

# BABSON COLLEGE

Babson Collaborative for  
Entrepreneurship Education

## Global Student Challenge

## 2026 GLOBAL STUDENT CHALLENGE OVERVIEW AND GUIDELINES

### OVERVIEW

The Babson Collaborative invites students from member schools to participate in a team project that will expose them to the [UN Global Goals](#) and challenge them to think of these goals in the context of business opportunities. Participating students will apply their knowledge of opportunity identification and assessment, resulting in a feasibility analysis presentation of a **new** business concept. Each business concept should address one or more of the UN Goals in a way that could ultimately result in the creation of a new venture.

The Challenge is completed in two phases: a local university-based competition to determine the top-place student team(s), followed by a global competition among the top-placing teams from each institution. There is a separate Challenge for Bachelor's degree students and Master's degree students, but the same guidelines and deadlines apply to both Challenges.

Schools may implement this project in a variety of ways, including:

- Embed into existing entrepreneurship curriculum
- Extra credit project
- Group independent study
- Co-curricular activity
- Student entrepreneurship club activity
- Collaborative Online International Learning (COIL) project

The Collaborative permits students to choose among any of the UN Global Goals; however, the home institution may narrow the focus if they wish. If academic credit is granted, the home institution is responsible for student assessment and granting of credit.

### LEARNING OBJECTIVES

- Students will utilize concepts learned in entrepreneurship classes at their university to explore a new business concept. The project is a real-world test of students' abilities to apply the lessons learned in their courses.
- Students will practice critical thinking while examining creative and innovative approaches to develop and act on opportunities to create value for stakeholders and society.
- Students will develop a more in-depth understanding of the world's most pressing and complex social issues, and how entrepreneurship can be a powerful force in tackling these issues.

### THE PROJECT

The overall goal of the project is to assess the feasibility of a proposed business concept addressing one or more of the UN Global Goals. While not a complete business plan, the feasibility analysis presentation could serve as the basis for a more comprehensive study and business plan. The feasibility analysis presentation must include the following components, preferably in this order (see Table 1). The students need to clearly articulate their idea and the value for the customer. Expectations of presentation content are detailed in the judging rubric, available in the [Student Challenge Toolkit](#) on to the [Collaborative member portal](#).

**Table 1. Project Components**

1. Problem statement	4. Target market/Growth potential	7. Impact
2. Business concept	5. Value proposition	8. Validation of concept
3. Customer/Market	6. Revenue model	9. Presentation quality

## BUSINESS CONCEPT VS. EXISTING VENTURE

---

This is a feasibility competition, not a venture competition. Teams should be pitching a new stand-alone idea for a business that could become a venture. It is acceptable for a team to pitch an idea they began working on prior to the Challenge, but they cannot pitch ideas for existing companies or spin-off ventures from existing companies (including their own).

It is not fair to present an existing business venture because it puts every other participant at a disadvantage.

See Table 2. for help distinguishing between a business concept and an existing venture

**Table 2. Business Concept vs. Existing Venture**

	<b>Business Concept</b>	<b>Existing Venture</b>
<b>Stage</b>	Exploratory, pre-launch	Operational, post-launch
<b>Revenue</b>	No revenue; financials are projections	Generating actual revenue
<b>Customers</b>	Hypothetical or potential customers	Real, paying customers
<b>Operations</b>	No active business activities	Daily operations in place
<b>Legal Status</b>	May not be registered or formalized	Legally registered entity
<b>Product/Service</b>	Conceptual or prototype stage	Final product/service available and in use
<b>Team</b>	Founders or idea originators only	Active team or staff managing business functions
<b>Advisors/Investors</b>	Having advisors and mentors is acceptable	Having investors signals that this is a formal/legal entity
<b>Market Validation</b>	Based on research, surveys, or assumptions	Based on real-world feedback and performance
<b>Financial Documents</b>	Forecasts and startup cost estimates	Actual financial statements and transaction records
<b>Focus</b>	Feasibility analysis and planning	Execution, scaling, and growth

## STUDENT TEAMS

---

- An eligible team consists of 2 – 6 students at a current Collaborative member institution.
- All members of the team must be enrolled at the same educational level (e.g., all Bachelor's students or all Master's students).
- Each team will name one member to be the Student Team Lead; they will be the primary team contact for Babson.
- A student who is enrolled during the Local phase of the Challenge, but graduates before the Global phase may continue into the Global Challenge.
- Exchange students studying at a member school are welcome to participate.
- Cross-disciplinary teams are encouraged: we hope you will engage students from various academic disciplines.
- A team may be composed of students from different Collaborative institutions. See below for clarification on cross-institution teams.
- Once a team enters the Global phase (starting with the Semi-finals round), team members cannot change.
- Schools are expected to provide teams with support, guidance and coaching from faculty, staff, and/or local entrepreneurs.