Sfard, 1998) and knowledge creation (Paavola & Hakkarainen, 2005) having unique definitions and theories, offering a more comprehensive understanding of learning.

Social entrepreneurship is driven by a range of motivations, including personal values, empathy, and the desire for social impact, with entrepreneurial self-efficacy, prior exposure, and social support networks playing crucial roles in shaping intentions (Zahra, Gedajlovic, Neubaum, & Shulman, 2009). Experiential learning (EL) is increasingly recognized as a vital component of entrepreneurship education, offering valuable insights into how these learning experiences can influence social entrepreneurial intentions (SEI)—a promising area for future research.

Social entrepreneurs are changing the society engaging themselves in a process of continuous innovation, adaptation, and learning (Dees, 2001). The social entrepreneurs relied on a convergence of experiences, such as direct experience with inequality, interaction with target populations, volunteer work, religious institutions, social activism, formal education, professional experience, literature, and intercultural interactions etc. and the interaction between life experiences and learning processes shaped these leaders in the third sector. (Scheiber, 2015).

The learning experiences are crucial for one to reach their full potential and thus career success (Dries, Pepermans, & Carlier, 2008) and experiential learning is significant for the success of social enterprises and that the entrepreneur learned important lessons through trial and error. For if entrepreneurship is acquired through experiential learning, it would be most beneficial to understand how people transform their experience into learning, what types of experience can lead to specific learning outcomes, and the relationship between experience, learning, and subsequent behavior. Therefore, learning can be viewed on the one hand as the process of deriving meaning from experience, and on the other as the cognitive process of acquiring and organizing knowledge (Rae & Carswell, 2000).

Recent research reinforces the idea that experiential learning is foundational to the development of social entrepreneurs, offering a more practice-based lens than traditional learning theories that often emphasize abstract knowledge acquisition over applied understanding. Experiential learning places learners in real or simulated environments where they engage directly with social issues, thereby fostering a deeper comprehension of the complexities involved in effecting social change. Wang et al. (Wang, Saad, & Yusuf, 2022) found that experiential learning significantly enhances entrepreneurial competency, particularly when students participate in context-based problem-solving activities that mirror the unpredictable and multifaceted nature of real-world social challenges. These experiences not only develop technical skills but also strengthen critical soft skills such as empathy, resilience, and adaptive decision-making—attributes essential for social entrepreneurs. Another study by Choi and Chang (2020) explore how social entrepreneurs' human capital influences venture performance, emphasizing the dual goals of social impact and profit. Their findings show that prior social and commercial experience—especially from output-focused roles—enhances performance. Younger, highly educated, or socially prestigious graduates also tend to perform better, highlighting human capital's critical role in social venture success and economic contribution. Likewise, Suharto et al. (2025) confirm that experiential learning, when combined with entrepreneurial orientation, leads to improved venture outcomes, especially when learners are embedded within supportive social networks. Their study reveals that social networks act as moderators, amplifying the effects of experiential learning by providing access to mentorship, feedback loops, and practical validation of ideas. Together, these insights suggest that social entrepreneurship education should transcend passive

instruction and move toward immersive, experience-driven engagement that cultivates both the mindset and capability necessary for real-world impact. By integrating lived experience into the learning process, educational programs can better prepare future social entrepreneurs to respond innovatively and ethically to complex social problems.

In examining the learning experiences of social entrepreneurs, it is evident that their developmental journeys are deeply intertwined with diverse and multifaceted experiences. While existing literature has made strides in conceptualizing learning through various metaphors and exploring its practical implications, there remains a need for a more nuanced understanding of how these learning processes translate into effective social entrepreneurship. The dynamic interplay between direct experiences and structured learning highlights the complexity of transforming personal and professional encounters into actionable knowledge. This review underscores the significance of learning experiences in shaping the entrepreneurial trajectory, revealing that successful social entrepreneurship hinges on the ability to convert diverse experiences into meaningful, actionable insights. Future research should continue to explore these intersections, focusing on how specific types of experiences influence learning outcomes and the subsequent impact on entrepreneurial practice and success.

2.17 Role of Learning Experiences in Social Entrepreneurship Development

Learning experience is hypothesized to play a foundational role in shaping the creativity, competencies, and adaptive capacity of social entrepreneurs. Kolb's experiential learning theory emphasizes a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation (Gemmell & Kolb, 2020) . This model is particularly relevant to social entrepreneurship, where complex and unpredictable environments demand practical, context-responsive learning. Entrepreneurs often confront challenges that cannot be solved through theoretical knowledge alone. The iterative nature of experiential learning enables them to test, refine, and evolve their interventions based on real-world feedback.

Beyond technical problem-solving, learning in social entrepreneurship is also a deeply phenomenological process. Embodied and emotional experiences shape how entrepreneurs internalize meaning and remain resilient in the face of social adversity. These affective dimensions—often overlooked in conventional learning theories—are central to how entrepreneurs stay committed to their mission, interpret complex social realities, and act with moral intentionality. By engaging both the cognitive and emotional faculties, learning experience becomes a transformative tool that fosters innovation, reflective agency, and long-term sustainability.

Contemporary scholarship conceptualizes Social Entrepreneurship Development (SED) as a dynamic and relational process in which experiential growth and social capital mutually reinforce one another. From this perspective, social capital is understood not as a static asset, but as something continuously constructed through engagement, trust-building, and iterative social practice (Raman, Alka, Suresh, & Nedungadi, 2025). In parallel, social entrepreneurial capacity is shown to emerge primarily through experiential exposure, mentorship, and embedded social networks, rather than through formal training in isolation, highlighting the fundamentally relational and iterative nature of entrepreneurial learning (Alzate, et al., 2004). Such experiential and community-based learning processes are critical for cultivating core entrepreneurial mindsets and generating essential non-cognitive outcomes, including empathy, ethical awareness, and social responsibility (Wahid, et al., 2024). Collectively, these dynamics align with experiential learning frameworks, such as Kolb's learning cycle, demonstrating how reflection on lived experience transforms values and insights into sustained social action and long-term sustainability (Ghazali, Asnawi, Latiff, & Salleh, 2025).

Thus, integrating a 'learning experience' approach with phenomenological insights offers a lens for understanding how social entrepreneurship develops—not just through individual growth, but through structures that sustain vision, empathy, and systemic change. Effective learning transcends knowledge, embedding itself in lived experience, emotional investment, and the dynamic interplay of reflection and action across the individual level, in communities, and within organizations and ecosystems.

2.18 Review of Empirical Research

Study / Focus	What the Study Shows	What Is Missing (Gap)
Scheiber, L. A. (2012). Social Entrepreneurs in Rio de Janeiro: Learning Experiences & Social Capital. *Doctoral dissertation*. **Focus:** How social entrepreneurs learn through experience and social networks.	Found that *social capital embedded in networks* and a *convergence of experiences* (e.g., interaction with target populations, formal education, volunteer work) help social entrepreneurs gain relevant skills and knowledge. Learning is deeply tied to social relations.	Mainly qualitative and focused on one context (Rio de Janeiro). Limited generalizability across cultures; lacks longitudinal tracking of learning outcomes over time.
Thomsen et al. (2019), Backpack Bootstrapping: Social Entrepreneurship Education Through Experiential Learning. **Focus:** Explores experiential, low-resource ("backpack bootstrapping") pedagogy in social entrepreneurship education.	Demonstrates that immersive, constraint-based experiential learning enhances social entrepreneurial competencies, ethical awareness, adaptability, reflexivity, and identity formation. Learning occurs through real-world engagement rather than classroom instruction.	Lacks longitudinal and quantitative empirical testing; social capital is implicit but not theorized or measured; limited discussion of ethical risks and contextual transferability beyond well-resourced educational settings.
Choi, Y. (2020). The effect of social entrepreneurs' human capital on social venture performance. *Empirical study* **Focus:** Human/social capital links to performance.	Shows that social and human capital indicators (knowledge, relationships, experience) significantly influence social venture outcomes, linking entrepreneur characteristics with organizational results.	Limited explicit focus on *learning mechanisms* (how exactly individuals acquire or develop social capital); mostly cross-sectional. More granular exploration of learning processes needed.

Study / Focus	What the Study Shows	What Is Missing (Gap)
Wang et al. (2022). Impact of experiential learning and social entrepreneurship antecedents on social entrepreneurship competency. Experiential learning **Focus:** Examines how *experiential learning* and *social entrepreneurship antecedents* (moral obligation, self-efficacy, social support, empathy) influence *social entrepreneurship competency* among university students.	Found that experiential learning positively influences the development of social entrepreneurship competencies. Moral obligation, self-efficacy, and social support significantly affect competency; empathy's effect is strengthened through experiential learning. Action-based learning builds resilience and capability; networks enhance outcomes.	Narrow cultural/educational context (ENACTUS students in China); cross-sectional design limits causal claims; does not examine specific experiential activities or broader social capital factors beyond individual antecedents. Focuses on outcomes, not developmental learning processes.
Daskalopoulou et al. (2023). Social entrepreneurship and social capital: A review of impact research. *Mixed methods review with empirical sources*.	Synthesizes research showing that social capital acts as *mediator/moderator* shaping social value creation through pathways like productivity, community resilience, and institutional development.	As a review, it aggregates rather than produces new empirical data. Need for more primary empirical studies testing the proposed pathways in different contexts and sectors.
Hu et al. (2024) – **Multilevel causal mechanisms in social entrepreneurship: The enabling role of social capital.** *Social Capital across SE phases*	Social capital evolves across stages of SE (legitimacy, collaboration, scaling).	Does not explain how entrepreneurs *experience* or make sense of social capital.
Turyakira, P. (2025). Social entrepreneurship: Empirical evidence on its social and economic outcomes. *Survey-based empirical evidence.*	Indicates social entrepreneurs undertake activities that solve social and economic problems, supported implicitly by social capital factors influencing reach and impact.	Less specific on *learning* processes and mechanisms; more emphasis on outcomes. Suggestion: integrate learning experience models into future work.

Study / Focus	What the Study Shows	What Is Missing (Gap)
Shabbir, M. S. (2025). Social entrepreneurship for community development: The role of social capital. *Quantitative/qualitative study in Oman.*	Demonstrates that *structural, relational, and cognitive* social capital dimensions strongly influence sustainability and effectiveness of social enterprises in community development.	Focused on a single developing country context. **Gap:** need comparative studies across diverse socio-cultural settings to test universality of findings. Limited first-person, phenomenological insight into learning and embeddedness.
Mainstream SE literature	Emphasizes skills, innovation, and impact measurement.	Neglects lived experience, relational learning, and contextual complexity.

Table 1: Review of Empirical Research

2.19 Summary of Literature Review

Existing knowledge on social entrepreneurship has expanded rapidly, yet remains fragmented across conceptual, disciplinary, and methodological boundaries. To address this, the study critically synthesizes literature on social entrepreneurship, social enterprise, social capital, and learning experience. Key debates surrounding definitions, typologies, skills, risks, and developmental stages are examined alongside relational theories of social capital and experiential learning. Rather than positioning literature as a basis for hypothesis testing, the review establishes a conceptual scaffold that sensitizes the analysis to lived experience, reinforcing the exploratory and phenomenological orientation of the research.

3 Methodology

3.1 Introduction to Methodology

This study is phenomenological research that explores the lived experiences of individuals and the phenomena that have impacted those individuals. According to Husserl (1982), phenomenology is a branch of philosophy focused on the study of phenomena in such a way that the essences of that phenomena emerge out of experience. Phenomenological research has its roots in psychology, learning, and philosophy, aiming to extract the purest data from the lived experience of an individual (Harappa, n.d.). In this study, data are obtained through unstructured interviews using an open-ended question; taking personal notes or voice recordings, which are analyzed by the researcher to extract the 'essences' using Verbal Protocol Analysis Method (VPA). This approach highlights the specifics and elucidates the essences of the phenomenon as experienced by an individual in a situation. In studying the phenomena, the researcher has bracketed all the biases so that pure essences can reveal themselves in their full givenness. This ensured trustworthiness of findings by allowing researchers to remove any influence of presuppositions.

3.2 Research Methodology

Verbal Protocol Analysis (VPA) is a useful research methodological tool for phenomenological research to extract essences from the verbal descriptions of the respondents' experiences. The verbal descriptions are then typically transcribed verbatim, segmented into individual units or statements and coded, to enable the researcher to eidetically grasp the essences and the underlying processes of consciousness. Verbal protocols are rich data sources containing individuals' description of experiences that are associated with working on a particular task, and the respondents usually either think aloud as thoughts occur to them or they do so at intervals specified by the researcher. In this study, the researcher asked respondents to verbalize their experience of becoming a social entrepreneur. The verbalizations are recorded verbatim using a cell phone recorder, the recording are then transcribed verbatim using a software named Transcribe, the transcription are checked severally with the recording to make it clear and with no error or missing of any words or even emotions, the written

transcription are then segmented as per their theme and coded keeping aside or bracketing the researcher's presupposition to ensure trustworthiness. The interviews are open-ended, and the respondents were in comfortable and amiable environments during the interviews, ensuring a safe space to open about the description of their lived experiences. Their experiences, once the questions were asked, were described without interruption or any guidance from the researcher. This allowed their experiential narratives to be shared candidly, without any external bias interfering with their descriptions. The respondents were then provided with a copy of the text to ensure that it accurately reflected their experiences on the investigated phenomenon. A verbal transcription and synopsis of the findings of the completed study is presented in the Appendix.

In selecting the respondents, consideration was given to cover the range of social entrepreneurship from (i) Community social entrepreneurs meeting the needs of the community to (ii) Non-profit social entrepreneurs prioritizing social well-being and (iii) Transformational social entrepreneurs working in the areas which are not served by public or private sectors and (iv) Hybrid social entrepreneurs which is a shift from profit making motives to a social good. The five respondents are established social entrepreneurs with a diverse set of skills and successes within various development sectors in Bangladesh. The lived experiences of these respondents would provide invaluable insights into the experiential learning aspect of social entrepreneurs. Their entrepreneurial journeys also illuminate the role of social capital in the development of social entrepreneurship.

3.3 Phenomenology as a Research Paradigm

Phenomenology as a research paradigm is a philosophical and methodological approach that seeks to explore and understand human experiences and consciousness as they are lived. It focuses on understanding and interpreting subjective experiences and the meaning individuals attribute to those experiences. Originating from the philosophical work of **Edmund Husserl** in the early 20th century, phenomenology focuses on the first-person, subjective/lived experiences and aims to reveal the essences or essential structures of those experiences. It emphasizes the importance of studying phenomena as they are directly

experienced and described by individuals, rather than imposing preconceived theories or interpretations. As a research paradigm, it provides a framework for investigating how individuals ascribe meaning to the world around them. The phenomenological research methodology is distinctive because it emphasizes subjectivity, intentionality, and first-person accounts. It was further expanded upon by other philosophers and researchers like Heidegger, Maurice Merleau-Ponty, Schutz, etc.

Phenomenology is a branch of philosophy with the purpose of describing and analyzing phenomena, as in, the way things appear (Husserl, 1982). Husserlian phenomenology believes in rigorous and unbiased study of the things as they appear without obscuring preconceptions or hypothetical speculations, so one might come to an essential understanding of human consciousness. He was concerned with 'Transcendental Phenomenology' that deals with 'Pure essences', which according to him are universal. According to Husserl (1982), from a phenomenological standpoint, the 'Natural Attitude' of human consciousness, which means 'No Doubting' or 'Taken for Grantedness' is bracketed – i.e. Epoché'. By suspending the natural attitude, he opens the way to a deeper analysis of how we constitute the world in our experience and how meaning arises. In this view, lived experience is the primordial intelligible given. To him, the basis of intersubjectivity is transcendental subjectivity, where lived experience presents itself in its own necessary and universal structure. That implies that subjectivity does not consist solely of contingent particularity but has a transcendental dimension (Moyeen, 1994) which means in the context of Husserlian phenomenology**, contingent particularity** might come into play when discussing how objects and events are constituted in consciousness. We encounter objects as **particulars**, each with their own unique features, but we also recognize that many of these features are **contingent**—they do not belong to the object's essence and could be different under other circumstances.

Schutz (1975) viewed 'intersubjectivity' not in the transcendental realm but at a **'mundane level'** – the world of everyday life. Building on Husserl's work, Schutz maintained that the constitutive phenomenology of natural attitude provides the ontological grounding for social science knowledge. He suggests that the goal of social sciences is to 'obtain organized knowledge of social reality.' However, Schutz (1975) rejected Husserl's transcendental intersubjectivity. He showed that the constitution of transcendental intersubjectivity leads to

‘solipsism’, which means knowledge is limited to one's own mind. According to Schutz, intersubjectivity is not a constitutional issue that can be resolved in the transcendental realm; rather, it is a characteristic of the life-world. In his view, intersubjectivity is in the mundane world. Consequently, ‘intersubjectivity’ is the fundamental ontological category of human existence, a prerequisite for all immediate experiences in the life-world and should be acknowledged as an unquestionable given (Moyeen, 1994). Schutz emphasized that human existence is fundamentally social, and that our experiences, actions, and identities are deeply intertwined. He refers to this phenomenon as ‘inherent sociality’. He also suggests that individuals are not isolated entities but part of a larger social web which he calls ‘interconnectedness’. Another fundamental concept central to Schutz’s theory of intersubjectivity is the ‘reciprocity of perspectives,’ which involves the mutual exchange of viewpoints, where individuals understand that others have perspectives different from their own.

Some branches of phenomenology, particularly ‘hermeneutic phenomenology’ (influenced by philosophers like Martin Heidegger and Hans-Georg Gadamer), emphasize the interpretation of experience. This approach argues that all human experience is shaped by historical, social, and cultural contexts, and thus understanding an experience requires interpreting its meaning within those contexts. In hermeneutic phenomenology, the researcher engages in a dialogue with the participants' descriptions of their experiences, seeking to uncover deeper meanings through interpretation rather than just description. While Husserl believes in descriptive phenomenology, which focuses on describing the essence of experiences without engaging in interpretation, the goal of hermeneutic phenomenology is to describe experiences as they are presented by the participants, using bracketing to suspend any preconceived notions. Researchers using descriptive phenomenology often collect detailed narratives from participants about their experiences and then analyze those narratives to identify the essential structures of the phenomena. According to Horrigan-Kelly et al. (2016) Heidegger’s phenomenology moves beyond mere description to include interpretation i.e. interpretative/hermeneutic phenomenology. In this approach, the researcher recognizes that interpretation is always involved in understanding human experiences that allows for an exploration of the meanings behind experiences and how they are shaped by historical,

cultural, and social factors. This approach often uses in-depth interviews and focuses on understanding the contextual nature of lived experiences.

The objective of phenomenological research, thus, is to articulate and bring forward which remains implicit – which is the intentional interconnectedness of consciousness in the lifeworld. The essences extracted from research by the researcher become the second order constructs which retain the intersubjectivity of the respondents while removing the contingent particularities of the lived experience. Therefore, phenomenological research guides the means to articulate themes, abstractions and idealizations to construct an authentic understanding of the common-sense world (Moyeen, 1994).

3.4 Phenomenological Research Methodology

'The methodology adheres to a posteriori approach, refraining from forming hypotheses before data collection.'

This section elaborates an in-depth overview of the **phenomenological research methodology**, including its philosophical foundations, methodological prerequisites, and concepts involved.

A. The Philosophical Foundations of Phenomenological Methodology

Ontology (Nature of Reality):

Experientialist Ontology where 'Reality' is regarded as a construct shaped by human experience, inherently linked to individual perception and existence which is considered as pre-predicative and primordial. Hence 'lived experience' is the primary source of knowledge or 'reality'. Phenomenology dismisses the notion of an objective, external world that exists independently of human consciousness. Rather, it examines existence inside the environment, concentrating on how humans perceive their surroundings.

In this study, the 'experiential reality' is constructed through the lived experiences i.e., the subjective journey of the social entrepreneurs which is considered as the primary source of knowledge or the first-order construct. The first-order construct is thus co-constituted

between the social entrepreneurs and their life-world. The essential structures elucidated from the lived experiences of the entrepreneurs are 'intersubjective' – they bear a common ground and exist between the conscious minds of the researcher and the researched. The essential structures thus interpreted by the researcher are **non-deterministic,** which means they are not governed or determined by any **immutable natural laws.** They are not ***'a Priori',*** rather ***'a Posteriori'*** based on the lived experience of the social entrepreneurs.

Epistemology (Theory of Knowledge):

Subjectivist Epistemology where 'Knowledge' is generated through the study of lived experiences. Phenomenological research asserts that reality can only be comprehended through the *subjective* consciousness of individuals. Researchers seek to elucidate the meanings and essential structures from the interpretations of the experience of the phenomena.

This study has adopted constitutive phenomenology of natural attitude which presupposes that the intersubjectivity of mundane world is ontologically given. The experience as lived by the subjects is unique to the subjects themselves, which forms the first-order construct. However, the essential structures which are obtained from the researcher's interpretation are **'Dualist'** – shareable between conscious minds but remain free from researcher's presupposition. Here the researcher has adopted **'Evident Grasp'** to uncover the **essences** of the phenomenon by peeling away the layers of subjective interpretation, biases, and preconceptions. It involves direct insight into the phenomenon as it presents itself to consciousness, leading to a deeper and more authentic understanding and hence form the second-order construct. Experience as lived is value laden, however, the elucidated second-order constructs are free from researcher's presuppositions.

Methodology (Way to know Reality):

Descriptive Interpretative Methodology is a contrast to Husserl's descriptive approach that focuses on mere description of lived experiences rather than interpretive phenomenology (also called hermeneutic phenomenology) that involves interpreting respondents' experiences. Researchers recognize that interpretation is inherent in any attempt to describe human experience. The focus is on uncovering meanings that may not be immediately

apparent in participants' narratives, acknowledging that understanding always occurs within a historical and social context.

The study employs a rigorous phenomenological approach to descriptive analysis, utilizing Verbal Protocol Analysis (VPA) to delve into the lived experiences of social entrepreneurs. By analyzing first-order value-laden data, the research identifies recurring themes, patterns, and essential structures that emerge from participants' narratives. This detailed analysis captures the nuanced dimensions of their experiences, allowing for a thorough understanding of the core elements of social entrepreneurship. The process involves extracting essences and shapers from the data, ensuring that the description remains rooted in the participants' lived realities and providing a comprehensive portrayal of their entrepreneurial journeys. Phenomenology concentrates on phenomena as they manifest in consciousness, with researchers striving to interpret them accurately, devoid of extrinsic frameworks or theories.

B. Methodological Pre-requisites:

The two methodological pre-requisites of phenomenological approach are the maintenance of 'epoché' and the performance of 'eidetic reduction'.

Epoché: To ensure a phenomenological stance, the researcher must employ the technique of epoché, or bracketing, to suspend preconceived notions and biases. Researchers are expected to approach data collection and analysis with an open mind, intentionally setting aside prior knowledge and theoretical frameworks to allow the participants' experiences to emerge untainted by existing theories. This approach ensures that the study remains grounded in the participants' lived experiences, allowing for a more authentic exploration of the essences of social entrepreneurship as perceived by the entrepreneurs themselves. Epoché is necessary to remove the presuppositions from the second-order construct of the researcher's articulation and interpretation of the first-order construct. It is a skepticism that brackets the 'natural attitude' of taken-for-granted to ensure suspension of bias.

Phenomenological/Eidetic Reduction: The research utilizes phenomenological reduction to distill the essence of social entrepreneurship from the rich, detailed data collected. By

focusing on the core features and fundamental aspects of the entrepreneurs' lived experiences, the study strips away extraneous details to uncover the essential structures and meanings that define their entrepreneurial journey. This reduction process utilizes 'Evident Grasp' and 'Imaginative Free Variation', which allow the researcher to reveal the underlying patterns and themes that are central to understanding the phenomenon of social entrepreneurship, thereby providing a clear and concentrated view of the essence of the experiences studied.

C. Some Key Phenomenological Concepts:

Some **key phenomenological concepts** that are engaged in this research are listed below:

Life-World: In phenomenology, the term **lifeworld** (from the German "Lebenswelt") refers to the everyday, lived experiences and the world as it is directly perceived and experienced by individuals. It encompasses the pre-reflective, taken-for-granted reality that forms the background of all human activities, thoughts, and interactions, serving as the silent backdrop against which all human experiences unfold. This concept is central in phenomenological philosophy, especially in the works of **Edmund Husserl**, who is considered the founder of phenomenology. The concept of the life-world provides a profound lens for examining the very fabric of human existence. It is the world we inhabit as commonsense beings, operating through a shared, often unnoticed understanding of existence.

Crucially, the 'life-world' is not a static entity but one imbued with dynamic layers of meaning, each contributing to our sense of reality in fundamental ways. The first and most essential layer of the 'life-world' is a **given world**. This signifies that we encounter the world pre-reflectively and pre-conceptually—it is directly present to us, offering itself up without the need for noetic mediation. This immediacy renders the life-world a source of meaning that is unquestioned and unquestionable; it forms the bedrock upon which all human thought and action are based. Equally significant is the **practical world**, where our everyday interactions are governed by pragmatic concerns. Here, the life-world is filtered through our practical interests, which lend significance to particular objects, experiences, and relationships. These interests frame the constructs through which reality is interpreted, directing our attention to

certain aspects of the world while allowing others to fade into the background. The life-world is also inherently a **social world**, rooted in the shared understanding that our perceptions are aligned with those of others. This intersubjectivity is what makes social interaction possible—it assumes that the way we see the world is largely congruent with how others see it. In this sense, the life-world facilitates a mutual, often unspoken agreement about reality, allowing us to engage with others in a coherent and meaningful way. It is through this shared lens that society operates, and it is within this social fabric that the complexity of human experience is woven. By exploring these layered dimensions of the life-world, we gain insight into the subtle, yet powerful forces that construct human perception and experience. It is also crucial to identify the life-world, as an awareness and bracketing of the life-world's taken-for-granted attitude is crucial in phenomenological research.

Natural Attitude: It refers to the attitude where we suspend our doubt and accept the world as 'taken for granted'. In phenomenology, the **natural attitude** refers to the everyday perspective we have towards the world, where we consider the existence of objects and our experiences as given and unquestionable. If the life-world we encounter is 'self-evident', the natural attitude is to accept this self-evidence without scrutiny. Husserl argues that there is an inherent sociality in natural attitude, and it emphasizes the existence of conscious others, the reciprocity of perspective and the constancy of the structure of the world. But the phenomenological attitude is to 'doubt everything'. By adopting phenomenological perspective, there is always a temporary suspension of natural attitude which we call phenomenological reduction or **epoché,** where we "bracket" or set aside our natural assumptions about the world so that a phenomenon may reveal itself in its neutrality of self-givenness. Here the 'naïve attitude' is replaced by 'phenomenological attitude' which allows us to examine the structures of consciousness and the essence of our experiences more deeply (Applebaum, 2023).

Experience: In phenomenology, human experience is the basis of knowledge – 'experience as-lived' is the absolute datum. In Husserlian Phenomenology, experience is '*Evidenz*' and primordial, its intelligibility is given and is not contingent on reflection which means experience is 'there' and independent of the knowledge or reflection of the researcher. But it can be faithfully articulated by the subject as it is grounded in his immediate awareness.

Though human experience is subjective and at the same time it is an objective source of knowledge because it is co-constituted among the human consciousness and the 'the world-out-there'. Hence it can be brought to thematic awareness and experience 'as lived' is considered as a valid source of knowledge.

Consciousness: In phenomenology, **consciousness** is a foundational concept that is central to understanding human experience. Phenomenologists explore how consciousness functions to constitute or give meaning to the world as it is experienced, which means consciousness is experiential and meaning is assigned (Moyeen, 1998). Human beings are conscious beings, and human consciousness is a forum where the phenomena are being revealed. Phenomenology is concerned with how things appear to consciousness—how people experience, perceive, and make sense of the world – human consciousness and the 'the world out there' co-constitute each other. This approach contrasts with naturalistic views of consciousness, which might focus on the **biological** or **neurophysiological** basis of conscious states.

Intentionality: It is a central concept in phenomenology that describes how consciousness is always directed toward something— the directional character of consciousness. t is always "about" something. Whether in perceiving objects, thinking about ideas, or experiencing emotions, intentionality reveals the relational structure of consciousness. This concept allows phenomenological researchers to explore individual experiences and give meaning to the world around them. By focusing on intentionality, phenomenology provides a unique lens for investigating the lived, subjective experiences of human life. It has two complementary aspects: 'Noema' and 'Noesis'.

- Noema refers to the object of consciousness.
- Noesis refers to the consciousness of objects.
- Noema and Noesis co-constitute with one another.

Intersubjectivity: Intersubjectivity is the plurality of subjectivities making a community share a common ground. Schutz (1975) viewed intersubjectivity differently from Husserl. While Husserl believed intersubjectivity to be transcendental, where lived experience being

primordial presents itself in its own necessary and universal structure which is intelligible. Schutz argues that intersubjectivity exists at the mundane level of everyday life. In his critique of Husserl's formulation, Schutz showed that intersubjectivity cannot be resolved in the transcendental sphere. It is of the mundane world and ontologically given. Mundane intersubjectivity is pre-reflective and pre-predicative. According to this approach, the task of 'the phenomenological researcher' is to articulate and make explicit the implicit interconnectedness of consciousness in the life world. The essences that the researchers interpret are, thus, second order constructs. This methodology suggested by Schutz of constitutive phenomenology is aware of the natural attitude of 'taken-for-grantedness' and informs the goal of extractive pure, unmediated data from the accounts of lived experiences.

Interpretation: Central to the phenomenological approach it is the interpretive process, which seeks to uncover the deeper meanings and motivations behind subjective experiences. Interpretations uncover implicit meanings of the researched phenomena as a 'dualistic' second-order construct.

The methodology adheres to a *'post-priori'*, or *'posteriori'* approach, refraining from forming hypotheses before data collection. Instead, it builds its understanding from the data itself, allowing the insights to emerge organically from the participants' descriptions of their lived experiences. This methodology ensures that the findings are grounded in actual experiences rather than being influenced by preconceived notions or theoretical expectations.

3.5 Rationale for Selecting the Research Paradigm

'An interpretative process is conducted with an awareness of the influence of values, employing eidetic reduction to bracket biases and ensure the findings remain true to the lived experiences.'

This section outlines the rationale for choosing phenomenology as the research methodology and highlights its relevance to this study. The alignment of ontology and epistemology within the phenomenological framework offers a robust foundation for investigating the lived experiences of social entrepreneurs. The study is grounded in experientialist ontology, recognizing lived experience as the primary source of knowledge and suggesting that reality is constructed through the subjective experiences of the social entrepreneurs. The subjectivist epistemology of the research supports this approach by focusing on the unique perspectives of the participants, revealing the essences of their experiences, and capturing both the noema—perceptions of roles and challenges—and the noesis—noetic processes guiding decision-making.

In this study, objectivity is rigorously maintained through *epoché* and eidetic/phenomenological reduction. *Epoché* is employed to bracket personal biases and theoretical preconceptions, allowing the researcher to focus solely on the social entrepreneurs' lived experiences. This method, also known as bracketing, involves setting aside personal beliefs and biases to focus solely on the phenomena, as experienced by the participants. By adopting this approach, the study aimed to go beyond superficial descriptions and uncover the fundamental meanings of the participants' experiences. The analysis centered on identifying themes and essential elements within the qualitative data, maintaining a focus on the subjective meanings without being influenced by external social or cultural norms. Phenomenological reduction further ensures objectivity by distilling the essence of these experiences, concentrating on their fundamental aspects while setting aside extraneous details. Continuous reflection and validation against the raw data are also used to confirm that interpretations remain true to participants' original narratives, thereby preserving the integrity and objectivity of the findings.

The selection of phenomenology for this study was driven by its ability to uncover the essence of specific phenomena as they are directly perceived by social entrepreneurs. This approach is particularly effective for capturing the depth and complexity of human experiences by examining dimensions such as lived space, lived body, lived time, and lived human relations. Phenomenological research typically involves in-depth interviews, observations, and participant reflections with a small sample size, often fewer than ten participants, to ensure a comprehensive and nuanced understanding. For this study, a sample of five participants was chosen, and open-ended interview questions were used to allow for rich, detailed descriptions of their experiences.

The research also emphasizes the intentionality of consciousness by exploring how social entrepreneurs direct their awareness and actions towards specific objects and phenomena within their entrepreneurial journey. By focusing on how these individuals perceive, interpret, and make sense of their experiences, the study aligns with phenomenological principles that highlight the purposeful nature of human experience. The interviews reveal how entrepreneurs' intentional acts are directed towards addressing social issues and implementing innovative solutions, providing insights into their noetic and emotional engagement with their entrepreneurial activities.

Thus, this methodology is particularly well-suited for examining social entrepreneurship, as it seeks to uncover the layers of meaning embedded in everyday entrepreneurial practice without reducing these experiences to simplistic casual relationships. Schutz's approach enables the study to access the intersubjective realities that entrepreneurs create and navigate, providing a rich understanding of their roles within Bangladesh's socioeconomic context. For social entrepreneurs, this means recognizing how their experiences and motivations are shaped by their interactions with the communities they serve and other stakeholders. By focusing on intersubjectivity, researchers can explore how these entrepreneurs perceive and interpret their roles, challenges, and successes within the broader social context of Bangladesh. This approach allows for a deeper understanding of the social dynamics and collective meanings that drive their entrepreneurial activities.

In this study, the subjective nature of social entrepreneurship is rigorously addressed through a phenomenological approach. The study embraces the unique perspectives of each social entrepreneur, acknowledging that their individual backgrounds, beliefs, and contexts profoundly influence their experiences. By conducting in-depth, unstructured interviews, the research captures the distinct subjective interpretations of each participant, allowing their personal narratives to reveal how they perceive and engage with the world of social entrepreneurship. This approach aligns with phenomenological principles, recognizing that each entrepreneur's experience is a product of their personal and social contexts, thus ensuring a rich and varied understanding of the phenomenon.

The study utilized Verbal Protocol Analysis (VPA) to gather and interpret data. This method encouraged participants to articulate their spontaneous mental processes during interviews, rather than introspective analysis of their noetic processes. By analyzing these verbalizations through theoretical frameworks, the study sought to extract and understand the essential meanings of the data. In phenomenology, lived experience is regarded as a crucial source of knowledge, rooted in immediate consciousness and providing authentic insights into human realities.

During the interviews, the pre-predicative and primordial aspects of social entrepreneurs' lived experiences are recorded verbatim. By engaging directly with the raw accounts of their interviews, the research seeks to explore the essence of their experiences without the interference of preconceived theories or hypotheses through an interpretative process utilizing *epoché* and eidetic reduction. This approach prioritizes the authenticity of the participants' subjective realities, aiming to uncover the essential structures that underlie their entrepreneurial journeys.

A distinguishing feature of phenomenological research is its rejection of generalization and causality. Instead of imposing preconceptions or causal explanations, the study identifies essential structures of the entrepreneurs' experiences, while acknowledging the tentative nature of these interpretations. This approach allows for a nuanced understanding that avoids deterministic causality, and the deterministic if-then relationship, while emphasizing the richness of individual experiences. In phenomenological terms, the ontological equivalent of

‘generalization’ *is* ‘intersubjectivity.’ Unlike traditional generalizations, which often seek to apply findings broadly, phenomenological generalization is deeply contextual. As Schutz (1975) argues, intersubjectivity occurs in the mundane, in the world of everyday life. If we take the axiom of phenomenology that experience is the primordial intelligible given, we find that even if the context is different, the essential structure remains the same. This ‘similarity’ within the essential structure allows one to develop a model on thematic awareness, which is employed in this research after VPA.

The relationship between researcher and researched in this study is dualist, reflecting the creation of second-order constructs derived from the researcher’s interpretations. This interpretative process is conducted with an awareness of the influence of values, employing *epoché* to bracket biases and eidetic reduction to ensure elucidation of the essences so the interpretation remains true to the lived experiences. The descriptive interpretative methodology facilitates a detailed exploration of the participants' subjective realities, offering nuanced insights into how experiential learning and social capital are shaped within the context of social entrepreneurship in Bangladesh. By capturing lived experiences through noema and noesis, phenomenology enriches the understanding of the complex processes underlying social entrepreneurship and contributes to a deeper appreciation of subjective realities.

Central to the phenomenological approach is the application of the interpretive process, which is employed in this study, seeking to uncover the deeper meanings and motivations behind social entrepreneurs' experiences. Using insights gained from Verbal Protocol Analysis, the research interprets the data to reveal the essential structures of lived experiences that influence the entrepreneurs’ actions and decisions. This interpretive process enriches the understanding of how social entrepreneurs perceive and engage with their social capital and lived experiences, which sheds light on how social capital and learning experiences shape their entrepreneurial activities and contribute to their overall success. Using phenomenology, this study aims to provide a nuanced perspective on the subjective dimensions of social entrepreneurship, highlighting the interplay between personal meaning, the role of social capital, and entrepreneurial practice. This methodology, thus, offers valuable qualitative insights into the crucial subjective dimensions of social entrepreneurship

development. Through this approach, the research contributes to a richer understanding of how social entrepreneurs perceive and engage with their roles, enriching the understanding of their entrepreneurial journeys.

3.6 Ontology, Epistemology, Methodology Coherence

'Methodological robustness is a primary requirement of any research which is contingent upon Ontology-Epistemology-Methodology Coherence.'

The methodological approach of this study is deeply anchored in Phenomenological Research Paradigm, where experientialist ontology posits that lived experience is the fundamental source of knowledge. Within this framework, the reality that social entrepreneurs navigate is understood as experientially constructed – a subjective phenomenon shaped by their personal and professional journeys. This study seeks to capture not only the essential structures of their entrepreneurial process but also the subtle and often ineffable structures that constitute their lived experiences. Because 'Man' in phenomenology, is viewed as possessing consciousness, being intentional and temporal, and being in the lived-world who shapes his world and at the same time being shaped by it (Moyeen, 1998). In this sense, reality is not something that exists independently of experience; rather, in the case of this research, it is constructed through the perceptions, actions, and reflections of the social entrepreneurs themselves.

The goal of this phenomenological inquiry is to uncover the essential structures within these lived experiences. These essential structures are commonalities that exist across the experiences of social entrepreneurs, reflecting shared aspects of their work and lives. The essential structures evolved from the lived experiences are, thus, intersubjective (i.e. they bear a common ground). In this approach, the experience of the entrepreneurs is considered as the basis of knowledge. These experiences are primordial and evident in the mind of the entrepreneurs and are not dependent on any reflection. Their articulation, grounded in their immediate awareness, is considered as a valid source of knowledge (Moyeen, 1998). However, the elucidated essential structures through *epoché* and eidetic reduction also have

a cautious stance towards causality. In alignment with phenomenological principles, the research emphasizes description and interpretation over tentative explanations, treating causality as provisional. Phenomenologists emphasize the rule-governed nature of essential structures and the absence of a definitive causal relationship. Only a tentative relationship is perceived as causality. This suggests that the essential structures interpreted by the researcher are non-deterministic, and not *'a priori'*. This rejection of rigorous causal frameworks facilitates a more dynamic and fluid comprehension of the way social entrepreneurs interpret their actions and surroundings. The value-laden first-order construct is the result of the lived experience of the social entrepreneurs, which is an untampered and deliberate articulation of their experiential reality. It is crucial to recognize that the lived experience is a co-construction of the entrepreneur's consciousness and the external environment, which serves as the foundation of their "lived experience." However, these lived experiences are brought to the forefront of thematic awareness of the researcher from the articulation.

Guided by subjectivist epistemology, this research emphasizes the role of subjective knowledge—knowledge that is both formed and informed by the personal experiences of entrepreneurs. In seeking to understand their worldviews, the study engages in phenomenological methods where the researcher extracts the participants' lived experiences while maintaining *epoché*. Here, the researcher's transformations are not treated as objective truths, but rather as second-order constructs, where the interpretation of subjective realities emerges through the researcher's engagement with the respondents' experiential data. The researcher-researched relationship is thus dualistic. The dualistic relationship between the researcher and the researched comes with the understanding that any knowledge produced is an interpretive reconstruction of the entrepreneurs' experiences. This relationship is carefully mediated with 'Eidetic Reduction', which is a method aimed at bracketing or suspending the researcher's preconceptions to uncover the essences of the social entrepreneurs' experiences. Thus, this ensures that the elucidated second-order constructs are free from researcher's presupposition.

The descriptive interpretive methodology employed in this study allows for a nuanced and layered interpretation of the entrepreneurs' lived realities. The phenomenological concept of

'Noema' is essential to this approach, as it encapsulates the subjective experiences of the external world, including the social environment and the challenges they encountered that social entrepreneurs experienced. Through careful exploration of the Noetic dimension, the study seeks to understand the noetic acts that guide the entrepreneurs' decision-making processes and strategic approaches. Noesis, or the intentional processes through which the entrepreneurs engage with their experiences, is also a focus of inquiry. By examining both Noema and Noesis, the study surfaces what and how the experiences of the entrepreneurs are processed noetically.

3.7 Inquiry Prompt

"Please recall your experiences on learning and social capital in becoming a social entrepreneur and describe them as they occurred to you."

The open-ended question asked to the five respondents is the following: "**Please recall your experiences on learning and social capital in becoming a social entrepreneur and describe them as they occurred to you."**

The central question guiding this research from the researcher's point of view is: "How do learning experiences and social capital influence the development of social entrepreneurship?"

To explore this overarching inquiry, the study seeks to explore the lived experiences of social entrepreneurs, focusing specifically on two key dimensions: learning experiences and social capital. The research question is designed to uncover the learning experiences through which social entrepreneurs acquire and apply knowledge, skills, and behaviors that are integral to their entrepreneurial journey. Furthermore, it aims to explore how social capital—defined as the resources embedded within social networks—facilitates or constrains these learnings.

3.8 Research Method

Verbal Protocol Analysis (VPA) is a versatile qualitative research method whereby participants think aloud while engaging in tasks, decision-making and value judgments. It is a specialized technique, sometimes used in phenomenological research, to observe and record verbalizations that provide insights into the subject's lived experience and noetic processes. It is a useful technique, which is often paired with a process of content analysis through systematic coding of verbalization to grasp the 'essence' of the lived experiences and the underlying decision-making processes by the research subjects.

In this study, VPA was used to explore and extract the essences of social entrepreneurs' lived experiences. This approach reinterprets VPA as a tool for capturing the subjective, reflective verbalizations of individuals as they recount their experiences, perceptions, and meanings associated with their entrepreneurial journeys. Thus, VPA was the chosen method to interpret both the lived experiences and noetic processes involved from the respondents' verbalization. The articulation of the social entrepreneurs is centered around the experiences of theirjourney, and the research is an attempt to investigate the journey through the lens of learning experiences and social capital. This emphasizes the essential qualities that define their understanding of social entrepreneurship. Participants were encouraged to articulate their narratives through rich, detailed reflections, enabling the researcher to distill the core themes and structures of these experiences. This adaptation of VPA serves as a bridge between verbalization-based methodologies and the phenomenological aim of uncovering the essence of lived experiences.

The data gathered from respondents verbal transcriptions comprises naïve descriptions of their experiences, enmeshed in unique and contextual knowledge regarding social entrepreneurship in Bangladesh. These descriptions, articulated in a 'common-sense' language, frequently obscure the fundamental structure of experience. Additionally, they typically encompass implicit and amalgamated references to the experience. Consequently, for theoretical reasons, it is essential for the researcher to transcend the articulated words to grasp the meanings they signify. The researcher transitions from naive descriptions to

essential structures of experiences through a process of transformation and synthesis. The verbal protocol analysis method is designed for this purpose. This method employed protocols as raw data, consisting of the verbatim transcripts of the respondents. They constitute the 'original recording of a subject's introspective notes,' representing the 'thinking aloud' expression of a subject regarding his or her experience. The transition from protocols to a precise, coherent, and useful structural description is a hard and challenging endeavor.

The steps in Verbal Protocol Analysis Method are:

1. **Inquiry Prompt Selection**:
    - Choosing an Inquiry Prompt which is **cognitively demanding** and requires respondents to engage in conscious thought processes, recall, and reflect on their entrepreneurial experiences of their journeys while focusing on the social capital and learning experiences aspects.
2. **Respondent Instructions**:
    - Instruct participants to **think aloud** of their lived experiences while answering the open-ended Inquiry Prompt as it occurred to them.
3. **Data Collection**:
    - Record the verbatim articulation of the respondents using **audio recording** to capture the spoken words during verbalization. Respondents are made to be comfortable to get an authentic and candid record of their experiences.
4. **Transcription**:
    - Transcribe the recordings into verbatim text form, ensuring accuracy in capturing what was said, pauses, and other relevant vocal expressions (e.g., hesitations, sighs).
5. **Coding and Categorization**:
    - Develop and execute a **coding scheme** to denote the essential structures of lived experiences called as ‘essences’ and their ‘shapers' based on the verbalization of social entrepreneurs – The Noema, coded as A1 and A2 respectively. The noetic processes involved in the articulation of experiences – The Noesis, are also identified and coded as B.

6. **Analysis and Interpretation**:
    - In the analysis stage, the verbatim transcription of each respondent is paragraphed based on the theme. Each paragraph is also 'numbered' and 'linked' to ensure trail back and consistency. The 'essences (A1)', shapers (A2)' and the 'noetic processes (B)' involved in the articulation are written along with each paragraph. The 'essences' gathered from all the responses are summarized in a table showing the essences/essential structures of social entrepreneurship development (SED) as A1, and their corresponding shapers (A2) either as learning experiences (LE) or social capital (SC), and the noetic processes (B) as they are elucidated across all 5 experiences.

3.8.1 Understanding of Noema and Noesis

To fully grasp how social capital and learning experiences shape social entrepreneurship, it is essential to understand the concepts of Noema and Noesis in detail. These notions from phenomenology help us delve into the subjective experiences of social entrepreneurs, revealing how they derive meaning from their interactions and reflections. By examining noesis, we can explore the noetic processes that drive entrepreneurial thinking and decision-making. Similarly, understanding noema allows us to appreciate the intrinsic meanings that these entrepreneurs attribute to their experiences. This dual perspective is critical for uncovering the nuanced ways in which personal and social shapers influence entrepreneurial development in Bangladesh.

In our exploration of social entrepreneurship through phenomenology, we begin by considering the everyday conception of reality, which is composed of external beings. This reality includes both tangible entities and other individuals. The world, as we perceive it, exists outside of ourselves, but we also acknowledge our own existence and self-awareness as distinct from the external world. This self-awareness—our thoughts and consciousness—constitutes a separate dimension that complement our physical being, forming a broader understanding of nature.

Drawing on Husserl's and Schutz's phenomenological approach, we question whether consciousness, our inner experience, can be considered a part of the broader natural world in the same way as external things and other people. While consciousness relies on the physical brain, the subjective content of our thoughts cannot be fully captured by neural activity alone. For instance, the meaning we derive from contemplating a Shakespearean sonnet cannot be reduced to mere brain scans. Essentially, every intentional act (like perceiving, imagining, judging) involves both a noesis (the act of consciousness) and a noema (the content or object of that act). As defined in an earlier section, 'Intentionality' is the directional character of consciousness. It is in this framework that we distinguish between two aspects of intentionality: Noesis and Noema.

- **Noesis:** This refers to the mental act or the process of thinking itself. It is the "I-pole" of an intentional act, which means the part of the experience where the thinking or perceiving happens. It is the real, tangible aspect of how we direct our minds towards something. It is usually referred to simply as the 'object of consciousness'. (Shahabi & Rassi, 2015)
- **Noema**: This is what the mental act is directed towards. It is the "object-pole" or the intended object in the mind. Noema is the ideal essence or meaning of the act, not the act itself. It's how the object appears in our minds and defined simply as the 'consciousness of objects'. (Shahabi & Rassi, 2015)

This distinction is crucial in our study of social entrepreneurship. Understanding the interplay between noesis and noema helps appreciate how learning experiences and social capital uniquely shape the development of social entrepreneurship in Bangladesh, emphasizing the subjectivity and individuality of each entrepreneur's journey.

3.8.2 Presentation and Interpretation of Data

The purpose of this section is to display and interpret the data collected so that the essence of the respondents' experiences can be discussed. The experiential descriptions, i.e., the protocols or the descriptive data presented here relate to the experiences that the social entrepreneurs have experienced on their journey. Techniques such as 'stimulated recall' and

'thinking aloud' were used to collect the necessary protocols. In the interviews, the respondents were first given complete assurance of comfort so that they can express their journey in a clear and candid way. They were asked the following inquiry question:

"Please recall your experiences on learning and social capital in becoming a social entrepreneur and describe them as they actually occurred to you."

The respondents were requested to provide their answers to this question as verbal articulations. The responses of the respondents were audio taped. The verbatim transcript of the interviews was used for the interpretations. Respondents' original expressions were tuned up on the left-hand side of the page so that the indexed interpretations could be put on the right-hand side. Suspending the researchers' presuppositions (i.e., maintaining epoché) each protocol was read several times to acquire a feeling of what was expressed. Having read them closely and carefully, several questions were formulated to facilitate interpretation. (Moyeen, 1994)

A1	**What is ascribed as 'essence'? (Noema)**
A2	**What is ascribed as a shaper in realizing an 'essence'? (Noema)**
B	**What process of consciousness is involved in the ascription of such meanings? (Noesis)**

Table 2: Questions Formulated to Facilitate Interpretation, Adopted from Moyeen (1994)

To interpret how social entrepreneurship development (SED) emerges through lived experience, this study adopts a phenomenological lens prioritizing the subjective life worlds of social entrepreneurs in Bangladesh. The analysis centers on three key phenomenological components: The first two questions explored the noematic elements (Noema), denoted as 'A1' and 'A2' and the third question captured the noetic process denoted as 'B'.

A1 - The essences representing the essential meanings or structures of Social Entrepreneurship Development (SED) elucidated from the articulation of the respondents

A2 – The shapers of these essential structures of SED, categorized as Social Capital (SC), Learning Experience (LE), or both (SC+LE).

B – the conscious acts through which these meanings were constituted.

To ensure analytic clarity and phenomenological rigor, only A1s appearing in at least three of five interviews were retained for detail analysis, fulfilling the criterion of essential structures that transcend individual specificity and indicate common meaning across lifeworld. This aligns with Husserl's imperative to distinguish essential from idiosyncratic content, ensuring findings reflect invariant features rather than biographical anomalies. Focusing on these recurrent essences elevates them to eidetic necessities within the context of SED.

Rather than mere description, the interpretation interrogated the generative mechanisms of these essences. A2s are treated not as background variables but as intentional shaping forces—experiential logics through which A1s are constituted in consciousness. Consistent with phenomenology's subjectivist epistemology and experiential ontology, the aim is not causal explanation but disclosure of co-constitutive dynamics where noesis and lifeworld intertwine to generate meaning, motivation, and action.

This was operationalized through Verbal Protocol Analysis (VPA), enabling each articulation to be deconstructed and mapped onto its noetic (B), noematic (A1) and (A2) constructs. Layered interpretation identifies how specific configurations of SC and LE shape key entrepreneurial capacities. This approach honors individual subjectivities while extracting shared meaning, using A2 as the bridge between existential structure and developmental logic. The following sections examine these A2s—Social Capital, Learning Experience, and SC+LE—each offering distinct epistemic and ontological pathways through which SED is experienced, embodied, and enacted.

Crucially, this interpretive framework is grounded in phenomenological fidelity, ensuring findings reflect participants' lived realities without reduction or distortion. By delineating A1 as essential structures and A2 as their dynamic shapers, the study transcends descriptive summary and offers a rich, layered explication of SED as a co-constituted phenomenon. This approach privileges subjective meaning and recognizes entrepreneurial insight as emerging from the ongoing interplay of social embeddedness and learning praxis. The resulting analysis preserves the complexity and nuance of the entrepreneurial lifeworld, situating it within broader ontological and epistemological commitments that reject positivist objectification in favor of interpretive depth and contextually situated insights.

3.8.3 Establishing Trustworthiness

In this study, Verbal Protocol Analysis (VPA) was employed as a key research methodological tool to gain insights into experiential realities, including decision-making, and problem-solving strategies and the thought processes involved in these articulations of the social entrepreneurs. Groenewald (2004) underscores researcher reflexivity, *epoché* (bracketing), and the importance of remaining true to participants' meanings that are central to phenomenology, which reinforces the authenticity and rigor of phenomenological inquiry.

Trustworthiness is an essential aspect of any phenomenological research method, and it is particularly relevant when it comes to VPA. While it can be challenging to establish the absolute trustworthiness of VPA, several strategies can enhance its credibility and reliability. Here are some considerations to establish the trustworthiness of Verbal Protocol Analysis:

1. Transcription accuracy: The accuracy of the verbal protocol transcriptions is ensured by utilizing verbatim transcriber software to transcribe the recorded interviews. To maintain data integrity, the transcripts against the original recordings are meticulously reviewed for correcting any discrepancies. This rigorous process was conducted without involving external transcribers, ensuring that the final transcriptions were the same with the respondents' verbalizations. To facilitate trustworthiness, the audio recordings are preserved for independent third-party verification of the transcribed data.

2. Standardized coding scheme: A standardized coding scheme is established, drawing upon the framework used in Moyeen's (1994) research, to ensure a theoretically grounded and consistent approach to the analysis. The coding process was informed by extensive secondary research, which provided the necessary contextual insights. This coding scheme was meticulously applied to the verbal protocols to maintain uniformity in categorizing and interpreting the data, ensuring that the analysis was both robust and methodologically sound.

3. Transparency and documentation: Transparency of the primary data (interviews) is ensured through attaching the original audio recording of the interviews. The entire VPA process is documented in detail, including the segmentation of the interviews. Indexing and coding schemes of essential structures are also clearly documented for every segment of each interview. In the interpretation section, all the referred segments of the interviews are hyperlinked ensuring ease of trail back and transparency for the readers. Transparent reporting enables other researchers to evaluate this study's trustworthiness and potentiality of replication or build future research upon the findings.

Trustworthiness is a multifaceted concept and establishing it requires a combination of these strategies. While no research method is completely immune to limitations, adhering to rigorous practices and providing transparency in the VPA process can significantly enhance the trustworthiness of the findings. Alongside this, the philosophical underpinnings for this phenomenological study need to be discussed to validate trustworthiness.

In this research, *epoché* was carefully maintained as part of the phenomenological approach to ensure that preconceptions and biases were set aside during conducting of the interviews, as well as during interpretation. By consciously bracketing assumptions, it was possible to approach the participants' experiences with an open mind, allowing to grasp the essences of the experiences more authentically. Another step in this process is to include imaginative free variation, which suggests that during interpretation beside bracketing the researcher's bias, the researcher should use their imagination freely in interpreting the articulations of the respondents. So, the resulting essences will be absolutely the essential structure of the experiences which are not further reducible. The suspension of judgment was integral to capturing the true essence of their experiences and contributed to the overall trustworthiness of the findings.

Eidetic reduction, a key phenomenological technique, is employed to distill the essence of the participants' experiences. It is characterized by the processes of context stripping and elucidation. The process of context stripping involves stripping away extraneous details to focus on the core features and essential structures of the phenomenon under investigation.

Elucidation refers to the process of clarifying and articulating the structures of experience and consciousness. By concentrating on these fundamental aspects, and multiple careful revisions of the transcriptions (in terms of *epoché* and eidetic reduction), the study attempts to reveal the essential structures of the entrepreneurs' learning experiences and the impact of social capital, thus providing a deep and authentic understanding of their experiences. A rigorous and unbiased interpretation of the experiences that appear without obscuring preconceptions or hypothetical speculations conforms to an essential understanding of human consciousness.

Trustworthiness of a phenomenological study may be viewed from three levels.

- Authenticity: Authenticity in the context of phenomenology refers to the extent to which research findings genuinely represent the participants' lived experiences. This involves capturing the essences of these experiences in a way that reflects their true nature, without distortion or imposition of external theories. In this study, authenticity is ensured through a rigorous methodological approach that focuses on the pre-predicative and primordial aspects of the data, allowing the participants' voices to emerge directly from their own descriptions and interpretations of their experiences. This commitment to authenticity ensures that the findings accurately portray the subjective realities of the social entrepreneurs studied. To establish the 'Authenticity', verbatim transcript of the responses of the respondents are attached, which is free from the influence by the researcher. The study prompt is open-ended, so the responses are not directed.

- Isomorphic Validity: In a phenomenological study, knowledge is only rooted in subjective experience. Hence, positivistic objectivity in this approach is irrelevant. So, in phenomenological research, 'Internal Validity' can be replaced with 'Isomorphic Validity', which is the extent to which the theoretical concepts developed in a study authentically represent and emerge from the real-world phenomena they aim to describe. In this research, the essential structures extracted from the interviews form the foundation for the emergence of novel theories grounded in experiential data. The most crucial test of isomorphic validity is to maintain and present the subject's own naïve experience of the

phenomenon. For this research, this was done through recording interviews verbatim—without any modifications or alterations. Additionally, existing literature and established theoretical concepts on social entrepreneurship and experiential learning serve as secondary references, enriching the analysis but not constraining the theory's development. The analysis and the elucidation of the essences are articulated by the researcher through *epoché* (bracketing the researcher bias), and eidetic reduction (using imaginative free variation to achieve evident grasp of the essences) in a way that enables the reader to trace the researcher's thought processes. This will ensure isomorphic validity as these processes enable the reader to trace the meaning backwards from the final interpretation to the respondent's own original naïve descriptions of their experiences as social entrepreneurs.

- Intersubjective Validity: According to Schutz, in phenomenological research, the intersubjectivity of mundane world is ontologically given. So, it implies that first order constructs i.e., naïve description of the experiences of the respondents, are intersubjective. In phenomenological study, the pre-predicative and pre-reflective first order constructs are transformed into second order constructs. So, the intersubjective nature of first order constructs will be retained by the second order constructs if the transformation or interpretation is properly done by the researcher, maintaining *epoché*. Thus, employing the successful application of *epoché* can only be confirmed if the eidetic reduction was successfully done by the researcher and the essential structures that elucidate are further irreducible. Using bracketing as a tool to limit the researcher's personal beliefs and judgments during the process of recording and interpreting data, eidetic reduction was ensured. Readers, through the traceability from the essential structure to the verbatim transcriptions, can easily assess the intersubjective validity of the research. The extent to which different researchers or observers agree on the interpretation of data determines intersubjective validity, as it ensures consistency and shared understanding across different perspectives. In solidifying intersubjective validity, the study emphasizes the importance of capturing shared meanings and understandings among readers. Providing rich and detailed descriptions of the respondents' experiences also allows readers to understand the nuances, insights, and findings of this research. The study's approach to intersubjective validity ensures that the findings reflect a collective

understanding of the phenomenon and can be clearly understood by other researchers and casual readers.

Table 3 shows some questions that may be asked by the readers to assess the trustworthiness of the study.

Sample Questions	Criteria Involved
1. Do the respondents' description truly reflect his/her actual experiences? Are they influenced by the researcher in any way?	Address Authenticity and Isomorphic Validity
2. Is the transcription accurate – a verbatim representation of respondent's descriptions? Does it carry the meaning conveyed by the respondent?	Address Authenticity and Isomorphic Validity
3. Is it possible to evolve conclusions other than those presented by the researcher?	Address Intersubjective Validity
4. Are the conclusions specific to the context?	Address Isomorphic Validity
5. Does the conclusion hold as general structural description of experience that is applicable to the situation?	Address Authenticity, Isomorphic Validity and Intersubjectivity
6. Is it possible to follow the researcher's thought process and go from essential structures to the naïve descriptions of the respondents?	Address Authenticity, Isomorphic Validity and Intersubjectivity

Table 3: Sample Questions that may be Asked to Assess Trustworthiness

Sample questions for the establishing trustworthiness of the study are designed with inspiration from the research of Prof. Muhammad Abdul Moyeen (1994). Ultimately, the trustworthiness of this study will be assessed in terms of whether the text inspires the reader's confidence or not. Essentially, the readers will evaluate trustworthiness based on their own subjective measures.

3.9 Rationale for Selecting Respondents

The selection of respondents for this research is guided by the need to capture lived experiences within the field of social entrepreneurship in Bangladesh. Each respondent has made significant contributions to different sectors, offering a diverse lived experience of how social entrepreneurship can address complex societal challenges.

The table below, Table 4 shows the Respondent's Selection Criteria and how the selected respondents are meeting those criteria.

Selection Criteria	Rakshand (R1, Founder)	Khan (R2, Founder)	Saha (R3, ED)	Kabir (R4, CEO)	Sinha (R5, Co-founder)
Leadership in Social Entrepreneurship	Founder of JAAGO Foundation	Founder of Friendship NGO	Executive Director, CHRF	CEO, SAJIDA Foundation	Co-founder of Waste Concern
Sectoral Diversity	Education, Youth Empowerment	Healthcare, Education, Disaster Management	Public Health, Child Disease Prevention	Poverty Alleviation, Equity	Waste Management, Sustainability
Demonstrated Social Impact	Online schooling for underprivileged children	Integrated rural development for marginalized communities	Reduction in child mortality rates	Data-driven community interventions	Urban composting and solid waste solutions

Selection Criteria	Rakshand (R1, Founder)	Khan (R2, Founder)	Saha (R3, ED)	Kabir (R4, CEO)	Sinha (R5, Co-founder)
Recognition & Credibility (Awards/Honors)	International accolades for youth education models	Global recognition for rural development innovation	Renowned in global pediatric research	Recognized for inclusive, scalable social programs	Global replication of environmental models
Innovation in Practice	Pioneered digital classrooms in slum areas	Developed a floating hospital model	Created real-time surveillance systems for disease	Embedded data in impact assessment and delivery	Developed decentralized waste composting tech
Community Engagement Focus	Grassroots volunteerism (Volunteer for Bangladesh)	Embedded community empowerment in design	Works closely with hospitals, parents, policymakers	Deep stakeholder inclusion in projects	Trains and employs community waste workers
Global Relevance / Scalability	Youth programs adopted internationally	Model studied and replicated globally	Contributions to WHO and global research coalitions	Benchmark initiatives for social impact in the Global South	Replication in multiple developing countries
Representation Across Key Development Sectors	Education	Multi-sectoral development	Health	Poverty & Social Equity	Environment

Table 4: Respondent Selection Criteria

This table demonstrates that **each respondent meets multiple selection criteria**, ensuring a **holistic and representative sample**.

The selected respondents are recognized leaders in their respective fields; each having received national and international accolades that underscore the credibility and significance of their work. Their insights will be invaluable in understanding the dynamics of social entrepreneurship, particularly how innovative leadership and community engagement can lead to sustainable value creation.

The respondents' deep commitment to social impact ensures that the research will be grounded in real-world experiences. Their work, which directly benefits marginalized communities, offers practical insights into the challenges and opportunities of implementing social entrepreneurship initiatives. The global relevance of their work is evident in several ways: Sinha's (R5, Co-founder) waste management models have been replicated in multiple countries; Saha's (R3, ED) contributions to global health advocacy are renowned; Khan's (R2, Founder) integrated community development model is studied and replicated internationally; Rakshand's (R1, Founder) educational innovations are influencing youth programs globally; and Kabir's (R4, CEO) initiatives with Sajida Foundation are setting benchmarks for social impact worldwide. By interviewing these five social entrepreneurs, the study aims to provide a comprehensive understanding of how social entrepreneurship can drive meaningful social change both in Bangladesh and on a global scale.

As this research adopts a phenomenological approach, the emphasis is not on achieving a large sample size but rather on capturing the depth and richness of lived experiences. In phenomenological studies, smaller samples are often considered sufficient because the goal is to explore participants' perspectives in detail rather than to generalize findings. In phenomenological research, the quality of insight derived from participants' lived experiences is prioritized over the number of respondents. Bartholomew, Joy, Kang, and Brown (2021) emphasize that phenomenological studies at the doctoral level commonly involve sample sizes ranging from 5 to 25 participants, as the goal is to generate deep, nuanced understanding rather than statistical generalizability. Similarly, Antoniadou (2025) reinforces this approach, arguing that small sample sizes are well-suited to capturing the detailed and subjective realities central to phenomenological inquiry. In phenomenology, experience as lived, the first order construct, is the absolute source of data which is value laden and mundane where intersubjectivity is ontologically given and is not contingent on numbers

(sample size). A phenomenologist's task is just to elucidate the essences from the first order constructs (descriptions of lived experiences), so the elucidated second-order constructs grounded in intersubjective first-order constructs are also intersubjective (Moyeen, 1994). Though the second order constructs are interpreted through systematic phenomenological procedures (i.e. *epoché* and eidetic reduction) that seek to restrain researcher presuppositions. Intersubjectivity is the phenomenological equivalent of the positivist's formulation of generalization where large number of data is required to make it value free. As generalization, according to positivist standpoint constitutes knowledge, so does intersubjectivity according to the phenomenological standpoint. A phenomenological study does not require large sample size to qualify/validate theorization or knowledge creation. Thus, the selection of five respondents is methodologically appropriate, as it allows for a nuanced exploration of diverse experiences while maintaining the depth required for phenomenological inquiry.

In selecting these respondents, a rigorous and comprehensive research process was utilized to ensure broad representation across various development sectors within Bangladesh. The selection process involved a detailed examination of each respondent's contributions, impact, and accolades, ensuring that the research captures a wide array of experiences and insights. This strategic approach was designed to incorporate diverse and unique perspectives, thereby enhancing the study's exploration of social entrepreneurship by covering multiple sectors and addressing various facets of social impact.

3.10 Limitations

This study, while offering valuable insights into the development of social entrepreneurship through a phenomenological lens, is not without its limitations, which warrant careful consideration. One of the primary constraints arises from the literature review, where the study relies on foundational definitions established by seminal figures such as Dees, Boschee, and Bornstein. Although these definitions have stood the test of time and are supported by a significant body of citations, their origins in older literature may be seen as a limitation in an academic environment that often prioritizes the most current research. However, the

decision to use these well-established and foundational concepts was made with the understanding that they continue to offer a robust theoretical framework, particularly relevant in the context of social entrepreneurship. The credibility of these foundational thinkers, supported by their substantial citation counts, justifies the reliance on these definitions, yet it is acknowledged that this choice may exclude newer perspectives that could offer additional insights.

Evidence grasp refers to the challenge of capturing and representing the lived experiences of participants in a manner that is both authentic and rigorous. This limitation arises from the difficulty of bracketing the researcher's own perspectives and biases. Achieving complete suspension of biases is challenging and subjective, as different researchers may interpret and apply the *epoché* differently. Additionally, the process is complex and time-consuming, requiring constant reflection. However, in phenomenological research, subjectivity is considered a strength rather than a limitation. The focus is on understanding personal experiences and perspectives, making objectivity less relevant. This approach values the richness of individual experiences, providing deeper insights into the phenomenon being studied. The phenomenon being studied can thus be partially mediated by the researcher's understanding and articulation, potentially affecting the precision with which participants' lived experiences are conveyed. This limitation highlights the need for ongoing reflexivity and validation to mitigate the impact of these interpretative challenges. While the essential structures identified in this study were argued to be irreducible, it is important to acknowledge that some contingent particularities may still arise. Despite our efforts to ensure irreducibility, certain specificities inherent to the context or methodology may influence the outcomes.

A notable limitation in phenomenological research is the "verbalization gap," which refers to the inherent difficulty in fully capturing and communicating the entirety of lived experiences through language. Not all aspects of personal experience can be articulated, as some dimensions of experience are pre-reflective or tacit and thus elude verbal expression. This gap between what participants experience and what they are able to convey can result in an incomplete representation of their lived realities. Furthermore, the process of translating these experiences into words inevitably introduces biases, as language is influenced by the

researcher's interpretations and the limitations of expressive capability. Consequently, while phenomenological research strives for authenticity, the full givenness of participants' experiences remains partially obscured, highlighting a fundamental challenge in achieving complete unbiasedness and comprehensive understanding.

Trustworthiness in qualitative research is another area of concern. Although various strategies were implemented to ensure the trustworthiness of the data, such as audio recording, accurate transcription, traceability while interpreting, these processes are not without their flaws. The inherently interpretative nature of qualitative analysis means that some variability in interpretation is inevitable, which could potentially affect the consistency and reliability of the study's findings.

Time and resource constraints further limited the study. Conducted within a finite timeframe, the research may not have delved as deeply into the phenomena under investigation as a more extended study might have. Limited resources also meant that certain avenues of inquiry could not be pursued as thoroughly as desired, potentially leaving some aspects of the research underexplored. These constraints are common in academic research, yet they underscore the importance of acknowledging the limitations they impose on the scope and depth of the study.

While this study acknowledges its limitations, it is important to emphasize that significant measures were taken to maintain the authenticity and validity of the research. The reliance on well-established definitions in the literature review, despite their age, was a deliberate choice grounded in the enduring relevance and scholarly consensus surrounding these foundational concepts. Regarding the methodology, although the small sample size and the inherent subjectivity of phenomenology present challenges, steps were taken to mitigate these limitations. Techniques such as bracketing, also known as *epoché*, were employed to minimize researcher's bias, ensuring that the interpretations remained as true to the participants lived experiences as possible. Furthermore, efforts to validate the trustworthiness of the data, each pair of A1 and A2 are interpreted rigorously in the following interpretation chapter to uphold the integrity of the findings. While acknowledging the

constraints, the study remains a robust exploration of social entrepreneurship, with its limitations carefully managed to retain the depth and authenticity of the insights gained.

3.11 Summary of Methodology

Understanding social entrepreneurship as an experiential phenomenon necessitates a methodology capable of accessing meaning as it is lived and articulated. Accordingly, the study employs a qualitative phenomenological approach, drawing on Verbal Protocol Analysis (VPA) through unstructured, think-aloud interviews with five Bangladeshi social entrepreneurs. Methodological rigor is ensured through the application of *epoché* to bracket presuppositions and *eidetic reduction* to identify invariant experiential structures. The central inquiry invites participants to reflect on how learning and social capital informed their emergence as social entrepreneurs, enabling the extraction of experiential essences.

4 Interpretation of Experiential Data

4.1 Introduction to Experiential Data

In the context of phenomenological research, the elucidation or interpretation of the essential structures or "Essences" from the lived experiences refers to the final phase of Verbal Protocol Analysis (VPA). Verbal Protocol Analysis is a methodological tool used to study phenomena by collecting and analyzing verbalizations of experiences as lived by individuals while they perform a task or solve a problem. In this study, VPA was used to explore and extract the essences of social entrepreneurs' lived experiences. In VPA, the elucidation of 'Essences' stage typically involves grasping of essential structures that appeared in the awareness of the researcher from the participant's experiences regarding the task they perform or problem they were engaged in. This phase aims to uncover the underlying essences or shapers embedded in the experiences that influenced the participant's decision-making process. Thus, VPA was the chosen method to interpret both the lived experiences, and the noetic processes involved from the respondents' verbalization. The articulation of the social entrepreneurs is centered around the experiences of their journey, and the research is an attempt to observe the journey through the lens of learning experiences and social capital.

The details of the coding scheme used during the Verbal Protocol Analysis are:

A1 – Essential Structures of Social Entrepreneurship Development (SED) called as **'Essences'** – Noema

A2 – Shapers identified as Social Capital (SC) / Learning Experiences (LE) / SC+LE that shaping the '**Essences'** of Social Entrepreneurship Development (A1) – Noema

B – Noetic processes involved by the respondents while recalling – Noesis

R1, R2, R3, R4, R5 – The Verbatim Transcription of Interviews of the 5 Entrepreneurs Studied (R1 = Respondent 1)

R1A, R3B etc. – The Section of the Verbatim Transcription of the Interviews

Table 5 below is an example of the coding scheme of Respondent 1: Rakshand (R1, Founder):

Interview Section	Respondent's Original Expression	Indexed Interpretations	
		Noema: A1: Essences of SED	Noema: A2: Shapers of SED
R1A	So, uh, when I started Jaago, the main, uh, motive was due to the age that we need to do something, uh, for the country. And that age, everyone had that, uh, urge. From there, I think, uh, seven of my friends, me and seven of my friends, we decided we want to do something. It was a friend circle. We decided we need to learn a bit more about Bangladesh. And when, when we decided what we will do, we thought maybe teaching English can be a big asset for the people. Why did we think so? Because we have seen that, uh, when laborers go abroad, Indian laborers and the Sri Lankan laborers are always ahead due to their communication skill. So we thought maybe that is important. If we can give that to children when they go abroad, by the time they grow, it'll help them. So, we went to a lot of slums and one of our biggest struggle was our age.	**A1 Initiative** **A1 Capacity Development** **B Recalling**	**A2 Ethical Realization – SC+LE** **A2 Affluent Background – SC** **A2 Social Responsibility – LE**

Table 5: Example of the Coding Scheme

The following section contains a list of essential structures of Social Entrepreneurship Development and their shapers identified from each interview during interpretation. The shapers are categorized as Learning Experience (LE), Social Capital (SC) or both (SC+LE) as how they are being elucidated in the consciousness of the researcher. The verbatim transcripts of the interviews are attached in the *Annexure* for traceability.

4.2 The Noetic Processes

In exploring how social entrepreneurs in Bangladesh develop through learning experiences and social capital, a phenomenological lens invites us to engage deeply with both the **noetic** and **noematic** dimensions of their lived experience. Following Husserl's framework, **noesis** refers to the subject's intentional acts of consciousness—the mental processes of perceiving, reflecting, judging, and meaning-making—while **noema** denotes the ideal content or object of these acts, understood as the phenomena "as experienced," such as "learning experience" or "social capital" as they appear to the entrepreneur.

In this study, employing Verbal Protocol Analysis (VPA), the unstructured, think-aloud interviews capture not only the **act-related mental dynamics** (noetic processes) through which entrepreneurs make sense of their ecosystems, but also the essential structures—the meanings, relationships, and experiences—that constitute their **noemata**. Examining these intertwined strands enables us to reveal the essences of how learning experiences and social capital are constituted in consciousness, and how they coalesce to facilitate social entrepreneurship development in Bangladesh's complex socio-economic terrain. The noetic processes identified that illuminate how these entrepreneurs derive meaning and create value through their experiences and unique subjectivities are explained below.

1. **Recalling**: In the phenomenological study of social entrepreneurship, recalling refers to the process by which entrepreneurs reflect on their past experiences to understand their current practices and decisions. For instance, Rakshand's (R1, Founder) recollections about founding Jaago illustrate how his past experiences and the collective urge of his friends to contribute to the country shaped their early initiatives. Rakshand (R1, Founder) and his team's reflections on their initial motivations and struggles reveal how their personal history and societal observations—such as the perceived advantages of English language skills for laborers abroad—guided their decision to focus on teaching English in slums. This process of recalling not only helps entrepreneurs re-engage with their foundational motivations but also highlights how their subjective experiences and personal contexts influence their ongoing decisions and strategies (R1A).

2. **Recalling and Critical Thinking**: This noetic process combines the act of revisiting past experiences with a critical analysis of those experiences to gain deeper insights. Rakshand's (R1, Founder) narrative of encountering barriers due to their youth and educational background demonstrates this interplay. Initially, their English communication created misunderstandings about their intentions, complicating their efforts to establish trust within the community. The subsequent critical reflection on these challenges led to the utilization of personal networks, which played a crucial role in overcoming initial skepticism and gaining access to the community. This dual process of *recalling and critical thinking* reflects how entrepreneurs not only revisit past events but also analyze and adapt their approaches based on those reflections, thereby evolving their strategies and problem-solving methods in response to contextual realities (R1B).

3. **Critical Thinking**: Critical thinking involves a deep, reflective reasoning process where entrepreneurs evaluate and challenge existing assumptions and strategies. Khan's (R2, Founder) approach to critical thinking, as illustrated in her reflections, shows how she engages in continuous evaluation of her organizational responsibilities and the personal attributes necessary to manage a growing social enterprise. Her acknowledgment of the need for empathy, courage, and tough decision-making underscores a sophisticated noetic engagement where she critically assesses the implications of her decisions for both the organization and its beneficiaries. This process highlights the personal and subjective nature of critical thinking, as Khan's reflections reveal how her own experiences and values shape her approach to leadership and organizational management (R2N).

4. **Believing:** In the context of social entrepreneurship, believing reflects an entrepreneur's commitment to their core values and vision, despite external pressures and constraints. Rakshand's (R1, Founder) approach with Jaago demonstrates this belief in the value of independent fundraising over relying on donors. By avoiding donor-driven funding models, which he perceived as controlling and focused on bureaucracy, Rakshand (R1, Founder) and his team stayed true to their vision of maintaining autonomy and focusing on effective solutions rather than

paperwork. This belief in their own fundraising model allowed them to remain focused on their mission and implement their strategies without external interference (R1E).

5. **Valuing**: Valuing involves recognizing and prioritizing certain principles or actions that align with one's mission and goals. Rakshand's (R1, Founder) initiative to create awareness about children's rights reflects this concept. Despite the initial lack of awareness about children's rights, Rakshand (R1, Founder) and his team took a proactive approach by mobilizing a large group of young people to raise awareness in a novel way. Their actions not only highlighted the importance of children's rights but also had a significant impact on national celebrations and governmental recognition. This demonstrates how valuing certain social issues and mobilizing resources towards them can lead to widespread change and recognition (R1F).

6. **Reflecting**: In social entrepreneurship, reflecting involves evaluating and reassessing one's methods and impacts over time. Sajida Foundation's experience highlights how reflection can lead to a nuanced understanding of entrepreneurship and social impact. Initially focusing on CSR initiatives, the foundation evolved to emphasize microfinance and women's entrepreneurship, aligning their operations with long-term social goals. This reflective process allowed them to adapt and deepen their impact by creating women entrepreneurs and supporting various aspects of their lives, showcasing how ongoing reflection can refine and enhance social entrepreneurship models (R4F).

7. **Visioning**: Visioning refers to the process of envisioning future goals and creating pathways to achieve them. Rakshand's (R1, Founder) creation of Volunteer for Bangladesh exemplifies this concept. By establishing a platform for young people from diverse backgrounds to develop their skills and pursue their passions, Rakshand (R1, Founder) demonstrated a forward-thinking approach. His vision included not only training individuals in specific skills but also empowering them to lead and innovate within their own communities. This strategic visioning helped in creating a sustainable model for youth involvement and leadership in social causes (R1J).

8. **Reasoning & Decision Making**: This process involves evaluating information and making informed choices that guide actions. Khan's (R2, Founder) reasoning about the limitations of moving services in char areas reflects her approach to decision-making.

Her awareness of the challenges in providing reliable services led her to critically assess and adapt her strategies, such as recognizing the need for consistent health and education services. By making decisions based on a deep understanding of community needs and limitations, she ensured that her interventions were both practical and sustainable (R2D).

9. **Problem Solving**: Problem solving entails identifying, analyzing, and addressing issues to improve conditions or outcomes. Khan's (R2, Founder) approach to solving health care issues in remote areas illustrates this concept. Her realization that one-time interventions were insufficient led to the development of a comprehensive system, including satellite clinics and community health workers (medic-aides). This problem-solving approach focused on long-term solutions and continuous improvement to ensure reliable and dependable healthcare services for underserved populations (R2E).

10. **Learning Experience**: Learning experience involves gaining insights and adapting practices based on new knowledge and feedback. Khan's (R2, Founder) evolution of Friendship's health services, from hospital ships to satellite clinics and community medic-aides, highlights how learning from real-life situations informs improvements. Her response to the challenges faced in remote areas, such as inadequate supplies and lack of continuity in care, led to the development of a multi-tiered healthcare system. This learning experience demonstrates how iterative adaptation and responsiveness to emerging needs enhance the effectiveness and reach of social entrepreneurship initiatives (R2G).

11. **Empathy**: Empathy refers to the ability to deeply understand and connect with the experiences and challenges of the communities served. Khan's (R2, Founder) experience with the dacoits (bandits) on the char (riverine islands) illustrates this empathetic engagement. Initially, the dacoits were mistrusted and viewed with suspicion, but through direct interaction and understanding their lived realities, Khan (R2, Founder) built a trusting relationship. Her empathy allowed her to bridge gaps between different groups and foster cooperation. This process of empathizing with the marginalized not only helps to build trust but also enables social entrepreneurs to

effectively address the needs and concerns of the communities they aim to serve (R2L).

12. **Abstract Thinking**: Abstract thinking involves the ability to conceptualize and understand complex ideas and systems beyond immediate, concrete experiences. Saha's (R3, ED) account of transitioning from a rudimentary setup in a hospital corridor to establishing multiple laboratories exemplifies this noetic ability. His comparison to the East India Company metaphorically illustrates his strategic vision and expansive thinking. By extending his research capabilities and institutional resources, he demonstrated how abstract thinking enables entrepreneurs to envision long-term growth and scale their impact beyond initial constraints (R3H).

13. **Creative Thinking**: Creative thinking is characterized by the ability to generate innovative ideas and approaches to problem-solving. Saha's (R3, ED) narrative about his academic and professional journey highlights his creative approach to overcoming challenges. Despite not being a stellar student initially, he focused on clinical microbiology and pursued unconventional research paths, which ultimately led to significant achievements. His willingness to take risks, like returning to Bangladesh against his father's advice, reflects how creative thinking can drive bold decisions and lead to transformative outcomes (R3G).

14. **Vision Processing**: Vision processing refers to the ability to conceive and articulate a compelling vision for change based on deep personal motivation and insight. Khan's (R2, Founder) perspective on social entrepreneurship underscores this aspect, emphasizing that true social impact springs from a profound sense of purpose rather than mere strategic planning. Her approach reflects the belief that a deep-rooted personal vision, driven by passion and empathy, is essential for effectively addressing social issues and fostering meaningful change (R2A).

15. **Realization**: Realization in social entrepreneurship involves coming to terms with the broader implications of one's work and its impact on various stakeholders. Saha's (R3, ED) reflections on the challenges faced by families affected by disability and poverty illustrate this process. His understanding of the interconnectedness between the well-being of children and the socioeconomic conditions of their families highlights a

nuanced realization of how social issues are deeply intertwined. This awareness drives more holistic and empathetic approaches to social entrepreneurship (R3T).

16. **Reflection**: Reflecting involves assessing and learning from past experiences to inform future strategies and decisions. Waste Concern's approach to demonstrating the impact and sustainability of their projects highlights this process. By emphasizing quantifiable metrics like IRR (Internal Rate of Return) and focusing on sustainability and private-public partnerships, they exemplify how reflection on past experiences and outcomes can guide future actions. This reflective practice enables organizations to adapt their strategies, seek funding, and effectively communicate their value to stakeholders (R5U).

In examining the noesis reflected by social entrepreneurs, it is evident that each noetic process is deeply rooted in individual subjectivities and unique experiences. The diverse range of noetic processes—from recalling and critical thinking to empathy and visioning—demonstrates how personal reflections and noetic engagements shape entrepreneurial actions and decisions. This emphasis on the noetic process underscores the lack of generalization and highlights the distinctive nature of each entrepreneur's journey. Both social capital and learning experiences are critical in this developmental trajectory, influencing how entrepreneurs leverage their networks and insights to create social value. The study validates the trustworthiness of its findings by focusing on these unique noetic processes, showcasing how individual insights and relational assets contribute to the advancement of social entrepreneurship. The diversity in noetic experiences reaffirms that while there may be common themes, each entrepreneur's path is uniquely shaped by their personal and contextual factors, reinforcing the essential role of both social capital and learning experiences in fostering impactful social change.

4.3 Findings from Verbal Protocol Analysis

The subsequent table encapsulates the results of the phenomenological analysis of the verbatim transcriptions of the interviews. This is a comprehensive presentation of the essential structures of social entrepreneurship development (SED) and their corresponding shapers–learning experiences (LE) and social capital (SC), as analyzed by the researcher,

highlighting the frequency and referring to the respective interview sections in which these aspects were expressed. The matrix provides a framework for understanding how various essences of SED are shaped and formed by social capital (SC) and learning experiences (LE), or by their interaction (SC+LE).

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Accomplishment												
		Recognition	1	1	1			R1F	R2C	R3H		
		Global Recognition		1	4				R2Y	R3L R3Q R3U R3Z		
	Determination				1					R3H		
	Resilience				1					R3J		
					TOTAL		**10**					
Adaptability												
		Resource	1					R1D				
	Learning		1				1	R1D				R5S
	Commitment	Commitment	1					R1D				
	Strategy		1		1			R1N		R3J		
	Open-mindedness			1					R2G			
	Determination				1		1			R3J		R5S
	Resilience				1					R3N		
	Vision					1					R4H	
	Well-Timed Decision						1					R5V
					TOTAL		**12**					
Achievement												
	Perseverance	Perseverance			1					R3K		
	Determination				1					R3N		
		Recognition			1		1			R3O		R5R
		Quality Services					1					R5P
	Strategy						1					R5R
	Vision						1					R5R
					TOTAL		**7**					
Agility												
	In-depth Thinking			1					R2V			
	Vision					1					R4H	
					TOTAL		**2**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Awareness												
(-)	Extreme Poverty			1					R2F			
(-)	Inaccessibility			1					R2F			
		Resource Mobilization		1					R2F			
					TOTAL		**3**					
Capacity Development												
	Social Responsibility		1					R1A				
	Engagement		1					R1J				
	Vision	Vision		1		1			R2G		R4D	
					TOTAL		**4**					
Challenge												
	Dream			1	1				R2A	R3H		
	Social Need			1					R2C			
	Determination						1					R5J
	Perception				1					R3L		
		Passion					1					R5E
		Local Recognition					1					R5S
					TOTAL		**7**					
Change-Maker												
	Social Impact	Social Impact		1					R2Y			
	Awareness	Awareness			1					R3Q		
					TOTAL		**2**					
Community Acceptance												
	Madness		1					R1H				
		Affluent Background	1					R1H				
	Determination		1					R1H				
		Trust	1					R1H				
					TOTAL		**4**					
Community Aspiration												
		Trust	1					R1C				
					TOTAL		**1**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Community Resistance												
		Social Network	1					R1B				
	Norms and Beliefs		1					R1Q				
					TOTAL		**2**					
Confidence												
	Learning	Learning		1					R2U			
	Motivation	Motivation		1	1				R2X	R3F		
	Research						1					R5F
		Affluent Background			2					R3F R3V		
					TOTAL		**6**					
Continuity of Services												
	Social Responsibility			1					R2G			
	Expertise				1					R3Z		
					TOTAL		**2**					
Decision Making												
	Learning			1					R2W			
	Open-mindedness			1					R2X			
	Selflessness				1	1				R3W	R4C	
					TOTAL		**4**					
Detail-Oriented												
		Learning			1					R3C		
					TOTAL		**1**					
Devotion												
	Ethical Realization			1					R2B			
					TOTAL		**1**					
Dignity												
		Resource		1					R2K			
	Empathy	Empathy		1	1				R2M	R3T		
					TOTAL		**3**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Donor Management												
	Organization Capacity	Organization Capacity	1					R1O				
		Trust				1					R4D	
					TOTAL		**2**					
Efficiency												
		Quality Services	1					R1N				
					TOTAL		**1**					
Empowerment												
	Engagement	Engagement	1					R1J				
	Social Need	Social Need		1					R2K			
	Rationality			1					R2AA			
	Capacity Development					1					R4E	
	Meeting Basic Need	Meeting Basic Need		1					R2R			
					TOTAL		**5**					
Experimentation												
	Determination				1					R3G		
					TOTAL		**1**					
Focus												
	Vision				2					R3N R3AB		
	Analytic Ability				1					R3U		
		Global Engagement			1					R3U		
		Community Engagement			1					R3U		
					TOTAL		**5**					
Foresight												
	Instinct	Instinct		1	1				R2D	R3AC		
	Strategy				1					R3AC		
	Expertise					1					R4G	
	Vision						1					R5D
					TOTAL		**5**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Governance												
	Democratic Practice		1					R1K				
					TOTAL		**1**					
Growth												
	Quality Services			1		1			R2Q		R4G	
	Aspiration			1					R2T			
		Recognition			1					R3O		
					TOTAL		**4**					
Holistic Approach												
	Problem Solving		1					R1D				
	Innovation						1					R5V
					TOTAL		**2**					
Human Capital												
(-)	Competitiveness		1					R1L				
					TOTAL		**1**					
Impact												
		Social Network	1					R1F				
	Quality Services	Quality Services	1	1	1			R1Q	R2W	R3AB		
	Personal Influence	Personal Influence	1					R1Q				
	Diverse Solution			1		1			R2E		R4H	
	Holistic Approach	Holistic Approach		1		1			R2I		R4F	
	Synergy			1					R2I			
	Selflessness			1					R2AA			
	Vision				1					R3P		
					TOTAL		**12**					
Independence												
	Vision		1					R1E				
	Mindset	Mindset	1		1			R1E		R3V		
					TOTAL		**3**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Initiative												
	Ethical Realization	Ethical Realization	1		1			R1A		R3P		
		Affluent Background	1					R1A				
	Emotion	Emotion		1	1	1			R2A	R3Q	R4B	
	Social Responsibility				1					R3A		
	Social Need	Social Need			1	1				R3I	R4G	
		Social Network					1					R5A
	Inspiration						1					R5D
					TOTAL		**11**					
Innovation												
	Determination		1					R1C				
	Social Need	Social Need	1	3		1	1	R1C	R2B R2G R2Q		R4F	R5D
	Vision			1					R2F			
	Research						1					R5C
		Expertise					1					R5O
					TOTAL		**10**					
Intuition												
	Learning			1					R2K			
					TOTAL		**1**					
Kindness												
		Affluent Background		1					R2S			
					TOTAL		**1**					
Leadership												
	Strategy	Strategy	1					R1K				
	Inclusive Approach	Inclusive Approach	1					R1K				
		Democratic Practice	1					R1L				
	Organization Structure		1					R1L				
	Learning		1					R1M				
	Unbiased			1					R2N			
	Foresight	Foresight		1	1	1			R2Z	R3AA	R4D	
					TOTAL		**9**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Mission Drift												
	Sustainability			1					R2P			
	Right Balance			1					R2Q			
					TOTAL		**2**					
Negotiation												
	Expertise	Expertise	1		1	1	1	R1O		R3X	R4C	R5G
	Learning			1					R2R			
	Self-Respect				1					R3X		
	Confidence				1					R3X		
	Firmness				1					R3X		
	Strategy					1					R4C	
					TOTAL		**9**					
Opportunity												
	Inclusive Approach	Inclusive Approach		1					R2K			
	Learning			1					R2M			
		Affluent Background			1					R3M		
		Social Network					1					R5H
					TOTAL		**4**					
Organizational Growth												
	Strategy	Strategy		2	3	2			R2N R2O	R3V R3W R3Y	R4A R4J	
	Learning				1					R3V		
	Determination				1					R3Y		
	Management Skill				1					R3AA		
	Rationality				1					R3AA		
	Expertise						1					R5I
		Social Network					1					R5L
					TOTAL		**13**					
Optimism												
	Determination			1					R2B			
	Emotion			1					R2C			
					TOTAL		**2**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Passion												
	Dream				1					R3B		
					TOTAL		**1**					
Persistence												
	Vision				1					R3R		
					TOTAL		**1**					
Perspective Shift												
	Learning		1		1			R1P		R3T		
					TOTAL		**2**					
Philanthropy												
		Affluent Background				1					R4E	
	Selflessness					1					R4E	
					TOTAL		**2**					
Platform												
	Inclusive Approach	Inclusive Approach	1					R1J				
					TOTAL		**1**					
Policy Advocacy												
	Expertise						1					R5Q
					TOTAL		**1**					
Problem Solving												
		Confidence		1					R2D			
	Continuity of Services			1					R2E			
	Commitment				1					R3Q		
					TOTAL		**3**					
Recognition												
		Quality Services					2					R5I R5K
					TOTAL		**2**					
Research												
	Initiative						1					R5B
	Social Need						1					R5D
					TOTAL		**2**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Resource												
	Confidence						1					R5N
	Aspiration						1					R5N
					TOTAL		**2**					
Responsible Giving												
	Learning			1					R2S			
					TOTAL		**1**					
Responsiveness												
	Natural Disaster			1					R2J			
	Empathy			1					R2J			
					TOTAL		**2**					
Risk-Taking												
	Resilience	Resilience		1	1				R2X	R3C		
		Affluent Background			1					R3G		
					TOTAL		**3**					
Scalability												
	Community Engagement	Community Engagement	1			1		R1M			R4J	
		Global Engagement	1					R1O				
	Strategy						1					R5M
	Innovation						1					R5P
	Expertise						1					R5W
					TOTAL		**6**					
Self-Development												
`	Prejudice			1					R2T			
	Opportunity				1					R3E		
	Confidence				1					R3K		
	Learning						1					R5F
					TOTAL		**4**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Selfless Giving												
	Affluent Background	Affluent Background		1					R2T			
	Dedication				1					R3S		
	Dream				1					R3W		
					TOTAL		**3**					
Social Network												
		Social Linkages	1		1			R1M		R3D		
					TOTAL		**2**					
Social Change												
	Social Need		1					R1K				
	Awareness	Awareness	2					R1P R1Q				
		Community Engagement	1					R1Q				
	Need Based Solution	Need Based Solution		1					R2R			
					TOTAL		**5**					
Social Exclusion												
		Profit Seeking Motives		1					R2P			
					TOTAL		**1**					
Social Entrepreneurship												
	Sustainability	Sustainability	1					R1I				
(-)	Capacity Development		1					R1I				
(-)	Ethical Dilemma		1					R1I				
					TOTAL		**3**					
Social Responsibility												
	Ethical Realization			2	1	1			R2A R2C	R3I	R4B	
	Empathy	Empathy		1					R2N			
	Right Balance			1					R2P			
	Learning				1					R3P		
		Affluent Background				1					R4B	
		Global Recognition					1					R5P
					TOTAL		**9**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Strategy												
		Infrastructure Development		1					R2R			
	Success			1					R2Y			
	Determination				1					R3H		
	Learning				1					R3H		
					TOTAL		**4**					
Success												
	Determination				2					R3G R3AB		
	Quality Services						1					R5T
	Vision						1					R5T
					TOTAL		**4**					
Sustainability												
	Capacity Development	Capacity Development		1	1				R2H	R3AD		
	Social Responsibility	Social Responsibility		1					R2M			
		Management Skill		1	1				R2Q	R3AD		
	Quality Services	Quality Services		1		1			R2R		R4I	
	Responsible Giving			1					R2AA			
	Strategy						3					R5R R5U R5W
	Vision						1					R5U
		Expertise					1					R5U
					TOTAL		**13**					
Trust												
	Determination		1					R1B				
		Social Network	1					R1B				
		Transparency	1					R1O				
	Community Engagement	Community Engagement		1					R2D			
	Commitment	Commitment		1					R2E			
	Inclusive Approach	Inclusive Approach		1					R2L			
	Research						1					R5I
					TOTAL		**7**					

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Unfulfillment												
	Devotion				1					R3AD		
					TOTAL		**1**					
Value Driven Action												
	Idealism			1					R2Z			
	Pragmatism				1					R3R		
	Empathy				1					R3R		
					TOTAL		**3**					
Vision												
	Focus		1					R1G				
	Foresight	Foresight	1		1			R1N		R3AD		
	Learning		1					R1O				
	Strategy				1	1	1			R3AD	R4K	R5Q
					TOTAL		**7**					
Wisdom												
	Learning			2					R2U R2V			
					TOTAL		**2**					

Table 6: Essences of Social Entrepreneurship Development

4.4 Interpretation of Findings

This section provides a detailed interpretation of the essential structures of social entrepreneurship (SED) development and how they are being shaped by their corresponding shapers of social capital (SC) and learning experiences (LE). These essences are elucidated from the phenomenological analysis of the lived experiences articulated by the five social entrepreneurs. Each of the interview sections are interpreted applying the phenomenological prerequisite of *epoché* and eidetic reduction to confirm unbiased elucidation of the essential structures of SED. Based on comprehensive interviews, the analysis delineates the noematic essences of social entrepreneurship development (SED) in each account (A1), as well as the shapers (A2) that support it—categorized as stemming from social capital (SC), learning experiences (LE), or a combination of both (SC+LE). Grounded on phenomenological analysis, the interpretation also encapsulates the noetic processes (B)—intentional acts of meaning-making—demonstrating how lived experiences are articulated. The objective of this section is to provide a traceable justification for every essential structure elucidated, and how they are shaped. This is further supported by using verbatim descriptions of experience from the respondents' interviews. Thus, the following section provides a detailed interpretation of the essential structures of SED, organized as per each interview section.

4.4.1 Respondent 1: Rakshand (R1, Founder)

4.4.1.1 Reference to the Verbatim Quote R1A

A1: Initiative – SED

A2: Ethical Realization – SC+LE

B: Recalling

Interpretation:

The respondent's account of Jaago's founding centers on a moment of **ethical realization (A2)** that *"teaching English can be a big asset"* emerged from firsthand observation of regional disparities. Witnessing how *"Indian laborers and Sri Lankan laborers are always ahead due to their communication skill"* catalyzed a desire to intervene. This moral insight— *"maybe that is important,"* marks a learning experience (LE) grounded in critical reflection and comparative analysis. At the same time, the response was not individual but collective, shaped by the

group's shared background and capacity to act, indicating the activation of social capital (SC). **Initiative (A1)**, here, is not born from entrepreneurial ambition, but from an urgent sense of obligation resulting from **ethical realization** to *"give that to children,"* reframing action as a response to injustice rather than strategy.

Supportive Description of Experience:

"Maybe teaching English can be a big asset for the people… Why did we think so? Because we have seen that, uh, when laborers go abroad, Indian laborers and the Sri Lankan laborers are always ahead due to their communication skill… So we thought maybe that is important. If we can give that to children… it'll help them."

A1: Initiative – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The respondent reflects on the paradox of privilege—how being *"20, 21 years old"* and visibly affluent initially undermined their legitimacy in the eyes of the community. Describing how *"no one trusted us"* due to their age and background, the narrative reveals how social capital (SC) functioned as both a point of access and a source of alienation. Yet embedded within this perceived disqualification was also a latent advantage: the **initiative** that the entrepreneur has taken, involved more than outward skill – the networks, confidence, and perspective—their **affluent background** that enabled their inclusion where there was once doubt for the same.

Supportive Description of Experience:

"Due to the age, no one trusted us because we were 20, 21 years old… normally, a non-profit worker would be at the age of 40, 45. That is what they have seen for years."

A1: Capacity Development – SED

A2: Social Responsibility – LE

B: Recalling

Interpretation:

Capacity development, in the respondent's view, emerges from a sense of ethical responsibility sparked by direct exposure to inequality. The recognition that *"Indian laborers and the Sri Lankan laborers are always ahead"* triggered an evaluative response—*"maybe that is important"*—that reframed language not as an academic subject, but as a tool for empowerment. The initiative to teach English to underprivileged children reveals a learning experience (LE), where **social responsibility** is internalized through witnessing systemic gaps. By choosing to *"give that to children",* the respondent positions **capacity building** as a moral imperative, born of empathy and a personal reckoning with the forces that shape labor opportunity.

Supportive Description of Experience:

"We have seen that, uh, when laborers go abroad, Indian laborers and the Sri Lankan laborers are always ahead due to their communication skill… So we thought maybe that is important. If we can give that to children… it'll help them."

4.4.1.2 Reference to the Verbatim Quote R1B

A1: Community Resistance – SED

A2: Social Network – SC

B: Recalling and Critical Thinking

Interpretation:

The respondent recalls how early efforts to engage slum communities were met with **resistance**, shaped by visible class boundaries and mistrust. Describing how they were *"roaming from couple of the slum"* before a pivotal encounter, the breakthrough came when a woman recognized the respondent as *"the son of the owner of the school where I work."* This moment of identification activated a dormant social connection embedded in the respondent's **social network**—specifically, the employment of slum residents as 'Ayas' at his mother's school in Mohammadpur. The encounter transformed community suspicion into access, illustrating how social capital (SC), even when indirect or unintended, can provide a

bridge across class divides. The woman's trust, rooted in recognition and familiarity, became the gateway to legitimacy in an otherwise resistant space.

Supportive Description of Experience:

"So after roaming from couple of the slum, we ended up in a slum at Rayer Bazar, where a lady saw me and identified that this is the son of the owner of the school where I work. Basically, my mother has a school in Mohammadpur, the Ayas (Nanny) stay in Rayer Bazar slum, and they identified… she gave her three children and another 14 children."

A1: Trust – SED

A2: Determination – LE

B: Recalling

Interpretation:

The respondent emphasizes the emotional and logistical difficulty of gaining trust in an unfamiliar community, recalling how *"we actually had a hard time convincing people to give the children to us for free."* This struggle highlights a learning experience (LE) where trust was not granted but slowly earned through repeated effort and resilience. Facing "a second… barrier," the respondent encountered cultural suspicion and skepticism, requiring not persuasion alone, but persistent presence and adaptive engagement. **Trust**, in this account, is portrayed as the outcome of experiential learning—a lesson in humility, patience, and the emotional labor of returning after rejection because of strong **determination**.

Supportive Description of Experience:

"That was a second, uh, barrier. And we actually had a hard time convincing people to give the children to us for free."

A1: Trust – SED

A2: Social Network – SC

B: Recalling

Interpretation:

While personal determination laid the groundwork, the respondent attributes the turning point in community acceptance to a single, socially embedded act: *"she gave her three children and another 14 children."* This act of trust did not emerge in isolation but was facilitated by relational familiarity—someone within the community who already knew and

believed in the respondent. The phrase “that network helped” signals the importance of pre-existing social ties in creating organizational legitimacy. Through this lens, **trust** is not merely interpersonal—it is systemic, passed through **social networks** and amplified by visible endorsement. Social capital (SC) thus plays a catalytic role, allowing skepticism to shift into confidence through the symbolic act of a trusted insider.

Supportive Description of Experience:

“That network helped… she gave her three children and another 14 children. So, 17 children were the first batch of Jaago.”

4.4.1.3 Reference to the Verbatim Quote R1C

A1: Community Aspiration – SED

A2: Trust – SC

B: Recalling

Interpretation:

The respondent describes a subtle but powerful shift in **community aspiration**, marked by the moment children asked, *“when are we having our promotion?”* What began as informal English instruction was reimagined—by the children themselves—as structured schooling. This question, simple on the surface, signaled a deeper internalization: the belief that this was not just a temporary activity but a school worth advancing through. Such reclassification did not stem from institutional framing but from relational continuity and **trust** built over time. The shaping force—social capital (SC)—reveals itself here not as external influence but as earned credibility, where community members started considering outsider efforts with their own **aspirations**.

Supportive Description of Experience:

“When we started teaching English, after three to four months, the kids came to us and said that, when are we having our promotion?”

A1: Innovation – SED

A2: Determination – LE

B: Recalling

Interpretation:

Faced with the children's insistence that *"this is a school… you have to give us a promotion,"* the respondent experienced a turning point that reshaped the entire project. What had been designed as an English class now required structure, permanence, and recognition. The moment disrupted the original model, prompting the respondent to rethink assumptions and respond not with resistance, but **determination**. This marks a learning experience (LE) forged through lived feedback, where the entrepreneur learns by listening and adapting. **Innovation** here is not invention—it is a **determined**, flexible response to a community's evolving sense of what they deserve.

Supportive Description of Experience:

"And I said, it is an English school. We don't have a promotional system. I was like, no, this is a school. We come, you have to give us a promotion. That's when the whole thing triggered that these kids are thinking this is a school, which means they want to go to a school. We always have heard that poor people doesn't want to come to school."

A1: Innovation – SED

A2: Social Need – LE

B: Recalling

Interpretation:

The respondent reflects on an assumption long held: that poor children simply "*don't want to come to school."* But experience contradicted this belief. Through direct interaction, the problem was reframed—not a lack of interest, but an aversion to the traditional school "environment." The insight that *"they don't want to come to the environment that the school was set up in"* marks a transformative learning experience (LE), where need is not theorized but understood through empathy and immersion. **Innovation** emerges here as a response to redefined **social need**: creating a school not as a replica of existing systems, but as a space attuned to dignity, warmth, and cultural fit.

Supportive Description of Experience:

"They don't want to come to the environment that the school was set up in… Not a traditional school."

4.4.1.4 Reference to the Verbatim Quote R1D

A1: Holistic Approach – SED

A2: Problem Solving – LE

B: Critical Thinking

Interpretation:

The respondent recalls a moment of realization when the act of *"giving education"* alone was revealed to be insufficient. Observing that children returned in dirty uniforms highlighted a material disconnect—learning was compromised by unmet basic needs. The phrase *"giving them soap to clean their uniform"* becomes symbolic of a deeper shift: from academic instruction to comprehensive care. This transformation reflects a learning experience (LE), where **problem-solving** arose through direct engagement with structural poverty. Rather than designing solutions from a distance, the entrepreneur confronted inequality head-on, discovering that dignity and education are co-dependent—and that impact requires addressing both in a **holistic approach**.

Supportive Description of Experience:

"We realized that if we have to work with them, it's not just about giving education… There has to be a holistic approach. Giving them soap to clean their uniform, detergent to clean their uniforms and other things."

A1: Adaptability – SED

A2: Resource – SC

B: Critical Thinking

Interpretation:

The respondent recounts starting with *"one room, one carpet, a whiteboard,"* and only *"$300"*—resources far too modest to *"make a school"* in conventional terms. Yet, the narrative is not one of scarcity, but of social capital (SC) enabling functionality. What sustained the early phase was not infrastructure, but belief, community, and trust. Their happiness

despite limitation reveals an **adaptability** rooted in shared commitment rather than financial certainty. SC here is not just access to networks—it is symbolic power, collective **resourcefulness**, and relational infrastructure that allowed the organization to act before it could afford to.

Supportive Description of Experience:

"We just had one room, one carpet, a whiteboard. That was it… we were very happy, but with $300, neither we can make a school."

A1: Adaptability – SED

A2: Learning – LE

B: Critical Thinking

Interpretation:

The respondent frames growth as an evolving response to challenge, shaped not by forecasting but by immediacy: *"every time there was a problem… we thought, how can we solve that problem?"* This iterative reflex defines experiential learning (LE), where obstacles become invitations for innovation. Their decision-making reflects neither fixed plans nor rigid frameworks, but a dynamic capacity to **learning-by-doing**. **Adaptability**, here, is inseparable from reflection; each difficulty becomes a new input, not a derailment. The process reveals how social entrepreneurship develops through solving one problem at a time, grounded in fluidity rather than formality.

Supportive Description of Experience:

"Every time there was a problem, every time we faced a problem, we thought, how can we solve that problem?"

A1: Adaptability – SED

A2: Commitment – SC+LE

B: Critical Thinking

Interpretation:

The respondent resists prescriptive donor models, stating clearly: *"we pave pave to the problem."* This phrase encapsulates a dual orientation: a deep ethical learning experience (LE) grounded in responsiveness, and an embedded social capital (SC) that permits autonomy through trusted relationships. Their refusal to let *"a donor come in and say, this is what you*

have to do" reflects not rebellion but principled **adaptability**—their strong **commitment** to the community rather than to imposed frameworks. This approach fosters trust from within while preserving the entrepreneur's capacity to adapt organically. The fusion of SC and LE reflects a model of learning that is both anchored in relational accountability and open to uncertainty.

Supportive Description of Experience:

"I am not sure what Jaago will be… because we pave pave to the problem, rather than a donor coming in and saying, this is what you have to do."

4.4.1.5 Reference to the Verbatim Quote R1E

A1: Independence – SED

A2: Vision – LE

B: Believing

Interpretation:

The respondent articulates a conscious resistance to donor dependency, stating, *"we always had an idea that donors come, they dictate… they give us the work."* This early skepticism wasn't based on ideology alone, but on lived experience—observing how external funding often redirects purpose toward *"numbers and the paperworks"* rather than real problem-solving. The rejection of that path reflects a **vision** matured through experiential learning (LE), where clarity around mission integrity emerged from direct engagement with the tension between funding and **independence**. Their decision to *"never went in that route"* signals a belief in grounded autonomy—one that prioritizes relevance and responsibility over external validation.

Supportive Description of Experience:

"We always had an idea that donors come, they dictate… they give us the work… whether it is solving a problem or not, the more important thing is the numbers and the paperworks. So we never went in that route."

A1: Independence – SED

A2: Mindset – SC+LE

B: Believing

Interpretation:

The respondent's statement—*"Jaago's background is, it is not a donor-driven organization"*—encapsulates a mindset formed at the intersection of strategic learning (LE) and trust-based relational networks (SC). Operating for 14 years without institutional donor support required more than logistical workarounds; it required a belief system, sustained through individual and corporate trust, that autonomy was not just practical but essential. The phrase *"we actually raised money from individuals, from corporates"* highlights a relational economy rooted in credibility and consistency. The dual shaper—SC+LE—captures how this **independence** was not accidental but cultivated through having a **mindset** of iterative reflection, financial experimentation, and long-term value alignment.

Supportive Description of Experience:

"Jaago's background is, it is not a donor-driven organization… For 14 years, we actually raised money from individuals, from corporates, but not donors."

4.4.1.6 Reference to the Verbatim Quote R1F

A1: Impact – SED

A2: Social Network – SC

B: Valuing

Interpretation:

The respondent describes a vivid moment of civic mobilization—when—as an outcome of relational reach. The involvement of *"500 people gathered to create awareness on the street"* *"my brother and sister"* and the broader school networks highlights how family and peer ties formed the foundation of collective action. This activation of existing social capital (SC) reflects a strategic use of trust-based networks to scale awareness and participation. **Impact**, here, is not measured solely by numbers, but by the ripple effect of community-driven legitimacy—where relational density becomes the engine for **social network** and visibility.

Supportive Description of Experience:

"My brother and sister were also in schools… 500 people gathered to create awareness on the street in 2009, on 20th November."

A1: Accomplishment – SED

A2: Recognition – SC

B: Valuing

Interpretation:

The respondent reflects on the government's declaration of *"Bangladesh Children's Day"* as a moment of quiet accomplishment, stating*, "we know we were one of the ones to push it*." This recognition signals more than symbolic success—it marks the culmination of accumulated social capital (SC), where grassroots activism evolved into institutional policy shift. The phrasing conveys both pride and humility, underscoring that legitimacy was earned through inclusive participation and iterative civic engagement. **Accomplishment**, in this context, is not framed as personal victory but as the shared validation of a movement shaped by **recognition**, reflection, relationship, and strategic perseverance.

Supportive Description of Experience:

"Government officially announced Bangladesh Children's Day… we know we were one of the ones to push it."

4.4.1.7 Reference to the Verbatim Quote R1G

A1: Vision – SED

A2: Focus – LE

B: Recalling

Interpretation:

The respondent reflects on a critical internal learning moment triggered by the diverse agendas of young collaborators, who expressed desires to work on *"environment, climate change, women's empowerment."* This divergence highlighted the challenge of maintaining a unified purpose, as they noted, *"Jaago doesn't have that focus"*. The experience crystallized the need to reaffirm the organization's core passion—*"education, children"*—especially during a formative phase when *"Jaago was very small."* This tension between broadening

ambitions and core mission illustrates a learning experience (LE) where strategic clarity emerges from navigating competing priorities. The respondent's reflection reveals how disciplined **focus**, shaped through experiential negotiation, is essential to sustaining **vision** in social entrepreneurship.

Supportive Description of Experience:

"So after celebrating it for one or two years, all these young people came to us and said, your passion is children. Your passion is education. I want to work for environment. I want to work for climate change. I want to work for women empowerment… Now, Jaago doesn't have that focus. Jaago's focus was education, children, because Jaago was very small at that time."

4.4.1.8 Reference to the Verbatim Quote R1H

A1: Community Acceptance – SED

A2: Madness (Unconventional Drive) – LE

B: Recalling

Interpretation:

The respondent's framing of his departure from family expectations as *"madness"* encapsulates a radical nonconformity driving social entrepreneurship's disruptive potential. This intrinsic motivation—rooted in personal passion rather than conventional rationality—constitutes a unique learning experience (LE), where risk-taking and unorthodox commitment become legitimizing forces. The **'madness'** serves both as identity and driver, sustaining innovation, persistence and **community acceptance** amid uncertainty and social challenge.

Supportive Description of Experience:

"My parents gave me a condition of whether their business or my madness."

A1: Community Acceptance – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The strategic use of personal privilege, such as bringing *"a laptop from home"* and funding *"from pocket money,"* became vital bridging resources within an initially distrustful community. This conscious deployment of material and cultural assets enabled the

respondent to navigate class barriers and foster authentic connection. The narrative reveals how social capital (SC) derived from **affluent background** can be converted into relational capital of **community acceptance**, facilitating trust and legitimacy even in marginalized settings lacking formal infrastructure.

Supportive Description of Experience:

"I took a laptop from home and just came… Jaago did not have this nice office or structure or any income. It was more like from pocket money and stuff."

A1: Community Acceptance – SED

A2: Determination – LE

B: Recalling

Interpretation:

The respondent's account of leaving home under the stark condition, *"their business or my madness,"* marks a turning point of resilience and commitment. His sustained nine-year residence in the hostile environment of Rayer Bazar demonstrates a learning experience (LE) where **determination** and grit fuse with relational embeddedness to build credibility. This persistence in adversity is emblematic of how existential commitment and adaptive learning coalesce in forming social entrepreneurial identity and cultivating **community acceptance** and trust over time.

Supportive Description of Experience:

"My parents gave me a condition of whether their business or my madness. So I was asked to leave home… I stayed there for nine years."

A1: Community Acceptance – SED

A2: Trust – SC

B: Recalling

Interpretation:

The respondent describes a profound transformation from outsider to trusted insider, rooted in extended physical presence and vulnerability: *"When they realized that I left my home for them for a month, they actually fed me… and when they were sending me the food, they were giving the best food possible.*" This exchange of care amid scarcity illustrates relational social capital (SC) formed through embodied **trust** and mutual investment. The community's

willingness to share their "best food" despite hardship signals a deep **community acceptance** of the entrepreneur's role, embedding him within local protective networks indispensable in marginalized, high-risk settings.

Supportive Description of Experience:

"When they realized that I left my home for them for a month, they actually fed me… and when they were sending me the food, they were giving the best food possible."

4.4.1.9 Reference to the Verbatim Quote R1I

A1: Social Entrepreneurship – SED

A2: Capacity Development – LE

B: Reflecting

Interpretation:

The respondent describes a deliberate, experiential process of *"skill transfer"* through product-making training, enabling women to develop marketable competencies and eventually *"move to the garments."* This narrative highlights **social entrepreneurship** as a platform for empowerment, enhancing human **capacity development** and fostering economic self-reliance. The learning embedded here is transformative and ongoing, equipping marginalized women with vocational skills that transcend the initial scope of the project.

Supportive Description of Experience:

"We started making our own products, and slowly these women moved to the garments. So, it was a skill transfer, capacity building, and they became independent."

A1: Social Entrepreneurship – SED

A2: Ethical Dilemmas – LE

B: Reflecting

Interpretation:

The respondent recounts a critical **ethical dilemma** when pressured to cut costs by using *"bad, uh, wax, which is harmful for the body."* The firm refusal to *"use that"* under the Jaago brand, resulting in canceling the cheaper product option, underscores a principled commitment to mission integrity over profitability. This episode exemplifies the learning

experience (LE) inherent in navigating tensions between market demands and ethical values—a balancing act central to authentic **social entrepreneurship**.

Supportive Description of Experience:

"Because we couldn't use that bad, uh, wax, which is harmful for the body. So under Jaago's brand, we can't use that. So we had to cancel it because in the market, people were going for the cheaper one because they didn't know that the cheaper one is bad."

A1: Social Entrepreneurship – SED

A2: Sustainability – SC + LE

B: Reflecting

Interpretation:

The respondent reflects on the persistent challenge of achieving profitability despite strong fundraising capabilities, stating, *"we failed as Jaago, as bus… we are good in fundraising, but when it comes to business, we are not the best people."* This candid admission reveals the complex tension between financial **sustainability** and social mission, where reputational capital from fundraising (SC) does not automatically guarantee economic success. The ongoing struggle is framed as a critical learning process (LE), highlighting the nuanced, iterative nature of sustaining social impact without compromising core ethical commitments resulting in discontinuation of **social enterprise**.

Supportive Description of Experience:

"That's why I was asking about social enterprise and how, because we failed as Jaago, as bus. We are good in fundraising, but when it comes to business, we are not the best people with too ethical. And then I don't know what happens. We, we can never make profit."

4.4.1.10 Reference to the Verbatim Quote R1J

A1: Platform – SED

A2: Inclusive Approach – SC+LE

B: Visioning

Interpretation:

The speaker describes the deliberate creation of *Volunteer for Bangladesh* as a decentralized, inclusive platform designed to empower youth across diverse socioeconomic backgrounds. By offering training while relinquishing decision-making authority to the youth themselves, the **platform** fosters shared ownership and authentic participation. This **inclusive approach** activates social capital by bridging class divides and cultivates experiential learning (LE) as young participants navigate self-governance and collective responsibility. The emphasis on youth agency reflects a strategic integration of social inclusion and empowerment as a foundation for sustained social entrepreneurship.

Supportive Description of Experience:

"And we said, this is your platform. You decide what you want to do. We will just train you, we'll train you to do fundraising, we'll train you to do, uh, advocacy. We will teach you how to, uh, run a team, write a proposal."

A1: Capacity Development – SED

A2: Engagement – LE

B: Visioning

Interpretation:

Training within the platform focused on practical skill acquisition such as fundraising, advocacy, proposal writing, and team management. This hands-on approach embodies a learning-by-doing pedagogy that not only builds technical competencies but also nurtures civic confidence and leadership capacity among youth. The speaker's account highlights how **structured engagement** transforms participants from passive beneficiaries into active leaders, thereby embedding **capacity development** as a core process in social entrepreneurial growth.

Supportive Description of Experience:

"We'll train you to do fundraising… write a proposal… run a team."

A1: Empowerment – SED

A2: Engagement – SC+LE

B: Visioning

Interpretation:

By explicitly handing over responsibility to the youth, the platform catalyzes empowerment through self-directed leadership and decision-making. This approach creates reciprocal accountability among peers and situates experiential learning within authentic social contexts. The resulting **empowerment** is both social—strengthening networks and legitimacy—and cognitive—deepening understanding through **active engagement**. The speaker's narrative illustrates how empowerment, supported by strategic social capital and immersive learning, constitutes a critical mechanism for sustaining youth-led social initiatives.

Supportive Description of Experience:

"We said, this is your platform… you decide what you want to do."

4.4.1.11 Reference to the Verbatim Quote R1K

A1: Social Change – SED

A2: Social Need – LE

B: Recalling

Interpretation:

The respondent emphasizes how youth-led social initiatives emerge from locally defined priorities, noting, *"Every district has a different need… every individual wants to do something of their own."* This highlights a learning experience (LE) grounded in adaptability and responsiveness, where **social change** is not imposed top-down but arises through decentralized, context-sensitive problem-solving based on **social need**. The platform's empowerment of district level representatives to identify and pursue their own Sustainable Development Goals reflects an experiential approach that positions young people as active, dynamic agents of change rather than passive recipients of donor agendas.

Supportive Description of Experience:

"Every district has a different need… every individual wants to do something of their own."

A1: Leadership – SED

A2: Strategy – SC+LE

B: Recalling

Interpretation:

The respondent describes annual elections where *"they vote their own people from their area,"* embedding democratic practice within youth networks. The **strategy** of electoral process builds social capital (SC) by fostering trust and collective accountability, while simultaneously serving as a strategic learning environment (LE) for governance and organizational decision-making. **Leadership** development thus occurs experientially, as youth navigate the responsibilities and complexities of representation within their communities.

Supportive Description of Experience:

"So every year there's an election and they vote their own people from their area, and the voters are also from their area… they elect their leaders."

A1: Leadership – SED

A2: Inclusive Approach – SC+LE

B: Recalling

Interpretation:

Engaging 50,000 youth from all over Bangladesh every year and creating a **leadership** hierarchy by election represents an **inclusive approach**. The respondent describes the approach by saying *"50,000 young people every year activated for doing social work"* and "*they elect their leaders*" that reflects a long-term learning outcome. The leadership thus created is a strong social capital (SC) that fostering inclusivity and collective accountability, while simultaneously serving as a strategic learning environment (LE) for governance and organizational decision-making.

Supportive Description of Experience:

"50,000 young people every year activated for doing social work … they elect their leaders."

A1: Governance – SED

A2: Democratic Practice – LE

B: Recalling

Interpretation:

The respondent underscores the role of formal bylaws and local voting procedures, stating, *"we have a bylaws… they vote their own people from their area."* This structure provides a sophisticated learning environment where volunteers internalize principles of accountability and procedural **governance**. Experiential engagement with **democratic practice** promotes civic literacy and nurtures governance competencies essential for the sustainability of social enterprise. The decentralized governance model demonstrates a practical commitment to participatory democracy as lived experience.

Supportive Description of Experience:

"So every year there's an election and they vote their own people from their area, and the voters are also from their area. So we have nothing to do with that. We have a bylaws… they vote their own people from their area."

4.4.1.12 Reference to the Verbatim Quote R1L

A1: Leadership – SED

A2: Democratic Practice – SC

B: Self-Reflection

Interpretation:

The respondent describes a formalized youth leadership structure that *is "designed by young people, maintained by young people,"* where leaders are *"selected district wise."* This tiered system cultivates social capital (SC) by embedding youth in meaningful civic roles such as recruitment, governance, and project oversight. Through this experiential **democratic practice**, volunteers internalize **leadership** identities and strengthen collective efficacy, demonstrating how structured participation fosters both individual and communal empowerment.

Supportive Description of Experience:

"So it's very designed, led by young people, designed by young people, maintained by young people. Right. Because they have to select their leaders. Mm-hmm. <affirmative>, district

wise, by the time they complete the board for one time or two time, they're already in the age where they have completed the education."

A1: Leadership – SED

A2: Organization Structure – LE

B: Self-Reflection

Interpretation:

The respondent explains how youth participants gain organizational literacy through committee membership and democratic voting: *"A committee member… can vote… And those people vote and, uh, elect seven board members. Each of them have a responsibility."* This governance framework acts as a live learning environment where volunteers practice delegation, responsibility, and formal decision-making. Such experiential **organization structure** develops **leadership** competencies essential for sustainable organizational management and collective health.

Supportive Description of Experience:

"A committee member… can vote… And those people vote and, uh, elect seven board members. Each of them have a responsibility."

A1: Human Capital – SED

A2: Competitiveness – LE

B: Self-Reflection

Interpretation:

The respondent reflects on the natural limitation of sustaining volunteer engagement as young people transition to employment, acknowledging that while "*we have already invested around… three to five years with them,"* the shift to jobs reduces volunteer availability. This learning experience (LE) reveals the temporal nature of **human capital** in youth-driven initiatives and the necessity for adaptive retention strategies to maintain organizational continuity and **competitiveness** without sacrificing momentum.

Supportive Description of Experience:

"Now they're going to jobs… But we have already invested around, um, three to five years with them. Mm-hmm. So they're quite experienced, but now they're going to job. Now, when they're going to job, they cannot volunteer like they used to do."

4.4.1.13 Reference to the Verbatim Quote R1M

A1: Social Network – SED

A2: Social Linkages – SC

B: Visioning

Interpretation:

The respondent highlights the institutionalization of intergenerational support through a divisional board mentorship tier, where *"former district leaders with established networks"* extend guidance beyond the immediate youth cohort. They note, *"Their network is bigger than these young people… they can actually help and mentor because they have crossed this whole journey."* This layered **social linkage** creates embedded **social network** (SC), ensuring continuity, trust, and the transfer of civic know-how across organizational levels. These horizontal and vertical connections fortify the organization's resilience and capacity.

Supportive Description of Experience:

"Their network is bigger than these young people… they can actually help and mentor because they have crossed this whole journey."

A1: Leadership – SED

A2: Learning – LE

B: Visioning

Interpretation:

The respondent describes a leadership progression emphasizing prolonged civic apprenticeship, where participants advance from grassroots roles to regional and national positions. *"If I am in the division, I will do this, this, this for you… they have been in the board in the districts for some time,"* illustrates how experiential learning (LE)—through elections, agenda-setting, and peer accountability—nurtures **leadership** identity and democratic competence. This cumulative, lived **learning** shapes a cohort of civic actors prepared for sustained influence.

Supportive Description of Experience:

"If I am in the division, I will do this, this, this for you… they have been in the board in the districts for some time."

A1: Scalability – SED

A2: Community Engagement – SC+LE

B: Visioning

Interpretation:

The multi-tiered structure moving "from district to division to national board" reflects an organizational design that balances scalability with deep grassroots engagement. The respondent emphasizes how experiential learning from local contexts informs leadership at higher levels, allowing collective agencies to mature into institutional influence without losing participatory integrity. This synergy of social capital and learning (SC+LE) underpins the sustainable expansion of the social enterprise's impact.

Supportive Description of Experience:

"They can actually be elected for a national board… one country, one national board has eight divisions."

4.4.1.14 Reference to the Verbatim Quote R1N

A1: Vision – SED

A2: Foresight – SC+LE

B: Critical Thinking

Interpretation:

The respondent describes strategic foresight demonstrated by the organization's shift away from aid-dependent models toward capacity-building in a transitioning middle-income economy. This shift is rooted in institutional learning and embedded social capital (SC), notably a decentralized youth network adept at implementing lean, effective interventions. The speaker anticipates changing donor landscapes and adapts accordingly, ensuring Jaago remains aligned with its mission and viable for funding in evolving economic conditions which reflects the clear **vision** of the founder guided by **foresight** based on his institutional learning.

Supportive Description of Experience:

"Bangladesh is becoming a middle-income country… no one will give me money to put a tube well, but they will give me money to teach people how to get water."

A1: Adaptability – SED

A2: Strategy – LE

B: Critical Thinking

Interpretation:

Facing shrinking donor budgets and shifting priorities, the respondent explains a tactical pivot from infrastructure-heavy projects to skills-based programs. This change reflects adaptive learning (LE) through critical reflection, recalibrating organizational **strategy** in response to external constraints. Instead of relying on donor fund for infrastructure development, Jaago shows its **adaptability** to remain relevant, scalable, and fundable within the evolving funding landscape.

Supportive Description of Experience:

"A lot of NGOs are closing down because the donor money is shrinking. Shrinking, but it's not going away. It's not going away. Which means, and a lot of money is now not coming to build schools, but to build capacity of teachers."

A1: Efficiency – SED

A2: Quality Services – SC

B: Critical Thinking

Interpretation:

The respondent highlights how Jaago leverages an extensive volunteer network to provide development services with reduced operational costs. This volunteer-driven model enhances **efficiency** not by mere cost-cutting but through accumulated social capital (SC), which builds trust, scale, and agility. Donors value this approach as it delivers faster impact with lower budgets, illustrating how social capital integrates into credibility and **quality service** delivery.

Supportive Description of Experience:

"That is the reason why all these donors are coming to us because we are doing the work faster with less money. Because huge number of volunteers are here to help… because huge number of volunteers are here to help."

4.4.1.15 Reference to the Verbatim Quote R1O

A1: Negotiation – SED

A2: Expertise – LE

B: Creative Thinking

Interpretation:

The respondent describes a pivotal learning moment where Jaago transitioned from passively accepting donor-imposed terms to actively negotiating project conditions. *"We are not a vendor or delivery company… we are also an organization that is working in Bangladesh for 16 years… why don't we negotiate?"* This shift reflects the development of institutional **expertise** and growing self-assurance, marking a rebalancing of power grounded in experiential knowledge. The accumulated learning (LE) enables the organization to **negotiate** as an equal stakeholder rather than a mere implementer.

Supportive Description of Experience:

"We are not a vendor or delivery company… we are also an organization that is working in Bangladesh for 16 years… why don't we negotiate?"

A1: Donor Management – SED

A2: Organization Capacity – SC+LE

B: Creative Thinking

Interpretation:

The respondent highlights the strategic cultivation of a diversified funding base, including *"corporate sector… and the individual people who support education of a child."* This reflects a dual foundation of social capital (SC) and learning (LE) based on **organization capacity** of diverse **donor management** reflected in relational credibility and operational competence. The broad base extends beyond geographic and cultural boundaries, enhancing organizational resilience.

Supportive Description of Experience:

"Most of our funding… is from the corporate sector… and the individual people who support education of a child."

A1: Trust – SED

A2: Transparency – SC

B: Creative Thinking

Interpretation:

Despite early doubts—*"People said, this model will not work in Bangladesh"*—Jaago built public **trust** through practicing **transparency** and tangible results. This transparency transformed close-knit familial and personal ties into scalable social capital (SC), broadening their support beyond the founder's immediate circle. The respondent credits openness as the key reputational driver attracting new, unknown supporters.

Supportive Description of Experience:

"People said, this model will not work in Bangladesh… now people from different places are coming, which we don't know."

A1: Scalability – SED

A2: Global Engagement – SC

B: Creative Thinking

Interpretation:

The registration of Jaago in the US and UK symbolizes its evolution into a transnational civil society actor. *"We got registered in the US, we got registered in the UK… people from there also coming up due to the transparency we have."* This international expansion signals that grounded local legitimacy and transparency have enabled social capital (SC) of **scalability** through **engagement with global networks**, extending the organization's reach and influence.

Supportive Description of Experience:

"We got registered in the US, we got registered in the UK… people from there also coming up due to the transparency we have."

A1: Vision – SED

A2: Learning – LE

B: Creative Thinking

Interpretation:

The respondent reflects on Jaago's developmental arc as a *"three phases"* process—education, youth engagement, and donor negotiation—revealing a **vision** continuously refined through cumulative experiential **learning** (LE). This adaptive trajectory demonstrates how the organization's strategic foresight emerges from sequential insight and evolving capacities.

Supportive Description of Experience:

"Three phases of Jaago: the education, the youth, and now the donor working… People, Bangladeshi people from there, even local people from there also coming up due to the transparency that we have. So ensure that's that's totally that I learned."

4.4.1.16 Reference to the Verbatim Quote R1P

A1: Perspective Shift – SED

A2: Learning – LE

B: Reflection

Interpretation:

The respondent's immersive experience living in the Rayer Bazar slum triggered a profound **perspective shift**, reframing poverty not merely as material deprivation but as a psychosocial condition deeply embedded in mindset. This **learning** moment challenges simplistic aid approaches and guides a strategic shift toward addressing both attitudes and economic realities. Firsthand, sustained exposure enabled deep emotional and cognitive understanding critical for effective social intervention.

Supportive Description of Experience:

"But it was a place, uh, blessings in disguise because the things that I got to learn, example, poverty is not in stomach. It's in the mindset. It is not in the stomach… I was there to witness those things."

A1: Social Change – SED

A2: Awareness – LE

B: Reflection

Interpretation:

The respondent recounts how the public reading of English by a literate child in a communal tea shop acted as a symbolic rupture of entrenched norms, signaling a tangible marker of community transformation. This small but visible success served as social proof, inspiring others to participate in schooling and illustrating how incremental, context-sensitive achievements can catalyze cascading **social change** by creating collective **awareness** and aspirations.

Supportive Description of Experience:

"So when we set up a school there and these children in a tea shop, a tea store, um, sitting, and suddenly there's a scroll in English, and only that child from our school were able to read that scroll."

4.4.1.17 Reference to the Verbatim Quote R1Q

A1: Community Resistance – SED

A2: Norms and Beliefs – LE

B: Critical Thinking

Interpretation:

Community reluctance to send children to secular schools was deeply rooted in religious norms, especially a preference for madrasa education *"in the name of Allah."* Overcoming this **community resistance** required persistent, immersive engagement that fostered trust over time. The speaker's embedded presence enabled gradual negotiation and reshaping of these social taboos, illustrating how transformative learning (LE) occurs through direct confrontation of culturally entrenched **norms and beliefs**.

Supportive Description of Experience:

"There was a lot of counseling sessions had, in the evening when I was free, they'll come and say that you've done a great job, but now I will send my child in the name of Allah."

A1: Social Change – SED

A2: Awareness – SC+LE

B: Critical Thinking

Interpretation:

A silent social change was needed to make the community aware of formal education system and such behavioral change emerged not from top-down imposition but through relational closeness and shared lived experience. By living within the community, the speaker cultivated critical social capital (SC) in the form of **awareness** and trust that allowed new educational values to penetrate resistant mindsets. This emphasizes the vital role of proximity and personal connection in facilitating attitudinal and **social change**.

Supportive Description of Experience:

"They'll come and say that you've done a great job, but now I will send my child in the name of Allah."

A1: Social Change – SED

A2: Community Engagement – SC

B: Critical Thinking

Interpretation:

Informal **community engagement** by sharing tea and counselling in the form of casual conversations has created relational depth (SC) resulting in a sustained **social change** in sending their children to school instead of Madrasa.

Supportive Description of Experience:

"So doing those counseling, getting close."

A1: Impact – SED

A2: Personal Influence – SC+LE

B: Critical Thinking

The respondent has been able to create personal influence (SC) by motivating the community to send their children to school. This has only been possible because of the learning the respondent gained by staying with the community that helped him to get the pulse of the community. This embeddedness strengthened community receptivity and participation,

confirming sustained **personal influence** as a critical mechanism for **impactful** change in marginalized contexts.

Supportive Description of Experience:

"They think they're not from our part of the society. Why will I listen to them? So these are bridges that I think I was able to break only because I was staying there."

A1: Impact – SED

A2: Quality Services – SC+LE

B: Critical Thinking

Interpretation:

The respondent mentions that good intention is not enough to guarantee the best intervention, and a truly impactful social change will arise out of providing quality services (SC+LE). The respondent questions the taken-for-granted assumption of educated class groups, that they will automatically have the best solutions. However, by turning the point of view, he suggests that the underprivileged do not consider these solutions, having come from totally different class groups and daily life experiences. The respondent shares his experience of having provided **quality services** through the virtue of them having spent a long stretch of time with the community resulting in sustained **impact**.

Supportive Description of Experience:

"They think they're not from our part of the society. Why will I listen to them? So these are bridges that I think I was able to break only because I was staying there."

4.4.2 Respondent 2: Khan (R2, Founder)

4.4.2.1 Reference to the Verbatim Quote R2A

A1: Social Responsibility - SED

A2: Ethical Realization – LE

B: Visioning

Interpretation:

The respondent describes **social responsibility** as an internal moral awakening rather than a calculated career choice, emphasizing a deep emotional response to injustice. This **ethical realization** stems from personal empathy and a sense of responsibility, marking a transformative learning experience (LE) where witnessing inequity compels action. The shift from passive awareness to active responsibility illustrates how emotional and moral insight shapes social entrepreneurial intent, framing initiative as a heartfelt obligation rather than strategic ambition.

Supportive Description of Experience:

"I think it's a very wrong way of going about the business because social entrepreneurship is something I think which the, the objective of the doing of what you want to do is something which needs to spring from your heart. You see, it can't spring from, uh, uh, brain or ability or thought."

A1: Challenge

A2: Dream – LE

B: Visioning

Interpretation:

The respondent frames **challenges** as surmountable through emotional resilience and aspirational drive, highlighting the role of **dream** as a catalyst for perseverance. The intensity of her emotional response, *"touched my soul"* transforms into a problem-solving mindset, suggesting that learning (LE) occurs through affective engagement rather than detached analysis. This underscores how entrepreneurial challenges are navigated not through predefined strategies, but through adaptive learning fueled by personal conviction and visionary idealism.

Supportive Description of Experience:

"I found, I found the need, which touched me beyond, uh, a logical understanding. It touched my heart, it touched my, my, my soul. It touched my emotions. I felt I could do something.I needed to do something, you know."

A1: Initiative

A2: Emotion – SC+LE

B: Visioning

Interpretation:

The respondent's decision to take **initiative** arises from **emotional** conviction and intuitive drive, blending social courage (SC) with formative experiential learning (LE). The willingness to *"jump into"* action without weighing consequences reflects early-stage entrepreneurial learning, where passion overrides pragmatism. Emotional engagement with the community unites people through shared ideals and drives learning (LE) through action. It shows that initiative grows more from commitment (LE) and trust (SC) than from structured plans.

Supportive Description of Experience:

"I start getting personally responsible for trying to solve this problem because I feel I might be able to contribute to the solving. And so you jump into it. And when you jump into it, I think I never really thought of consequences or nor did the fact that it can't be done strike me."

4.4.2.2 Reference to the Verbatim Quote R2B

A1: Optimism – SED

A2: Determination – LE

B: Creative Thinking

Interpretation:

The respondent's **optimism** is rooted in a learned resilience (LE), where small, heartfelt actions (e.g., distributing oral rehydration salts) are valued as meaningful progress. This reflects an adaptive mindset shaped by confronting systemic suffering—a learning process that prioritizes incremental impact over grandiose plans. **Determination** (LE) here functions as both a motivator and a byproduct of reflective engagement (SC) with challenges.

Supportive Description of Experience:

"I thought I would just make it movable the ship. I would make the ship movable, and I would distribute paracetamol and Orsaline, even that would save lives."

A1: Devotion – SED

A2: Ethical Realization – LE

B: Creative Thinking

Interpretation:

The respondent distinguishes **devotion** from mere dedication, framing it as an unwavering ethical commitment that persists despite limited resources or recognition. This reflects a learning experience (LE) where moral clarity—realizing that systemic change demands long-term emotional investment—shapes their approach to social entrepreneurship. The emphasis on **"soulful endurance"** underscores how **ethical realization** transforms effort into sustained action, independent of external validation.

Supportive Description of Experience:

"You see, you need devotion to be able to, even if you can't reach your goal, it can't minimize your work. So you do whatever because you give your heart and soul to doing it."

A1: Innovation – SED

A2: Social Need – SC+LE

B: Creative Thinking

Interpretation:

The respondent's idea of a floating hospital emerges from direct engagement with unmet **social needs** (SC) and adaptive problem-solving (LE). Confronted with resource constraints, they reinterpreted scalability through mobility, demonstrating how social capital (access to marginalized communities) and experiential learning (recognizing inefficiencies in traditional models) jointly drive **innovation**. The solution is thus a product of both relational insight and iterative experimentation.

Supportive Description of Experience:

"They were so poor when I, if I thought that the, I can't make a full-fledged hospital, I thought I would just make it movable the ship. I would make the ship movable, and I would distribute paracetamol and Orsaline, even that would save lives."

4.4.2.3 Reference to the Verbatim Quote R2C

A1: Social Responsibility – SED

A2: Ethical Realization – LE

B: Abstract Thinking

Interpretation:

The respondent describes **social responsibility** as an immediate, visceral response to injustice, bypassing rational calculation. This **ethical realization** (LE) stems from emotional clarity, *"I felt so responsible"*, illustrating how moral urgency precedes and fuels pragmatic action. The absence of prior expertise underscores that learning in social entrepreneurship often begins with affective commitment rather than formal knowledge.

Supportive Description of Experience:

"I needed to do something, you know, and I felt so responsible for this. And so I said, okay, whatever it is, I will start. I will do, I will, I will do this."

A1: Accomplishment – SED

A2: Recognition – SC

B: Abstract Thinking

Interpretation:

External validation e.g., being called a *"serial entrepreneur",* signifies the accumulation of social capital (SC), where credibility is reinforced through visible impact. **Recognition** here operates as a relational asset, amplifying trust and legitimacy within broader networks. This reflects how social capital consolidates over time, resulting in a sense of **accomplishment**.

Supportive Description of Experience:

"Because I didn't also know any other way to do so. And people call me a serial social entrepreneur. You know, Mrs. Schwab also calls me a serial social, social entrepreneur."

A1: Optimism – SED

A2: Emotion – LE

B: Abstract Thinking

Interpretation:

The respondent's **optimism** is driven by **emotional** conviction (LE), enabling action despite inexperience or external skepticism. Her willingness to proceed without knowing *"what an NGO was"* highlights how affective learning—grounded in belief rather than structured knowledge—can bridge gaps where logic falls short.

Supportive Description of Experience:

"I will do, I will, I will do this. And though we know, they said that you can't do this and you can't do that. Uh, everybody said that it's not possible. I, as you very well, know that I was not even, uh, I didn't even know what a social entrepreneur was. I didn't know what NGO was. I didn't know hospital. I didn't know, um, uh, ships."

A1: Challenge – SED

A2: Social Need – LE

B: Abstract Thinking

Interpretation:

The respondent's **challenge** in the face of daunting barriers (e.g., river islands' isolation) is fueled by the urgency of unmet **social needs** (LE). Disbelief from others becomes a catalyst for action, demonstrating how learning emerges from the tension between perceived impossibility and moral imperative.

Supportive Description of Experience:

"And so I said, okay, whatever it is, I will start. I will do, I will, I will do this. And though we know, they said that you can't do this and you can't do that. Uh, everybody said that it's not possible. I, as you very well, know that I was not even, uh, I didn't even know what a social entrepreneur was."

4.4.2.4 Reference to the Verbatim Quote R2D

A1: Problem Solving – SED

A2: Confidence – SC

B: Reasoning & Decision Making

Interpretation:

The respondent prioritizes experiencing the on-ground problems in service design, reflecting lessons learned (LE) from observing community distrust toward transient interventions. The **confidence** (SC) earned by real time observation enable to design solution that are grounded —showcases how deep contextual engagement reshapes **problem-solving**.

Supportive Description of Experience:

"But I knew that if I could reach the people, just go around reaching the people, I would solve at least part of the problem."

A1: Foresight – SED

A2: Instinct – LE

B: Reasoning & Decision Making

Interpretation:

Drawing on early reflections, the respondent critiques conventional models of service provision in the chars, describing how others *"said that they did the services… on the rivers."* This **instinctive** skepticism reveals strategic **foresight** emerging from embedded knowledge of the region's physical and social realities. The insight that *"it was not possible to do it*" in a moving, unstable context reflects an internalized learning process (LE), where the respondent anticipates failure modes based not on theory but **intuitive** understanding of human needs and logistical constraints.

Supportive Description of Experience:

"I knew that the way that people were doing the services or said that they did the services in the char was all in moving islands… It was not possible to do it."

A1: Trust – SED

A2: Community Engagement – SC+LE

B: Reasoning & Decision Making

Interpretation:

Trust is framed as both an instinctual understanding of community psychology (SC) and a learned insight (LE) about the fragility of service delivery in marginalized contexts. The respondent's focus on *"dependability as infrastructure"* reveals how **community engagement** in the form of social capital and experiential learning jointly shape **trust** that eventually leads to effective intervention design.

Supportive Description of Experience:

"One is health, one is education… for those, people need dependability."

4.4.2.5 Reference to the Verbatim Quote R2E

A1: Trust – SED

A2: Commitment – SC+LE

B: Problem Solving

Interpretation:

The respondent underscores that **trust**—a cornerstone of effective social entrepreneurship—is not an immediate byproduct of goodwill but a gradual outcome of sustained **commitment**. This commitment operates as both social capital (SC) and learning experience (LE): it leverages relational persistence (SC) to build credibility within communities, while also reflecting iterative learning (LE) about the necessity of long-term engagement for meaningful impact. The quote "Dependability is something which can't be built in a day… it is built with a commitment of a long term" highlights how trust is cultivated through reliability over time, where durable relationships (SC) and adaptive perseverance (LE) jointly enable transformative work. The respondent's framing of commitment as a moral imperative further illustrates how learning from failures and systemic barriers reinforces the non-negotiable role of endurance.

Supportive Description of Experience:

"Dependability is something which can't be built in a day… it is built with a commitment of a long term."

A1: Problem Solving – SED

A2: Continuity of Services – LE

B: Problem Solving

Interpretation:

The respondent's approach to **problem solving** evolves from recognizing that one-off interventions fail to address systemic gaps, necessitating **continuity of services**. This insight is a pivotal learning experience (LE): initial efforts (e.g., episodic healthcare) revealed the inadequacy of fragmented solutions, prompting a shift toward institutionalized systems. The emphasis on continuity reflects SED's focus on sustainable impact.

Supportive Description of Experience:

"You needed to find continuous solution… it is not enough."

A1: Impact – SED

A2: Diverse Solutions – LE

B: Problem Solving

Interpretation:

The respondent's realization that **impact** requires multilayered and **diverse solutions** underscores the complexity of social change. This awareness stems from learning experience (LE), where addressing one need (e.g., healthcare access) unveils intersecting challenges (e.g., economic deprivation, education gaps). The respondent's shift toward diverse solutions reflects systems thinking, where holistic impact emerges from tackling interdependent issues. Khan's (R2, Founder) words exemplify the reflective learning central to SED—each intervention becomes a lesson in humility and scope expansion. Here, impact is shaped by the entrepreneur's capacity to synthesize on-the-ground insights (LE) into ever-more comprehensive strategies, moving beyond siloed approaches to integrated, scalable models.

Supportive Description of Experience:

"When you try to ease suffering to people. So I started with the hospital ship and then suddenly realized certainly it is not enough."

4.4.2.6 Reference to the Verbatim Quote R2F

A1: Awareness (-ve)

A2: Extreme Poverty – LE

B: Problem Solving

Interpretation:

The respondent's encounter with a child's preventable death due to **extreme poverty** becomes a catalytic learning experience (LE) that exposes the lethal intersection of economic deprivation and knowledge gaps. This moment of instinctual realization—where the absence of five taka and basic health **awareness** cost a life—shapes the respondent's awareness of systemic inequities. In SED terms, such critical incidents (LE) often serve as turning points, where emotional and ethical clarity galvanize action. The respondent's subsequent work is thus framed as a response to this learned imperative: to bridge awareness gaps not through abstract advocacy but through context-specific, poverty-aware interventions. The quote's tragic simplicity underscores how extreme poverty (LE) dictates the urgency and design of social entrepreneurship.

Supportive Description of Experience:

"She didn't even have five taka to bring the boat… didn't know sugar and salt could save the child."

A1: Awareness (-ve) – SED

A2: Inaccessibility – LE

B: Problem Solving

Interpretation:

The respondent's **awareness of inaccessibility** – a barrier compounded by geographic and economic marginalization—reflects learning experience (LE) in its most pragmatic form. Recognizing that resources are meaningless if unreachable, the respondent recalibrates service design to prioritize proximity and adaptability. This emphasize an user-centric solutions, where learning from lived barriers (LE) informs iterative prototyping. The quote's focus on *"reach area"* highlights how spatial exclusion shapes entrepreneurial strategy, demanding innovations (e.g., mobile clinics) that dissolve physical and social divides.

Here, **awareness** is not passive observation but an active, learned reckoning with systemic failures—a hallmark of reflexive SED practice.

Supportive Description of Experience:

"It isn't even within your reach area… you can't reach."

A1: Awareness – SED

A2: Resource Mobilization – SC+LE

B: Problem Solving

Interpretation:

The respondent suggests that marginalized communities usually lack awareness about basic needs as well, especially in healthcare. The **awareness** of the respondent and subsequent action—repurposing limited resources into satellite clinics—demonstrates how **resource mobilization** blends social capital (SC) and learning experience (LE). Leveraging existing networks e.g., "*local doctors' availability"* reflects SC, while creatively adapting to scarcity e.g., *"we don't even have money for medicine"* embodies LE. The respondent successfully mobilizes existing resources to solve a pressing health problem within the isolated char areas.

Supportive Description of Experience:

"Let's do awareness… we don't even have money for medicine… let's try with 2, 3, 4 chars."

A1: Innovation – SED

A2: Vision – LE

B: Problem Solving

Interpretation:

Realizing that children were dying from lack of awareness, and even though having medicinal intervention was difficult at the time, the respondent's **innovative idea** to have satellite clinics and raising awareness showcases her **vision** (LE) in a sustainable, need-based health intervention. Her vision to support marginalized communities ultimately shaped the healthcare system that Friendship would become. This reflects her commitment to innovation, where constraints inspire ingenuity. Guided by personal experience, she pursued her **vision** through a year-long process of trial and error, showing how **innovation** in SED grows from relational trust and experiential humility.

Supportive Description of Experience:

"Let's do awareness. This child might not have died…The satellite clinics…. I really spent one year in trying to mature it."

4.4.2.7 Reference to the Verbatim Quote R2G

A1: Adaptability – SED

A2: Open-mindedness – LE

B: Recalling and Reasoning

Interpretation:

The respondent's **adaptability**—shifting from satellite clinics to multi-tiered healthcare—reflects a learning experience (LE) grounded in reflexive practice. By asking, "are you on the right track?", she embodies iterative ethos of SED, where solutions evolve through feedback rather than rigid plans. This adaptive resilience (LE) is vital in volatile contexts where prescriptive models fail. Her call to keep "heart and mind open" underscores how entrepreneurs learn as much from communities as they teach reflects **open-mindedness**. Adaptability here is not mere flexibility but a disciplined practice of listening and course-correcting with an open-mind, ensuring interventions remain contextually grounded.

Supportive Description of Experience:

"You have to keep your heart and your mind open… are you on the right track or not?"

A1: Innovation – SED

A2: Social Need – LE

B: Recalling and Reasoning

Interpretation:

The respondent's innovative idea of engaging community Medic-aides in response to a child's suffering—is driven by social need, a learning experience (LE) that merges empathy with urgency. This moment exemplifies need-based **innovation**, a core essence of SED where solutions arise from direct encounters with unmet **social needs**. The respondent's shift from theory to action, *"there was not even a paracetamol"* reflects emergent design, where innovation is improvised from necessity (LE) rather than abstract ideation. The quote's raw

urgency underscores how social entrepreneurship often begins with *reactive* compassion but must mature into *proactive* systems—a learned transition central to sustainable impact.

Supportive Description of Experience:

"There was not even a paracetamol in the island… so then we started the community Medic-aides."

A1: Continuity of Services – SED

A2: Social Responsibility – LE

B: Recalling and Reasoning

Interpretation:

The respondent's insistence on **continuity of services** stems from **social responsibility**, a learning experience (LE) where episodic aid is reframed as ethical failure. Recognizing that "irresponsible" interventions deepen distrust, the respondent embraces continuity as a moral responsibility. This refers to the stewardship required for SED, where accountability to communities (LE) dictates long-term engagement. The quote's emphasis on irresponsibility highlights how learning in SED often involves unlearning short-termism, replacing it with commitments that honor community timelines, not donor calendars.

Supportive Description of Experience:

we are going to need a follow up when the hospital hospital moves. And if we don't have a whole network of clinics who can take care of patients when we are not there, it'll be very irresponsible to just do an operation and go, you see? So I needed that. So the second tier became that."

A1: Capacity Development – SED

A2: Vision – SC+LE

B: Recalling and Reasoning

Interpretation:

The respondent's **capacity development** strategy—training community members as medicaides—reflects a **vision** shaped by both social capital (SC) and learning experience (LE). By cultivating grassroots leadership, she draws on community trust (SC) while applying lessons on sustainable scaling (LE). This approach aligns with empowerment paradigm of SED, where systemic change depends on redistributing agency. Her tiered framing—"third tier…

community medics"—shows how vision in SED integrates long-term foresight (LE) with relational foundations (SC), ensuring solutions endure beyond their founders.

Supportive Description of Experience:

"It'll be very irresponsible to just do an operation and go, you see? So I needed that. So the second tier became that. The third tier became, uh, with the community medics who were living there."

4.4.2.8 Reference to the Verbatim Quote R2H

A1: Sustainability – SED

A2: Capacity Development – SC+LE

B: Reasoning and Decision Making

Interpretation:

The respondent's approach to **sustainability** of services hinges on localized **capacity development**, from a fusion of social capital (SC) and learning experience (LE). By training minimally educated island residents as healthcare providers, the respondent leverages relational trust (SC)—community members are more likely to accept care from those within their community than from an outsider—and it is more rational to retain them. This shows how existing resource-based development shapes SED, where solutions prioritize existing community strengths over external expertise. The quote underscores that sustainability in social entrepreneurship is not about perfection but about presence; by embedding services within the social fabric (SC) and iteratively refining training methods (LE), the respondent ensures continuity as well as quality without dependency on outside systems.

Supportive Description of Experience:

"We needed somebody who would live in that island… we have to train them."

A1: Quality Services – SED

A2: Capacity Development – LE

B: Reasoning and Decision Making

Interpretation:

The respondent frames **capacity development** as a mutual learning process (LE), where both trainers and trainees adapt to resource constraints. The acknowledgment that some islanders

had only *"grade five"* education reflects a pragmatic learning curve (LE): the respondent iteratively designs training programs to meet local realities rather than imposing standardized models. This exemplifies participatory learning approach ensuring **quality services**, where solutions co-evolve with beneficiaries. The absence of conventional qualifications becomes an opportunity for inclusive innovation, as the respondent learns to measure competency by dedication and contextual intelligence rather than diplomas. Here, capacity development is shaped by experiential humility (LE)—hallmark of reflexive social entrepreneurship that prioritizes adaptability over rigidity.

Supportive Description of Experience:

"Sometimes in an island we could find only three people who have done grade five."

4.4.2.9 Reference to the Verbatim Quote R2I

A1: Impact – SED

A2: Holistic Approach – SC+LE

B: Creative Thinking

Interpretation:

The **impact** is amplified through a **holistic approach** that integrates disparate services into a cohesive ecosystem. This strategy reflects both social capital (SC)—forging partnerships across sectors—and learning experience (LE)—recognizing that siloed interventions yield limited returns. The quote's metaphor *"it becomes a hundred",* captures systematic thinking: by linking healthcare, education, and economic support, the respondent creates synergistic value (LE) that exceeds the sum of its parts. This approach mirrors the collective impact, where collaboration (SC) and iterative design (LE) jointly address multidimensional deprivation. The respondent's insight underscores that **impact** is not about scaling isolated programs but about orchestrating interconnected solutions that reinforce one another.

Supportive Description of Experience:

"When you link the services together, it becomes a hundred."

A1: Impact – SED

A2: Synergy – LE

B: Creative Thinking

Interpretation:

The respondent's emphasis on synergy reveals a learning experience (LE) where fragmented aid is replaced by integrated systems, and how interventions are designed to create cascading benefits. The respondent's shift from standalone projects to interconnected services demonstrates evolutionary learning (LE)—progression from tactical problem-solving to architectural rethinking. Here, **impact** is shaped by the entrepreneur's ability to see and forge connections, transforming isolated efforts into a **synergized** force for change.

Supportive Description of Experience:

"but actually when you link the services together, it becomes a hundred, because then you can do from zero right up to ensuring that they can go and reach a government hospital in case we can't treat. So, this whole system makes that synergy."

4.4.2.10 Reference to the Verbatim Quote R2J

A1: Responsiveness – SED

A2: Natural Disaster – LE

B: Problem Solving

Interpretation:

The respondent's **responsiveness** to **natural disasters** is a product of crisis-driven learning (LE), where urgency trumps idealism. The design of movable bathrooms—a direct response to flooding—exemplifies adaptive innovation (LE), prioritizing function and survival over permanence. This highlights resilience imperative to SED, where solutions must withstand volatility. The quote's focus on dismantling and relocation reflects iterative prototyping (LE), as the respondent learns from environmental shocks to create flexible infrastructure. Here, responsiveness is not reactive but proactively adaptive, shaped by the hard lessons of recurrent disasters.

Supportive Description of Experience:

"I needed to make bathrooms… that people could dismantle and move."

A1: Responsiveness – SED

A2: Empathy – LE

B: Problem Solving

Interpretation:

The respondent's empathy—prioritizing basic water access over arsenic-free perfection—demonstrates ethical learning (LE) in crisis contexts. This pragmatic compromise reveals how moral clarity (LE) reshapes priorities: when faced with acute suffering, the respondent learns that good enough is better than perfect. The quote's tension, *"I couldn't really worry about arsenic"*, suggests that **empathy** (LE) demands trade-offs to save lives today while planning for safer tomorrows. Here, **responsiveness** is guided by emotional intelligence (LE), ensuring solutions align with immediate human needs rather than abstract standards.

Supportive Description of Experience:

"You're worrying about, absolutely they have no drinking water. I couldn't really worry about arsenic, but then I thought, oh my God, I better test it. And I found that arsenic was fine, but at a depth. But you could get water, you know, at, uh, 60 feet. So there was no arsenic there. We got it tested."

4.4.2.11 Reference to the Verbatim Quote R2K

A1: Intuition – SED

A2: Learning – LE

B: Creative Thinking

Interpretation:

The respondent's **intuition**—stopping at an unfamiliar island—sparks a transformative **learning** moment (LE), exposing extreme deprivation. This exemplifies serendipitous discovery (LE), where unplanned encounters become catalysts for systemic engagement. Her spontaneity reflects exploratory ethos in SED, where entrepreneurial action often begins with instinctive curiosity. Here, intuition is not guesswork but informed instinct (LE), honed through prior exposure to marginalization and a readiness to deviate from the script.

Supportive Description of Experience:

"Once I went to an island, and there were people with me at that time, so just in a speed

boat, and I saw this island and I said, oh my God, what? It's really looking uncharted, kind of. I said, let's stop here."

A1: Empowerment – SED

A2: Social Need – SC+LE

B: Creative Thinking

Interpretation:

The respondent's **empowerment** strategy—asking islanders to define their own **needs**—combines social capital (SC) (trusting community voice) with learning experience (LE) (discovering latent potential). The onion-farming initiative reveals participatory design (LE), where solutions emerge from dialogue rather than imposition. This shows the agency-centered approach, where marginalized groups are not beneficiaries but co-creators. The quote's open-ended question, *"You tell me… what is it that they will need?"*, underscores that **empowerment** is shaped by listening (SC) and adaptive facilitation (LE).

Supportive Description of Experience:

"You tell me… what is it that they will need?…in winter we can grow onions because only thing they would eat is onions and chili with the rice, you see?"

A1: Dignity – SED

A2: Resource – SC

B: Creative Thinking

Interpretation:

The respondent's dignity-preserving model—partial grants for pumps/boats—leverages social capital (SC) by fostering co-ownership. This asset-sharing approach (SC) balances support with self-reliance, ensuring retaining recipients' **dignity**. The quote's financial nuance, *"we just took 10,000"*, reflects how reciprocity and **resources** shape SED, where **dignity** is upheld through shared investment rather than charity.

Supportive Description of Experience:

"We just took 10,000 and gave the rest as a grant just to make them feel it's theirs."

A1: Opportunity – SED

A2: Inclusive Approach – SC+LE

B: Creative Thinking

Interpretation:

The respondent's **inclusive approach** of connecting islanders to markets creates **opportunity** through relational bridges (SC) and spatial learning (LE). By recognizing isolation as an economic barrier, the respondent applies networked thinking (SC+LE) to integrate marginalized communities into broader ecosystems. The quote's focus on connection (not just transport) mirrors linkage strategies, where access catalyzes long-term participation.

Supportive Description of Experience:

"We connected them to the village market."

4.4.2.12 Reference to the Verbatim Quote R2L

A1: Trust – SED

A2: Inclusive Approach – SC+LE

B: Empathy

Interpretation:

The respondent's effort to build trust with a marginalized group, labeled as dacoits, illustrates how an **inclusive approach** rooted in social capital (SC) and experiential learning (LE) can reduce prejudice and foster **trust**. By engaging non-judgmentally, she cultivated relational capital that turned initial skepticism into mutual respect. This reflects experiential learning, showing that trust is not demanded but co-created through consistent, empathetic interaction. The imagery—"they used to come running"—captures the reciprocal transformation central to SED: when marginalized groups are treated with dignity, participation reshapes exclusionary narratives. Here, trust emerges both as a social bridge and as a learned outcome, demonstrating that genuine inclusion requires co-ownership of change rather than passive tolerance.

Supportive Description of Experience:

"Every time they used to come, they used to come running… this empathy and the growth of trust."

4.4.2.13 Reference to the Verbatim Quote R2M

A1: Dignity – SED

A2: Empathy – SC+LE

B: Creative Thinking

Interpretation:

The respondent's choice to distribute seeds rather than only relief during COVID illustrates how **empathy**—combining social capital (SC) and learning experience (LE)—can uphold **dignity**. Aware that aid often undermines agency, she designed an intervention that restored self-reliance, embodying participatory development. Her emphasis on planting—"they can plant ২টা বিচি"—shows how empathy (LE) reframes resources as symbols of both survival and future possibility. By validating community agricultural skills (SC), the intervention transformed relief into co-created resilience, where dignity arises from empathic foresight and asset-based collaboration.

Supportive Description of Experience:

"Even the people… they have a little bit of space… they can plant ২টা বিচি."

A1: Sustainability – SED

A2: Social Responsibility – SC+LE

B: Creative Thinking

Interpretation:

The respondent redefines **sustainability** as **social responsibility** expressed through responsible giving, shaped by learning experience (LE) and ethical networks (SC). Her critique—"charity has to be done with… responsibility"—reflects iterative learning (LE) from witnessing aid's unintended consequences. By emphasizing self-sufficiency, she aligns with capability-building ethos of SED, treating resources as tools for autonomy rather than temporary relief. This vision also rests on relational accountability (SC), framing communities as partners rather than passive recipients. The moral clarity of her statement—"people can stand on their feet"—underscores sustainability in SED as a contract of empowerment, requiring both pragmatic initiative (LE) and ethical courage (SC).

Supportive Description of Experience:

"Charity has to be done with so much of responsibility… that people can stand on their feet."

A1: Opportunity – SED

A2: Learning – LE

B: Creative Thinking

Interpretation:

The respondent's **opportunity** creation through seed distribution demonstrates contextual **learning** (LE) in practice. The shift from relief to livelihood—captured in the quote, "we grew vegetables"—emerged from seeing how small resources could spark broader agency. This illustrates that solutions evolve through trial and reflection (LE) rather than top-down planning. The simplicity of the act reveals its depth: learning was embodied as respondent and community together uncovered latent potential of real-life opportunities.

Supportive Description of Experience:

"Because we got the seeds… we could eat… we grew vegetables."

4.4.2.14 Reference to the Verbatim Quote R2N

A1: Social Responsibility – SED

A2: Empathy – SC+LE

B: Critical Thinking

Interpretation:

The respondent's **social responsibility** is shaped by **empathic** leadership, blending moral learning (LE) with relational depth (SC). Her insistence that empathy is non-negotiable—"it doesn't work"—reflects the leader's role in holding the tension between compassion and accountability. The declarative tone of her statement highlights that sustainable organization needs to navigate complex trade-offs, balancing social responsibility with organizational integrity. This underscores responsibility is not bureaucratic but relational, requiring heart-led empathy (SC+LE).

Supportive Description of Experience:

"If you don't have empathy with the people that you're working with, it doesn't work."

A1: Leadership – SED

A2: Unbiased – LE

B: Critical Thinking

Interpretation:

The respondent's unbiased leadership exemplifies ethical learning (LE), where personal attachments are subordinated to collective good. The willingness to make tough calls, *"I can't let this…"* reveals a disciplined moral compass (LE) honed through experience. This resonates with pragmatism in **leadership**, where leaders learn to separate affection from obligation. The quote's raw honesty, *"I am too weak"* paradoxically demonstrates strength, as the respondent names the cost of **unbiasedness**. Here, leadership is shaped by reflective rigor (LE), ensuring decisions align with mission over sentiment.

Supportive Description of Experience:

"However much I love that person, I can't let this… because I am too weak to make a decision on that."

A1: Organizational Growth – SED

A2: Strategy – SC+LE

B: Critical Thinking

Interpretation:

The respondent's approach to **organizational growth** hinges on **strategic adaptation**—a dynamic interplay of structural learning (LE) and human capital (SC). The need to "reshuffle every few years" reflects evolutionary insight (LE): as scale changes context, so must teams. This shows the importance of systematic thinking, where growth is iterative, not linear. The quote's focus on *"melding the courage"* underscores that strategy is both analytical (LE) and relational (SC), requiring leaders to balance change with cultural continuity.

Supportive Description of Experience:

"You need different kinds of people… melding the courage to reshuffle every few years."

4.4.2.15 Reference to the Verbatim Quote R2O

A1: Organizational Growth – SED

A2: Strategy – SC+LE

B: Critical Thinking

Interpretation:

The respondent's insistence that **organizational growth** must not compromise humanity reflected in the quote, *"you cannot do that"*, reveals value-driven **strategy** (SC+LE). As organizations scale, they must periodically reshuffle people and skills—an iterative learning process (LE) that ensures relevance and capacity to grow. At the same time, trust, networks, and relational capital (SC) provide the legitimacy and support needed to navigate transitions. Yet this adaptability cannot erode the organization's essence: a humanitarian entity must remain humane. Thus, organizational growth depends on strategizing SC and LE to evolve structures and talent while safeguarding identity and value**s**, ensuring expansion strengthens rather than dilutes the organization's purpose.

Supportive Description of Experience:

"You can't have an action which is inhumane. You cannot do that."

4.4.2.16 Reference to the Verbatim Quote R2P

A1: Social Responsibility – SED

A2: Right Balance – LE

B: Critical Thinking

Interpretation:

The respondent illustrates the tension between **social responsibility and growth**. The clinics initially built social capital (SC) by serving the poor with affordable maternal care, but their heavy reliance on charity raised sustainability issues. From a learning experience (LE) lens, the shift to corporate ownership shows how scaling without value alignment can erode trust and exclude the marginalized. The critique of 'growth-at-all-costs' reflects learning, that true growth requires **right balance (LE)** between financial sustainability and mission fidelity, using SC to sustain legitimacy and LE to adapt models that preserve dignity and access for the poor.

Supportive Description of Experience:

"So how can, how can I say that growth, growth cannot come at the, you know, at the cost of, uh, something like this, you know, of your vision getting totally bizarre."

A1: Social Exclusion – SED

A2: Profit-seeking Motives – SC

B: Critical Thinking

Interpretation:

The respondent's observation that clinics excluded the poor after monetizing services exposes how profit motives (SC) can corrupt social missions. This reflects networked betrayal (SC), where market forces override solidarity. The quote's stark outcome, *"the poor couldn't come"* warns that social capital must be purpose-led, not transaction-driven that upholds **profit-seeking motives**. Here, **social exclusion** is shaped by unchecked commercialism (SC), a cautionary tale for SED.

Supportive Description of Experience:

"I discovered they had sold it to, uh, company, uh, a corporate, and they were basically turning them into regular clinics."

A1: Mission Drift – SED

A2: Sustainability – LE

B: Critical Thinking

Interpretation:

The respondent's distinction between awards and authentic impact reflected in the quote, *"it wasn't growth for me"* reveals critical learning (LE) about sustainability paradox: preserving form while losing soul. This example shows how **sustainability (LE)** challenges can trigger **mission drift**. The clinics began by serving the poor with affordable maternal care, building trust (SC) and learning from practice (LE). But reliance on charity made them vulnerable, and after being sold to a corporate, they excluded the poor—"they wouldn't take the poor anymore." Here, financial growth and institutional permanence came at cost of **mission fidelity**, underscoring that true **sustainability** must align resources with purpose, preserving both trust and access. The quote's subtext challenges the field to redefine success through equity, not in numbers.

Supportive Description of Experience:

"I mean, uh, 90% was coming from there, and they were just little bit here and there. And then they got an award because, uh, they have expanded. They could expand to a hundred clinics."

4.4.2.17 Reference to the Verbatim Quote R2Q

A1: Mission Drift – SED

A2: Right Balance – LE

B: Critical Thinking

Interpretation:

The respondent's critique of **mission drift**—where organizations lose sight of their founding vision in pursuit of growth—reflects hard-won learning (LE) about the perils of unchecked expansion. The quote's stark observation, *"It lost its… vision and goal",* underscores a critical insight (LE): sustainability in social entrepreneurship is not synonymous with scale, but with fidelity to purpose. This aligns with scalability as an essence of SED, where growth must be measured by impact depth, not just breadth. The respondent's warning against *"compromised core purpose"* reveals how learning from institutional failures (LE) shapes leadership—prioritizing mission integrity over superficial milestones. Here, **mission drift** is countered by **right balance** (LE) of mission and growth, ensuring that every strategic decision reinforces, rather than dilutes, the original social contract.

Supportive Description of Experience:

"but it lost its, uh, vision and goal. So how can, how can I say that growth, growth cannot come at the, you know, at the cost of, uh, something like this, you know, of your vision getting totally bizarre."

A1: Innovation – SED

A2: Social Need – SC+LE

B: Critical Thinking

Interpretation:

When established solutions fail to approach marginalized populations, the respondent sees **innovation** as an unavoidable response to gaps in **social need**. This viewpoint is based on

relational capital (SC), which is the result of co-designing solutions with impacted communities, and contextual learning (LE), which acknowledges that the most vulnerable are frequently left out. The need to "invent or innovate" is a reflection of SED's approach to problem-solving, which holds that creativity is necessary for social justice rather than optional. The urgency of the quote illustrates how entrepreneurs are compelled by societal necessity (LE+SC) to forgo complacency and develop context-specific systems. Therefore, community-rooted cooperation (SC) and empathic observation (LE) influence innovation, guaranteeing inclusion and relevance.

Supportive Description of Experience:

"Because anything I needed to touch, if you want to give sustainable, dependable, quality services in areas which does not have a system, you need to invent or innovate."

A1: Sustainability – SED

A2: Management Skill – SC

B: Critical Thinking

Interpretation:

The respondent links **sustainability** to strategic **management skills** (SC), emphasizing the capacity to create interdependent systems in which projects support and enhance each other. This orchestration capacity (SC) embodies sustainability as an essential aspect of SED, wherein stability arises from synergistic structures rather than isolated initiatives. The quote's systems-thinking perspective illustrates how management skill (SC) integrates disparate efforts into a unified ecosystem. Sustainability, in this context, emphasizes the leader's capacity to design reciprocity, focusing on a social capital-driven strategy for resilience rather than individual initiatives.

Supportive Description of Experience:

"Because anything I needed to touch… you need to invent or innovate."

A1: Growth – SED

A2: Quality Services – LE

B: Critical Thinking

Interpretation:

The respondent redefines **growth** through the lens of **quality services**—a learning outcome (LE) from witnessing how fragmented aid undermines trust. The emphasis on "sustainable, dependable" interventions reflects reliability, where consistency is the bedrock of impact. The quote's triad, *"sustainable, dependable, quality"*, captures how growth (LE) is measured by longitudinal efficacy, not numerical expansion. Thus, growth is shaped by iterative service refinement (LE), ensuring that scale never outpaces excellence.

Supportive Description of Experience:

"You need to give sustainable, dependable, quality services."

4.4.2.18 Reference to the Verbatim Quote R2R

A1: Negotiation – SED

A2: Learning – LE

B: Critical Thinking

Interpretation:

The respondent treats **negotiation** with donors as a dialectic process (LE), where conflicting perspectives are synthesized into more grounded partnerships. The candid admission of *"arguments"* reflects how alignment is actively constructed, not assumed. The quote's combative tone underscores how **learning** (LE) occurs through friction—disagreements become opportunities to educate donors about on-the-ground realities. Here, negotiation is not 'compromise' but mutual recalibration, ensuring resources serve needs, not just narratives.

Supportive Description of Experience:

"I have so much arguments with all my donors."

A1: Social Change – SED

A2: Need-Based Solution – SC+LE

B: Critical Thinking

Interpretation:

The respondent's advocacy for mHealth exemplifies how **social change** springs from adaptive solutions (LE) that evolve as **need based**. Rejecting outdated models, *"you don't have to be at the doorsteps",* the respondent demonstrates technological empathy (LE+SC), leveraging tools to bridge accessibility gaps. This underscores adaptive innovation, where solutions are living systems, not relics. The quote's pragmatic pivot, *"mitigate it by mHealth",* reveals how social change is driven by context-responsive reinvention (LE) and participatory tech-literacy (SC).

Supportive Description of Experience:

"You don't have to be at the doorsteps… mitigate it by putting in mHealth."

A1: Sustainability – SED

A2: Quality Services – SC+LE

B: Critical Thinking

Interpretation:

The respondent critiques checkbox metrics, framing **sustainability** as empowerment-through-**quality services**—a blend of service excellence (LE) and community ownership (SC). The quote's goal-oriented clarity, *"they will be empowered"*, reflects how a successful SED prefers the outcomes over outputs, where lasting impact trumps superficial reporting. This learning (LE) stems from witnessing how top-down audits often obscure real needs, prompting a shift toward participatory accountability (SC). Thus, sustainability is shaped by co-created standards that prioritize dignity over donor appeasement.

Supportive Description of Experience:

"The goal was that they will be empowered… not tick boxes."

A1: Empowerment – SED

A2: Meeting Basic Need – SC+LE

B: Critical Thinking

Interpretation:

The respondent's granular approach to **empowerment**—35 meetings, 25 tube wells—reveals its material foundations (SC+LE). Rejecting symbolic gestures, the respondent learns (LE) that trust is built through tangible deliverables, while social capital (SC) is earned via persistent presence. The quote's numerical specificity underscores SED's priority in labor-intensive equity, where empowerment is hard-won.

Supportive Description of Experience:

"Empowerment needed 35 meetings and 25 tube wells."

A1: Strategy – SED

A2: Infrastructure Development – SC

B: Critical Thinking

Interpretation:

The respondent's **infrastructure development strategy**—tiered healthcare system of 24-hour clinics, hospitals—reflects foresight (SC) in creating systems that anticipate future needs. This type of thinking (SC) shapes planning, where today's investments solve tomorrow's crises. The quote's tiered design reveals how strategy merges immediate access with long-term resilience.

Supportive Description of Experience:

"You need the 24-hour clinics and you need a hospital."

4.4.2.19 Reference to the Verbatim Quote R2S

A1: Kindness – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The respondent interrogates the ego-driven expectations often embedded in acts of **kindness**, particularly those shaped by privilege (SC). By reflecting on how even subtle desires

for reciprocation reflected in the quote, "*getting something back*", undermine sincerity, the respondent reveals how social capital rooted in affluence (SC) can distort altruism into transactional behavior. This shows how critical reflexivity and **affluent background** shape SED, where examining one's positionality (e.g., class, power) is essential for ethical practice. The quote's emphasis on selfless giving suggests that true **kindness** emerges only when detached from the giver's ego—a lesson often learned through unlearning entitlement (SC). Here, kindness is reshaped by privilege-aware humility (SC), transforming charity into solidarity.

Supportive Description of Experience:

"Giving should not be… based on me and my desires for getting something back."

A1: Responsible Giving – SED

A2: Learning – LE

B: Recalling

Interpretation:

The respondent's evolution toward **responsible giving** reflects a **learning** process (LE) where empathy is guided by recipients' needs rather than the giver's assumptions. The shift from intention-based charity ("based on me") to need-based solidarity mirrors asset-based SED, where communities dictate priorities. The quote's contrast ("needs, not me") captures this ethical recalibration (LE), illustrating how experiential humility—learning from missteps—redirects resources meaningfully. Thus, **responsible giving** is shaped by iterative **unlearning** (LE), replacing saviorism with partnership.

Supportive Description of Experience:

"It has to be based on needs, not on me."

4.4.2.20 Reference to the Verbatim Quote R2T

A1: Self-Development – SED

A2: Prejudice (–ve) – LE

B: Recalling

Interpretation:

The respondent deliberately engages with unconscious biases (LE) by giving to those she dislikes, framing this as a spiritual and ethical exercise. The act of "twisting" internal discomfort into growth reflects transformative learning, where confronting **prejudice** (LE) becomes a discipline. The quote's visceral language, *"twisted that thing inside me"*, underscores how **self-development** requires active dissonance—a willingness to sit with unease to expand empathy. Here, growth is not passive but a practiced reckoning (LE) with ingrained exclusionary instincts.

Supportive Description of Experience:

"I started giving to people I just dislike… It kind of twisted that thing inside me."

A1: Selfless Giving – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The respondent critiques class-conditioned charity (SC), where giving is often directed toward "favorite beggars" who align with the giver's comfort. This learning insight (LE) reveals how privilege (SC) narrows generosity to familiar recipients, reinforcing social divides. By naming this pattern, the respondent demonstrates reflective learning (LE) that challenges selective empathy. The quote's rawness, *"we want to give to that one"*, exposes how **selfless giving** demands intentional discomfort (SC+LE)—breaking patterns of affinity bias to serve equitably governed by her **affluent background**.

Supportive Description of Experience:

"We all have favorite beggars… we want to give to that one, not this one."

A1: Growth – SED

A2: Aspiration – LE

B: Recalling

Interpretation:

The respondent frames ethical growth as the foundation of leadership, where inner expansion (LE) precedes external impact. The metaphor of a "growing heart" reflects values-centered development, linking personal transformation to systemic change. The quote's spiritual tone underscores that **growth** (LE) is iterative—a daily practice of aligning actions with **aspirational** ethics. Here, social entrepreneurship is rooted in continuous self-interrogation (LE), ensuring outward work mirrors inward integrity.

Supportive Description of Experience:

"Social entrepreneurs need to grow… their heart needs to grow."

4.4.2.21 Reference to the Verbatim Quote R2U

A1: Wisdom – SED

A2: Learning – LE

B: Recalling

Interpretation:

The respondent's clarity of **vision**, *"saving lives, climate action…",* emerges from **lived learning** (LE), not external frameworks. This embodied wisdom (LE) reflects praxis-based leadership, where purpose is distilled through experience, not jargon. The quote's simplicity, *"I just wrote it down",* reveals confidence forged by iterative refinement (LE)—a trust in one's cumulative insights.

Supportive Description of Experience:

"you see Friendship has 4 promises, You know how it came? In our workshop, SAP workshop, Ken is sitting next to me. I am seeing all this thing happening.. I just wrote saving lives, climate action, poverty alleviation and empowerment."

A1: Confidence – SED

A2: Learning – SC+LE

B: Recalling

Interpretation:

The respondent's quiet **confidence** stems from cross-contextual **learning** (LE) and relational depth (SC). Her ability to articulate core principles succinctly reflects earned certainty (LE), while her networks (SC) validate this clarity. The quote's declarative tone exemplifies how confidence is grounded in proof, not posturing.

Supportive Description of Experience:

"What is it that we are doing?... I just wrote it down."

4.4.2.22 Reference to the Verbatim Quote R2V

A1: Wisdom – SED

A2: Learning – LE

B: Reasoning

Interpretation:

The respondent's **learning experiences** reflect strategic foresight (LE), where the **wisdom** she earned over time enriches her thinking to foresee the organization for hundred years. Here wisdom is measured by endurance, not immediacy. The quote, "Vision…hundred years" reveals how deep learning (LE) anchors the organizations to its values beyond trends.

Supportive Description of Experience:

"Vision… in hundred years you can keep this vision."

A1: Agility – SED

A2: In-depth Thinking – LE

B: Reasoning

Interpretation:

The respondent describes a form of **in-depth thinking** that is grounded in lived experience. Rather than relying on external instruction, she emphasizes the importance of internal alignment—acting in harmony with one's surroundings and values—that is **agility**. While she was asked about the 'Values' of her organization in a strategic planning workshop, she

responded in a blink—the values those are blended with the organization's essence. This moment of clarity reflects a key learning essence (LE): that effective social entrepreneurship comes not from imposed knowledge but from authentic, context-sensitive insight and in-depth thinking. Her statement that "nobody can teach me these things" highlights the transformative nature of learning experiences as essential to social entrepreneurial thinking, and rooted in ethical, grounded decision-making.

Supportive Description of Experience:

"And I wanted things which blended in with the environment, you know? So our colors stay on, on the thing because it's harmonious. I think if I was in the desert or I was making it on in the sand, I would make it the sand, sand, sandy. I wouldn't make it green then, you know, just for identification. So, you know, these are things which need to spring from your heart. Nobody can teach me these things."

4.4.2.23 Reference to the Verbatim Quote R2W

A1: Impact – SED

A2: Quality Services – LE

B: Recalling

Interpretation:

The speaker connects sensitivity to beauty with long-lasting emotional and aesthetic impact. Her reference to color shades found in nature signals an embedded understanding of quality as resonance—how thoughtful, organic design can influence across industries. This learning essence (LE) suggests that **quality services** in SED derive not from functionality alone but from deep engagement with form, feeling, and ecological harmony to create **impact**.

Supportive Description of Experience:

"It's the color shade… nature and flowers are the best way to find this."

A1: Decision Making – SED

A2: Learning – LE

B: Recalling

Interpretation:

The respondent illustrates **decision-making** that emerges from sensitivity and emotional receptiveness. Rather than analytical rigor alone, she emphasizes experiential attunement—**learning** from what is felt rather than what is taught. This aligns with LE, where **decision-making** is seen as intuitive, cumulative, and built from trust in one's perceptual and affective faculties.

Supportive Description of Experience:

"It's a question of leaving your heart open a bit."

4.4.2.24 Reference to the Verbatim Quote R2X

A1: Risk-taking – SED

A2: Resilience – SC

B: Recalling

Interpretation:

The respondent's aversion to confrontation does not imply weakness but rather reflects a form of **resilience**. While she was asked from the audience at one her speech at the College de France about not becoming an 'activist', her immediate answer reflects resilience. Here **risk-taking** ability without succumbing to reactive behavior embodies a social capital (SC) trait: cultivating relationships through quiet strength. Her self-awareness reinforces how leaders often navigate opposition with composed risk tolerance.

Supportive Description of Experience:

"I am not at all a coward… but I don't like confrontation."

A1: Decision Making – SED

A2: Open-mindedness – LE

B: Recalling

Interpretation:

Demonstrating **open-mindedness** as a leadership choice, the respondent as a speaker avoids combative strategies that could threaten trust. Her restraint is not disengagement but an active form of learning (LE) that recognizes context, tone, and timing. This approach underscores how social entrepreneurs sometimes make the best **decisions** by choosing not to assert themselves overtly.

Supportive Description of Experience:

"You can't create an environment where you can help people deliver to have trust."

A1: Confidence – SED

A2: Motivation – SC

B: Recalling

Interpretation:

Her composed reaction to scrutiny—marked by calm and wit—demonstrates a form of **confidence** rooted in intrinsic **motivation**. The speaker's humor reflects assurance without dominance, where trust in one's purpose replaces the need for validation. This kind of social capital (SC) fosters influence through quiet dignity rather than display.

Supportive Description of Experience:

"You see, I rest my case."

4.4.2.25 Reference to the Verbatim Quote R2Y

A1: Change Maker – SED

A2: Social Impact – SC+LE

B: Critical Thinking

Interpretation:

The respondent redefines **change-making** as systemic influence rather than adversarial activism, demonstrating how social capital (SC) and learning experience (LE) jointly shape institutional transformation. By engaging policymakers and leveraging relationships (SC), the

respondent achieves impact at both grassroots and structural levels—a strategic insight (LE) honed through iterative engagement. The quote's dual focus, *"not only on the life, but also at the top"*, reflects multi-level **societal impact**, where lasting progress requires negotiated power (SC) and adaptive tactics (LE). Here, change-making is not performative but architectural, built on trust and persistence rather than confrontation.

Supportive Description of Experience:

"I am bringing changes… not only on the life, but also at the top."

A1: Accomplishment – SED

A2: Global Recognition – SC

B: Critical Thinking

Interpretation:

The respondent's **accomplishment**—being published by Routledge—signals the expansion of her social capital (SC) as a thought leader. This **global recognition** validates her credibility and amplifies her influence, illustrating how relational networks (SC) can institutionalize grassroots insights. The quote's emphasis on authenticity, *"they changed the book name"*, signifies her accomplishments as an entrepreneur, where impact is measured by enduring contributions. Thus, accomplishment is shaped by accumulated trust (SC) and rigorous, context-grounded work (LE).

Supportive Description of Experience:

"People trust you… That was not my role… But I am bringing changes—not only on the life, but also at the top… Now Routledge is publishing something… They changed the book name… You can't make these changes if you're going to be confrontational."

A1: Strategy – SED

A2: Success – LE

B: Critical Thinking

Interpretation:

The respondent's **strategic** selectivity, *"choose your battles"*, reflects learned discernment (LE) about where and how to invest energy for maximal impact. This pragmatic wisdom (LE)—forged through trial and error—prioritizes long-term mission integrity over short-term wins. The quote's disciplinary tone reflects the resilience and patience of SED, where **success** is a

product of value-aligned persistence, not scattered effort. Here, **strategy** is less about grand plans and more about daily, intentional choices that result in systemic **success**.

Supportive Description of Experience:

"You need to know the battles and choose your battles."

4.4.2.26 Reference to the Verbatim Quote R2Z

A1: Value Driven Action – SED

A2: Idealism – LE

B: Recalling

Interpretation:

The respondent reframes organizational values as generative forces, challenging the notion that they constrain innovation. Her perspective emerges from experiential learning (LE), where values repeatedly proved to be catalysts for creativity, not limitations. The quote mentioning, "driving force", reflects the **idealism** they are following in keeping **value-driven action** on top that is fueling, rather than inhibiting, adaptive problem-solving.

Supportive Description of Experience:

"Values… it's the driving force of our work… not that which limits us."

A1: Leadership – SED

A2: Foresight – SC+LE

B: Recalling

Interpretation:

The respondent's approach to succession planning blends strategic **foresight** (LE) with value-based social capital. By prioritizing *"spirit"* over mere professionalism, she ensures **leadership** continuity is culturally rooted (SC) and ethically consistent (LE). The quote's distinction, *"you can get professionals… but you need this spirit"*, reflects how institutions outlive founders through embedded ethos (SC+LE). Here, **leadership** is a stewardship of values, nurtured through deliberate mentorship and intergenerational learning (LE).

Supportive Description of Experience:

"You can get professionals… but you need this spirit."

4.4.2.27 Reference to the Verbatim Quote R2AA

A1: Impact – SED

A2: Selflessness – LE

B: Critical Thinking

Interpretation:

The respondent reflects on the evolving nature of entrepreneurial work, arguing that '*why*' and '*how*' one acts outweighs '*what*' one does. This perspective reorients **impact** as a moral stance rather than a measurable outcome. Their insight into social capital—that it is neutral unless directed toward good—underscores the ethical dimension of entrepreneurship. **Selflessness** here is not simply generosity; it is the deliberate choice to channel influence and access toward communal uplift. Learning emerges through contemplation: the recognition that intention governs the social worth of capital, and that doing good is not incidental but chosen.

Supportive Description of Experience:

"You see social capital in many people… but you also need the ability to use that social capital for the good. You can use it for bad also… It's for making that good."

A1: Empowerment – SED

A2: Rationality – LE

B: Critical Thinking

Interpretation:

Challenging paternalism is often embedded in development, the respondent stresses that giving must not disguise control. For her, **empowerment** demands emotional, intellectual, and ethical commitment, not mere transactional charity. Here, **rationality** is reframed as moral logic: receiving does not absolve the giver of responsibility. Instead, giving should be rooted in reciprocity and dignity, where empowerment is redefined as co-agency—enabling communities to "take control of their lives."

Supportive Description of Experience:

"You cannot, in the name of giving, take more from the people… You have to give not only your money, but also your mind, yourself, so that it nurtures the community."

A1: Sustainability – SED

A2: Responsible Giving – LE

B: Critical Thinking

Interpretation:

The respondent reframes **sustainability** as an ethical responsibility of the giver. Giving is portrayed not as an endpoint but as an ongoing obligation to ensure that resources—material or relational—are used meaningfully. This is a form of **responsible giving**, where the giver must remain invested beyond the transaction. **Sustainability** here is sustained trust, accountability, and stewardship. It reflects a learning experience rooted in reflexivity: that charity without follow-through can harm, and true impact demands enduring care and responsibility.

Supportive Description of Experience:

"Giving is as much a responsibility as receiving… When we give, you have to give responsibility."

4.4.3 Respondent 3: Saha (R3, ED)

4.4.3.1 Reference to the Verbatim Quote R3A

A1: Initiative – SED

A2: Social Responsibility – LE

B: Recalling

Interpretation:

The respondent describes how their entrepreneurial journey began with a profound sense of **social responsibility** (LE) that transcended professional ambition. The reflection, *"what I can do for the people for this country"*, reveals an ethical awakening where concern for societal needs transformed into concrete **initiative**. This illustrates a critical learning process in social entrepreneurship – the internalization of social responsibility as a personal mission. The experience demonstrates how moral consciousness evolves from passive empathy to active entrepreneurial agency through lived experience and reflection.

Supportive Description of Experience:

"entrepreneurship is very important, but I was not really thought about entrepreneurship, but maybe, maybe some, somehow, I could, I did something, which I was just thinking that what I can do for the people for this country."

4.4.3.2 Reference to the Verbatim Quote R3B

A1: Passion – SED

A2: Dream – LE

B: Recalling

Interpretation:

The respondent traces how their passion for biological sciences developed through sustained engagement and overcoming academic challenges (LE). The intense desire, *"very, very keen to do something",* reflects **passion** as an evolving driver that shapes learning pathways and professional identity—paving a pathway to fulfill his **dream**. This demonstrates how authentic passion in social entrepreneurship emerges gradually through immersive experiences rather than appearing fully formed, serving as both motivation and resilience during difficulties.

Supportive Description of Experience:

"I want to brought me. Right. Um, and interestingly, when I taken this, I started working on this, but I was very, very keen to do something, which is really biologically."

4.4.3.3 Reference to the Verbatim Quote R3C

A1: Risk-taking – SED

A2: Resilience – LE

B: Recalling

Interpretation:

The respondent's decision to pursue an unconventional academic path reflected in the quote, *"I moved there, and I took the risk",* exemplifies how calculated **risk-taking** builds entrepreneurial **resilience** (LE). This experience represents a formative moment where confronting uncertainty fosters self-efficacy and adaptive capacity. The choice reflects critical learning about managing fear and opportunity that would later inform their entrepreneurial approach, demonstrating how early **risk-taking** experiences cultivate the psychological resources needed for social innovation.

Supportive Description of Experience:

" Okay. And then I moved there, and I took the risk. And by that time, my, my wife, but not wife at that time."

A1: Detail-oriented – SED

A2: Learning – LE

B: Recalling

Interpretation:

The respondent's distinctive learning approach reflected in the quote, *"I'll never really write the same thing"*, demonstrates how metacognitive awareness (LE) fosters entrepreneurial creativity. Their rejection of rote memorization and learning by writing the same what he read in his own words reflects his **detailed-oriented** learning and critical thinking ability – key competencies for social innovation. This illustrates how personalized **learning** styles can shape later capacities for novel problem-solving in entrepreneurial contexts.

Supportive Description of Experience:

"I'll never really write the same thing... I write in my own way."

4.4.3.4 Reference to the Verbatim Quote R3D

A1: Social Network – SED

A2: Social Linkages – SC

B: Recalling

Interpretation:

The respondent highlights how social capital (SC) through institutional networks reflected in the quote, *"she was the general secretary of the hall",* provided crucial support during challenging periods. This experience demonstrates how relational resources operate as safety nets for entrepreneurs, offering both practical assistance and emotional reinforcement. The account reveals the strategic value of cultivating diverse **social linkages** that can be activated when needed, showing how robust **social networks** function as dynamic reservoirs of support in entrepreneurial journeys.

Supportive Description of Experience:

"People helped us a lot... she was the general secretary of the hall."

4.4.3.5 Reference to the Verbatim Quote R3E

A1: Self-Development – SED

A2: Opportunity – LE

B: Recalling

Interpretation:

The respondent describes transformative personal growth (LE) through an educational opportunity abroad that overcame previous limitations, *"I was never able to talk"*. This experience illustrates how exposure to new **opportunities** can catalyze profound skill development and confidence-building. The transition demonstrates a critical learning process where challenging experiences, when supported by nurturing networks, can develop communication abilities – **self-development** essential for entrepreneurial leadership.

Supportive Description of Experience:

"I was never able to talk... but then I went to India, my life absolutely changed."

A1: Aspiration – SED

A2: Opportunity – LE

B: Recalling

Interpretation:

The respondent traces how new opportunities (LE) transformed their self-concept from dependence to ambitious independence reflected in the quote, *"gradually I turned to be very different person"*. This **aspirational** evolution demonstrates how social learning environments can reshape personal goals and capabilities. The experience highlights a fundamental entrepreneurial truth – that leadership potential often lies dormant until activated by challenging **opportunities** and supportive relationships that encourage growth beyond perceived limitations.

Supportive Description of Experience:

" but I was going up and up and up then I was dependent on my wife. Mm-hmm. But gradually I turned to be very different person. I was never able to talk."

4.4.3.6 Reference to the Verbatim Quote R3F

A1: Confidence – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The respondent describes a complex journey where conditional familial approval evolved into personal **confidence** through academic achievement. The father's stipulation for acceptance, *"I can really accept you if you go to higher education",* initially made social capital (SC) contingent, but through demonstrated excellence, the respondent transformed this into unconditional support. The offers of material resources (car, housing) represent both the privileges of an **affluent background** (SC) and the motivational power of earned validation. This experience illustrates how class privilege can serve as both safety net and psychological catalyst when reconciled with personal growth (LE), creating the foundation for entrepreneurial self-assurance.

Supportive Description of Experience:

"My father... said, I can really accept you if you go to the higher education."

A1: Confidence – SED

A2: Motivation – LE

B: Recalling

Interpretation:

The respondent recalls a period of emotional and social vulnerability—cut off from family support and uncertainty outside help. In contrast to his silence, his wife's firm declaration, *"nobody can come for our place,"* became a source of strength and **motivation**. Even when his father offered conditional acceptance, *"I can really accept you if you go to higher education"*—he refused financial support, relying instead on scholarships. His confidence was not inherited but earned, shaped by self-reliance, resilience, and time. This learning experience (LE) shows **confidence** as a product of lived autonomy, tested relationships, and eventual reconciliation, captured in his reflection: *"how a person can be changed with the time."*

Supportive Description of Experience:

"That nobody can really do anything for us… my wife was very strong. She said, no, nobody can come for our place… my father said, I can really accept you if you go to the higher education… I did not take the money because we got all the scholarship… we are now both the families… very, very close… we learn things… how a person can be changed with the time."

4.4.3.7 Reference to the Verbatim Quote R3G

A1: Success – SED

A2: Determination – LE

B: Creative Thinking

Interpretation:

The respondent's immediate return to Bangladesh after thesis submission demonstrates how **success** was redefined through **determination** (LE) and patriotic commitment rather than conventional status markers. The decisive action, *"next morning I landed Bangladesh",* reflects values-driven prioritization that characterizes mission-oriented entrepreneurship.

This represents a critical learning moment where external opportunities were weighed against deeper purpose, illustrating how social entrepreneurs develop alternative metrics for achievement grounded in service rather than prestige.

Supportive Description of Experience:

"I submitted my thesis...next morning I landed Bangladesh."

A1: Experimentation – SED

A2: Determination – LE

B: Creative Thinking

Interpretation:

The respondent's hands-on research with animals and bacteria exemplifies how **determination** (LE) fuels **experimental** learning. The practical engagement by saying, *"putting the bacteria and then see how they behave"*, demonstrates an iterative, trial-based approach that builds both technical competence and creative problem-solving skills. This early scientific curiosity and willingness to learn through established patterns of inquiry that would later inform entrepreneurial innovation, showing how foundational experiences shape adaptive capacities.

Supportive Description of Experience:

"I was doing the animal... putting the bacteria and then see how they behave."

A1: Madness – SED

A2: Patriotism – LE

B: Creative Thinking

Interpretation:

The respondent's self-described **"madness"** in choosing Bangladesh over the U.S. reflects **patriotism** (LE) as a transformative, identity-shaping force. By framing this counterintuitive decision humorously yet powerfully, demonstrate how radical commitment to community can override conventional rationality in social entrepreneurship. This experience illustrates how values-based decisions that appear irrational externally can become core to an entrepreneur's purpose and self-concept when aligned with deeper mission.

Supportive Description of Experience:

"They said go to the US... but I landed in Bangladesh."

A1: Risk-taking – SED

A2: Affluent Background – SC

B: Creative Thinking

Interpretation:

While family offers of material support (car, apartment) provided risk-mitigating social capital (SC), the respondent's choice to prioritize principle over comfort shows how privilege can enable the **risk-taking** traits of an entrepreneur. The father's focus on status symbols, *"that will be giving you your status"*, contrasts with the respondent's values-driven risk calculus, illustrating how entrepreneurs with **affluent backgrounds** must navigate both the advantages and expectations of their social capital to pursue true paths.

Supportive Description of Experience:

"Buy a car... that will be giving you your status."

4.4.3.8 Reference to the Verbatim Quote R3H

A1: Challenge – SED

A2: Dream – LE

B: Abstract Thinking

Interpretation:

The respondent reflects on their earliest days as a scientist, working not in a proper lab but in a corridor, using a broken stool and a burner. This context of scarcity did not hinder ambition—it fueled it. The metaphor of the East India Company, used humorously yet seriously, frames their growth as a strategic expansion: gradual, patient, and ultimately transformative. The **dream**, in this instance, was not a singular vision but an internal compass guiding them through decades of slow, steady progress. Learning (LE) here takes the form of an imaginative long-term orientation, where **challenge** becomes the seedbed for growth.

Supportive Description of Experience:

“I was in a corridor, not really in a room… with a burner and a stool, not really chair… But gradually, I really time to be a different person… Like East India Company, you go, and you penetrated whole India… So I did the same.”

A1: Strategy – SED

A2: Determination – LE

B: Abstract Thinking

Interpretation:

The narrative is rooted in persistence—forty years of labor that began with physical and institutional limitations. The respondent does not focus on grievance but on endurance, highlighting how determination (LE) redefined the original challenge. Working in substandard conditions was not merely tolerated; it was transmuted into a career of exceptional output. **Determination** is portrayed here as a sustained state, not a momentary resolve, shaped by **strategy** based on repetition, effort, and time.

Supportive Description of Experience:

"With maybe 40 years that I'm working from corridor, and now I have four laboratories…"

A1: Strategy – SED

A2: Learning – LE

B: Abstract Thinking

Interpretation:

The reference to the East India Company signals more than just ambition—it reveals a deliberate mindset of strategic expansion. The respondent models their growth as tactical, not accidental. **Learning** (LE) here is not framed through formal training, but through situational intelligence and long-term planning. The metaphor captures the complexity of self-organization, adaptation, and institutional navigation—qualities that mark the respondent not only as a scientist but as a **strategist** of systems.

Supportive Description of Experience:

"East India company. Hmm. So like East India company like you go, and you penetrated whole India and then captured all those, right? Yeah. So I did the same."

A1: Accomplishment – SED

A2: Recognition – SC

B: Abstract Thinking

Interpretation:

The respondent frames their achievement not in titles or honors, but in recognition through contribution. The mention of *"more than 50 publications"* is not just quantitative—it asserts intellectual presence and legitimacy in the field. By comparing their impact to an institution like ICDDR,B, the respondent positions themselves within a hierarchy of excellence, subtly demanding acknowledgment. Here **accomplishment** as an essence of SED is shaped by social capital (SC) in the form of **academic recognition**, accumulated over time through consistent excellence.

Supportive Description of Experience:

"I have about, um, 50, more than 50 publications. And I don't think that even ICDDR,B can also do that."

A1: Accomplishment – SED

A2: Determination – LE

B: Abstract Thinking

Interpretation:

At the core of the respondent's story is a refusal to be defined by early limitations. The transformation from *"a corridor"* to *"four laboratories"* is narrated not as a miracle, but as the direct outcome of unrelenting labor. The **accomplishment**, therefore, is inseparable from the process—it is not the endpoint but the accumulated result of decades of **determined** practice. Learning here represents a lifelong arc of resilience, where each constraint became part of the fuel for expansion.

Supportive Description of Experience:

"I was working from corridor, and now I have four laboratories… I have about, um, 50, more than 50 publications."

4.4.3.9 Reference to the Verbatim Quote R3I

A1: Social Responsibility – SED

A2: Ethical Realization – LE

B: Recalling

Interpretation:

Confronting preventable child deaths triggered an ethical awakening (LE) that transformed the respondent's microbiological expertise into social mission. The **ethical realization**, *"I have to make sure that I can really do something"*, illustrates how technical knowledge becomes **socially responsible** when coupled with direct exposure to human suffering. This experience represents a pivotal moment where professional identity was redefined through moral imperative, showing how social entrepreneurs often emerge when specialized skills intersect with unmet societal needs.

Supportive Description of Experience:

"I can see the different types of organisms... I have to make sure that I can really do something."

A1: Initiative – SED

A2: Social Need – LE

B: Recalling

Interpretation:

The respondent's shift from academic publishing to practical health solutions demonstrates **initiative** responding to urgent **social needs**. The dismissal of mere paper publication presented in the quote, *"That is not really one paper",* reflects prioritization of tangible impact over theoretical exercise. This transition exemplifies a key entrepreneurial mindset – the ability to recognize when conventional professional rewards must be subordinated to address pressing social challenges through applied knowledge.

Supportive Description of Experience:

"I can see the different types of organisms. And I am a microbiologist. I did my PhD. I have to make sure that I can really do something. And that is not really one paper."

4.4.3.10 Reference to the Verbatim Quote R3J

A1: Accomplishment – SED

A2: Resilience – LE

B: Recalling

Interpretation:

The respondent reflects on their scientific contributions—publishing in prestigious journals like *The Lancet*—quickly reframes this as secondary to the core motivation. Despite lacking a medical degree, Dr. Saha forged credibility in microbiology through relentless work and collaboration. His **accomplishment** is not framed as status-driven but as a product of enduring challenges, including working *"day and night*" and navigating a hierarchical medical culture. The respondent's **resilience** (LE) becomes the engine of achievement, allowing him to transcend institutional boundaries and contribute meaningfully to the field.

Supportive Description of Experience:

"I do some very good work, and I publish. And that's a very big paper, in Lancet… But that was not my goal… I'm not a doctor… I was working day and night."

A1: Adaptability – SED

A2: Strategy – LE

B: Recalling

Interpretation:

To thrive in a context dominated by medical professionals, the respondent deliberately recalibrated his trajectory—abandoning academic engagement at Dhaka University to focus exclusively on clinical collaboration. This **strategic** redirection required a deep understanding of power dynamics and institutional gatekeeping, especially as *"doctors are… very, very different in Bangladesh."* **Adaptability**, in this case, is not reactive but tactical, shaped by a learning experience (LE) that reveals where influence and access truly reside. The respondent's ability to work within this framework demonstrates an intentional, experience-based maneuvering of complex systems.

Supportive Description of Experience:

"I totally forgot my Dhaka University. No, I never went there… because I have to really work with the doctors only… doctors are… very, very different in Bangladesh."

A1: Adaptability – SED

A2: Determination – LE

B: Recalling

Interpretation:

The respondent recounts how his role as a critical link in the specimen processing chain demanded both flexibility and unyielding commitment. By positioning the lab as the most reliable site—offering same-day or next-day turnaround, even beyond what other countries could achieve made him indispensable even in an unfavorable professional environment. This high-functioning **adaptability**, rooted in **determination**, reflects a learning experience (LE) grounded in necessity and sustained by willpower. His statement reveals not just operational efficiency, but an identity forged through purpose and pressure.

Supportive Description of Experience:

“I really prepare the… all the specimen coming to my lab. I'll be sending them on that day only, or maybe next day. But no other place can be done here. No. Not even… in other countries.”

4.4.3.11 Reference to the Verbatim Quote R3K

A1: Self-Development – SED

A2: Confidence – LE

B: Recalling

Interpretation:

The respondent's journey to becoming an assistant professor without formal qualifications demonstrates how **confidence** built through experiential learning (LE) can overcome institutional barriers. His exceptional position, *"I am the only, one and only",* illustrates how consistent demonstration of competence can reshape organizational norms that typically privilege credentials over actual capability. This experience reveals a key entrepreneurial truth – that persistent value creation and **self-development** through hands-on work (LE) can disrupt rigid hierarchies and create new pathways for recognition (SC) based on merit rather than traditional markers.

Supportive Description of Experience:

"I turned to be assistant professor... I am the only, one and only."

A1: Achievement – SED

A2: Perseverance – SC + LE

B: Recalling

Interpretation:

The respondent's ability to earn respect from senior represents an **achievement** built through sustained **perseverance** (LE) that gradually accumulated social capital (SC). This experience demonstrates how entrepreneurial credibility in traditional systems is often won incrementally through consistent performance that eventually converts skeptics into collaborators. The transformation from being an outsider to leading those initially more established reveals the compound effect of perseverance in building both professional standing and relational networks essential for long-term impact.

Supportive Description of Experience:

"Doctors... under me... they were senior than me."

4.4.3.12 Reference to the Verbatim Quote R3L

A1: Challenge – SED

A2: Perception – LE

B: Recalling

Interpretation:

Being told to *"step down"* due to not being a doctor confronted the respondent with the **challenge** of redefining professional legitimacy in rigid systems. This experience became a crucial learning moment (LE) about navigating institutional biases and asserting alternative forms of expertise. This encounter illustrates how social entrepreneurs often must **challenge** categorical thinking and expand narrow definitions of qualification, turning perceptual barriers into opportunities to demonstrate that impact stems from capability rather than titles alone.

Supportive Description of Experience:

"You are not a doctor... step down."

A1: Accomplishment – SED

A2: Global Recognition – SC

B: Recalling

Interpretation:

The respondent's publication success in top international journals represents **accomplishment** that generated valuable social capital (SC) beyond local constraints. This **global recognition**, *"all are in very high-level international journals",* provided external validation that strengthened his position and influence within resistant systems. This experience demonstrates how social entrepreneurs can leverage international platforms to build credibility that transcends parochial limitations, creating alternative pathways to legitimacy when conventional routes are blocked.

Supportive Description of Experience:

"All are in very high-level international journals."

4.4.3.13 Reference to the Verbatim Quote R3M

A1: Opportunity – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The respondent's father providing financial support, *"for next five years, I'll be giving you... your apartment"*, illustrates how **affluent background** (SC) creates **opportunity** buffers that enable risk-taking. This safety net allowed sustained focus on professional development during precarious early stages, demonstrating how class privilege can be strategically deployed to support long-term entrepreneurial pursuits. The experience reveals the often-unacknowledged role of family resources in sustaining innovators through periods when their work may not yet be financially viable.

Supportive Description of Experience:

"For next five years, I'll be giving you... your apartment."

4.4.3.14 Reference to the Verbatim Quote R3N

A1: Adaptability – SED

A2: Resilience – LE

B: Recalling

Interpretation:

The respondent's choice to prioritize lab work over titles reflected in, *"I don't need any professorship... working in the lab till 11:00 PM",* demonstrates **adaptability** rooted in **resilience** (LE). This reorientation of priorities shows learning to thrive within constraints by focusing on what truly advances impact rather than conventional markers of success. The late-night dedication illustrates how social entrepreneurs often must adapt by developing extraordinary personal commitment that compensates for system limitations, turning constraints into motivators for deeper engagement.

Supportive Description of Experience:

"I thought, okay, I don't need any professorship... I was working in the lab till 11:00 PM."

A1: Focus – SED

A2: Vision – LE

B: Recalling

Interpretation:

Balancing research with immediate service, *"I do more and more research... but I also send the report for the children",* reflects **vision** (LE) that integrates knowledge creation with practical application. This dual **focus** demonstrates how social entrepreneurs maintain clarity of purpose by connecting long-term scientific pursuits with near-term community needs. The experience illustrates the disciplined **vision** required to avoid either academic abstraction or reactive pragmatism, instead of forging a sustainable middle path that advances both theory and practice simultaneously.

Supportive Description of Experience:

"I do more and more research... but I also send the report for the children."

A1: Achievement – SED

A2: Determination – LE

B: Recalling

Interpretation:

The respondent's breakthrough in Lancet publication represents **achievement** emerging from **determination** (LE) rather than ambition alone. This milestone quote, *"suddenly I really published a Lancet paper",* illustrates how mission-driven perseverance through setbacks can yield unexpected validation. The experience demonstrates an entrepreneurial approach to accomplishment where focus on meaningful work rather than external rewards ultimately produces both impact and recognition, revealing how authentic dedication often leads to the most significant breakthroughs.

Supportive Description of Experience:

"Suddenly I really published a Lancet paper."

4.4.3.15 Reference to the Verbatim Quote R3O

A1: Growth – SED

A2: Recognition – SC

B: Recalling

Interpretation:

The respondent's reinstatement as Assistant Professor demonstrates how **recognition** from powerful actors by the quote, *"you'll be Assistant Professor again",* generates social capital (SC) that can overcome institutional barriers. This experience illustrates the paradoxical nature of rigid systems – while they often resist unconventional paths initially, external validation can trigger sudden reversals in status. The case shows how social entrepreneurs may need to cultivate alternative sources of legitimacy outside traditional hierarchies, which can later be leveraged to regain formal **growth** when the system becomes receptive to change.

Supportive Description of Experience:

"You go and tell the director... you'll be Assistant Professor again."

A1: Achievement – SED

A2: Recognition – SC

B: Recalling

Interpretation:

The respondent's evolving relationships with former skeptics, *"he turned to my friend again",* demonstrates how **recognition** in the form of social capital (SC) accumulates through consistent performance over time. This transformation from resistance to alliance reveals how entrepreneurial **achievement** in institutional contexts often depends on converting doubters through persistent demonstration of value. The experience highlights that in social entrepreneurship, credibility/recognition is frequently built through patient relationship-navigation rather than immediate victories.

Supportive Description of Experience:

"He turned to my friend again, the army."

4.4.3.16 Reference to the Verbatim Quote R3P

A1: Initiative – SED

A2: Ethical Realization – LE

B: Recalling

Interpretation:

The respondent's decision to move beyond academic publishing by saying, *"that's not my objective"*, reflects an **ethical realization** (LE) about the limitations of traditional research in creating real-world impact. This moment captures a critical transition in social entrepreneurship – when technical experts recognize their **initiative** must engage with implementation systems to achieve meaningful change. The rhetorical question, *"how can I really help the country?"*, epitomizes the shift from observer to activist that characterizes mission-driven innovators.

Supportive Description of Experience:

"That's not my objective... how can I really help the country?"

A1: Social Responsibility – SED

A2: Learning – LE

B: Recalling

Interpretation:

Years of observing child mortality reflected in the quote, *"so many children are dying"* transformed the respondent's technical expertise into civic duty through an accumulative learning process (LE). This evolution illustrates how **social responsibility** in entrepreneurship often emerges gradually through lived **learning** – as abstract knowledge becomes ethically connected to human consequences through sustained engagement. The experience shows that the most powerful social innovations frequently stem from professionals who allow their technical work to be emotionally and ethically informed by the problems they study.

Supportive Description of Experience:

"So many children are dying... I was working for years."

A1: Impact – SED

A2: Vision – LE

B: Recalling

Interpretation:

The respondent's focus on vaccine access, *"I have to get the vaccine",* demonstrates how visionary thinking (LE) in social entrepreneurship bridges scientific discovery and practical implementation. This represents a maturation from data collection to systems intervention, where understanding a problem becomes inseparable from solving it. The experience reveals how **impactful** social innovators develop **visions** that are simultaneously global in knowledge and local in application, refusing to accept the typical disconnect between research and real-world change.

Supportive Description of Experience:

"Then I have to make sure that I have to get the vaccine."

4.4.3.17 Reference to the Verbatim Quote R3Q

A1: Change Maker – SED

A2: Awareness – SC+LE

B: Recalling

Interpretation:

The respondent's policy advocacy, *"how can I convince the government"*, combines hard-won **awareness** (LE) of bureaucratic realities with strategic use of social capital (SC) gained through international reputation. This dual **awareness** – of both technical solutions and political pathways – exemplifies how effective **change-makers** operate at the intersection of evidence and influence. The experience demonstrates that in social entrepreneurship, systemic reform requires navigating multiple layers of awareness beyond the immediate problem itself.

Supportive Description of Experience:

"How can I convince the government to get the vaccine?"

A1: Problem Solving – SED

A2: Commitment – LE

B: Recalling

Interpretation:

The respondent's focus on disability prevention reflected in the quote, *"maybe they're not dying... but they're becoming disabled",* reveals a **problem-solving** approach rooted in long-term **commitment** (LE) rather than quick fixes. This expanded timeframe for impact assessment demonstrates how social entrepreneurs often must redefine success metrics to capture more complex, less visible outcomes. The experience illustrates that solving systemic problems requires persistence through multiple stages of intervention – from immediate crisis response to addressing downstream consequences.

Supportive Description of Experience:

"Maybe they're not dying... but they're becoming disabled."

A1: Accomplishment – SED

A2: Global Recognition – SC

B: Recalling

Interpretation:

The respondent's strategic use of international fame, *"outside Bangladesh, I'm famous this BIG",* as leverage for local change demonstrates how **global recognition** (SC) can be repatriated for domestic impact. This experience reveals an important dynamic in social entrepreneurship – that credibility earned abroad can sometimes open doors at home more effectively than local credentials alone. The size disparity metaphor highlights how innovators may need to cultivate multiple spheres of influence to **achieve** systemic change, using each to reinforce the other.

Supportive Description of Experience:

"In Bangladesh this much... but outside I'm famous this BIG."

A1: Initiative – SED

A2: Emotion – LE

B: Recalling

Interpretation:

The respondent's emotional response, *"what is the value of my... burden?",* to the gap between data and action shows how **emotion** (LE) can catalyze entrepreneurial **initiative**. This moment captures the critical role of affective engagement in social innovation – where frustration with systemic inertia transforms into motivational energy for change. The experience illustrates that while data provides the map for social entrepreneurship, emotion often supplies the fuel to begin the journey/initiative.

Supportive Description of Experience:

"What is the value of my... burden?"

4.4.3.18 Reference to the Verbatim Quote R3R

A1: Persistence – SED

A2: Vision – LE

B: Recalling

Interpretation:

The respondent recalls a pivotal moment of disillusionment with conventional academic methods—where simply presenting microbiological data on child mortality failed to provoke the kind of response they had hoped for. Rather than staying confined to the laboratory, the respondent moved step by step, shifting focus toward deeper societal implications. This trajectory illustrates **visionary persistence**: a learning experience (LE) that redefined the goal from publication to public consciousness. Vision, here, is not abstract—it is constructed through action, as each failed attempt reshaped the respondent's purpose and pathway.

Supportive Description of Experience:

"So what I did, I thought, I think death is not really, I mean, I, it is, it is my microbiology, but I really moved to one after another, another, uh, next step, next step, next step. I thought, no, I think that's not the way I can really convince people."

A1: Value-Driven Action – SED

A2: Pragmatism – LE

B: Recalling

Interpretation:

The respondent describes a strategic shift: after realizing that scientific findings alone failed to inspire change, they adapted their approach to better engagement with the public. Publishing a piece that highlighted the overlooked suffering of disabled children became a turning point—not because it followed a preset plan, but because it responded **pragmatically** to what wasn't working. This **value-driven action** reflects experiential learning (LE) shaped by grounded **pragmatism**, where the respondent makes iterative choices to match values with effectiveness, navigating from idealism to action.

Supportive Description of Experience:

"So I presented this, I published that also. What did that publication? You think that Yes, it is

very sad that a lot of children are dying. But unfortunately, we possibly never notice that what is going on to the disabled children."

A1: Value Driven Action – SED

A2: Empathy – LE

B: Recalling

Interpretation:

Beyond scientific inquiry, the respondent chose to follow the lives of disabled and deceased children, extending his concern beyond data into the lived experiences of families. This deepened engagement reveals a learning experience (LE) shaped by **empathy**—where professional detachment gives way to relational awareness. The respondent tracks not just biological outcomes but social conditions, survival, and caregiving. **Value-driven action** here is embodied through compassionate follow-through: the decision to stay with communities long after initial findings.

Supportive Description of Experience:

"So I was not really only working in the lab. I started following up all the children who are dying, who are disabled, and who are disabled, where are they? How that household people are really living and dealing with it. And then how long they are surviving."

4.4.3.19 Reference to the Verbatim Quote R3S

A1: Selfless Giving – SED

A2: Dedication – LE

B: Reflecting

Interpretation:

The respondent's decision to step back from public visibility demonstrates how **dedication** (LE) to mission can transcend personal recognition. By prioritizing the integrity of his legacy mirrored in the quote, *"you know why people should remember me"*, over continued platform, he exemplifies mature leadership that measures success by lasting impact rather than temporary acclaim. This choice of **selfless-giving** reflects deep learning about authentic social entrepreneurship – that true **dedication** sometimes requires withdrawing rather than seeking more attention, ensuring the work itself remains the focus rather than the individual.

Supportive Description of Experience:

"You know why people should remember me, what I was... I don't want to change that."

4.4.3.20 Reference to the Verbatim Quote R3T

A1: Dignity – SED

A2: Empathy – LE

B: Realization

Interpretation:

The respondent's realization about the long-term caregiver burden deeply observed in the quote, *"how can that mother really manage?"*, shows how **empathy** (LE) evolves from clinical observation to profound understanding of human **dignity**. This shift from viewing disability through medical outcomes to recognizing its social and emotional dimensions demonstrates how social entrepreneurs develop deeper, more holistic perspectives through sustained engagement. The experience illustrates that the most meaningful interventions often emerge when technical expertise becomes emotionally informed by the lived realities of those affected.

Supportive Description of Experience:

"That child may be surviving for seven years... how can that mother really manage?"

A1: Perspective Shift – SED

A2: Learning – LE

B: Realization

Interpretation:

The respondent's transformed understanding of disability reflected in the quote, *"if anyone is dying... I'll feel bad",* represents critical **learning** (LE) that expands the moral framework of social entrepreneurship. Recognizing that survival with disability can create more complex burdens than death itself demonstrates how direct experience reshapes priorities and interventions. This **perspective shift** rooted in emotional evolution highlights how social innovators must continually challenge their own assumptions to address the most pressing yet often invisible dimensions of social problems.

Supportive Description of Experience:

"If anyone is dying... I'll feel bad... but gradually I'll be forgetting."

4.4.3.21 Reference to the Verbatim Quote R3U

A1: Focus – SED

A2: Analytic Ability – LE

B: Critical Thinking

Interpretation:

The respondent describes how narrative structure became a key instrument in high-level advocacy. By carefully crafting a contrast between the lived realities of children with disabilities in rich countries versus those in Bangladesh, the respondent used analysis not to present data alone, but to provoke empathy and action. The power of this learning experience (LE) lies in its methodological simplicity—juxtaposing systems of accessibility with systemic neglect. **Analytic ability** here is deeply **focused** but exercised through storytelling that does more than inform—it awakens moral urgency and binds abstract policy to human consequence.

Supportive Description of Experience:

"I showed the disabilities… a disabled child in your country, maybe not many… but you have a system. You can come down from the train. You have the wheelchair. Unfortunately, no, we do not have this… I was showing all the photograph… contrast one, the US, and the other side in Bangladesh."

A1: Focus – SED

A2: Global Engagement – SC

B: Critical Thinking

Interpretation:

The respondent delivered a pivotal presentation at a major international conference on *Haemophilus influenzae* and *Streptococcus pneumoniae*, where nearly 600 attendees witnessed a visceral appeal grounded in real-world inequity. Social capital (SC) is demonstrated not through traditional networking but through visibility and narrative

resonance—becoming a known figure not by position, but by voice. By **engaging global** audiences in "very rich countries," the respondent leveraged global platforms to highlight local vulnerabilities, transforming individual witness into transnational advocacy. Their **focus** becomes a conduit—linking nations not just through science, but through shared responsibility.

Supportive Description of Experience:

"I gave a talk… all only for Haemophilus influenzae and Streptococcus pneumoniae… almost maybe 600 people were sitting… and the women were crying."

A1: Focus – SED

A2: Community Engagement – SC

B: Critical Thinking

Interpretation:

Rather than abstract statistics, the respondent chose to show a 15-second video of twin children—one severely disabled, the other active and mobile—captured in their everyday reality. This intimate portrayal dismantled emotional distance, allowing viewers to witness not numbers, but lives. The tears of the audience reflected a moment of shared humanity, in which **engagement** with **community realities** transcended borders. The act of showing "live children" functioned as a powerful embodiment of social capital (SC), rooted in proximity, empathy, and representational ethics. **Focus**, here, is anchored in presence—not projection.

Supportive Description of Experience:

"I showed the live children… twin, twin, twin. The boy was disabled, completely disabled… the sister just crawling, moving around… They were really crying."

A1: Accomplishment – SED

A2: Global Recognition – SC

B: Critical Thinking

Interpretation:

The respondent concludes by framing the impact of this storytelling approach: persuading global funders such as the Bill & Melinda Gates Foundation to act. The talk not only moved hearts but shifted institutional agendas, eventually resulting in vaccine access for Bangladesh. This represents a culminating moment of social entrepreneurship, where **accomplishment** is

measured not by applause, but by **global recognition** leading to structural change. Social capital (SC) is a model of influence where credibility is earned through emotionally intelligent engagement and persistence. Recognition, in this case, is global—but rooted in grassroots realities.

Supportive Description of Experience:

"That's the way I can convince the Bill Gates Foundation… I get the vaccine in Bangladesh. That's the way my life… this was so."

4.4.3.22 Reference to the Verbatim Quote R3V

A1: Independence – SED

A2: Mindset – LE

B: Recalling

Interpretation:

The respondent makes it clear that his approach to microbiology and public health was never procedural or passive. Rather than simply processing samples, *"get the case, give the bacteria and... send the report",* he pursued a deeper understanding of disease pathways, resistance, and prevention. This statement highlights a learning experience (LE) rooted in intellectual **independence** and intrinsic motivation. The respondent rejected mechanistic routines in favor of holistic inquiry, driven by a **mindset** of responsibility and curiosity. **Independence**, in this context, is not isolation—it is self-direction, where the work reflects a personal ethic rather than institutional compulsion.

Supportive Description of Experience:

"I really did not stop… and just only get the case, give the bacteria and then, and give, send the report. No, I have to understand what is this, what is the drug resistance and… how this bacteria can be prevented… you have to be prevented."

A1: Confidence – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

Reflecting on his early journey, the respondent jokingly refers to how Child Health Research Foundation became *"very rich"*—immediately clarifying that this richness lies in knowledge, not capital. Despite a lack of institutional funding, his personal **confidence** in pursuing work without financial backing stemmed in part from his **affluent background**. He notes that his father was financially supportive and that his wife, after her PhD, earned more than he did. This social capital (SC)—familial support and spousal income—provided a safety net that enabled risk-taking and long-term commitment. **Confidence** here is partly inherited: a resource grounded in the respondent's relational and economic context.

Supportive Description of Experience:

"So there's no money… but my father was rich. I never give any money to my father… my father was giving the money… But then my wife also joined after PhD… she was getting more money than me."

A1: Organizational Growth – SED

A2: Learning – LE

B: Recalling

Interpretation:

The respondent's recollection of building an organization *"with my money"* suggests a process of **organizational growth** not driven by institutional funding, but by personal **learning** and gradual development. He describes a journey where resource scarcity did not hinder progress but served as a crucible for adaptive learning. This was not a case of scaling through capital but of learning-by-doing—each step informed by personal and contextual insight. **Organizational growth**, in this light, emerges from reflective **learning**: understanding what matters, responding to limitations, and reconfiguring strategies over time.

Supportive Description of Experience:

"And I worked, I did all those work with my money."

A1: Organizational Growth – SED

A2: Strategy – LE

B: Recalling

Interpretation:

While the respondent refers to his wife earning more and personally funding his work, these choices reflect not just circumstance, but strategic orientation. The implied decision to use household income to sustain research is itself a form of informal **strategy**—redistributing personal resources toward **organizational growth**. Rather than awaiting external support, the respondent cultivated an internal economy of sacrifice and shared commitment. This kind of strategy, shaped by lived learning (LE), reflects a model of growth that prioritizes values over visibility and stability over speed.

Supportive Description of Experience:

"So that was the way it was working… I worked, I did all those work with my money."

4.4.3.23 Reference to the Verbatim Quote R3W

A1: Selfless Giving – SED

A2: Dream – LE

B: Recalling

Interpretation:

The respondent recounts an early period of financial abstinence, where they refused external funding despite eligibility. This act is not framed as martyrdom, but as a conscious alignment with a personal **dream**—vision that valued integrity over convenience. Their choice to operate with *"zero"* financial input from grants, even when accessible, suggests a learning experience (LE) grounded in clarity of purpose. It reveals a pattern of **selfless giving**, where resource scarcity was not a limitation but a principle-driven stance for entrepreneurship development. The respondent's restraint set the foundation for later autonomy and trustworthiness in the eyes of collaborators and funders alike.

Supportive Description of Experience:

"I really did not take any interest or any, um, funding from others because I just, I'm just producing myself… I was getting the grant. I said, okay, for me, no. Zero."

A1: Organizational Growth – SED

A2: Strategy – LE

B: Recalling

Interpretation:

Rather than isolating research, the respondent describes a deliberate strategy of integrating multiple projects under one cohesive structure. The formation of CHRF emerges as a tactical response to dispersed funding, allowing the organization to conserve, direct, and accumulate resources sustainably. This **strategy** marks a learning experience (LE) not derived from theory but honed through practice: observing patterns of financial leakage and choosing to redirect funds into a collective pool. The insight lies in recognizing that sustainable **organizational growth r**equires institutional architecture—transforming fragmented opportunity into long-term capacity.

Supportive Description of Experience:

"So, but that is the way from the very first day, we started saving the money… we formed the CHRF, and that is going to the CHRF."

A1: Decision-Making – SED

A2: Selflessness – LE

B: Recalling

Interpretation:

The respondent reflects on choices that often diverged from normative funding behavior, where individuals might pocket residual resources from projects. In contrast, he emphasizes channeling all surplus into a shared fund, guided by a moral compass that prioritized collective benefit over personal gain. This ethical stance of **selflessness** becomes a repeated behavioral norm, revealing a learning experience (LE) shaped by humility and long-view thinking. **Decision-making** here is less about tactical advantages and more about establishing a precedent for trust, transparency, and institutional ethos.

Supportive Description of Experience:

"But most of the time… if it is some extra, that will be not really going somewhere… that's the money."

4.4.3.24 Reference to the Verbatim Quote R3X

A1: Negotiation – SED

A2: Self Respect - LE

B: Recalling

Interpretation:

The respondent recounts a pivotal moment in **negotiating** his compensation, underscoring the importance of maintaining **self-respect** (LE) in the process. Despite initial offers tied to his existing salary at Dhaka Shishu Hospital, he asserts a boundary based on his own valuation and contribution. This stance reveals a learning experience where negotiation is not merely transactional but also a reaffirmation of personal dignity and worth within a professional context.

Supportive Description of Experience:

"I said, Gary, I think I really, I really do as you do, and no matter if you really want me, then you have to give Johns Hopkins Standard. Give me that. If not, I don't mind. I don't take the money, but don't do this."

A1: Negotiation – SED

A2: Confidence - LE

B: Recalling

Interpretation:

Confidence underpins the respondent's **negotiation**, as he actively challenges the initial proposal and express a clear understanding of his value. The willingness to risk losing (LE) financial compensation rather than accepting less than fair terms exemplifies assertiveness borne of experience and self-assuredness. This reflects a crucial entrepreneurial skill, where confidence enables advocacy for fair recognition and resources.

Supportive Description of Experience:

"Then he said, 'oh, Samir, I think you have to take some money.' I said, sure, no problem. Now I can do this."

A1: Negotiation – SED

A2: Expertise – SC+LE

B: Recalling

Interpretation:

Expertise is evident in the respondent's awareness of his unique contributions (LE), highlighted by the external validation (SC) from a senior Johns Hopkins figure who affirms the respondent's indispensable role. The **negotiation** is grounded not only in self-respect and confidence but also in demonstrable professional **expertise**, which shifts power dynamics in his favor.

Supportive Description of Experience:

"The top person of John Hopkins University, she said, 'oh no, Samir whatever Samir says is correct, because he's doing a lot, he's doing a lot. He's more helping us than we are helping him.'"

A1: Negotiation – SED

A2: Firmness - LE

B: Recalling

Interpretation:

The respondent's **firmness** is a decisive factor in the **negotiation** outcome. His refusal to accept an inequitable salary arrangement despite pressure reflects a principled and resolute stance. This **firmness** is intertwined with strategic awareness, balancing the need for collaboration with the imperative to be compensated fairly, thereby exemplifying effective boundary-setting in professional negotiations.

Supportive Description of Experience:

"I don't mind. I don't take the money, but don't do this."

4.4.3.25 Reference to the Verbatim Quote R3Y

A1: Organizational Growth – SED

A2: Determination – LE

B: Recalling

Interpretation:

The respondent highlights a strategic and disciplined approach to managing substantial funding from Johns Hopkins, marked by personal **determination** in financial stewardship. Despite being offered a high salary, he chose to take less and channel the remainder into the organizational fund, prioritizing collective benefit over personal gain. This decision reflects a learning experience (LE) in responsible resource management, demonstrating how reinvestment fosters sustainable **organizational growth** beyond immediate individual interest.

Supportive Description of Experience:

"I told the CHRF team that my salary should be this salary I'm getting, but I'll be taking this much of salary. That also, not really minimum, that's still very good amount. <laugh>, but, and half of that, you put it in CHRF."

A1: Organizational Growth – SED

A2: Strategy – LE

B: Recalling

Interpretation:

Alongside personal financial discipline, the respondent underscores a systematic **strategy** of accumulating and reinvesting funds (LE), stressing the value of steady financial management. The repeated phrase—"depositing, depositing, depositing money"—captures a long-term investment mindset essential for building organizational capacity. This approach reflects responsible financial governance aimed at sustaining **organizational growth**.

Supportive Description of Experience:

"And there's the, we are depositing, depositing, depositing money. And we also wanted to make sure that we are really investing, investing, investing. Mm-hmm. <affirmative> in the bank."

4.4.3.26 Reference to the Verbatim Quote R3Z

A1: Accomplishment – SED

A2: Global Recognition – SC

B: Recalling

Interpretation:

The $25 million grant from the Gates Foundation signifies the respondent's ability to convert social capital (SC) into transformative institutional support. **Global recognition** here is not merely a reward but the culmination of years of credibility-building, where reputation and demonstrated impact intersect to unlock large-scale resources. This underscores how social capital—forged through reliability and tangible outcomes—enables milestones that amplify organizational **accomplishment**.

Supportive Description of Experience:

"I got a very big grant of 25 million dollars… because of the work."

A1: Continuity of Services – SED

A2: Expertise – LE

B: Recalling

Interpretation:

The respondent's ability to sustain research and collaborations independently shows how **expertise** (LE) secures **continuity** in volatile sectors. By maintaining consistent, high-quality work despite shifting partnerships, he demonstrates a learning process where evolving mastery and autonomy safeguard against institutional instability, anchoring **continuity in service delivery**.

Supportive Description of Experience:

"Now I'm not working with anyone… I just keep doing the work."

4.4.3.27 Reference to the Verbatim Quote R3AA

A1: Leadership – SED

A2: Foresight – LE

B: Critical Thinking

Interpretation:

The respondent demonstrates strong **leadership** through strategic **foresight** in managing a large, multi-country fund. Aware of Bangladesh's bureaucratic and financial constraints, he proactively designed a plan to safeguard and allocate $25 million over four years. This reflects a learning experience (LE) rooted in anticipating logistical challenges and applying phased spending and investment strategies to prevent loss or mismanagement. Leadership here emerges not only from position but from strategic, anticipatory vision.

Supportive Description of Experience:

"Yes. The work of C H R F, then really, we money. So, with the 25 million dollars and that money have to go to India, have to go to Pakistan, have to come to Bangladesh. But, but I am the leader... I will be spending $25 million in four years. I will be keeping 20. I will be dividing this and $15. Keep it. It'll be will I need it in last two years only. So I, I want to invest and rest of them keep it three months, six months, all those things."

A1: Organizational Growth – SED

A2: Management Skill – LE

B: Critical Thinking

Interpretation:

Effective **organizational growth** is driven by the respondent's active management of fund disbursement across multiple countries and institutions. By delegating financial tracking to ICDDR,B while retaining ultimate oversight, he balances trust with accountability. This reflects a learning experience (LE) in managing multi-institutional partnerships—leveraging external capacities without losing responsibility—an essential **management skill** for scaling complex transnational projects.

Supportive Description of Experience:

"Yes. They'll be sending the money and all these things. Mm-hmm. <affirmative>. And they'll be keeping the budget. I mean, they'll be keeping all the, um, track. Yes. Because I'm giving them so much of money... ICDDR,B knows that it can be also, um, yeah. I mean you can, how can you keep it in the bank? What do you call it? Deposit."

A1: Organizational Growth – SED

A2: Rationality – LE

B: Critical Thinking

Interpretation:

The respondent applies **rationality** in structuring fund allocation and investment, explicitly distinguishing "my money" from institutional ownership to stress accountability and stewardship. Rationality is evident in the phased investment strategy, ensuring fund availability and sustainable **organizational growth** over time. This reflects a learning experience (LE) grounded in deliberate, logical planning amid uncertainty and complexity.

Supportive Description of Experience:

"No, no, we cannot deposit. I say, no, my dear, this is my money. It's not you. Mm-hmm. <affirmative> $25 million. I will be spending $25 million in four years... Gradually when it got done, we'll take it out. And thats the reason I got all the money, my dear <laugh> and all the money is CHRF money. That's not Samir's money. That's not anyone else's money."

4.4.3.28 Reference to the Verbatim Quote R3AB

A1: Focus – SED

A2: Vision - LE

B: Reflecting

Interpretation:

The respondent reflects on the evolution of diagnostic technology, from limited detection methods when he started working 30 years back to advanced machines capable of identifying even non-viable bacteria. His success in bringing advanced technology in bacterial detection and vaccine availability in Bangladesh demonstrate his **focused vision** (LE) that spans on

decades of continuous development. **Vision** here is both retrospective and forward-looking, underscoring his commitment to continually evolving solutions.

Supportive Description of Experience:

"So, yeah. But still, now you can also say much, much better... I may miss things, but at that time there was the machine by which we can really detect the bacteria, or even the death bacteria also can be detected... Now with the vaccine, I brought two vaccines... maybe by another vaccine is coming in next three months or so... these are all my work in last maybe 30 years."

A1: Success – SED

A2: Determination - LE

B: Reflecting

Interpretation:

The respondent's recounting of decades-long efforts to introduce vaccines and improve diagnostic technology reflects **determination** (LE) as a key driver of **success**. Despite earlier limitations in equipment and detection, his persistent work over 15 to 30 years has culminated in tangible advancements. This narrative conveys how sustained effort and resilience against technical and temporal challenges underpin successful outcomes, illustrating the entrepreneurial mindset of perseverance in public health innovation.

Supportive Description of Experience:

"But when I was really in the 15 years later, or maybe 20 years later... these are all my work in last maybe 30 years."

A1: Impact – SED

A2: Quality Services - LE

B: Reflecting

Interpretation:

The respondent connects his work to tangible health outcomes through vaccines and advanced bacterial detection. His focus on **quality services** is reflected in pride over technological improvements that strengthen public health. Here, **impact** is framed as the cumulative result of scientifically grounded interventions (LE) that adapt over time, positioning quality as the cornerstone of meaningful change.

Supportive Description of Experience:

"...with the vaccine, I brought two vaccines... and maybe by another vaccine is coming in next three months or so... all those machines are now there."

4.4.3.29 Reference to the Verbatim Quote R3AC

A1: Foresight – SED

A2: Instinct – SC+LE

B: Reasoning and Decision Making

Interpretation:

The respondent shows an intuitive grasp of the need to preserve bacterial samples at ultra-low temperatures, despite limited technical knowledge (LE) at the time. This **instinctive foresight** reflects an entrepreneurial sensitivity to emerging opportunities (SC) and a strategic orientation toward long-term research potential. His remark—'we should know more about this bacteria, for future research'—captures early strategic vision, anticipating future scientific value before methods or equipment were fully available.

Supportive Description of Experience:

"And all those bacteria are preserved. Can you believe it? Minus 80 degrees, or, but why? I don't know why. I just know we should know more about this bacteria, for future research."

A1: Foresight – SED

A2: Strategy - LE

B: Reasoning and Decision Making

Interpretation:

Building on initial instinct, the respondent points to the active work of a specialized team sequencing bacterial samples, showing the shift from intuitive **foresight** to deliberate **strategic planning** and execution. The involvement of "Sejuti and team" reflects institutional capacity and knowledge mobilization, where early vision is translated into concrete scientific processes. This marks a strategic approach to research management, operationalizing foresight through coordination and technical advancement.

Supportive Description of Experience:

"But I thought there should be, it'll come somewhere. And now Sejuti, you know Sejuti. Okay. So Sejuti now, and team now working with all those hundreds of thousands of, um, thousand, hundreds and thousands of bacteria, and they are now working on it. Mm-hmm. <affirmative>, they're now, you know, the sequencing."

4.4.3.30 Reference to the Verbatim Quote R3AD

A1: Sustainability – SED

A2: Capacity Development – SC+LE

B: Reflecting

Interpretation:

The respondent reflects on the significant advancement in sequencing technology that has transformed the understanding of bacterial evolution over time. Highlighting the unique position of the Child Health Research Foundation, which possesses a rare and valuable bacterial sample repository preserved for 30 years, the respondent emphasizes the foundation's capacity to sustain long-term research. This **sustainability** in **capacity development** underpins the organization's ability to contribute uniquely to global scientific knowledge, reflecting a deep commitment to enduring scientific stewardship.

Supportive Description of Experience:

"We know now, before that we were not knowing precisely find that bacteria. Because that bacteria by that time is changed now. Changed, changed... And importantly, none in the world had this, because we will be keeping it, we'll be keeping it for last 30 years."

A1: Sustainability – SED

A2: Management Skill - LE

B: Reflecting

Interpretation:

Sustainability is also linked to effective **management skills** that ensure continuity beyond immediate scientific achievements. The respondent's hope for continued support of the Child Health Research Foundation reveals an awareness that sustainability requires not only

technical capacity but also managerial foresight and operational stability. The interplay of these skills is essential for translating scientific potential into lasting institutional impact.

Supportive Description of Experience:

"So there's, the way I really put Child Health Research Foundation... I hope that it'll be sustainable. I wish, I wish I can really help them another maybe several years."

A1: Vision – SED

A2: Foresight - LE

B: Reflecting

Interpretation:

The respondent demonstrates visionary foresight by anticipating the future scientific utility of preserved bacterial data. Recognizing that the ability to track biological changes over decades provides invaluable insights, this **foresight** informs strategic decisions about data preservation and research direction. Such strategic **vision** is crucial for positioning the organization at the forefront of evolving scientific inquiry.

Supportive Description of Experience:

"So now they can go, okay, what was the biology with the time, how it is going on."

A1: Vision – SED

A2: Strategy - LE

B: Reflecting

Interpretation:

Beyond foresight, the respondent articulates a strategic approach that aligns resources, such as funding and data collection, with long-term goals. The significant financial investment received for sequencing underscores a **visionary strategy** to build and maintain a comprehensive bacterial data repository. **Strategy** here is both adaptive and forward-looking, ensuring that investments serve sustained scientific inquiry.

Supportive Description of Experience:

"For this Sejuti, got more than a hundred thousand, sorry, a million dollar just to, just to get, because not just for the sequencing."

A1: Unfulfillment

A2: Devotion - LE

B: Reflecting

Interpretation:

Despite the respondent's evident intellectual strength and clear vision, there is an expressed sense of **unfulfillment** rooted in the limitations of communication reflected in the quote, *"My problem is the words".* This reveals a deep **devotion** and personal commitment to work, tempered by humility about the challenges of effectively conveying complex scientific contributions. The tension between capability and expression highlights the human dimension of scientific dedication.

Supportive Description of Experience:

"My problem is the words, but my intelligence that is fine."

4.4.4 Respondent 4: Kabir (R4, CEO)

4.4.4.1 Reference to the Verbatim Quote R4A

A1: Organizational Growth – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The respondent frames Sajida Foundation's growth as a **strategic process** grounded in experiential learning (LE). Expansion into microfinance, development programs, and impact investment was "expanded over time" through deliberate adaptation informed by "research, monitoring, and evaluation." This approach highlights how evidence-based learning drives growth, ensuring diversification addresses evolving poverty and health challenges without losing focus. By "trying to integrate research with all our initiatives," the respondent underscores an iterative, dynamic model of **organizational growth** shaped by continuous reflection and adjustment.

Supportive Description of Experience:

"To make our work evidence-based we are trying to integrate research with all our initiatives. One is program related research to see the impact of our work…Another one is we also do some empirical research.. Like during COVID19 we had many interventions and we have done many research during that time. And that is how Sajida Foundation has expanded over time."

4.4.4.2 Reference to the Verbatim Quote R4B

A1: Social Responsibility – SED

A2: Ethical Realization – LE

B: Reflecting

Interpretation:

The respondent recalls how Syed Humayun Kabir, then Chairman and Managing Director of Pfizer Bangladesh, initiated the Sajida Foundation in 1987 from his own residence by creating a garage school for the children of domestic workers in the area. This decision did not stem

from professional obligation, but from a deeply personal ethical awakening. The act reflects a learning experience (LE) wherein privilege confronted proximity—the everyday presence of disadvantaged children sparked a sense of moral duty. **Social responsibility** here emerges not from institutional frameworks, but from the **ethical realization** that personal action is required to address visible inequality.

Supportive Description of Experience:

"So, 1987 Sajida Foundation… was founded by Syed Humayun Kabir. It started from his residence. He created a garage school for the children of the househelps around the area."

A1: Social Responsibility – SED

A2: Affluent Background – SC

B: Reflecting

Interpretation:

The respondent highlights how Mr. Kabir's ability to found a philanthropic initiative from his own residence also reflects his social position. His background as a corporate leader with access to resources and influence—both economic and relational—enabled him to translate personal compassion into formal institutional action. Social capital (SC), in this context, is not only about networks, but about the enabling structures of class, credibility, and autonomy that allowed such an initiative to flourish privately before gaining public shape. **Social responsibility**, therefore, is amplified by **affluent background**.

Supportive Description of Experience:

"So that's how Sajida Foundation in 1987 started informally… Syed Humayun Kabir was the chairman and managing director of Pfizer Bangladesh."

A1: Initiative – SED

A2: Emotion – LE

B: Reflecting

Interpretation:

The founding of Sajida Foundation was not just a social intervention but also an emotional gesture—a 25th wedding anniversary gift to his wife, who was still alive at the time. This unconventional origin story reframes social initiative as an expression of love, not memorialization. It reflects a learning experience (LE) where personal emotion motivates

public good, challenging conventional philanthropic norms. The **emotional** dimension does not detract from the seriousness of the foundation—it deepens it, suggesting that sustainable **initiatives** can be seeded not only through logic or loss, but through affective ties.

Supportive Description of Experience:

"This was a 25th anniversary gift to his wife… Usually people create foundations after they die, so that's another new thing about Sajida Foundation."

4.4.4.3 Reference to the Verbatim Quote R4C

A1: Negotiation – SED

A2: Expertise – LE

B: Reflecting

Interpretation:

The respondent reflects on a pivotal moment of corporate transition, when Pfizer decided to exit Bangladesh due to policy shifts discouraging multinationals in the late 1980s. As Managing Director and Chairman of Pfizer Bangladesh, Syed Humayun Kabir used his expertise to engineer a strategic alternative: rather than accepting the standard management buyout offer for himself, he proposed a deferred-payment acquisition plan in favor of the newly established Sajida Foundation. This moment of **negotiation** was not routine, it was an act of professional agility, demonstrating how **learned corporate expertise** (LE) could be leveraged in a way that transformed a disinvestment crisis into the founding opportunity for a social enterprise.

Supportive Description of Experience:

"Pfizer, New York decided they would leave Bangladesh… the first stock offer was given to him as a management buyout… He negotiated a deal that if you give the shares to Sajida Foundation on a deferred payment basis… we would pay them from the dividend it earned."

A1: Negotiation – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

This was not simply a **negotiation**, but a masterstroke of long-term **strategy**. The deferred

payment plan was not driven by immediate gain, but by a clear-eyed understanding of how dividends could be reinvested: 75% toward Pfizer's reimbursement and 25% directly into Sajida Foundation's programs. The strategic innovation here lies in creating a funding mechanism embedded within the organization's growth, illustrating a sophisticated learning experience (LE) where social value was woven into financial sustainability from the outset.

Supportive Description of Experience:

"It was given as a loan initially that we would pay them from the dividend it earned—75%, and 25% will go into our programs. So, in six years, we will pay them for the 51% shares."

A1: Decision-Making – SED

A2: Selflessness – LE

B: Reflecting

Interpretation:

The respondent underscores that Syed Humayun Kabir had no personal interest in the management buyout. His **decision-making** capacity to forgo personal ownership in favor of institutionalizing the shares under Sajida Foundation reveals a profound ethical commitment. This choice reflects a learning experience (LE) in values-based leadership, where personal gain was relinquished for organizational mission. His **selfless decision** became the genesis of Sajida Foundation's formal launch in 1993, demonstrating how entrepreneurial decision-making can emerge from integrity and moral clarity rather than profit-seeking motives.

Supportive Description of Experience:

"Syed Humayun Kabir was not personally interested with the management buyout… That's how actually Sajida Foundation, from 1993, started formally."

4.4.4.4 Reference to the Verbatim Quote R4D

A1: Capacity Development – SED

A2: Vision – LE

B: Reflecting

Interpretation:

The respondent highlights the foundation's deliberate evolution from informal beginnings to a formal institution, signaling visionary capacity development grounded in learning

experience (LE). The milestone that "Sajida Foundation actually formally began from 1993," accompanied by the founder's return with a social work degree and a small team, demonstrates how clear **vision** and professional commitment precede organizational scale. This illustrates a process of purposeful scaffolding where growth is intentional rather than accidental, shaped by foresight and disciplined institutional **capacity development**.

Supportive Description of Experience:

"That's how Sajida Foundation actually formally began from 1993."

A1: Donor Management – SED

A2: Trust – SC

B: Reflecting

Interpretation:

The donation of the remaining Pfizer shares to Sajida Foundation—despite minimal repayment—reflects deep social capital (SC) cultivated through sustained trust and demonstrated integrity. The respondent's note that *"they trusted, um, the initiatives and they believed that something good will happen"* reveals that donor confidence was earned through consistent, values-driven impact rather than persuasion alone. This case exemplifies how social capital functions in philanthropy, where **trust** is the foundation for resource transfer and long-term partnership/**donor management**.

Supportive Description of Experience:

"The rest of the installments were donated to Sajida, the foundation, because they, they trusted, um, the initiatives and they believed that something good will happen out of this."

A1: Leadership – SED

A2: Foresight – LE

B: Reflecting

Interpretation:

The founder's leadership is characterized by foresight (LE), demonstrated in the strategic alignment of donor trust with the foundation's long-term vision. The belief that *"something good will happen"* fostered by the donors, coupled with their *"trust and, um, administration for the founder,"* highlights how patience and persuasive stewardship transform incremental

gains into lasting institutional assets. This reflects a legacy **leadership** model, where visionary **foresight** and trust-building secure the venture's sustainability.

Supportive Description of Experience:

"because they, they trusted, um, the initiatives and they believed that something good will happen out of this. So, they had that, um, trust and, um, you know, administration for the founder and for other activities they, they saw, um, on the ground."

4.4.4.5 Reference to the Verbatim Quote R4E

A1: Philanthropy – SED

A2: Affluent Background – SC

B: Reflecting

Interpretation:

The founder's decision to repurpose pharmaceutical ownership for public benefit exemplifies structural philanthropy grounded in social capital (SC). By choosing *"he will not personally own… but donate, uh, the, the shares to Sajida foundation,"* the founder reconfigures personal wealth as embedded equity committed to justice rather than personal gain. This act reflects a transformative vision where **affluent background** of the founder is intentionally redirected to serve as a permanent resource for societal good, illustrating **philanthropy** as a mechanism for systemic change rather than temporary relief.

Supportive Description of Experience:

"So, started the foundation, um, uh, started from a, you know, corporate, uh, initiative. Um, and then, then thereby, you know, the founder decided that, that he will not personally own, um, um, own the corporate entity, but donate, uh, the, the shares to Sajida foundation, right?"

A1: Philanthropy – SED

A2: Selflessness – LE

B: Reflecting

Interpretation:

The act of donating high-value corporate shares embodies selfless institutionalization, representing a profound ethical learning experience (LE). By ensuring that *"he will not personally own… but donate, uh, the, the shares to Sajida foundation,"* the founder embeds a

culture of altruism at the organization's core, safeguarding its mission from personal interests. This transformation of private wealth into public infrastructure underscores a commitment to collective good, where **selflessness** guides the stewardship and sustainability of **philanthropic** efforts.

Supportive Description of Experience:

"He will not personally own… but donate, uh, the, the shares to Sajida foundation"

4.4.4.6 Reference to the Verbatim Quote R4F

A1: Innovation – SED

A2: Social Need – SC

B: Reflecting

Interpretation:

The respondent highlights Sajida Foundation's innovative inversion of the traditional CSR model, where instead of "corporates creating CSR initiatives," the foundation itself was *"created for social impact."* This business model **innovation** is driven by social capital (SC), leveraging networks, institutional credibility, and influence to embed social mission at the core of organizational design. The contrast in the quote underscores how **social need** redefines organizational logic, making sustainability and equity inherent rather than peripheral. **Innovation** here is architectural, reshaping capital flows and power dynamics to address systemic social gaps.

Supportive Description of Experience:

"Whereas we see, um, you know, corporates, uh, creating, you know, CSR initiatives, and then from the, those CSR initiatives that there are, you know, development programs that you do or you can create, uh, businesses which has social impact, right? So that, that is my experience…social entrepreneurship."

A1: Empowerment – SED

A2: Capacity Development – LE

B: Reflecting

Interpretation:

The foundation's multi-layered approach to empowerment combines microfinance with healthcare, education, and WASH, reflecting iterative learning (LE) about the complex barriers women face. By focusing 93% of investments on creating "women entrepreneurs" and initiatives where *"women is the focal, you know, focal, uh, character,"* the respondent reveals a deeply contextualized **capacity development** process. This approach illustrates how **empowerment** is ecosystemic and long-term, shaped by ongoing experiential insight and adaptive programming.

Supportive Description of Experience:

"so we have created a micro financing unit where we, we, we invest on mostly, mostly 93%. We create, uh, women entrepreneurs. We try to create women entrepreneurs, or we try to try to have initiatives, um, where, or invest on initiatives where women is the focal, you know, focal, uh, character, um, in that initiative."

A1: Impact – SED

A2: Holistic Approach – LE

B: Reflecting

Interpretation:

The respondent's holistic impact framework—integrating financial inclusion with health, education, and WASH—stems from experiential learning (LE) about the interconnected nature of poverty and disadvantage. Their emphasis on supporting *"the women, uh, in her other journeys in life"* illustrates a **holistic approach**, ensuring that interventions address cumulative barriers across sectors. This grounded observation informs a durable, multiplied social **impact**, where diverse supports converge to strengthen long-term outcomes.

Supportive Description of Experience:

"So, and then we have, uh, you know, aligned, uh, initiatives, uh, which supports the women, uh, in her other journeys in life, whether it's health, whether it's education for her children, you know, other, other, whether it's WASH, um, uh, facilities, um, and, and different other aspects."

4.4.4.7 Reference to the Verbatim Quote R4G

A1: Initiative – SED

A2: Social Need – SC

B: Reflecting

Interpretation:

The foundation's introduction of high-end healthcare services addresses a clear social need (SC) that persists even among affluent populations. By leveraging institutional credibility and extensive networks, they respond to gaps in local service availability. The respondent's observation that *"people usually go abroad to avail those services"* highlights how social capital (SC) identifies systemic voids and transforms absence into opportunity. This approach aligns with the essence of SED where **initiatives** are driven by demand and rooted in real **social needs** rather than externally imposed supply.

Supportive Description of Experience:

"We, we see that, that it, it is even for the people who can afford it, the services are not available, and people usually go abroad to avail those services."

A1: Foresight – SED

A2: Expertise – LE

B: Reflecting

Interpretation:

The respondent describes the phased scaling strategy of healthcare services as a demonstration of strategic foresight informed by sector-specific expertise (LE). Beginning with a niche market, the foundation planned to *"bring in expertise… then expand,"* showing how learning-driven readiness dictates timing and pacing to ensure that growth is both relevant and sustainable. This exemplifies **foresight** based on **expertise** in shaping SED, where growth decisions are grounded in accumulated knowledge rather than rushed expansion.

Supportive Description of Experience:

"There's a gap. There's a gap. And so initially we started with the niche market, but the idea was that we will bring in expertise and cater to the niche market, and, and from there, we will capitalize or leverage that expertise to bring it to the other segments of the society."

A1: Growth – SED

A2: Quality Services – LE

B: Reflecting

Interpretation:

The foundation's commitment to a five-year refinement period before broadening services exemplifies learning-centric **growth** (LE) where maintaining **quality** is paramount. The quote *"tried and tested for five years"* captures a deliberate, evidence-based approach to scaling that emphasizes sustainability over speculative or premature expansion. This learning-focused growth process shows that organizational expansion must be rooted in proven effectiveness and responsiveness to community needs.

Supportive Description of Experience:

"Now we have a product… which we have tried and tested for…. five years."

4.4.4.8 Reference to the Verbatim Quote R4H

A1: Impact – SED

A2: Diverse Solution – LE

B: Reflecting

Interpretation:

The foundation's expansion into varied sectors such as mental health, caregiving, and IT demonstrates adaptive learning (LE) in responding to complex, interrelated social needs. The respondent's mention of *"another enterprise… which concentrates on mental health… another company… caregiving services… an IT company"* illustrates a innovative approach in SED, where **impact** is amplified by deploying complementary, contextually tailored **diverse solutions** across fronts.

Supportive Description of Experience:

"We have another enterprise… which concentrates on mental health… another company… caregiving services… an IT company."

A1: Agility – SED

A2: Vision – LE

B: Reflecting

Interpretation:

The organization's shift from serving elite markets towards potentially addressing the *"lower end of the market"* showcases **visionary agility** (LE). This forward-looking stance reflects a flexible, inclusive approach, where evolving organizational direction embraces broader accessibility without sacrificing core mission or quality. The respondent's anticipation of future expansion highlights strategic adaptability essential to sustained social impact.

Supportive Description of Experience:

"Now we are expanding that… probably in future we might go to the lower end of the market."

A1: Adaptability – SED

A2: Vision – LE

B: Reflecting

Interpretation

The forward-looking stance of Sajida Foundation by investing in social enterprises in various niche markets including elderly care, mental health and IT enabled services to support their various development programs represents **adaptability** towards the ever-changing needs of society. This **visionary** approach keeps them always ahead of time.

Supportive Description of Experience:

"So that's why we, we have invested on an IT company. So, so, so it is called Appinion where, where, you know, the technological innovation that we want to bring into our different programs, different businesses mm-hmm.."

4.4.4.9 Reference to the Verbatim Quote R4I

A1: Well-timed Decision – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The respondent emphasizes strategic patience in launching Sajida Foundation's impact investing wing, noting it was *"recently started"* only after achieving sufficient institutional maturity. This reflects a learning experience (LE) centered on organizational readiness, where timing is governed by accumulated insight rather than external pressures or trends. The deliberate pacing exemplifies how **well-timed decisions** in social entrepreneurship arise from reflective **strategy** and ensure contextual fit and capacity alignment.

Supportive Description of Experience:

"Sajida Foundation has another recently started… wing called impact investing."

A1: Sustainability – SED

A2: Quality Services – LE

B: Reflecting

Interpretation:

The foundation's impact investing approach prioritizes mission alignment and **service quality** over mere financial returns, illustrating **sustainability** as rooted in ethical and operational excellence. By stating *"we evaluate those businesses… and invest in those businesses,"* the respondent highlights learned discernment (LE), underscoring the importance of rigorous assessment to ensure enduring impact. This approach aligns with sustainability as an essence of SED, where longevity depends on integrity and effectiveness, not just revenue generation.

Supportive Description of Experience:

"We evaluate those businesses… and invest in those businesses."

4.4.4.10 Reference to the Verbatim Quote R4J

A1: Scalability – SED

A2: Community Engagement – SC

B: Reflecting

Interpretation:

The foundation's dramatic growth—from *"two or three people"* to *"more than 5,600"*—is anchored in deep community trust, a core dimension of social capital (SC). This expansion illustrates how credibility and legitimacy within local contexts enable growth without sacrificing impact quality. The respondent's numerical contrast underscores how **scalability** emerges from sustained **community engagement** rather than purely operational tactics, reflecting trust as a vital asset for expansive social entrepreneurship.

Supportive Description of Experience:

"I started with two or three people… now we have more than 5,600."

A1: Organizational Growth – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The respondent situates the foundation's evolution over *"30 years"* as a learning-driven, strategic process (LE) where isolated initiatives matured into an integrated ecosystem. This cumulative learning journey exemplifies how compound **organizational growth**, emphasizing patient, adaptive development is more preferred than rapid, superficial scaling. The longitudinal scope reflects **strategic** iteration, where impact is deepened through ongoing reflection and recalibration.

Supportive Description of Experience:

"It has built multiple businesses or programs over 30 years."

4.4.4.11 Reference to the Verbatim Quote R4K

A1: Vision – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The founder's daughter's reflection on her personal trajectory running *"kind of parallel… with Sajida Foundation"* illustrates how **vision** evolves into intergenerational **strategy** through lived experience (LE). This intertwining of individual and organizational journeys embodies the concept of legacy leadership, where strategic continuity is maintained by internalized values and embodied purpose. The narrative shows vision transcending a single leader to become embedded in institutional DNA.

Supportive Description of Experience:

"My journey is kind of parallel… with Sajida Foundation."

4.4.5 Respondent 5: Sinha (R5, Co-founder)

4.4.5.1 Reference to the Verbatim Quote R5A

A1: Initiative – SED

A2: Social Network – SC

B: Recalling

Interpretation:

The respondent describes how their career shift into waste management was catalyzed through mentorship from Dr. ATM Nurul Amin, exemplifying how social capital (SC) within academic networks redirects professional trajectories. The professor's advice to approach waste as a social problem rather than solely an engineering challenge triggered a fundamental perspective change. This demonstrates how influential social relationships can reframe worldviews and inspire new initiatives. The mentorship provided both conceptual framing and practical entry points—such as library research—showing how **social** capital activates through knowledge-sharing **networks** to spark socially impactful **initiatives**. The respondent's openness to this unconventional guidance reflects the transformative potential of academic mentorship in shaping entrepreneurial pathways.

Supportive Description of Experience:

"There is a book article written by one of the professor, Canadian professor. He used to work there uh, um, then I, then I went to the library and found a very interesting publication that, that, uh, how, uh, you can link.. waste, is not a engineering problem.. it is a social problem."

4.4.5.2 Reference to the Verbatim Quote R5B

A1: Research – SED

A2: Initiative – LE

B: Recalling

Interpretation:

The respondent's decision to **research** the linkages between the formal and informal sectors reflects a learning experience (LE) driven by **intellectual initiative** and a commitment to

marginalized populations. By choosing an underexplored topic, they demonstrated how academic curiosity can uncover systemic blind spots and translate into action-oriented scholarship. This early systems-thinking approach anticipated current debates around circular economy, highlighting how learning-led initiatives often arise from addressing neglected intersections within development contexts. The thesis thus became a foundational experience connecting theoretical inquiry with real-world social needs, establishing a pattern of **research-driven initiative** in the respondent's career trajectory.

Supportive Description of Experience:

"And after reading that, I found that she did her PhD from Calcutta on formal sector, informal sector, how we can improve. So I, uh, my thesis topic was formal, informal sector linkage, how we can improve in developing country... nobody did that study."

4.4.5.3 Reference to the Verbatim Quote R5C

A1: Innovation – SED

A2: Research – LE

B: Reflecting

Interpretation:

The respondent's career shift from architecture to waste management was catalyzed by transformative research (LE), particularly through engagement with an academic article that challenged prevailing perceptions of waste. This conceptual reframing—from seeing waste solely as a problem to recognizing it as a resource—illustrates how scholarly inquiry can trigger professional reinvention and innovative thinking. This intellectual awakening highlights the critical role of research in fostering novel approaches, as the respondent integrated academic insights into practical, sustainable solutions. The readiness to abandon prior assumptions underscores how **research-driven learning** (LE) can break down disciplinary barriers and inspire social **innovation**.

Supportive Description of Experience:

"So I left that idea, that tried to promote that waste is a resource that during my thesis, I met a lot of informal sector, visit the government sector and in a different angle how we can improve the situation."

4.4.5.4 Reference to the Verbatim Quote R5D

A1: Innovation – SED

A2: Social Need – LE

B: Recalling

Interpretation:

The respondent reframes a deeply embedded urban challenge—waste—as a latent opportunity. His proposition that *"waste is a resource"* challenges dominant narratives of waste as burden, offering instead a circular perspective rooted in efficiency and environmental responsibility. By imagining a business model that reduces landfill overflow and pollution, he introduces a **social need driven innovation**. This reinterpretation marks a critical learning experience (LE), where lived realities and structural constraints lead to problem-solving through repurposing rather than removal. **Innovation** is not abstract—it is materially grounded in the intersections of **need**, scarcity, and vision.

Supportive Description of Experience:

"And when I told him that, that it's, uh, waste is—it can be a business. It's a resource… if you look at waste as a resource that you can reduce the amount of waste and you can reduce the budget… less amount of waste will be going to the landfill and it'll create less pollution. That was the idea."

A1: Research – SED

A2: Social Need – LE

B: Recalling

Interpretation:

The respondent's research journey, prompted by the urgent need for solutions in waste management, illustrates how academic pursuit becomes grounded in social context. His interaction with a professor at BUET led to collaboration with another waste management researcher, resulting in a thesis deeply informed by field knowledge. The **research** was not driven by theoretical curiosity alone, but by a compelling **social need** to understand and act. This reflects experiential learning (LE), where research is a response to societal dysfunction, and academia becomes a conduit for real-world engagement.

Supportive Description of Experience:

"I came to Dhaka for information, for thesis needs… I met him. It was Iftekhar Bhai… and then I went back with the data and everything. I went back and the thesis was very good."

A1: Initiative – SED

A2: Inspiration – LE

B: Recalling

Interpretation:

What began as an academic inquiry transformed into a professional calling when the respondent's advisor challenged him to carry forward his thesis into real-world application. Surrounded by forgotten "green theses" gathering dust, the advisor posed a pivotal question: why not continue the work others abandoned? This encounter sparked **initiative** rooted in **inspiration**—call to bridge research and action. The advisor's belief in the respondent's enterprising nature became catalytic, reframing the thesis as not an end, but a starting point. This moment exemplifies how learning experiences (LE) can originate from external belief and internalized ambition.

Supportive Description of Experience:

"He was advising me… look at my shelf, so many thesis… No one is working in the same sector. They left the idea… So why not go do the same thing, you know? Bangladesh. That was another turning point… I know you are enterprising. You can do that."

A1: Foresight – SED

A2: Vision – LE

B: Recalling

Interpretation:

The respondent's year at UNESCAP marked a deepening of perspective. What was previously a thesis topic now becoming a regional issue with global implications. Exposure to policy-level insights and cross-national practices sharpened his **foresight**, elevating waste management from local experimentation to scalable advocacy. The role at UNESCAP was more than a job—it became a transformative space of **visioning**, where learning evolved from reading literature to synthesizing real-time data. This experience signaled a transition: from learner to practitioner, from idea to ecosystem-level thinking.

Supportive Description of Experience:

"I worked for one year there… my work was to compile information on waste management… I was lucky. It opened my vision… During my thesis, I did literature reviews. But when I sat in UNESCAP business office… they are covering the UNESCAP region."

4.4.5.5 Reference to the Verbatim Quote R5E

A1: Challenge – SED

A2: Passion – SC

B: Reflecting

Interpretation:

The respondent highlights how a shared **passion** within their professional and social networks functioned as vital social capital (SC) that sustained resilience in the face of institutional indifference toward their waste management innovations. Collective enthusiasm formed strong affective bonds, creating an emotional support system that maintained motivation during **challenging periods**. This case exemplifies how passion operates as a form of social capital (SC) in social entrepreneurship, enabling persistence through peer solidarity and mutual dedication. The respondent's reflection illustrates that emotional investment within trusted networks can compensate for the absence of formal support structures during difficult phases of innovation.

Supportive Description of Experience:

"But passion was there. We used to, uh, sit together and thinking how we can improve the situation. And we went to the city corporation."

4.4.5.6 Reference to the Verbatim Quote R5F

A1: Confidence – SED

A2: Research – LE

B: Recalling

Interpretation:

The respondent's **confidence** to pursue waste management innovations independently was

grounded in **research-based learning** (LE). Their conviction that “waste is a resource” provided both the intellectual foundation and psychological assurance to act without institutional backing. This marks a transition from theory to practice, where research not only informed knowledge but also fostered entrepreneurial self-efficacy, showing how learning experiences (LE) cultivate the confidence to pioneer social innovation.

Supportive Description of Experience:

"And then we thought that both of us, that we believe in our idea. We believe waste is a resource. It can be turned into resource. And we can, if we believe in ourselves, we should do it by ourself. We don't have to take other’s help."

A1: Self-Development – SED

A2: Learning – LE

B: Recalling

Interpretation:

When traditional support systems proved inadequate, the respondent embraced experiential learning (LE) through direct experimentation with waste management solutions. Their decision to independently test ideas reflects an adaptive, trial-and-error approach to knowledge creation that is a characteristic of social entrepreneurship. Each setback and iteration contributed to the respondent's professional growth, demonstrating how entrepreneurial learning (LE) often occurs through practice rather than formal instruction. This **self-directed development** process highlights the **learning** required when innovating in uncharted territory.

Supportive Description of Experience:

"We found that nobody's interested in the new idea... Also, the government is not ready to spend money in this idea. So we thought that why not test it by ourselves and show others what can be done."

4.4.5.7 Reference to the Verbatim Quote R5G

A1: Capital – SED

A2: Affluent Background – SC

B: Recalling

Interpretation:

The respondent leveraged familial social capital (SC) through their father's position in the Lions Club to access critical early-stage resources for their waste management initiative. This illustrates how elite networks can be strategically activated to overcome initial barriers in social entrepreneurship. The successful pitch to the Club committee demonstrates how inherited social **capital** (SC) can provide both material support and legitimacy for unproven ideas. Such network advantages highlight the often-overlooked role of **affluent background** in facilitating social innovation during the vulnerable startup phase.

Supportive Description of Experience:

"My father was president of Lion's Club... I approached the committee... and we convinced them."

A1: Negotiation – SED

A2: Expertise – SC

B: Recalling

Interpretation:

The respondent employed their technical **expertise** (SC) as persuasive capital when **negotiating** with skeptical stakeholders about waste management solutions. Their ability to frame arguments scientifically demonstrates how specialized knowledge can be mobilized as social capital to build trust in unconventional ideas. This approach illustrates how entrepreneurs can convert expertise into influence, particularly when challenging established norms or addressing public concerns about innovative approaches.

Supportive Description of Experience:

"We have to prove that if you do it scientifically, nothing will happen."

4.4.5.8 Reference to the Verbatim Quote R5H

A1: Opportunity – SED

A2: Social Network – SC

B: Recalling

Interpretation:

A mentor's introduction to USAID's Earl Gessler created a pivotal opportunity through network bridging (SC). This "warm introduction" exemplifies how trusted intermediaries can connect local innovators with global resources and allies. The enthusiastic response demonstrates how social capital operates across scales, transforming local initiatives into internationally-supported ventures through strategic relationship-building. The respondent's experience shows how credibility within close professional **networks** can serve as a gateway to expanded **opportunities** and resources.

Supportive Description of Experience:

"He showed it to Earl Gessler... he said, 'I want to help you.'"

4.4.5.9 Reference to the Verbatim Quote R5I

A1: Trust – SED

A2: Research – LE

B: Recalling

Interpretation:

The respondent's rigorous **research** approach (LE) established the credibility needed to transition their waste management concept into a formal organization. Their evidence-based methodology generated institutional **trust**, as reflected in USAID's request and offer of replication funding. This demonstrates how systematic learning and validation (LE) can transform experimental ideas into trusted interventions worthy of scaling. The experience underscores respondent's dual role in both developing solutions and building confidence among potential supporters.

Supportive Description of Experience:

"Please organize yourself as an organization... I want to give from USAID to replicate your idea."

A1: Organizational Growth – SED

A2: Expertise – LE

B: Recalling

Interpretation:

The respondent's collaboration with Dhaka University experts represents a strategic learning (LE) approach to organizational development. By subjecting their compost to academic testing, they combined practical innovation with scientific rigor. This partnership model demonstrates how sustainable **organizational growth** is achieved by integrating external **expertise** (LE) into their development processes. The respondent's willingness to have their work validated by respected institutions reflects a learning orientation that prioritizes quality and credibility over rapid, unchecked expansion.

Supportive Description of Experience:

"Compost was tested in Dhaka University. Professor Mamun, he was the geography and soil science. And we talked to him. He liked us. He said, always bring your compost to me. I will check tested in my lab."

A1: Recognition – SED

A2: Quality Services – SC

B: Recalling

Interpretation:

The respondent earned **recognition** through demonstrating **quality services** (SC) rather than financial resources or scale. The academic validation of their compost illustrates how social capital in the form of reputation is built through consistent excellence and integrity. This experience shows that in social entrepreneurship, authentic recognition stems from measurable impact and rigorous standards rather than promotional efforts or institutional advantages. The respondent's approach highlights how quality-focused organizations can achieve credibility despite resource limitations.

Supportive Description of Experience:

" And we talked to him. He liked us. He said, always bring your compost to me. I will check tested in my lab. Quality. Quality control. Quality. We didn't have the money for this kind of research and this things."

4.4.5.10 Reference to the Verbatim Quote R5J

A1: Challenge – SED

A2: Determination – LE

B: Recalling

Interpretation:

The respondent recounts facing a critical **challenge** when their waste management initiative produced surplus compost without an established market. This experience became a pivotal learning moment (LE) where **determination** transformed obstacles into opportunities for ecosystem understanding. The team's refusal to retreat despite existential risks demonstrates how perseverance in uncertainty can yield valuable insights about market gaps and operational requirements. This episode illustrates the essential role of tenacity in early-stage social ventures, where learning often occurs through confronting unanticipated challenges rather than following predetermined paths.

Supportive Description of Experience:

"We ended up with huge amount of compost. And we didn't know the market."

4.4.5.11 Reference to the Verbatim Quote R5K

A1: Recognition – SED

A2: Quality Services – SC

B: Reflecting

Interpretation:

The respondent describes how consistent **service quality** generated institutional **recognition** (SC) from organizations like UNDP. This validation process illustrates how social capital accumulates through demonstrated excellence rather than promotional efforts. The endorsement reflects the credibility earned by maintaining high standards before achieving scale. This experience underscores a key principle in social entrepreneurship: that authentic recognition stems from tangible impact and rigorous implementation, which in turn attracts influential champions and opens doors for wider adoption.

Supportive Description of Experience:

"She said it is a very good idea... and then UNDP supported that it should be replicated."

4.4.5.12 Reference to the Verbatim Quote R5L

A1: Organizational Growth – SED

A2: Social Network – SC

B: Recalling

Interpretation:

The respondent highlights how their initiative's expansion was facilitated by an ecosystem of supporters providing land, advocacy and international visibility. This demonstrates the multiplier effect of robust social networks (SC) in scaling social innovations. The diverse assistance received reveals how trusted relationships can yield complementary resources that address different growth constraints. The experience exemplifies how social entrepreneurs can leverage their **social networks** to convert promising pilot projects into widely-adopted solutions (Organizational growth) through strategic relationship-building.

Supportive Description of Experience:

"People helped us with the land... USAID, Earl Gessler, he came to disseminate the idea."

4.4.5.13 Reference to the Verbatim Quote R5M

A1: Scalability – SED

A2: Strategy – LE

B: Recalling

Interpretation:

The respondent explains their strategic realization (LE) that long-term viability required alignment with formal financial systems. The conscious decision to make their model *"bankable"* reflects sophisticated understanding of how social innovations achieve scale through institutional integration rather than isolation. This **strategic** pivot demonstrates how learning about systemic barriers can inform crucial adaptations that enhance an initiative's sustainability and replicability/**scalability** potential.

Supportive Description of Experience:

" We want to make our idea bankable. So that was one of the thing that was, um, we went to a lot of banks, even BRAC bank."

4.4.5.14 Reference to the Verbatim Quote R5N

A1: Resource – SED

A2: Confidence – LE

B: Recalling

Interpretation:

Despite lacking climate finance expertise, the team's confidence in their learning capacity (LE) enabled them to successfully prepare a proposal for the Thematic Trust Fund. Their approach exemplifies the self-assurance that comes from previous experience overcoming knowledge gaps. This demonstrates how **confidence** rooted in demonstrated learning ability can unlock **resources** even in unfamiliar domains.

Supportive Description of Experience:

"We don't have any clue... why not go through documents and then we prepare. We believe that you can prepare us."

A1: Resource – SED

A2: Aspiration – LE

B: Recalling

Interpretation:

The respondent describes how they positioned local waste solutions within global climate priorities, showing visionary **aspiration** (LE). By reframing composting as a greenhouse gas reduction strategy, they connected grassroots innovation to international funding agendas. This illustrates how ambitious thinking/**aspiration** can transform local solutions into globally relevant models that attract **resources** and attention.

Supportive Description of Experience:

"We gave them idea that yes, waste, if you process, you can reduce greenhouse gas."

4.4.5.15 Reference to the Verbatim Quote R5O

A1: Innovation – SED

A2: Expertise – SC

B: Reflecting

Interpretation:

The development of the first UNFCCC-approved composting methodology demonstrates how deep **expertise** (SC) enables groundbreaking **innovation**. The team's ability to translate local practices into internationally recognized standards reflects both technical mastery and credibility within global climate circles. This achievement shows how specialized knowledge combined with practical experience can produce innovations that gain worldwide legitimacy.

Supportive Description of Experience:

"We could develop a methodology approved by UNFCCC... They check the methodology and we prepared it."

4.4.5.16 Reference to the Verbatim Quote R5P

A1: Social Responsibility – SED

A2: Global Recognition – SC

B: Recalling

Interpretation:

International accolades from prestigious institutions significantly enhanced the organization's social capital (SC) and legitimacy. Being selected for competitive global honors validated their **socially responsible** approach while expanding their network of influential supporters. Such **global recognition** demonstrates how ethical innovation, when authenticated by credible third parties, can amplify impact and attract new opportunities.

Supportive Description of Experience:

"Race Against Poverty... awarded to only five globally... we were selected."

A1: Scalability – SED

A2: Innovation – LE

B: Recalling

Interpretation:

The respondent explains how their innovation successfully replicated across Asia through context-sensitive adaptation (LE). The regional expansion reflects learning-driven **scalability** that preserves core principles while accommodating local variations. This demonstrates how **innovative** social solutions achieve **scale** through flexibility and continuous refinement rather than rigid standardization.

Supportive Description of Experience:

"It is being replicated in Indonesia, Sri Lanka..."

A1: Achievement – SED

A2: Quality Services – SC

B: Recalling

Interpretation:

The respondent emphasizes that their recognition stemmed from delivering logical, affordable and context-appropriate solutions. The praise for being *"suitable for small towns"* illustrates how **quality services** tailored to local needs builds enduring social capital (SC). This highlights a critical lesson in social entrepreneurship: that sustainable impact and reputation can be **achieved** from addressing real community requirements with practical, well-designed interventions.

Supportive Description of Experience:

"They said it is more logical, affordable, and suitable for small towns."

4.4.5.17 Reference to the Verbatim Quote R5Q

A1: Policy Advocacy – SED

A2: Expertise – LE

B: Recalling

Interpretation:

The respondent recalls a pivotal turning point when UNDP warned that the absence of a national waste policy would render their grassroots work futile. This catalyzed the realization that technical expertise and on-ground implementation were insufficient without institutional alignment. Faced with the possibility of their replication efforts being *"in vain,"* the respondent pivoted toward policy engagement—initiating what would become a long-term contribution to national waste management reform. This shift from practitioner to **policy advocate** reflects a learning experience (LE) driven by urgency, accumulated **expertise**, and a strategic understanding of systemic gaps. The moment marks a leap in scope—recognizing that sustainable change requires influencing not only practice but governance.

Supportive Description of Experience:

"UNDP said, you are doing tremendous work on waste, but if the policy is not in place your work will go in vain… I thought, okay, we invested so much money in replication. You have to fit in the policy… Why not prepare the policy for the government?"

A1: Vision – SED

A2: Strategy – LE

B: Recalling

Interpretation:

The respondent describes how a "simple idea," initially incubated without institutional backing, evolved into a national strategy endorsed by the UN and the Bangladeshi government. Starting with a 2005 national seminar featuring South Asian policy veterans, the initiative quickly gained momentum, inspiring the respondent to pursue formal policy development. Despite bureaucratic delays and years of revision, the persistence paid off: a national 3R (Reduce, Reuse, Recycle) Strategy was developed with UNCRD support. This trajectory from idea to implementation demonstrates experiential learning (LE), where **vision** was translated into structured action through iterative **strategy**. The respondent's emotional

investment—marked by frustration and resilience—reveals the deep personal and political labor behind institutional change.

Supportive Description of Experience:

"In 2005 we got the responsibility… We organized a national seminar… brought veterans from many countries… It got the immediate attention of UN, national government… UNDP said they want to do a National 3-years strategy… Every year the draft was revised… I was very upset… Then we ensured the 3R Strategy of the National Government where UNCRD helped us."

4.4.5.18 Reference to the Verbatim Quote R5R

A1: Sustainability – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The respondent recalls their long-term involvement with international 3R (Reduce, Reuse, Recycle) initiatives, which inspired their mission to institutionalize sustainability in Bangladesh. This led to the organization of a national seminar and the development of a 3R Strategy in 2010. The narrative illustrates a learning experience (LE) through international exposure, strategic thinking, and iterative policy-building. Rather than pursuing **sustainability** as a fixed goal, the respondent engaged in a multi-phase transformational **strategy**—building structures (strategy → policy → rule → projects) that could hold sustainable development over time. The account reveals sustainability not as rhetoric, but as embedded governance shaped through persistent engagement with global norms and local institutions.

Supportive Description of Experience:

"I used to attend all the programs, seminars on 3R in Japan, other countries... I was asked to promote 3R. After that I convinced Bangladesh Government… a national seminar was organized… In 2010 the strategy was launched… Then we did the rule after the strategy… Rule was made in 2021."

A1: Achievement – SED

A2: Recognition – SC

B: Reflecting

Interpretation:

The respondent recalls how personal recognition, both international and institutional, catalyzed access to transformative opportunities. When a Dutch delegate recognized their expertise and facilitated a connection in the Netherlands, a chain reaction followed—culminating in a UNDP-funded visit to explore high-value carbon trading projects. This moment reflects social capital (SC)**,** where relationships convert into resources. It underscores how entrepreneurial ecosystems often depend on informal trust networks, where **recognition** functions as a gateway to opportunity. This **achievement** was not only about knowledge, but visibility—and how being seen by the right actor at the right moment can open global doors.

Supportive Description of Experience:

"The Dutch person who came earlier told someone in the Netherlands about me… He has a big carbon trading project with 55 million dollar turnover… I said, 'how could I go? I have no money.' UNDP said, how much money you need, we are giving. They gave us ticket, money, and sent two of us."

A1: Achievement – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

Strategic vision becomes concrete in the respondent's recollection of how Bangladesh developed a complete framework for 3R—from strategy to rule to legal acts. The narrative outlines how **achievements** are structured step-by-step within bureaucratic pathways, particularly in contexts where *"this was done very nicely."* The learning experience (LE) lies not only in drafting documents, but in mastering the procedural choreography required to embed sustainability into national law. This signals **strategic** capacity—knowing not just *what* to do, but *how* systems move.

Supportive Description of Experience:

"In Bangladesh, this was done very nicely… Step by step… Strategy, policy, rule all are done… The strategy was done in 2010, the rule in 2021… We also have an act, the Environmental Conservation Act."

A1: Achievement – SED

A2: Vision – LE

B: Reflecting

Interpretation:

The respondent describes the inception of Bangladesh's first waste management CDM (Clean Development Mechanism) project in 2008—a visionary step that linked environmental reform to carbon finance. Rather than stopping at national reforms, the respondent designed mechanisms to attract global investment and integrate Bangladesh into international carbon markets. The learning experience (LE) emerges in how they connected fragmented environmental efforts into a national CDM structure under the Prime Minister's Office. The design—a centralized governance model led by the Principal Secretary—was a strategic choice shaped by insight into bureaucratic behavior, where inter-ministerial silos often stall progress. This **vision-oriented achievement** shows how structural innovation can emerge from deeply contextual knowledge.

Supportive Description of Experience:

"In 2008, we did a joint venture—the first waste manager project in Bangladesh that will be a carbon trading project… We also did the national structure for it… Under Prime Minister's Office… Principal Secretary will be the chair, all the secretaries, DGs will work under him."

4.4.5.19 Reference to the Verbatim Quote R5S

A1: Challenge – SED

A2: Local Recognition – SC

B: Recalling

Interpretation:

The respondent recounts an emotionally resonant moment of early validation, when a local individual—initially unaware of the concept of carbon trading—embraced the team and said, *"I never hug anyone but I hugged you because I believe you can do this."* This gesture of **recognition**, grounded not in technical understanding but in human trust, provided a foundational layer of social capital (SC). Despite institutional **challenge**, the project's grassroots legitimacy was first secured through relational belief, not bureaucratic approval. The hug became symbolic—an informal but powerful endorsement that would later contrast with the resistance from formal authorities like the city corporation.

Supportive Description of Experience:

"After talking the person hugged us and said, 'I never hug anyone but I hugged you because I believe you can do this'. The person not even know what is carbon trading. We shared our idea with him and made a plan."

A1: Adaptability – SED

A2: Learning – LE

B: Recalling

Interpretation:

The evolution of the project from a grassroots composting and landfill gas initiative to a nationally endorsed model reflects the entrepreneur's capacity for systems thinking and long-term adaptability. Through trial, failure, and eventual refinement, the respondent's concept of an *"integrated landfill resource facility"* not only gains traction but becomes a new benchmark for public-private waste management in Bangladesh. Institutions such as LGED, ADB, and the World Bank begin requiring similar approaches, demonstrating how **learning**—filtered through persistent iteration—can scale into structural reform. **Adaptability** here is not just survival; it becomes leadership.

Supportive Description of Experience:

"A good thing happened… the idea is accepted by National Government.. LGED is implementing our project idea.. ADB and World Bank said we won't fund any project if waste management is not there… no emission, no landfill need to be ensured."

A1: Adaptability – SED

A2: Determination – LE

B: Recalling

Interpretation:

Facing institutional skepticism, the respondent displays unwavering **determination**, navigating bureaucratic ignorance and mockery with clarity and composure. When challenged by the Governor of Bangladesh Bank—"*Will it go in Cylinder?"*—the respondent calmly clarifies the intangible nature of carbon credits. This moment, though laced with irony, underscores a vital characteristic of entrepreneurial **adaptability**: the patience to educate stakeholders and the persistence to push through structural inertia. The respondent's success in securing government approval and investment later validates the emotional and intellectual labor involved. Their journey illustrates that **determination**, informed by learning, can convert resistance into institutional change.

Supportive Description of Experience:

"Governor of Bangladesh Bank asked, 'You will do Carbon Trading? Foreign currency will go out of Bank. Then how will you do Carbon Trading? Will it go in Cylinder?'... Then he said, 'I'm very happy that you are doing this.' Then board of investment, we successfully got the approval."

4.4.5.20 Reference to the Verbatim Quote R5T

A1: Success – SED

A2: Quality Services – LE

B: Recalling

Interpretation:

The respondent recounts how their early leadership in composting and recycling laid the groundwork for a now-crowded sector. While more than 70 companies are currently registered in composting—including large names like Partex—the respondent emphasizes that they were the first. This first-mover position was not accidental, but built through consistent delivery of **quality services**, sustained engagement, and visible impact. **Success** here is portrayed as the result of credibility built through doing—where recognition followed demonstration. The learning experience (LE) lies in proving the model before it was fashionable, thereby setting the standard that others would follow.

Supportive Description of Experience:

"Around 70 companies are now registered for compost but we were Number One. But now companies like Partex is also doing compost."

A1: Success – SED

A2: Vision – LE

B: Recalling

Interpretation:

The respondent highlights how systemic impact began with the absence of structure: *"there is no policy, make the policy."* Rather than waiting for institutional support, they moved first—crafting models, influencing stakeholders, and ultimately embedding composting into official policy. Their metaphor of *"making the road, putting the steppingstone and then walking"* captures a proactive **vision** that not only drove their own practice, but shaped the field. Thus, **success** measured over time by their ideas adopted by professors, international agencies, and governments—culminating in half a billion dollars of aligned investment. The learning experience (LE) reflects how visionary action, sustained over time, leads to formal recognition and policy inclusion.

Supportive Description of Experience:

“What we did, we made the road, put the stepping stone and then walk… now in many policies of Government it is mentioned, composting is a must… already half a billion US$ is invested based on our idea...”

4.4.5.21 Reference to the Verbatim Quote R5U

A1: Sustainability – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The respondent demonstrates advanced **strategic** learning (LE) by integrating financial metrics such as IRR and project lifecycle in persuading investors. This data-driven approach highlights how social enterprises must balance impact with financial viability to build **self-sustaining** models beyond donor dependency. Their practice of showing *“IRR, project life, profit”* reflects organizational maturity where financial literacy complements technical expertise for enduring social impact.

Supportive Description of Experience:

"When we convince someone... we show them IRR, project life, profit."

A1: Sustainability – SED

A2: Vision – LE

B: Reflecting

Interpretation:

The respondent articulates a broad, systems-oriented **sustainability vision** (LE) that spans research, piloting, and private sector engagement, moving beyond narrow service delivery. Their *“another window for research… piloting… encouraging private sectors”* demonstrates a nuanced understanding that **sustainability** is a continuous, multi-faceted process of innovation and collaboration, requiring ongoing learning and adaptive strategies.

Supportive Description of Experience:

"I have another window for research.. where I am doing research and piloting.. But again

ADB, World Bank they are also funding.. but the implementation is done by LGED with a consultant.. we are encouraging private sectors to come and work as Public-Private Partnership."

A1: Sustainability – SED

A2: Expertise – SC

B: Reflecting

Interpretation:

The respondent's technical and quantitative **expertise**, or technocracy (SC), serves as critical social capital that secures trust from major global institutions. Their emphasis on measurable outcomes—*"we quantify"*—builds credibility with sophisticated partners such as development banks, illustrating how specialized knowledge fosters institutional confidence essential for scaling and replication in social entrepreneurship that leads to **sustainability**.

Supportive Description of Experience:

"Our difference... we are technocrat... we quantify."

4.4.5.22 Reference to the Verbatim Quote R5V

A1: Holistic Approach – SED

A2: Innovation – LE

B: Reflecting

Interpretation:

The respondent emphasizes the importance of context-specific innovation applied across the entire value chain, reflecting profound learning (LE) about designing systemic interventions. Their explicit rejection of *"one-size-fits-all"* approaches in favor of "*the entire context, the entire value chain"* illustrates how authentic **innovation** in social entrepreneurship emerges from **holistic approach** rather than from isolated technical fixes. This signals an advanced understanding where interventions function as integrated, adaptive systems rather than disconnected parts.

Supportive Description of Experience:

"We think of the concept, the entire context, the entire value chain..."

A1: Adaptability – SED

A2: Well-Timed Decision – LE

B: Reflecting

Interpretation:

The respondent's approach to technology adoption demonstrates learned judgment (LE) in matching solutions to specific temporal and resource conditions. Their observation that "*all technology can't fit in all places"* reveals sophisticated awareness that innovation must be carefully calibrated to local readiness and available resources. This perspective underscores how seasoned social entrepreneurs gain **adaptability** and develop nuanced, context-sensitive strategies of making **well-timed decisions** about when and how to implement technologies, prioritizing fit and timing over enthusiasm for novelty alone.

Supportive Description of Experience:

"All technology can't fit in all places... you have to adjust it with time and resources."

4.4.5.23 Reference to the Verbatim Quote R5W

A1: Scalability – SED

A2: Expertise – LE

B: Reflecting

Interpretation:

The respondent reflects on the far-reaching impact of their approach, describing how an idea initially piloted with limited scope became a replicable, bankable model. The success lay in their technical and contextual expertise, which enabled them to design a financially viable intervention from the outset. That the idea gained traction with banks, and was adopted in multiple countries including Cambodia, Sri Lanka, and Vietnam, underscores **scalability** and the power of implementation **expertise**. Piloting, scaling, and replication are not just methods—they are signs of a mature, exportable solution grounded in local knowledge and systemic thinking. The learning experience (LE) resides in transforming insight into models others can trust and adopt.

Supportive Description of Experience:

"The idea was bankable from the very beginning… We have done a similar project in Cambodia… also being replicated in Sri Lanka, Vietnam."

A1: Sustainability – SED

A2: Strategy – LE

B: Reflecting

Interpretation:

The respondent emphasizes that success was not accidental but rooted in a deliberate **strategy**: one that placed long-term public benefit over proprietary control. By openly sharing their idea—rather than restricting it—they fostered widespread adoption and buy-in, not just within the country but internationally. **Sustainability** here is framed as both financial and ethical: bankability made the project viable, while **strategic** openness made it impactful. The reflection reveals a learning experience (LE) in how social value is multiplied not through exclusivity, but through structured generosity and strategic dissemination.

Supportive Description of Experience:

"We shared our idea and didn't keep within for the betterment of the people… which is bankable… replicated all over the country."

4.5 Detail Discussion of Essences (A1) of Social Entrepreneurship Development (SED)

This section elaborates and analyzes the essences of Social Entrepreneurship Development (SED) accompanied by references from the articulation of the respondents and existing literature. For ease of discussion, of the 68 identified essences, 27 were selected for detailed discussion based on two inclusion criteria: ***(i) elucidated in three or more interviews***, or ***(ii) elucidation equal to or exceeding four instances overall*.** These essences represent consistently expressed meanings that reflect central aspects of the social entrepreneurial experience. While the remaining essences are acknowledged, their treatment is more concise given their comparatively less time of elucidation in the data.

While applying the imaginative free variation all these essences are 'evidently grasped' in the consciousness of the researcher, confirming proper application of ***Epoché*** and ***Eidetic Reduction***. These essences **(A1s)** reflect not surface-level behaviors, but **existential orientations** of being-in-the-world as a social entrepreneur.

4.5.1 Accomplishment

Accomplishment as an essence of social entrepreneurship development (SED) is shaped by various elements of learning experiences (LE) and social capital (SC), including recognition (SC), global recognition (SC), determination (LE) and resilience (LE). These shapers are essential in driving the entrepreneurial journey toward achieving meaningful societal outcomes. Recognition, both at a national and international level, plays a pivotal role in fostering accomplishment by validating the efforts of social entrepreneurs and amplifying their impact.

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Accomplishment												
		Recognition	1	1	1			R1F	R2C	R3H R3L		
		Global Recognition		1	4				R2Y	R3Q R3U R3Z		
	Determination				1					R3H		
	Resilience				1					R3J		
					TOTAL		**10**					

Table 7: Essence of SED – Accomplishment and its Shapers

Rakshand (R1, Founder), the founder of Jaago Foundation, orchestrated an awareness movement with just 500 students, which garnered widespread attention and led to the national *recognition* of Universal Children's Day in Bangladesh. This *recognition* (SC) enhanced his social capital by validating his initiative at a national level and building institutional credibility, which in turn catalyzed further accomplishments through influence on policy and civic engagement (R1F).

"And that created, a huge buzz in Dhaka, and later on it, it's spreaded in all over the country. But the good thing was that we got the attention of the government mm-hmm. <affirmative> the nation as whole. And people are like, oh, there is a day called Universal Children's Day."

Similarly, Khan (R2, Founder) of Friendship, often referred to as a serial social entrepreneur, highlights how her work gained *global recognition* (SC) through prestigious platforms and international networks. This external validation significantly increased her social capital, reinforcing her entrepreneurial resolve and expanding the influence of her work across global discourses on social enterprise and North–South dynamics (R2Y).

"Ratledge is publishing something, which is on North South dichotomy on us."

The continuous acquisition of knowledge and skills, often through challenging circumstances, contributes significantly to an entrepreneur's ability to achieve success. Saha (R3, ED) from CHRF exemplifies this through his journey from working in a corridor with minimal resources to establishing multiple laboratories and publishing over 50 significant papers. His persistent

learning and determination (LE) shaped his entrepreneurial development by fostering deep experiential insight and practical problem-solving, which enabled him to expand his work's scope and impact (R3H).

"So like East India company like you go, and you penetrated whole India and then captured all those, right? Yeah. So I did the same. Mm-hmm. So with maybe 40 years that I'm working."

Resilience, or the unwavering commitment to one's mission, is also a key shaper of accomplishment. It is this relentless determination (LE), learned and reinforced through experience that allows entrepreneurs to overcome obstacles and push forward despite challenges. Saha's (R3, ED) experience in the medical field illustrates how his resilience, developed through constant adversity, coupled with his refusal to adhere to traditional pathways, enabled him to make significant contributions to microbiology—even in the face of skepticism from the medical community (R3J).

"I need the doctors, because then they'll be giving me the specimens. Mm-hmm., they'll be coming to me because I really prepare the, all the data or all the specimen coming to my lab."

These elements—recognition, global recognition, determination, and resilience—collectively shape the concept of accomplishment within social entrepreneurship. They highlight how internal attributes, and external validations converge to create a trajectory of success, ultimately leading to significant and lasting social impact.

As social entrepreneurs gain recognition and influence—whether through national campaigns like Rakshand's (R1, Founder) movement or global acknowledgment like Khan's (R2, Founder) initiatives—they build and reinforce their networks and credibility. These accolades enhance their social capital (SC) by validating their efforts and expanding their reach. Additionally, the continuous adaptation exemplified by figures such as Saha (R3, ED) contribute to strengthening these networks (SC). Resilience or persistent commitment to one's mission further solidifies social capital (SC) by demonstrating dedication, which attracts ongoing support and partnerships. Thus, accomplishment in social entrepreneurship not only reflects personal and organizational success but also significantly enhances and broadens social capital, enabling further impact and growth.

4.5.2 Adaptability

Adaptability (shaped mostly by LE) as an essence in social entrepreneurship development is profoundly shaped by strategy (LE), open-mindedness (LE), determination (LE), resources (SC), learning (LE), commitment (SC+LE), resilience (LE), vision (LE) and well-timed decision (LE). Access to resources, facilitated by strong social networks, enables social entrepreneurs to pivot strategies and invest in new opportunities as needed. Continuous learning through experiences equips entrepreneurs with the knowledge and skills necessary to navigate changing environments. Commitment to their mission, supported by a network of like-minded individuals and mentors, reinforces the drive to persist and adapt when faced with challenges.

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Adaptability												
		Resource	1					R1D				
	Learning		1				1	R1D				R5S
	Commitment	Commitment	1					R1D				
	Strategy		1		1			R1N		R3J		
	Open-mindedness			1					R2G			
	Determination				1		1			R3J		R5S
	Resilience				1					R3N		
	Vision					1					R4H	
	Well-Timed Decision						1					R5V
					TOTAL		**12**					

Table 8: Essence of SED – Adaptability and its Shapers

Strategy enhanced by insights from social networks and learning, ensures that entrepreneurs can adapt their approaches while staying aligned with their goals. Open-mindedness, fostered by engaging with diverse perspectives, encourages innovative and flexible thinking. Determination, bolstered by support from a strong social network, ensures perseverance in the face of obstacles, while resilience, nurtured through both experiential learning and social support, enables entrepreneurs to recover from setbacks and continue their work with

renewed vigor. Thus, adaptability in social entrepreneurship development is a dynamic interplay between the support and resources provided by social capital and the continuous growth and insights gained through learning experiences.

Jaago's journey provides an insightful illustration of how adaptability is molded through resource (SC), learning (LE) and commitment (SC). Initially, Jaago received a modest donation of $300 through social connections, emphasized the role of *resources* enabled by social capital. With this amount, they purchased uniforms for the children but soon realized that without teaching the children how to maintain these uniforms, the initiative would falter. This scenario highlighted the importance of *learning* through experience (LE) in adapting to real-time needs. Jaago's ongoing efforts to solve problems as they arise further reflect *commitment* to its mission, supported by a network of allies and mentors (SC), demonstrating how adaptability is reinforced by both *learning* and *commitment* (R1D).

"So whole JAAGO's journey curved, every time there was a problem, every time we faced a problem, we thought, how can we solve that problem?"

Moreover, the approach to managing Jaago's operations demonstrates adaptability shaped by both strategy (LE) and resources (SC) from social networks. By establishing divisional and district boards, Jaago created a decentralized structure that allowed for flexibility and responsiveness to local needs. This strategic move, informed by accumulated experiential *learning* (LE) ensured that Jaago could adapt to the changing donor landscape during post-COVID situation, where funding shifted from infrastructure projects to capacity building. The organization's ability to shift toward training programs, utilizing its vast volunteer network as a *resource*, illustrates how adaptability is enhanced through *strategy* and social capital (R1N).

"donor money is shrinking.. but it's not going away. It's not going away. Which means, and a lot of money is now not coming to build schools, but to build capacity of teachers."

Child Health Research Foundation also provides a compelling example of how adaptability is shaped by strategy (LE), resilience (LE) and determination (LE). Despite not being a doctor, Saha's (R3, ED) *determination* to work closely with medical professionals in a complex field reveals a deep willingness to adapt and grow beyond professional limitations. His continued focus on research despite more lucrative academic opportunities illustrates *resilience*—a

capacity to stay the course despite personal sacrifice. Meanwhile, his effective coordination of specimen collection and lab data preparation showcases *strategic* thinking informed by practical learning. These shapers collectively demonstrate how internal learning experiences support adaptability in demanding professional environments (R3J, R3N).

Friendship's strategy highlights the importance of open-mindedness (LE) in fostering adaptability. Khan's (R2, Founder) iterative approach to developing 3-tier healthcare services on remote islands involved constant feedback loops. When satellite clinics (2nd Tier) proved insufficient, she *open-mindedly* reassessed the design and adapted it by introducing community health workers (3rd Tier). This shift demonstrates how open-mindedness, derived from engaging with diverse feedback and experiential insight (LE), fosters flexibility and effective problem-solving in response to emerging needs (R2G).

"পুড়ে গেসে তিন দিন বাচ্চা (the child is burnt for three days) and the child was crying and I'm saying, my God, we are having these satellite clinics, and then you need something."

The story of Waste Concern showcases determination (LE) and well-timed decisions as key shapers of adaptability. Despite repeated resistance from city authorities and instability in carbon markets, the founders remained steadfast in their vision. This *determination* enabled them to adapt their operations—such as acquiring land independently—and maneuver through financial and bureaucratic uncertainty. Moreover, their understanding of *"all technology can't fit in all places"* underscores how seasoned social entrepreneurs gain adaptability and develop nuanced, context-sensitive strategies of making *well-timed decisions* about when and how to implement technologies, prioritizing fit and timing over enthusiasm for novelty alone. Their ability to persevere and restructure demonstrates how a strong internal drive (LE) enables social entrepreneurs to stay adaptable under pressure (R5S)(R5V).

"Then I said, 'I don't need land.. and I will do it on my own land.. we took a land of 11 bigha on lease.. did the project and run."

Entrepreneurial forward-looking vision (LE) of Sajida Foundation guided their adaptability to remaining ahead of time. By investing in enterprises like mental health, elderly care and IT services to cater to the niche market demand represents their *visionary* traits guiding adaptability.

"So that's why we, we have invested on an IT company. So, so, so it is called Appinion where, where, you know, the technological innovation that we want to bring into our different programs, different businesses mm-hmm.."

These examples underscore that adaptability in social entrepreneurship is shaped by a combination of vision, resilience, open-mindedness, well-timed decisions and determination—all deeply rooted in learning through experiences—and strengthened through resources and commitment derived from social capital. Social capital provides the necessary support networks and access to resources, while learning experiences equip entrepreneurs with the insights and skills needed to navigate and respond to evolving challenges. By leveraging these shapers, social entrepreneurs can enhance their adaptability and drive meaningful social change. Adaptability in social entrepreneurship is significantly influenced by the availability and strategic use of resources through social capital (SC) and the continuous learning process. These shapers as evidenced by the experiences of the respondents underscore the importance of integrating social capital and learning experiences to navigate and thrive in the dynamic landscape of social entrepreneurship.

4.5.3 Achievement

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Achievement												
	Perseverance	Perseverance			1					R3K		
	Determination				1					R3N		
		Recognition			1		1			R3O		R5R
		Quality Services					1					R5P
	Strategy						1					R5R
	Vision						1					R5R
					TOTAL		**7**					

Table 9: Essence of SED – Achievement and its Shapers

Achievement, as a defining essence of social entrepreneurship development (SED), is shaped by perseverance (SC+LE), determination (LE), recognition (SC), quality services (SC), strategy

(LE), and vision (LE). These six shapers reflect the synergistic interaction of social capital and experiential learning in shaping the pathways through which social entrepreneurs realize outcomes that are visible, measurable, and impactful. Achievement is not merely the end product of entrepreneurial action but a continuous validation of values, efforts, and relationships that collectively define success.

Perseverance (SC+LE) is a vital attribute that enables entrepreneurs to withstand setbacks, maintain long-term focus, and navigate hostile or stagnant institutional environments. Saha's (R3, ED) trajectory from the Child Health Research Foundation (CHRF) exemplifies *perseverance* rooted in both social capital and learning. Working in a modest research facility with minimal recognition, he was initially ineligible for academic promotion due to institutional norms. Yet, sustained relationships with allies in the academic and medical community (SC), combined with his experiential learning in managing research, teams, and bureaucratic challenges (LE), enabled him to eventually be appointed as an assistant professor. This appointment, achieved against the odds, marks a significant personal and institutional milestone (R3K).

"But started I working anyway somehow. Mm-hmm. I turned to be the assistant professor, which is not, I'm, I'm not eligible."

Determination (LE) strengthens perseverance with an internal drive focused on sustained progress and output. Saha's (R3, ED) persistence in publishing high-impact medical papers—most notably in The Lancet—while maintaining his position in a nascent research institute, speaks to a learning process that embraces problem-solving, time management, and resilience. His refusal to deviate from his research goals, despite lacking institutional incentives or external funding, illustrates how internally motivated learning shapes achievement by enabling consistency over time (R3N).

"Sometimes I am alone till maybe 10:30 or maybe 11:00 PM, I was working in the lab. So I was doing my research, but I'll be sending the data, or I mean the report."

Recognition (SC) plays a validating and catalytic role in entrepreneurial achievement. Acknowledgment from institutional actors, international organizations, and influential individuals not only affirms the entrepreneur's contributions but also deepens their social

legitimacy. Saha's (R3, ED) recognition by an army cantonment superior facilitated his entry into academic circles, while later accolades from global organizations like UNDP strengthened the legitimacy of CHRF's work. These moments of recognition reflect social capital (increased trust, credibility, and visibility) with academic competencies in advocacy, communication, and excellence in service delivery (R3O).

"So he turned to my friend again, the army <laugh>. And he said, you go and tell the director, and then you'll be the again the Assistant Professor…. And that is, I turned to the Assistant Professor again."

Quality services (SC) directly shape achievement by building trust and credibility within communities and stakeholder networks. Waste Concern's ability to develop a waste management methodology accepted by the UNFCCC is rooted in its commitment to high-quality, sustainable environmental solutions. Their technical expertise fostered long-term partnerships with global institutions, enabling not just recognition but replication of their model. This trust-based outcome, enabled by stakeholder engagement and long-term reliability, reinforces how quality outputs nurture and are sustained by social capital (R5P).

"from Asia Pacific Region they are searching for the best waste management organization.. তোমাকে চিনতাম না আমি, জানতাম না waste concern কার.. later we found its yours.. which is more logical, affordable and suitable for small towns.."

Strategy (LE) defines the foresight and planning that entrepreneurs employ to align their mission with evolving opportunities. Waste Concern's development of a national waste management policy reflects a deliberate strategy rooted in accumulated experience and contextual knowledge. The learning embedded in navigating bureaucracy, mobilizing donor support, and iterating project models ultimately allowed them to shift from isolated interventions to structural change (R5R). This strategic evolution was not incidental—it emerged from consistent reflection, adaptation, and pattern recognition through lived experience.

"After that I convinced Bangladesh Government.. a National seminar was organized.. The government has agreed and asked me to prepare a strategy.. In 2010 the strategy was launched.."

Vision (LE) guides entrepreneurial action by providing purpose, direction, and coherence across fragmented challenges. The long-term aspiration to integrate waste management into national environmental frameworks reflects a form of vision that transcends immediate gains. Waste Concern's early work, despite being small in scale, was shaped by an imagined future of sustainable cities and climate accountability—this future-orientation structured their learning and decision-making (R5R). Vision here is not innate—it is developed through active engagement with challenges and a learned ability to abstract from experience.

"In 2008, we did a joint venture first time in Bangladesh, a waste management project that will be a carbon trading project ..CDM"

Achievement, as an entrepreneurial essence, is thus the convergence of tenacity and validation, rooted in the interplay of learning and relationship-building. Perseverance and determination sustain momentum over time, especially when resources are scarce or recognition is delayed. Recognition elevates achievements and expands the entrepreneur's sphere of influence. Quality services build reputational capital that in turn opens doors to partnerships and policy engagement. Strategy and vision—emerging from reflective and adaptive learning—allow these achievements to evolve from localized wins into systemic transformations.

Finally, achievement reinforces and is reinforced by social capital. Entrepreneurs who persist through adversity forge deeper bonds of trust and reliability. Their successes draw recognition from institutions and communities, expanding their networks. High-quality services engender loyalty and confidence. Strategic clarity and visionary foresight position them as leaders, not just implementers, allowing their achievements to shape and be shaped by broader ecosystems. In this way, entrepreneurial achievement is not merely an endpoint—it is a generative force that multiplies social capital and positions the entrepreneur as a nexus for continued impact.

4.5.4 Capacity Development

Capacity Development as an essence of social entrepreneurship development (SED) is shaped by social responsibility (LE), engagement (LE), and vision (SC+LE). These shapers collectively

strengthen individual capabilities and institutional systems, enabling social entrepreneurs to build scalable and sustainable models rooted in the needs of their communities. Social responsibility provides the moral foundation for action; engagement fosters grassroots participation and local ownership; and vision helps translate learning and trust into adaptive strategies for long-term transformation.

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Capacity Development												
	Social Responsibility		1					R1A				
	Engagement		1					R1J				
	Vision	Vision		1		1			R2G		R4D	
					TOTAL		**4**					

Table 10: Essence of SED – Capacity Development and its Shapers

Rakshand's (R1, Founder) journey with Jaago Foundation began with a deep sense of *social responsibility* (LE), sparked by witnessing the limited life opportunities of migrant workers. Motivated by national pride and moral conviction, he and his peers identified English education as a route to upward mobility. Despite their youth and initial skepticism from communities, they persisted in navigating social distrust and forging relationships. This blend of learning experience (LE)—through community-level negotiation—and social capital (SC)—their shared sense of purpose—laid the foundation for Jaago's capacity development strategies, rooted in local relevance and participatory design (R1A).

"If we can give that to children when they go abroad, by the time they grow, it'll help them."

Engagement (LE) plays a central role in capacity development by promoting widespread participation and decentralized decision-making. Volunteer for Bangladesh, initiated under Jaago, exemplifies this through its youth-led model that trains volunteers in leadership, advocacy, and fundraising. The initiative cultivates skills through active involvement and trust-building, drawing on engagement (LE) to offer hands-on learning, while simultaneously fostering social capital (SC) by affirming the leadership potential of young people (R1J).

Together, these dynamics build organizational capacity by embedding leadership across a broad base of actors.

"And we said, this is your platform. You decide what you want to do. We will just train you…… to do fundraising, we'll train you to do, uh, advocacy. We will teach you how to…. run a team, write a proposal."

Vision (SC+LE) enables entrepreneurs to adapt and scale their interventions in response to real-world challenges. Friendship's evolution from offering singular health services to a multi-tiered healthcare system reflects this visionary approach. After witnessing a child's suffering in a remote community, the organization recognized the inadequacy of isolated interventions. This field insight (LE), combined with the trust they had cultivated in underserved areas (SC), allowed them to design an integrated model—combining mobile hospitals, local clinics, and trained community medics—that reinforced institutional capacity and long-term impact (R2G).

"And if we don't have a whole network of clinics who can take care of patients when we are not there, it'll be very irresponsible to just do an operation and go.."

Strategic partnerships often serve as an extension of capacity development. Sajida Foundation's trajectory from microfinance to large-scale social service delivery illustrates how sustained learning and external validation work together. Their founders' professional background in social work and commitment to transparent governance earned donor trust (SC), while their iterative program refinement demonstrates learning experience (LE). The ability to secure investment from Pfizer was underpinned by a *vision* (SC+LE) that united credibility and adaptability, making their model both investable and impactful (R4D).

"And then we started, you know, our microfinance initiatives and other initiatives. So, and that's how Sajida Foundation actually formally began from 1993."

These cases demonstrate how capacity development emerges through the convergence of internal learning processes and external relational capital. Social responsibility instills a sense of moral duty; engagement strengthens community-based problem-solving; and vision enables dynamic, scalable solutions. Together, these shapers reinforce an organization's ability to endure and evolve in complex environments.

As social entrepreneurs invest in the development of both people and institutions—whether through volunteer networks like those at Jaago, integrated health systems like Friendship's, or strategic scaling as seen in Sajida—they construct a foundation of trust and competence that sustains their missions. The fusion of learning experience and social capital (SC+LE) not only enhances operational capacity but also generates long-term credibility, resource flow, and stakeholder engagement. Thus, capacity development in social entrepreneurship is not merely about delivering services—it is about embedding resilience and adaptability within communities and systems, amplifying their potential for sustained and transformative social impact.

4.5.5 Challenge

Challenge as a defining essence of social entrepreneurship development (SED), is shaped by dream (LE), social need (LE), determination (LE), perception (LE), passion (SC), and local recognition (SC). These six shapers reflect how learning experience and social capital interact to frame and respond to the obstacles social entrepreneurs face in developing sustainable strategies. Challenge in this context is not a mere hurdle—it becomes a formative experience that propels innovation, resilience, and growth within entrepreneurial journeys.

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Challenge												
	Dream			1	1				R2A	R3H		
	Social Need			1					R2C			
	Determination						1					R5J
	Perception				1					R3L		
		Passion					1					R5E
		Local Recognition					1					R5S
					TOTAL		**7**					

Table 11: Essence of SED – Challenge and its Shapers

Khan (R2, Founder) from Friendship emphasizes that social entrepreneurship emerges not from a calculated decision but from a deep-seated *dream* to solve societal problems. This dream (LE) represents a formative learning experience where a personal vision of change propels the entrepreneur into action, shaping the challenge as a meaningful pursuit rather than a risk to be calculated (R2A).

"And I start getting personally responsible for trying to solve this problem because I feel I might be able to contribute to the solving."

Saha (R3, ED) from CHRF exemplifies how *dream* (LE)—plays a crucial role in overcoming the significant obstacles that arise in the early stages of a venture emerging from his unwavering will and a refusal to give up—that transform initial limitations into opportunities for expansion and impact. Despite beginning with minimal resources and operating from a corridor in Dhaka Shishu Hospital, Saha's (R3, ED) unyielding dream enabled him to grow his operations to include multiple laboratories and an impressive body of research (R3H).

"I was in a corridor, not really in a room… I had a broken, broken stool with what I was working. But gradually, I really in time to be a different person. But I gradually extended. And I should say that how you can extend."

Social Need (LE) also significantly influences challenges in shaping strategic development. For Khan (R2, Founder), the realization of a deep moral responsibility towards the communities she serves was a crucial learning experience that drove her to establish and expand Friendship despite numerous obstacles and widespread skepticism. This ethical clarity, developed through reflective experience, became a foundational element in her approach to growth (R2C).

"I needed to do something, you know, and I felt so responsible for this. And so I said, okay, whatever it is, I will start… I didn't know hospital. I didn't know, um, uh, ships."

Determination (LE)—became evident when Waste Concern transformed obstacles into opportunities for ecosystem understanding when they faced surplus compost production without an established market. This experience became a pivotal learning moment (LE) where determination paved their way in uncertainty by yielding valuable insights about market gaps and operational requirements. This episode illustrates the essential role of tenacity in early-

stage social ventures, where learning often occurs through confronting unanticipated challenges rather than following predetermined paths (R5J).

"Yes. Now we ended up with large amount of compost, mountains of compost. We could not sell it. .. We are not marketing people. The producing of compost, the local people convincing, source, segregation, collection of waste, bringing it here we are learning how it can be done in a community scale."

Perception (LE) or the way challenges are viewed and interpreted—further molds the strategic pathways that social entrepreneurs take. Saha's (R3, ED) experience highlights how his positive framing of each obstacle as an opportunity rather than a setback reflects a refined capacity for situational learning. This learning experience enabled him to navigate complex institutional challenges, ultimately leading to the successful expansion of his initiative (R3L).

"You'll be simply surprised what kind of challenge I faced and how we, I really, one step to another step, another step. And then every time I say I will be done, no problem.."

Passion (SC) is another critical driver that shapes how challenges are approached and overcome. In the case of Waste Concern, the founders' passion for solving environmental issues in their country reflects a form of social capital—an intrinsic commitment that inspires persistence and builds credibility in the eyes of stakeholders. This social bond, based on shared environmental values, led them to persist despite initial failures and lack of recognition (R5E).

"But passion was there. We used to, uh, sit together and thinking how we can improve the situation. And we went to the city corporation.."

Local recognition (SC) can play a pivotal role in overcoming challenges and advancing strategic development. Waste Concern's ability to secure local recognition and support, despite initial resistance, illustrates how social capital—developed through legitimacy in local networks—can shift the trajectory of a venture. This recognition not only validated their efforts but also facilitated the scaling of their initiatives, demonstrating the importance of community trust and endorsement in the strategic development process (R5S).

"We made the Project Proposal and got the approval from the Government. But the city corporation was not allowing."

Through the lens of social capital, the outcome of navigating and overcoming challenges in social entrepreneurship development is a strengthened network of relationships and resources within the community. As social entrepreneurs tackle obstacles driven by dream (LE), social need (LE), determination (LE), perception (LE), passion (SC), and local recognition (SC), they not only advance their initiatives but also build and reinforce social capital. By addressing societal issues and demonstrating commitment and resilience, these entrepreneurs foster trust and collaboration among stakeholders, including local communities, investors, and other organizations. This process creates a robust web of connections and mutual support that amplifies the impact of their work and sustains the momentum of their ventures. The social capital generated through these efforts enhances the collective ability to address future challenges, ensuring that the benefits of their strategic development extend beyond individual projects to create lasting, positive changes within society.

4.5.6 Confidence

Confidence as an essence of social entrepreneurship development is pivotal for driving social entrepreneurship forward. Through VPA, four key shapers of social entrepreneurship development were identified—learning (SC+LE), motivation (SC+LE), research (LE), and affluent background (SC)—that influence Confidence as an essence of SED. This confidence often emerges from a continuous process of learning and research, as well as a foundation of motivation and, sometimes, an affluent background.

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Confidence												
	Learning	Learning		1					R2U			
	Motivation	Motivation		1	1				R2X	R3F		
	Research						1					R5F
		Affluent Background			2					R3F R3V		
					TOTAL		**6**					

Table 12: Essence of SED – Confidence and its Shapers

Khan (R2, Founder) from Friendship exemplifies this through her reflective *learning* journey. She vividly recalls how, during a workshop, she crystallized her vision into four core promises: saving lives, climate action, poverty alleviation, and empowerment. This moment of clarity, achieved through personal insight and a proactive approach, illustrates how learning (SC+LE)—accumulated through active reflection and experiential engagement—contributes to the confidence needed for entrepreneurial success (R2U).

"একটা পেন্সিল নিয়া একটা ছিঁড়া কাগজে (I took a pencil and write on a torn paper), I wrote saving lives, climate action, poverty alleviation and empowerment."

Similarly, Saha's (R3, ED) experience at the Child Health Research Foundation (CHRF) underscores the importance of *motivation (LE)* and *affluent background* (SC) in building confidence. Saha's relentless pursuit to understand drug resistance beyond simply reporting cases reveals how learning (LE) through research deepened his expertise and shaped his confidence. Despite limited financial means, the indirect support from his father, reflecting an affluent background (SC), provided foundational social capital that bolstered his confidence and enabled his growth (R3V). His wife's professional advancement also supplemented this environment.

"I never give any money to my father. Mm-hmm. my father was giving the money."

Saha (R3, ED)reflects a moment of emotional and social vulnerability at their early age—cut off from familial support and uncertainty arose after his marriage. *"nobody can come for our place"*—these words of his wife become a source of internal *motivation (LE).* Later, despite a conditional offer from his father he chose not to accept financial support, relying instead on scholarships. The confidence here is not inherited but earned, built through motivation, self-reliance, and time. This represents a learning experience (LE) where confidence emerged as a byproduct of lived autonomy, tested relationships, and eventual reconciliation (R3F).

"That nobody can really do anything for us. And then, and at that time, I was quiet, but my wife was very strong. She said, no, nobody can come for our place. So, but anyways,"

Khan's (R2, Founder) motivation emerges clearly as a distinct shaper of confidence. She describes her daring yet non-confrontational nature and the recognition she received from

esteemed peers, demonstrating how *motivation* (SC)—rooted in personal drive and social validation—strengthens confidence essential for social entrepreneurship (R2X).

"I said, you see, I rest my case. <laugh>. Nobody is going to like working with you. You can't create an environment where you can help people deliver to have trust."

In another example, the waste management initiative illustrates how confidence is built through proactive *research* and initiative. Facing skepticism from local government engineers, the team chose to independently test their concept rather than wait for external support. This decision highlights how research (LE) and self-reliance underpin confidence by enabling entrepreneurs to validate ideas through hands-on experimentation (R5F).

"So we thought that why not test it by ourselves and show others what can be done"

Confidence is also essential in shaping problem-solving, self-development, negotiation, and resource allocation skills. Khan's (R2, Founder) confident engagement with marginalized communities reflects the empowerment gained through learning (SC+LE) by direct immersion and iterative adaptation, enabling her to overcome uncertainty and address service gaps effectively (R2D).

"I would solve at least part of the problem."

For self-development, Saha's (R3, ED) confidence drove him to challenge academic norms and secure a position as an assistant professor despite regulatory barriers, demonstrating how learning (LE) and motivation (SC) catalyze personal growth and career advancement (R3K). His assertiveness in negotiating fair terms with Johns Hopkins University further exemplifies how confidence, shaped by motivation and experiential learning, empowers successful negotiation (R3X).

"So that's the way I really gradually, gradually growing. And them started writing the papers… no matter if you really want me, then you have to give Johns Hopkins Standard."

Confidence also shapes negotiation skills. Waste Concern's belief in their carbon trading proposal, backed by robust *research* (LE), enabled them to secure vital UN funding, exemplifying how confidence, grounded in evidence and preparation, can unlock critical resources (R5N).

"We believe that you can prepare us… you can be successful on waste sector. And then we prepare the document and they got the fund almost during that time, 100,000."

These cases collectively show that confidence in social entrepreneurship is not an innate trait but the outcome of intertwined shapers: learning (SC+LE), motivation (SC+LE), research (LE), and affluent background (SC). Confidence in turn shapes key entrepreneurial essences like problem-solving, self-development, negotiation, and resource management. This multidimensional foundation empowers entrepreneurs to surmount challenges, take bold initiatives, and lead impactful ventures addressing pressing social needs.

Confidence in social entrepreneurship is shaped through both learning experiences and social capital. Experiential learning (LE) is apparent in Khan's (R2, Founder) reflective process and Saha's (R3, ED) deep research practices. Meanwhile, motivation (SC) and affluent background (SC) provide vital social capital that supports confidence and opportunity access. The waste management case further emphasizes how confidence, born from hands-on research (LE) and self-validation, propels entrepreneurial success. Thus, confidence arises from a dynamic interplay of learning (SC+LE) and social capital, enabling entrepreneurs to overcome obstacles and drive meaningful change.

4.5.7 Community Acceptance

Community Acceptance as an essence of SED is shaped by madness (LE) and determination (LE) as well as affluent background (SC) and trust (SC), which together build the legitimacy and embeddedness necessary for long-term social change. For social entrepreneurs operating at the grassroots, legitimacy is not automatically conferred—it is earned over time through vulnerability, persistence, and relational trust.

ESSENCES OF SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Community Acceptance												
	Madness		1					R1H				
		Affluent Background	1					R1H				
	Determination		1					R1H				
		Trust	1					R1H				
					TOTAL		**4**					

Table 13: Essence of SED – Community Acceptance and its Shapers

The story of the founder of Jaago Foundation offers a comprehensive narrative of how community acceptance is cultivated through a combination of madness, trust, determination, and strategic use of background. His departure from familial expectations was framed starkly: "my parents gave me a condition of whether their business or my madness." This declaration of unorthodox intent, described by the respondent himself as madness, signaled a radical break from conventional career paths. This *madness* (LE)—understood as a form of nonconforming drive and identity—became a symbolic act of personal authenticity, allowing him to resonate with a community-long wary of institutional actors (R1H).

This initial rupture was followed by an extraordinary act of physical immersion. He moved to Rayer Bazar, one of Dhaka's most dangerous slums, and stayed for nine years. This long-term commitment was more than symbolic—it was experiential. When the local community realized he had left home to be among them, they began to care for him: "they actually fed me… and when they were sending me the food, they were giving the best food possible." This gesture of reciprocity, especially amid scarcity, reflects how *trust* (SC) was gradually built through prolonged physical presence, emotional vulnerability, and shared hardship. It exemplifies how experiential trust becomes relational capital in high-risk settings (R1H).

His sustained residence in the slum under such conditions also reflects extraordinary grit: "I left home… and I stayed there for nine years." This prolonged and adaptive engagement was not merely logistical but deeply existential. Such *determination* (LE) reveals the embodied

learning experience of navigating complexity and adversity over time. Rather than relying on organizational scaffolding, the entrepreneur became embedded through iterative, face-to-face engagement—a process through which he both learned and earned acceptance (R1H). Despite rejecting the privileges of his background, he also strategically drew on them to bridge trust gaps. “I took a laptop from home and just came… Jaago did not have this nice office or structure or any income. It was more like from pocket money and stuff.” This intentional use of personal and material resources, made possible by an *affluent background (*SC), allowed him to introduce technological tools and symbolic capital that signaled commitment and capability. Here, affluence is not portrayed as dominance but as a tool of relational entry—translating privilege into something useful for the community, which in turn eased pathways to trust and legitimacy (R1H).

This layered account shows how community acceptance is never immediate. It emerges through long-term engagement, strategic vulnerability, and emotional intelligence. Each act of acceptance—from being offered food to being protected by the community—was the result of accumulated trust, earned over years of presence, service, and mutual recognition. “A lot of people asked me, will you be safe there? I said, I think they know that I am there for a purpose… probably they will protect me.” That sense of being safer in the slums than on the roads of Gulshan captures the depth of relational capital that defines this essence of social entrepreneurship (R1H).

In summary, community acceptance is shaped by both social capital and experiential learning. Madness (LE)—an unconventional identity and internal drive—positions the entrepreneur as someone uniquely motivated. Affluent background (SC) provides bridging resources that help navigate distrust, while determination (LE) and trust (SC) are built gradually through immersive, lived experiences within the community. The case of Jaago demonstrates how these elements together foster deep-rooted acceptance, enabling the entrepreneur not just to work within a community but to be fully embraced by it.

4.5.8 Decision-Making

Decision-making in social entrepreneurship is a critical essence shaped by learning (LE), open-mindedness (LE), and selflessness (LE). These shapers guide entrepreneurs in making responsible, strategic, and community-centered choices, ensuring alignment with long-term social transformation rather than short-term gains. Unlike corporate decision-making, which often prioritizes profit maximization, social entrepreneurs weigh diverse metrics such as return on investment, social transformation, and long-term sustainability of impacted communities.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Decision Making												
	Learning			1					R2W			
	Open-mindedness			1					R2X			
	Selflessness				1	1				R3W	R4C	
					TOTAL		**4**					

Table 14: Essence of SED – Decision-Making and its Shapers

Learning (LE) enables entrepreneurs to engage with complex contexts and make nuanced decisions. Khan's (R2, Founder) reflections while designing products for her social enterprise 'Meyari' reveal how attunement to nature, context, and customer preference emerges from a continual learning process. Her use of natural elements to inform design choices demonstrates that decisions grounded in learning—a shaper formed through LE—are more culturally appropriate, sustainable, and resonant with community needs (R2W).

"And nature and flowers are the best way to find this. So many of my designs and my color combinations would all come."

Open-mindedness (LE) reinforces this process by encouraging flexibility and humility. Khan recounts being challenged to act more like an activist—a moment she embraced instead of resisting. This ability to absorb critique and shift perspectives reflects open-mindedness,

shaped through learning, as it allowed her to reconsider her stance and make more inclusive, value-driven decisions (R2X). Her capacity to respond with openness, rather than defensiveness, underscores how this quality supports both ethical leadership and adaptive decision-making.

"He said, oops, Runa, you're gonna become an activist. Now I am going out. I said, you see, I rest my case. <laugh>. Nobody is going to like working with you. You can't create an environment where you can help people deliver to have trust."

Selflessness (LE), meanwhile, anchors decisions in collective benefit. Saha's (R3, ED) refusal to draw personal financial gains from research funding illustrates how decisions rooted in selflessness—shaped through LE—can elevate organizational integrity and long-term impact (R3W).

"but that is the way from the very first day, we started saving the money. But that's with the, we formed the C H R F."

Prioritization of the mission over individual advantage parallels the strategic decision of Syed Humayun Kabir at Sajida Foundation, who facilitated a deferred payment agreement with Pfizer to secure shares for the foundation—a move that secured institutional growth while prioritizing community welfare. This instance too is shaped by selflessness learned through his actions arose from internalized values shaped by personal experience and reflection rather than external incentives (R4C).

"So he negotiated a deal with Pfizer, New York, that if you give this shares to Sajida foundation on a deferred payment basis."

Together, these shapers reflect how social entrepreneurs make decisions that extend beyond individual calculation, integrating moral clarity, openness to context, and lifelong learning. Learning provides the knowledge base, open-mindedness allows flexibility for innovation, and selflessness centers the decisions within the ethical frameworks of the community. These capabilities, shaped by LE but reinforced by SC through trust-based networks and collaborative environments, are foundational to effective and sustainable social entrepreneurship. As seen in the examples above, decision-making in this field is not a static act but an evolving praxis—refined over time by experience and ethical engagement.

4.5.9 Empowerment

Empowerment (shaped by both SC+LE) as an essence of social entrepreneurship development (SED) is driven by engagement (SC+LE), social need (SC+LE), rationality (LE), capacity development (LE), and meeting basic needs (SC+LE). These shapers define how agency is transferred to individuals and communities, enabling them to become co-creators in the development process rather than passive recipients of aid.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Empowerment												
	Engagement	Engagement	1					R1J				
	Social Need	Social Need		1					R2K			
	Rationality			1					R2AA			
	Capacity Development					1					R4E	
	Meeting Basic Need	Meeting Basic Need		1					R2R			
					TOTAL		**5**					

Table 15: Essence of SED – Empowerment and its Shapers

Rakshand's (R1, Founder) youth platform demonstrates how direct *engagement* (SC+LE) catalyzes empowerment through peer-led accountability and decision-making. By giving youth ownership—*"We said, this is your platform… you decide what you want to do"*—the initiative embeds social capital (SC) by strengthening peer networks and building legitimacy, while simultaneously enabling experiential learning (LE) through real-time, self-directed leadership in social contexts (R1J).

Similarly, Khan (R2, Founder) working in riverine islands illustrates how empowerment arises from addressing *social need* (SC+LE). Asking *"You tell me… what is it that they will need?"* highlights a participatory process in which community voice is central. This approach fosters social capital (SC) through trust and inclusivity and learning experience (LE) through adaptive facilitation and co-created solutions, as seen in the onion-farming initiative defines empowerment (R2K).

In another example, empowerment is portrayed through persistent, ground-level engagement. The quote *"Empowerment needed 35 meetings and 25 tube wells"* underscores that empowerment is not limited to ticking boxes, rather *meeting basic needs (SC+LE)* is foundational to empowerment. Social capital (SC) is developed through visible, tangible commitment, and learning experience (LE) is acquired through iterative practice and labor-intensive equity-building (R2R).

A contrasting narrative critiques development logic and emphasizes *rationality* (LE) as a shaper of empowerment. *"You cannot, in the name of giving, take more from the people… You have to give not only your money, but also your mind, yourself…"*—here, empowerment is shaped through moral reasoning, experiential insight, and reflexive critique. This rationality (LE) reframes empowerment as co-agency built on dignity, emotional labor, and ethical investment (R2AA).

A final case emphasizes *capacity development* (LE) as central to empowering women. *"We create, uh, women entrepreneurs… where women is the focal, you know, focal, uh, character…"* Through investments in microfinance, education, healthcare, and WASH, the initiative reflects a holistic learning experience (LE) built over time. Empowerment emerges through an ecosystemic understanding of women's needs and barriers, shaped by sustained and adaptive programming (R4F).

These cases demonstrate that empowerment in social entrepreneurship is never unidimensional. It is relational, iterative, and shaped by both external trust networks (SC) and internalized experience (LE). Whether through co-created platforms, sustained service delivery, ethical reasoning, or ecosystemic support, empowerment is realized when people are given both the legitimacy and the lived tools to take control of their lives. In doing so, empowerment becomes a key shaper of social capital, reinforcing networks of solidarity, leadership, and shared responsibility across individuals and communities.

4.5.10 Focus

Focus as an essence of social entrepreneurship development (SED) is shaped by vision (LE), analytic ability (LE), global engagement (SC), and community engagement (SC). These shapers collectively enhance the ability of social entrepreneurs to maintain clarity, prioritize effectively, and align actions with both internal goals and external realities.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Focus												
	Vision				2					R3N R3AB		
	Analytic Ability				1					R3U		
		Global Engagement			1					R3U		
		Community Engagement			1					R3U		
					TOTAL		**5**					

Table 16: Essence of SED – Focus and its Shapers

Vision (LE), a key shaper of focus, is particularly influential in this regard. From lived experiences of Saha (R3, ED) of CHRF illustrates how a clearly defined vision significantly impacts focus. The respondent's commitment to a long-term vision not only sustained their work ethic but also led to notable research outcomes, including a published paper in The Lancet journal. This vision (LE) emerged through learning, where sustained effort over time crystallized direction and purpose, helping maintain clarity amid uncertainty (R3N).

"I just want to get the specimens. And from that, I do more and more research."

Analytic ability (LE) is another critical shaper of focus. It involves the capacity to analyze complex data and situations, allowing entrepreneurs to pinpoint critical areas that require attention. This cognitive skill supports the entrepreneur's ability to make informed decisions and prioritize tasks effectively. In the phenomenological context, analytic ability (LE) stems

from reflective practice and interpretation of lived experience, which help distill insights into clear, actionable strategies (R3U).

"I was showing all the photograph… contrast one, the US and contrast the other side in Bangladesh, or maybe that, that kind of country."

Global engagement (SC) also plays a significant role in shaping focus. Exposure to international perspectives and diverse markets broadens the entrepreneur's understanding of global trends and opportunities. This engagement (SC) builds social capital by connecting entrepreneurs to transnational dialogues and comparative frameworks. In the case of Samir, presenting health disparities between countries during international conferences sharpened focus on urgent public health needs by anchoring local action within global health inequities (R3U).

"Then I showed the disabilities, and then I really showed them the disability in your country."

Community engagement (SC) further influences focus by aligning entrepreneurial activities with the needs and values of the local community. Engaging with community members provides entrepreneurs with practical insights and feedback, ensuring that their efforts are grounded in real-world needs. This engagement (SC) enhances social capital by fostering trust, co-ownership, and relevance. Samir's community-focused presentations—such as highlighting disparities in healthcare infrastructure—demonstrate how engaging the public and local stakeholders reinforced clarity of purpose and mobilized targeted support for public health interventions (R3U).

"And that's the way I can convince the Bill Gates Foundation… I convince other people."

Vision is a key essence for social entrepreneurs, and it is shaped by the entrepreneur's insight—namely their focus. During Jaago's initial years, many of the volunteers wished to work with other aspects of social development, such as with women's rights or the climate. Despite being empathetic to their requests, Rakshand (R1, Founder) maintained that Jaago's operations were limited at the time, and it would ultimately be most beneficial to focus all their resources into education. This decision reflects vision (LE) developed through immersive experience and strategic thinking, allowing the founder to prioritize effectively and create long-term impact (R1G).

"Jaago's, focus was education, children, because Jaago was very small at that time."

Focus, shaped by vision, analytic ability, global engagement, and community engagement, is integral to developing robust entrepreneurial insights. These shapers collectively enable entrepreneurs to navigate complexities, prioritize effectively, and align their efforts with both global and local needs. As the data reveal, focus is not merely a trait but a dynamic outcome of learning experiences (LE) and social connection (SC), which together create the clarity and direction essential for social entrepreneurial development.

4.5.11 Foresight

Foresight as an essence of social entrepreneurship development (SED) is shaped by instinct (SC+LE), strategy (LE), expertise (LE), and vision (LE). These shapers enhance an entrepreneur's ability to anticipate trends, mitigate risks, and prepare for complex future challenges, enabling sustained and adaptive innovation.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Foresight												
	Instinct	Instinct		1	1				R2D	R3AC		
	Strategy				1					R3AC		
	Expertise					1					R4G	
	Vision						1					R5D
					TOTAL		**5**					

Table 17: Essence of SED – Foresight and its Shapers

Instinct (SC+LE) plays a significant role in shaping foresight by enabling entrepreneurs to make decisions based on intuitive understanding and experience. For example, Khan (R2, Founder) from Friendship exemplifies how instinctive knowledge (LE) can drive effective problem-solving. Her intuitive grasp of the challenges in providing consistent services in the char regions led her to focus on direct community engagement, thus enhancing trust and dependability—social capital (SC)—while drawing from accumulated field experience—learning experience (LE)—to shape her forward-thinking approach (R2D).

"But I knew that if I could reach the people, just go around reaching the people, I would solve at least part of the problem."

Similarly, Saha (R3, ED)from CHRF underscores how instinct (SC+LE) can guide strategic decisions in research, such as preserving bacteria for future studies even in the absence of current technology. This form of anticipatory action arises from both internalized experiential learning (LE) and contextual awareness built through collaborative networks (SC) (R3AC).

"And all those bacteria are preserved. Can you believe it? Minus 80 degrees, or, but why? I don't know why. I just know we should know more about this bacteria, for future research."

Expertise (LE) also significantly shapes foresight by providing a deep understanding of specific fields or industries. The Sajida Foundation's strategic decision to establish social enterprises with a focus on health services illustrates how leveraging specialized knowledge (LE) creates opportunities. By identifying and addressing gaps in high-quality healthcare services, the Foundation used accumulated sectoral knowledge to anticipate needs and expand their services, reflecting how deep learning and technical expertise contribute to foresight (R4G).

"So our social enterprises are, um, are, uh, mostly health focused."

Vision (LE), as a shaper of foresight, involves the ability to see beyond current realities and imagine future possibilities. Sinha (R5, Co-founder) of Waste Concern illustrates how a visionary approach (LE) can transform environmental challenges into scalable business solutions. By viewing waste as a resource, his ability to reframe the problem was rooted in reflective learning (LE), which allowed for the design of sustainable waste management systems with long-term viability (R5D).

"Why not create something? Uh, show the government, show the people that it can be a resource."

Foresight also plays a central role in shaping *long-term vision*, as it enables organizations to anticipate changes and adapt accordingly using detail-oriented analysis. Rakshand (R1, Founder) from Jaago recognized the shift in donor priorities from infrastructure to capacity building and restructured the organization's approach to leverage volunteer work. This strategic redirection was shaped by foresight grounded in experiential insight (LE) and sustained donor relationships (SC) that enhanced his ability to detect shifts early (R1N). It also shapes vision which is evident in the preservation of bacterial data by CHRF that reflects

strategic decisions about data preservation and research direction. Such strategic *vision* informed by learning is crucial for positioning the organization at the forefront of evolving scientific inquiry (R3AD).

Similarly, *leadership* is shaped by the ability to foresee and navigate future challenges. Khan (R2, Founder) of Friendship emphasizes the importance of leadership driven through values, ensuring that the organization remains resilient and mission-focused even as external conditions change. Her leadership foresight (SC+LE) draws on moral clarity gained from lived experience (LE) and long-standing trust networks (SC) that legitimize difficult decisions (R2Z). Likewise, CHRF's leadership under Saha (R3, ED) demonstrated foresight by securing $25 million in funding and strategically managing it across multiple countries. This was made possible by expertise-based *strategic planning* (LE) alongside a reputation of credibility that attracted cross-border partnerships (SC) (R3AA). At Sajida Foundation, leadership foresight was evident when they gained the trust of Pfizer, which resulted in the donation of shares. This milestone, shaped by institutional *trust* (SC) and informed financial acumen (LE), provided long-term financial stability (R4D).

Foresight is a multifaceted construct shaped by instinct, expertise, strategy, and vision. These shapers collectively enhance an entrepreneur's ability to anticipate future developments and strategically navigate the entrepreneurial landscape. Through detailed analysis of the interviews, it becomes evident that foresight is not merely a predictive skill but a dynamic interplay of intuitive, experiential, and visionary elements that drive effective and sustainable entrepreneurial strategies.

In the context of foresight in entrepreneurship, both social capital and learning experiences play significant roles. Social capital (SC) is reflected in how trust and relationships facilitate foresight, as seen with Rakshand's (R1, Founder) strategic pivot in response to shifting donor priorities and Sajida Foundation's trust-building with Pfizer, which provided financial stability. Experiential learning (LE), on the other hand, shapes foresight through instinctive and expertise-driven insights. Namely, Khan's (R2, Founder) intuitive problem-solving in community engagement and Samir's forward-thinking in preserving research materials demonstrate how past experiences and specialized knowledge inform future strategies. Thus,

foresight is a blend of leveraging social capital to build trust and relationships, alongside experiential learning that enhances intuitive understanding and expertise.

4.5.12 Growth

Growth as an essence of SED reflects not only institutional expansion but also personal, relational, and systemic maturation. It is shaped by the delivery of quality services (LE), aspiration (LE), and recognition (SC)—elements that ensure that development aligns with core values, long-term sustainability, and impact.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Growth												
	Quality Services			1		1			R2Q		R4G	
	Aspiration			1					R2T			
		Recognition			1					R3O		
					TOTAL		**4**					

Table 18: Essence of SED – Growth and its Shapers

Khan's (R2, Founder) philosophy on *quality services* (LE) highlights how growth must be grounded in integrity. Her insistence on maintaining high standards in Friendship's healthcare services—such as community medic-aides and mobile clinics—demonstrates how growth, when rooted in quality services (LE), builds lasting trust and credibility with underserved communities (R2Q). This learning experience (LE) emphasizes that consistent, value-driven delivery is not only an output of growth but a necessary input for meaningful expansion.

"if you want to give sustainable, dependable, quality services in areas which does not have a system, you need to invent or innovate."

Similarly, Fiza of Sajida Foundation emphasized how maintaining excellence in healthcare delivery across different geographies helped build a scalable and respected model (R4G), further showing how quality services (LE) serve as a foundation for sustainable growth.

"but that's a very high quality international standard services that we initially trying to create. So, so that, you know, international quality services are available in Bangladesh."

Aspiration (LE), as a personal and organizational driver, fuels this growth. Khan's candid acknowledgment of her early biases—and her conscious decision to overcome them—demonstrates how inner transformation can lead to broader institutional evolution. Her aspiration to extend empathy even to those she once disliked (R2T) reflects a learning experience (LE) that leads to both personal maturity and structural inclusion. This aspiration shapes growth by continually expanding the moral and operational horizons of the organization, ensuring that its development is dynamic and ethically aligned.

"It kind of twisted that thing inside me. So, you know, social entrepreneurs need to grow. Mm-hmm. also, their spirit needs to grow, their philosophy needs to grow, their heart needs to grow. And they have to always be in the process of growing their own."

Recognition (SC) by others also plays a role in shaping growth. Saha (R3, ED) described how external validation—such as awards or peer acknowledgement—legitimized their work and inspired further institutional commitment (R3O). This sense of recognition (SC), a product of social capital, affirms the value of the organization's mission in the eyes of the community and peers, and helps reinforce identity, confidence, and motivation. It shapes growth by reinforcing networks of trust, expanding reach, and catalyzing additional support or partnerships, all of which are essential to systemic development.

Thus, Growth within the context of SED emerges as a multidimensional process which is rooted in quality services and driven by personal and organizational aspiration. It is further reinforced through recognition and social capital. These elements cultivate a deep ethical alignment and institutional expansion, ensuring that growth is meaningful and sustainable.

4.5.13 Impact

Impact stands as one of the most visible and critical essences of social entrepreneurship, capturing the tangible and intangible effects generated through sustained engagement. It is shaped by a constellation of shapers: social networks (SC), quality services (SC+LE), personal influence (SC+LE), diverse solutions (LE), holistic approach (SC+LE), synergy (LE), selflessness (LE), and vision (LE).

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Impact												
		Social Network	1					R1F				
	Quality Services	Quality Services	1	1	1			R1Q	R2W	R3AB		
	Personal Influence	Personal Influence	1					R1Q				
	Diverse Solution			1		1			R2E		R4H	
	Holistic Approach	Holistic Approach		1		1			R2I		R4F	
	Synergy			1					R2I			
	Selflessness			1					R2AA			
	Vision				1					R3P		
					TOTAL		**12**					

Table 19: Essence of SED – Impact and its Shapers

Rakshand's (R1, Founder) mobilization of 500 students in support of children's rights at Jaago is a striking example of how *social networks* (SC) amplify impact. This campaign resulted in the national recognition of Universal Children's Day in Bangladesh—showcasing how relational networks, when activated through purpose-driven action, can drive systemic change (R1F). This reflects how social capital (SC), in the form of social networks, enables broad mobilization and legitimizes collective action.

"500 people gathered to create awareness on the street… And that created, a huge buzz in Dhaka, and later on it, it's spreaded in all over the country."

Quality services (SC+LE) and *personal influence* (SC+LE) serve as the backbone of effective social impact. Rakshand's hands-on approach to communication and service delivery (R1Q) demonstrates how quality services and personal influence—through both competence and trust built over time—shape the credibility and reach of impact.

"So that was a strategy that we adapt later on when we went to other places, to open schools that we need to be very close with the community or as a lot of time you'll see the projects with all good intention failing because of the communication problem."

Khan's (R2, Founder) emphasis on *quality* (LE) in ventures such as Meyari (R2W) demonstrates how learning experience (LE) and social capital (SC) work together to nurture a culture of

reliability and long-term stakeholder commitment. This learning essence highlights that when *quality services* are reinforced by continuous learning, they generate deep social capital rooted in engagement. Guided by form, feeling, and ecological harmony, this integration of SC and LE creates enduring impact.

Sajida Foundation's expansion into sectors like mental health and elderly care exemplifies the use of *diverse solutions* (LE) to respond to multifaceted community needs (R4H). This is shaped by experiential learning (LE), where responsiveness emerges from continuous interaction with varied social realities and a willingness to explore cross-sectoral approaches.

"but that's a very high quality international standard services that we initially trying to create."

The integration of services—such as hospital ships and community medic-aides by Khan (R2, Founder)—illustrates how a *holistic approach* (SC+LE) and *synergy* (LE) among offerings can increase effectiveness (R2I). This reflects how SC+LE shape impact by linking networks, knowledge, and adaptive learning in ways that allow services to reinforce one another and scale meaningfully.

"So, you know, the whole healthcare system interlink করে যখন শুরু করা যায় (we can start as interlinked) then it has synergetic effect."

Selflessness (LE) and vision (LE), finally, infuse impact with moral depth. Khan's (R2, Founder) emphasis on nurturing communities through selfless service (R2AA) demonstrates how learning, through values-based commitment, prioritizes community welfare (SC) over personal gain. Likewise, Saha's (R3, ED) visionary work on vaccine development (R3P) is shaped by LE, where long-term thinking and a transformative outlook enable impact beyond immediate outcomes.

Impact, therefore, is shaped through layers of experiential learning—continuous refinement, expansion, and reintegration of services—as well as the social capital that empowers these actions. It reflects the synthesis of trust, competence, responsiveness, and long-term engagement. Impact arises when these ideals converge in real-world practice.

4.5.14 Initiative

Initiative is a foundational essence of social entrepreneurship development, shaped through ethical realization (SC+LE), affluent background (SC), emotion (SC+LE), social responsibility (LE), social need (SC+LE), social network (SC), and inspiration (LE). These shapers collectively spark the initial drive to address social problems, enabling entrepreneurs to transform personal awareness into purposeful action, identify gaps in systems, and catalyze solutions that emerge from conviction rather than convention.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Initiative												
	Ethical Realization	Ethical Realization	1		1			R1A		R3P		
		Affluent Background	1					R1A				
	Emotion	Emotion		1	1	1			R2A	R3Q	R4B	
	Social Responsibility				1					R3A		
	Social Need	Social Need			1	1				R3I	R4G	
		Social Network					1					R5A
	Inspiration						1					R5D
					TOTAL		**11**					

Table 20: Essence of SED – Initiative and its Shapers

Ethical realization (SC+LE) frequently ignites initiative. Rakshand (R1, Founder) demonstrates how a group of young friends, driven by national pride, identified English education as a tool for economic mobility after observing migrant laborers' struggles abroad. Their *affluent background* (SC) provided access to opportunities, but their initiative stemmed from recognizing systemic inequities—an ethical realization of privilege and disparity—and a sense of *social responsibility* (LE) that translated awareness into purposeful action. Despite facing skepticism due to their youth, their persistence highlights how initiative often defies conventional expectations of who can drive change (R1A).

Emotion (SC+LE) fuels sustained commitment. Khan (R2, Founder) of Friendship emphasizes that social entrepreneurship cannot be a calculated career choice but must arise from deep personal conviction—"springing from the heart." This emotional drive (SC+LE) connects personal identity with social purpose, shaping initiative as a moral imperative rather than a professional decision (R2A). Similarly, Fiza reveals how Syed Humayun Kabir's founding of Sajida Foundation as an anniversary gift for his wife merged emotion (LE) with pragmatic philanthropy, illustrating how initiative often bridges personal sentiment and societal values (R4B). Dr. Saha's emotional question—"what is the value of … burden?"—highlights his learning through experiencing children dying, or surviving with disability that catalyzed entrepreneurial initiative of vaccine availability. The experience illustrates that while data provides the map for social entrepreneurship, emotion often supplies the fuel to begin the initiative (R3Q).

Social need (SC+LE) sharpens focus. The lived experiences of Saha (R3, ED) depict a microbiologist's journey from academic research to vaccine advocacy. Witnessing children's deaths from preventable diseases triggered an ethical realization (SC+LE) that publishing data was insufficient without actionable solutions. His initiative, shaped by an urgent social need (SC+LE), evolved into lobbying for vaccine access, proving that recognizing a dire gap can redirect expertise toward tangible impact (R3I, R3P). Fiza echoes this, where Sajida Foundation's health-focused social enterprises addressed gaps in specialized care. Here too, social need (SC+LE) was the driving force behind creating scalable services that leveraged niche markets to eventually serve broader populations (R4G).

Social networks (SC) amplify individual initiative. The story of Sinha (R5, Co-founder) of Waste Concern traces how mentorship and academic collaboration transformed an architect's thesis on waste management into Waste Concern's innovative model. Professors and peers validated his vision, while UNSCAP exposure expanded his perspective. These social networks (SC) served as crucial scaffolding, enabling his personal initiative—rooted in recognized social need (SC+LE)—to evolve into an institutionalized effort. This interplay of relational capital and structural insight shows how access to people and platforms can scale grassroots ideas (R5A, R5D).

Initiative as a shaper of SED thus thrives at the intersection of emotion, ethical realization, and social responsibility, often catalyzed by personal experience, structural access, or systemic gaps. Whether through youth-led education, health advocacy, or waste innovation, these cases show that sustained initiative requires both inner conviction and external support—transforming individual sparks into enduring flames of change.

4.5.15 Innovation

Innovation is a foundational essence of social entrepreneurship and one of its defining characteristics (Wolk, 2008). It refers to the generation of novel ideas, models, and systems that create value for underserved communities. Innovation is shaped by determination (LE), social need (SC+LE), vision (LE), research (LE), and expertise (SC), and in turn shapes scalability, holistic integration, and goal-driven action.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Innovation												
	Determination		1					R1C				
	Social Need	Social Need	1	3		1	1	R1C	R2B R2G R2Q		R4F	R5D
	Vision			1					R2F			
	Research						1					R5C
		Expertise					1					R5O
					TOTAL		**10**					

Table 21: Essence of SED – Innovation and its Shapers

At Jaago, Rakshand's (R1, Founder) shift from traditional education to a more child-centered model stemmed from attentiveness to *social need (SC+LE).* His response to students' desire for relevance and engagement led to innovations that redefined classroom experiences (R1C). This case illustrates how social need (LE)—emerging from relational awareness and contextual learning—shaped his innovative approach to education reform.

"They enjoyed coming in. So this was a huge learning for us…. whether it's a non-profit, whether it's a for-profit, if you create a environment, people will come, children will come to school."

Vision (LE) enables innovation to move beyond reactive problem-solving toward transformative strategies. Khan's (R2, Founder) mobile health model for char communities is a case in point. Her insight into the lived realities of geographically isolated populations birthed a layered, context-sensitive health system involving community health workers and hospital ships (R2F). This innovation was shaped by her vision (LE), cultivated through reflective learning from fieldwork and an imaginative foresight for systemic change.

"This child might not have died. You know? So it kind of snowballed. And we started our satellite clinics."

Khan's (R2, Founder) innovative idea of 3-Tier healthcare services is guided by her director exposure to community/social need—community medic-aides in response to a child's suffering is driven by learning experience (LE) that merges empathy with urgency whereas idea of a floating hospital emerges from direct engagement with unmet *social needs* (SC) and adaptive problem-solving (LE). The respondent sees innovation as an unavoidable response to gaps in social need. This viewpoint is based on relational capital (SC), which is the result of co-designing solutions with impacted communities, and contextual learning (LE). (R2B, R2G, R2Q)

The innovative business model of Sajida Foundation is based on addressing *social need* (SC) leveraging networks, institutional credibility, and influence to embed social mission at the core of organizational design (R4F). Waste Concern is imagining a business model that reduces landfill overflow, and pollution is a social need driven innovation. This marks a critical learning experience (LE), where lived-realities and structural constraints lead to problem-solving (R5D).

Research (LE) and *expertise* (SC) serve as bedrocks for sustainable innovation. Waste Concern's rigorous work on aerobic composting and methane reduction, supported by global validation and metrics, demonstrates how innovation in environmental sustainability is often grounded in deep technical understanding (R5C, R5O). The role of research (LE) is evident in

their data-driven, iterative model development, while *expertise* (SC)—gained through networks, partnerships, and institutional credibility—enabled effective model deployment.

"You're solving environmental problem. And the first step, we could develop a methodology approved by U-N-F-C-C that if you process waste the way we are trying to do the aerobic composting, you don't generate Methane."

Innovation also directly shapes scalability. Waste Concern's collaboration with Ashoka and the UN enabled its composting model to spread to Sri Lanka and Indonesia (R5P). Their success underscores how innovation, when shaped by expertise (SC)—in the form of transnational linkages and organizational reputation—can transcend borders and replicate across contexts.

"our idea will scale up with them.. (ওদের সাথে) Srilanka, Vietnam they came to Bangladesh.. (Replication হচ্ছে) It is being replicated in Indonesia, Srilanka and we are getting regional and international network.. recognition.. "

Holistic approaches are another outcome of innovation. Waste Concern's sensitivity to local contexts, technological fit, and policy alignment shows how the innovative use of technology can be both inclusive and impactful (R5V). Their ability to adapt innovations to specific socio-political conditions reinforces the role of social need (SC+LE)—where both embeddedness within local communities and practical learning shaped responsive innovation.

"But we think holistically.. we think of the concept, the entire context, the entire value chain.. Where we are, what are the policies, the project is affordable or not, is it climate friendly, who is going to pay, whether the project will sustain."

In this way, innovation is deeply shaped by experiential learning (LE), as seen in the trial-and-error of Khan (R2, Founder) and Waste Concern, and by social capital (SC), as networks, collaborations, and credibility enable the diffusion of ideas. As Scheiber (2012) notes, social innovation also requires creativity, courage, and resilience, and the ability to bridge communities for shared solutions (Alvord, Brown, & Letts, 2010). These cases show that innovation flourishes at the intersection of insight (LE), skill (SC), and trust (SC)—turning vision into viable change.

4.5.16 Leadership

Leadership is a foundational essence of social entrepreneurship development, shaped through a combination of strategy (SC+LE), inclusive approach (SC+LE), democratic practice (SC), organization structure (LE), learning (LE), unbiased decision-making (LE), and foresight (SC+LE). These shapers collectively enable social entrepreneurs to establish trust, mobilize people, and navigate uncertainty while aligning everyday actions with long-term visions.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Leadership												
	Strategy	Strategy	1					R1K				
	Inclusive Approach	Inclusive Approach	1					R1K				
		Democratic Practice	1					R1L				
	Organization Structure		1					R1L				
	Learning		1					R1M				
	Unbiased			1					R2N			
	Foresight	Foresight		1	1	1			R2Z	R3AA	R4D	
					TOTAL		**9**					

Table 22: Essence of SED – Leadership and its Shapers

Strategy (SC+LE), as social capital and learning experiences, allows entrepreneurs to align daily practices with long-term visions through both networks and reflective planning. An inclusive approach, as both SC and LE, fosters participatory engagement and ensures that leadership is grounded in collective needs and trust. Democratic practice as SC, cultivates accountability and shared ownership through community involvement. Organizational structure, as LE, provides a stable framework that sustains distributed leadership and institutional clarity. Learning, solely as LE, supports leadership development through experiential processes such as mentorship, trial-and-error, and reflective adaptation. Unbiased decision-making, also rooted in LE, enables leaders to make ethical choices by prioritizing integrity over personal bias. Lastly, foresight, as both SC and LE, empowers leaders to anticipate future needs while drawing on past experience and relationships. Together,

these shapers enable leadership that is strategic, participatory, ethical, and adaptive—qualities vital to social entrepreneurship development.

At Jaago, *strategy and inclusive approach*—both as social capital and learning experiences—are central to how leadership is formed. Their alignment with the 17 Sustainable Development Goals ensures that every initiative is intentional and informed by long-term planning (SC+LE), while also rooted in participatory values and community needs. By activating 50,000 youth across the country each year, Jaago demonstrates a form of leadership shaped by inclusive approach that empowers volunteers to design locally relevant initiatives instead of simply executing top-down directives (R1K).

"50,000 young people every year activated for doing social work. And it's their idea."

Democratic practice (SC), as social capital, is evident in Jaago's annual elections that allow volunteers to choose their own leaders—reinforcing transparency and shared responsibility. *Organizational structure* (LE) supports this model by assigning clear roles informed by their learned lived experiences paved the foundation of a strong organization structure with defined roles and responsibilities—such as president, vice president, treasurer, HR officer, and project officer—across the leadership hierarchy (R1L). These two shapers work together to build systems that encourage participation, institutional trust, and engagement at every level of the organization.

"Each of them have a responsibility. There's a president, there's a vice president, there's a treasurer, there's a HR officer who does all the recruitment of all the volunteers."

Jaago's leadership model also emphasizes *learning* (LE) by experiential processes. In its tiered volunteer system, senior members mentor newcomers, creating an environment of peer-to-peer knowledge exchange and continuous growth (R1M). Here, leadership is not dictated by title, but developed through hands-on experience, reflection, and shared learning."

"So then they can actually help and mentor because they have crossed this whole journey."

Khan's (R2, Founder) example illustrates the importance of unbiased decision-making (LE), in shaping leadership. Her approach to leadership sometimes involves removing individuals who impede organizational progress, even when emotional or personal ties are involved

(R2N). This demonstrates the value of experience-based ethical judgment in ensuring long-term integrity.

"So, if you have somebody who is not good, I might love that person, but I can't keep that person in the organization. I will have to ask him to go, because for the sake of the organization."

Her leadership also reflects *foresight* (SC+LE), acting as both social capital and learning. She consistently makes decisions that secure the organization's future through long-term planning grounded in experience and trusted networks (R2Z). Similarly, CHRF's financial management—distributing $25 million across multiple countries—is an example of foresight (SC+LE), reflecting both strategic vision and trust-based collaboration (R3AA). Sajida Foundation's long-term partnerships with Pfizer and other institutions also demonstrate foresight (SC+LE), where leadership is built on accumulated knowledge and strong institutional relationships (R4D).

In sum, leadership in social entrepreneurship emerges from the interplay between relational structures and experiential development. Social capital builds the scaffolding—through networks, trust, and organizational design—while learning experiences bring flexibility, growth, and ethical sensitivity. Together, they cultivate leaders who are strategic, inclusive, accountable, and forward-looking—able to mobilize communities, sustain institutions, and respond to change with vision and integrity.

4.5.17 Negotiation

Negotiation is a vital essence in the ecosystem of social entrepreneurship, shaped by expertise (SC+LE), learning (LE), self-respect (LE), confidence (LE), firmness (LE), and strategy (LE). In social ventures, negotiation goes beyond transactional deal-making—it is a dynamic process of aligning values, expectations, and long-term objectives between parties. Rooted in experiential learning, negotiation evolves through reflection, iteration, and situational encounters.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Negotiation												
	Expertise	Expertise	1		1	1	1	R1O		R3X	R4C	R5G
	Learning			1					R2R			
	Self-Respect				1					R3X		
	Confidence				1					R3X		
	Firmness				1					R3X		
	Strategy					1					R4C	
					TOTAL		**9**					

Table 23: Essence of SED – Negotiation and its Shapers

Expertise (SC+LE) often underpins negotiation effectiveness. Rakshand (R1, Founder) from Jaago asserts that their 16 years of grounded experience in Bangladesh allows them to negotiate on equal footing with donors, rather than accepting externally imposed terms (R1O). This expertise (SC+LE), built through sustained institutional credibility (SC) and iterative field experience (LE), empowers Jaago to assert its value and advocate for community-centered terms.

"We are not a vendor or delivery company. We are also an organization that is working in Bangladesh for 16 years. So we also have some experience and why don't we negotiate."

Self-respect, confidence, and firmness (LE) are equally essential. At CHRF, Saha's (R3, ED) negotiation with Johns Hopkins illustrates the importance of holding firm on principles. His insistence on being compensated on par with international standards reflected a refusal to undervalue his work—a position that ultimately earned him recognition and agreement (R3X). His self-respect, firmness (LE) and *expertise* (SC+LE), developed through accumulated professional experience and moral resilience, shaped his ability to negotiate from a place of dignity. His confidence (LE), grounded in both moral clarity and technical competence acquired through learning by doing, turned negotiation into an act of self-affirmation.

"if you really want me, then you have to give Johns Hopkins Standard."

The *strategic* aspect of negotiation is well-illustrated by Syed Humayun Kabir of Sajida Foundation, who leveraged Pfizer's exit from Bangladesh to negotiate a deferred payment

acquisition of shares. This moves allowed Sajida to formally launch in 1993 and subsequently scale into one of the country's most prominent social enterprises (R4C). His *strategy and expertise* (LE), honed through foresight and adaptive learning over time, transformed negotiation into a tool of visionary planning.

"So he negotiated a deal with Pfizer, New York, that if you give this shares to Sajida foundation on a deferred payment basis, it was given as a loan initially that we would pay them, uh, from the dividend it earned."

Expertise (LE) also shaped negotiations at Waste Concern, where founders secured land by persuading stakeholders through scientific data and feasibility studies. Convincing the Lions Club to allocate space for composting experiments required both technical rigor and relational intelligence (R5G). This blend of scientific expertise and stakeholder engagement (SC+LE) reflects how negotiation becomes effective when built on both technical credibility (SC) and field-hardened experiential learning (LE).

"*It's a hospital and community there, but we have to prove that if you do it scientifically, nothing will happen. And we convinced them."*

Khan's (R2, Founder) adaptive negotiation style also reflects experiential learning. In working with donors in the Rohingya camps, she emphasized the importance of learning and innovation—using her insight and adaptability to negotiate for approaches that better fit complex realities (R2R). Her learning (LE), refined through years of contextual engagement, field experimentation, and critical reflection, shaped negotiation as a fluid and context-sensitive practice.

"So you argue and argue and argue in the Rohingya, Rohingya, I don't think that the primary health services are required anymore."

While negotiation is primarily shaped by learning by doing, it is reinforced by social capital—relationships, trust, institutional credibility, and reputation. As seen across these cases, long-term success in negotiation arises from cumulative expertise and principled resilience, but it is enabled by trusted partnerships, track records, and relational legitimacy. These form the basis of social capital (SC), which allows entrepreneurs to negotiate with credibility and moral leverage. Thus, negotiation emerges as a critical essence of SED, one that helps align values and secure resources while reinforcing social capital across individual, organizational, and systemic levels.

4.5.18 Opportunity

Opportunity is an essence of social entrepreneurship development, representing the potential for innovation, growth, and transformation in response to emerging needs and contexts. It is shaped by an inclusive approach (SC+LE), learning (LE), affluent background (SC), and social networks (SC)—all of which provide the conditions under which individuals and organizations can identify, access, and leverage pathways to progress.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Opportunity												
	Inclusive Approach	Inclusive Approach		1					R2K			
	Learning			1					R2M			
		Affluent Background			1					R3M		
		Social Network					1					R5H
					TOTAL		**4**					

Table 24: Essence of SED – Opportunity and its Shapers

Khan (R2, Founder) exemplifies how an *inclusive approach* (SC+LE) generates opportunity. In visiting a remote island community, she engaged directly with residents suffering from extreme deprivation and, instead of providing temporary aid, co-developed sustainable solutions such as a water pump and a boat (R2K). This inclusive approach (SC+LE) shaped sustainable development by building trust-based relationships (SC) and applying her experiential knowledge (LE) to design meaningful interventions, thereby unlocking new opportunities through embedded engagement.

"So, I asked them, I said, you tell me. How are you going to earn more money?"

Learning (LE) also enables opportunity creation. During COVID-19, Khan adapted her strategies by providing vegetable seeds to vulnerable households—an act grounded in both

contextual insight and past experiences. Her practical, evolving responses underscore how adaptive learning (LE) shapes opportunity by translating lived experience into innovative action, allowing for flexible and context-responsive strategies (R2M).

"You have to give it at the time when they need it, and then even a way that they can restart their life"

Saha's (R3, ED) journey reveals how an *affluent background* (SC) can afford the freedom to pursue professional ambitions without financial stress. His family support gave him the security to invest in long-term goals, pursue education, and take professional risks (R3M). This structural advantage (SC) shaped strategic opportunity by removing financial barriers and enabling greater agency, thus expanding his access to networks, knowledge, and resources essential for entrepreneurship development.

Social networks (SC) also serve as vital conduits of opportunity. Waste Concern's early connection with USAID's Earl Gessler helped validate their work and secure critical support for scaling operations (R5H). This instance highlights how institutional relationships (SC) serve as gateways to visibility and funding, creating opportunities for strategic growth. Similarly, Saha's (R3, ED) educational opportunity at Varanasi University, made possible through his supervisor's recommendation, marked a turning point in his intellectual and professional trajectory (R3E). These examples show how trusted networks (SC) act as accelerators, linking individuals to rare and transformative chances otherwise out of reach.

Opportunity, in this light, is not just a passive condition but a co-constructed space influenced by social ties and adaptive learning. It is through social capital—trusted relationships, inclusive engagement, and institutional connections—that opportunities are recognized and activated. And through experiential learning, those opportunities are maximized, adapted, and transformed into strategic action. At the community level, inclusive opportunities build solidarity and collective efficacy. Within organizations, they foster growth and innovation. For individuals, they unlock potential, broaden networks, and deepen agency—collectively expanding the architecture of social capital that sustains transformative change.

4.5.19 Organizational Growth

Organizational growth as an essence of SED represents both a process and an outcome of entrepreneurial success, shaped by strategy (SC+LE), learning (LE), determination (LE), management skills (LE), rationality (LE), expertise (LE), and social network (SC). In the context of social entrepreneurship, growth is not merely about scale but about the capacity to deepen impact, expand reach, and adapt sustainably to changing environments.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Organizational Growth												
	Strategy	Strategy		2	3	2			R2N R2O	R3V R3W R3Y	R4A R4J	
	Learning				1					R3V		
	Determination				1					R3Y		
	Management Skill				1					R3AA		
	Rationality				1					R3AA		
	Expertise						1					R5I
		Social Network					1					R5L
					TOTAL		**13**					

Table 25: Essence of SED – Organizational Growth and its Shapers

Khan's (R2, Founder) reflections highlight the strategic nature of growth. Her decisions to remove non-contributing team members—even those she held in personal regard—were acts of strategic empathy aimed at preserving organizational integrity and advancing its mission (R2N). This *strategy* (SC+LE) of organizational growth is shaped by strategic integrity (LE) and coalitional accountability (SC) by leveraging both her social capital to influence team dynamics and her learning through experiences in decision-making to safeguard long-term effectiveness (R2O).

Organizational Growth in CHRF emerges from reflective *learning* (LE)—understanding what matters, responding to limitations, and reconfiguring *strategies* over time (R3V). The *strategy* (LE) informed by learning to choose to redirect funds into a collective pool (R3W), highlighting

the importance of steady financial management (R3Y). The insight lies in recognizing that sustainable organizational growth **r**equires institutional architecture.

Similarly, Sajida Foundation's diversification into impact investing and research arms demonstrates how a multi-pronged *strategy* (LE) contributes to institutional resilience and influence by broadening networks (SC) and applying learned approaches (LE) to adapt and innovate across different operational domains (R4A, R4J).

Determination (LE) fuels this growth by sustained effort despite obstacles. Saha's (R3, ED) choice to reinvest his own salary into CHRF instead of relying solely on external funds shows deep commitment to organizational sustainability (R3Y). His resolve, shaped by lived experience and learning, ensured not only operational continuity but also embedded a culture of sacrifice and long-term vision, highlighting how determination (LE) cultivates persistence vital for growth.

Management skills (LE) and *rationality* (LE) are essential for scaling effectively. Saha's (R3, ED) handling of $25 million across different countries (R3AA) exemplifies how clear planning and rational allocation of resources—skills honed through experiential learning—are necessary for complex institutional growth. These capabilities ensure that decisions are well-informed, and resources optimized, driving sustainable expansion.

Effective *expertise* (LE), such as Waste Concern's technical innovations in composting and urban planning, also contribute to structured and credible expansion (R5I). This expertise, built through iterative learning and hands-on problem-solving, enhances organizational capacity and credibility, further enabling growth.

Finally, *social networks* (SC) are pivotal in organizational growth. Waste Concern's success in acquiring land, funding, and recognition was largely enabled by strategic relationships—with the Lions Club, USAID, and other allies (R5L). These social networks provide both tangible resources and intangible legitimacy, reinforcing institutional trust and opening access to critical support.

Organizational growth is thus shaped by a dynamic interplay of internal capabilities refined through experiential learning (LE) and external alliances cultivated through social capital (SC). Social capital, expressed in collaborations, donor relationships, and trust-based networks, provides support systems and access points for scaling. Simultaneously, experiential learning refines management practices, decision-making, and innovation over time. Growth becomes a recursive loop: as organizations expand, they build more networks (SC) and gain more experience (LE), which in turn strengthens their ability to grow further. This cyclical reinforcement of social capital and learning ensures that growth is not just vertical or numeric, but layered, sustainable, and impact driven.

4.5.20 Scalability

Scalability as an essence of social entrepreneurship development (SED) is shaped by community engagement (SC+LE), global engagement (SC), strategy (LE), innovation (LE), and expertise (LE). These shapers each play a crucial role in enabling social enterprises to grow and replicate effective models across new contexts, thereby expanding social impact.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Scalability												
	Community Engagement	Community Engagement	1			1		R1M			R4J	
		Global Engagement	1					R1O				
	Strategy						1					R5M
	Innovation						1					R5P
	Expertise						1					R5W
					TOTAL		**6**					

Table 26: Essence of SED – Scalability and its Shapers

Community engagement (SC+LE) acts as a foundational shaper of scalability by mobilizing local networks and fostering leadership capable of sustaining and replicating initiatives. For instance, Rakshand (R1, Founder) of Jaago Foundation built a tiered governance structure

composed of elected division boards whose members bring strong social networks and entrepreneurial experience. This embedded community engagement (SC+LE) nurtures social capital and experiential learning, allowing leaders to mentor others and propagate the organization's mission across Bangladesh, thus facilitating scalable growth (R1M). Similarly, Sajida Foundation's expansion from initial partnerships with institutions like Pfizer (later Renata) to diversified investments in social enterprises demonstrates how leveraging institutional relationships and local community ties (SC+LE) strengthens social capital and enables the scaling of social impact through cumulative learning and collaboration (R4J).

Global engagement (SC) further enhances scalability by expanding the resource base and networks beyond local boundaries. Jaago Foundation's transparent communication and proven operational track record successfully overcame skepticism, attracting support from both domestic and diaspora donors. This global social capital (SC) provided access to diversified funding and legitimacy, essential for sustaining and expanding operations on a larger scale (R1O).

Strategic planning (LE) is critical for scalability by aligning innovations with market realities and financial viability. Waste Concern's deliberate development of a financially sustainable, bankable waste management model exemplifies how strategy shaped through experiential learning (LE) equips social entrepreneurs to design replicable and scalable initiatives across different countries (R5M).

Innovation (LE) serves as a catalyst for scaling by differentiating models and attracting recognition and funding. Waste Concern's pioneering work in carbon trading and climate finance, which drew international accolades from Ashoka and Schwab Foundation, highlights how innovative approaches grounded in learning experiences (LE) enhance an organization's ability to scale by opening access to new resources and partnerships (R5P).

Expertise (LE) ensures the fidelity and effectiveness of scaling efforts. Waste Concern's deep technical knowledge and accumulated experience (LE) enabled it to successfully adapt and export its waste management model internationally, demonstrating how specialized learning and skill acquisition are vital for maintaining impact quality during expansion (R5W).

Collectively, these shapers broaden an organization's reach, enhance its adaptability, and build networks of trust and collaboration. Scalability therefore fosters social capital (SC) by extending relationships, reputation, and reciprocal partnerships beyond local communities. As organizations grow, they embed themselves within larger ecosystems of shared values and resources, transforming individual success into communal assets and reinforcing collective progress within social entrepreneurship.

4.5.21 Self-Development

Self-development as an essence of social entrepreneurship development (SED) is shaped by prejudice (LE), opportunity (LE), confidence (LE), and learning (LE). These shapers are crucial in driving the personal growth and resilience necessary for sustaining impactful social entrepreneurial initiatives.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Self-Development												
`	Prejudice			1					R2T			
	Opportunity				1					R3E		
	Confidence				1					R3K		
	Learning						1					R5F
					TOTAL		**4**					

Table 27: Essence of SED – Self-Development and its Shapers

Capacity for self-reflection and transformation is critical. Khan (R2, Founder) demonstrates how confronting personal biases—such as deliberately giving to disliked individuals, reshapes one's philosophy of generosity, fostering detachment from transactional expectations (R2T). This learning experience shapes self-development by challenging *prejudice* (LE), which catalyzes internal transformation essential to authentic leadership and emotional growth.

"I am going to give to people I dislike, totally dislike"

Exposure to new *opportunities* (LE) accelerates self-development. Saha (R3, ED)of CHRF highlights how an initially introverted individual, through mentorship and collaborative learning in India, transformed into a confident professional (R3E). The supportive environment provided by his supervisor and wife illustrates how structured learning experiences foster opportunities (LE), unlocking latent potential and facilitating personal evolution tied to external catalysts.

"So we got the opportunity to go to the India mm-hmm. And it's the best place Varanasi university… But gradually I turned to be very different person."

Confidence (LE) emerges through perseverance and unconventional pathways. Samir's journey—from a scientific officer to an assistant professor despite institutional barriers—shows how self-belief, reinforced by incremental achievements, can redefine professional identities (R3K). This reflects how confidence (LE), developed through ongoing learning and overcoming challenges, strengthens entrepreneurial resilience and leadership capacity.

Independent initiative solidifies self-reliance. Sinha (R5, Co-founder) of Waste Concern reveals how skepticism from authorities forced entrepreneurs to test their waste-to-resource concept alone (R5F). This trial-by-fire learning experience exemplifies the process of *learning* (LE), highlighting how autonomous experimentation builds conviction and decision-making ability crucial for self-development.

Together, these cases illustrate that self-development thrives on learning experiences (LE)—whether through confronting biases, seizing opportunities, building confidence, or autonomous experimentation. Embracing these challenges strengthens the entrepreneur's capacity to drive social entrepreneurship development, forging leaders who sustain long-term impact.

4.5.22 Social Change

Social Change as an essence of social entrepreneurship development (SED) is shaped by social need (LE), awareness (SC+LE), community engagement (SC), and need-based solution (SC+LE). These shapers empower social entrepreneurs to drive significant alterations in social

structures and cultural norms through innovative and purposeful interventions, leveraging entrepreneurial skills and business management practices to address societal issues effectively.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Social Change												
	Social Need		1					R1K				
	Awareness	Awareness	2					R1P R1Q				
		Community Engagement	1					R1Q				
	Need Based Solution	Need Based Solution		1					R2R			
					TOTAL		**5**					

Table 28: Essence of SED – Social Change and its Shapers

Social need (LE) is a critical shaper influencing social change. It is defined as the gaps or deficiencies in services, opportunities, or conditions that affect the well-being of individuals or communities. Social entrepreneurs identify these needs and tailor their initiatives to address them effectively. For example, JAAGO Foundation's strategy involves recognizing the specific needs of different districts in Bangladesh and mobilizing local youth to tackle these issues through community-led projects. This identification and response to social need (LE) are vital as they guide entrepreneurs toward relevant and impactful interventions that directly address lived realities (R1K).

Awareness (SC+LE) also plays a pivotal role in shaping social change by transforming public perceptions and attitudes. Rakshand's (R1, Founder) work in the Rayer Bazar slum illustrates how raising awareness about the true nature of poverty—such as understanding it as a mindset rather than a mere lack of resources—can shift community behavior. This awareness (SC+LE) enhances social capital through community trust and networks while fostering experiential learning that challenges and changes established cultural narratives, thus enabling deeper social transformation (R1P).

Community engagement (SC) is another vital shaper that influences social change. Effective engagement requires building trust and establishing close relationships with local communities. Rakshand's (R1, Founder) strategy of living among the people he aimed to help allowed him to understand their needs better and communicate effectively. This immersive community engagement (SC) builds social capital by strengthening bonds and legitimacy, facilitating the co-creation of solutions that are accepted and sustained by the community itself (R1Q).

Finally, *need-based solutions* (SC+LE) are essential for driving sustainable social change. As Khan (R2, Founder) emphasizes, focusing on the empowerment of communities rather than just the tools or resources provided is imperative. Innovation must be directed towards achieving tangible empowerment outcomes, rather than merely fulfilling project requirements. This approach reflects the integration of social capital and learning experience (SC+LE), ensuring interventions are rooted in community realities and lead to transformative, lasting outcomes (R2R).

Social change, driven by targeted social entrepreneurship, addresses pressing societal issues such as poverty and inequality, and fosters inclusive growth and empowerment. By harnessing innovative solutions and community engagement, social entrepreneurs play a necessary role in transforming social, political, and economic landscapes, thus driving sustainable change (Alvord et al., 2004; Bloom & Chatterji, 2009).

Social capital is cultivated and expanded through the impact generated by leveraging social networks, delivering quality services, offering diverse solutions, and adopting holistic approaches. The mobilization of communities, as seen in initiatives like Jaago, demonstrates how strong social networks amplify impact and drive widespread change. Quality and reliability in services build trust, fostering deeper connections within the community. Diverse and interconnected solutions, such as those provided by Sajida Foundation and Khan's (R2, Founder) initiatives, address a wide range of community needs, further strengthening social ties. Ultimately, the selfless vision and personal influence of social entrepreneurs nurture

these relationships, creating a robust foundation of social capital (SC) that drives lasting and meaningful social change.

4.5.23 Social Responsibility

Social Responsibility forms a core essence of social entrepreneurship development, guiding social entrepreneurs to address societal issues with ethical commitment and a focus on positive impact. Its key shapers include ethical realization (LE), empathy (SC+LE), right balance (LE), learning (LE), affluent background (SC), and global recognition (SC).

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Social Responsibility												
	Ethical Realization			2	1	1			R2A R2C	R3I	R4B	
	Empathy	Empathy		1					R2N			
	Right Balance			1					R2P			
	Learning				1					R3P		
		Affluent Background				1					R4B	
		Global Recognition					1					R5P
					TOTAL		**9**					

Table 29: Essence of SED – Social Responsibility and its Shapers

Ethical realization (LE) grounds social responsibility in personal conviction. Khan (R2, Founder) of Friendship demonstrates this as her social entrepreneurship emerges from a heartfelt, ethical commitment to addressing societal challenges rather than purely strategic calculation (R2A).

This ethical realization (LE), rooted in her lived experiences and internalized value system, emerged from a moment of emotional clarity—"I felt so responsible." It illustrates how moral urgency can precede and fuel pragmatic action against injustice, bypassing rational calculation. In turn, this sense of responsibility shaped her entrepreneurial orientation toward responsibility to community (R2C). Likewise, Saha's (R3, ED) dedication to reducing child

mortality through microbiological research is driven by a profound moral duty (R3I), highlighting how ethical realization (LE) shaped by his professional journey fuels a purpose-led mission. Sajida Foundation's inception as a personal tribute also highlights how deeply held values inspire responsible entrepreneurship (R4B), where ethical realization (LE) is anchored in personal experience and memory.

Empathy (SC+LE) is critical for understanding and responding to community realities. Khan stresses that emotional connection enables difficult but necessary decisions, maintaining organizational integrity and focusing on beneficiaries' best interests (R2N). This empathy (SC+LE) is cultivated both through personal emotional learning and by building social ties that enhance her understanding of community dynamics.

Balancing mission and sustainability are vital. Khan warns against mission drift, noting how some organizations falter by prioritizing profit over purpose, underscoring the importance of preserving social objectives alongside financial viability (R2P). This ability to maintain the ri*ght balance* (LE) is a result of learning (LE), developed through reflective experience and an evolving understanding of what sustains both impact and integrity.

Learning (LE) enhances responsibility by refining solutions. Samir's research-driven approach to disease prevention illustrates how experiential learning (LE) improves efficacy and responsiveness (R3P). Through iterative practice and scientific exploration, he continuously refines his interventions, underscoring how learning fosters responsibility.

Global recognition (SC), as achieved by Waste Concern's awards from Ashoka and Schwab, reinforces legitimacy and enables scaling, thus broadening responsible impact (R5P). This recognition (SC) increases institutional trust and network expansion, directly enhancing social capital and empowering the enterprise to carry out its responsibilities on a larger scale.

Social responsibility shapes organizational capacities including capacity development, service continuity, sustainability, and initiative. Rakshand's (R1, Founder) educational model at Jaago, designed to teach English to underprivileged children, reflects a deep sense of social responsibility shaped by his awareness of systemic gaps. He frames capacity development as

a moral imperative, rooted in empathy and a personal reckoning that led to sustained change (R1A). At the same time, his efforts were strengthened by social capital (SC) from his affluent background and access to influential networks, which provided early credibility and enabled institutional growth (R1A). Khan's healthcare networks ensure dependable and *continued services*, critical for long-term community trust (R2G), shaped by both empathy and ethical commitment (SC+LE), which foster enduring community ties. Her *sustainable* aid efforts during COVID-19 demonstrate responsible giving that empowers self-reliance (R2M), a practice shaped by experiential learning (LE) that informs long-term, non-extractive aid strategies. Samir's entrepreneurial approach at CHRF embodies responsibility as a shaper of innovation (R3A), where learning (LE) from his research and organizational practice continually refines and enhances his *initiatives*.

Social responsibility is shaped by social capital through ethical commitment and empathy, fostering credibility and community trust (R2A, R3I). Learning experiences manifests in adaptive knowledge and practical experience, enabling confident and context-aware decisions (R3P, R2R). Together, they cultivate a mindset that merges ethical motivation with informed, strategic action—essential for impactful and enduring social entrepreneurship.

4.5.24 Success

Success as an essence of social entrepreneurship development (SED) is shaped by determination (LE), quality services (LE), and vision (LE). These shapers collectively empower social entrepreneurs to overcome challenges, deliver impactful solutions, and sustain long-term growth through purposeful action and strategic foresight.

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Success												
	Determination				2					R3G R3AB		
	Quality Services						1					R5T
	Vision						1					R5T
					TOTAL		**4**					

Table 30: Essence of SED – Success and its Shapers

Determination (LE) plays a crucial role in fueling persistence and focused effort despite obstacles. Saha's (R3, ED) journey exemplifies this, as he reflects on his academic struggles and eventual commitment to clinical microbiology. His decision to complete a PhD thesis under difficult circumstances and return to Bangladesh despite pressure to stay abroad highlights how determination (LE) shapes entrepreneurial success by fostering resilience and a strong internal drive to achieve meaningful goals (R3G). Similarly, the long-term scientific work involving vaccine advocacy and innovation demonstrates how sustained determination (LE) cultivates expertise and incremental progress critical to success (R3AB).

Quality services (LE) emerge as a vital shaper by ensuring that social enterprises deliver effective and reliable solutions that meet community needs. The solid waste management project, supported by organizations like ADB and the World Bank, showcases the emphasis on quality in practical implementation. The establishment of composting companies and integration into government policies reflect how high-quality service provision (LE) shapes success by building trust, legitimacy, and replicable impact models within social entrepreneurship (R5T).

Vision (LE) guides social entrepreneurs in anticipating future trends and aligning initiatives with broader societal goals. The integration of climate considerations, carbon trading mechanisms, and Paris Agreement alignment into waste management projects exemplifies visionary leadership. By linking local efforts with global environmental commitments, vision (LE) shapes success by enabling entrepreneurs to secure substantial investments and policy support, ensuring sustainable growth and innovation (R5T).

Together, these shapers—determination, quality services, and vision—define the essence of success within social entrepreneurship development. They highlight the importance of experiential learning (LE) as entrepreneurs persist, refine their services, and strategically envision pathways that advance their social missions.

As entrepreneurs like Saha (R3, ED) and the waste management team progress, their experiential learning (LE) deepens, strengthening capabilities and enhancing adaptive problem-solving. This ongoing learning shapes social entrepreneurship success by equipping

entrepreneurs with the skills and insights necessary to navigate complex social challenges and scale their impact effectively.

4.5.25 Sustainability

Sustainability is an indispensable shaper of social impact in social entrepreneurship, ensuring that initiatives transcend immediate outcomes to generate lasting change. Defined as a blend of social innovation, accountability, and enduring impact (Wolk, 2007), sustainability emerges from the interplay of capacity development (SC+LE), social responsibility (SC+LE), management skills (SC), quality services (SC+LE), responsible giving (LE), strategy (LE), vision (LE), and expertise (SC).

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Sustainability												
	Capacity Development	Capacity Development		1	1				R2H	R3AD		
	Social Responsibility	Social Responsibility		1					R2M			
		Management Skill		1	1				R2Q	R3AD		
	Quality Services	Quality Services		1		1			R2R		R4I	
	Responsible Giving			1					R2AA			
	Strategy						3					R5R R5U R5W
	Vision						1					R5U
		Expertise					1					R5U
					TOTAL		**13**					

Table 31: Essence of SED – Sustainability and its Shapers

Capacity development (SC+LE) is critical for embedding sustainability at the grassroots level. Khan (R2, Founder) stresses training community members rooted locally to provide essential services sustainably, which builds resilience and social capital among beneficiaries while deepening experiential learning through hands-on involvement (R2H). Similarly, Saha's (R3, ED) emphasis on building organizational capacity by preserving bacterial samples illustrates

how vision (LE) supports scientific and institutional sustainability, demonstrating how strategic foresight learned through experience sustains long-term impact (R3AD).

Social responsibility (SC+LE) complements sustainability by fostering empowerment rather than dependency. Khan's distribution of vegetable seeds during COVID-19 exemplifies *responsible giving* (LE) that nurtures self-sufficiency and long-term community resilience through learned ethical stewardship and resourcefulness (R2M). This social responsibility also cultivates social capital by reinforcing trust and reciprocal relationships within communities.

*Management skills (*SC) ensure that organizational expansion aligns with mission and maintains quality. Khan's insistence on maintaining high service standards alongside growth exemplifies how effective management strengthens social capital by building institutional credibility and operational efficiency essential for sustainable scaling (R2Q).

Quality services (SC+LE) demand ongoing innovation and outcome-focus. Khan highlights empowerment tools as integral to service relevance, which reflects a learning-driven approach that adapts programs continuously while simultaneously building trust and accountability networks—core components of social capital (R2R). The Sajida Foundation institutionalizes interventions to ensure durable impact, demonstrating how quality-focused management consolidates both experiential knowledge and social capital (R4I).

Responsible giving (LE) entails nurturing autonomy rather than short-term aid, emphasizing ethical stewardship of resources learned through practice and reflection. This focus of Khan on responsible philanthropy promotes sustainable behaviors that help communities become self-reliant over time (R2AA).

Strategic vision (LE) and *expertise* (SC) anchor sustainability by aligning goals with actionable knowledge and social networks. Waste Concern's comprehensive policies and carbon trading initiatives have secured financial viability and replication potential, reinforcing sustainability through market mechanisms that are both learned through experience and supported by expert social capital (R5R; R5U). The expertise (SC) they have earned through their long entrepreneurial journey has given their initiative a global reach ensuring sustainability (R5W).

Sustainability and *strategy* (LE) are mutually reinforcing. Jaago's strategic launch of the social enterprise 'Bachchara' utilizing beneficiary skills exemplifies this synergy by combining vision learned through practice with social capital developed from community trust and collaboration (R1I). However, sustainability necessitates vigilance against mission drift, as Khan's example from India demonstrates learning leads to realization of being with the core essence of the social venture (R2P). Waste Concern's strategic financial innovation exemplifies how aligned strategy (LE) secures long-term sustainability by leveraging experiential insight and social networks (R5W).

These intertwined elements build a robust foundation for sustainability, which is deeply linked to social capital. By fostering localized expertise (SC), responsible stewardship (LE), and strategic clarity (LE), social entrepreneurs cultivate networks of trust and cooperation that sustain momentum and adaptability. Sustainability thus extends beyond temporal endurance—it is a continuous process of building and leveraging social capital to create resilient communities and enterprises.

4.5.26 Trust

Trust is widely regarded as the foundational element of social capital, essential for enabling all other social capital components. It shapes key essences such as donor management, community aspiration, and community acceptance, while being shaped by factors including determination (LE), social network (SC), transparency (SC), community engagement (SC+LE), commitment (SC+LE), inclusive approach (SC+LE), and research (LE).

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	**A2**	**A2**	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Trust												
	Determination		1					R1B				
		Social Network	1					R1B				
		Transparency	1					R1O				
	Community Engagement	Community Engagement		1					R2D			
	Commitment	Commitment		1					R2E			
	Inclusive Approach	Inclusive Approach		1					R2L			
	Research						1					R5I
					TOTAL		**7**					

Table 32: Essence of SED – Trust and its Shapers

Determination (LE) and *social network* (SC) foster trust by demonstrating perseverance and reliability. Rakshand's (R1, Founder) efforts at Jaago, overcoming communication barriers and initial skepticism to enroll marginalized children, illustrate how relentless commitment, grounded in learning from on-the-ground challenges (LE), builds on social network (SC) that establishes trust within communities (R1B).

Transparency (SC) builds trust through accountability and openness. Jaago's transparent fundraising and operational management cultivated donor and community confidence even amid early doubts, reflecting how strong social networks and institutional openness (SC) shape the trust dynamic (R1O).

Community engagement (SC+LE) is crucial in establishing trust. Khan's (R2, Founder) direct, consistent involvement with underserved populations through Friendship built credibility and dependable relationships, demonstrating how deep-rooted interaction and shared experience (SC+LE) foster durable trust (R2D). *Commitment* (SC+LE) to sustained service delivery further solidifies trust, as Khan notes, emphasizing how prolonged involvement and relational capital (SC+LE) contribute to building dependable organizational identity (R2E).

An *inclusive approach* (SC+LE) enhances trust by involving diverse stakeholders in decision-making, fostering mutual respect. Khan's work with marginalized char communities highlights how inclusivity, emerging from intentional outreach and reflective practice (SC+LE), nurtures trust and social cohesion (R2L).

Research (LE) validates practice and quality, reinforcing trust among stakeholders. Waste Concern's rigorous studies and quality control assured donors and partners of the effectiveness of their interventions, showing how knowledge developed through repeated trials and evidence-based refinement (LE) strengthens stakeholder confidence (R5I).

Trust reciprocally influences other essences. It enables community acceptance by creating supportive environments conducive to participation and contribution. Trust also underpins donor management, making organizations more attractive to sustained funding.

As a core social capital element, trust is cultivated through experiential learning and social capital. Rakshand's (R1, Founder) persistent, transparent approach embodies trust-building grounded in social networks and lived experience (SC+LE) (R1B, R1O). Khan's inclusive, committed engagement exemplifies trust fostered by empathetic participation and long-term social embeddedness (SC+LE) (R2D, R2L). Research-backed evidence, as demonstrated by Waste Concern, further strengthens trust by assuring quality and efficacy derived from continuous learning (LE) (R5I).

Thus, trust is both shaped by and shapes the social capital ecosystem. It is reinforced continuously through learning, engagement, and adaptive strategies, forming the bedrock for sustainable relationships and lasting social impact.

4.5.27 Vision

Vision is a central element shaping entrepreneurial insight, guiding how organizations and leaders anticipate, imagine, and plan for the future. It is intricately formed through the interplay of focus (LE), learning (LE), foresight (SC+LE), and strategy (LE), which collectively enable social entrepreneurs to envision and sustain long-term goals. Social entrepreneurs are

characterized by relentless dedication to their visions—they are individuals who refuse to accept "no" for an answer and persevere until their ideas reach their fullest potential (Bornstein, 2004).

ESSENCES OF SOCIAL SED	SHAPERS OF SED: LEARNING EXPERIENCES (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)	Number of Times Elucidated					Reference of Interview Section				
A1	A2	A2	R1	R2	R3	R4	R5	R1	R2	R3	R4	R5
Vision												
	Focus		1					R1G				
	Foresight	Foresight	1		1			R1N		R3AD		
	Learning		1					R1O				
	Strategy				1	1	1			R3AD	R4K	R5Q
					TOTAL		**7**					

Table 33: Essence of SED – Vision and its Shapers

Though often conflated, vision and foresight represent distinct but complementary concepts. Vision involves creative, aspirational imagining of the future, setting inspiring long-term goals that guide and motivate. Foresight is more tactical, entailing the prediction of future scenarios, risk management, and detailed planning based on trends and data. As such, foresight (SC+LE) acts as an enabler to realize vision by navigating uncertainties and preparing strategic responses—rooted in both data-driven social understanding (SC) and experiential awareness (LE). Thus, vision demands both the creative ambition of dreaming big and the analytical precision of foresight.

Rakshand's (R1, Founder) leadership at Jaago Foundation exemplifies the role of *foresight* (LE) in shaping vision. Anticipating donor shifts away from infrastructure towards capacity-building, He strategically adapted Jaago's focus to leverage its volunteer network, aligning the vision with evolving sector realities and securing sustainability despite funding changes (R1N). This foresight (SC+LE) was shaped by both his relational understanding of donor landscapes (SC) and his experience navigating institutional challenges (LE), allowing him to realign Jaago's vision with resilience and precision.

Strategy (LE) is equally influential in shaping vision. Saha's (R3, ED) strategic planning at the Child Health Research Foundation (CHRF) to sequence and preserve bacteria positions the organization for sustained leadership in health research, demonstrating how strategic *foresight (LE)* extends an organization's vision far into the future through experiential planning and technical learning (R3AD). Waste Concern's national policy engagement to embed its vision in governmental frameworks illustrates strategic alignment ensuring long-term systemic impact (R5Q). The journey of the Sajida Foundation symbolizes an intergenerational strategy anchored in a shared vision. This convergence of individual and organizational paths exemplifies legacy leadership, where strategic continuity is sustained through internalized values and a lived sense of purpose (R4K). These examples show how strategy (LE), developed through hands-on problem-solving and contextual navigation, underpins visionary ambition with grounded implementation.

Learning (LE) reinforces vision by grounding it in experience and continuous improvement. Jaago's persistence in focusing on education despite skepticism, coupled with transparent operations, has built credibility and attracted sustained local and international funding, proving that learning-supported vision (LE) fosters enduring success (R1O). Here, learning (LE) from operational trial-and-error and social feedback loops played a crucial role in refining and solidifying Jaago's visionary commitments.

Focus (LE) maintains vision's clarity and coherence. Rakshand (R1, Founder) emphasizes concentrating on core educational missions while balancing emerging volunteer interests, enabling organizational alignment and strategic impact growth (R1G). This ability to retain focus (LE), shaped through the lived experience of navigating organizational complexity and stakeholder demands, helps safeguard long-term direction and coherence.

Vision also powerfully shapes organizational success and social impact. Rakshand's (R1, Founder) vision of independence at Jaago secured autonomy from external pressures, safeguarding mission fidelity (R1E). Khan's (R2, Founder) vision at Friendship sparked innovation through satellite clinics that addressed urgent healthcare gaps in marginalized communities (R2F). Saha's (R3, ED) visionary research advanced life-saving vaccines and long-term health solutions for vulnerable children (R3N; R3P; R3R). In each case, the strategic

clarity and persistent learning behind these visions ensured their durability and transformative potential.

Sajida Foundation's clear vision facilitated capacity development, expanding from microfinance to diverse social enterprises and technological innovation like Appinion, demonstrating adaptability driven by visionary leadership (R4D; R4H). Waste Concern's transformative vision converted waste challenges into resource opportunities, attracting major investments and pioneering carbon trading projects, highlighting vision's power to drive sustainability and innovation (R5D; R5R; R5T; R5U). These cases are shaped by strategy and foresight (LE and SC+LE), allowing vision to scale and evolve across sectors.

Overall, vision is shaped through a dynamic interplay of focus (LE), learning (LE), foresight (SC+LE), and strategy (LE), while it in turn shapes independence, innovation, impact, persistence, capacity development, agility, achievement, and sustainability. It is more than goal-setting; it actively directs and enhances the effectiveness of entrepreneurial efforts across sectors.

Vision in social entrepreneurship is deeply informed and strengthened by experiential learning and social capital. Rakshand's (R1, Founder) adaptive leadership at Jaago and CHRF's strategic foresight illustrate how lived experience (LE) refines vision to remain relevant amid change. Meanwhile, social capital (SC)—seen in Pfizer's support to Sajida Foundation and Waste Concern's policy engagements—amplifies the reach and realization of vision by building trust and leveraging relationships. The integration of these elements equips social entrepreneurs to anticipate future challenges, innovate continuously, and sustain impactful change over time.

4.5.28 Other Essences

Beyond the primary set of essences already examined in depth, numerous other attributes emerged from the analysis that are vital to understanding the fuller landscape of Social Entrepreneurship Development (SED). These essences, while not explored individually at

length, collectively reveal the intricate interplay between Learning Experience (LE) and Social Capital (SC) in shaping the ethos and practice of social entrepreneurship. Each A1 essence below is influenced by specific A2 shapers, whose origins—whether experiential, relational, or a combination of both—inform the entrepreneurial capacity to initiate and sustain meaningful social change.

Agility, for example, is shaped by in-depth thinking (LE), suggesting that the ability to respond to changing conditions is deeply informed by reflective learning processes. Paired with vision (SC), this indicates that foresight, built on relationships and shared vision, reinforces adaptability.

Awareness emerges through the dual lens of extreme poverty (LE) and inaccessibility (SC), suggesting that first-hand deprivation fosters perceptiveness, while social limitations—such as marginalization or lack of institutional support—build a relational awareness necessary for navigating barriers. Resource mobilization (SC) further strengthens this by showing that network-based access to funds and materials cultivates sensitivity to structural inequalities.

The identity of a **change-maker** is built through social impact and awareness, each shaped by both SC and LE. This dual foundation implies that change-makers are not only driven by internal experiences and critical reflection but are also situated within and responding to social needs made visible through community interactions and recognition.

Community aspiration is uniquely shaped by trust (SC), pointing to how shared hopes emerge from collective belief and credibility, rather than individual introspection. Community aspiration built on trust fosters a collective sense of purpose that anchors social entrepreneurship. This trust-driven solidarity enables entrepreneurs to mobilize resources, sustain engagement, and create inclusive impact.

Conversely, **community resistance** stems from norms and beliefs (LE) and social networks (SC), highlighting how both inherited ideologies and relational configurations shape opposition to injustice or imposed interventions. Lived cultural codes shape an awareness of when and how to resist external interventions, while embeddedness in local networks offers

legitimacy and collective support. Together, they ensure that resistance is grounded in history and solidarity rather than mere reaction.

Continuity of services is built on a sense of social responsibility (LE) and expertise (LE), underscoring that reliability in delivery is tied to internalized duty and accumulated knowledge. Continuity as a moral obligation refers to the stewardship required for SED, where accountability to communities (LE) dictates long-term engagement.

Detail-Oriented practice is primarily shaped by learning (SC). Through iterative processes, feedback loops, and observational exposure to organizational best practices, entrepreneurs develop a meticulous attention to processes and outcomes. Social learning from trusted mentors and peers refines their ability to notice and act on subtle cues that affect quality and precision.

Devotion emerges from ethical realization (LE), indicating that moral clarity gained through lived dilemmas fosters commitment. Dignity, in contrast, is informed by resource access (SC) and empathy (SC+LE), suggesting that both tangible support and affective understanding—shaped through experience and relationship—construct the basis for self-worth and respect in social entrepreneurial work.

Dignity is shaped by resources (SC) and empathy (SC+LE). Access to enabling resources allows social entrepreneurs to operate with self-respect and extend that respect to others. Empathy, emerging from both experiential suffering and relational sensitivity, deepens their commitment to human-centered practices, reinforcing dignity as both an internal stance and outward ethic.

Donor management depends on organizational capacity (SC+LE) and trust (SC), revealing that managing funding relationships requires a blend of internally gained skill and external credibility. Efficiency arises from quality services (SC), implying that reputational standards and expectations of performance guide the drive for streamlined operations.

Efficiency is driven by quality services (SC), indicating that performance benchmarks and client expectations within social ecosystems act as motivators for streamlining operations. Peer validation and reputational capital derived from delivering consistent, high-quality services cultivate a disciplined and resource-conscious approach to entrepreneurial tasks.

The essence of **Experimentation** is anchored in determination (LE) that builds both technical competence and creative problem-solving skills leading to entrepreneurial innovation. Experimentation in social entrepreneurship built on determination, turning setbacks into opportunities for learning and adaptation. This persistence transforms uncertainty into innovation, driving sustainable social impact.

Governance reflects democratic practice (SC+LE), where openness to experimentation and participatory structures is reinforced by perseverance and collective habitus. On an experiential level, engagement in participatory settings cultivates an internal belief in shared leadership. Socially, norms of transparency and collective decision-making become embedded in networks, shaping entrepreneurs who are accountable, inclusive, and structurally aware.

A **Holistic Approach** is informed by problem solving (LE) and innovation (SC), revealing a blend of critical thinking and socially enabled creativity. Addressing social disparity holistically reflects a learning essence (LE), where solutions are shaped by direct engagement with structural poverty to drive sustained social transformation.

Human capital is informed by competitiveness (LE), where direct encounters with rivalry and resource scarcity prompt self-improvement and skills development. This shaping process instills a drive for continuous learning and personal capacity-building, enabling entrepreneurs to become assets not only to themselves but also to their organizations and communities.

Independence is a compound essence influenced by vision (LE) and mindset (SC+LE), indicating that a strategic orientation is grounded in both reflective ideals and socially shaped beliefs about autonomy.

Intuition is shaped by learning (LE), emphasizing that gut decisions in entrepreneurship are not spontaneous but arise from accumulated tacit knowledge. Experiential trial and error teach pattern recognition, enabling intuitive responses in complex or uncertain situations.

Kindness is shaped by affluent background (SC). Entrepreneurs who originate from privileged social networks often develop a form of kindness that is performative or charitable, rooted in social expectations. However, when transformed, this privilege can become a genuine relational resource that informs compassionate engagement with marginalized communities.

Mission drift is tied to sustainability and right balance (LE), reflecting the tension between long-term goals and real-time compromise, shaped through practical learning. True sustainability is not mission drift rather fidelity to mission, may not reflect institutional permanence. Right balance between sustainability and growth is social entrepreneurship must avoid the perils of unchecked expansion.

Optimism stems from determination and emotion (LE), suggesting a blend of willpower and affect in shaping hopefulness. Persistent efforts against adversity nurture a belief in positive outcomes, while emotional depth cultivated through hardship fosters an inner resilience. Optimism becomes not a naïve hope, but a hard-earned psychological stance grounded in experiential tenacity.

Passion is seeded by dream (LE), while persistence comes from vision (LE), showing how internal aspirations fuel long-term effort. As an evolving essence it shapes learning pathways and professional identity—paving a pathway to fulfill the dream of a social entrepreneur**.**

Persistence is shaped by vision (LE). A clear, long-term sense of purpose acquired through reflective engagement with social issues keeps entrepreneurs moving forward despite setbacks. This visionary endurance, rooted in personal conviction, enables them to sustain momentum through periods of failure or ambiguity.

Perspective Shift results from learning (LE). Direct encounters with marginalized lives, structural injustice, or personal limitations trigger cognitive and ethical reorientation. These

learning experiences dismantle old assumptions and open up new ways of seeing the world and one's role within it.

Philanthropy reflects affluent background (SC) and selflessness (LE), suggesting that both positional privilege and internal ethical awakening guide altruistic behavior. This transformation of private wealth into public infrastructure underscores a commitment to collective good, where selflessness guides the stewardship and sustainability of philanthropic efforts.

Platform as an essence is built on an inclusive approach (SC+LE). Experientially, entrepreneurs learn to value diverse voices and participatory methods. Socially, their networks provide access to marginalized groups, institutional partners, and community actors, allowing them to build spaces that amplify collective agency and democratize opportunities.

Policy advocacy draws on expertise (LE), affirming that technical mastery supports systemic change. Problem solving is informed by continuity of services and commitment (LE), while confidence (SC) reinforces execution through social affirmation.

Problem Solving is shaped by confidence (SC), continuity of services (LE), and commitment (LE). The ability to tackle challenges draws from self-assurance rooted in social trust and validation. Additionally, prior experiences of sustained service delivery and long-term engagement with communities build the resolve and practical knowledge necessary for solving persistent issues.

Recognition is shaped by quality services (SC), showing how relational validation depends on performance. Authentic recognition in social entrepreneurship is pivotal that considered in terms of measurable impact and rigorous standards rather than promotional efforts or institutional advantages.

Research is influenced by initiative (LE) and social need (LE). A proactive learning orientation compels entrepreneurs to investigate, explore, and question. At the same time, direct

exposure to unmet needs creates an intrinsic drive to generate knowledge that can lead to viable solutions.

Resource as an essence emerges from confidence and aspiration (LE). Self-assurance fuels the belief that one can acquire or create necessary inputs, while aspirational learning—rooted in stories, mentors, or personal ambition—helps envision alternative resource pathways even in scarcity.

Responsible giving reflects a learning process (LE) where empathy is guided by recipients' needs rather than the giver's assumptions. The shift from intention-based charity ("based on me") to need-based solidarity mirrors asset-based SED, where communities dictate priorities

Responsiveness stems from natural disaster and empathy (LE). Crisis experiences sharpen an ability to act swiftly, while empathetic exposure to human suffering deepens the urge to respond meaningfully. These learning experiences together produce entrepreneurs who are not only quick to act, but emotionally attuned to context.

Risk-Taking is shaped by resilience (SC+LE) and affluent background (SC). Those with social safety nets or relational support structures may perceive risk differently, while experiential resilience—honed through previous failures or hardship—builds the psychological and strategic capacity to engage uncertainty without paralysis.

Selfless giving is reinforced by affluent background (SC), dedication (SC), and dream (SC), showing how generosity stems from structural security and visionary drive. Selfless-giving reflects deep learning about authentic social entrepreneurship that stands on true dedication and principle-driven stance for entrepreneurship development.

Social network shaped by social linkages creates embedded social network (SC), ensuring continuity, trust, and the transfer of civic know-how across organizational levels. These horizontal and vertical connections fortify the organization's resilience and capacity showing how robust social networks function as dynamic reservoirs of support in entrepreneurial journeys.

Social Entrepreneurship, as an essence, is shaped by sustainability (SC+LE), ethical dilemmas (LE), and capacity development (LE), suggesting that maintaining social ventures requires the navigation of competing priorities and internal growth.

Social Exclusion is shaped by profit-seeking motives (SC), illustrating how participation in competitive, capital-driven ecosystems can lead to ethical compromise or marginalization of intended beneficiaries. Here, social capital operates negatively—informing exclusionary practices that distort the mission of social ventures.

Strategy is shaped by infrastructure development (SC) and success (LE). Access to institutional infrastructure—whether physical, relational, or financial—allows for long-term planning. Meanwhile, past experiential achievements foster confidence and the methodological learning necessary to scale and systematize impact.

Unfulfillment stems from devotion (LE), value-driven action is shaped by idealism, pragmatism, and empathy (LE), and wisdom results from learning (LE)—each revealing the internal processes by which purpose, balance, and insight form the backbone of entrepreneurial integrity.

Value Driven Action emerges from idealism, pragmatism, and empathy (LE). Internal values, grounded in lived moral beliefs, combine with a practical understanding of real-world limitations to generate ethical yet actionable responses. Empathy further ensures that such actions are anchored in the lived realities of others.

Wisdom is a product of learning (LE). It is the distillation of cumulative experiences—successes, failures, and reflections—into discernment and judgment. Unlike knowledge or data, wisdom is situated, context-sensitive, and deeply tied to the entrepreneur's persona.

4.6 Patterns of Relationship in Essential Structure

4.6.1 Social Capital and Learning Experience in Shaping Social Entrepreneurship Development

Social Entrepreneurship Development (SED) is not a linear process but an emergent outcome of dynamic interactions between structural resources (social capital, SC) and experiential knowledge (learning experience, LE). While prior research often treats these as separate forces, this study reveals their synergistic interdependence—a Venn diagram where:

- SC alone provides access, legitimacy, and collective action.
- LE alone fosters resilience, innovation, and moral clarity.
- SC+LE (the intersection) drives adaptive, scalable, and ethically grounded ventures.

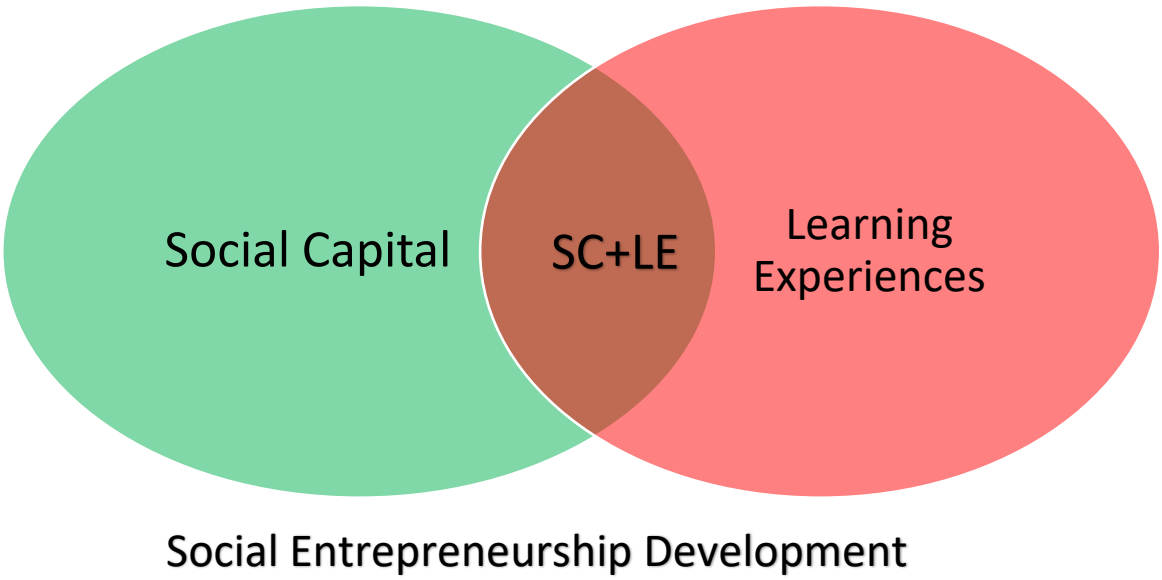

Figure 7: Social Capital, Learning Experiences, and their Intersection as shapers of Social Entrepreneurship Development

The development of social entrepreneurship does not occur in isolation. Rather, it is embedded within a complex web of social relations, contextual norms, and networked structures that both enable and constrain entrepreneurial behavior. At the core of this dynamic process are two primary shapers: **social capital (SC)** and **learning experiences (LE)**. These shapers, operating either independently or in concert, provide the necessary structural,

relational, cognitive, and emotional scaffolding through which social entrepreneurs evolve. This section examines how the shapers identified through verbal protocol analysis (VPA) of social entrepreneurs' narratives shape the development of core entrepreneurial capacities, referred to in this study as **A2**, that underpin **Social Entrepreneurship Development (SED).**
The experiential data is drawn from five in-depth interviews, segmented into over 100 narrative units (R1A to R5W). From the interpretation of these interviews' sections, sixty-eight distinct essences of social entrepreneurship development (SED) were identified—such as accomplishment, adaptability, innovation, trust, and leadership etc. Among these 68 essences, 27 essences that appeared in at least three of the five interviews or four times or more are elaborated in the previous section. These recurring patterns were interpreted as the ***essential structures* of SED**, grounded in the phenomenological requirement for shared meaning across multiple lifeworld. Each essence was paired with one or more shaping essences (**A2s**), coded as either Social Capital (SC), Learning Experience (LE), or SC+LE, to reflect the shapers influencing its development. This typology not only honors the commitment to intersubjective experience but also provides an analytically precise framework for tracing how social entrepreneurship is formed and sustained.

Learning experience (LE) in this study refers to direct engagements with uncertainty, moral conflict, and challenge, as well as the reflective processes that transform those moments into durable insight and personal growth. LE provides psychological, ethical, and cognitive scaffolding for the development of social entrepreneurs. These learning moments are not hypothetical or conceptual; they are concrete experiences—moments of existential risk, strategic failure, or moral tension—that force the entrepreneur to re-evaluate their priorities, values, and actions. Several respondents described experiences such as rejecting exploitative donor terms, facing early project collapse, or being confronted by ethical contradictions within their own teams as decisive turning points in their development. These moments catalyzed clarity, commitment, and adaptive behavior that could not have been derived from observation or guidance alone. In such instances, LE functioned as an autonomous developmental force, shaping vision, ethics, and resilience even in the absence of direct social support.

Yet, LE rarely operates in isolation. In the majority of cases, learning experiences were deeply embedded in social relationships and networks. This **interplay between SC and LE**, coded as SC+LE, reveals a recursive dynamic in which social capital provides both the context for learning and the relational fabric through which it is interpreted. Social network, for instance, is not just a conduit for knowledge but a space of affective tension, feedback, and self-doubt that prompts growth. Similarly, conflict with stakeholders, criticism from staff, or confrontation with community needs often lead to internal transformations—reshaping the entrepreneur's strategies, ethical stance, or organizational model. These hybrid moments show that SC and LE are **not additive, but co-constitutive**: social ties create the environment in which learning unfolds, and learning deepens or reconfigures those very ties.

Social capital (SC), as another major shaper of SED, refers to the resources and advantages embedded in and accessible through an actor's social relationships. In this study, SC is not treated as a static asset but as a relational and generative construct, continuously co-produced through social interactions, community affiliations, and symbolic recognition. Drawing on the entrepreneurs' narratives, SC emerged as a foundational influence across a wide range of entrepreneurial capacities, including but not limited to adaptability, initiative, leadership, confidence, sustainability, and accomplishment. SC facilitates both access and anchoring—it gives entrepreneurs credibility within their immediate environment while opening up new nodes of influence through trust, recognition, and embedded relationships. Multiple extents of SC surfaced through the interviews: family privilege (e.g., affluent background), institutional credibility (e.g., global recognition), affective attachments (e.g., empathy, passion), and participatory engagement (e.g., transparency, community involvement). These essences were not treated as mere background conditions but as vital, formative resources that influenced decision-making, strategic direction, and ethical positioning. In several cases, the entrepreneurs' networks, social status, or community standing directly catalyzed opportunity, buffered against adversity, and enabled scale. Even seemingly "personal" traits such as initiative or confidence were frequently traced back to moments of social endorsement, validation, or belonging. SC, in this way, is not simply a structural variable—it suffuses the interiority of entrepreneurial life.

Importantly, these shaping essences often **co-occurred**, indicating a dynamic interplay rather than a rigid binary. For instance, “ethical realization”—a shaper/shaping essences mostly identified as LE that appears in multiple essences of SED such as initiative and social responsibility—frequently emerged through relational tensions or moments of affective discomfort, such as criticism from staff or confrontation with community feedback. These experiences, though rooted in relationships, had transformative impacts that unfolded as internal shifts, indicating how **SC can be a container for LE**. Similarly, essences like mentorship, recognition, and social networks often served as platforms for experimentation, failure, or ethical testing—making them catalysts for both social and psychological development.

By foregrounding the **interdependence of social capital and learning experience**, this analysis contributes to a more relational, situated, and dynamic understanding of social entrepreneurship development. The entrepreneur is not a sovereign agent acting upon the world, but an embedded actor shaped through recursive exchanges between the self, others, and context. This approach resists the reduction of SED to either structural embeddedness or individual insight and instead highlights the dialectical formation of entrepreneurial identity through both.

As such, this section introduces the three-fold analytical structure that follows: an examination of SC as a standalone shaper of SED; an exploration of LE in its independent capacity to trigger internal development; and a discussion of the hybrid category SC+LE, which accounts for the majority of shaping events in the data. Throughout, references to specific interview excerpts (e.g., R1F, R3H) will be used to illustrate how these essences operate in the real-time, context-specific unfolding of entrepreneurial life.

In doing so, this study aims to offer a robust phenomenological account of how social capital, learning experiences, and interaction collectively shape the formation of the social entrepreneur—not only as a changemaker, but as a reflexive, ethically engaged, and relationally embedded actor.

4.6.2 Learning Experience as a Sole Shaper of Social Entrepreneurship Development

Learning through experience (LE)—understood as knowledge and capability gained through direct action, reflection, and engagement with lived challenges (Kolb D. A., 1984)—is identified in this study as one of the principal shapers (A2) of Social Entrepreneurship Development (SED) (A1). While Social Capital (SC) operates in parallel as another key shaper, this section isolates the specific mechanisms through which LE alone generates critical pathways of growth for the social entrepreneur. By examining the iterative cycles of action, failure, and reflection, the analysis emphasizes how LE provides the foundation upon which entrepreneurs construct both their personal and organizational development.

Across the cases studied, several LE-mediated shapers (A2) emerge as especially significant in driving SED (A1). These include **determination, strategy, learning, vision, expertise, and confidence**. Each of these shapers recurs with consistency, reflecting how experience-based processes forge enduring capabilities and shape the entrepreneur's ability to adapt, innovate, and lead. The following sections expand on these findings, drawing on case evidence to illustrate how LE operates as a self-contained and transformative driver of social entrepreneurship development but not merely as a supplement to SC.

Determination, as a learning experience (LE), stands out as a key driver of Social Entrepreneurship Development (SED), enabling entrepreneurs to endure challenges and transform obstacles into opportunities for growth. In Saha's (R3, ED) case (R3J), determination underpinned adaptability when his lab became indispensable in specimen processing by insisting on same or next-day turnaround, surpassing international standards and turning pressure into resilience. At Waste Concern (R5S), resolve was equally critical: when the Governor of Bangladesh Bank doubted carbon trading, the team persisted with patient explanations until approval was won, showing how determination builds adaptability in the face of institutional resistance. It also fueled innovation—when Rakshand (R1, Founder) (R1C) faced students demanding advancement, he refused to dismiss them and instead reshaped an informal English class into a structured school, creating an education model

rooted in community needs. Similarly, determination grounded organizational growth when Saha (R3, ED) (R3Y) sacrificed personal income by channeling half his Johns Hopkins salary into his own institution, demonstrating financial discipline and prioritizing collective advancement. Success was likewise reframed through determination. Saha (R3, ED) (R3G) chose to return immediately to Bangladesh after his thesis abroad, privileging service over prestige, while over decades (R3AB) his sustained resolve advanced vaccine availability and diagnostics despite scarce resources. Across these cases, determination functions not as mere persistence but as a transformative learning process, shaping adaptability, innovation, organizational growth, and success (A1) through lived confrontation with barriers and the resolve to turn them into pathways of development.

Strategy, as a learning experience (LE), emerges as a central force in Social Entrepreneurship Development (SED), helping entrepreneurs recalibrate direction, anticipate change, and embed foresight into practice. At JAAGO, Rakshand (R1, Founder) (R1N) strategically pivoted from infrastructure-heavy projects to teacher training and capacity development when donor budgets shrank, sustaining relevance through adaptation. Saha (R3, ED) (R3J) likewise redirected focus from Dhaka University to collaborations with medical doctors, sharpening adaptability in response to institutional hierarchies. Strategy also cultivated foresight (A1), as his early instinct on bacterial sequencing evolved into coordinated research under his daughter Sejuti's leadership (R3AC), turning intuition into institutional capacity. In negotiation (A1), Syed Humayun Kabir (R4C) structured Pfizer's equity arrangement as a deferred repayment plan, embedding financial sustainability into Sajida Foundation. Organizational growth (A1) similarly reflected strategic learning: Khan (R2, Founder) (R2N) described "reshuffling every few years" as scale shifted, while Saha (R3, ED) (R3W) consolidated scattered projects into CHRF to stabilize funding. Waste Concern's (R5M) exemplary strategy of scalability (A1) by making their model "bankable," aligning with financial institutions ensure replication. Vision (A1) was also strategically nurtured: Kabir (R4, CEO), daughter of Syed Humayun Kabir (R4K) highlighted intergenerational continuity at Sajida Foundation, while Waste Concern (R5Q) showed how a "simple idea" became the national 3R Strategy through persistence and planning. Together, these cases reveal strategy not as static design but as an experiential process that drives adaptability, foresight, negotiation, organizational growth, scalability, and vision in social entrepreneurship.

Learning, as a core dimension of experiential practice, emerges as a key shaper (A2) of Social Entrepreneurship Development (SED) by embedding reflection, adaptation, and growth into entrepreneurial processes. At JAAGO (R1D), adaptability (A1) was built through an iterative approach where every challenge became an opportunity for new solutions, while Waste Concern (R5S) demonstrated similar adaptability by leasing land independently when political barriers blocked access, showing how learning enables entrepreneurs to reimagine pathways under constraint. Negotiation (A1) was likewise shaped by learning: Khan (R2, Founder) (R2R) described how repeated debates with donors became opportunities for mutual education and recalibration rather than simple disputes. Organizational growth (A1) also drew on learning, as Saha (R3, ED) (R3V) relied on lessons from scarcity to fund and refined sustainable institutional strategies. Learning fostered self-development too, as Waste Concern's founders (R5F) transformed research insights that "waste is a resource" into confidence to act independently of institutional support. Vision (A1) similarly unfolded at JAAGO (R1O) through "three phases," each shaped by lessons applied to evolving contexts. Across these cases, **learning** functions not as static knowledge but as a lived, reflective process that fuels adaptability, negotiation, growth, self-development, and vision, enabling entrepreneurs to navigate uncertainty and chart enduring paths of development.

Vision, as a learning experience (LE), operates as a critical shaper (A2) of Social Entrepreneurship Development (SED) by enabling entrepreneurs to project beyond immediate demands and design systemic, future-oriented solutions. At Friendship, Khan (R2, Founder) illustrated vision when she developed a tiered healthcare model that trained community members as medic-aides, embedding sustainability through local capacity (R2G). This approach reflects foresight grounded in learning: rather than treating healthcare as a temporary intervention, she envisioned sustainability by cultivating capacity within the community itself. Similarly, at Sajida Foundation (R4D), vision informed the deliberate transformation from informal initiatives into a formalized institution in 1993. The founder's decision to return with a social work degree and establish a small but committed team illustrates how capacity development was not incidental, but the result of clear vision shaped through experiential learning. Vision also shaped foresight (A1) for Waste Concern when one of its founders (R5D) reflected on his year at UNESCAP. What began as an academic thesis topic matured into a regional policy concern as he absorbed global practices in waste

management. The experience expanded his horizon, shifting him from researcher to practitioner and embedding foresight as a central entrepreneurial capability. Innovation (A1) was propelled by vision when Khan (R2, Founder) (R2F), confronted with preventable child deaths, designed satellite clinics and awareness campaigns to provide sustainable community healthcare. This shows how vision as LE transforms urgency into innovative, long-term solutions. Vision also defined success (A1) at Waste Concern, where the founders (R5T), undeterred by the absence of policy, declared, "there is no policy, make the policy." By building models ahead of institutional endorsement, they paved the way for composting to be embedded in national frameworks and backed by half a billion dollars of investment. These cases reveal how vision, refined through lived experience, enables social entrepreneurs to move beyond immediate constraints and establish systemic, enduring pathways of development.

Expertise, as a learning experience (LE), shapes Social Entrepreneurship Development (SED) by grounding decisions in accumulated knowledge and practical mastery. At Sajida Foundation (R4G), expertise informed foresight (A1) when healthcare was scaled in phases—first targeting a niche market, then expanding with readiness and capacity—ensuring sustainable growth. At JAAGO (R1O), expertise drove negotiation (A1) as the organization moved from passively accepting donor terms to asserting itself as a long-standing local partner, while at Sajida (R4C), Syed Humayun Kabir drew on corporate experience to negotiate Pfizer's exit into a deferred-share plan that seeded a social enterprise. Organizational growth (A1) was likewise informed by expertise at Waste Concern (R5I), where Dhaka University collaborations validated composting methods, embedding scientific rigor into practice. The same expertise later underpinned scalability (A1), as their "bankable" composting model was replicated across Cambodia, Sri Lanka, and Vietnam. Together, these cases show how expertise—gained and refined through lived practice—translates tacit knowledge into foresight, negotiation, growth, and scalability, making social entrepreneurship both robust and replicable.

Confidence, cultivated through learning experience (LE), acts as a pivotal shaper (A2) of Social Entrepreneurship Development (SED) by equipping entrepreneurs to navigate risk, assert value, and expand capability. In negotiation (A1), Saha (R3, ED) (R3X) showed how confidence

enables challenging unfair proposals, risking loss to secure just terms. Immersion in an unfamiliar environment triggered a profound transformation, showing how confidence (LE) drives internal reconstitution in self-development (A1) demonstrated that confidence built through experience, rather than credentials, allowed him to claim a professorship, reframing recognition around competence and practice (R3K). Here, confidence emerges not as internal reassurance but as an active force shaping negotiation, self-development, and organizational engagement. “I am the only, one and only.” This demonstrates how practical experience, rather than external validation, can generate confidence and institutional legitimacy.

In sum, the cases demonstrate that Learning through Experience (LE) is a potent shaper (A2) of Social Entrepreneurship Development (SED). LE cultivates determination, strategy, learning, vision, expertise, and confidence—each reinforcing adaptability, innovation, negotiation, and leadership. These shapers reveal that the core capacities of SED grow directly from lived challenges, iterative problem-solving, and reflection, independent of external networks or institutional support. LE thus stands not as a complement but as a foundational essence through which social entrepreneurs build resilient, values-driven, and growth-oriented organizations.

4.6.3 Social Capital as a Sole Shaper of Social Entrepreneurship Development

Social Capital (SC)—understood as the resources, relationships, and networks accessible through social connections (Bourdieu, 1986)—is identified in this study as another principal shaper (A2) of Social Entrepreneurship Development (SED) (A1). While Learning through Experience (LE) operates in parallel as a core shaper, this section isolates the essences through which SC alone fosters critical capacities and pathways for social entrepreneurs. By examining how access to networks, recognition, and relational resources informs decisions and organizational growth, the analysis emphasizes how SC provides a distinct foundation upon which entrepreneurs advance both personally and institutionally.

Across the cases studied, several SC-mediated shapers (A2) emerge as especially significant in driving SED (A1). These include **empathy, affluent background, social network, and recognition**. Each of these shapers recurs with consistency, reflecting how relational resources and social embeddedness contribute to adaptability, opportunity creation, and strategic positioning. The following sections expand on these findings, drawing on case evidence to illustrate how SC operates as a self-contained and transformative driver of social entrepreneurship development.

Empathy, cultivated through social capital (SC) and relational insight, emerges as a key shaper (A2) of Social Entrepreneurship Development (SED) by enabling entrepreneurs to design interventions that uphold ***dignity*** (A1). At Friendship, Khan (R2, Founder) (R2M) demonstrated empathy by distributing seeds instead of mere relief during the COVID-19 crisis. By recognizing that aid can undermine agency, she structured a response that restored self-reliance, allowing recipients to exercise choice and cultivate future possibilities. In this instance, empathy shaped dignity by transforming material support into participatory, co-created resilience. Similarly, CHRF's Saha (R3, ED) recounted a moment of realization about caregiver burden: "*That child may be surviving for seven years... how can that mother really manage?*" (R3T). Here, empathy arose from close observation and engagement, allowing the respondent to shift from a purely clinical perspective to one that fully appreciates the social and emotional dimensions of caregiving. In both cases, empathy as a form of social capital

shapes the entrepreneur's capacity to respect and enhance dignity, illustrating how relational insight alone can inform ethically grounded and socially responsive decision-making in SED.

Affluent background, as an essence of social capital (SC), significantly influences Social Entrepreneurship Development (SED) by providing material resources and relational advantages that augment entrepreneurial capabilities. In Saha's (R3, ED) case, ***confidence*** (A1) was influenced by familial support and conditional approval, as the respondent articulated how his father's requirement for higher education transformed into personal assurance and access to material resources, including housing and a car (R3F). ***Opportunity*** (A1) was influenced by this support (a five-year apartment), establishing a buffer for professional experimentation and sustained focus (R3M). Notwithstanding restricted institutional funding, his familial riches and spousal income established a safety net that facilitated ***risk-taking*** (A1) and sustained commitment, bolstering confidence through structural support (R3V) and permitting principled decisions to guide entrepreneurial endeavors (R3G). The affluent background of Khan (R2, Founder) shaped her ***kindness*** (A1), since critical reflection on privilege demonstrated that selfless giving necessitates detachment from ego-driven reciprocity (R2S). It further influenced ***selfless giving*** (A1), as she acknowledged that class-based prejudices in philanthropy might be unlearned by introspective practice (R2T). ***Philanthropy*** (A1) was facilitated when the founder of Sajida Foundation transferred personal corporation ownership to a foundation, exemplifying the institutionalization of wealth for societal advantage (R4E). ***Social responsibility*** (A1) was enhanced when access to personal resources and leadership roles facilitated the establishment of formal efforts inside private sectors, converting individual empathy into corporate action (R4B). Ultimately, ***community acceptance*** (A1) was achieved through the strategic deployment of personal resources and cultural assets, including laptops and pocket money, which fostered trust and established legitimacy within initially doubtful communities (R1H). In these instances, affluent background shapes social entrepreneurship development by providing both tangible and symbolic resources that entrepreneurs can mobilize to enhance confidence, opportunity, ethical conduct (kindness, philanthropy, and selfless giving), and relational influence (social responsibility and community acceptance), illustrating how social capital derived from class and privilege directly impacts developmental results.

Social network, as a form of social capital (SC), emerges as a central shaper (A2) of Social Entrepreneurship Development (SED), as it provides bridging, bonding, and linking resources that shape diverse entrepreneurial attributes. ***Community resistance*** (A1) was overcome when Rakshand (R1, Founder) of JAAGO gained entry into a slum community through an unexpected connection—being recognized as *"the son of the owner of the school"* where a local woman worked—illustrating how dormant relational ties enabled legitimacy and ***trust*** (A1) in an otherwise mistrustful context (R1B). He has been able to mobilize 500 people for a street awareness campaign utilizing his family and peer ties, demonstrating how relational density and trust within networks can scale collective action and ***impact*** (R1F). ***Social linkages*** (A1) were institutionalized in JAAGO through mentorship structures where senior leaders extended guidance, ensuring continuity and knowledge transfer across generations (R1M). At Waste Concern, initiative (A1) was catalyzed when a professor redirected the founder of engineering mindset toward seeing waste as a social problem, showing how academic mentorship within networks can reframe perspectives and spark new entrepreneurial directions (R5A). ***Opportunity*** (A1) was created when he was introduced to USAID's Earl Gessler through his mentor, exemplifying how network bridge local innovators with global resources and allies (R5H). Social networks also played a critical role in shaping ***organizational growth*** (A1) of Waste Concern, as the respondents described how the initial land was obtained through trusted network of his father. The diverse assistance received in terms of advocacy and international visibility, revealing the multiplier effect of networks in scaling social innovations (R5L). Similarly, relational resources embedded in institutional networks, such as hall leadership, provided safety nets to Saha (R3, ED) of CHRF during challenges, demonstrating the resilience offered by diverse linkages (R3D). Across these experiences, social networks emerge as vital SC-enabled shapers of SED, activating access, legitimacy, resources, and continuity through relational connections that underpin entrepreneurial growth.

Recognition, as a form of social capital (SC), operates as a critical shaper (A2) of Social Entrepreneurship Development (SED), enabling legitimacy, visibility, and validation across different scales—community, local, and global. **Achievement (A1)** is being shaped by recognition when Saha (R3, ED) of CHRF described how a former skeptic "turned to my friend again," demonstrate how recognition from institutional actors converted doubt into respect

(R3O). Sinha (R5, Co-founder) of Waste Concern recalled how recognition by a Dutch delegate opened access to international networks, triggering a chain of opportunities culminating in UNDP sponsorship—an illustration of how global recognition translates into entrepreneurial ***achievement*** (A1) through visibility and trust (R5R). Recognition also shaped ***social responsibility*** (A1), as international honors such as the *Race Against Poverty* award validated socially responsible innovation and enhanced the organization's legitimacy in global arenas. This formal recognition of Waste Concern elevated both credibility and reach, attracting new allies and resources (R5P). Global recognition served as a form of social capital that validated entrepreneurial ***accomplishment*** (A1), credibility and expanded influence. Khan (R2, Founder) reflected on the global reception of her work when Routledge accepted her book: "Now Routledge is publishing… they changed the book name" (R2Y). This global validation, achieved through affiliation with prestigious platforms, marked her integration into international discourse. Similarly, **accomplishment** (A1) was marked by government recognition through the declaration of "Bangladesh Children's Day," where JAAGO's long-term advocacy was institutionalized, symbolizing that grassroots action had reshaped national policy (R1F). At Friendship, external recognition of it's founder reinforced accomplishment when she was identified as "serial social entrepreneurs," signaling accumulated legitimacy within global entrepreneurial networks (R2C). Academic recognition served as another form of ***accomplishment*** (A1), where the production of "more than 50 publications" positioned Saha (R3, ED) alongside leading institutions like ICDDR,B, consolidating intellectual capital into social legitimacy (R3H). Finally, recognition shaped **challenge (A1)** when local validation emerged through an emotionally charged moment: a community member, unfamiliar with carbon trading, embraced Sinha (R5, Co-founder) – the founder of Waste Concern and expressed belief in their capacity to succeed. This gesture of local recognition, rooted in relational trust rather than technical expertise, provided foundational legitimacy that contrasted sharply with later resistance from formal institutions (R5S). These experiences reveal recognition as a multifaceted SC shaper—whether global, national, or local—that confers credibility, amplifies responsibility, validates accomplishment, and even reframes challenges by embedding entrepreneurial work within trusted social frameworks.

Taken together, these findings illustrate how Social Capital (SC) operates as a distinct and multifaceted shaper (A2) of Social Entrepreneurship Development (SED). Unlike Learning through Experience (LE), which emphasizes iterative cycles of action and reflection, SC functions through relational resources, positional advantages, and social validation. Empathy, affluent background, social network, and recognition each represent pathways through which entrepreneurs mobilize connections, legitimacy, and symbolic capital to advance both personal and organizational growth. The evidence across cases shows that SC does more than provide access to resources—it actively shapes **empathy, affluent background, social network, and recognition** by embedding entrepreneurial practice within webs of trust, privilege, and visibility. In this way, SC not only complements LE but also stands as a self-contained driver of SED, demonstrating how social embeddedness, when cultivated and leveraged, produces enduring capacities for adaptation, innovation, and societal contribution.

4.6.4 The Interplay of Social Capital and Learning Experience in Social Entrepreneurship Development

While social capital (SC) and learning experience (LE) each provide distinct pathways for social entrepreneurship development (SED), their most powerful impact emerges in combination. It is at the intersection of relational trust and lived practice that entrepreneurial values, insights, and innovations take form. SC offers the networks, recognition, and legitimacy that allow entrepreneurial ideas to circulate, while LE provides the reflective processes and adaptive strategies that refine them into action. Taken together, they demonstrate that SED is rarely the product of a single dimension, but instead a composite of embedded connections and experiential cycles working in tandem.

Within this synthesis, the most significant shapers of SED identified in this study are **engagement, social need, ethical realization, inclusive and holistic approach,** and **quality services**. These elements highlight how entrepreneurs do not merely accumulate resources or skills in isolation but rather transform them through ongoing interaction between what they learn and whom they learn with. Each shaper reflects a dynamic interdependence, where

experiential lessons acquire meaning through social validation, and social assets generate value only when translated into effective practice.

Engagement—whether at the community, local, or global level—emerges as one of the most significant intersections of social capital (SC) and learning experience (LE) in shaping social entrepreneurship development (SED). Unlike static notions of participation, engagement is relational, iterative, and deeply situated: it produces empowerment when individuals assume ownership, catalyzes social change when networks transform norms, and cultivates trust when dependability is enacted over time. The interplay of SC and LE within engagement ensures that these outcomes are not only enacted but also internalized, becoming part of the entrepreneur's evolving repertoire of values and practices. In this sense, engagement represents a lived negotiation between networks and reflection, creating both structural and cognitive capital for sustaining entrepreneurial action.

Engagement shapes ***empowerment*** (A1) by creating spaces of shared ownership where experiential learning unfolds in tandem with the leveraging of social networks. For instance, in one youth-led platform of JAAGO, empowerment emerged directly from the explicit transfer of responsibility to young participants: "We said, this is your platform… you decide what you want to do" (R1J). Here, empowerment was not simply an abstract ideal but a consequence of engagement as both SC—strengthening reciprocal accountability among peers—and LE—deepening understanding through active decision-making. Similarly, community-based engagement fostered social change when informal practices such as sharing tea and counseling created relational depth with parents, shifting their decisions toward schooling instead of Madrasa (R1Q). This episode illustrates how seemingly casual engagements embody SC by embedding trust and LE by modeling new pathways of reasoning, collectively producing sustained change. Finally, engagement shaped ***trust*** (A1) by blending instinctual recognition of community psychology with experiential awareness of fragile service infrastructures: "One is health, one is education… for those, people need dependability" (R2D). In this case, Khan's focus on "*dependability as infrastructure*" reveals how **engagement** reinforced trust as a dual construct—relational capital built on consistency and experiential insight leading to effective intervention design.

Social need functions as a pivotal site where social capital (SC) and learning experience (LE) converge to generate entrepreneurial responses that are both contextually relevant and structurally transformative. Unlike abstract ideals of innovation, social need anchors entrepreneurial practice in lived realities—articulated by communities, recognized through networks, and translated into actionable solutions through experiential engagement. By foregrounding unmet needs, entrepreneurs transform relational awareness into creative design, institutional credibility into responsive initiative, and adaptive learning into durable social change. The significance of social need lies in its dual role: it not only identifies the pressing gaps that warrant intervention but also teaches entrepreneurs to align their vision with the evolving priorities of those they serve. Social need shapes ***empowerment*** (A1) when solutions are co-created through dialogue rather than imposed unilaterally. Khan (R2, Founder) of Friendship described a participatory strategy by asking islanders directly: "You tell me… what is it that they will need?.. in winter we can grow onions because only thing they would eat is onions and chili with the rice, you see?" (R2K). This participatory strategy drew on SC by trusting community voice and on LE by discovering latent potential through creative facilitation, producing empowerment rooted in agency and co-ownership. Social need also drives ***initiative*** (A1) when personal expertise is mobilized to address urgent problems. Saha (R3, ED) of CHRF explained how LE reshaped initiative by prioritizing practical health solutions over academic output, embodying a shift toward tangible community impact: "I can see the different types of organisms. And I am a microbiologist. I did my PhD. I have to make sure that I can really do something. And that is not really one paper" (R3I). ***Initiative*** was likewise shaped through social need when Sajida Foundation recognized the absence of high-end healthcare services locally: "We, we see that, that it, it is even for the people who can afford it, the services are not available, and people usually go abroad to avail those services" (R4G). By leveraging networks and institutional credibility, the organization transformed social need into opportunity, grounding initiative in relational legitimacy. Finally, ***social change*** (A1) was catalyzed when youth platforms encouraged district-level actors to define their own priorities: "Every district has a different need… every individual wants to do something of their own" (R1K). This process, rooted in LE, demonstrated that social change emerges not from top-down agendas but from adaptive, decentralized responses to locally expressed needs, empowering young people as active agents of transformation.

Ethical realization represents one of the most profound ways in which social capital (SC) and learning experience (LE) intersect to shape social entrepreneurship development (SED). Unlike technical knowledge or strategic planning, ethical realization arises when exposure to inequities, disparities, or unmet needs provokes a deep moral awakening. This moment of clarity is at once reflective and relational: it emerges through lived encounters with injustice (LE) while also drawing upon shared social contexts, networks, and collective values (SC). As the following cases demonstrate, ethical realization becomes a powerful driver of initiative and social responsibility, pushing individuals and organizations to move beyond professional or personal gain toward action rooted in obligation, justice, and human dignity. Ethical realization shapes ***initiative*** (A1) when entrepreneurs experience a moral imperative to respond to social inequities. Rakshand (R1, Founder) of Jaago recalled how the founding of Jaago stemmed from recognizing regional disparities in labor opportunities: "Maybe teaching English can be a big asset for the people… when laborers go abroad, Indian laborers and the Sri Lankan laborers are always ahead due to their communication skill… So we thought maybe that is important. If we can give that to children… it'll help them" (R1A). This illustrates how SC and LE converged: collective networks enabled mobilization, while reflective learning transformed observation into initiative. Similarly, Saha (R3, ED) of CHRF described moving beyond academic publishing with the question, "That's not my objective... how can I really help the country?" (R3P). Here, LE shaped initiative by redefining research is not as a personal achievement but as a tool for national development, marking an ethical shift from detached scholarship to socially engaged practice. Ethical realization also emerges as a powerful shaper of ***social responsibility*** (A1) as emphasized by Khan (R2, Founder) that genuine entrepreneurship "needs to spring from your heart… it can't spring from, uh, uh, brain or ability or thought" (R2A). This LE-driven realization reframed responsibility as an emotional and moral obligation rather than a strategic calculation. Similarly, confronting preventable child deaths led Saha (R3, ED)to reflect, "I have to make sure that I can really do something" (R3I), transforming scientific expertise into socially responsible action. Finally, the origins of Sajida Foundation highlight how privilege confronted with proximity to inequality can catalyze moral duty: "So, 1987 Sajida Foundation… was founded by Syed Humayun Kabir. It started from his residence. He created a garage school for the children of the househelps around the area" (R4B). This experience shows how ethical realization, born from everyday encounters, translates into institutional responsibility, marking the inception of enduring social impact.

An **inclusive and holistic approach** functions as a vital SC+LE shaper of social entrepreneurship development (SED), ensuring that interventions are neither fragmented nor exclusionary but instead responsive to the interconnected realities of communities. By integrating diverse needs and voices into the design of initiatives, entrepreneurs generate systemic change that is relational (SC) and experiential (LE), creating durable pathways for empowerment, trust, leadership, and impact. These approaches demonstrate that sustainable social innovation emerges not from isolated programs but from integrative frameworks that connect people, services, and contexts into a coherent, participatory whole. The impact of SED is amplified when services are linked across domains, as Khan (R2, Founder) explained: "When you link the services together, it becomes a hundred" (R2I). This holistic approach, shaped by SC through partnerships and by LE through iterative design, reveals that ***impact*** (A1) multiplies when healthcare, education, and economic supports are treated as interdependent rather than siloed. Similarly, Kabir (R4, CEO) of Sajida Foundation reflected on the necessity of aligning interventions across the life cycle, noting how financial inclusion was integrated with health, education, and WASH to support women "in her other journeys in life" (R4F). Here, LE underscored how poverty is multidimensional, demanding holistic solutions for durable social impact. Inclusive approaches also shape ***leadership*** (A1), as seen in the case of youth mobilization where "50,000 young people every year [were] activated for doing social work … they elect their leaders" (R1K). This strategy fostered leadership through SC, by building collective trust and accountability, and through LE, by creating an experiential governance system where young people learned the responsibilities of representation. Finally, ***trust*** (A1) is reshaped through inclusivity when marginalized groups are engaged empathetically: "Every time they used to come, they used to come running… this empathy and the growth of trust" (R2L). By treating excluded groups with dignity, the respondent fostered relational capital (SC) while also learning (LE) that trust is co-created through empathy and reciprocity. Together, these cases demonstrate that inclusive and holistic approaches are not parallel strategies but complementary expressions of the same principle: systemic change emerges when SED embraces interconnected solutions and shared ownership of transformation.

Quality services operate as a decisive SC+LE shaper of SED by ensuring that impact and sustainability are not achieved through intent alone but through consistent excellence,

responsiveness, and relevance. Social entrepreneurs in the cases below illustrate how quality is embedded in practice as both relational (SC)—building legitimacy and trust through responsiveness—and experiential (LE)—learning to refine interventions for effectiveness, beauty or durability. These accounts reveal that true transformation in SED depends on a relentless commitment to quality that makes services meaningful, sustainable, and embraced by communities. The role of quality services in shaping ***impact*** (A1) is clear in the case where Rakshand (R1, Founder) of Jaago reflected that "they think they're not from our part of the society. Why will I listen to them? So these are bridges that I think I was able to break only because I was staying there" (R1Q). Here, impact arose not from abstract solutions but from SC built through immersion in the community and LE about how to deliver services that resonate with marginalized groups. Khan (R2, Founder) of Friendship connected impact to an aesthetic sensibility, describing how "it's the color shade… nature and flowers are the best way to find this" (R2W). In this case, LE shaped the understanding that quality is not merely functional but also emotional and aesthetic, where resonance creates a deeper, longer-lasting impact. A third case of CHRF illustrated how impact was generated through high-quality health services, as the respondent emphasized, "…with the vaccine, I brought two vaccines... and maybe by another vaccine is coming in next three months or so... all those machines are now there" (R3AB). This example highlights LE in shaping impact, as continuous improvements in science and technology directly translate into more effective, lifesaving services. Quality services also emerge as a central determinant of ***sustainability*** (A1). Khan (R2, Founder) emphasized, "the goal was that they will be empowered… not tick boxes" (R2R). This example demonstrates how sustainability depends on SC—creating participatory accountability with communities—and LE—rejecting superficial reporting in favor of co-created standards that embed dignity and empowerment into service delivery. Another respondent, Kabir (R4, CEO) of Sajida Foundation underscored the same principle when stating, "we evaluate those businesses… and invest in those businesses" (R4I). Here, sustainability is defined by LE in the form of rigorous, discerning evaluation that ensures mission alignment, with quality services serving as the criterion for long-term investment and enduring social value.

Taken together, these findings reaffirm that social entrepreneurship development (SED) is forged most powerfully at the nexus of social capital and learning through experience, where

relational legitimacy and reflective practice co-produce transformation. Among the many pathways observed, the most significant shapers—**engagement, social need, ethical realization, inclusive and holistic approaches, and quality services**—stand out for their capacity to translate values into durable change. Each functions not as a discrete shaper but as a relational process, simultaneously grounded in networks of trust and tested through lived encounters. The interplay of SC and LE consistently produces forms of entrepreneurship that are credible, resilient, and socially embedded. Ultimately, the evidence suggests that SED does not emerge from resources, strategies, or intentions alone, but from the ongoing co-constitution of learning and social connectedness—an interplay that sustains both entrepreneurial actors and the communities they serve.

In resource-constrained and volatile environments, especially prevalent in the Global South, the synergistic relationship between SC and LE becomes a vital engine of transformation. Formal institutions often falter or exclude, yet social entrepreneurs harness relational scaffolding alongside iterative experiential learning to craft new systems and models from the ground up. This synthesis produces ventures that are simultaneously responsive to community needs and resilient in the face of adversity, embodying innovation grounded in collective knowledge and trust.

Ultimately, social entrepreneurship in its most transformative and sustainable form emerges from these fertile interstitial spaces—where learning through lived experience is deeply embedded within a matrix of supportive, trust-based relationships. It is in this intersection, between what is learned and who supports the learning, that social entrepreneurship develops its unique capacity to effect enduring social change.

4.7 Essential Structures of Social Entrepreneurship Development

The table below represents the **'Emergent Essential Structures'** of Social Entrepreneurship Development (SED) as they are elucidated through phenomenological interpretation of experiential narratives through Verbal Protocol Analysis (VPA) presented in the preceding section. The essential structures, as summarized in the table, reveals the patterns of relationships between Social Entrepreneurship Development (SED), Learning Experiences (LE) and Social Capital (SC).

The investigation is grounded in the **phenomenological paradigm**, which fundamentally diverges from positivist or empiricist approaches in both its methodological commitments and epistemological assumptions. Rather than positing objective, external laws governing social entrepreneurial behavior, this study proceeds from the ontological premise that *reality is constituted in and through experience*. Accordingly, knowledge of social entrepreneurship does not arise from aggregation or measurement, but from a rigorous elucidation of how this phenomenon is **lived** and **understood** by those who enact it.

The analysis is drawn from phenomenological interviews with **five established social entrepreneurs in Bangladesh**, each operating in distinctly diverse sociocultural, institutional, and geographic contexts. These respondents were not selected for representativeness or statistical generalizability, but precisely for the **depth, richness, and variation** of their experiential engagement with social entrepreneurship. Their lived realities span a broad spectrum—from grassroots mobilization and education reform to social innovation in urban poverty, climate-impacted communities, and youth civic participation. This diversity enabled the uncovering of essential structural meanings across situated difference—the process of **eidetic variation**—through which the essential constituents of the phenomenon could be identified.

In contrast, the **A2s** represent the **conditions of possibility f**or these essences—experiential realities that shape, constrain, or enable the development of **A1**. Each A2 is further categorized as a function of either **Learning Experience (LE)** or **Social Capital (SC)**. This dual

classification emerged organically through the data and reflects a key phenomenological insight: that social entrepreneurial becoming is always situated within a dialectic of *internal transformation* (LE) and *relational embeddedness* (SC). These are not external variables, but **ontological dimensions** of human experience—how one learns through the world (LE) and how one is constituted through others (SC).

In this framework, then, *the development of social entrepreneurship is not a linear process governed by causality, but a multidimensional structure of meaning shaped through intentionality*. The participants' experiences were analyzed not as instances of behavior but as **acts of consciousness**—intentional engagements with their social world. This aligns with the **subjectivist epistemology** of phenomenology, where knowledge is always perceptual, situated, and lived. It is through the careful analysis of such intentional acts—captured in the protocols and interpreted using noema–noesis structures—that the essential dimensions of SED were identified.

This methodological commitment diverges sharply from dominant **positivist paradigms**, which seek to reduce social entrepreneurship to a set of measurable traits, inputs, or outcomes. While valuable in their own domain, such approaches presuppose an *objectivist ontology* that is antithetical to the lived, evolving nature of entrepreneurial subjectivity. The current study rejects the notion of social entrepreneurship as a stable, observable phenomenon that can be universally defined or causally explained. Instead, it treats it as a **phenomenon of becoming**—always under construction, always in relation to others, and always mediated through embodied experience.

Thus, the essential structures presented in this chapter are not abstractions, generalizations, or theoretical constructs. They are the result of a sustained and disciplined inquiry into what is most essential and irreducible in the experience of being a social entrepreneur. They represent the **phenomenological core** of the participants' meaning-worlds, irreducible to external measurement or behavioral explanation. As such, they contribute to a deeper ontological understanding of social entrepreneurship—not as a category of organizational form or economic function, but as a lived human project of ethical, relational, and transformational significance.

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	**A2**	**A2**
Accomplishment		
		Recognition
		Global Recognition
	Determination	
	Resilience	
Adaptability		
		Resource
	Learning	
	Commitment	Commitment
	Strategy	
	Open-mindedness	
	Determination	
	Resilience	
	Vision	
	Well-Timed Decision	
Achievement		
	Perseverance	Perseverance
	Determination	
		Recognition
		Quality Services
	Strategy	
	Vision	
Agility		
	In-depth Thinking	
	Vision	
Awareness		
(-)	Extreme Poverty	
(-)	Inaccessibility	
		Resource Mobilization

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Capacity Development		
	Social Responsibility	
	Engagement	
	Vision	Vision
Challenge		
	Dream	
	Social Need	
	Determination	
	Perception	
		Passion
		Local Recognition
Change-Maker		
	Social Impact	Social Impact
	Awareness	Awareness
Community Acceptance		
	Madness	
		Affluent Background
	Determination	
		Trust
Community Aspiration		
		Trust
Community Resistance		
		Social Network
	Norms and Beliefs	
Confidence		
	Learning	Learning
	Motivation	Motivation
	Research	
		Affluent Background

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Continuity of Services		
	Social Responsibility	
	Expertise	
Decision Making		
	Learning	
	Open-mindedness	
	Selflessness	
Detail-Oriented		
		Learning
Devotion		
	Ethical Realization	
Dignity		
		Resource
	Empathy	Empathy
Donor Management		
	Organization Capacity	Organization Capacity
		Trust
Efficiency		
		Quality Services
Empowerment		
	Engagement	Engagement
	Social Need	Social Need
	Rationality	
	Capacity Development	
	Meeting Basic Need	Meeting Basic Need

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Experimentation		
	Determination	
Focus		
	Vision	
	Analytic Ability	
		Global Engagement
		Community Engagement
Foresight		
	Instinct	Instinct
	Strategy	
	Expertise	
	Vision	
Governance		
	Democratic Practice	Democratic Practice
Growth		
	Quality Services	
	Aspiration	
		Recognition
Holistic Approach		
	Problem Solving	
	Innovation	
Human Capital		
	Competitiveness	

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Impact		
		Social Network
	Quality Services	Quality Services
	Personal Influence	Personal Influence
	Diverse Solution	
	Holistic Approach	Holistic Approach
	Synergy	
	Selflessness	
	Vision	
Independence		
	Vision	
	Mindset	Mindset
Initiative		
	Ethical Realization	Ethical Realization
		Affluent Background
	Emotion	Emotion
	Social Responsibility	
	Social Need	Social Need
		Social Network
	Inspiration	
Innovation		
	Determination	
	Social Need	Social Need
	Vision	
	Research	
		Expertise

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Intuition		
	Learning	
Kindness		
		Affluent Background
Leadership		
	Strategy	Strategy
	Inclusive Approach	Inclusive Approach
		Democratic Practice
	Organization Structure	
	Learning	
	Unbiased	
	Foresight	Foresight
Mission Drift		
	Sustainability	
	Right Balance	
Negotiation		
	Expertise	Expertise
	Learning	
	Self-Respect	
	Confidence	
	Firmness	
	Strategy	
Opportunity		
	Inclusive Approach	Inclusive Approach
	Learning	
		Affluent Background
		Social Network

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Organizational Growth	Strategy Learning Determination Management Skill Rationality Expertise	Strategy Social Network
Optimism	Determination Emotion	
Passion	Dream	
Persistence	Vision	
Perspective Shift	Learning	
Philanthropy	Selflessness	Affluent Background
Platform	Inclusive Approach	Inclusive Approach
Policy Advocacy	Expertise	

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Problem Solving		
		Confidence
	Continuity of Services	
	Commitment	
Recognition		
		Quality Services
Research		
	Initiative	
	Social Need	
Resource		
	Confidence	
	Aspiration	
Responsible Giving		
	Learning	
Responsiveness		
	Natural Disaster	
	Empathy	
Risk-Taking		
	Resilience	Resilience
		Affluent Background

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	**A2**	**A2**
Scalability		
	Community Engagement	Community Engagement
		Global Engagement
	Strategy	
	Innovation	
	Expertise	
Self-Development		
`	Prejudice	
	Opportunity	
	Confidence	
	Learning	
Selfless Giving		
		Affluent Background
	Dedication	
	Dream	
Social Network		
		Social Linkages
Social Change		
	Social Need	
	Awareness	Awareness
		Community Engagement
	Need Based Solution	Need Based Solution
Social Exclusion		
		Profit Seeking Motives

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Social Entrepreneurship		
	Sustainability	Sustainability
	Capacity Development	
	Ethical Dilemma	
Social Responsibility		
	Ethical Realization	
	Empathy	Empathy
	Right Balance	
	Learning	
		Affluent Background
		Global Recognition
Strategy		
		Infrastructure Development
	Success	
	Determination	
	Learning	
Success		
	Determination	
	Quality Services	
	Vision	
Sustainability		
	Capacity Development	Capacity Development
	Social Responsibility	Social Responsibility
		Management Skill
	Quality Services	Quality Services
	Responsible Giving	
	Strategy	
	Vision	
		Expertise

ESSENCES OF SOCIAL ENTREPRENERUSHIP DEVELOPMENT (SED)	SHAPERS OF SED: LEARNING EXPERIENCE (LE)	SHAPERS OF SED: SOCIAL CAPITAL (SC)
A1	A2	A2
Trust		
	Determination	
		Social Network
		Transparency
	Community Engagement	Community Engagement
	Commitment	Commitment
	Inclusive Approach	Inclusive Approach
	Research	
Unfulfillment		
	Devotion	
Value Driven Action		
	Idealism	
	Pragmatism	
	Empathy	
Vision		
	Focus	
	Foresight	Foresight
	Learning	
	Strategy	
Wisdom		
	Learning	

Table 34: Essential Structure of Social Entrepreneurship Development

The above table represents the **'Emergent Essential Structures and Shapers'** of *Social Entrepreneurship Development (SED)* as they are elucidated through phenomenological analysis of experiential narratives through Verbal Protocol Analysis.

4.8 Summary of Interpretation of Experiential Data

The analysis of verbatim interview transcripts yields a structured representation of Social Entrepreneurship Development grounded in participants' lived accounts. Using the final stage of Verbal Protocol Analysis, the study identifies Essences of SED (A1), their Shapers (A2)—classified as learning experiences or social capital—and the Noetic processes (B) through which these experiences are articulated. A total of 68 distinct essences emerge, with recurrent patterns revealing how learning and relational resources co-constitute entrepreneurial development. The findings demonstrate that SED unfolds through reflective sense-making rather than predetermined pathways.

5 The Emergent Themes

5.1 Introduction to Emergent Themes

Social entrepreneurship is a dynamic process which is shaped by the continuous interaction between social capital and experiential learning. These two forces are not independent forces, rather, they constantly reinforce each other in ways that drive social entrepreneurship development. Social capital provides access to critical resources and social networks essential for growth and impact while experiential learning helps the social entrepreneurs refine skills, insights, and mindset by adapting to practical complexities. Together, these elements form the foundation upon which social ventures develop and enable entrepreneurs to effectively address social needs and create lasting impact.

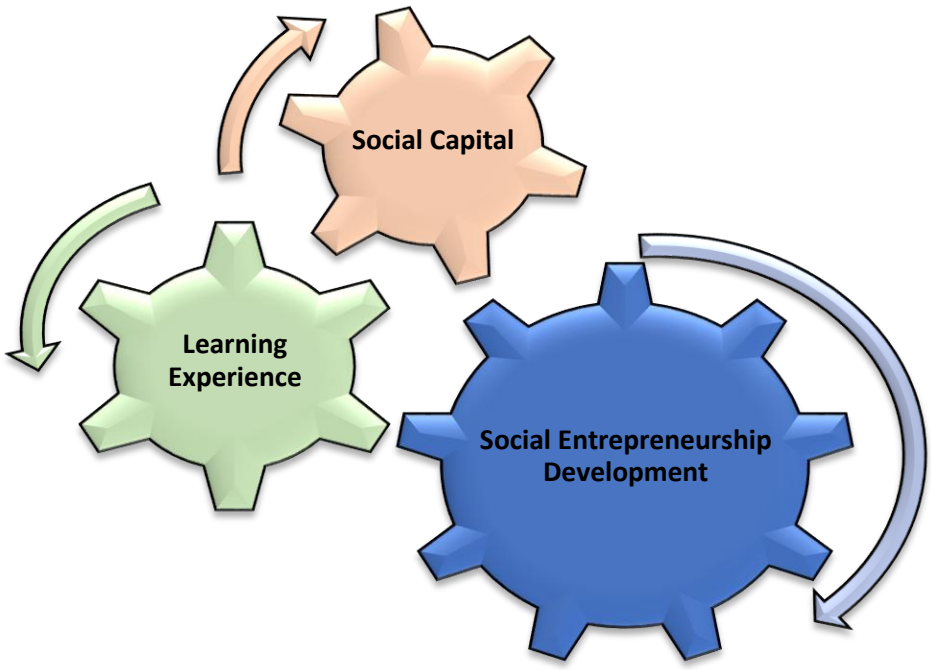

Figure 8: Interaction of Learning Experiences and Social Capital in Social Entrepreneurship Development

Social entrepreneurship embodies an element of fluidity and improvisation. The approach is highly individualized, where goals and strategies evolve in response to changing contexts and emerging challenges, influenced by the social entrepreneur's personal experiences and the specific factors affecting their path. In contrast to conventional business models that depend on systematic planning, social entrepreneurs must navigate through uncertainty, evolving

societal demands, and intricate stakeholder requirements. There is no universal formula for success in this domain, as each entrepreneurial journey is influenced by unique personal experiences and contextual adaptations.

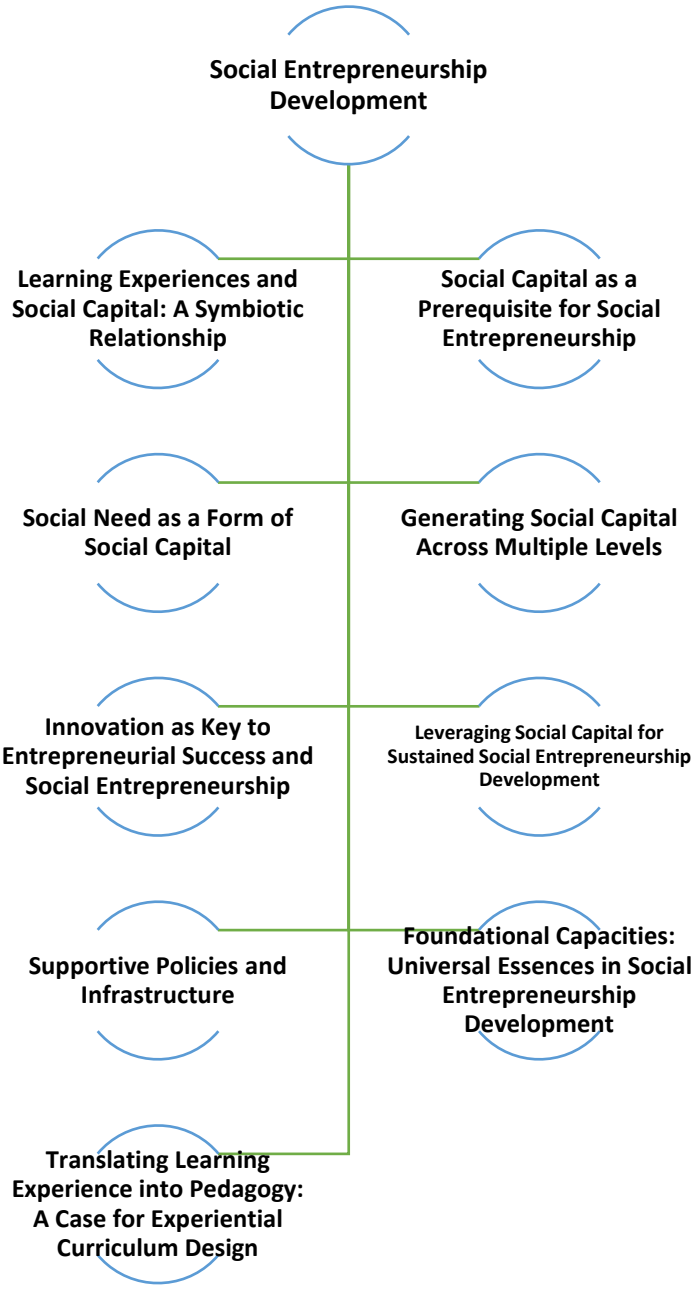

Figure 9: The Emergent Theories

From the interpretation of lived experiences and the essences that elucidate from those interpretations, the study has uncovered 9 theoretical patterns that have emerged. This section is an attempt to explore how learning experiences and social capital are intricately interwoven across different dimensions of social entrepreneurship.

- Section 5.1 examines the symbiotic relationship between learning experiences and social capital, shedding light on their mutual influence.
- Section 5.2 discusses the foundational role of social capital in the success of social entrepreneurship.
- Section 5.3 explores how social need itself can serve as a form of social capital, driving entrepreneurial action and community engagement.
- Sections 5.4 and 5.5 address the mechanisms through which social capital is generated and leveraged at multiple levels, leading to innovation and strategic growth.
- Section 5.6 highlights the crucial role of social capital in ensuring sustained entrepreneurial development, emphasizing the long-term benefits of relational trust and network expansion.
- Section 5.7 discusses the importance of supportive policies and infrastructure in fostering an ecosystem where experiential learning and social capital can thrive.
- Section 5.8 outlines the core capacities essential to social entrepreneurship development.
- Section 5.9 proposes experiential curriculum design to translate learning experience into effective pedagogy.

These discussions underscore the experiential nature of social entrepreneurship—it is a process shaped by continuous learning, social engagement, and resource mobilization. The findings from this study reveal that entrepreneurs who effectively integrate experiential learning with the strategic use of social capital are better equipped to navigate challenges, seize opportunities, and drive meaningful social change. By examining these interwoven dimensions, this section provides a deeper theoretical framework for understanding how social entrepreneurs develop, sustain, and scale their ventures while fostering systemic innovation and progress. Together, these emergent patterns lay the groundwork for future research and practical applications, contributing to a more resilient and impactful social entrepreneurship ecosystem.

5.2 Experiential Learning and Social Capital: A Symbiotic Relationship

Social capital provides entrepreneurs with networks, vital resources and knowledge that are indispensable for navigating the complexities of social entrepreneurship. These resources also include financial capital, expertise, and mentorship, which are often not readily available through conventional channels. Social capital is primarily comprised of trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated actions (Putnam, Leonardi, & Nanetti, 1993). By leveraging social capital, entrepreneurs can tap into social linkages that offer support, guidance, and collaboration opportunities, thereby enhancing their ability to address pressing social issues and achieve their mission-driven objectives.

On the other hand, the benefits of experiential learning go well beyond the development of social capital. In fact, one of the most critical benefits involves the accumulation of social capital which is directly related to the learning experiences of the social entrepreneurs while performing their roles. Social entrepreneurs aim to change society by engaging themselves in a process of continuous innovation, adaptation, and learning (Dees, 2001). The social entrepreneurs while performing the role refer to or rely upon their earlier experiences from which they learn relevant knowledge, skills, and values, and these prior experiences inform future ones (Bornstein, 2004).

Recent studies have strengthened the mutual reinforcement between learning experience and social capital in shaping social entrepreneurship. Learning experience activities—particularly those embedded in community engagement, service-learning, and real-world projects—serve not only as mechanisms for skills development but also as fertile ground for cultivating trust, networks, and relational capital. Thomsen et al. (2021) demonstrate how learning experience projects in social entrepreneurship education enhance students' social maturity and capacity to collaborate, while also generating social capital through real community partnerships. Likewise, Suharto et al. (2025) emphasize that the benefits of learning experience on venture performance are significantly enhanced when moderated by strong social networks. These findings suggest that learning experience does more than

facilitate learning-by-doing; it acts as a conduit for building the very social capital that entrepreneurs rely on to implement and scale social change.

This mutually reinforcing dynamic between learning experience and social capital echoes the broader literature on social entrepreneurship. Zahra et al. (2009) conceptualize social entrepreneurship as a process rooted in opportunity discovery and innovation aimed at enhancing social wealth, which inherently involves continuous learning and adaptation. Similarly, Cherrier et al. (2018) emphasize that embedded social purpose within entrepreneurial activities is not merely theoretical—it is cultivated and operationalized through real-world experiences and stakeholder engagement. As Canestrino et al. (2020) and Dacin et al. (2011) highlight, the social entrepreneur's ability to navigate and leverage diverse actor networks—often stemming from hybrid missions—requires both tacit knowledge and contextual familiarity, developed over time through lived experience. The cultivation of social capital, therefore, cannot be decoupled from the learning process, as entrepreneurs continuously refine their approaches based on past interactions, trust-based relationships, and network feedback loops. Moreover, Stephan et al. (2015) argue that in contexts where institutional support is weak, social entrepreneurs increasingly depend on informal networks and learning experience to access the resources needed to address pressing social problems, making the interplay between learning and capital all the more vital for sustained impact.

The findings of this study underscore the intertwined nature of social capital and experiential learning in the development of social entrepreneurship. While learning the role of a social entrepreneur, the five social entrepreneurs studied highlight how social capital and learning experiences are not only pivotal to their journeys but also reinforce one another in a mutually beneficial, symbiotic relationship. Social capital served as a launching pad for their entrepreneurial efforts, providing access to resources, networks, and opportunities that help them gain knowledge and skills from their connections to individuals and networks which facilitate reaching their goals. Social entrepreneurship is fundamentally characterized by entrepreneurial skills, which comprise a variety of social capitals, including innovation, opportunity, recognition, resource mobilization, strategy, trust, social networks, and risk management (Cook, Dodds, & Mitchell, 2016). This social capital, which reflects the practical abilities and knowledge evident in the experiences of all entrepreneurs examined are

acquired and honed through their hands-on experiences while engaging with communities and implementing their innovative ideas. The enhancement of their social capital is frequently based on 'Experiential Learning Theory (ELT)', which asserts that learning is a process in which knowledge is generated through the transformation of experience (Kolb & Kolb, 2012). This dynamic process illustrates how social capital and learning experience continually shape and amplify each other.

Social capital emerged as a critical prerequisite for the participants' ability to initiate and sustain their social ventures. Across all cases, relationships, trust-based networks, and access to key resources provided the foundation for their entrepreneurial activities. Rakshand (R1, Founder) from Jaago recounts how a personal connection from his own social linkages within a slum community facilitated the initial intake of children into their educational program. This network, rooted in shared backgrounds and mutual recognition, was instrumental in overcoming initial barriers or social taboos, helping establish the school's first cohort (R1B). Similarly, Khan (R2, Founder) from Friendship emphasizes that social networks involve not just the possession of relationships but the effective use of these connections for positive impact. She argues that entrepreneurs must leverage their social networks responsibly, focusing on empowerment and ethical use of their networks to drive social transformation. Her perspective highlights the dual role of social networks in both facilitating actions and ensuring that these actions align with broader goals of social good (R2AA).

These relationships not only facilitated the acquisition of tangible resources like funding but also provided the entrepreneurs with access to intangible assets such as trust, shared vision, and credibility within their respective sectors. For example, Saha (R3, ED) described how the trust they built within their peers and family who supported them to implement an experimental project, sharing how their networks trusted their intentions because they knew them personally, which gave them the freedom to research something new and unique. (R3D, R3E, R3F). Ultimately, this led to the early success of CHRF.

As the social entrepreneurs engaged with their communities and tackled complex social challenges, they consistently emphasized the value of learning through experience. Their hands-on involvement not only deepened their understanding of social issues but also

equipped them with critical entrepreneurial skills such as problem-solving, resource mobilization, and innovation. Rakshand (R1, Founder) from Jaago illustrates how recognizing social needs can drive innovation. By responding to children's desire for a more engaging learning environment, Jaago transformed its approach to education from a capacity-building initiative, moving beyond traditional methods to create a space that resonated with students. This insight increased educational participation and highlighted the critical link between addressing social needs and fostering innovation in educational settings (R1C).

Similarly, Khan (R2, Founder) exemplifies how vision can shape innovation in response to profound social needs. Motivated by the suffering she witnessed, Khan (R2, Founder) pioneered mobile healthcare solutions through community health workers to serve the most marginalized char communities who are far behind in the awareness of taking the child to a hospital on the other side of the river, leveraging her vision to alleviate immediate health crises through innovative, adaptable methods (R2F). Her unwavering dedication and vision reinforced her experiential learning that eventually contributed to taking transformational initiatives aligning innovation with pressing social challenges, demonstrating that a clear vision can catalyze impactful solutions where conventional approaches fall short.

Thus, it can be said that social networks are crucial to social entrepreneurs in both ways: their work and their learning. According to Arias (2004), "Network contacts improve learning and communication, which in turn leads to more effective and long-lasting change among popular social initiatives." Hence, learning experiences are crucial for one to reach their full potential and thus career success (Dries, Pepermans, & Carlier, 2008) leading to the development of social capital in the form of social impact.

For Sajida Foundation, social needs were assessed from their experiences have driven innovative approaches in fostering entrepreneurship and community development. By focusing on empowering women through microfinance and holistic support initiatives, Sajida Foundation addresses multifaceted social needs, ranging from economic empowerment to healthcare and education access. This holistic approach not only addresses immediate social challenges but also fosters sustainable community development, illustrating how a deep

understanding of diverse social needs can lead to the creation of social capital that emerges from innovation (R4F).

In the waste management industry, Waste Concern highlights the role of research and expertise in driving innovative solutions. Recognizing waste as a valuable resource, Waste Concern pioneered methods like aerobic composting and methane reduction technologies, grounded in rigorous research and expertise. Their systematic approach, validated by global standards and methodologies, demonstrates how research-driven innovation can mitigate environmental impacts while creating economic opportunities, showcasing the transformative potential of expertise in addressing complex environmental challenges hence creating social capital in the form of long-lasting impact (R5D, R5O).

Thus, the social entrepreneurs are changing society engaging themselves in a process of continuous innovation, adaptation, and learning (Dees, 2001). They relied on a convergence of experiences, such as direct experience with inequality, interaction with target populations, volunteer work, religious institutions, social activism, formal education, professional experience, literature, and intercultural interactions etc. and the interaction between life experiences and learning processes shaping these leaders in the third sector (Scheiber, 2015). The findings reveal a cyclical relationship between social capital and learning experiences, where each shape and enhances the other. Social capital provided entrepreneurs with opportunities to engage in learning, while the knowledge, skills, and insights gained from these experiences, in turn, expanded their social capital. For instance, Waste Concern noted that their growing expertise in sustainable waste management and creating quality compost, acquired through hands-on experimentation, attracted new collaborators and funding opportunities. They explained that important people started to see the value of what they were doing, and suddenly, experts and investors reached out to them for collaboration opportunities (R5H, R5I).

Similarly, participants described how their networks served as both a resource for learning and a platform to share what they had learned. For example, Rakshand (R1, Founder) from Jaago discussed how a tiered mentorship system was created within their network. Individuals who had gained experience through local boards in districts, and who were already

entrepreneurs or professionals, took on mentoring roles within the division. By sharing their knowledge and helping guide younger members, they strengthened their own networks and supported the growth of others. This mutual exchange of knowledge played a significant role in building trust and reinforcing social capital. As one participant noted, the more they contributed, the more robust their relationships became (R1M). This reciprocal dynamic of learning and sharing solidified their position within their networks and strengthened the trust and relationships that form the backbone of social capital. As we found from the interviewing Sajida Foundation, increased learning, along with their collaboration allowed them to contribute more to their network, which in turn strengthened the relationships within it (R4C, R4D).

This cyclical process aligns with the concept of social capital as a dynamic enabler, where trust, collaboration, and shared knowledge create a feedback loop of growth and impact. Additionally, the reciprocal influence of learning and capital demonstrates how these elements are co-constructed: learning shapes capital, and capital shapes learning (Dees, 2001).

The analysis highlights that social capital and learning experiences are inextricably linked in the development of social entrepreneurship. Social capital provides the initial foundation, granting access to resources and opportunities, while learning experience enables entrepreneurs to leverage these resources effectively and develop essential skills. This, in turn, leads to the expansion of their social capital, creating a virtuous cycle that drives both individual, organizational, and collective progress.

The lived experiences of the social entrepreneurs studied emphasize the importance of fostering environments where these two elements can thrive together. By engaging in continuous learning and cultivating trust-based networks, social entrepreneurs not only advance their own ventures but also contribute to the broader social sector. The ongoing process of learning and building connections creates a cyclical growth pattern, where each step leads to further opportunities for learning and collaboration. This symbiotic relationship underscores the dual role of social entrepreneurs as both learners and agents of change, whose efforts are amplified by the interplay between learning experience and social capital.

The findings suggest that fostering this interplay can serve as a key strategy for enabling impactful and sustainable social entrepreneurship.

Social entrepreneurs, using their social capital and learning experiences, play the role of “Change Agents” (Dees, 2001) creating lasting social impact, entrepreneurial success, and organizational development. The interconnected nature of social capital means that it functions as a dynamic enabler, facilitating access to support systems and information that underpin the successful execution of social ventures. Trust and relationship-building within these networks foster a collaborative environment where resources and knowledge are shared freely, thereby accelerating the development of innovative solutions and expanding the impact of social entrepreneurship initiatives.

5.3 Social Capital as a Prerequisite for Social Entrepreneurship

Social capital is a critical prerequisite for social entrepreneurship, serving as the foundation upon which entrepreneurial endeavors aimed at social change are built. This study, grounded in phenomenological analysis of lived experiences, reveals that social capital extends beyond mere networks or trust, it also encapsulates the broader relational infrastructure that allows social entrepreneurs to access resources, form collaborations, and create impactful ventures. Robert Putnam (1993) popularized the concept of social capital, particularly through his work on civic engagement. Putnam defined social capital as "features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated actions." He placed significant emphasis on the role of civic engagement, associating high levels of social capital with active participation in community organizations and networks of reciprocity. For him, the richness of a society's social capital was directly tied to the density and quality of its networks, particularly in voluntary organizations, where trust and shared norms are most effectively fostered.

Beyond Putnam’s foundational work, recent empirical studies have substantiated social capital as a precondition for launching and sustaining social enterprises. Shabbir and Batool (2025) highlight how social entrepreneurs depend on trust-based networks to access

resources and overcome systemic barriers in community development. Similarly, Hu et al. (2025) propose that social capital enables three interrelated mechanisms—sparking, manifesting, and scaling—that drive social entrepreneurship at the individual and collective levels. In these contexts, social capital operates not just as a background condition but as an active enabler of entrepreneurial intent and action. Thus, the presence of robust networks, shared norms, and trustful relationships is not merely beneficial—it is foundational to the success of mission-driven enterprises.

Through our respondent's interviews, social capital emerges as a precondition for entrepreneurial success. For example, in the early phases of their ventures, social capital played a crucial role for the entrepreneurs by providing essential resources and support. For instance, in Waste Concern's case, the social capital embedded in their community connections, particularly through the Lion's Club, was instrumental in securing a piece of land crucial for their waste management project. Despite initial resistance from the community, the credibility and influence of the Lion's Club helped them gain the necessary approval and resources to experiment with organic waste management (R5G).

Nan Lin (2001) introduces a groundbreaking theory that argues and demonstrates why it is 'who you know', as well as 'what you know' that makes a difference in life and society. He offered a more economic perspective on social capital, defining it as "investment in social relations with expected returns in the marketplace." Lin's focus was on the tangible benefits that individuals or groups could derive from their social networks, emphasizing that social capital, like other forms of capital, requires investment and yields returns. His operational definition revolves around the idea that social relations provide access to resources, which individuals can leverage to improve their economic standing or achieve specific goals.

The experiential understanding of this study, as illustrated by the narratives of prominent social entrepreneurs, demonstrates that social capital enables the flow of financial resources, mentorship, and institutional support that are vital for addressing complex social issues. Without access to such networks, the journey of a social entrepreneur is fraught with challenges that could stifle innovation and limit the scale and sustainability of social impact. Individuals with privileged access to these relational assets, whether through family

inheritance or status, are often poised to launch ventures with greater ease, as their social capital affords them immediate access to the resources necessary for success. This phenomenon is evident in cases like Sajida Foundation, Waste Concern, and other ventures that benefitted from familial connections and existing social networks. For instance, Rakshand (R1, Founder) from Jaago leveraged his social capital through friends and family to secure a donation of $300. Although this amount seemed modest, it allowed them to make meaningful initial improvements, such as providing uniforms for the children. The support from his network helped them address challenges holistically and adapt their approach to education, demonstrating how social capital facilitated problem-solving and resource acquisition in the nascent stages of their organization (R1D).

Nevertheless, the distribution of social capital remains asymmetrical, raising critical questions about access and equity. Individuals with pre-existing relational advantages, whether through inherited status, familial networks, or professional affiliations—are often better positioned to launch ventures with relative ease. This relational privilege was evident in cases such as Sajida Foundation and Waste Concern, where familial connections and pre-established social networks facilitated access to financial and institutional resources. Conversely, the absence of robust social capital creates significant barriers, particularly for marginalized individuals or those operating within resource-scarce contexts. This inequity underscores the tension inherent in social entrepreneurship: the necessity of relational assets juxtaposed with the uneven distribution of such resources across socio-economic strata.

To further illuminate the essential role of social capital in social entrepreneurship, it is crucial to focus on specific aspects that determine its foundational importance. Social capital provides social entrepreneurs with crucial access to a spectrum of valuable connections, collaborators, potential customers, and stakeholders. These networks are conduits for resource acquisition and are instrumental in enabling entrepreneurs to engage deeply with communities, identify pressing social issues, and gain insights that lead to the creation of impactful solutions. Furthermore, the cultivation of trust and legitimacy through social capital is indispensable, particularly for entrepreneurs operating within underserved or vulnerable communities. Trust facilitates local support and cooperation, which is vital for the successful implementation and scaling of social ventures. For Khan (R2, Founder), social capital was

pivotal in the growth of her organization, Friendship. Despite initially lacking knowledge about social entrepreneurship or NGO, Khan's deep emotional connection to the problem and her determination to make a difference drove her to act. Her personal network and social connections played a significant role in overcoming the skepticism and resistance she faced. Through relentless outreach and engagement with people, she built trust and credibility, which were essential for delivering consistent and reliable services in the char regions. This foundational social capital enabled her to navigate challenges, gain support, and implement effective solutions (R2C, R2D). In Khan's (R2, Founder) case, as well as in the entrepreneurial journeys of the other respondents, it is evident that embedding oneself within local communities and forming trust-based relationships is key to long-term success. However, this embedding should be facilitated by institutional support.

The narratives of respondents further reinforce the centrality of social capital as a prerequisite for social entrepreneurship, particularly in leveraging personal networks and socio-cultural linkages to mobilize resources and support. For instance, Saha (R3, ED) from CHRF emphasized how his and his wife's pre-existing connections, rooted in their professional and social prominence, played a vital role in securing assistance during challenging times. His wife's position as the general secretary of Shamsunnahar Hall established their relational embeddedness and amplified their capacity to draw on trust-based networks to advance their work (R3D). Similarly, the creation of Sajida Foundation demonstrates how social capital, derived from familial and professional affiliations, can act as a springboard for initiating impactful ventures. Syed Humayun Kabir's social capital, affluent background and his position as managing director of Pfizer Bangladesh enabled him to transform a personal gesture—a 25th anniversary gift to his wife—into a pioneering social enterprise that started as a garage school and grew into a nationally recognized organization (R4B). These examples illustrate how privileged access to relational and structural resources facilitates the initial stages of social entrepreneurship, underscoring the indispensability of social capital in the formation and sustainability of such ventures.

However, social capital, while foundational, is not universally accessible. This inequity presents a critical question: can individuals without such capital still become successful social entrepreneurs? While it is clear that the absence of social capital presents substantial

barriers, it is equally evident that pathways can be forged to address this gap. Bangladesh, with its unique socio-economic fabric, offers a compelling context for understanding how these pathways can be cultivated. In Bangladesh, the phenomenological experience of social entrepreneurship reflects the dual challenges of resource scarcity and the need for deep social embeddedness. For individuals who lack built-in social capital, creating a robust network is both necessary and arduous. Therefore, these barriers can be overcome through placing a focus on fostering inclusive platforms and networks that democratize access to social capital.

To mitigate the barriers faced by those without pre-existing social capital in Bangladesh, we recommend the establishment of a national-level social innovation hub. This hub would serve as a convergence point for social entrepreneurs, donors, corporates, and government agencies, creating an ecosystem that fosters collaboration and access to resources. From the respondents' interviews, it is clear how successful social entrepreneurs started their journeys through engagement with local communities. A social innovation hub, designed to function as a connector between aspiring entrepreneurs and resource-rich entities, would provide mentorship, financial support, and opportunities for collaboration. This structure could resemble BRAC's Social Innovation Lab, but with a broader scope, integrating corporate social responsibility (CSR) initiatives, governmental support, and international networks to sustain long-term social ventures.

This platform should incentivize corporate engagement through CSR initiatives, encouraging private sector collaboration with social entrepreneurs. Government intervention is also crucial; policies that promote entrepreneurship should include provisions for enhancing social capital, particularly in underprivileged sectors. Financial institutions should be encouraged to provide capital for social ventures, recognizing the long-term societal and economic value they create. Furthermore, NGOs and other development organizations should focus on building cultural capital within communities, supporting initiatives that allow social entrepreneurs to embed themselves more deeply within their social context. By fostering a collaborative environment where mentorship, financial resources, and institutional support are readily available, such a platform would democratize access to social capital and enhance the sustainability of social entrepreneurship in Bangladesh.

The critical role of social capital as a prerequisite for social entrepreneurship is well established in scholarly literature, which consistently emphasizes its function as both a resource and a catalyst for entrepreneurial action. Stephan, Uhlaner, and Stride (2015) highlight how the growing complexity of social welfare challenges has necessitated new forms of collaboration and resource mobilization—capabilities embedded within social capital—that traditional governmental mechanisms increasingly fail to provide. This perspective is echoed by the World Bank (2017), which underscores social capital's importance in fostering community resilience and enabling localized problem-solving. However, the multifaceted nature of social entrepreneurship complicates its definition and scope, as noted by Canestrino et al. (2020) and Dacin et al. (2011), who point to the diverse actors and hybrid motivations that blur conventional boundaries of social ventures. Within this contested conceptual landscape, social capital emerges as a unifying mechanism that enables entrepreneurs to navigate institutional ambiguities and build legitimacy. Foundational definitions by Putnam (2000) and Lin (2001) remain pivotal, yet contemporary research shifts focus toward the active and dynamic functions of social capital. For instance, Hu et al. (2025) describe social capital as a generative force operating across phases of sparking, manifesting, and scaling social ventures—each phase reliant on distinct relational assets such as trust, bridging ties, and cross-sectoral networks. Such frameworks align with empirical observations from Bangladesh, where entrepreneurs like Rakshand (R1, Founder) and Khan (R2, Founder) have mobilized social capital to overcome barriers, foster innovation, and scale impact. Collectively, these studies underscore that social capital is not a static asset but an evolving, relational infrastructure indispensable for social entrepreneurship's success and sustainability, especially in contexts marked by resource scarcity and institutional complexity.

Social capital also grants access to a wealth of intangible resources, including information, mentorship, and guidance, which are often as critical as financial capital. It also fosters collective action and collaboration, mobilizing diverse groups to address complex social challenges effectively. During times of crisis or resource constraints, the ability to draw on social capital to mobilize additional support, whether financial or in-kind, becomes particularly crucial. Finally, the enduring value of social capital lies in its contribution to the sustainability and long-term impact of social ventures, ensuring that these initiatives remain relevant, adaptive, and impactful over time. Without a robust foundation of social capital, the

journey of social entrepreneurship becomes significantly more challenging, showing the necessity of addressing gaps in social capital to foster a more inclusive and effective entrepreneurial ecosystem.

Through these measures, Bangladesh can address the inequities in access to social capital, allowing for a more inclusive and impactful social entrepreneurship ecosystem. This approach will empower individual entrepreneurs and strengthen the broader framework of social enterprise, ensuring that ventures continue to grow and contribute to sustainable development. Ultimately, the phenomenological experience of social entrepreneurship in Bangladesh reveals that while social capital remains a prerequisite, its equitable distribution can be facilitated through deliberate, collaborative interventions that bridge existing gaps in resources and networks.

5.4 Social Need as a Form of Social Capital

Social capital is fundamentally integral to the field of social entrepreneurship, functioning as a critical prerequisite for both the initiation and sustained success of socially oriented ventures. Within the phenomenological framework of social entrepreneurship, social capital emerges as a relational and dynamic construct, inherently tied to the lived experiences and intersubjective realities of individuals and communities. Traditional domains often frame social needs—such as welfare and health services, education, economic development, disaster relief, social justice, and environmental planning—as formidable obstacles that hinder societal advancement, demanding substantial resources and efforts to overcome. Social needs—manifesting as gaps in welfare, education, health, and environmental planning—are not just deficits demanding solutions but could be understood as latent potentialities for social capital. In the phenomenological sense, these social needs function as "vacuums" that draw forth collective action, relational networks, and community mobilization, thereby becoming catalytic sites of transformation. From this perspective, each unfulfilled social need represents not only a challenge but also a "horizon of opportunity," where the convergence of entrepreneurial intent and community engagement generates new reservoirs of social capital.

Social entrepreneurs, through their capacity to recognize and engage with unmet needs, embody a form of intentionality that transforms these perceived deficits into actionable opportunities. They operate within the liminal space where institutional inaction or incapacity intersects with human suffering, mobilizing relational and material resources to address these gaps. Thompson, Alvy, and Lees (2000) describe social entrepreneurs as persons who identify unmet social needs and strategically gather resources—people, volunteers, finances, and infrastructure—to "make a difference." Similarly, Dees (2001) characterizes them as innovative, result-oriented, and best thinkers bridging the business and nonprofit worlds to maximize their social impact.

Social needs, when interpreted through a phenomenological lens, emerge not only as deficits but as structural absences that invite social entrepreneurs to catalyze new forms of collective agency. This view is supported by Khan et al. (2021), who empirically demonstrate that social value creation—triggered by unmet needs—is closely mediated by the presence and activation of social capital. Moreover, the review by Daskalopoulou et al. (2023) shows that communities with dense social networks are more capable of transforming perceived deprivation into sites of innovation and action. These findings affirm that social needs, far from being passive voids, serve as dynamic attractors of relational energy and collective resolve. By responding to these gaps, social entrepreneurs not only generate solutions but also forge new nodes of trust, cooperation, and mutual benefit within their communities.

By focusing on social needs as areas ripe for intervention, social entrepreneurs position themselves at the nexus of innovation and social impact. Engaging with these needs necessitates the development of new relational networks and the fortification of existing ones, thereby amplifying the social capital embedded within communities. This reframing of social needs as potential reservoirs of social capital aligns with phenomenological insights that emphasize the relational and experiential dimensions of entrepreneurial activity.

When reframed through the phenomenological lens, social needs are not static deficiencies but dynamic relational constructs. The recognition of social needs as fertile ground for social capital creation and their very presence necessitates the formation and reinforcement of social networks, thus contributing to the creation of social capital is evident across diverse

initiatives. For example, Jaago's educational initiatives exemplify how addressing a social need—educational inequity—mobilizes latent relational potential within communities. Rakshand (R1, Founder) from Jaago identified a gap in access to education in slum areas and recognized that meaningful engagement required building trust and fostering cooperation among families, educators, and local leaders thereby establishing networks that extend beyond the immediate scope of the intervention. The journey of Jaago provides a case in point, demonstrating how targeted educational initiatives can build expansive relational networks, extending beyond the classroom and embedding educational reform within the social fabric of the community (R1B).

Similarly, efforts aimed at alleviating poverty or addressing pressing healthcare disparities often result in the formation of community support systems and cooperative networks, thus enhancing social cohesion and trust. Likewise, Khan's (R2, Founder) health initiatives (R2G, R2AA) reveal how addressing health disparities can significantly transformed healthcare interventions into a collaborative process, fostering a shared sense of responsibility, trust-building, cooperative relationships and interconnectedness transform pressing issues into sources of social capital. As Nicholls and Huybrechts (2012) observe, social entrepreneurship spans in domains such as welfare, education, health, and economic development, where initiatives like BRAC, Grameen Bank, and Friendship demonstrating how comprehensive interventions foster social capital by enhancing trust, collaboration, and resilience. The iterative nature of these processes underscores the phenomenological insight that social capital is not a static resource but an emergent, evolving phenomenon born out of intentional and collective action.

Unaddressed or overlooked needs can also catalyze new social capital. Saha (R3, ED) from CHRF demonstrated this by focusing on disability rehabilitation after illnesses like influenza, which was previously an ignored issue. By addressing this gap in post-illness disability care, he mobilized social networks to create rehabilitation pathways that not only supported individuals but strengthened community cohesion and awareness (R3P). Similarly, Sajida Foundation identified the neglected areas of mental health and elderly care, both of which are often overlooked in broader social welfare discussions. Their initiatives brought these niche concerns to the forefront, enhancing social networks by engaging healthcare providers,

families, and communities in meaningful collaboration to find solutions (R4H). Waste Concern's work on waste management exemplifies how even seemingly mundane issues can become transformative sources of both social and economic capital in the form of community engagement and resource mobilization through innovative recycling and waste reduction initiatives (R5D). These cases illuminate how social needs, when acknowledged and acted upon, activate a dynamic interplay of trust, collaboration, and resource sharing that constitutes the core of social capital.

Entrepreneurs in Bangladesh have historically focused on meeting basic needs, but with those largely addressed, the focus is now shifting towards more complex, niche, and contemporary issues like climate change, mental health, and elderly care. This transition reflects an evolving understanding of social needs that underscores the potential for social entrepreneurs to continually redefine social capital by engaging with new challenges, ensuring ongoing social welfare and development. Sajida Foundation's efforts further underscore this dynamic. By strategically expanding into domains like impact investing and mental and elderly health care, Sajida has not only addressed critical welfare gaps but also enhanced its institutional reach and relational influence (R4A, R4I). Recognizing waste as a valuable resource, Waste Concern pioneered methods like aerobic composting and methane reduction technologies, grounded in rigorous research and expertise. Their systematic approach, validated by global standards and methodologies, demonstrates how research-driven innovation in addressing complex environmental challenges and mitigating impacts are creating social capital in the form of economic opportunities and global recognition (R5D, R5O).

The trajectory of social entrepreneurship in Bangladesh reflects a progressive shift from addressing fundamental needs to tackling more complex and systemic challenges. During this shift social entrepreneurs direct their efforts toward emerging horizons of need, continually redefining and expanding the scope of social capital. The phenomenological essence of this process lies in its emphasis on the lived experiences of individuals and the relational networks that emerge through intentional engagement with social needs. These efforts ensure that social entrepreneurship remains a vital and transformative force, capable of driving systemic change while continuously evolving to meet the demands of a complex and interconnected world. The studied initiatives rooted in the lived experiences illustrate how addressing social

needs fosters both vertical and horizontal social capital—strengthening institutional capacity while deepening grassroots networks of trust and cooperation co-create solutions that resonate with the socio-cultural and economic contexts in which they operate.

Social needs as catalysts for social capital formation are well supported in the broader literature on social entrepreneurship. Stephan et al. (2015) argue that social entrepreneurship emerges precisely as a response to the increasing incapacity of governments and public sectors to address complex and evolving welfare challenges, positioning social needs as crucial entry points for entrepreneurial intervention. This aligns with the World Bank's (2017) recognition of social enterprises' vital role in filling institutional gaps and fostering inclusive development. However, as Canestrino et al. (2020) and Dacin et al. (2011) noted, the diverse actors and varied motivations within the field have generated definitional ambiguities that complicate understanding the mechanisms through which social needs translate into social capital. Nevertheless, these studies converge on a consensus that social entrepreneurship strategically mobilizes networks and resources to bridge social deficits and foster relational value. Cherrier et al. (2018) define social entrepreneurship as an entrepreneurial activity intrinsically embedded with a social purpose, emphasizing the intentional orientation toward addressing unmet social needs. Similarly, Zahra et al. (2009) conceptualize social entrepreneurship as the innovative pursuit of opportunities to enhance social wealth, underscoring innovation as a response to social deficits. The hybrid mission that combines economic and social value creation, elaborated by Chell et al. (2016) and Saebi et al. (2018), further clarifies how social needs are engaged not only as problems but as platforms for sustainable, scalable solutions that generate new forms of social capital. (Doherty et al., 2014; Saebi et al., 2018; Santos, 2012; Wu et al., 2020) similarly emphasize that the dual creation of social and economic value through entrepreneurial activities fundamentally reshapes social capital by building trust, cooperation, and resilience within communities. Thus, the scholarly discourse supports the phenomenological framing that social needs are not just deficits but dynamic loci where entrepreneurial action mobilizes and expands social capital, validating the lived experiences of social entrepreneurs documented in this study.

Recommendations derived from this analysis underscore that while social needs present ongoing challenges, they simultaneously offer substantial potential for the creation and expansion of social capital. The recognition and addressing of these needs mark a critical transition from merely meeting fundamental requirements to engaging with more complex and contemporary issues. Historically, social entrepreneurship initiatives have addressed basic needs across various domains as outlined by Nicholls and Huybrechts (2012). These domains include welfare and health services, as exemplified by the Aravind Eye Hospitals in India and Friendship Hospital Shyamnagar in Bangladesh, which have both enhanced social capital through their comprehensive healthcare solutions. Similarly, educational initiatives like the Committee to Democratize Information Technology in Brazil have worked to bridge educational gaps, thereby fostering skill development and expanding relational networks within communities. Economic development efforts, including those by BRAC, Grameen Bank, and ASA in Bangladesh, as well as Work Integration Social Enterprises (WISEs) in Europe, have created economic opportunities and integration pathways that bolster economic resilience and social cohesion. Disaster relief and international aid projects such as Keystone's "Farmer Voice" have addressed immediate needs while building long-term support systems and community networks. In the realm of social justice and political change, organizations like SEWA (Self-Employed Women's Association) in Pakistan have empowered marginalized groups, advocating for social justice and fostering strong community ties. Additionally, environmental planning and management efforts, such as those by the Marine Stewardship Council, illustrate how social entrepreneurship can address environmental issues while cultivating networks of collaboration and trust.

The phenomenological essence of social entrepreneurship is the capacity to convert unmet needs into sites of community empowerment and relational renewal. The dynamic, relational character of social capital is underscored by the ongoing transition from basic needs to contemporary challenges. Social entrepreneurs address these evolving needs by not only resolving immediate issues, but also by co-creating new social realities. This fosters resilient and interconnected communities that are capable of sustaining and scaling solutions.

5.5 Generating Social Capital Across Multiple Levels

Social capital—defined broadly as the networks, norms, and relationships of trust that facilitate coordinated action, and mutual benefit emerges in this study not only as a vital input for social entrepreneurship but also as a dynamic and evolving outcome across multiple levels of engagement. Viewed through a phenomenological lens, social capital is not a static or measurable asset but a lived and intersubjective process, cultivated through shared experiences, trust-building, and sustained collaboration. This process unfolds at three interrelated levels: the individual (entrepreneurial success), the organizational (strategic development), and the community (social impact). Each level reflects a distinct dimension of value created by the social entrepreneur, as revealed through inductive analysis of interviews with founders of prominent social enterprises.

Existing social capital provides the foundation for entrepreneurial action, while subsequent engagements lead to the creation of new relational networks that further amplify impact. Bornstein (2004) conceptualizes this trajectory as a sequential process through which social entrepreneurs transition from problem recognition to collective mobilization, ultimately fostering relational ecosystems characterized by trust, shared purpose, and reciprocal exchange. This recursive dynamic—wherein social capital fuels entrepreneurship, which in turn generates more social capital—is foundational to the sustainability and transformative potential of social enterprises.

Social capital, while foundational for social entrepreneurship, also emerges as an evolving outcome that is generated and deepened through sustained entrepreneurial engagement. This is particularly evident in digital, educational, and operational domains. Wang et al. (2025) illustrate how a social enterprise strategically used social media to generate social capital by engaging stakeholders across individual, organizational, and community levels—creating reciprocal trust and shared narratives of impact. Yunfeng, Saad, and Yusuf (2022) further support this multi-level dynamic by showing that learning experience activities not only enhance social entrepreneurship competencies but also foster trust-based networks that persist beyond the learning environment. Such recursive processes—wherein existing social

capital enable action, and action in turn produces further social capital—highlight the layered, intersubjective nature of entrepreneurial success and community transformation.

Importantly, the generation of social capital does not occur in isolation but within interconnected domains such as education, health, economic empowerment, disaster relief, environmental stewardship, and social justice. Some thinkers emphasize the need for social enterprises to engage with these domains not as service delivery mechanisms alone, but as participatory spaces for co-creation and empowerment, must navigate a delicate balance between market-oriented strategies and social mission alignment, ensuring that innovation and adaptability reinforce long-term resilience (Nicholls & Huybrechts, 2012). At the individual level, social entrepreneurs must cultivate personal and professional networks, leveraging their lived experiences to drive meaningful change. the organizational level, enterprises must embed relational trust and knowledge-sharing mechanisms within their operational frameworks to ensure sustained impact. At the community level, initiatives must prioritize inclusivity and participatory engagement to strengthen collective agency and social cohesion.

From the study analysis, it is found that social entrepreneurs create a ripple effect: building trust at the individual level leading to entrepreneurial success, reinforcing institutional frameworks at the organizational level leading to strategic development, and strengthening collective agency at the community level leading to social impact—are deeply connected with the cultivation of social capital, which serves both as a critical resource and an outcome of effective social interventions. This section examines how social capital is cultivated across individual, organizational, and community levels, shaping the trajectory of social entrepreneurship in the form of success of the entrepreneurs, strategic development of the organization and lasting social impact in the community. Through a phenomenological lens, social capital is not a static asset but a lived, evolving process embedded in relational experiences and intersubjective realities.

5.4.1 Individual Level: Entrepreneurial Success

At the individual level, social entrepreneurs leverage personal networks to access resources, build credibility, and mobilize support. In the apprenticeship stage, they leverage existing social capital—such as trust-based relationships and community connections—to access resources and build credibility. As they progress to the launching stage, they create new social capital by fostering collaboration among diverse stakeholders and building a collective identity around shared social issues, strengthening social ties and facilitating knowledge exchange (Bornstein, 2004). Social enterprises must offer opportunities for personal and professional development, enabling entrepreneurs and beneficiaries alike to build their own social capital through learning experience.

Social impact initiatives, central to the mission of any social enterprise, play a pivotal role in the expansion of social capital. These initiatives, by addressing specific social problems, generate new relationships and strengthen existing bonds, facilitating an ever-expanding network of support and collaboration. Social entrepreneurs both rely on and generate social capital, beginning with their personal networks and expanding them through their ventures. Bornstein's (2004) framework, which describes how social entrepreneurs evolve from understanding social problems to achieving measurable impact, reflects how the accumulation of social capital across these stages empowers them to achieve greater social impact and entrepreneurial success.

An exemplary case is Child Health Research Foundation (CHRF), whose founder Saha (R3, ED) received global recognition—including significant funding from the Melinda Gates Foundation—for pioneering low-cost diagnostics and public health interventions in Bangladesh. This recognition is not only a testament to entrepreneurial success at the individual level but also a reflection of the accumulated social capital that Dr. Saha built through consistent, credible engagement with local and international stakeholders (R3P, R3AD). His ability to leverage relational trust for institutional advancement underscores the transformative role of social capital in shaping individual trajectories of success within the social enterprise landscape.

Dr. Saha's accomplishments also illustrate how social capital can translate into global legitimacy through credible and sustained contributions to knowledge. Notably, his groundbreaking research was published in The Lancet, one of the world's most prestigious medical journals (R3J). While publication was never his primary goal, the visibility and trust engendered by such high-level scientific recognition significantly elevated the reputation of CHRF, opening further avenues for collaboration and funding. As Dr. Saha recounts, his deep, hands-on involvement in microbiological research—despite not being a medical doctor—and his persistent engagement with the clinical community created a system where data, specimens, and results circulated with unmatched speed and reliability. Ultimately, Dr. Saha's personal success was not the product of solitary effort, but the cumulative result of the social capital he cultivated across networks of trust, collaboration, and shared purpose.

5.4.2 Organizational Level: Strategic Development

At the organizational level, strategic development involves the deliberate structuring of networks and practices that institutionalize trust, cooperation, and shared learning aligned with the social mission of the enterprise, ensuring its resilience and sustainability through strengthened networks of collaborations. Social enterprises must not only remain responsive to immediate needs but also invest in trust-based relationships with beneficiaries, partners, and institutional actors that promote resilience, scalability, and mission fidelity. The self-reinforcing nature of these relationships enhances both organizational sustainability and mission alignment, demonstrating how social capital in the form of trust-based relationships, reciprocal partnerships, and embedded knowledge-sharing practices are contributing to organizational development.

This organizational growth emerges from lived engagements with multiple stakeholders. Trust is built not through abstract protocols but through repeated, meaningful interactions that validate the integrity and relevance of the organization's mission. These interactions become routinized into the operational fabric of the enterprise, creating a culture of transparency, inclusion, and mutual accountability.

Rakshand's (R1, Founder) journey with JAAGO Foundation is a compelling example of how personal social capital can catalyze organizational growth. His early efforts to raise awareness about children's rights mobilized a network of friends, siblings, and classmates—many from privileged backgrounds—who took to the streets on Universal Children's Day in 2009. Dressed as flower vendors, these youth created a powerful visual disruption that drew public curiosity and media attention (R1F). What began as a symbolic act of solidarity with street children grew into a nationwide movement, with schools, corporate houses, and government offices eventually joining in the observance. This culminated in the government officially recognizing March 17 as Bangladesh Children's Day, a milestone that, while perhaps undocumented in formal histories, JAAGO insiders regard as a legacy of their early activism (R1F). Rakshand's (R1, Founder) ability to activate his personal network—rooted in trust, shared values, and social privilege—translated into public legitimacy and organizational momentum. His familial ties also opened doors within marginalized communities: in Rayer Bazar slum, a woman identified him as the son of her employer, a school owner, and offered to enroll her own and other children in JAAGO's pilot school. This initial trust led to the foundation's first 17 students (R1B). These examples illustrate how Rakshand's (R1, Founder) social capital—spanning both elite and grassroots contexts—was crucial in overcoming skepticism, mobilizing support, and scaling the organization's reach and impact.

Sajida Foundation further exemplifies how organizational development can serve as a vehicle for generating social capital. Through its integrated approach—combining microfinance, mentorship, and training—Sajida not only provided material support but also nurtured networks of empowered women. These women, in turn, became nodes of further social capital generation, mentoring others and strengthening community-based solidarity structures. Sajida's expansion into mental health and elderly care illustrates the elasticity of this model, as social capital enabled the organization to pivot responsively while remaining grounded in its relational ethos (R4F, R4G).

Another notable example is Waste Concern, which demonstrates how environmental innovation can become a channel for multilevel social capital formation. By embedding carbon trading into their business model, Waste Concern attracted investment while

mobilizing community engagement in sustainability. The organization's capacity to scale and replicate its model across regions was contingent not merely on financial capital but on the trust, they gained through global recognition. This model underscores how strategic vision, when embedded in relational structures, amplifies both reach and resilience (R5R, R5W).

The leadership of Saha (R3, ED) at the Child Health Research Foundation (CHRF) highlights how strategic, long-term planning at the organizational level contributes to sustainable social capital formation. His work of ensuring availability of vaccine and public health interventions exemplifies how rational, data-driven approaches can enhance both institutional capacity and community trust. By aligning research priorities with public health needs, Dr. Saha's efforts fostered credibility, strengthened stakeholder networks, and established frameworks for knowledge dissemination. His initiatives extended beyond immediate healthcare interventions, creating institutional mechanisms that continue to deliver long-term benefits, reinforcing the idea that social capital is not merely relational but also embedded in systems of collective knowledge and shared expertise (R3P, R3AD).

5.4.3 Community Level: Social Impact

At the community level, social capital is generated through inclusive engagement, co-ownership of solutions, and the reinforcement of collective identity. Social enterprises that embed themselves within local contexts—rather than imposing top-down models—facilitate the emergence of relational networks rooted in shared experience and mutual accountability. This participatory ethic aligns with phenomenological insights into empowerment: that individuals become agents of change not when they receive services, but when they are embedded in collaborative processes of transformation.

Khan's (R2, Founder) personal social capital—built on deep trust, moral credibility, and longstanding engagement with marginalized char communities—was central to shaping not just healthcare delivery but the community's collective capacity to respond to crisis. When she learned that a child had died of diarrhea because the mother lacked both the awareness of oral rehydration and the five-taka boat fare to reach a nearby hospital ship, Khan (R2,

Founder) recognized that even accessible services could remain unused without embedded trust, awareness, and ownership. Acting swiftly, she mobilized her medical staff to conduct informal awareness sessions in remote chars, initiating a community-driven process of knowledge transfer that soon evolved into a network of satellite clinics (R2F). Her ability to convene action without funding—just on the strength of relational trust and shared values—reflects how her own social capital catalyzed collective action. Later, witnessing another case of a child suffering from untreated burns in an area devoid of even basic medicines or food, she identified the urgent need for continuity of care. This led to the establishment of a third tier of services: community-based medicaides who could provide care after the mobile units had moved on (R2G). These initiatives didn't emerge from a top-down model but from a grounded, iterative process rooted in the relational networks she had built over years. As a result, her personal social capital became a communal asset, enabling the community not only to access services but to become co-owners in a health system that was responsive, sustainable, and deeply human.

Similarly, Sajida Foundation's work in economic empowerment also manifests strongly at the community level. Its microfinance initiatives, coupled with grassroots training and capacity-building, produced ripple effects that extended far beyond individual beneficiaries. As women gained economic agency, they contributed to broader communal networks of trust and support. This iterative process—where personal empowerment feeds collective upliftment—highlights the community-level multiplication of social capital (R4F).

The dynamic process through which social capital is leveraged within social entrepreneurship reflects a phenomenological understanding of lived, relational experiences. The continuous cultivation of social networks, rooted in learning experience, ensures that the enterprise remains connected to the needs of the communities it serves. This connection enhances the enterprise's capacity to adapt, innovate, and sustain its mission over time. Social capital thus functions both as a means of achieving entrepreneurial success and as an end, embodying the social entrepreneur's capacity to build lasting trust and cooperation.

To maximize the generation of social capital, social entrepreneurship initiatives should focus on multi-level impacts across six distinct domains: welfare and health services, education and training, economic development, disaster relief and international aid, social justice and political change, and environmental planning and management. These domains, as described by Nicholls and Huybrechts (2012), provide the natural settings where social entrepreneurs can harness learning experience to drive systemic change. Regardless of the domain, the organizational processes of these initiatives—characterized by their market orientation and sociality—must prioritize innovation and adaptability to remain sustainable.

However, the accumulation of social capital is not without risks. The "dark side" of social capital—manifesting in exclusivity, elite power consolidation, and resource misallocation—can undermine the inclusivity and effectiveness of social enterprises. In third-sector organizations, these risks necessitate open governance structures and community-level autonomy to safeguard equitable participation and prevent the disproportionate influence of dominant actors. Nannicini, Stella, Tabellini, and Troiano (2013) underscore that social capital, while essential for fostering accountability and civic engagement, can also reinforce hierarchical structures and entrench local power elites when left unchecked. Addressing these challenges requires reflexive engagement and deliberate institutional design, ensuring that social capital functions as an inclusive and transformative force rather than a mechanism for perpetuating systemic inequalities.

By adopting a multi-level and multi-domain approach, social enterprises can maximize the generative potential of social capital, ensuring long-term sustainability and systemic impact. The iterative process of learning and network expansion equips social entrepreneurs to innovate, adapt, and scale their interventions across communities, organizations, and individuals. In this way, social capital functions not only to sustain the enterprise's mission but also ensures that the benefits of social capital are distributed across all levels of society, reinforcing trust, collaboration, and resilience across individuals, organizations, and communities.

5.6 Innovation as Key to Entrepreneurial Success and Social Entrepreneurship

Innovation stands as a foundational pillar for the progress of entrepreneurial achievement and, by extension, social entrepreneurship. It is a cornerstone of social entrepreneurship, serving as both a strategic imperative and a fundamental essence for addressing complex social challenges. In contrast to traditional businesses, which typically seek innovation for competitive gain, social entrepreneurship requires innovation to create sustainable, systemic change. Comprehending and utilizing innovation is essential for improving the efficacy and sustainability of social enterprises. Social entrepreneurs utilize creativity, adaptability, and contextual knowledge to develop innovative solutions that surpass conventional social intervention methods. Wolk (2007) contends that the efficacy of social entrepreneurship relies on a triad of innovation, accountability, and sustainability, in which business acumen is harmonized with a mission-oriented strategy addressing urgent social challenges. It embodies a sustainable initiative that combines commercial expertise with a commitment to tackling pressing social challenges.

In the social entrepreneurship ecosystem, innovation manifests in multiple ways—ranging from the development of new products and services to the reconfiguration of organizational models and policy frameworks (Nicholls & Huybrechts, 2012). Each innovation is informed by a constellation of aspects, including social needs, visionary leadership, rigorous research, and domain expertise. Far from being a linear process, innovation in social entrepreneurship is iterative and emergent, shaped by the lived experiences of entrepreneurs, the communities they serve, and the socio-economic contexts in which they operate. This section explores how innovation functions as both an enabler and an outcome of social entrepreneurship, drawing on protocols to illustrate its transformative impact.

Recent studies affirm that innovation in social entrepreneurship is often catalyzed through learning experience —particularly in educational or developmental contexts where real-world problem-solving is encouraged. Thomsen et al. (2021) emphasize that experiential, project-based learning environments cultivate not only entrepreneurial competence but also adaptive innovation, which is more responsive to social needs than linear models. Likewise, Wang et al. (2022) highlight that social entrepreneurship competency is significantly

enhanced when learners are exposed to structured, challenge-based learning experiences that mimic the innovation demands of actual social ventures. This indicates that innovation is not solely a cognitive process but also an embodied, relational practice shaped by immersive learning and community engagement.

In social entrepreneurship, innovation is deeply embedded in the recognition and interpretation of unmet social needs. Social entrepreneurs engage in a continuous process of meaning-making, wherein they identify gaps within existing systems and reimagine possibilities for intervention. This process is inherently phenomenological, as it is rooted in direct, lived experiences that reveal the urgency and nature of social challenges.

For example, Rakshand's (R1, Founder) work at JAAGO Foundation demonstrates how an in-depth understanding of social needs can catalyze educational innovation. Initially, JAAGO reimagined its pedagogical approach by focusing on children's natural inclination for interactive learning. By shifting away from traditional rote-based methods, JAAGO introduced student-centered approaches that fostered engagement and long-term participation in education (R1C). This illustrates how social entrepreneurs, through close engagement with beneficiaries, can pioneer novel approaches that align with community-specific realities and enhance the effectiveness of interventions.

Similarly, Khan's (R2, Founder) initiatives with Friendship exemplify how social innovation emerges from an acute awareness of contextual challenges. Recognizing the barriers to healthcare access in Bangladesh's char communities, Khan (R2, Founder) developed 3-tier mobile healthcare services including ship hospitals, satellite clinics in the chars and trained community health workers within the community, thereby overcoming geographical and infrastructural constraints in delivering quality health care services (R2F). This model—shaped by a deep understanding of local constraints—enabled families in remote areas to access critical healthcare services, underscoring how visionary leadership, coupled with an intimate grasp of social realities, drives transformative innovation.

Innovation in social entrepreneurship is not merely a tool for addressing social challenges but a fundamental driver of systemic change. As Dees (2001) argues, social entrepreneurs act as

"change agents" who continuously seek new opportunities, challenge existing paradigms, and adapt to evolving realities. The capacity for innovation—bolstered by social capital, learning experiences, and strategic vision—determines the extent to which social enterprises can create, sustain, and scale their impact.

Beyond direct service provision, innovation in extending into structural and systemic interventions are visible in Sajida Foundation's work in community development and women's empowerment that exemplifies how social enterprises can integrate multiple interventions into a holistic, innovation-driven model. By combining microfinance, healthcare, and education, the foundation has created a comprehensive approach to poverty alleviation and social mobility (R4F). This multidimensional strategy highlights how innovation in social entrepreneurship is not confined to singular breakthroughs but often involves the strategic integration of diverse social interventions to generate lasting impact.

While social needs and visionary leadership serve as primary drivers of innovation, research and technical expertise also play a critical role in refining and scaling innovative solutions. Social enterprises that integrate empirical research into their decision-making processes are better positioned to develop sustainable, evidence-based innovations. A compelling example of this approach is Waste Concern's work in environmental sustainability, which illustrates how technical expertise and research can transform waste management into a vehicle for economic and ecological benefit. Waste Concern pioneered methods such as aerobic composting and methane reduction, leveraging scientific knowledge to create market-driven solutions that repurpose organic waste into valuable resources (R5D, R5O). By demonstrating the economic viability of waste-derived compost, the organization not only mitigated environmental degradation but also created new revenue streams that supported its sustainability goals. Moreover, the scalability of Waste Concern's model underscores how strategic innovation enables social enterprises to expand their impact across different geographic and socio-economic contexts. Initially faced with challenges in monetizing its waste management solution, Waste Concern redefined its value proposition by aligning its model with global environmental goals, thereby attracting international partnerships (R5J). Its collaboration with the United Nations and Ashoka facilitated the expansion of its operations into Sri Lanka and Indonesia, illustrating how innovation, when strategically

positioned, can enable social enterprises to transcend local constraints and achieve broader systemic change (R5P).

Furthermore, Waste Concern's emphasis on context-specific technological adaptation highlights a key dimension of innovation in social entrepreneurship: the need to ensure that novel solutions are not only effective but also sustainable within their operational environments. By selecting technologies that align with local policies, resource availability, and community capacities, the organization ensured that its waste management initiatives remained viable in the long term (R5V). This initiative showcases the necessity of balancing innovation with contextual pragmatism, ensuring that new models are adaptable to diverse socio-political and economic landscapes.

Innovation in social entrepreneurship is deeply intertwined with social capital and learning experience. Social capital—embodied in trust, networks, and collaborative relationships—serves as both an enabler and an outcome of social innovation. Entrepreneurs like Khan (R2, Founder) and Rakshand (R1, Founder) have leveraged their networks to mobilize resources, disseminate knowledge, and scale their interventions. The relational dimension of social capital fosters an ecosystem where innovation can thrive through collective problem-solving and shared expertise. Conversely, learning—acquired through experiencing and direct engagement with social challenges—enhances the innovative capacity of social enterprises. Waste Concern's success in waste management was not merely the result of theoretical knowledge but stemmed from iterative learning processes that refined its interventions over time. This iterative approach underscores how innovation in social entrepreneurship is an evolving practice, shaped by continuous learning, adaptation, and real-world application. By integrating social capital with learning experiences, these entrepreneurs have been able to devise and implement innovative strategies that effectively address pressing social issues, demonstrating how these elements are crucial for driving impactful and sustainable social entrepreneurship.

From the interview responses mentioned above, it is evident that these practices by successful social entrepreneurs highlight the importance of innovation in both initiating and maintaining social impact. Notable thinkers in the field Dees (2001) supports these findings,

demonstrating that they pursue missions that create and sustain social value beyond mere private gain, continuously seek new opportunities aligned with their mission, engage in ongoing innovation and adaptation, act resourcefully despite limitations, and maintain a high level of accountability to their stakeholders. Key characteristics of social entrepreneurs—such as inspiration, creativity, direct action, courage, and fortitude—are essential for driving innovation in social solutions (Martin & Osberg, 2007). Furthermore, the bridging capacity of social entrepreneurs to collaborate effectively across various constituencies enhances their ability to innovate and implement impactful solutions (Alvord, Brown, & Letts, 2010).

To enhance innovation in social entrepreneurship in Bangladesh, a multifaceted approach is essential. Government initiatives such as strengthening policy frameworks are crucial, including offering tax benefits, grants, and supportive legal frameworks can play a crucial role in encouraging experimentation and risk-taking among social enterprises. Developing and expanding social innovation hubs by institutions like NGOs, corporations, and academic institutions and fostering cross-sector partnerships can facilitate knowledge transfer and the co-creation of impactful interventions. These Innovation hubs, like BRAC's Social Innovation Lab, would act as a connector between aspiring entrepreneurs and resource-rich entities, offering mentorship, financial support, and collaborative opportunities that help accelerate the development of groundbreaking and innovative social solutions. Integrating corporate social responsibility (CSR) initiatives, governmental support, and international networks into this structure would provide the necessary infrastructure and resources to support long-term social ventures and enhance their capacity for innovation. Additionally, integrating social entrepreneurship into educational curricula and partnering with NGOs for practical training can equip aspiring entrepreneurs with the necessary skills and experience.

A strong investment in research and development is also critical, as locally driven R&D can enable the creation of contextually relevant solutions tailored to Bangladesh's unique socio-economic landscape. Investing in research and development focused on local social issues will drive informed and effective solutions, while increased access to funding through grants, impact investing, and venture capital will support the growth of innovative ventures. Encouraging cross-sector collaboration between social enterprises, government bodies, corporations, and international organizations will enhance resource sharing and best practice

dissemination. Leveraging technology to improve the efficiency and impact of social ventures and engaging in advocacy to influence supportive policy changes will further create a conducive environment for innovation. By adopting these strategies, Bangladesh can cultivate a robust ecosystem for social entrepreneurship that drives meaningful and sustainable social change.

Embracing and fostering innovation is imperative for advancing social entrepreneurship. Each case of social entrepreneurship is unique, and understanding the diverse ways in which social capital is utilized can provide valuable insights into effective practices. By promoting innovation through supportive structures and broad collaboration, social entrepreneurs can enhance their impact and drive sustainable social change.

The lived realities of the entrepreneurs studied illustrate that innovation emerges at the intersection of necessity, expertise, and entrepreneurial vision. Whether through JAAGO's reimagining of education, Friendship's healthcare interventions, Sajida Foundation's integrated development model, or Waste Concern's environmental innovations, the common denominator remains the ability to think beyond conventional frameworks and craft solutions that are contextually relevant, scalable, and transformative. By fostering an ecosystem that nurtures social innovation, Bangladesh can empower its social entrepreneurs to drive profound, lasting change—reshaping not just individual communities but the broader social landscape.

5.7 Leveraging Social Capital for Sustained Social Entrepreneurship Development

The analysis of essential structure of the lived experiences of the social entrepreneurs highlights that the development of social entrepreneurship intricately links entrepreneurial success, strategic development, and social impact with the effective leveraging and expansion of social capital. Entrepreneurial success should be understood through the adept use and further creation of social capital—encompassing networks, relationships, and trust—to propel ventures forward. Social capital serves as a critical asset, influencing various dimensions of entrepreneurial success by enabling entrepreneurs to navigate challenges, access resources, and build robust support networks that contribute to long-term success. The accumulation and redistribution of social capital are cyclical, reinforcing the notion that capital begets further capital—both financial and social.

The expansion of social capital through social impact initiatives is essential in shaping entrepreneurial success. Engaging in initiatives that address significant social issues enhances the social capital of entrepreneurs and also strengthens the foundation upon which their ventures are built. This dual focus—on generating social impact while simultaneously cultivating networks—fosters a self-sustaining model where social entrepreneurs continually reinforce and expand their influence. For instance, in the case of Jaago Foundation, social capital played a decisive role in its inception. The founder Rakshand (R1, Founder) faced substantial resistance from communities due to misconceptions surrounding language and education, which initially hindered his ability to gain trust. However, an existing personal network—a connection between his mother's school and caregivers within the Rayer Bazar slum—ultimately facilitated the first enrollment of students, providing the social validation necessary to establish and scale the initiative (R1B). This case illustrates that social entrepreneurs do not operate in isolation–rather, they rely on relational networks that enable them to overcome barriers and mobilize community engagement.

Social capital not only acts as a catalyst for launching social enterprises but also plays a critical role in their long-term sustainability and strategic growth. Hu et al. (2025) propose that social entrepreneurship mechanisms—such as initiating, scaling, and adapting social ventures—are

directly enabled by embedded social capital. Their multilevel study demonstrates that relational trust and shared norms are prerequisites for the causal mechanisms that underpin entrepreneurial development. Similarly, Khan et al. (2021) show that social capital facilitates social value creation, which in turn strengthens enterprise performance—especially when reinforced by social innovation. These findings reaffirm that successful social entrepreneurship is not the result of isolated action but rather of deeply interwoven social networks that support innovation, credibility, and access to critical resources.

Furthermore, social capital does not merely serve as a tool for external engagement, it is also integral to the internal growth and philosophical evolution of social entrepreneurs. As Khan (R2, Founder), founder of Friendship, notes, the development of social entrepreneurship necessitates a continual transformation of values and perspectives. By engaging in acts of giving, Khan experienced a shift in mindset that fundamentally reshaped her understanding of altruism and reciprocity. This introspective growth, which emerged through deliberate social interactions, illustrates that the expansion of social capital is not limited to tangible networks but also involves the deepening of relational wisdom and taking a position of moral responsibility (R2T). Such learning experiences enriches the ethos of social entrepreneurs, reinforcing their ability to foster trust and meaningful engagement within communities.

Leveraging social capital effectively supports entrepreneurs across various stages of their ventures, from the early "Apprentice Stage" through to the "Maturity Phase" (Scheiber, 2012; Martin & Osberg, 2007). At each phase, entrepreneurs benefit from targeted support: during the "Apprentice Stage," they gain foundational insights from experienced mentors; in the "Start-up Stage," they access critical resources and validation through investor networks; in the "Growth Stage," they obtain expertise in scaling and managing growth from industry experts; and in the "Maturity Phase," they refine their management skills through advanced training and strategic partnerships. A well-designed platform can facilitate these connections, allowing entrepreneurs to share experiences, access resources, and collaborate across stages, thereby enhancing their social capital and collectively driving innovation and impact.

The role of community-driven social capital is further demonstrated in the case of CHRF, where Saha's (R3, ED) venture benefited from the pre-existing reputational capital of his

family. His wife's influential position as the general secretary of a student hostel enabled them to secure crucial support during the early days of their initiative, showcasing how professional and personal affiliations can act as leverage points in navigating operational challenges (R3D). Similarly, Waste Concern exemplifies the strategic utilization of social capital to access critical resources such as land. Initially, the founders faced resistance, as municipal authorities were unwilling to allocate space for waste management operations. However, leveraging a community connection, where one of the founders' fathers was the president of the local Lion's Club, they were able to negotiate access to land adjacent to a hospital, allowing them to conduct their initial experiments (R5G). Similarly, by leveraging his social capital, Syed Humayun Kabir negotiated a deal with Pfizer, New York in 1991 to transfer 51% of Pfizer Bangladesh's shares to Sajida Foundation on a deferred payment basis, leading to the formal establishment of the foundation in 1993 (R4C). These examples demonstrate the importance of relational trust in facilitating entrepreneurship, particularly in contexts where formal institutional support is limited or inaccessible.

Social entrepreneurship initiatives should be strategically designed to foster and expand social capital at multiple levels—community, organizational, and individual. At the community level, efforts should focus on creating inclusive and equitable projects that build stronger communal bonds. At the organizational level, aligning strategic development with social missions will reinforce and broaden organizational networks. At the individual level, programs should support personal and professional growth to enhance social capital and entrepreneurial success. Creating platforms for sharing ideas and connecting emerging social entrepreneurs is crucial. These platforms should serve as hubs for inspiration, collaboration, and networking, allowing entrepreneurs to engage with peers, exchange knowledge, and build supportive relationships. By nurturing such environments, social capital can be developed at all levels, driving innovation and amplifying the impact of social entrepreneurship.

In essence, social capital is a generative force—one that does not diminish with use but rather expands through strategic engagement and reciprocity. The interplay between social capital and social entrepreneurship is not merely a facilitator of opportunities but a fundamental driver of sustainable development. By recognizing and leveraging relational networks, trust-

based collaborations, and community ties, social entrepreneurs can create self-reinforcing cycles of impact that extend far beyond their immediate ventures. This continuous cycle of capital generation, where social networks and trust fuel further opportunities, is what ultimately sustains and scales social entrepreneurship efforts in Bangladesh and beyond.

5.8 Supportive Policies and Infrastructure

To unlock the full potential of social entrepreneurship, a dual focus on supportive policies and targeted infrastructure is essential. The synergy between effective policy frameworks and well-developed infrastructure creates a nurturing environment where social enterprises can thrive and expand their impact. A favorable policy landscape provides social entrepreneurs with critical resources, incentives, and regulatory support, which are indispensable for addressing pressing social issues. Concurrently, robust infrastructure—spanning physical facilities and digital platforms—equips these ventures with the necessary tools and networks for collaboration, growth and long-term sustainability.

Advocacy is a crucial component in shaping effective policies and advancing the social entrepreneurship sector. The work of Khan (R2, Founder) exemplifies the transformative power of advocacy in this space. Khan's (R2, Founder) extensive advocacy illustrates its transformative potential. Her achievements, including being named an Ashoka Fellow in 1994, the Rolex Awards for Enterprise in 2006, and the Schwab Foundation Social Entrepreneur Award in 2012, underscore her significant contributions to social entrepreneurship and development. Khan's advocacy extends globally as the Country Chair for Bangladesh at Global Dignity, highlights the importance of promoting dignity and respect in policy discussions. Her efforts in preserving traditional boat building practices and her role in shaping policy underscore the importance of integrating advocacy into the policymaking process. Through initiatives that promote funding mechanisms, tax incentives, and infrastructure development, effective advocacy ensures that policies are not only responsive to community needs but also informed by the practical insights of experienced Development Organizations, ultimately fostering a more resilient and impactful social entrepreneurship ecosystem.

Beyond advocacy, enabling policies and institutional ecosystems are necessary to harness the benefits of social capital and learning experience at scale. Daskalopoulou et al. (2023) identify that policy environments rich in trust, stakeholder engagement, and cross-sector collaboration foster the development of high-impact social enterprises. Their review emphasizes that social capital must be institutionally supported through governance structures that value participation and community-led innovation. Additionally, Wang et al. (2025) show how digital infrastructure, particularly social media, can serve as an informal yet powerful infrastructure that social enterprises use to build and communicate their social capital. These findings suggest that infrastructure need not be limited to physical assets—it also includes relational and communicative systems that bridge social entrepreneurs with broader societal actors.

Incorporating Development Organizations/NGOs into the policymaking process is crucial for addressing real-world challenges and aligning policies with community needs. With their extensive field experience, they are uniquely positioned to inform training programs, educational initiatives, and grassroots-level interventions. Their involvement can also improve donor management strategies and provide valuable data-driven insights into opportunities for social enterprise development. By partnering with them, research can better address gaps and also can focus on evaluating the impact of interventions in key areas such as health, education, and women's empowerment, improve donor management, and ensure interventions have tangible impacts, leveraging the unique contextual knowledge that Development Organizations/NGOs can offer.

To effectively foster entrepreneurial development, social entrepreneurship programs must emphasize a nuanced blend of experiential learning and formalized education. This integration requires the collaboration of educational and training institutions with Development Organizations/NGOs to create a robust and multifaceted learning environment. These organizations, with their extensive on-the-ground experience and in-depth understanding of community needs, offer invaluable insights that go beyond theoretical knowledge. Their involvement in educational curricula can bridge the gap between theory

and practice, providing students with practical, real-world contexts that are often absent from traditional academic settings.

Learning experience and social capital are fundamental to the growth and sustainability of the social entrepreneurship ecosystem. Learning by experiencing—gained through hands-on experiences—plays a critical role in shaping entrepreneurial skills and perspectives and is fundamental for the development of resilient social enterprises. However, the full potential of learning experiences is realized only when supported by policies that facilitate access to funding, mentorship, and hands-on training opportunities. Policies should be designed to fund experiential learning programs, offer tax incentives for socially impactful ventures, and establish dedicated incubators and accelerators for social entrepreneurship. Social capital, encompassing networks, relationships, and trust, is both a precursor to and a product of successful social entrepreneurship. Infrastructure that fosters networking and collaboration is vital for entrepreneurs to cultivate and leverage social capital. This includes the development of online platforms and social enterprise hubs that enable effective knowledge exchange and resource sharing.

For social enterprises to flourish, policymakers and stakeholders must advocate for policies that enhance comprehensive funding mechanisms and targeted infrastructural support. Effective collaboration between NGOs, educational institutions, and policymakers is crucial for refining educational curricula and identifying research sites and ensuring academic programs accurately reflect the sector's evolving needs. NGOs, such as BRAC, should be deeply involved in the policymaking process to ensure that policies are grounded in real-world challenges and address community needs. This collaboration should extend to integrating NGO insights into curricula, equipping future entrepreneurs with practical, on-the-ground knowledge so that future social entrepreneurs can be better equipped with the knowledge and skills necessary for impactful innovation.

To effectively foster entrepreneurial development, social entrepreneurship programs must emphasize a nuanced blend of experiential learning and formalized education. This integration requires the collaboration of educational and training institutions with non-governmental organizations (NGOs) to create a robust and multifaceted learning

environment. NGOs, with their extensive on-the-ground experience and in-depth understanding of community needs, offer invaluable insights that go beyond theoretical knowledge. Their involvement in educational curricula can bridge the gap between theory and practice, providing students with practical, real-world contexts that are often absent from traditional academic settings. By partnering with educational institutions, NGOs, Development Organizations, and Social Purpose Organizations can contribute to the development of curriculum content that reflects actual challenges and solutions in the field. These collaborations can lead to the creation of specialized programs, certifications, and diploma courses that incorporate hands-on learning opportunities, such as mentorship, internships, and field projects. Such programs should be designed to immerse students in real-world scenarios, allowing them to engage directly with the communities and issues they aim to address. This practical engagement ensures that aspiring social entrepreneurs not only acquire essential skills but also gain critical insights and a resilient mindset necessary for navigating the complexities of social entrepreneurship.

Integrating Development Organizations/NGOs into curriculum development and training programs can facilitate a more dynamic and responsive educational experience. This approach enables the inclusion of current, field-specific knowledge and methodologies that cannot be fully captured through textbooks alone. The collaboration with such organizations ensures that training programs remain relevant and effective, preparing individuals to meet the evolving needs of social enterprises and contribute meaningfully to their success. By combining formal education with experiential learning, and creating meaningful collaborations, these programs cultivate well-rounded entrepreneurs equipped to drive impactful social change.

Rakshand (R1, Founder) from Jaago exemplifies this collaborative approach by creating a platform called Volunteer for Bangladesh, which trains young people from diverse backgrounds in skills such as fundraising, advocacy, team management, and proposal writing (R1J). This initiative highlights the importance of providing practical training and support, particularly for individuals with limited access to traditional resources, thereby addressing social needs and fostering entrepreneurship. By equipping young social entrepreneurs with

essential skills, such programs address societal needs while fostering a culture of entrepreneurship and innovation.

Documenting and analyzing the organizational learning of established NGOs like BRAC will provide valuable data to guide policy and practice, contributing to the formalization and advancement of the social enterprise sector. As many social enterprises in Bangladesh operate as limited companies, there is a pressing need for more supportive and formalized policies that provide legal recognition, financial incentives, and regulatory support tailored to their needs and to nurture their growth. Engagement with larger national and international organizations can further drive innovation and sectoral growth. By fostering cross-sector collaborations and expanding policy discussions to the global stage, Bangladesh's social entrepreneurship landscape can be strengthened, paving the way for more inclusive, sustainable, and impactful ventures.

5.9 Foundational Capacities: Universal Essences in Social Entrepreneurship Development

Among the essences (A1s) of social entrepreneurship development that emerged from this study, three were shared across all five social entrepreneurs: adaptability, negotiation, and initiative. Their consistent appearance across diverse sectors, missions, and models suggests that these are not peripheral traits but core entrepreneurial capacities—essential to navigating the dynamic terrain of social venture creation. Social entrepreneurs, though often framed through their impact goals, remain fundamentally entrepreneurial actors. They must confront uncertainty, mobilize resources, and build institutions—demands that require sharp initiative, relational acumen, and strategic responsiveness. These capacities are forged through the interactive forces of social capital (SC)—trust, networks, legitimacy—and learning experiences (LE)—learning through reflection, feedback, and lived trial.

Adaptability emerged as a non-negotiable core capacity—reflected in each entrepreneur's ability to respond to external change, internal feedback, and organizational growth. Empirical evidence from the interviews demonstrates that adaptability is not a singular trait but a composite skill, shaped by resources, learning, commitment, strategic thinking, open-

mindedness, determination, and resilience. These shapers are elements of either social capital or learning—where resources and commitment as social capital enable change, and elements of learning like strategy, open-mindedness, determination, resilience sharpens the strategic and emotional intelligence required to respond.

The evolution of Jaago Foundation exemplifies this. Its founder, Rakshand (R1, Founder), began with a small donation of $300—mobilized through social connections—which was used to purchase uniforms (R1D). However, this led to an early realization: without teaching children how to maintain uniforms, the entire initiative would unravel. This moment of feedback catalyzed adaptive thinking informed by lived experience. Jaago's continuous ability to respond in real-time to practical challenges, rather than relying on rigid planning, illustrates adaptability shaped by lived learning experiences. Additionally, Jaago's strategic shift post-COVID to a decentralized operational model, with divisional boards addressing local needs, was a direct response to shifting donor preferences from infrastructure to capacity-building (R1N). This strategic restructuring, made possible by its volunteer networks and internal feedback loops, illustrates the entanglement of SC and LE in cultivating sustained adaptability.

For Friendship, adaptability was shaped by open-mindedness. Founder Khan's (R2, Founder) realization that satellite clinics were insufficient for remote island populations led to a strategic reimagining of their health system—by building a 3-tier model with embedded community health workers (R2G). This flexibility of design, responsive to the complexity of rural healthcare delivery, was informed by on-the-ground feedback and institutional humility—hallmarks of adaptive leadership grounded in both SC and LE.

In the case of the Child Health Research Foundation (CHRF), adaptability is seen through the lens of professional resilience and strategic alliance-building. Saha (R3, ED) Saha, despite being a non-physician, embedded himself in the world of medical microbiology—earning respect and operational control through determination and alignment with institutional norms (R3J, R3N). His adaptability was driven by a deep commitment to his vision and an ability to learn across professional boundaries, a capacity made possible through long-term collaboration and the relational trust of his medical partners.

Sajida Foundation has shown how vision drives adaptability in remaining ahead of time by investing in social enterprises targeting niche demand like mental health, elderly care and IT services representing their visionary traits guiding adaptability (R1H).

Waste Concern, on the other hand, illustrated how determination and resilience drive adaptability in hostile institutional environments. Faced with indifference and outright resistance from municipal authorities, the founders leveraged personal networks to secure land and pilot their model, even when carbon market instability posed existential threats (R5S). Here, grit and perseverance, supported by networks of trust, enabled the organization to reshape its strategy and eventually scale its impact.

This pattern is further supported by a multi-case study conducted by Hu, Zimmermann, and Marlow (2025), who identified adaptability as a process embedded within multilevel mechanisms of social entrepreneurship—specifically "sparking, manifesting, and scaling." Their research highlights that these adaptive mechanisms only come into effect when activated by social capital—such as shared trust among partners or access to local knowledge networks—and reinforced through experiential learning, where trial and response cycles allow the entrepreneur to fine-tune actions across evolving conditions. The implication is that adaptability is not merely a personality trait, but a developmental capability shaped through iterative engagement with real-world complexity and collective resourcefulness.

These cases collectively illustrate that adaptability is not passive flexibility but an active, strategic, and often courageous recalibration—shaped by feedback, relationships, and deeply internalized learning. It is the capacity to evolve without losing direction, and it is only possible when social networks and lived experience interact in reinforcing cycles.

Negotiation surfaced as the outward-facing mechanism of entrepreneurial agency—how social entrepreneurs navigate power asymmetries, assert their values, and align stakeholder interests. Across cases, negotiation was shaped by expertise, confidence, self-respect, firmness, strategy, and learning—all interwoven through SC and LE. Negotiation, in this sense, is not just about reaching agreements; it is about defining boundaries, claiming space, and ensuring dignity in interaction with institutions, donors, and state actors.

In the case of Jaago, Rakshand (R1, Founder) explicitly rejected being treated as a mere service provider, asserting the organization's identity as a changemaker with 16 years of experience (R1O). This confidence and insistence on terms, enabled by an established track record and donor relationships, reveals negotiation shaped by accumulated expertise and social legitimacy.

CHRF further illustrates this principle. Saha's (R3, ED) insistence on being compensated on par with Johns Hopkins standards was not a demand born of arrogance but of professional self-respect and confidence on values (R3X). His stance was eventually met with agreement, showing how firmness and social credibility, backed by expertise, enable successful negotiations even with elite institutions.

The Sajida Foundation's negotiation with Pfizer was a textbook case of strategic negotiation. When Pfizer exited Bangladesh, Syed Humayun Kabir negotiated the acquisition of its shares on a deferred payment basis—allowing Sajida Foundation to become operational with significant capital (R4C). This deal was only possible due to strategic insight and a reputation for integrity, highlighting how long-term thinking, grounded in social trust and institutional credibility, can shape major negotiation outcomes.

Waste Concern, too, successfully negotiated land access for its pilot project through the Lions Club, leveraging its scientific credibility to overcome resistance (R5G). This outcome was possible because of both the technical knowledge the team brought, and the trust capital embedded in personal and professional networks.

Finally, Friendship showed how negotiation can be a space of innovation. Khan's (R2, Founder) discussions with donors—particularly in the context of the Rohingya response—often involved challenging assumptions and pushing for more flexible, innovative funding models (R2R). Her ability to hold these conversations was grounded in experience and moral clarity, reflecting negotiation shaped by both personal conviction and social standing.

Supporting this, Hassan, Igel, and Shamsuddoha (2022) argue that negotiation capacities are strengthened when entrepreneurship education is coupled with the formation of

entrepreneurial social networks. Their study of Bangladeshi students revealed that access to such networks mediates the development of self-efficacy and strategic communication—key traits in negotiation. This reinforces the idea that negotiation is not only a function of internal confidence or professional stature, but also of external affirmation and positioning within trusted relational ecosystems. The ability to assert legitimacy and reframe donors or institutional expectations is cultivated through both prior learning experiences and the embeddedness within networks that validate the entrepreneur's right to speak and shape the agenda.

In all these examples, negotiation is revealed as a relational and learned practice, made effective by years of experience, social validation, and strategic positioning. It demonstrates that entrepreneurs do not just negotiate money or contracts—they negotiate legitimacy, a process deeply embedded in both SC and LE.

Initiative is the most foundational of the three capacities—a precondition for all others. It is the moment where personal conviction meets societal need, where entrepreneurs move from observation to action. Initiative, as revealed through the data, emerges from ethical realization, emotional investment, and contextual awareness, often in response to glaring systemic failures. It is spontaneous, effective, and often risky requiring both internal motivation and external affirmation.

Recent empirical research affirms that initiative in social entrepreneurship often emerges when experiential learning intersects with contextual dissonance. In a study by Wang et al. (2022), students exposed to experiential learning modules demonstrated significantly increased social entrepreneurship competency, particularly in their ability to identify problems and act on them autonomously. This catalytic action—the leap from understanding to initiating—is shaped by learning environments that reward experimentation and reflection. Similarly, Suharto et al. (2025) found that initiative was heightened when entrepreneurial orientation was paired with social networks, suggesting that the support and validation from peers, mentors, and collaborators act as both motivators and enablers of social action. Initiative, then, is not born in isolation but coalesces in spaces where individuals are supported to transform insight into intent, and intent into action.

In the story of Jaago, initiative was born in a group of young friends recognizing the economic and social inequality created by the lack of English education for the poor (R1A). Despite their privileged background, they were moved by a moral imperative, transforming their recognition of injustice into direct action. This early decision, made without institutional support, reveals how ethical realization and emotional drive catalyzing initiative.

Friendship was also born out of profound emotional engagement, as Khan (R2, Founder) emphasized that true social entrepreneurship must "spring from the heart" (R2A). Her conviction led to a decade-long journey to build sustainable healthcare systems for remote communities. The foundation of Sajida as a gift of love from Syed Humayun Kabir to his wife (R4B) similarly blurs the line between personal values and public action—revealing how initiative often arises from the fusion of intimate emotion and social vision.

CHRF's co-founder, inspired by repeated tragedies of children dying from preventable diseases, moved from academic publishing to public health advocacy—a transformation sparked by empathy and disillusionment with institutional inertia (R3I, R3P). Similarly, Sajida's expansion into specialized care sectors grew from a recognition of unmet needs in the health system, not market opportunity (R4G).

Waste Concern shows how social networks can amplify initiative. A student project on waste management, nurtured through peer validation and academic mentorship, evolved into a city-wide innovation after exposure to UNESCAP networks (R5A, R5D). Here, individual vision was scaled through collective belief and resource access.

Across all cases, initiative is seen not as an isolated burst of energy but as an ongoing capacity to begin again—renewed through feedback, obstacles, and validation. It is shaped by moral clarity, emotional investment, and social affirmation—linking individual conscience with collective transformation.

Together, adaptability, negotiation, and initiative comprise the foundational entrepreneurial architecture of social entrepreneurship. Each capacity is indispensable and mutually reinforcing, grounded in the entrepreneur's evolving engagement with people, power, and

purpose. Social entrepreneurs do not succeed by passion alone—they succeed by acting, adjusting, and asserting within complex, often resistant systems. This triad, shaped by the interplay of SC and LE, reveals that entrepreneurship in the social domain is not a deviation from entrepreneurship itself, but an enriched form of it—where ethical purpose meets strategic capacity in the pursuit of sustainable change.

5.10 Translating Learning Experience into Pedagogy: A Case for Experiential Curriculum Design

The findings of this study underscore a critical insight for institutions aiming to cultivate the next generation of social entrepreneurs: *Learning Experience (LE) is not a supplemental feature of entrepreneurial development—it is its scaffolding*. Each of the essential developmental capacities (A1s) identified in this study emerged not from abstract theorization, but from entrepreneurs' lived struggles, responsive adaptation, and real-world negotiation of risk, ambiguity, and change. This suggests that to teach social entrepreneurship effectively, institutions must go beyond content delivery and foster immersive, experience-driven learning environments that mirror the unpredictable and emotionally charged terrain of actual practice.

The pedagogical implication is clear: academic training in social entrepreneurship should simulate the developmental challenges encountered by established practitioners. Whether it is exercising *initiative* in the face of social dissonance, negotiating from a place of *self-respect* against institutional hierarchy, or adapting business models in response to *donor volatility*, these situations formed the crucibles in which core entrepreneurial capacities were forged. This is evident in how capacities like *strategy*, *confidence*, *ethical realization*, and *resilience* were repeatedly shaped through LE—as documented across multiple interviewees (e.g., R1D, R2R, R3X, R5S). In these cases, it was not instruction but experience that created transformation.

Indeed, some of the most foundational capacities for social entrepreneurs—such as *adaptability*, *negotiation*, and *initiative*—were overwhelmingly shaped through learning experience. These were not learned in controlled classroom environments but in the friction of unexpected outcomes, power asymmetries, ethical dilemmas, and systemic constraints.

Adaptability was forged through trial and error, as entrepreneurs pivoted in response to shifting donor expectations or local health realities. Negotiation skills matured as participants navigated conflicting stakeholder interests, refusing to sacrifice values for visibility. Initiative was born at the intersection of emotional urgency and contextual insight—driven not by plans, but by moral disruptions that compelled action. In the same vein, *decision making*, *organizational growth*, and even *self-development* emerged from prolonged entanglement with uncertainty. It is this embodied, evolving knowledge—deeply situated in action—that educational models must strive to recreate.

Therefore, educational institutions should intentionally design learning architectures that replicate the *pressures and uncertainties* of the field—through structured simulations, live case studies, stakeholder role-playing, venture labs, and mentorship-based incubators. Programs must cultivate reflection-in-action, provide feedback loops, and embed learners within real or near-real social contexts where they are required to make decisions, negotiate values, and act under constraint.

In essence, teaching social entrepreneurship should itself become a form of social entrepreneurship: iterative, relational, and grounded in the messiness of the real world. Only by mimicking the experiential pathways of successful entrepreneurs can pedagogy genuinely prepare students not just to understand impact—but to make it.

5.11 Summary of Emergent Themes

Synthesizing the essences reveals nine emergent theoretical themes that explain how learning experiences and social capital operate in tandem. These themes highlight the symbiotic nature of learning and relational embeddedness, positioning social capital as a foundational prerequisite rather than a secondary outcome of social entrepreneurship. The analysis further reframes social need as a form of social capital and illustrates how entrepreneurs mobilize relationships across individual, organizational, and community levels. Innovation, institutional support, and policy environments are shown to mediate these processes within the broader entrepreneurial ecosystem.

6 Recommendation for Future Research

6.1 Introduction to Recommendation for Future Research

Future research on social entrepreneurial development should adopt a personalized, phenomenological perspective that fully captures the complex interplay between lived experience, decision-making, and social impact. Social entrepreneurship is deeply personal, adaptive, and engagement-driven, requiring individuals to continuously learn, innovate, and respond to evolving societal challenges. The insights, skills, and mindset that social entrepreneurs develop over time directly shape the strategic direction of their ventures, influencing not only their internal organizational growth but also their capacity to drive meaningful change within communities.

6.2 Areas of Focus for Further Research

Studying social entrepreneurship through purely positivistic or quantitative frameworks would be insufficient, as such approaches risk overlooking the deep human and experiential dimensions that define this field. Unlike traditional business models, social entrepreneurship is fluid and context-dependent, shaped by individual experiences, relational trust, and the broader social landscape. Future researchers should consider methodologies that allow for the exploration of subjective meaning, personal transformation, and the role of experience in shaping social entrepreneurial practice. A phenomenological approach—incorporating verbal protocol analysis, narrative analysis, life history research, and ethnographic inquiry—would allow scholars to capture both the uniqueness of each entrepreneurial journey and the shared patterns that emerge across different experiences.

In addition to emphasizing lived experience, future research should also challenge the traditional metrics used to evaluate social entrepreneurial success. Many existing studies on entrepreneurship, including social entrepreneurship—focus primarily on financial capital, profitability, and organizational scalability as indicators of viability. While financial sustainability is undoubtedly important, it should not be regarded as the sole measure of success. Instead, social capital, encompassing networks, relationships, trust, and community

engagement, should be recognized as an equally critical dimension of social entrepreneurial impact. Social entrepreneurs rely heavily on their ability to build alliances, mobilize collective action, and foster trust within the communities they serve, all of which contribute to long-term success in ways that cannot always be quantified through conventional financial indicators. Future research should develop more holistic assessment frameworks that integrate both economic and social value creation, ensuring that evaluations of social enterprises reflect their full societal contributions.

Understanding the Stages of Social Entrepreneurship

A deeper exploration of the different stages of social entrepreneurship is a key area for future research, particularly in understanding how social capital and learning experiences evolve over time. While scholars have proposed various frameworks for defining the developmental trajectory of social enterprises, there remains limited research on how social entrepreneurs acquire and utilize social capital at different phases—from ideation to maturity. Social entrepreneurship is not a linear or static process; rather, it involves continuous adaptation, strategic decision-making, and evolving relationships with stakeholders. Therefore, research should adopt a stage-specific approach to examining how entrepreneurs develop, sustain, and leverage social capital as they transition through different phases of their ventures.

At the intention formation or apprenticeship stage, entrepreneurs focus on understanding the root causes of social problems, identifying gaps in existing solutions, and conceptualizing their mission. This phase is highly reflective and educational, requiring exposure to social issues, networks, and role models who can provide critical insights. Early-stage entrepreneurs predominantly rely on bonding social capital, which includes support from family, mentors, local communities, and like-minded peers. Research should explore how these relationships influence the formation of entrepreneurial intentions and how social networks help shape their understanding of social issues and possible interventions. Additionally, studies should investigate how experiential learning—such as internships, volunteering, or grassroots activism—prepares entrepreneurs for the next stage of action.

During the start-up or launching stage, entrepreneurs transition from conceptualizing solutions to actively testing and implementing their ideas. This stage requires an entirely new set of skills, including organizational leadership, financial management, and strategic risk-taking. Social capital continues to be crucial, as entrepreneurs must establish credibility, attract early adopters, and secure initial funding or resources. While bonding social capital remains important for emotional and operational support, bridging social capital—connections with individuals outside their immediate networks—becomes increasingly significant. Research should investigate how entrepreneurs expand their networks beyond their immediate circles, how trust-building mechanisms impact access to financial and human capital, and whether early-stage collaborations influence the long-term viability of social enterprises.

The growth or take-off stage marks a period of scaling impact, refining business models, and institutionalizing strategies for sustainability. Entrepreneurs at this stage must navigate increasing complexity in operations, partnerships, and market expansion. This is where linking social capital—connections with policymakers, investors, corporate partners, and international stakeholders—becomes critical. At this stage, entrepreneurs require the ability to navigate regulatory frameworks, form multi-sector alliances, and engage with larger networks that provide legitimacy and resources. Future research should examine how social entrepreneurs transition from informal trust-based relationships to more structured institutional collaborations and how their ability to leverage external networks impacts their ability to scale and sustain impact.

Finally, in the maturity or consolidation stage, social enterprises shift focuses on long-term sustainability, impact measurement, and knowledge dissemination. Entrepreneurs must balance social mission with financial viability, requiring strong governance structures, leadership succession planning, and advanced strategic decision-making. Social capital remains essential but may take a different form, with an emphasis on mentorship, industry-wide collaboration, and policy advocacy. Research should explore how mature social enterprises maintain legitimacy and adapt to changing environments, as well as how they transfer knowledge to emerging entrepreneurs through mentorship and partnerships.

Given that each phase of social entrepreneurship requires distinct competencies and forms of social capital, future research should adopt a longitudinal and comparative approach to studying how entrepreneurs evolve over time. Investigating these dynamics will contribute to a more nuanced understanding of social entrepreneurial development, providing both theoretical insights and practical guidance for entrepreneurs, educators, and policymakers working to support sustainable and impactful social enterprises.

Impact of Digital Social Networks on Social Capital Formation

With the rise of digital platforms and online communities, social entrepreneurs now have unprecedented opportunities to expand their networks, collaborate, and access resources globally. Platforms such as LinkedIn, Twitter, Facebook groups, and sector-specific digital networks have made it possible for social entrepreneurs to connect with funders, mentors, policymakers, and like-minded peers beyond their immediate geographical constraints. However, there is limited research on how digital social networks contribute to the formation of social capital in social entrepreneurship.

Future research should investigate whether and how digital platforms facilitate trust-building, knowledge exchange, and resource mobilization among social entrepreneurs. Do digital interactions generate the same depth of trust and long-term relationships as face-to-face engagements? Can virtual networks provide the same level of credibility and access to financial and non-financial resources that traditional in-person relationships offer? Additionally, research could explore how digital communities influence learning experiences, particularly in peer-to-peer mentorship, skill development, and collaboration.

Longitudinal Studies on Learning Experiences in Social Entrepreneurship

Social entrepreneurship is a continuous, evolving process, and entrepreneurs often refine their strategies, skills, and approaches over the years. A longitudinal research approach—tracking social entrepreneurs over extended periods—would provide a deeper understanding of how learning unfolds over time and how previous experiences shape future decision-making.

Studies could examine how social entrepreneurs internalize past successes and failures, how critical learning moments influence their long-term strategic outlook, and how their engagement with social capital networks changes as their ventures mature. Such studies would also shed light on the long-term sustainability of social enterprises. Understanding how social entrepreneurs maintain their motivation, adapt to external challenges, and refine their leadership styles could offer practical insights for aspiring entrepreneurs and help support organizations tailor their interventions to different phases of entrepreneurial growth.

Cross-Cultural Comparisons of Social Capital and Learning in Social Entrepreneurship

Social capital and experiential learning are deeply context-dependent, shaped by cultural, economic, and institutional environments. While some studies have explored these themes within specific national settings, comparative research across different cultural contexts remains underdeveloped. Investigating how social capital and learning experiences differ across countries and regions could provide valuable insights into the role of culture, policy environments, and economic structures in shaping social entrepreneurship.

Cross-cultural studies could also help identify the best practices from different regions, leading to tailored interventions that support social entrepreneurs more effectively. Such research would be particularly useful for international development agencies, policymakers, and global networks of social enterprises seeking to promote context-sensitive strategies for fostering social entrepreneurship.

Impact of Social Capital on Social Value Creation

A final critical area for future research is the examination of how social capital contributes to social value creation. Future studies should explore the specific mechanisms through which social capital enhances community well-being, productivity, and institutional development. This includes analyzing how social capital facilitates efficient resource allocation, strengthens trust-based relationships, and fosters collective action for long-term social resilience. Additionally, research should assess the extent to which enterprises with strong social capital

are more effective in influencing policy, driving institutional change, and creating sustainable social impact. Understanding these dynamics will provide a more comprehensive framework for measuring the role of social capital in social entrepreneurship and its broader implications for community development.

Final Thoughts on Future Research Directions

As the field of social entrepreneurship continues to evolve, future research must embrace interdisciplinary and experience-driven methodologies that reflect the real-world complexities of entrepreneurial practice. Expanding the study of social entrepreneurship beyond financial metrics and into the realms of social capital, relational trust, and experiential learning will ensure that research remains relevant, impactful, and truly reflective of the transformative nature of social entrepreneurship. By investigating stage-specific social capital development, the role of digital networks, longitudinal learning processes, cross-cultural variations, and social capital's role in social value creation, scholars can build a more nuanced, comprehensive understanding of social entrepreneurship. Ultimately, prioritizing experiential learning, social capital, and qualitative, lived-experience-driven research will lead to deeper insights and more effective strategies for fostering transformative social change.

6.3 Summary of Recommendations for Future Research

The findings point to the need for a paradigm shift in how social entrepreneurship is studied and evaluated. Future research would benefit from phenomenological and longitudinal designs that capture the evolving nature of learning experiences and social capital across different stages of entrepreneurial development. There is also scope for investigating the role of digital social networks, informal institutions, and cross-cultural dynamics in shaping SED. More holistic evaluative frameworks are required—ones that move beyond economic metrics to account for relational depth, experiential learning, and social value creation.

7 Conclusion

This phenomenological study offers a comprehensive exploration of the nuanced, intertwined roles of social capital (SC) and learning experience (LE) in shaping the development of social entrepreneurship in Bangladesh. By delving deeply into the lived experiences of five prominent social entrepreneurs through Verbal Protocol Analysis (VPA), this research reveals that Social Entrepreneurship Development (SED) is not a linear, mechanistic progression but rather an emergent, dynamic outcome born of the continuous interaction between structural-relational resources and embodied experiential knowledge.

Social entrepreneurship has been increasingly recognized as a transformative force capable of addressing systemic social challenges by integrating innovative business models with social missions (Wolk, 2008). Scholars emphasize that successful social entrepreneurs blend market-driven strategies with deep community engagement to deliver sustainable value beyond profit (Weerawardana & Mort, 2001). This duality—commercial discipline paired with social purpose—enables them to develop scalable, resilient solutions to complex societal problems. Research also positions social entrepreneurship as a potent tool for tackling entrenched poverty (Bloom & Chatterji, 2009), empowering women (Datta & Gailey, 2012), and catalyzing inclusive development in subsistence economies (Ansari, Munir, & Gregg, 2012). These characteristics resonate strongly with the cases explored in this study, where entrepreneurs consistently demonstrate innovation, sustainability, and social value creation as core tenets of their ventures.

While prior scholarship often considers social capital and learning experience as distinct, even competing forces influencing social entrepreneurship, the empirical evidence gathered here decisively highlights their synergistic interdependence. Social Capital (SC) alone provides entrepreneurs with critical access to networks, institutional legitimacy, and collective capacities for mobilization. SC enables credibility, embeddedness within community and organizational structures, and the relational trust necessary to gain influence and marshal resources. Learning Experience (LE) alone equips entrepreneurs with resilience, adaptive problem-solving, ethical clarity, and cognitive flexibility. LE emerges from confronting real-

world uncertainties, moral conflicts, failures, and challenges that compel reflection and personal growth. These direct encounters forge the psychological and moral scaffolding essential for innovation and perseverance.

The intersection of SC and LE (SC+LE) represents the fertile space where relational resources and learning experience co-constitute adaptive, ethically grounded, and scalable ventures. In this space, mentorships become crucibles of transformative insight, community feedback channels produce both social validation and cognitive challenge, and social networks act simultaneously as sources of opportunity and testing grounds for reflective growth.

This integrated view challenges reductionist frameworks that isolate structural embeddedness from personal insight or treat social entrepreneurship development as the sum of discrete variables. Instead, it positions the social entrepreneur as an embedded, reflexive actor whose identity, capabilities, and strategies emerge from recursive, contextually situated exchanges between the self, others, and environment. The phenomenological commitment to lived experience underscores that entrepreneurial development is a relational, situated process grounded in intersubjective meaning-making rather than abstract models.

From the analysis of over 100 narrative segments, sixty-eight core “essences” of social entrepreneurship were identified, each repeatedly appearing across diverse entrepreneurs and contexts. These essences—such as agility, governance, resilience, strategic vision, empathy, and social impact—represent fundamental capacities and orientations essential to SED. Each essence is linked to specific shaping mechanisms, coded as SC, LE, or SC+LE, providing an analytically precise framework for understanding how social entrepreneurship unfolds over time. For example, agility is shaped by in-depth thinking (LE) and vision (SC), while governance arises through democratic practice encompassing both SC and LE. Such mappings allow future research and practice to target specific developmental pathways and support mechanisms.

Beyond theoretical contribution, this study offers critical practical insights for social entrepreneurship in Bangladesh, particularly as the country transitions away from donor

dependency. Bangladesh's anticipated graduation from Least Developed Country (LDC) status by 2026 signals a forthcoming reduction in foreign aid, posing serious challenges to social enterprises reliant on donor funding. This research highlights the importance of diversifying funding models through impact investment, hybrid business strategies, and private-sector partnerships, while simultaneously cultivating supportive policy environments that recognize social capital as equally vital to financial sustainability. The ability of social entrepreneurs to leverage relational trust, community legitimacy, and networked support—forms of social capital—will be paramount in buffering resource constraints and enabling mission continuity. Moreover, the study affirms that financial capital alone is an inadequate measure of social entrepreneurship success. Instead, success must be understood as a multidimensional construct encompassing social impact, the generation and maintenance of social capital, ethical leadership, and sustained community engagement. The entrepreneurs studied demonstrate how social capital operates at multiple levels—individual (leveraging personal networks and reputation), organizational (embedding social capital into governance and operations), and community (strengthening collective trust and cooperation)—thereby amplifying social impact beyond the enterprise itself. These findings advocate for expanded evaluation frameworks in policy and scholarship that transcend economic indicators to embrace relational and social value creation.

A central insight of this study is the indispensable role of lived experience in social entrepreneurship development. The entrepreneurs' narratives reveal how direct encounters with ethical dilemmas, crises, and complex social realities serve as turning points that reshape their values, strategies, and approaches. Learning experience not only cultivates resilience and adaptability but also deepens moral clarity and commitment, qualities difficult to instill through formal education or abstract guidance alone. Consequently, entrepreneurship education and capacity-building efforts must prioritize real-world immersion, mentorship, peer networks, and reflective practice to nurture these vital competencies.

Theoretically and practically, this research advances a relational and processual conception of social entrepreneurship—one that recognizes it as a fluid, continuously adapting practice embedded in socio-cultural contexts and co-shaped by social ties and personal growth. Social

entrepreneurs are neither isolated agents nor mere functionaries of structural forces; they are reflexive actors whose identities and ventures evolve through complex, recursive interactions with their communities and experiences. Beyond structural and experiential determinants, the essence of social entrepreneurship lies in its capacity to drive meaningful social transformation within marginalized communities (Alvord, Brown, & Letts, 2004); (Nicholls & Huybrechts, 2012). By confronting market failures through mission-driven innovation, social entrepreneurs challenge existing institutional constraints while fostering inclusion, agency, and systemic resilience. As this study demonstrates, their success is often less about profit optimization and more about expanding access, participation, and dignity for underserved populations. These findings echo earlier research which stresses that the primary metric for success in social entrepreneurship should be the depth of social impact achieved, rather than financial returns (Thake, 1997). In this sense, social entrepreneurship is not merely an economic alternative—it is a value-based praxis that seeks to reshape the very structures that generate exclusion and inequality.

This study fills a critical gap in the understanding of social entrepreneurship in Bangladesh by illuminating how social capital and learning experience operate both independently and interactively to shape the essence of entrepreneurial development. As Bangladesh faces evolving social challenges, donor transitions, and new technological opportunities, the sustainability and impact of social enterprises will depend on fostering this dual capacity—leveraging relational resources while embracing the transformative power of lived experience. Policymakers, educators, and ecosystem builders should heed these insights, designing supportive environments that nurture social capital, embed reflective learning, and broaden success metrics to fully capture the societal value of social entrepreneurship. Social entrepreneurship development should be understood as a deeply human, relational, and experiential journey toward creating meaningful and lasting social change.

8 Annexure

8.1 Research Question / Inquiry Prompt

''Please recall your experiences on learning and social capital in becoming a social entrepreneur and describe them as they occurred to you."

8.2 Verbatim Transcript

8.2.1 Rakshand (R1, Founder)

Interview Section	Respondent's Original Expression	Indexed Interpretations	
		Noema: A1: Essences of SED	**Noema: A2: Shapers of SED**
R1A	So, uh, when I started Jaago, the main, uh, motive was due to the age that we need to do something, uh, for the country. And that age, everyone had that, uh, urge. From there, I think, uh, seven of my friends, me and seven of my friends, we decided we want to do something. It was a friend circle. We decided we need to learn a bit more about Bangladesh. And when, when we decided what we will do, we thought maybe teaching English can be a big asset for the people. Why did we think so? Because we have seen that, uh, when laborers go abroad, Indian laborers and the Sri Lankan laborers are always ahead due to their communication skill. So we thought maybe that is important. If we can give that to children when they go abroad, by the time they grow, it'll help them. So, we went to a lot of slums and one of our biggest struggle was our age.	**A1 Initiative** **A1 Capacity Development** **B Recalling**	**A2 Ethical Realization – SC+LE** **A2 Affluent Background - SC** **A2 Social Responsibility – LE**

	Due to the age, no one trusted us because we were 20, 21 years old. Yeah. And the biggest question was normally, uh, a non-profit worker, a social worker, would be at the age of 40, 45. That is what they have seen for years.		
R1B	Second problem was due to our education background, we were communicating between us in English. Mm-hmm. <affirmative>, that created another rumor in the community that maybe we are from a, um, background where we will change their religion of the children. That was a second, uh, barrier. And we actually had a hard time convincing people to give the children to us for free. So after roaming from couple of the slum, we ended up in a slum at Rayer Bazar, where a lady saw me and identified that this is the son of the owner of the school where I work. Basically, my mother has a school in Mohammadpur, the Ayas (Nanny) stay in Rayer Bazar slum, and they identified, and they were the first children of Jaago school. So that network helped. Um, and she helped, she gave her three children and another 14 children. So, 17 children were the first batch of Jaago, but it was just teaching English.	**A1 Community Resistance** **A1 Trust** **B Recalling and Critical Thinking**	**A2 Social Network – SC** **A2 Determination – LE** **A2 Social Network – SC**
R1C	When we started teaching English, after three to four months, the kids came to us and said that, when are we having our promotion? And I said, it is an English school. We don't have a promotional system. I was like, no, this is a school. We come, you have to give us a promotion. That's when the whole thing	**A1 Community Aspiration** **A1 Innovation**	**A2 Trust – SC** **A2 Determination – LE**

	triggered that these kids are thinking this is a school, which means they want to go to a school. We always have heard that poor people doesn't want to come to school. I think it's not poor people doesn't want to come to the school. They don't want to come to the environment that the school was set up in. So when we made the school a bit nicer, there was a laptop. They could see cartoons, they could paint. Not a traditional school. They enjoyed coming in. So this was a huge learning for us that for non, whether it's a non-profit, whether it's a for-profit, if you create a environment, people will come, children will come to school. So if then we converted into a school, uh, definitely I went to my mom, she herself was a principal of a school, so that helped.	**B Recalling**	**A2 Social Need – LE**
R1D	Um, after that, uh, Through friends and family, there was someone who, who gave a donation of $300. And we were like, what can we do with $300? We just had one room, one carpet, a whiteboard. That was it. So we got $300, we were very happy, but with $300, neither we can make it make a school. Mm-hmm. <affirmative>. But at that time, $300 means 18,000 Taka. Dollar was 60 Taka still a lot of money. What can we do with that money? So we thought that because the children think it's a school, we got uniform for them. The kids were very happy.	**A1 Holistic Approach** **A1 Adaptability** **B Critical Thinking**	**A2 Problem Solving – LE** **A2 Resource – SC** **A2 Learning – LE** **A2 Commitment – SC+LE**

	Everyone think was happy. After a week when they were coming back, we realized that they're wearing the dirty uniforms because they don't have the mindset and they don't have the money that they have to clean those things. So it was a pressure for basically, not a pressure, but we realized that if we have to work with them, it's not just about giving education. There has to be holistic approach. Giving them soap to clean their uniform, detergent to clean their uniforms and other things. So whole JAAGO's journey curved, every time there was a problem, every time we faced a problem, we thought, how can we solve that problem? So when someone told, ask me what Jaago will be after five years, I said, I am not sure what Jaago will be, because we pave pave to the problem, rather than a donor coming in and saying, this is what you have to do.		
R1E	Mm-hmm. <affirmative>, Jaago's background is, it is not a donor-driven organization. Jaago got its NGO license, international fund receiving capacity in 2020. And Jaago established, Jaago established in in 2007. How so? For 14 years, we actually raised money from individuals, from corporates, but not donors because we always had an idea that donors come, they dictate, they give us the work, and that is exactly what we have to do. Whether it is solving a problem or not, the more important thing is the numbers and the paperworks. So we, we, we never went in that route.	**A1 Independence** **B Believing**	**A2 Vision – LE** **A2 Mindset – SC+LE**

R1F	So from that, um, education, we thought that because we were working with children, maybe we need to create awareness about children's right. And then we figured out that there's nothing called children right. So, I told, again, I told my friends, my brother and sister were also in schools. I told their friends mm-hmm. <affirmative>, 500 people gathered to create awareness on the street in 2009, on 20th November. That's children's day. And we took all the street children of the street. They went to amusement park. So everyone on the street was amazed to see that why are these rich kids selling flower? Mm-hmm. <affirmative>, so literally like a street vendor, this girl with a Gucci bag knocking at the door and saying, would you like to take a flower? So everyone was like, what is going on? And that created, a huge buzz in Dhaka, and later on it, it's spreaded in all over the country. But the good thing was that we got the attention of the government mm-hmm. <affirmative> the nation as whole. And people are like, oh, there is a day called Universal Children's Day. We should celebrate it. Offices started celebrating it. Corporate houses started celebrating. Schools started celebrating. It was a movement by only 500, uh, students, young students. Yeah. So I think that was a very positive thing because after that, the government actually started, uh, we did, we did this for seven years.	**A1 Impact** **A1 Accomplishment** **B Valuing**	**A2 Social Network – SC** **A2 Recognition – SC**

	And then government officially announced Bangladesh Children's on the father of the nation's birthday. 17th March. 17th March. It wasn't celebrated before. That's a big, big achievement. We, we believe it won't be written in the history, but we know that we were one of the ones to push it.		
R1G	So after celebrating it for one or two years, all these young people came to us and said, your passion is children. Your passion is education. I want to work for environment. I want to work for climate change. I want to work for women empowerment. Mm-hmm. <affirmative>. Now, Jaago doesn't have that focus. Jaago's, focus was education, children, because Jaago was very small at that time. We thought that what will happen to all these young people and their dreams? Because at that time, still, uh, today how we see the social enterprises, social, uh, entrepreneurship, startups, the culture was not like that.	**A1 Vision** **B Recalling**	**A2 Focus – LE**
R1H	Mm-hmm. <affirmative>, I myself, after my graduation, my parents gave me a condition of whether their business or my madness. So I was asked to leave home <laugh>. Okay. So in 2009, nine in the middle of two thousand nine, I left home. I left home. I, I went to Rayer Bazar slum where my school was. And I stayed there for nine years. And, um, and also the community accepted me. The community accepted me. When they realized that I left my home for them for a month, they	**A1 Community Acceptance** **B Recalling**	**A2 Madness – LE** **A2 Affluent Background – SC** **A2 Determination – LE** **A2 Trust – SC**

	actually fed me because I took a laptop from home and just came. I, I didn't have any money and nothing. And Jaago did not have this nice office or structure or any income. It was more like from pocket money and stuff. So they gave me food for a month, and when they were sending me the food, they were giving the best food possible. I had to request them that stop it now, because I know they cannot afford that. But they know that I'm doing something for their children. A lot of people ask me that, will you be saved there? I said, I think they know that I am there for a purpose, and the purpose is their children. Probably they will protect me. So, at that time, I was more safe than the roads of Gulshan. Mm-hmm. <affirmative> in the slums because they knew it. So that's the relationship that we had to build when you're working with this type of people, Rayer Bazar at that time, was one of the most dangerous. Like you'll find all sort of negative work there. So that's a big thing, understanding their needs. Then we actually created a small, uh, business, um, like a sewing center.		
R1I	Mm-hmm. And after the sewing Center, when they were trained, we couldn't give them job. Mm-hmm. <affirmative>. So we started making our own products and we used to export it to Australia. And the brand was called 'Bachchara'.	**A1 Social Entrepreneurship** **A1 Social Entrepreneurship (-ve)**	**A2 Capacity Development – LE** **A2 Ethical Dilemmas – LE**

	Yeah. It was called 'Bachchara'. It's Children's, children. Um, so that ran for a while till they needed a job. And later on they moved to the garments and we were like, we are happy that they moved to the garments. Similar to the enterprise thing, it was expensive. It was not in numbers less, but we did not give them like a product base because they cannot make many products. It was more like a monthly salary. So it went for many years. We did also other small business like we had a candle factory, but we never, we could never beat the price of the actual candles. Ah, exactly, because we couldn't use that bad, uh, wax, which is harmful for the body. So under Jaago's brand, we can't use that. So we had to cancel it because in the market, people were going for the cheaper one because they didn't know that the cheaper one is bad. So these were also very interesting experience. That's why I was asking about social enterprise and how, because we failed as Jaago, as as bus. We are good in fundraising, but when it comes to business, we are not the best people with too ethical. And then I don't know what happens. We, we can never make profit.	**B Reflecting**	**A2 Sustainability – SC+LE**
R1J	And then with time when all these young people came with all these ideas, we thought that we need to listen to them. Because me coming from a middle class, high middle class family, if I have to go through this, these young children, young	**A1 Platform** **A1 Capacity Development**	**A2 Inclusive Approach – SC+LE** **A2 Engagement – LE**

	boys and girls are from different backgrounds. Not everyone has a rich father or a mother. Mm-hmm. <affirmative>. But still they have the wish. So we created a platform called Volunteer for Bangladesh, which often you see people wearing yellow T-shirts. Yes. Yeah. So that's a platform that we created. And we said, this is your platform. You decide what you want to do. We will just train you, we'll train you to do fundraising, we'll train you to do, uh, advocacy. We will teach you how to, uh, run a team, write a proposal. So, and that is what we have been doing for the last, uh, this network's age is 12 years.	**A1 Empowerment** **B Visioning**	**A2 Engagement – SC+LE**
R1K	Actually, today's birthday, second May is, uh, the birthday. They're the planning in every district, people are celebrating. So the ag jug, uh, one decade. So their main target is 17 goals of SDG. Whatever they do, they just take this pillar and they work with them. Mm-hmm. <affirmative>. And that is our biggest social good if you say, because 50,000 young people every year activated for doing social work. And it's their idea. It's not our idea. It's not a donor coming in and saying, okay, let's do this. Because every district have a different need. Every individual wants to do something of their own. And there's no platform in Bangladesh to cater that. Now, a lot of people will ask, how do we maintain a network of 50,000 people <affirmative>?	**A1 Social Change** **A1 Leadership** **A1 Governance** **B Recalling**	**A2 Social Need – LE** **A2 Strategy – SC+LE** **A2 Inclusive Approach – SC+LE** **A2 Democratic Practice – LE**

	So every year there's an election and they vote their own people from their area, and the voters are also from their area. So we have nothing to do with that. We have a bylaws. Mm-hmm. <affirmative> a rule book. They have to maintain the rule, but they elect their leaders so that they cannot tell us that my leader is not working. You gave the vote. So practicing democracy and governance and maintaining this network. So an individual can come and say, want to volunteer, they become a general volunteer. After working for a while, they can become, uh, either institutional representative or core volunteer.		
R1L	After becoming a core volunteer, they can apply, give an interview, and then become committee member. A committee member is someone who can vote. There's only certain amount of people who can become a committee member. There's a number. And those people vote and, uh, elect seven board members. Each of them have a responsibility. There's a president, there's a vice president, there's a treasurer, there's a HR officer who does all the recruitment of all the volunteers. There's a pro, uh, project officer who does all the projects. So it's very designed, led by young people, designed by young people, maintained by young people Right. Because they have to select their leaders. Mm-hmm. <affirmative>, district wise, by the time they complete the board for one time or two time, they're already in the age where they have completed the education. But we have	**A1 Leadership** **A1 Human Capital (-ve)** **B Self Reflection**	**A2 Democratic Practice – SC** **A2 Organization Structure – LE** **A2 Competitiveness – LE**

	already invested around, um, three to five years with them. Mm-hmm. So they're quite experienced, but now they're going to job. Now, when they're going to job, they cannot volunteer like they used to do.		
R1M	So we, we created another tier, like mentors, do we call them division board. They're also, they have to, um, stand for election. And division means in Dhaka division, the young people who are standing have to communicate with eight, uh, eight or nine districts. So Dhaka is voting, Narayanganj is voting. Munshiganj is voting, but these are already trained people. They're already a bit famous because they have been in the board in the districts for some time, and they create an agenda saying, if I am in the division, I will do this, this, this, this for you. Awesome. And, but the good thing is either they're already an entrepreneur or they're in a job. Mm-hmm. <affirmative>. So their network is bigger than these young people. So then they can actually help and mentor because they have crossed this whole journey mm-hmm. <affirmative>. And after that, after they've completed their divisional board, they can actually be elected for a national board. And there's only one national board is, how we say is one country, one national board have eight divisions.	**A1 Social Network** **A1 Leadership** **A1 Scalability** **B Visioning**	**A2 Social Linkages - SC** **A2 Learning – LE** **A2 Community Engagement – SC+LE**
R1N	We have eight divisional boards, we have 64 districts. There's 64 district boards. And the	**A1 Vision**	**A2 Foresight – SC+LE**

	national board cannot interfere in day-to-day work, but can only create policies. If they start entering day-to-day work, they will create politics. So they can only work with the paper, the rule book. And this also comes from suggestions from district to division. So that's another wing of, of Jaago. And now after 2020, after the Covid, we realize that Bangladesh is becoming a middle-income country. A lot of NGOs are closing down because the donor money is shrinking. Shrinking, but it's not going away. It's not going away. Which means, and a lot of money is now not coming to build schools, but to build capacity of teachers. Just an example, no one will give me money to put a tube well, but they will give me money to teach peaple how to get water. It's more about training and capacity building, which Jaago is very good at, rather than building construction stuff. So we thought that because we have such a big network of young people, any non-profit organization, any donor, when they come, they, their budget is shrinked. So they, the small amount of money, they want to create an impact. That is the reason why all these donors are coming to us because we are doing the work faster with less money. Because huge number of volunteers are here to help. Which if you hire people from the NGO, it would become very expensive. And that's how, uh, our donor side is now increasing. But most of the	**A1 Adaptability** **A1 Efficiency** **B Critical Thinking**	**A2 Strategy – LE** **A2 Quality Services – SC**

	time, if the donor is, uh, asking us to do things, we also take two steps and say that not this way, but in a, in a, there has to be a middle ground.		
R1O	See if they just come and say, can you deliver this? We are not a vendor or delivery company. We are also an organization that is working in Bangladesh for 16 years. So we also have some experience and why don't we negotiate mm-hmm. <affirmative>. So now that we have the negotiation capacity, we are actually working with the donors in our own terms. Mm-hmm. <affirmative>. So three phases of Jaago, I don't know where we will go, but the three phases, the education, the youth, and now the donor working. But most of our funding except the donor, which we started recently, is from the corporate sector. And uh, the individual people who support education of a child. So that's how we have actually built. And when we started, everyone said, this model will not work in Bangladesh. In Bangladesh. People will never pay for another child. And I said, if we can be transparent, if you can show the change, people will, we started with 500 taka. Okay. My, I, I told my mother and father initially, can you support, uh, one child? One child? They started then my friends, then my cousin's family, but now have burned out. I've got how many people? A hundred I 200. We've got 4,500 children. Yeah. So now people from different places are coming, which we don't know.	**A1 Negotiation** **A1 Donor Management** **A1 Trust** **A1 Scalability** **A1 Vision** **B Creative Thinking**	**A2 Expertise – LE** **A2 Organization Capacity – SC+LE** **A2 Transparency – SC** **A2 Global Engagement – SC** **A2 Learning – LE**

	We got registered in the US, we got registered in the UK. People, Bangladeshi people from there, even local people from there also coming up due to the transparency that we have. So ensure that's that's totally that I learned. Um, yeah.		
R1P	When, when I moved to, uh, the Rayer Bazar slum initialy, I was mad definitely that why do I have to take such a hard way where I am trying to do a good thing? But it was a place, uh, blessings in disguise because the things that I got to learn, example, poverty is not in stomach. It's in the mindset. It is not in the stomach. How much food you give, how much cash you give. It doesn't matter. Are you able to change the mindset of these people? Example, uh, you might, in the slum, there are houses who earns a lot of money but still didn't send their children to school. It's not the money problem, it's a mindset problem. So when we set up a school there and these children in a tea shop, a tea store, um, sitting, and suddenly there's a scroll in English, and only that child from our school were able to read that scroll. Everyone was like, how did you do that? That motivated other children to come to school. So I, I was there to witness those things because I was staying there. So I was also the still having tea with them. <laugh>.	**A1 Perspective Shift** **A1 Social Change** **B Reflection**	**A2 Learning – LE** **A2 Awareness – LE**
R1Q	Um, a lot of these people wanted to send their children to Madrasa. There was a lot of counseling sessions had, in the evening when I	**A1 Community Resistance** **A1 Social Change**	**A2 Norms and Beliefs – LE**

	was free, they'll come and say that you've done a great job, but now I will send my child in the name of Allah. And I was like, that's good. What in the name of Allah, what is that? What does that mean? Mm-hmm. <affirmative> sending it to Madrasa. So doing those counseling, getting close. If I did not stay there, it would never be, we were, we, we would have never built that bridge between those communities. Mm. So that was a strategy that we adapt later on when we went to other places, to open schools that we need to be very close with the community or as a lot of time you'll see the projects with all good intention not failing because of the communication problem. We think we're educated, we have the best solution. They think they're not from our part of the society. Why will I listen to them? So these are bridges that I think I was able to break only because I was staying there. Mm. So this is some of the experience.	**A1 Impact** **B Critical Thinking**	**A2 Awareness – SC+LE** **A2 Community Engagement - SC** **A2 Personal Influence – SC+LE** **A2 Quality Services – SC+LE**

8.2.2 Khan (R2, Founder)

Interview Section	Respondent's Original Expression	Indexed Interpretations	
		Noema: A1: Essences of SED	**Noema: A2: Shapers of SED**
R2A	So, you know, one never starts by wanting to become a social entrepreneur. I mean, I think it's a very wrong way of going about the business because social entrepreneurship is something I think which the, the objective of the doing of what you want to do is something which needs to spring from your heart. You see, it can't spring from, uh, uh, brain or ability or thought. It's something which needs to come right from the depth of your soul and your spirit and your heart. Then you find, oh my God, this is a problem and this problem, I have to solve this problem. You know? And I start getting personally responsible for trying to solve this problem because I feel I might be able to contribute to the solving. And so you jump into it. And when you jump into it, I think I never really thought of consequences or nor did the fact that it can't be done strike me.	**A1 Social Responsibility** **A1 Challenge** **A1 Initiative** **B Visioning**	**A2 Ethical Realization – LE** **A2 Dream – LE** **A2 Emotion – SC+LE**
R2B	Why? Because the question of accepting that the problem cannot be solved was not in my perimeter of thought. I went, saw the people. They were so poor when I, if I thought that the, I can't make a full-fledged hospital, I thought I would just make it movable the ship. I would	**A1 Optimism** **A1 Devotion** **A1 Innovation**	**A2 Determination – LE** **A2 Ethical Realization – LE** **A2 Social Need – SC+LE**

	make the ship movable, and I would distribute paracetamol and Orsaline, even that would save lives. You see? So my object and that would bring this suffering to people. And this fact that the objective Can, the objective was to ease suffering. And you do whatever part you can do, ease that suffering. And if you can do that in a very, with all your heart and soul, and I, as I say that social enterprise premiers, people say dedication. No, it's not dedication, it's devotion. You see, you need devotion to be able to, even if you can't reach your goal, it can't minimize your work. So you do whatever because you give your heart and soul to doing it.	**B Creative Thinking**	
R2C	That's extremely important, I think, for a real social entrepreneur. Also, I think what I, I think this is exact, I think, I really think why, why I'm saying this is because I really think that's the way to do, because I didn't also know any other way to do so. And people call me a serial social entrepreneur. You know, Mrs. Schwab also calls me a serial social, social entrepreneur. And then what hap Yeah. So then, you know, when I started, when I started friendship, I, uh, so I found what I found the problem. I found, I found the need, which touched me beyond, uh, a logical understanding. It touched my heart, it touched my, my, my soul. It touched my emotions. I felt I could do something.	**A1 Social Responsibility** **A1 Accomplishment** **A1 Optimism** **A1 Challenge** **B Abstract Thinking**	**A2 Ethical Realization – LE** **A2 Recognition - SC** **A2 Emotion – LE** **A2 Social Need – LE**

	I needed to do something, you know, and I felt so responsible for this. And so I said, okay, whatever it is, I will start. I will do, I will, I will do this. And though we know, they said that you can't do this and you can't do that. Uh, everybody said that it's not possible. I, as you very well, know that I was not even, uh, I didn't even know what a social entrepreneur was. I didn't know what NGO was. I didn't know hospital. I didn't know, um, uh, ships.		
R2D	But I knew that if I could reach the people, just go around reaching the people, I would solve at least part of the problem. But then, you know, you start with it and then you see that you can't, that what you do. I, I knew one thing that I knew that the way that people were doing the services or trying to do services or said that they did the services in the char was all in moving islands, you know, on the rivers. It was not possible to do it. Because human beings, there are few things for which human beings need trust and dependability of that service. One is health, one is education. You can get a training today and then you don't get it. And then you get a training after 10 days. Again, whether you get it, not get it, you've got one training, it's something.	**A1 Problem Solving** **A1 Foresight** **A1 Trust** **B Reasoning & Decision Making**	**A2 Confidence – SC** **A2 Instinct – LE** **A2 Community Engagement – SC+LE**
R2E	But health, if you commit that, this is a place where you get only, um, eye care. Then when you have eye problem, you go there. And then you want dependability of that service kind, quality and dependability. You need to get cured when you come out. And this dependability is something which can't be built in a day. It, it can't	**A1 Trust** **A1 Problem Solving**	**A2 Commitment – SC+LE** **A2 Continuity of Services – LE**

	be built with one action. It is built with a commitment of a long term. And within this commitment, you need to continuously find solutions for that commitment continuously. It's not one day you have an idea and you fix it up. You needed to find continuous solution. So my focus was not to bring suffering to people, I mean, to ease suffering to people. When you try to ease suffering to people. So I started with the hospital ship and then suddenly realized certainly it is not enough.	**A1 Impact** **B Problem Solving**	**A2 Diverse Solution – LE**
R2F	You know, this little child who died and then the next morning I couldn't understand that you have a child which is dying on the opposite side of the island, on of the river. Uh, and, and, uh, he didn't even come to you. And then you see why you, I went there. The child had died of diarrhea. That means that mother didn't even know that salt and sugar or gur (molasses) and salt may have saved the child's life, number one. Number two, I said, then why didn't you bring him? You saw the hospital. Everybody knows the hospital is there. She didn't even have five taka to bring the boat to come with the child. So then, you know, you say that, okay, you've got all this and, and it, it isn't just even within your reach area, you can't reach <laugh>, you know, so there is a knowledge transfer, which was needed. There was a, uh, there was a, uh, economic transfer which needed to be done. So these were in my head. I had to see which I could	**A1 Awareness (-ve)** **A1 Awareness** **A1 Innovation** **B Problem Solving**	**A2 Extreme Poverty – LE** **A2 Inaccessibility – LE** **A2 Resource Mobilization – SC+LE** **A2 Vision – LE**

	do when knowledge transfer could be done immediately. So I called the doctor, and then we called the medical staff and say, okay, you have afternoons free. Many of you, because then people would come and they had to go back in the afternoons because they would come from a long places, you know, far away. And the boats had to leave and reach by daylight. So they needed to leave the ship by about 2. So after that, the, the people were free, but they were still light to go across on a, to a char. I said, okay, let's try with 2, 3, 4 chars. You go and just do awareness program. We don't even have money for medicines. Let's do awareness. This child might not have died. You know? So it kind of snowballed. And we started our satellite clinics. And I remember that in the beginning, the satellite clinics, the satellite clinics were taking like, uh, for four satellite clinics. I really spent one year in trying to mature it. Hey..		
R2G	So, you know, every time you start doing something, you have to keep your heart and your mind open as to how to, are you on the right track or not in trying to meet your goal. So then I would say that, okay, then what happened? So we started our, um, satellite clinics. That was the second step of, um, the Friendship health. এক দিন (One day) I go and find that a child was crying and crying for three days. There was not even a paracetamol in the island. There was not even, um, uh, uh, an egg. মানুষরা	**A1 Adaptability** **A1 Innovation** **A1 Continuity of Services** **A1 Capacity Development** **B Recalling and Reasoning**	**A2 Open-mindedness – LE** **A2 Social Need – LE** **A2 Social Responsibility – LE** **A2 Vision – SC+LE**

	এতো গরীব ছিল, (people were so poor) They didn't have chicken or anything, you know, পুড়ে গেসে তিন দিন বাচ্চা (the child is burnt for three days) and the child was crying and I'm saying, my God, we are having these satellite clinics, and then you need something, some continuity also. So then we started the, the community Medic-aides. But the thing is that also, this was more the satellite clinics. I started because of this, you know, that child. But I also realized that as we strengthened the hospital ships, we are going to need a follow up when the hospital hospital moves. And if we don't have a whole network of clinics who can take care of patients when we are not there, it'll be very irresponsible to just do an operation and go, you see? So I needed that. So the second tier became that. The third tier became, uh, with the community medics who were living there, emergency হলে পরে (if) .		
R2H	So now our responsibility was to teach and ensure that the community medic-aides can deliver them to the best of their capacity. কি রকম We can't get anybody বেশি পড়াশুনা করেছে (who studies lot) because that person is certainly going to go away after training. We needed somebody who would live in that island. So we took people who would not go from the island, maybe not the best, but who wouldn't go from the island, you see? So we took people, community who did not even know, you know,	**A1 Sustainability** **A1 Quality Services** **B Reasoning and Decision Making**	**A2 Capacity Development – SC+LE** **A2 Capacity Development – LE**

	beyond grade five, grade eight studies. We took people like this, and then we started training. And sometimes in an island we could find only three people who have done grade five or two people who have done grade eight এরকম (like this). তো (Then) I So, so I said, okay, we have to train them because they have to stay there. They have to open the shop to make the people, you know, give the service to the people.		
R2I	তারপরে ওরা যখন দেখছে যে খুব ভাল করছে (when we saw that they are doing very good) Then we said, okay, how do I make them even better?. So, you know, the whole healthcare system interlink করে যখন শুরু করা যায় (we can start as interlinked) then it has synergetic effect. Like a hospital ship is, say 30% of a project. Community medic-aides are, say 10% of the offer projects. So 30%, 10%, uh, community medic-aides, uh, satellite clinics, 10% com 10% community Medic-aide is providing 10%. mHealth is providing, so 60 হইলো , but actually when you link the services together, it becomes a hundred, because then you can do from zero right up to ensuring that they can go and reach a government hospital in case we can't treat. So, this whole system makes that synergy. And, you know, and, and journeys came like this.	**A1 Impact** **B Creative Thinking**	**A2 Holistic Approach – SC+LE** **A2 Synergy – LE**
R2J	Suddenly in 2004, the flood started. Oh my God. The whole country was totally inundated with one of the biggest floods, and we needed food	**A1 Responsiveness**	**A2 Natural Disaster – LE** **A2 Empathy – LE**

	relief everywhere. People's houses were broken. Then I realized, you know, bathrooms, if I make bathrooms, which look very nice, the next flood will break it and take it away. So I needed to make bathrooms, which didn't look very nice, but people could dismantle at least some of the tins and moves and only the, you know, things they would leave behind. Same for tube wells . Mm-hmm. <affirmative>, then we, okay then about arsenic. People are worrying about arsenic here. You're worrying about, absolutely they have no drinking water. I couldn't really worry about arsenic, but then I thought, oh my God, I better test it. And I found that arsenic was fine, but at a depth. But you could get water, you know, at, uh, 60 feet. So there was no arsenic there. We got it tested.	**B Problem Solving**	
R2K	So, you know, things like this in the same way. Then you start living with the people. Once I went to an island, and there were people with me at that time, so just in a speed boat, and I saw this island and I said, oh my God, what? It's really looking uncharted, kind of. I said, let's stop here. And Nazra 18 families had not eaten for two days, বাচ্চা-কাচ্চা সব মিলে (along with the children). ওদের ছোট ছোট বাসা মাঝখানটায় (their small houses are at the mid of the island). I couldn't believe it, খামারবাশপাতা island টার নাম (Khamarbashpata is the name of the island), you know, the first time I said, oh my God! So, I started talking to them. I said, okay, what is it	**A1 Intuition** **A1 Empowerment** **A1 Dignity** **A1 Opportunity** **B Creative Thinking**	**A2 Learning – LE** **A2 Social Need – SC+LE** **A2 Resource – SC** **A2 Inclusive Approach – SC+LE**

	that they will need? I couldn't just give them relief and go away because রিলিফ আর কতদিন দেওয়া যেতে পারে (how long we can give relief). So, I asked them, I said, you tell me. How are you going to earn more money? কি করলে পরে (what to be done so) y ou will earn more money. You know, I didn't even have to make the solution for them. They said, you know, Apa, দেখেন না in winter we can grow onions because only thing they would eat is onions and chili with the rice, you see? পিয়াজ যদি ফালাই একটুখানি (if we van grow onion) So they said whatever that area is, this is in the middle of the island to get water, they had to go right to the end of the village. So if we had a pump, I could give, we could get eight kg or whatever. I said, you're joking. I said, yes, Apa. So I just calculated, I said, they can repay back the pump in like X number of years, and he doesn't only have to use it, everybody can use it. So, can you give the money pump money back in so many years? Yes. Then where are they going to sell it? Not to each other. They don't even have a boat দূরে একটা বোট যাইতেসে, wave করলে যদি থামে (a boat is moving far on the river, they wave hand if it stops) only then they can go. So, then we gave them a boat at a, like, the boat cost was quite high. So, we just took		

	10,000 and gave, gave the rest as a grant just to make them feel it's theirs. And they started, we connected them to the village market.		
R2L	You go and see this char (island) today. And I did not know at that point, Nazra, you know, how this char was living. The char was living. They would sometimes make a raft or they would get another boat. They were all dacoits in that Island. They would go and rob other islands because they had nothing on theirs. এই ডাকাতদেরকে নিয়াও কাজ শুরু করসি (I start working with these Dacoits) And then I had to, you know, then I heard one thing that they are Dacoits. So, I, I said, তোরা বলে ডাকাত? (I heard you are dacoits!) They said, না আপা, কিচ্ছু করি না (No Apa, we don't do anything). What do you mean, কিচ্ছু করি না. What do you do? I heard you went there, and you did ডাকাতি (robbed), 'না না আর করুম আর করুম না' (no, no, we won't do, we won't do). It was like that, that was our relationship with the dacoits of the char. You know, it is just unbelievable. They used to, every time they used to come, they used to come running from the chars to see us, you know, and it's just kind of, you know, this relationship, this empathy and the growth of trust.	**A1 Trust** **B Empathy**	**A2 Inclusive Approach – SC+LE**
R2M	So, whatever we took to them, they kind of synergized it with their own work. And I realized that whatever we do, this mindset, of course people talk about charity and don't give charity,	**A1 Dignity**	**A2 Empathy – SC+LE**

	of course you have to give charity, but charity has to be done with so much of responsibility that people can stand on their feet. When you can't give that charity anymore, you just can't give the charity for your own sake, you know? I, I a good feel good. Mm-hmm. <affirmative>. Yeah. It is a big responsibility. You have to give it at the time when they need it, and then even a way that they can restart their life, you see? And they change their behavior so their health becomes better. You just can't go and give, if identify. এবার (this time) During Covid, when we were giving the relief, I said, we have to give seeds. Even Amdad said, why seeds Apa? I said, give vegetable seeds. Everybody's in the house. They can do vegetable gardening. Even the people that we did here, they have little bit of space outside they can plant ২টা বিচি (2 seeds) . <affirmative> . And this was such a hit. People even in interviews of tv, said that we have had, you know, because we got the seeds, you know, we could eat because we grew vegetables, we gave multiple seeds with the relief.	**A1 Sustainability** **A1 Opportunity** **B Creative Thinking**	**A2 Social Responsibility – SC+LE** **A2 Learning – LE**
R2N	And it was just, I just thought it's natural. You know, you have to put yourself in their position and see what can be done and where the difficulties would come. And empathy, if you don't have empathy with the people that you're working with, you know, it doesn't work. Then again, you also need to have so much courage	**A1 Social Responsibility** **A1 Leadership** **A1 Organizational Growth**	**A2 Empathy – SC+LE** **A2 Unbiased – LE** **A2 Strategy – SC+LE**

	and strength, because at the end of the day, Nazra, you know, you have an organization. As the organization starts growing, you start getting more and more responsibility. Okay, what is this responsibility. Tomorrow if the organization doesn't work well, you are my responsibility, okay? The beneficiaries are my responsibility. So, if you have somebody who is not good, I might love that person, but I can't keep that person in the organization. I will have to ask him to go, because for the sake of the organization, however much I love that person, I can't let this be this suffer. So that pain and absorption continuously কিন্তু করেতে হয় (we need to do). You know, otherwise it's not possible because my responsibility are the people and the people in the organization. I can't have one factor killing that because I am too weak to make a decision on that. That can't happen. It's very important, you know? And, and in a way, you need so much of courage, because as I said, you know, because you know the people who start working with you when they're young, when you, you are like young.	**B Critical Thinking**	
R2O	Yeah. They, they, you know, they start working with you when you are young, when the organization is young, as you grow, you need different kinds of people. So, এই যে (this) melding the courage to reshuffle every few years. Otherwise, so many social entrepreneurs can't grow in size. Organization can't grow. It's all a	**A1 Organizational Growth** **B Critical Thinking**	**A2 Strategy – SC+LE**

	question. But we have to be very careful because so often, uh, we say for growing, we have done this. But the essence of the organization, if you don't keep it, you can't. If you are a humanitarian organization, you can't have an action, which is inhumane. You cannot do that because then the very essence of who you are is gone.		
R2P	So, there was, um, an organization, they got a lot of awards and all in India, and I was very impressed with this organization. Uh, I will not name it, but this organization was, um, doing, um, um, clinics in cities at a very, very, very, very subsidized rate. At a very, I mean, they, they, it was basically a charity for, uh, black Mary stop stars in a sense that, you know, like, uh, for women and children, for childbirth mainly, and, uh, ANC, DNC. And I was so impressed because they had like 10 clinics in 10 cities or something like that, around some cities, or five cities, 10 clinics. And it was such a good thing running these 10 institutions very well-run mm-hmm. <affirmative>, and they were doing this, but they were getting their money from charity. I mean, uh, 90% was coming from there, and they were just little bit here and there. And then they got an award because, uh, they have expanded. They could expand to a hundred clinics.	**A1 Social Responsibility** **A1 Social Exclusion** **A1 Mission Drift** **B Critical Thinking**	**A2 Right Balance – LE** **A2 Profit-seeking Motives – SC** **A2 Sustainability – LE**

	Um, for me, something didn't work, right? If you are looking at rickshaw pullers who are going to give you for money to make a, uh, cesarean, he can't pay that money to you. You see, he just can't pay 80- 90 thousand and you can't make a profit. So it became, so for me, I couldn't put the balance together. And I said, what has happened? And then, you know what I discovered? I discovered they had sold it to, uh, company, uh, a corporate, and they were basically turning them into regular clinics. So, they made hundreds of them because the system was very good; the management system, but they turned it into money making so they wouldn't take the poor anymore. The poor couldn't come anymore. So, so it expanded. So, it, it was replicated. Mm-hmm.		
R2Q	<affirmative>, but it lost its, uh, vision and goal. So how can, how can I say that growth, growth cannot come at the, you know, at the cost of, uh, something like this, you know, of your vision getting totally bizarre. And they're very fine people. I love them actually. They're very nice people, but they really thought that this was growth. It wasn't growth for me, you know, because I can always make a hundred clinics. If you're going to run it regularly, why do I even need to, you know, sell it or anything like that? You can just make it, if I get a background, you always make money in clinics, in cities, you	**A1 Mission Drift** **A1 Innovation** **A1 Sustainability** **A1 Growth** **B Critical thinking**	**A2 Right Balance – LE** **A2 Social Need – SC+LE** **A2 Management Skill – SC** **A2 Quality Services – LE**

	just have to find out where to put it. So, it was a very, uh, it's very difficult so many times. I know. And anyway, so then we started one after the other, uh, uh, serial entrepreneurship, you know, because anything I needed to touch, if you want to give sustainable, dependable, quality services in areas which does not have a system, you need to invent or innovate.		
R2R	Innovation is not even a choice. You know, innovation is your part of life whilst you're doing it because you, to reach your goal, you need to do that. This where you go that way. It doesn't matter which way you go, you just reach your goal. Tools are, we often mix up the tools with the goal. We put so much emphasis on the tools, is 25 meetings, okay? Is 35, okay, have you given two tube wells, tick, tick, tick, tick, tick. But the goal was that they will be empowered. Empowerment needed 35 meetings and 25 tube wells. You see? So you miss that, but you've done your work work because you've filled the boxes. And this is where, you know, I, I, I think, uh, as, as entrepreneurs, it is our moral issue to, I won't go to say educate anybody, but to bring this awareness to people who give you that money. And this is why I have so much arguments with all my donors. No, seriously, I don't think any donor. The other day I was sitting with the British High Commission, I think two days ago, and I said, you know, my reputation for argument, but yes, everybody knows <laugh>, everybody I'm arguing	**A1 Negotiation** **A1 Social Change** **A1 Sustainability** **A1 Empowerment** **A1 Strategy** **B Critical Thinking**	**A2 Learning – LE** **A2 Need Based Solution – SC+LE** **A2 Quality Services – SC+LE** **A2 Meeting Basic Need – SC+LE** **A2 Infrastructure Development – SC**

	with, because if it, I don't think it's gonna work like that. You know? So you argue and argue and argue in the Rohingya, Rohingya, I don't think that the primary health services are required anymore. You need the 24-hour clinics and you need a hospital. Mm-hmm. <affirmative>. So we stopped all except one, which the CIC doesn't want us to stop, but this is not, now you have roads. Why do you need the primary health anymore? ঢাকা থেকে এপোলো যাবে তুমি (You want to go to Apollo Hospital from anywhere in Dhaka), you need at least one and a half hours to go. So if they need 15 minutes to come, let them take 15 minutes to come to a clinic. You don't have to be at the doorsteps. And then you can mitigate it by putting in M Health, which they're not allowing simply because then everybody runs out of jobs or whatever, you know? So, it's a question, you know, these kinds of things you need to a, actively think adequately. And uh, and you know, there's also, I think extreme importance needs to be put into the way you are and what you say you are, or what you say are the shoulds in life.		
R2S	Nobody's perfect. I say, you have to be so kind, do you think? I don't, I am not unkind sometimes, of course, I'm unkind sometimes, but in this strive of having kindness as a goal, you become kinder. You see আমি যখন অনেক ছোট ছিলাম (when i was very young) 20, maybe 18, 20, maybe 18, I	**A1 Kindness** **A1 Responsible Giving** **B Recalling**	**A2 Affluent Background – SC** **A2 Learning – LE**

	don't know. Can't remember really, 18/20, I was thinking of Jesus, Jesus Christ. that um, even if you smile, it can be a, you know, where even smiling is a charity, you know, can be a kind of a, and I was thinking that this is true. Smiles can be charity. That means that আমরা যখনই কোন কাজ করি (when we do something) even our want, that you want something back, even if it's a smile. Smile, alright, I said, how does one overcome this? Because giving should not be as, just as a giving. It has to be based on needs, not on me, and my desires for getting something back. It has to be based on the needs. Okay? And I said, okay, so I said, I'm gonna do something.		
R2T	We all have favorite ফকির (beggars). We like giving to this one and not that one. We want to give to that one, not this one. This particular relative. You, like, you give that particular servant you like you give, all this goes on in life. This is human being, human nature. I said, I'm gonna do the opposite for a few months. I am going to give to people I dislike, totally dislike and you know, Ooh, there's some beggars you don't want to give to, you know, they just look so mean or you know, <laugh>, things like that. So, I started giving to people who I dis I just dislike, I made myself only give to those people, beggars, people, relatives, old servants, you know, who really get on your nerves, you know? Mm-hmm. <affirmative>, I think I did this for eight months, I can't remember exactly, but now	**A1 Self-Development** **A1 Selfless Giving** **A1 Growth** **B Recalling**	**A2 Prejudice (-ve) - LE** **A2 Affluent Background – SC** **A2 Aspiration – LE**

	what a lesson I learned Nazra. now when people tell me, Apa, you don't expect anything, I don't expect anything back from anybody that I give. It kind of twisted that thing inside me. So, you know, social entrepreneurs need to grow. Mm-hmm. <affirmative> also, their spirit needs to grow, their philosophy needs to grow, their heart needs to grow. And they have to always be in the process of growing their own. What they think are the values in them, you know, Friendship এর ভ্যালুস (Values of Friendhsip).		
R2U	দেখো friendship এর ৪ টা promise (you see Friendship has 4 promises), You know how it came? In our workshop, SAP workshop, Ken is sitting next to me. I am seeing all this thing happening. Mm-hmm. <affirmative>, I'm saying actually, what is it that you are doing? What is it that we are doing? If somebody tells me, tell me quickly, what is it that you're actually wanting? You have done so many, so many things. What is it that you have? You know? I sat next to Ken একটা পেন্সিল নিয়া একটা ছিঁড়া কাগজে (I took a pencil and write on a torn paper), I wrote saving lives, climate action, poverty alleviation and empowerment. I gave that to Ken. I said, Ken, this is what we are doing. Mm-hmm. <affirmative> that is just like that. And it was the same way I wrote the vision of friendship. Just sitting there said, what is it that I am wanting to do? Which will be overall.	**A1 Wisdom** **A1 Confidence** **B Recalling**	**A2 Learning – LE** **A2 Learning – SC+LE**

	দেখ vision কিন্তু change হতে পারবে না (You see, vision cannot be changed)		
R2V	You see, it was really from the bottom of my heart. I didn't get, uh, somebody to come and do my mission, vision. Exactly the mission ঠিক করা হয় (mission sometimes changed) as we grow, but the vision, nobody can touch because it's far beyond. This vision, you keep in hundred years also; to give opportunity, dignity, and hope to people, you know, in hundred years you can keep this vision. You see? And, and it's a question. Even, even. It's a question of also the way that the values, even the values, SAP তে বসে বসে আমি ৫ টা value লিখে (sitting in SAP, I wrote 5 values), I passed it to Ken and Marc. Values গুলা অনেক আগের, আমারা গাইবান্ধায় বসে করেছি (The value we did much ago in Gaibandha). I just wrote them down and I just gave them, I said, these are the things that we have to do. So many people question me, 'quality একটা মধ্যে কেন আসে?' (why quality comes for an NGO?). But can you imagine what amount of importance there is of dignity in quality when you give somebody something of quality and something of not quality? Of course people understand in one second. Mm-hmm. <affirmative>, you are doing your best. I used to choose the colors of our school, you know, that green and red, green environmental disturbing.	**A1 Wisdom** **A1 Agility** **B Reasoning**	**A2 Learning – LE** **A2 In-depth Thinking – LE**

	Get one which blends in which blend in people didn't want. They want things which are showing. And I wanted things which blended in with the environment, you know? So our colors stay on, on the thing because it's harmonious. I think if I was in the desert or I was making it on in the sand, I would make it the sand, sand, sandy. I wouldn't make it green then, you know, just for identification. So, you know, these are things which need to spring from your heart. Nobody can teach me these things.		
R2W	And you have to leave your heart open to be able to get that inside you. I remember when I was doing my shop Meyari, oh, today the reporter came, he says, Meyari, I know ইস্কাটনে যেতে (near Eskaton). I said, yes, okay, <laugh>, I closed it in 1998, 97. Can you imagine people remembering it like that? You see, I remember I used to sit with, you know, all the color combinations I take from nature combinations, because colors are not the important thing. It's the, it's the, um, the, the colors shade, which is more important. I'm just saying orange and purple doesn't go. I'm just, but you have the right shade of orange with the right shade of purple, it goes. And nature and flowers are the best way to find this. So many of my designs and my color combinations would all come. I would just take pictures of colors, of, of, of flowers, of leaves, you	**A1 Impact** **A1 Decision Making** **B Recalling**	**A2 Quality Services – LE** **A2 Learning – LE**

	know, the autumn leaves colors. So, you see, it's a question of, um, leaving your heart open a bit, you know?		
R2X	And I was always a bit kind of daring type bit too. Uh, never, I was not a person who I, I'm still not a confrontational person. I am not at all, uh, a coward <laugh>. as you know <laugh>, but I don't like confrontation because just for the sake of confrontation in a way, uh, for the long term, I think it's negative on you. People don't like negative. So, I was giving a talk at the College De France, you know, which is the people don't take money from there if they, you're invited to speak at the College De France, it's like the top, you know? So, uh, I'm sitting down and this young, I, I was sitting with one of the College De France professors, Audi Auditor Auditorium, big university auditorium, there was a young, uh, professor who, um, who was basically translating when I was saying something complicated. Audience থেকে (someone from the audience), I totally remember ঐদিকে বসা একজন দাঁড়ালো (someone from the audience stood up), and said, Well! Ms. Runa, every time you're in Paris, every time I get an opportunity to hear you speak, I'm always there. I always come. You have such strong ideas on things, you know that, and you say such right things. Why are you not more of an activist? Okay. Okay.	**A1 Risk-taking** **A1 Decision Making** **A1 Confidence** **B Recalling**	**A2 Resilience – SC** **A2 Open-mindedness – LE** **A2 Motivation – SC**

	Okay. I have, this is a long explanation. Suddenly the young professor sitting next to me, ও করলো কি, হাসতে হাসতে চেয়ারটা নিয়ে (took his own chair laughing) he went right back to the stage, at the backstage (একদম পিছনে চলে গেসে) He said, oops, Runa, you're gonna become an activist. Now I am going out. I said, you see, I rest my case. <laugh>. Nobody is going to like working with you. You can't create an environment where you can help people deliver to have trust.		
R2Y	People trust you. People will always think that তোমার, ক্যারা হয়ে যাইতেসে তোমার মাথা (you are getting hot headed) to do that. That was not my role. It is the role of some people. They have to do it. It's not my role. Mm-hmm. <affirmative>, you know, so, but I am bringing changes. Mm-hmm. <affirmative> not only on the life, but also at the top. Mm-hmm. <affirmative> so many things. This, you know, these kind of movements in a way. The north south dichotomy, the north, you know, now Ratledge is publishing something, which is on North South dichotomy on us. I mean, we have done the thing, they've changed the book, the name of the book, and it's calling it something like this Now, okay, you know, it's a lot of social enterprises, but they're calling it this. They change the name because they're saying it's just so different. Mm-hmm. <affirmative>, you see. So, you can't make these changes if you're going to have confrontational with people. So, you need to know the battles and choose your	**A1 Change Maker** **A1 Accomplishment** **A1 Strategy** **B Critical Thinking**	**A2 Social Impact – SC+LE** **A2 Global Recognition – SC** **A2 Success – LE**

	battles, which are the ones I really need to win. And you have to go around. That has to be the goal. Not putting your face on the newspaper or, you know, coming out.		
R2Z	But something just because, you know, it's far deeper than that. Far deeper than that. If you want to make real changes, you know, of course if I, now if I say something, it's like an, if I say it at the right place, something works. Yeah. People listen. So, it's, uh, it's different. And with these values, you know, it's, so the way that we work, Nazra also the values, which is extremely important. So everybody has values in their organization. What are we striving? How are, why are we different? Because the values which we have in the organization, it is not our limiting factor. Values usually become a limiting factor in our organization. Okay. We are doing this and we find as we look back, it is just with our value. You see, it's the driving force of our work when we want to, it's the positive force, not that which limits us. It's the, it's what drives us to do this, because that is the right thing to do. You know, I can't say we are perfect at all. Not at all. But it's, that is the strive and that's the focus. And if tomorrow I have somebody else in my place, that is what I want. Mm-hmm. <affirmative>, you know, you can get professionals. Either it'll be	**A1 Value Driven Action** **A1 Leadership** **B Recalling**	**A2 Idealism – LE** **A2 Foresight – SC+LE**

	this person or that person, but you need this spirit in order to keep the organization. And you can do it in so many different ways.		
R2AA	It's the, it's much more the, uh, the reason why you're doing it, how you are doing it than what you are doing. Because the, what will change as the world progresses and as an entrepreneur, I would say that that is, I think is, is is what's important. There's one thing which is a bit, um, You see social capital in many people have a lot of social capital, but you also need the ability to use that social capital for the good. You know, you can use it for bad, also you can use it, use your social capital for making money. Also. It's, it's for making that good. And uh, and the other thing I think is, there was one more thing I wanted to say. Uh, Let's see back. Sorry. <laugh>, and, uh, I think empowerment also is a very important thing because at the end of the day, uh, you cannot, in the name of giving, you cannot take more, you know, from the people that because, so you have to give not only your money, but also your mind, yourself, so that it nurtures the community for the community to be able to take control of their lives. You know, giving is as much a responsibility as receiving. Givers have as much a responsibility to ensure that it's being used properly. So those are also our responsibility. Now when we give, you have to give responsibility. Okay. Thank you. Thank you so much.	**A1 Impact** **A1 Empowerment** **A1 Sustainability** **B Critical Thinking**	**A2 Selflessness – LE** **A2 Rationality – LE** **A2 Responsible Giving – LE**

8.2.3 Saha (R3, ED)

Interview Section	Respondent's Original Expression	Indexed Interpretations	
		Noema: A1: Essence of SED	**Noema: A2: Shapers of SED**
R3A	I was just thinking, um, that entrepreneurship is very important, but I was not really thought about entrepreneurship, but maybe, maybe some, somehow, I could, I did something, which I was just thinking that what I can do for the people for this country. And then Entrepreneurship. Entrepreneurship, anything new? Anything that, uh, wait, that is, uh, that can change the, that can do any change. Something like that , what I can do any positive change.. Can do something good.. That Yeah, exactly.	**A1 Initiative** **B Recalling**	**A2 Social Responsibility – LE**
R3B	If you consider my childhood, I was not a good student. <laugh>. Not at all. Not at all. I mean, I never thought that I'll be even going to Dhaka University. That would be impossible. <laugh>. But anyway, somehow I could, but I could not really go to the biochemistry or any other says, because I cannot, I was not really that level. I want to brought me. Right. Um, and interestingly, when I taken this, I started working on this, but I was very, very keen to do something, which is really biologically. So that's the botany kind of, but my botany department was so good, so, so good. And they	**A1 Passion** **B Recalling**	**A2 Dream – LE**

	aware, lot of things they really told us, tell us about the microbiology, is not really only botany. That also other things start everything around how I can do microbiology. But I really wanted to go the medical microbiology. Yeah. So I, I'm here for three months in Canada. Right. I'll be going maybe next month. Right. Okay. But I have some problems. That's the reason I'm here. Okay. And that is the reason. Sometimes you'll see that when I'm talking, there is some issues out there. So, but anyway, I'll be getting, I know I can tell you detail. You can really mold that in your, in your way.		
R3C	So when I really, on the third level, before going to the Masters, I really completed this. But then in Dhaka University there was a session, in microbiology. The second batch. We are mm-hmm. Only 5 persons . Mm-hmm. <affirmative>. Okay. And then I moved there, and I took the risk. And by that time, my, my wife, but not wife at that time. We are very friend from the very, the second year. And since we are friends, so she, she was extremely, um, She's, she's talented definitely. But she is very perfectionist, which really, I'm not <laugh>. Um, and then, and then I will not really studying a lot. That's also not, that's not me. Um, I'll be not really reading a lot. No. I'll never really write the same thing. If someone is really reading, and then I'll be writing that. I'll be just thinking about this. And then I write in my own way. That was my style. Mm-	**A1 Risk-taking** **A1 Detail-oriented** **B Recalling**	**A2 Resilience – LE** **A2 Learning – LE**

	hmm. <affirmative>. So, when I do micro biology in the biochemistry department, there was a microbiology department, one room only. Mm-hmm. <affirmative>. So from there, I started working on it. And then we got married, in fact, before we got Masters <laugh>. And I believe that you'll be knowing from Rubana that two of us are not really very similar <laugh>, we know about this.		
R3D	We were in stressful mm-hmm. <affirmative>, but we, people helped us a lot. Mm-hmm. <affirmative>, because I have my own connections. My wife has her connections because she was also very famous at that time because she was the general secretary of the hostel/hall. Mm-hmm. <affirmative>, I mean the, yeah. First girls' hostel, what is this name? What is the or name? Shamsunnahar hall.. Yes, yes. Yeah. So she was the general secretary there in Election. Yeah. <affirmative>. Yeah. So we all were doing well but we had to go to.	**A1 Social Network** **B Recalling**	**A2 Social Linkages – SC**
R3E	So we got the opportunity to go to the India mm-hmm. And it's the best place Varanasi university. Mm-hmm. <affirmative>. And in the institute of medical sciences. So, and my supervisor was so good. He said, no, if you cannot come alone, she also should come, your wife, because she's also a microbiologist. I'll arrange it <affirmative>. So we got that is the way we started. Okay. So I think those are, we, we, I did super duper, as I said, I was not knowing anything, but I was going	**A1 Self-Development** **A1 Aspiration** **B Recalling**	**A2 Opportunity – LE** **A2 Opportunity – LE**

	up and up and up then I was dependent on my wife. Mm-hmm. But gradually I turned to be very different person. I was never able to talk. Mm-hmm. <affirmative>, I could not give a single speech in fact. Someone really invited, I mean, I supposed to give a talk in, um, at a place in Bangladesh only. And then whenever it's my role to talk mm-hmm, I just came out by a different back door <laugh>. So one my teacher really talked for, I mean, mentioned about what my abstract is. Anyways, but then I went to India, my life absolutely changed.		
	Number one, my parents were very upset with this. Though both of us. Really. I mean, my wife came, not my wife, my friend at that time. She came, she came to my, um, Chandpur home multiple times. Cause in the family, they really like her <laugh> never realized that we have, we have now that kind of relationship, and then we also went into the, um, um, in, what is this? It is in, anyway, it is in the, that the pronouncing, the pronunciation is not coming. Anyways, it's my wife's place. Okay. So they're, they're different group. But we really went there also before we, even when we are friends, there's, we went there maybe twice mm-hmm. <affirmative>, think about this. So how, how, how good we are together. But, but when we really got married, we had to hide for quite some weeks.		

	Okay. <laugh>. Um, and nobody, people, my friends were there. I mean, the boys, boys, girls, they were really protecting us.		
R3F	That nobody can really do anything for us. And then, and at that time, I was quiet, but my wife was very strong. She said, no, nobody can come for our place. So, but anyways, we, we, so that's all. Okay. And then after going to, um, India, when we started working mm-hmm. <affirmative>, then my father in is my father's, I mean, indirectly, he just said, I can really accept you if you go to the higher education. Okay. <laugh>, if needed money, I can give you the money. No problem. Uh, so, but I did not take the money because we got all the scholarship and everything. So yes. But then my father and my mother came to India and then talked to us. And gradually, we are now both the families we are perfect <laugh>. Very, very close. Both families are now. Anyways, so, um, but important thing is that we learn things. I can, you can understand how a person can be changed with the time.	**A1 Confidence** **B Recalling**	**A2 Affluent Background – SC** **A2 Motivation – LE**
R3G	As I say that I was not a good student mm-hmm, But when I get the smaller, I really started working. That's the reason I cannot really tell you lot of details that you really put there, because I had, I was not a good student at that time. But, so I am only focused on clinical microbiology. So I did my PhD on a very basic science. Mm-hmm. really basic science.	**A1 Success** **A1 Experimentation** **A1 Madness**	**A2 Determination – LE** **A2 Determination – LE** **A2 Patriotism – LE**

	I was doing the animal, and then I was intersecting the animals, and then I putting the bacteria and then see how they behave there. Mm-hmm. <affirmative>, I did all those mm-hmm. <affirmative>. But everybody thought my, my parents mainly, they said, okay, now you go to US or UK, where you should not come to Bangladesh. Oh, okay. But my dear, we submitted the passport. Sorry, here, my, um, my book, I mean, the, the thesis. Thesis, yes. Yeah. Uh, so this, that is that these are my problems. So that is, that is the way my father say that you should go there. Mm-hmm. <affirmative>, I really submitted my thesis in the, at the 2:00 PM mm-hmm. <affirmative>, I really, I finished, I, I, I left Varanasi that night mm-hmm and I, next morning I landed Bangladesh, <laugh>. So that was, I took that risk mm-hmm. And then my father was very upset because they think that it'll be a very big problem. Oh, someone maybe torture you or all these things. Then I had to tell you maybe a few sentences about <laugh>, my father, he immediately said, oh, you have to have this. Okay, I know you don't have any money, but get, get an apartment somewhere, either Dhanmondi or maybe other posh places. Stay there. Then people will be not looking at you. <laugh>. And my father also say, I'm coming. He was in, Chandpur, I'm coming to Dhaka and I'm going to buy a car for you, brand new car. I will buy it for you. You just learn how to drive.	**A1 Risk-taking** **B Creative Thinking**	**A2 Affluent Background - SC**

	That will be also giving you your status. Okay. And that is, that isn't my father. So that's my father, <laugh>. Okay.		
R3H	So I was really in a corridor. Mm-hmm. working in Dhaka Shishu hospital. Mm-hmm, there was nothing. There was no microbiology, nothing. I was in a corridor, not really in a room. Mm-hmm. And then I was with a burner and a stool, not really chair. Mm-hmm. I had a broken, broken stool with what I was working. But gradually, I really in time to be a different person. But I gradually extended. And I should say that how you can extend. East India company. Hmm. So like East India company like you go, and you penetrated whole India and then captured all those, right? Yeah. So I did the same. Mm-hmm. So with maybe 40 years that I'm working from corridor, and now I have four laboratories in different labs and in Shishu hospital. Mm-hmm, I have about, um, 50, more than 50 publications. Mm-hmm. And I don't think that even ICDDR,B can also do that.	**A1 Challenge** **A1 Strategy** **A1 Accomplishment** **B Abstract Thinking**	**A2 Dream – LE** **A2 Determination - LE** **A2 Learning – LE** **A2 Recognition - SC** **A2 Determination – LE**
R3I	Okay. One other important thing, the difference, I, coming back, I really thought, what should I do? The basic thing that, that I did in India, Varanasi, I know that is good. I learn a lot. but how I can help Bangladesh and what is the problem in Dhaka Shishu Hospital. And then I thought, no, that's not my case. I have to make sure that how I can really, I can see that children are dying. I can see the different types of	**A1 Social Responsibility** **A1 Initiative** **B Recalling**	**A2 Ethical Realization – LE** **A2 Social Need – LE**

	organisms. And I am a microbiologist. I did my PhD. I have to make sure that I can really do something. And that is not really one paper.		
R3J	I do some very good work, and I publish. And that's a very big paper, in Lancet, it could, could be other places. But that was not my goal. It was not my motto. The main thing is that, number one, I'm not a doctor. Mm-hmm. But I am doing, I mean, I am controlling the microbiology. Mm-hmm. Okay. I gradually started working with the doctors. I totally forgot my Dhaka University. No, I never went there. Mm-hmm. never, because I have to really work with the doctors only. Mm-hmm. and doctors are, I should say, dot, dot, dot. I will not say anything. Doctors are different. Very, very different in Bangladesh. But everything, because I need the doctors, because then they'll be giving me the specimens. Mm-hmm., they'll be coming to me because I really prepare the, all the data or all the specimen coming to my lab. I'll be sending them on that day only, or maybe next day. But no other place can be done here. No. Not even, no matter, even in other countries, because I was working day and night.	**A1 Accomplishment** **A1 Adaptability** **B Recalling**	**A2 Resilience – LE** **A2 Strategy – LE** **A2 Determination – LE**
R3K	So that's the way I really gradually, gradually growing. And them started writing the papers. I'm putting the name of the doctors. So, because, so they will be with us, and they were under me. Interestingly, <laugh>, they're senior than me.	**A1 Self-Development** **A1 Achievement** **B Recalling**	**A2 Confidence – LE** **A2 Perseverance – SC+LE**

	They're doctors, they're professor. I'm nothing. I'm a scientific officer only. Okay. But started I working anyway somehow. Mm-hmm. I turned to be the assistant professor, which is not, I'm, I'm not eligible. Okay. Because Bangladesh government will never allow a hospital, anyone, as assistant professor, associate professor, or the professor. No, there is no rule, no rule. other, other than doctor. Other than doctors, nobody can be. But I turn out to be assistant professor. Till now. I am the only, one and only.		
R3L	I don't know whether you are, it is entrepreneurship or my thing, but you'll be knowing more and more. You'll be simply surprised what kind of challenge I faced and how we, I really, one step to another step, another step. And then every time I say I will be done, no problem. Mm-hmm, So, okay, so I got assistant professor. Perfect. Mm-hmm, but then in the doctors between a conflict, the board members, the board members, or one of the person from the army, he really talked to me. And said, so you are great. So you should be the Assistant professor. That's fine. That's it. But that army person who is one of the board member, another, another person who is the professor of Dhaka Shishu Hospital, he's also in the board. But then do these two person were fighting <laugh>. That's very normal. Very normal. Yeah. And then, and then, um, that person from the, uh, cantonment, he said, oh, no, I was not knowing	**A1 Challenge** **A1 Accomplishment** **B Recalling**	**A2 Perception – LE** **A2 Global Recognition – SC**

	that you are a, uh, you are not a doctor. No. You, you cannot be an assistant professor. Step down, step down. You'll be the scientific professor again. Ah-huh. <affirmative>. Look, I really interviewed, published, I showed my publications at that time also, I had seven publications, all are in very high level international journals.		
R3M	Okay. I thought, what can I do? <laugh>, I'm a poor person, because at that time, I'm poor. In fact, I have my car because my, my father gave, I'm in an apartment because it's given my, and my father said, for next five years, I'll be giving you all these, your apartment should be, I'll be paying for it. Mm-hmm. <affirmative>. But you have to make sure after that it should be yours, <laugh>. So, so that's my father. Okay	**A1 Opportunity** **B Recalling**	**A2 Affluent Background – SC**
R3N	Then I started, that really helped me a lot. The reason I thought, okay, I don't need any professorship, all these things. I just want to get the specimens. And from that, I do more and more research. I'll be sending, and always, I was sending the report to the lab first. Mm-hmm. <affirmative>, because the, the report completes by 2:30 PM but I continue to work. Sometimes I am alone till maybe 10:30 or maybe 11:00 PM, I was working in the lab. So I was doing my research, but I'll be sending the data, or I mean the report, report for the children also for the doctors. Mm-hmm. <affirmative>. So that's the way I really convinced all of them <laugh>. Okay. So I, I	**A1 Adaptability** **A1 Focus** **A1 Achievement** **B Recalling**	**A2 Resilience – LE** **A2 Vision – LE** **A2 Determination – LE**

	really work hard at that time. And then sometimes suddenly I really published a Lancet paper.		
R3O	Okay. And my, uh, the Cantonment boss, he said, you, you get Lancet Paper and you did not tell me. No, That is very bad. Mm-hmm. <affirmative>, he called me in the cantonment. And then he said, you thank you so much, but I'm sorry that you did not tell me. I'm feeling, I'm feeling very, very bad. Sorry. Very angry. Mm-hmm. <affirmative>. Okay, fine. So you go now home. Sorry. You go now in the hospital, and I'm calling the director because he's the boss. Mm-hmm. <affirmative>, I mean the Cantonment person. So he turned to my friend again, the army <laugh>. And he said, you go and tell the director, and then you'll be the again the Assistant Professor. Okay. Okay. And that is, I turned to the Assistant Professor again. And gradually I moved. So, so that's the way I grew up.	**A1 Growth** **A1 Achievement** **B Recalling**	**A2 Recognition – SC** **A2 Recognition - SC**
R3P	But how I can really work, I'm just writing paper. That will be, my publication is done. I'm happy. My colleagues are very happy. Mm-hmm. <affirmative>, but that's not my, I mean, that's not my objective. My objective is how can I really help the country? So it is not really, I'm getting the thesis, but I'm working for years and years and years. And then I understand, okay, so for example, I first started with Hemophilus influenzae Type B, one bacteria, which is in the brain, which is in the lung, which is in the blood.	**A1 Initiative** **A1 Social Responsibility** **A1 Impact** **B Recalling**	**A2 Ethical Realization – LE** **A2 Learning – LE** **A2 Vision – LE**

	It kills a lot. A lot of children are killed. I mean, are dying, at the same time at the same time, disability. So I was really working on this. I'm publishing, okay, how many children are dying? How many children are with disability.. So there are different type of publishing. It is a kind of Bacteria. Dangerous. It is dangerous bacteria. Yeah. So, and then you'll be surprised to know that I, I just, first time I did the burden of the disease mm-hmm. <affirmative>, and then said, okay, that's enough. Because I have published all those. People know, but then I have to make sure that I have to get the vaccine. Mm-hmm. <affirmative>, because the vaccine was given to US. Vaccine was given to US 20 years before.		
R3Q	It is not in Bangladesh yet. Forget about India. No, not even in India. No. But I thought then what am I doing? What is the value of my, this burden? And then I'm getting the vaccine, I'm getting the vaccines there. Children are dying. What is this? Maybe they're not dying.,, surviving. Most of them are becoming disable. So I did, published a good number for my deaths and everything, but I published that. But then how can I convince the government to get the vaccine? And how can I really? But by that time, I'm really famous <laugh>. I mean, I'm, I'm famous in Bangladesh this much, but outside, I'm famous in the world this BIG. Yes. That's my main thing. Yeah. Okay. So now, so can I really convince them that this number of children are dying?	**A1 Change Maker** **A1 Problem Solving** **A1 Accomplishment** **A1 Initiative** **B Recalling**	**A2 Awareness – SC+LE** **A2 Commitment – LE** **A2 Global Recognition – SC** **A2 Emotion – LE**

	Mm-hmm. <affirmative> that way. Do you think other people will be convinced to give us the money, put the government so I can bring the money from the government so that we can give the free vaccine to this. Because we cannot buy the vaccine.		
R3R	So what I did, I thought, I think death is not really, I mean, I, it is, it is my microbiology, but I really moved to one after another, another, uh, next step, next step, next step. I thought, no, I think that's not the way I can really convince people. So I really went to other places. And then I thought about this, how can I really present? So I presented this, I published that also. What did that publication? You think that Yes, it is very sad that a lot of children are dying. Mm-hmm. <affirmative>. But unfortunately, we possibly never notice that what is going on to the disabled children. Yes. So I was not really only working in the lab. I started following up all the children who are dying, who are disabled, and who are disabled, where are they? How that household people are really living and dealing with it. And then how long they are surviving.	**A1 Persistence** **A1 Value Driven Action** **B Recalling**	**A2 Vision – LE** **A2 Pragmatism – LE** **A2 Empathy – LE**
R3S	And it is, so the way, I cannot really tell me the way I was presenting. Mm-hmm. <affirmative>, you can really, you were really learning. He, or hearing about me, it is one fourth or even less. Mm-hmm. <affirmative>. I do not, I stopped talking, giving any presentation for last two years. Mm-hmm.	**A1 Selfless Giving** **B Reflecting**	**A2 Dedication – LE**

	<affirmative>. Because when I talk, my talk is not really that talk anymore. So I really, that's the reason I did not wanted to talk to you. <laugh>. No. The reason, the only one time I give a talk in a very, maybe not two years here, one and a half years maybe. I gave a talk. A big people big in, in, in Canada itself. I came here, I gave a talk. Huge people are standing behind. Mm-hmm. <affirmative>. But I, most of the people are very excited, but my close friends, or the white skin people in Canada, when I came, they really called me say, Samir you have some problems when you'll talk may be people who did not understand, because you tell it is a very good presentation, but it is not like you are someone we could really find out. You have something, go to the doctor and go to them. Go to them. So I'm still coming, going here anyways. No problem. <laugh>. Um, I, and I stopped from that day. I stopped giving any talk. You know, why people should remember me, what I was. Oh, I don't want to change that. And that's what I'm doing. Okay. So now what I'm telling you, you can, I hope you can understand and though my speech…		
R3T	Okay. So it is so important for me that how can I really convince, because death, I published, then I started working on, the children were surviving, I was going there, and then I following them months, years, what is happening? Not the, what is the situation of the baby. I also thought about the family.	**A1 Dignity** **A1 Perspective Shift**	**A2 Empathy – LE** **A2 Learning – LE**

	Mm-hmm. <affirmative> the mother. And nowadays for a long time, we are having a lot of women they're going to the Garment factories. Okay. so the, those places, and they are the person, the, the, the husband maybe going pulling rickshaw. Mm-hmm.. So the wife is going to the factories. So they're going there. But when the child was really disable mm-hmm. <affirmative>. And then if anyone is dying, sometimes I will say I don't care. I know I'll feel very bad, but my dear, gradually I'll be forgetting, Hmm. If my child is maybe six months baby died, Maa will be crying, the parents. Mm-hmm. <affirmative> grandparents, all of them. But just think about this, the mother, she was also going to the, um, same trauma. Yeah. So, but, and then she not going to the, she'll be not going to the work. She's not getting the money. She's gradually losing the lands. Mm-hmm. <affirmative>. So they are, and that child may be surviving for seven years or eight years. That child is now big. How can that mother, really managed that, right? Okay. So that's the way I changed <laugh>.	**B Realization**	
R3U	That's the way I could really gain talk at different places. And I did not really work. I mean, the story is so important. Um, when I started giving talk at these places, one, I can take you the one of the talk, then you'll tell them how I really manage.	**A1 Focus**	**A2 Analytic Ability – LE** **A2 Global Engagement – SC** **A2 Community Engagement – SC**

	I really want to give a talk in the, anyway, a country. I do not remember it. <laugh>. It's only the snow. Only the snow. And cold night is also sun. So there's one, it's only the snow, snow and snow. So I gave a talk, and it's a big, big, uh, meeting. It's all only for, only for Haemophiles influenzae and Streptococcus pneumoniae. I gave a talk and then said, we can see the deaths and look at the, the disabilities. Then I showed the disabilities, and then I really showed them the disability in your country. Because I was in a very rich country, very rich country. Um, so I was presenting in a way that, look at this, you have a disabled child. You may have it, not many, but still you have it. But when you can come down from the train, gradually, you'll be having a, you can really easily, you can come down because there is a system, the bus, your train, all the system. This, those are accessible and you have the wheelchair. But unfortunately, no, we do not have this. I was showing all the photograph. Mm-hmm. <affirmative> contrast one, the US <affirmative> and contrast the other side in Bangladesh. Mm-hmm. <affirmative>, or maybe that, that kind of country. So almost maybe 600 people were sitting mm-hmm. <affirmative> and the woman were crying. In fact, when I was showing, because I showed the live children, and I got eight, two twin, twin, twin, twin. Children. Children, yeah. Son and the daughter. Daughter, the, the boy, the boy was disabled, completely disabled. And her sister, her her sister	**A1 Accomplishment** **B Critical Thinking**	**A2 Global Recognition – SC**

	are really just crawling and all these everything fine moving around. So maybe a 15 seconds video. Mm-hmm. <affirmative> showed them. They were really crying. And that's the way I can convince the Bill Gates Foundation. Mm-hmm. <affirmative>, I convince other people. Mm-hmm. <affirmative>, and then I can, I get the, I get the vaccine in Bangladesh. That's the way my life, there's the way I complaining this, this was so.		
R3V	I really did not stop mm-hmm. <affirmative> and just only get the case, give the bacteria and then, and give, send the report. No, I have to understand what is this, what is the drug resistance and the next, how this bacteria can be prevented is not really killing. You have to be prevented. And that's the way I did everything. And then, so, and how, how Child Health Research Foundation turned to be very rich <laugh>. Yes. Sounds very rich in knowledge. Right? Yeah. So there's no money mm-hmm. <affirmative>. But my father was Rich <laugh>, my father, I never, uh, I never give any money to my father. Mm-hmm. <affirmative>, my father was giving the money. Uh, little bit. But then my wife also joined after PhD. I came to Shishu Hospital. My, my wife, um, she joined ICDDR,B. Mm-hmm. <affirmative>. So she was getting more money than me. <laugh>. So that was the, that the	**A1 Independence** **A1 Confidence** **A1 Organizational Growth** **B Recalling**	**A2 Mindset – LE** **A2 Affluent Background – SC** **A2 Learning – LE** **A2 Strategy – LE**

	way was working. But gradually, and I worked, I did all those work with my money.		
R3W	Mm-hmm. <affirmative>, I really did not take any interest or any, um, funding from others because I just, I'm just producing myself. It's not really, so I'm maybe, I don't know, it is intelligence or something. I just spent five years, I did not take any money to anyone. I was getting the grant. I said, okay, for me, no. Zero. Yeah. All coming from the research mm-hmm. <affirmative>. And then I'm working, and then, but I was really bringing project from multiple directions. And then some of those are very overlapping. Oh. So I can really, but most of the time mm-hmm. <affirmative> that when research is coming, the, whoever the person, I mean, getting the money, the money goes to somewhere. If it is, maybe she, he or she is working also, but the same time, it is, if it is some extra, that will be not really going somewhere. So, but that is the way from the very first day, we started saving the money. But that's with the, we formed the C H R F, and that is going to the CHRF. Mm-hmm. <affirmative>, then that's, that's the money. And then when I was five years gone, and I'm really very established, I can bring the grant and a lot of people are coming more than I see, I do the basic science.	**A1 Selfless Giving** **A1 Organizational Growth** **A1 Decision Making** **B Recalling**	**A2 Dream – LE** **A2 Strategy – LE** **A2 Selflessness – LE**

R3X	I'm doing it sitting in the, at that time, I was working on the model. Okay. Then, um, I really say that I want to, oh, then we really put a grant where I will be also part, I'm taking the part seriously. I mean, because innovation came from me and another person of US, two of us were. Then he said, oh, Samir, I think you have to take some money. I said, sure, no problem. Now I can do this. And then he say, okay, then your salary in Dhaka Shishu Hospital is 25,000 Taka. So you'll be giving me four, one fourth of that. That means 25,000. One, one fourth of that, he'll be giving me in Taka. Mm-hmm. <affirmative>. So, then I say, Gary, I think I really, I really do as you do, and no matter if you really want me, then you have to give Johns Hopkins Standard. Give me that. If not, I don't mind. Mm-hmm. <affirmative>, I don't take the money, but don't do this. Then there is a big competition. Then the top person of John Hopkins University, she said, oh no, Samir whatever Samir says is correct, because he's doing a lot, he's doing a lot. He's more helping us than we are helping him. Mm-hmm. That is the beginning.	**A1 Negotiation** **B Recalling**	**A2 Self Respect – LE** **A2 Confidence – LE** **A2 Expertise – SC+LE** **A2 Firmness – LE**
R3Y	I started getting money from John Hopkins's money. Yes. Yes. So whenever I was getting John Hopkins's money, it's a huge money. But I told the C H R F team that my salary should be this salary I'm getting, but I'll be taking this much of salary. That also, not really minimum, that's still very good amount. <laugh>, but, and half of that, you put it in CHRF. Okay.	**A1 Organizational Growth** **B Recalling**	**A2 Determination – LE** **A2 Strategy – LE**

	And there's the, we are depositing, depositing, depositing money. And we also wanted to make sure that we are really investing, investing, investing. Mm-hmm. <affirmative> in the bank.		
R3Z	That is the way we did. Finally, we also got a very big grant of 25 million dollars grant. I know. Mm. And, and they gave me at a time. from Bill Gates Foundation. Okay. Okay. Okay. I, I mean, I'm, I mean, possibly they love me so much <laugh> because of the work. I, I, I really, I really, I mean, give it back. I mean, very nicely. And then I, my publications are also very, very fast at that time. Mm-hmm. <affirmative>. Yeah. But anyway, I'm now working, I'm not working at the Gates Foundation. I don't work with anyone,. Okay.	**A1 Accomplishment** **A1 Continuity of Services** **B Recalling**	**A2 Global Recognition – SC** **A2 Expertise – LE**
R3AA	Yes. The work of C H R F, then really, we money. So, with the 25 million dollars and that money have to go to India, have to go to Pakistan, have to come to Bangladesh. But, but I am the leader. And I took really Center for Disease Controller Toronto. I took John Hopkins University. Mm-hmm. <affirmative>, I took UK boss. Mm-hmm. <affirmative> took all of them. It was $25 million and I have to work in three, four different countries. Also India. So we do it all those, and then how can spend the money, how we can send the money. In Bangladesh, you cannot send the money. Then I thought I'll be giving $50,000 to, um, ICDDR,B because they'll be, they should take care of my money.	**A1 Leadership** **A1 Organizational Growth** **B Critical Thinking**	**A2 Foresight – LE** **A2 Management Skill – LE** **A2 Rationality – LE**

	Yes. They'll be sending the money and all these things. Mm-hmm. <affirmative>. And they'll be keeping the budget. I mean, they'll be keeping all the, um, track. Yes. Because I'm giving them so much of money. Right. But never ICDDR,B knows that it can be also, um, yeah. I mean you can, how can you keep it in the bank? What do you call it? Deposit. So yeah. Then no, no, we cannot deposit. I say, no, my dear, this is my money. It's not you. Mm-hmm. <affirmative> $25 million. I will be spending $25 million in four years. I will be keeping 20. I will be dividing this and $15. Keep it. It'll be will I need it in last two years only. So I, I want to invest and rest of them keep it three months, six months, all those things. Gradually when it got done, we'll take it out. And thats the reason I got all the money, my dear <laugh> and all the money is CHRF money. That's not Samir's money. That's not anyone else's money.		
R3AB	So, yeah. But still, now you can also say much, much better. I, I may miss things, but at that time there was the machine by which we can really detect the bacteria, or even the death bacteria also can be detected. Um, think about this, my whole things, but at the machine, I cannot, I cannot really. I, I can show you, it's like microscope and all those things. And, but some of them are also, now we put in the machine and machine will be giving you	**A1 Focus** **A1 Success** **A1 Impact** **B Reflecting**	**A2 Vision – LE** **A2 Determination – LE** **A2 Quality Services – LE**

	everything. Absolutely. So all those machines are now there. But all those, but when I was really in the 15 years later, or maybe 20 years later, um, so that at that time, lot of different bacteria were there. Now with the vaccine, I brought two vaccines. That's right. And maybe by, by another vaccine is coming in next three months or so.. these are all my work in last maybe 30 years.		
R3AC	And all those bacteria are preserved. Can you believe it? Minus 80 degrees, or, but why? I don't know why. I just know we should know more about this bacteria, for future research. I don't know because there is none of these, those machines were there at that time. But I thought there should be, it'll come somewhere. And now Sejuti, you know Sejuti Okay. So Sejuti now, and team now working with all those hundreds of thousands of, um, thousand, hundreds and thousands of bacteria, and they are now working on it. Mm-hmm. <affirmative>, they're now, you know, the sequencing.	**A1 Foresight** **B Reasoning and Decision Making**	**A2 Instinct – SC+LE** **A2 Strategy – LE**
R3AD	Okay. So we are now sequencing. We know now, before that we were not knowing precisely find that bacteria. Because that bacteria by that time is changed now. Changed, changed. So now you are now, so all these things are being used. And that is the way, so for this Sejuti, got more than a hundred	**A1 Sustainability**	**A2 Capacity Development – SC+LE** **A2 Management Skill – LE**

	thousand, sorry, a million dollar just to, just to get, because not just for the sequencing. Yeah. And, and importantly, none in the world, um, had this, because we will, we will be keeping it, we'll be keeping it for last 30 years. Mm-hmm. <affirmative>. So now they can go, okay, what was the biology with the time, how it is going on. So all those are, yeah. Um, so there's, the way I really put Child Health Research Foundation. There's the way, the Child Health Resource Foundation, I hope that it'll be sustainable. I wish, I wish I can really help them another maybe several years. But I can tell you. My problem is the words, but my intelligence that is fine.	**A1 Vision** **A1 Unfulfillment** **B Reflecting**	**A2 Foresight – LE** **A2 Strategy – LE** **A2 Devotion – LE**

8.2.4 Kabir (R4, CEO)

Interview Section	Respondent's Original Expression	Indexed Interpretations	
		Noema: A1: Essence of SED	**Noema: A2: Shapers of SED**
R4A	Mm-hmm. <affirmative>.` Sajida Foundation is the mother organization. It owns 51% (৫১% শেয়ার own করে) share of Renata Pharmaceuticals. (Sajida Foundation এর একটা wing হচ্ছে microfinance) Microfinance is a wing of Sajida Foundation which is the largest, (তারপরে আমাদের development program আছে) else we have development programs. Main concentration area of our development program are poverty, climate change and health..and so… and WASH. (এই কয়েকটা Areaতে আমরা বিভিন্ন ধরনের development program করে থাকি.. একটা unit বা wing এর মাধ্যমে।).. we run our development programs in these areas through a unit or wing. . (আর আরেকটা area হচ্ছে আমাদের social enterprises) Another area is our social enterprises. Innercircle, PHWC, Home and Community Care, Appinion (এগুলা হচ্ছে আমাদের) these are our social enterprises. They are all separate private limited companies. (And আরেকটা wing recently আমাদের শুরু হয়েছে) And another wing we recently started is impact investment. (আমরা বিভিন্ন start-ups এ invest করি)… we invest in different start-ups. (Recently research, monitoring and evaluation শুরু করেছি, এটার আলাদা একটা wing শুরু হয়েছে).. Recently we have started	**A1 Organizational Growth** **B Reflecting**	**A2 Strategy – LE**

	research, monitoring and evaluation as a separate wing. (আমরা যে কাজগুলা করি সেটাকে evidence-based করা যায় কি না, সে টা দেখার জন্য research কে আমরা আমাদের প্রত্যেকটা initiative এর সাথে integrate করার চেস্তা করছি).. To make our work evidence-based we are trying to integrate research with all our initiatives. (একটা হচ্ছে আমাদের) One is program related research to see the impact of our work.. (আরেকটা আমরা করি, কিছু empirical research অ আমরা করি) Another one is we also do some empirical research.. (যেমন COVID19 আমাদের অনেক interventions ছিল, এই related অনেক research আমরা করেছি).. Like during COVID19 we had many interventions and we have done many research during that time. (আর এভাবেই Sajida Foundation এর বিস্তৃতি টা হয়েছে)।। And that is how Sajida Foundation has expanded over time.		
R4B	Um, so 19, 1987 Sajida Foundation, uh, was founded by, uh, by Syed Humayun Kabir. So, it started from, from his, um, from his, uh, residence. He, he created a garage school for the, for the, for the children, uh, of the househelps around the, around the area. So, he created a, a foundation, which is named, which, which is named after his wife Sajida. So that's how Sajida Foundation in 1987 started informally. So this was a 25th anniversary gift to his wife. So his wife is still alive, so, so that's also another miss, you know, a new thing about Sajida Foundation, usually people create foundations after they die. So, it was actually a 25th anniversary	**A1 Social Responsibility** **A1 Initiative** **B Reflecting**	**A2 Ethical Realization – LE** **A2 Affluent Background – SC** **A2 Emotion – LE**

	gift to his wife. That's how Sajida Foundation was created informally, so Syed Humayun Kabir was the chairman and managing director of Pfizer Bangladesh.		
R4C	Then, so around 1991, uh, Pfizer, New York decided that they would leave Bangladesh because in, during the late eighties, you know, because of our national drug policy, multinationals were being discouraged in the country. So they decided to leave Bangladesh. So being the managing chairman and managing director of, uh, Pfizer, Bangladesh, then the first stock offer was given to him as a, for management buyout of the 51% shares that Pfizer had in Bangladesh. And the rest of the 49% was public, and still it is public, so Syed Humayun Kabir was not personally interested with the management buyout. So he negotiated a deal with Pfizer, New York, that if you give this shares to Sajida foundation on a deferred payment basis, it was given as a loan initially that we would pay them, uh, from the dividend it earned, uh, 75%, and 25% will go in into our programs. So, in six years, we will pay, pay them for the 51% shares. So that's, that was the deal with Pfizer, New York, with Syed Humayun Kabir and Sajida Foundation. So that's how actually Sajida Foundation from 1993 started in in formally, formally.	**A1 Negotiation** **A1 Decision Making** **B Reflecting**	**A2 Expertise – LE** **A2 Strategy – LE** **A2 Selflessness – LE**

R4D	So, so we, so then I am the daughter of Syed Humayun Kabir. Uh, I graduated, uh, under, in social work. I did my, um, undergrad in social work. So, I came back and then I joined Sajida Foundation. So then we had, and I, I was there and there were two other people, uh, who were there. And then we started, you know, our microfinance initiatives and other initiatives. So, and that's how Sajida Foundation actually formally began from 1993. And so, so then, uh, after few years, uh, Pfizer visited Bangladesh, and they were happy with what was happening with Sajida Foundation. So, they actually later on donated the share. So, we only had to pay one installment. The rest of the installments were donated to Sajida, the foundation, because they, they trusted, um, the initiatives and they believed that something good will happen out of this. So, they had that, um, trust and, um, you know, administration for the founder and for other activities they, they saw, um, on the ground.	**A1 Capacity Development** **A1 Donor Management** **A1 Leadership** **B Reflecting**	**A2 Vision – LE** **A2 Trust – SC** **A2 Foresight – LE**
R4E	So my experience, um, if I say it start, it starts with, Um, it created from that essence and thereby, you know, created social capital, you know, an example of, uh, social entrepreneurship, I would say in that respect. So, started the foundation, um, uh, started from a, you know, corporate, uh, initiative. Um, and then, then thereby, you know, the founder decided that, that he will not personally own, um, um, own the corporate entity, but donate, uh, the, the shares to Sajida foundation, right?	**A1 Philanthropy** **B Reflecting**	**A2 Affluent Background – SC** **A2 Selflessness – LE**

	So, Sajida Foundation became the owner of, of one of the largest, you know, pharmaceutical in the country. So that is itself is, is an example of how, you know, uh, philanthropy, uh, if you say, uh, can be created, um, uh, in different forms. So, Sajida Foundation is an unique example, uh, because it is, it, it owns the corporate entity, um, from the very beginning.		
R4F	So that's a very different, um, model. Whereas we see, um, you know, corporates, uh, creating, you know, CSR initiatives, and then from the, those CSR initiatives that there are, you know, development programs that you do or you can create, uh, businesses which has social impact, right? So that, that is my experience, um, of, of, um, of, uh, you know, social entrepreneurship. But by the, the very fact that Sajida Foundation itself, um, was created for, uh, creating entrepreneurship and social, uh, impact, right? So, but now over in 30 years of our journey, we have looked at it differently in terms of entrepreneurship. So in terms of entrepreneurship, so we have created a micro financing unit where we, we, we invest on mostly, mostly 93%. We create, uh, women entrepreneurs. We try to create women entrepreneurs, or we try to try to have initiatives, um, where, or invest on initiatives where women is the focal, you know, focal, uh, character, um, in that initiative. So, so that is one aspect, you know, microfinance that we do.	**A1 Innovation** **A1 Empowerment** **A1 Impact** **B Reflecting**	**A2 Social Need - SC** **A2 Capacity Development – LE** **A2 Holistic Approach – LE**

	So, and then we have, uh, you know, aligned, uh, initiatives, uh, which supports the women, uh, in her other journeys in life, whether it's health, whether it's education for her children, you know, other, other, whether it's WASH, um, uh, facilities, um, and, and different other aspects. Right?		
R4G	And then, then we thought of building businesses, uh, building businesses, um, which has, uh, social impact and created for social good, um, or which, which, which, which provides services, some essential services which are, uh, scarce in the country. So our social enterprises are, um, are, uh, mostly health focused. Uh, so, so we have, um, one social enterprise called Inner Circle, which deals with the special needs children, but that's a very high quality international standard services that we initially trying to create. So, so that, you know, international quality services are available in Bangladesh. We, we see that, that it, it is even for the people who can afford it, the services are not available, and people usually go abroad to avail those services. There's a gap. There's a gap. And so initially we started with the niche market, but the idea was that we will bring in expertise and cater to the niche market, and, and from there, we will capitalize or leverage that expertise to bring it to the other segments of the society. So now we have	**A1 Initiative** **A1 Foresight** **A1 Growth** **B Reflecting**	**A2 Social Need – SC** **A2 Expertise – LE** **A2 Quality Services – LE**

	a product, uh, which have, which we have, we have tried and tested, uh, for five years.		
R4H	Uh, but now we are expanding that and also trying to create another line of services, which is, which is more affordable for the middle class. So, and probably in future we might want to, we will go to the lower end of the market. So that's how we build, you know, uh, businesses. Um, so then we have another, um, another enterprise, which, which concentrates on, um, mental health. So we provide counseling and psychiatric services through that enterprise. It is called Psychological Health and Wellness Clinic. We have, um, uh, we have another company, which is called Home and Community Care Limited, um, which provides, uh, caregiving services to the chronically ill elderly mm-hmm. <affirmative>, yeah. And so on. So we provide homes, home services, so that, those are kind of our primary, uh, microenterprises we have built in the last five years. Then we have another, we, because whatever we are doing now, so it has to have a technological focus. So that's why we, we have invested on an IT company. So, so, so it is called Appinion where, where, you know, the technological innovation that we want to bring into our different programs, different businesses mm-hmm. <affirmative> could be, could be created through that. So these are our social, uh, enterprises. Um, uh, um, and of course, you know, we say that	**A1 Impact** **A1 Agility** **A1 Adaptability** **B Reflecting**	**A2 Diverse Solution – LE** **A2 Vision – LE** **A2 Vision – LE**

	Renata, you know, the, the pharmaceutical that such the foundation owns 51%. So that is also a kind of social enterprise, I would say, because 51% of, of the dividend is coming to a, or an organization which is engaged in, in, in doing social good or creating social impact.		
R4I	Mm-hmm. <affirmative>, right? So that's how we look at, uh, you know, the phenomena of, um, you know, social entrepreneurship. Um, so it's a journey, uh, not necessarily, um, the, uh, there are different models of social entrepreneurship, um, in the sense that, you know, sometimes it is created by an individual, uh, and then, then thereby, look, we look at the journey, but what I experience, my experience is that creating social entrepreneurship, social capital, or doing businesses for social good, doing it through institutions, yes. Building in different forms of institutions. So we started with Pfizer, it became Renata then, then Sajida Foundation came into picture, and then now Sajida foundation is investing in different kinds of enterprises, social enterprises. So, so, so that the ones I named and also Sajida Foundation has another recently started, and another wing, which is called impact investing. So that is also encouraging, you know, you know, startups for example. So those, you know, startups, uh, which has a, um, which, which has a, which is creating a social impact. So, so, so recently that wing evaluates, uh, these businesses, businesses, whether they're	**A1 Well-timed Decision** **A1 Sustainability** **B Reflecting**	**A2 Strategy – LE** **A2 Quality Services – LE**

	startup or they're accelerator editors, you know, so, so we evaluate those businesses and invest in those businesses. So, so far we have, uh, invested in the areas of health and education, for example.		
R4J	Mm-hmm. <affirmative>, um, in, in those line of businesses, startups, that's, that are coming up. So far, our concentration has been on that. So that is another way. So the whole ecosystem of Sajida Foundation is built around entrepreneurship. And from my personal journey, if I have to articulate, um, that actually when I joined Sajida Foundation, you know, it was kind of, uh, the same time when Sajida Foundation was formalized mm-hmm. <affirmative>. So my journey has been as an entrepreneur, uh, because I, when I started, you know, I started with two, two or three people, and now we have about more than, you know, more than 5,600 people in the organization. So, so, you know, it was, it was also a journey for me as an entrepreneur in that respect mm-hmm. <affirmative> that, you know, it was, I started with one or two people, and now it has, you know, created, you know, not only in terms of employing thousands of people, but it has built multiple businesses or programs over 30 years.	**A1 Scalability** **A1 Organizational Growth** **B Reflecting**	**A2 Community Engagement – SC** **A2 Strategy – LE**
R4K	And so that's how the journey of Sajida Foundation began. And I grew with the organization. Mm-hmm. <affirmative> actually, my journey is, is kind of parallel or, or integrated, I would say, rather that with, with Sajida Foundation, that's how we actually, you know, started. That's, that's kind of the history. Yeah.	**A1 Vision** **B Reflecting**	**A2 Strategy – LE**

8.2.5 Sinha (R5, Co-founder)

Interview Section	Respondent's Original Expression	Indexed Interpretations	
		Noema: A1: Essence of SED	Noema: A2: Shapers of SED
R5A	Mainly waste sector. Basically, I'm an architect. Huh? Basically, I'm an architect. a trained architect. And then I went for, further studies in Asian Institute of technology in < > Urban and Regional planning. During that time, I met a professor, uh, he inspired me to work in the sector. He's a specialist on informal sector. Dr. ATM Nurul Amin, I think he is now retired. He came to. He's, uh, um, renowned in informal sector. So, uh, then he told me to go to the library and look, if you want to work with, you go, go to the library. There is a book article written by one of the professor, Canadian professor. He used to work there uh, um, then I, then I went to the library and found a very interesting publication that, that, uh, how, uh, you can link.. waste, is not a engineering problem.. it is a social problem.	**A1 Initiative** **B Recalling**	**A2 Social Network – SC**
R5B	So that was a <inaudible>. And after reading that, I found that she did her PhD from Calcutta on formal sector, informal sector, how we can improve. So I, uh, my thesis topic was formal, informal sector linkage, how we can improve in developing country. You'll find thousands and millions of people are engaged in waste recycling, waste management, but they're all neglected. And formal sector they miserably failed in this sector because waste remains a problem for Dhaka	**A1 Research** **B Recalling**	**A2 Initiative – LE**

	city. During that time. 92, 93. Yeah. Then I talked with my professor. I was looking for what, which subject I should pick for my thesis. He said that this is a good, very good idea. Nobody did that study, so why not do it for, uh, I think it'll be very interesting. Then I started, uh, to learn and read more articles, and I got interested that I should do something for Dhaka.		
R5C	Mm-Hmm. <affirmative>. That was the inspiration for me. That a simple paper, a journal published in a, a magazine. My professor told to go to the library and read that, and that changed my whole, uh, profession. I was basically, I was architect, developer, those things. I developed houses, made money, and I was planning to come back and again, do the development. In my batch there are a lot of people architect doing development business… design, development properties. So I left that idea, that tried to promote that waste is a resource that during my thesis, I met a lot of informal sector, visit the government sector and in a different angle how we can improve the situation. People laughed. The government organization, they used to laugh at me that this is your academic is not going to solve the problem.. to solve	**A1 Innovation** **B Reflecting**	**A2 Research – LE**
R5D	Waste problem.. It's a big problem.. You need money, you need trucks. You need a lot of, uh, uh, hardware to solve that. Interesting. And when I told him that, that it's, uh, waste is, it can be a business. It's a resource if mm-Hmm. <affirmative>, if you look at waste as a resource that you can reduce the amount of waste and you can reduce the budget. So less amount of waste will be going to the landfill and it'll create less pollution. That was the idea. And	**A1 Innovation** **A1 Research** **A1 Initiative** **A1 Foresight** **B Recalling**	**A2 Social Need – LE** **A2 Social Need – LE** **A2 Inspiration – LE** **A2 Vision – LE**

	during my thesis, I met another, uh, one professor I met, met him in BUET. He said that there is a boy, he's also doing his research on, uh, waste management. Why don't you meet him? To get information? I was, I came to Dhaka for information, for thesis needs information. And I met him. It was Iftekhar Bhai, you know, he's a civil engineer. And then, uh, we discussed and I went back with the data and everything. I went back and, and the thesis was very good. Mm-Hmm. <affirmative>. And my professors, the person who helped, uh, inspired me, said that he showed him, I worked under him for a research associate for, for a while. And then when he, he was advised me that look at my shelf, so many thesis, all green thesis, <laugh> student under him, advisor. He was the advisor. Uhhuh <affirmative>. No one is, uh, no one is, uh, working in the same sector. They left the idea and then went with some job and mm-Hmm. <affirmative> and someone, some student, they worked with different areas, but they're not connected with the same idea what they did, the PhD or masters. So why not go do the same thing, you know? Bangladesh. Mm-Hmm. <affirmative>. That was another turning point. It's very good. I know you are enterprising. You can do that. Why not create something? Uh, show the government, show the people that it can be a resource. And then I went for UNSCAP, United Nations SCAP in Bangkok and got a job there. I worked for one year there and my work was to compile information on waste management. And I was lucky. And I, it opened my vision. During my		

	thesis, I did my research on, uh, literature reviews. But when I sat in UNSCAP business, uh, office, they are covering is UNSCAP region.		
R5E	It's a huge region, Asia Pacific region. And all the case studies I got to know and found, and it inspired me that this kind of thing I can do in my country and also solve my problem. That was a turning point. I came to Dhaka and then I met Iftekhar. He was doing his master's, then master's. That's not finished yet. And because it was not a profession, we, he was working as a Civil engineer in BUET. I was working in another Architectural firm during the 1, 2, 3 year. But passion was there. We used to, uh, sit together and thinking how we can improve the situation. And we went to the city corporation, Mayor met him because during my thesis, I met him Mm-Hmm. <affirmative>. And also gave him the idea. They were not that inspired. It is difficult work, academic, fresh, graduate. You can, you want to solve everything <laugh>. And TED this story you get in the, uh, TED, uh, Ted talk.	**A1 Challenge** **B Reflecting**	**A2 Passion – SC**
R5F	Then we went to the chief engineer of, uh, local government engineering department (LGED), Mr. Siddiqui. Uh, and when we approach him, he like us. Mm-Hmm, <affirmative>. It's a very good idea. Why not? He used to like us very much, but he could not create scope. because his engineers and others, they were laughing that it's not going happen. That's not, this is not going to happen. Their academics are new, fresh graduate. After one or two years, they will leave this idea. And then we thought that both of us, that we believe in our idea. We believe waste is a resource.	**A1 Confidence** **A1 Self-Development** **B Recalling**	**A2 Research – LE** **A2 Learning – LE**

	It can be turned into resource. And we can, if we believe in ourselves, we should do it by ourself. We don't have to take other's help. Instead of a researcher, we are waiting that someone will come, the government will come to us. I want your idea and help them. But we found that nobody's interested in the new idea. And no, no one was spending money. Also, the government is not ready to spend money in this idea. So we thought that why not test it by ourselves and show others what can be done. Then the main barrier was how we can get the waste, how we can we know the technology processing this thing, and then how we can integrate, uh, waste collected somewhere and then process it into a resource.		
R5G	So our target was the first that if you look at the waste, a large portion of the waste is organic. And organic creates smell. And it is the problem for the cities. And, but it's full of nutrient. Nutrient is becoming pollutant. Yeah. Lot of nutrient. But if you leave it in the water body, low-lying areas, it creates methane emission, methane gas, hydrogen sulfide, and pollutes the water. So we thought that we first target because informal sector is already active with recycling, But why not? Why not, uh, uh, touch organic that, uh, land was a problem. No one was willing to give us land. They thought that what you're going to work with waste. We cannot give you land because this kind of activity, you need land, landfill site. City corporation will not give us. Somehow in my community, Mirpur. Oh, my	**A1 Capital** **A1 Negotiation** **B Recalling**	**A2 Affluent Background – SC** **A2 Expertise – SC**

	father was the president of Lion's Club. Oh, that's, and there is an eye hospital. And beside that, there's a big chunk of land. And, and I approached, uh, the committee, Lion's club. Because as a researcher, no money, no land. So I asked them, I want to do experiment, but all the members were against it. They said, you're going to deal with waste. It's a hospital and community there, but we have to prove that if you do it scientifically, nothing will happen. And we convinced them.		
R5H	We worked there for 10 years in that area. That's when we started the work. I met one USAID guy Earl Gessler. His name was Earl Gessler. And my professor knew him. Mm-Hmm. <affirmative> and informed. And I sent the photographs, said these things I'm doing, he inspired me and he showed it to Earl Gessler. He was in USA. He said, it's a very good idea, but I want to see what they're doing. And very soon he came within a short time, visited Bangladesh and said where is the plant. He went to the plant and took the compost in his hand as well, and said that this is the first time some researcher showed me how to produce that. This I want to help you. That was the first thing. First time we got help from someone. And he said that, I want to help you, but you don't have an organization.	**A1 Opportunity** **B Recalling**	**A2 Social Network – SC**
R5I	Oh, that's, so we have, we have two of us who are working, researching. I know that you leave this work and again, go to your profession, urban planner or civil engineer or architect, you'll do other business. So I want to give you some money. Please organize yourself as an organization and want to give from USAID to replicate your idea. That's how it started. We or Waste Concern was born in 1998.	**A1 Trust** **A1 Organizational Growth**	**A2 Research – LE** **A2 Expertise – LE**

	In 95 officially register an application on everything. We started 98 and uh, during that time, UNDP was conducting the largest, uh, because by that time, lot of story. Yeah. We, uh, showed it to the government. Uh, the government officials liked it. And agriculture department, everything. Compost was tested in Dhaka University. Professor Mamun, he was the geography and soil science. And we talked to him. He liked us. He said, always bring your compost to me. I will check tested in my lab. Quality. Quality control. Quality. We didn't have the money for this kind of research and this things.	**A1 Recognition** **B Recalling**	**A2 Quality Services – SC**
R5J	Yes. Now we ended up with large amount of compost, mountains of compost. We could not sell it. We thought that people will come and buy. We are not marketing people. The producing of compost, the local people convincing, source, segregation, collection of waste, bringing it here we are learning how it can be done in a community scale. How involved the community could bring the waste somewhere where it can be processed and then marketed. And we ended up huge amount of compost. And we didn't know the market, business, farmers, they'll not come to us.	**A1 Challenge** **B Recalling**	**A2 Determination – LE**
R5K	And then the professor Imamul Haque, he's another guy. He said, don't worry, I can check the quality. And quality was very good, fertilizer. So we were convinced that whatever you do in the community, waste organic waste, you can convert it into a fertilizer and it, it can make money. That was the learning. And during, during that time, professor, uh, Salim Bhai, PCAS, you know, Dr. Atiq, Salim Bhai PCAS very famous for climate change.	**A1 Recognition** **B Reflecting**	**A2 Quality Services – SC**

	They were involved with the UNDP SEMP sustainable environment program. They were involved with that. And they knew about us, and they told UNDP people to go and see what they did. And they, a small project. They UNDP, the forest, uh, you know, the, uh, she was there. She was the consultant there. Farana like, uh, Dr…. What's her name? Like, uh, budget. They work with the budget. Uh, NGO, You know, our husband is the banker. She's the, I I'll I later on, uh, CPD, Farhana knew us. Yeah. She came to our plant. She said it is a very good idea. Why not? And Dr. Saleemul Huq and Dr. Atiq, they were promoting us. Mm-Hmm. <affirmative>. And then UNDP supported that. It should be replicated. And then we started, and then after the, so our idea was first incubated in a small area. We tested the idea and not commercial, but learned a lot of things.		
R5L	Mm-Hmm. <affirmative>. And people helped us with the Land.. Lion's club. Because if you have a good idea, you'll find that there are also positive things happens. They want to help you. And we found one business plan. Absolutely. People wanted to contribute to that. It's a good idea. I will contribute. He helped us to buy, uh, construction facility, purchase equipment. He helped us. And then Lions gave us a land, those things all, and U-S-A-I-D, the Earl Gessler, he came with to disseminate the idea. Those things happen the same time. But if you have a good idea, if you believe in yourself, our belief is that you have to test it physically and that you can get the result. Otherwise, if you just theoretically, if	**A1 Organizational Growth** **B Recalling**	**A2 Social Network – SC**

	you think about it, it'll not. So on the ground, we tested our idea and the idea, uh, seems to be okay. It can be a marketable idea. You can make business. Yes. And then UNDP replicated, and then we found UNICEF came, UNICEF replicated in other sub towns and cities.		
R5M	And we found that the idea is popular and people are liking it. You can make money <laugh>. So organic waste is resource now. Oh yeah, of course. But our dream was that how we can, uh, involve banks. We want to make our idea bankable. So that was one of the thing that was, um, we went to a lot of banks, even BRAC bank. We went, mm-Hmm. This is not a, if you are want to invest in other, why <laugh>, we invest. But bank is not going to invest in this kind of idea. So that somehow UNDP asked us to prepare a document.. Thematic Trust Fund. It's a trust fund globally.	**A1 Scalability** **B Recalling**	**A2 Strategy – LE**
R5N	Five, uh, comp, uh, I think globally few organization will get the fund under UN organization competition. Oh, they wanted to promote climate change and those things. How we can do it.. carbon trading climate change. No idea. No clue. No. and we were working with UNDP, the resident, and Shirin Apa was the same project. She was, uh, organizing that and requested us to prepare a document for the government. UNDP want to prepare it and compete with the Bangladesh UNDP will compete with that fund. TTF fund, thematic trust fund, thematic trust. They said, I say, we don't, don't have any clue what we,	**A1 Resource** **B Recalling**	**A2 Confidence – LE** **A2 Aspiration – LE**

	why not go through documents and then we prepare. We believe that you can prepare us. Mm-Hmm. <affirmative> you can be successful on waste sector. And then we prepare the document and they got the fund almost during that time, 100,000. And then why we want to spend this money on your idea. How, so we have to create some. And we gave them idea that yes, waste, if you process, you can reduce greenhouse gas.		
R5O	And there was no methodology before that. You need to have a methodology. If you want to have a greenhouse gas reduction project, it must be recognized by UNFCC. So our idea was small and we wanted to link with climate change, not only reducing, uh, large amount of waste. you're producing, uh, environment friendly product. And then the climate change angle. . Mm-Hmm. <affirmative>. So the idea was that if you divert your waste from the open landfill, open landfill, it crYou're solving environmental problem. And the first step, we could develop a methodology approved by U-N-F-C-C that if you process waste the way we are trying to do the aerobic composting, you don't generate Methaneeates lot of greenhouse gas. Methane is one of the gas. It's a greenhouse gas and it is put 25 times more than CO2. So the idea, when we, we, the methodology was verified by MET panel. There is a MET panel of experts globally under the U-N-F-C-C. They check the methodology and we prepared it, uh, during the work. UNDP gave us, we had a Dutch company, Royal Hurlsbury, you heard about that largest, uh, consultancy firm.	**A1 Innovation** **B Reflecting**	**A2 Expertise – SC**

	One consultant came to Dhaka to help us to develop a waste project, uh, linked with climate change. And we jointly prepared that methodology. And you can get AM zero, zero, uh, one M, zero zero. Uh, we just check CDM, uh, waste, uh, solid waste, carbon trading. Waste concern. Right? You'll find it.		
R5P	Shafi Bhai of Ashoka (who is now in BRAC) interviewed us.. we are joined Ashoka.. me and my partner.. Later I was in the interview board of Ashoka.. I took the interview… but পরে থাকতে পারি নাই.. সময় দিতে পারি নাই.. (later couldn't continue because of time). ঐটা আমাদের একটা inspiration.. (that is one of our inspiration).. Social Entrepreneur এর জন্য recognition.. (recognition of our social entrepreneurship), আমাদের responsibility বাড়ল, UNDP খুশি হল, আমাদের পরিচিতি বেড়েছে (our responsibility increased, UNDP became happy, we are becoming renowned). ঐ সময়.. At that time.. Carbon trading, business model, going to banks, want to be bankable… these ideas are coming up.. Royal Ashphany থেকে এসেছে for carbon trading.. Many ideas are in my mind.. how can we formulate and scale up.. (ঐ সময় আমার বস ছিল আদনান আলি) my earlier boss in UNSCAP Mr. Adnan Ali	**A1 Social Responsibility** **A1 Scalability** **A1 Achievement** **B Recalling**	**A2 Global Recognition – SC** **A2 Innovation - LE** **A2 Quality Services – SC**

	started looking for me… from Asia Pacific Region they are searching for the best waste management organization.. তোমাকে চিনতাম না আমি, জানতাম না waste concern কার.. later we found its yours.. which is more logical, affordable and suitable for small towns.. (ওরা select করে ফেলল আমাদেরকে, যে তোমরা আমাদের সাথে কাজ করবা) they selected us to work with them. Very good.. our idea will scale up with them.. (ওদের সাথে) Srilanka, Vietnam they came to Bangladesh.. (Replication হচ্ছে) It is being replicated in Indonesia, Srilanka and we are getting regional and international network.. recognition.. (ঐ সময় আমি ইন্ডিয়া গিয়েছিলাম).. At time I went to India for a presentation.. Suraiya Apa you know.. she also went.. They invited the social entrepreneurs.. After the presentation (Schwab Foundation আমাদের পিক করলো, interview নিল) Schwab Foundation they picked us, took our interview and we were selected as a Schwab entrepreneur. that is another inspiration.. (ঐ সময় আবার UN আমাদের select করলো award এর জন্য) At the same time UN has selected us for another award that is Race Against Poverty. (The photo with Mr. Kofi Anan) Shirin Apa was posted in UN in New York in 2002.. There was a competition called Race Against Poverty.. The award will be given to only 5 people globally.. (আমাদের নাম ছিল অনেক নীচে) Our name was much below on the that list.. (উনি আমাদের highlight করেছে, যে এরা বাংলাদেশে অনেক ভাল কাজ করছে) She has highlighted us saying they are doing very good job in Bangladesh..		

	luckily we were selected and that was another inspiration was the minister. We got huge international exposure after that..		
R5Q	There was no national policy on waste.. UNDP said, you are doing trmrndous work on waste but if the policy is not in place your work will go in vein (ইউএনডিপি বললো, তোমরা যে এতো কাজ করেতেস, policy ঠিক না থাকলে তোমাদের কাজ সব মাঠে মারা যাবে) I thought, okay, we invested so much money, money, in replication. You have to fit in the policy. There is no policy, no policy for waste. Why not prepare the policy for the government? (2005 এ আমাদের দায়িত্ব দিল).. in 2005 we got the responsibility.. we organized a national seminar.. brought veterans from many countries.. South Asian countries.. Pakistan. India… India already had their policy.. those who came are the veterans.. we got inspired listening and talking to them.. we did the publication.. which you will find in online.. That was just a simple idea.,, which we just incubated.. It got the immediate attention of UN, national government.. under ministry of environment and forest.. thus we got exposure again.. UNDP said they want to do a National 3-years strategy. Three years strategy with three words.. reduce, reuse, recycling strategy for Bangladesh Government.. We completed it in 2010 though it was started in 2005.. After consultation with ministry, the draft for solid handling rule were left	**A1 Policy Advocacy** **A1 Vision** **B Recalling**	**A2 Expertise – LE** **A2 Strategy – LE**

	for many years.. Every year the draft were revised in 2006.. 7… (আমার অনেক মন খারাপ হতো, এটার আরও story আছে).. I was very upset.. My idea, my projects on waste resources need to be fit in somewhere.. Then we ensured the 3R Strategy of the National Government where UNCRD helped us.. I became the, uh, national communication.. for three R..		
R5R	I used to attend all the programs, seminars on 3R in Japan, other countries.. I was asked to promote 3R.. After that I convinced Bangladesh Government.. a National seminar was organized.. The government has agreed and asked me to prepare a strategy.. In 2010 the strategy was launched.. Based on the strategy many different works are now ongoing.. Many investments are coming in.. In every country there are few steps to do a policy.. But for a policy there are many different steps before.. like strategy, rule, plan, projects etc… then we did the rule after the strategy.. we also have an act ECA – Environmental Conservation Act.. (Bangldesh এ এই জিনিসটা খুব সুন্দরভাবে হইসে) it has been done very nicely in Bangladesh.. Step by step.. Strategy, policy, rule all are done.. rule was made in 2021.. the strategy was done in 2010.. In 2008, we did a joint venture first time in Bangladesh, a waste manager project that will be a carbon trading project ..CDM, Clean development mechanism, We also did the national structure for it for the government. There will be a CDM board, or CDM committee, or ministry. (কারন এই ধরনের waste project যে কোন রকম হতে পারে) Any kind of project can fall under CDM like transportation	**A1 Sustainability** **A1 Achievement** **B Reflecting**	**A2 Strategy – LE** **A2 Recognition – SC** **A2 Strategy – LE** **A2 Vision – LE**

	project, agriculture project, waste project, (যে কোন প্রোজেক্ট হতে পারে) could be any project as carbon trading project to reduce emission. It is under Prime Minister's Office. (কারন কোন ministry-এর under এ থাকলে কেউ কারো কথা শুনে না). Principal Secretary will be the chair and all the secretaries, DGs will work under him. That became successful and the government was very happy. But the CDM did not work because of price drop. The Dutch person who came earlier told about me that in Netherland and introduced me with someone in Netherland who has a very big Carbon trading project with 55 million dollar turnover. You go and talk to him. I said, 'how could I go to Netherland? I have no money.' UNDP said how much money you need we are giving. They gave us ticket, money and sent two of us to talk to that person.		
R5S	After talking the person hugged us and said, 'I never hug anyone but I hugged you because I believe you can do this'. The person not even know what is carbon trading. We shared our idea with him and made a plan. He will get the income from carbon trading, I will get the revenue from selling compost, research etc. The business plan will be like this.. We made the Project Proposal and got the approval from the Government. But the city corporation was not allowing. We made two projects; landfill gas and composting. They were not willing to give land, because land is very expensive. And if we set the weighing bridge all the misappropriation will come out. There are ghost labour, false trip etc. For carbon trading project everything need to be documented even 1 kg of waste.	**A1 Challenge** **A1 Adaptability** **B Recalling**	**A2 Local Recognition – SC** **A2 Learning – LE** **A2 Determination – LE**

	Another project was Bio-gas project from landfill which will give free electricity to street lights… 3.5 megawatt. But city corporation was not allowing even if free. Then I said, 'I don't need land.. and I will do it on my own land.. we took a land of 11 bigha on lease.. did the project and run… After 5/6 years Carbon trading price decreased.. and the Dutch investor after investing 3 million US$ could not continue as there was no income. But it was a 10million US$ project. But with the blessing of Allah it became a learning for us and later we have got a Big investment. Governor of Bangladesh Bank asked, 'You will do Carbon Trading? Foreign currency will go out of Bank. Then how will you do Carbon Trading? Will it go in Cylinder?' But he was a learned person.. I explained this is just a certificate for offsetting green house gas.. There will be a CR which you need to approve.. Then he said, I'm, I'm very happy that you are doing this. Then board of investment, we successfully got the approval.. Then we invested in the project. A good thing happened.. the idea is accepted by National Government.. LGED is implementing our project idea.. ADB and World Bank said we won't fund any project if waste management is not there.. no emission, no landfill need to be ensured.. spending same amount of money.. Our concept was integrated landfill resource facility.. Banks started investing.. our first project was with the Dutch company where Dutch-Bangla Bank invested.. the MD of Dutch-Bangla Bank was an Agriculturist.. He was so convinced. First bank in Bangladesh who came on board.		

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R5T	Then ADB, World Bank stepped in.. Now AIB.. on board.. What we are saying for long recycling, compost, but now there are many companies now in Recycling. Compost.. Around 70 companies are now registered for compost but we were Number One. But now companies like Partex is also doing compost.. Joanna Myer, the professor I talked about.. didn't keep the idea within.. they gave it.. which was replicated.. What we did, we made the road, put the stepping stone and then walk.. like there is no policy, make the policy.. Now in many policies of Government it is mentioned, composting is a must.. But government didn't mean it.. already half a billion US$ is invested based on our idea... AIB is investing 300 million which is already approved.. World Bank, ADB also investing in small projects.. Now we are doing a project with World Bank on Chittagong WASA.. Fecus.. Human excreta is another sector.. where will it go? Solid waste. Liquid waste.. it is a huge nexus.. Plastic waste roadmap was done by us.. we did a study and found all the canal everywhere were filled with plastics.. All the ponds, canals, diches are filled with resources (plastics).. Plastic is petroleum.. Now the plastic.. The nexus among solid waste and liquid waste.. we have already educated the government and stakeholders on composting. Integrated landfill facility.. and how government will do it… regional facility, we have given some idea to the government... government is now regulating..	**A1 Success** **B Recalling**	**A2 Quality Services – LE** **A2 Vision – LE**

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	Feces management came as a part of solid waste management which we are doing with Chittagong WASA.. to make it a resource and composting.. . it is full of nutrients. The government has accepted the idea and now doing it with Chittagong WASA.. All is linked with Carbon Trading as per Paris Alignment.. World Bank and ADB will not invest in any project where Climate Change is not addressed.. Now we are being able to link the projects with Paris alignment.. AIB Board first approved our project because of the alignment..		
R5U	Our difference with other social organization is we are technocrat.. We can quantify, we can demonstrate numbers.. Many work with emotions and sometimes couldn't see the numbers.. when we convince someone for financing we show them IRR What is IRR, Numbers? What will be the project life, profit, where are the innovations… so we could quickly sell the projects.. . we always look for Sustainability for any idea.. Someone could think I will continue till I get grants.. Then an entrepreneur couldn't remain an entrepreneur.. their mind got bogged down.. There are many things which is not possible to do without grants.. . So for this I have Waste Concern.. British government gave us grant for medical waste Management.. which they will not give it to private sectors.. I have another window for research.. where I am doing research and piloting.. But again ADB, World Bank they are also funding.. but the implementation is done by LGED with a consultant.. we are	**A1 Sustainability** **B Reflecting**	**A2 Strategy – LE** **A2 Vision – LE** **A2 Expertise – SC**

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	encouraging private sectors to come and work as Public-Private Partnership..		
R5V	It is Concept in Bangladesh that, the vendors come, sell their machines and go away.. But we think holistically.. we think of the concept, the entire context, the entire value chain.. Where we are, what are the policies, the project is affordable or not, is it climate friendly, who is going to pay, whether the project will sustain.. the chnology came at the last.. there are many technology exists globally.. But the main thing is to pick the the right kind of technology, at the right time, at right place.. And all technology can be fit in all place.. you have to adjust it with time, uh, and also with resources.	**A1 Holistic Approach** **A1 Adaptability** **B Reflecting**	**A2 Innovation – LE** **A2 Well-Timed Decision - LE**
R5W	The idea was bankable from the very beginning.. and the 300 million which will be invested in climate change and carbon trading will come through banks.. So bankers are also happy.. We shared out idea and didn't keep within for the betterment of the people.. which is bankable.. replicated in all over the country.. we have done a similar project in Cambodia.. It is also being replicated in Sri Lanka, Vietnam.. This is how we become big. at first piloting, scaling up, replicating. Thank you so much.	**A1 Scalability** **A1 Sustainability** **B Reflecting**	**A2 Expertise – LE** **A2 Strategy – LE**

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8.3 Respondent Profiles

8.3.1 Rakshand (R1, Founder)

Rakshand (R1, Founder) is a visionary social entrepreneur who has made a profound impact on education and youth empowerment in Bangladesh through his work with the JAAGO Foundation. With a strong academic background, including an L.L.B Honors from the University of London, he has used his education to fuel his passion for social change.

In 2007, he founded the JAAGO Foundation, with the mission of providing quality education to underprivileged children in Bangladesh. What began as a small initiative with just 17 students in a single room has now expanded into a nationwide movement, supporting the education of 30,000 students across 13 branches. JAAGO's innovative approach to education, including the introduction of online schooling, has been recognized globally, earning the title of "Most Innovative Development Project" by the Global Development Network in 2015.

Beyond education, Rakshand's (R1, Founder) commitment to youth empowerment is evident in his establishment of "Volunteer for Bangladesh" in 2011. This initiative has mobilized over 22,000 young people across the country, encouraging them to engage in volunteerism and community service, further amplifying the impact of their work.

Rakshand's (R1, Founder) contributions have been widely recognized. In 2023, he received the prestigious Ramon Magsaysay Award for Emergent Leadership, often referred to as the "Nobel Prize of Asia." His efforts were also acknowledged by Prince Charles, who awarded him the Mosaic International Award in 2010 for his work with underprivileged children. Additionally, Rakshand (R1, Founder) was listed among the "Top 99 under 33 Influential Foreign Policy Leaders" by The Diplomatic Courier in 2013 and was selected as an Asia 21 Young Leader by Asia Society in 2015.

Rakshand (R1, Founder) dedication to creating educational opportunities for the underprivileged and empowering the youth has made a lasting impact on the lives of many in Bangladesh. His innovative projects and leadership continue to inspire and drive positive changes, making him a leading figure in the field of social entrepreneurship.

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Rakshand (R1, Founder) exemplifies the characteristics of a *Transformational Social Entrepreneur.* Transformational Social Entrepreneurs are defined as individuals or organizations that address significant social needs that are typically neglected by traditional governmental and business sectors (Net Impact, 2021). His visionary approach to education and youth empowerment through the JAAGO Foundation addresses critical social needs often overlooked by traditional governmental and business sectors. Driven by an unwavering commitment to creating educational opportunities for the underprivileged, He embodies the characteristic of being *mission-driven*, focusing on social values over profit (Corporate Finance Institute, n.d.). His innovative efforts in launching online schooling and mobilizing youth through "Volunteer for Bangladesh" have significantly transformed the educational landscape in Bangladesh, impacting tens of thousands of lives.

8.3.2 Khan (R2, Founder)

Khan (R2, Founder) is a renowned social entrepreneur and the founder and executive director of Friendship NGO. Her pioneering work in social development is characterized by an innovative "integrated development" model, which addresses complex societal issues across multiple sectors, including healthcare, education, disaster management, and economic development. This holistic approach reflects her commitment to creating sustainable and multifaceted solutions for marginalized and climate-affected communities in Bangladesh.

Her achievements are widely recognized, including being named an Ashoka Fellow in 1994 for her innovative social entrepreneurship. Khan's (R2, Founder) efforts in preserving traditional boat building in Bangladesh earned her the prestigious Rolex Awards for Enterprise in 2006, while her broader contributions to development were acknowledged with the IDB Prize for Women's Contribution to Development in 2008. Additionally, she received the Schwab Foundation Social Entrepreneur Award in 2012, further cementing her status as a leading figure in social entrepreneurship.

Beyond her organizational leadership, Khan (R2, Founder) is also a prolific author, having written eight books, including six on pedagogy and two children's stories. Her advocacy work

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extends globally, where she serves as the Country Chair for Bangladesh at Global Dignity, promoting values of dignity and respect across the world.

Khan's (R2, Founder) social entrepreneurship is characterized by a holistic approach that combines innovation with deep-rooted cultural preservation, making her a transformative force in the social sector. Her work continues to inspire and uplift communities, driving sustainable change in some of the most vulnerable regions of Bangladesh.

Khan (R2, Founder) embodies a multifaceted approach to social entrepreneurship, reflecting elements of ***Global, Community, and Transformational Social Entrepreneurship***. As a *Global Social Entrepreneur* (Net Impact, 2021)**,** she has gained international recognition and built a robust global network, leveraging her influence to expand the reach and impact of Friendship NGO beyond national borders. Her work with the marginalized char communities in Bangladesh highlights her role as a *Community Social Entrepreneur*, focusing on addressing localized, climate-sensitive challenges and improving the lives of vulnerable populations through direct, community-based interventions (Net Impact, 2021). Khan (R2, Founder) also exemplifies *Transformational Social Entrepreneurship* by employing an "integrated development" model, which combines efforts across multiple sectors—healthcare, education, disaster management, and economic development—to create holistic and sustainable solutions. This approach reflects her commitment to fundamentally transforming the social landscape by addressing systemic issues through innovative and comprehensive strategies (Net Impact, 2021)**.** Her ability to merge these diverse aspects into a cohesive framework underscores her exceptional contribution to social entrepreneurship on multiple levels. Khan's (R2, Founder) leadership is marked by her strategic thinking, as she combines innovation, holistic approaches, and cultural preservation to tackle complex social issues (Corporate Finance Institute, n.d.). Her recognition as an Ashoka Fellow and other accolades highlights her ability to drive meaningful change not only in Bangladesh but also on a global scale.

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8.3.3 Saha (R3, ED)

Saha (R3, ED) is a prominent microbiologist and social entrepreneur whose groundbreaking work has significantly advanced public health in Bangladesh. His extensive academic background, including a B.Sc. and M.Sc. in Microbiology from the University of Dhaka and a Ph.D. in Microbiology from Banaras Hindu University, India, laid the foundation for his impactful career.

As the Founder and Executive Director of the Child Health Research Foundation (CHRF), Dr. Saha has dedicated his efforts to improving child health through rigorous research, advocacy, and the implementation of evidence-based healthcare interventions. Under his leadership, CHRF has become a leading institution in public health research, particularly in the area of pediatric infectious diseases.

Dr. Saha also serves as the Professor and Head of the Department of Microbiology at Bangladesh Shishu (Children) Hospital and Institute, where his expertise has been instrumental in shaping the next generation of healthcare professionals in Bangladesh.

His work has earned him numerous accolades, including the prestigious American Society for Microbiology (ASM) Award in 2017, where he became the first scientist from a developing country to receive this honor for outstanding research in Clinical Microbiology. The same year, he was awarded the UNESCO Carlos J. Finlay Prize for Microbiology, recognizing his significant contributions to the field. In 2021, Dr. Saha received the Ekushey Padak, Bangladesh's second-highest civilian award, in recognition of his lifelong commitment to science and public health. Dr. Saha's innovative contributions have had a lasting impact on global health, particularly in the realm of vaccine implementation. His work in introducing vaccines against Haemophilus influenzae type b (Hib) and pneumococcal diseases in Bangladesh has significantly reduced child mortality rates. His research on pediatric infectious diseases, including pneumonia, meningitis, and enteric fever, has provided critical insights into disease burden, drug resistance, and serotype distributions. Notably, under his supervision, the first SARS-CoV-2 genome in Bangladesh was sequenced in 2020, marking a significant achievement in the country's fight against the COVID-19 pandemic.

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Beyond his research, Dr. Saha is a key figure in global health advocacy. He is an active member of several national and international advisory groups, including Bangladesh's National Immunization Technical Advisory Group (NiTAG) and the World Health Organization's Technical Advisory Groups on invasive bacterial vaccine-preventable diseases and Respiratory Syncytial Virus. His dedication to reducing child mortality and improving healthcare equity has made a profound impact on public health in Bangladesh and beyond. His work continues to inspire and drive advancements in the global fight against infectious diseases.

Saha (R3, ED) fits the profile of a *Transformational Social Entrepreneur*, focusing on public health needs that are often overlooked by governmental bodies. Transformational social entrepreneurs are defined by their ability to address unmet social needs and create systemic change, often by evolving into larger organizations or integrating into existing systems to enhance their impact (Net Impact, 2021). Through his leadership at the Child Health Research Foundation (CHRF), Dr. Saha has significantly advanced healthcare equity, particularly in pediatric infectious diseases. His work is characterized by *resourcefulness*, as he leverages scientific research to implement life-saving interventions in a resource-constrained environment (Corporate Finance Institute, n.d.). His achievements in reducing child mortality through vaccine implementation underscore his dedication to addressing the most pressing health challenges in Bangladesh and beyond.

8.3.4 Kabir (R4, CEO)

Kabir (R4, CEO) has emerged as a dynamic entrepreneur with a profound impact on SAJIDA Foundation, an organization rooted in social development and founded by her family. Leveraging her strong academic background in mathematics and research, she has brought a fresh perspective to the foundation's initiatives, particularly in program development, community engagement, and innovative problem-solving.

Kabir (R4, CEO) has been instrumental in expanding the foundation's programs, focusing on areas such as poverty alleviation, healthcare, and education. Her ability to integrate data-driven approaches and research into these initiatives has significantly enhanced their

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effectiveness and reach. By closely engaging with the communities served by the foundation, she ensures that the programs are responsive to their needs and that their voices are heard.

In her leadership role, Kabir (R4, CEO) advocates for policies and practices that promote social equity and justice, steering the foundation toward a more impactful and sustainable future. Her contributions to the SAJIDA Foundation reflect a commitment to driving social change and a dedication to continuing her family's legacy of philanthropy and community service.

Kabir (R4, CEO) is best described as a *Hybrid Social Entrepreneur*, a category characterized by the integration of both for-profit and non-profit activities to achieve social goals (Net Impact, 2021). Hybrid social entrepreneurs blur the traditional boundaries between the public, private, and non-profit sectors, focusing on innovative solutions that address complex social issues while leveraging cross-sector collaboration. Kabir's (R4, CEO) role in expanding the reach and impact of the SAJIDA Foundation exemplifies this approach. Her work spans poverty alleviation, healthcare, and education, particularly within marginalized communities in Bangladesh. Her characteristics blend *result-oriented ambition* with a *commitment to social equity*, evident in her data-driven approach to program development and community engagement. Kabir's (R4, CEO) leadership reflects a strategic combination of social innovation and practical implementation, aligning profit motives with social good, and continuing her family's legacy of philanthropy (Corporate Finance Institute, n.d.).

8.3.5 Sinha (R5, Co-founder)

Sinha (R5, Co-founder) is a visionary social entrepreneur whose pioneering work in waste management has significantly impacted environmental sustainability and public health in Bangladesh. With a strong educational background in architecture and urban planning, Sinha (R5, Co-founder) leveraged his expertise to address the complex challenges of urban waste in densely populated areas. In 1995, he co-founded Waste Concern alongside Iftekhar Enayetullah, a social enterprise dedicated to converting waste into valuable resources through decentralized, community-based composting centers. This innovative approach not only tackled waste management but also promoted environmental sustainability and created economic opportunities for marginalized communities.

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Sinha's (R5, Co-founder) contributions to the field have been widely recognized. He was named an Ashoka Fellow in 2001 for his groundbreaking work, and he received the Schwab Foundation Social Entrepreneur Award for his impactful contributions to social entrepreneurship. Additionally, his efforts earned him several prestigious accolades, including the UN Poverty Eradication Award in 2002, the Intel Environment Award in 2003, and the Environment Award from the Government of Bangladesh in 2007. These honors underscore the broad recognition of Sinha's (R5, Co-founder) work in promoting sustainable development and improving public health.

Sinha's (R5, Co-founder) innovative projects have had a global reach. He implemented the world's first Clean Development Mechanism (CDM)-based composting project, capable of recycling 130 tonnes of waste per day, significantly reducing environmental pollution and contributing to global efforts to curb greenhouse gas emissions. His Integrated Resource Recovery Center (IRRC) model has been replicated in multiple countries, including Sri Lanka, Cambodia, Nepal, Indonesia, Pakistan, India, and Vietnam, demonstrating the scalability and adaptability of his approach.

Beyond his work in waste management, Sinha (R5, Co-founder) has been instrumental in fostering public-private partnerships to promote sustainable practices. He established a regional recycling training center in Dhaka, which has become a hub for educating local and international participants on waste management and environmental sustainability. Through these initiatives, Sinha (R5, Co-founder) has played a crucial role in building capacity and spreading knowledge, ensuring that his impact extends far beyond Bangladesh. His dedication to creating sustainable solutions for urban challenges continues to inspire and drive positive change worldwide.

Sinha (R5, Co-founder) is a prominent *Global Social Entrepreneur*, which refers to individuals or organizations making significant impacts on a global scale by addressing systemic issues through innovative approaches (Net Impact, 2021). His work in waste management through Waste Concern has had a profound impact on environmental sustainability. His innovative approach to converting waste into valuable resources through decentralized, community-based composting centers has not only addressed urban waste challenges but also promoted

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environmental sustainability on a global scale. Sinha (R5, Co-founder) embodies the *results-oriented* characteristic of social entrepreneurs, with his projects recognized internationally for their effectiveness in improving public health and creating economic opportunities for marginalized communities (Corporate Finance Institute, n.d.). His numerous awards underscore the global significance of his contributions to sustainable development.

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