

# Social Enterprise in the Higher Education Sector



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Edited by

Jamie P. Halsall, Roopinder Oberoi  
and Michael Snowden

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## FOREWORD

In a volatile and uncertain world today, governments, corporations and civil society are struggling to balance their focus and priorities. Governments are caught among hard choices- stagnating economic growth, worsening climate, heightened nationalism and restless youth looking for quick solutions. Failure to address inequality has added to their woes. Corporations have moved from shareholder focus and now publicly acknowledge the role of stakeholders and climate change as integral to their continuity. Yet, there seems to be no quick way for course correction given their history, business models and short term quarterly outlooks to keep jobs and share prices alive and kicking. Traditionally, we relied on non-governmental and/or non-profit organizations (NGO) to apply healing balm of compassion and welfare to those marginalized and vulnerable areas of society which neither the government nor corporations could afford to take care of. Education and healthcare are two areas where NGOs have traditionally provided last mile delivery, often driven by their passion and purpose. Two things, among many others, have hampered the good work of the NGOs.

The first issue is lack of funding from international donors. Developed country governments, their agencies and private philanthropic foundations often took the first bold step to change lives of the poorer communities. DFID, IDRC, Ford Foundation are some examples. Uncertain economic growth has put a brake on the generosity of these western donors leaving NGOs at a lurch. Programmes started cannot be continued and new ones had to be abandoned. The credibility and legitimacy of grass-roots agencies, the two things they cherished most, were questioned. The second factor is increasing cynicism and suspicion from nationalistic governments for both international grants and on the ground agencies. Across many countries like India, Russia and China, NGOs are now under increasing scrutiny and surveillance leading to cancellation of licenses for many of them. Social entrepreneurship (SE) makes its entry at this juncture. It looks like an answer to all parties involved in building and changing societies. Governments are happy to find an additional way to deliver their services. Corporations see new opportunities in co-creating products and delivering them to customers at the base of the economic pyramid. Most

important, NGOs now can have an additional/ alternative way to secure funds. The increasing popularity of SEs shows that this model can be a game changer for the communities who have been hit hard by the successive waves of globalization, economic uncertainty and increasing inequality. While there are educational programmes and courses to teach policy makers, managers and development professionals, there are very few resources for SEs. This book fills the gap admirably.

Can social entrepreneurship be taught? I think so. Let us not forget that many NGOs aspiring to become SEs often start with a disdain for the ‘market’ without realizing its scale and scope to bring in and sustain changes. It can, of course, be a challenge to bring the ‘social’ in the mind of would-be entrepreneurs but social change makers can definitely learn how to run or manage an enterprise more effectively and efficiently. Surprisingly, there are only a handful of SE courses in universities outside of the USA and the UK. It is no wonder then that the entire SE literature is tinted and tainted with the western colour of ‘development’. University leaders in countries like Bangladesh or Cameroon need a holistic, global and yet practical starting point when thinking about introducing SE courses in their universities. This book brings in a much needed direction in such a context of SEs and higher education. I like its range and breadth – much like the social enterprises that dot the world today: public and private sectors, global north (UK) and south (Sri Lanka), multiple stakeholder levels (the university but also job-seeking students) and the resultant evolution that both SEs and universities are likely to experience. The content has both conceptual and empirical contributions – just the way such evolving fields need to grow.

I see a second life for social entrepreneurship in the wake of the global debate and discussion on the Sustainable Development Goals and climate change. Before long, governments and corporations will see that SDGs cannot be achieved without active participation from hybrid organizational forms like social enterprises.

Institutionalization and formalization are likely to follow. Capacity building will require the ability to understand social enterprises in the context of higher education. This will be one of the first books to be picked up at that point of time.

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*“Stay Hungry. Stay Foolish.”*  
—Steve Jobs

The above phrase, which was coined by the late Steve Jobs, co-founder of Apple Inc. encapsulates what this book is about. Steve Jobs’ message to the new graduates at a commencement address at Stamford University in June 2005 was to never be *satisfied*, and to always push yourself. Today, there is a clear demand for new ways of thinking from diverse stakeholders, whether in higher education, government, social enterprises, non-government organisations, the voluntary or private sectors, to educate and tackle problems in society. Since the global financial crisis of 2008, there is an increased need for innovation and new ideas.

This book is concerned with social enterprise and higher education. This edited volume was conceived from an international symposium and workshops, which were funded by the UK India Education and Research Initiative (UKIERI) and held at the University of Huddersfield in the summers of 2017 and 2019. The editors of this book have a number of people they wish to thank, namely: Kirsten Charles, Michelle Cookson, Dr Stefanie El Madawi, Jane Faithfull, Vikki Hart, Martha McLean, Jason Powell, Susan H. Smith and Kirsty Thomson. Without the kind help and support of these people, this book would not have been possible. Special thanks go to Cambridge Scholars Publishing for making the publishing process straightforward, and finally, to our families who inspire us to be enthusiastic teachers and researchers.

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establish a set of guidelines to move towards a sector-informed start-up support provision for social entrepreneurs.

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# CHAPTER 1

## INTRODUCTION

JAMIE P. HALSALL, ROOPINDER OBEROI  
AND MICHAEL SNOWDEN

### **Introduction**

“Power is not an institution, and not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategic situation in a particular society.”

(Foucault, 1990, p. 93)

As the above quote from the famous French philosopher Michel Foucault indicates, society is a multifaceted condition that is ever-changing. Social scientists have a long held fascination with society; the underlying aspect of society is people and their interconnecting relationships. This fascination stems from societal changes in economic, social, political and cultural contexts. The importance of institutions at international, governmental and community levels is key within these changes. Moreover, as Duina (2011, p. 24), notes: “institutions are the formal and informal rules and practices which impact the economic behaviour of individuals and organisations, the economies of nation-states, and economic life at the international level”.

Historically, institutions have formed the bedrock of a society, as an institution is perceived to be a support mechanism for different social groups in society. Hence, over time, societal pressures have forced institutions to change in response to challenges. These changes have taken place in different sector settings and the prime causes of these changes are attributable to decentralisation. The central idea behind decentralisation is the transfer of authority from one sector to another. In the UK, for example, the government went through a period of decentralisation in the 1980s and made the state smaller, thus giving opportunities to other

organisations (i.e. private and third sector). Interestingly, Bridge (2018, p. 1015) reflects:

“Rather like the relatively sudden popularity of small businesses at the beginning of the 1980s when Birch indicated that they were net creators of jobs, so too, once social enterprises had been given a label and could thus be acknowledged and counted, their impact on economies started to be appreciated. Once recognised in this way the appeal of organisations which could both create jobs and address social issues seemed too obvious to avoid. Along with an understanding of the third sector as an essential sector in a balanced economy, the social enterprise part of it is now widely promoted in its own right for its supposed contribution to creating employment, enhancing economic development and/or addressing social issues. However, it is also, and sometimes more overtly, promoted as a preferred alternative to parts of either the public or the private sectors.”

Social enterprise has become an increasingly important factor in societal issues in a local, national and global context (Sinclair et al., 2018; Park et al., 2017; Moizer and Tracey, 2010). In respect of higher education, in many subject areas social enterprise has been perceived as a linchpin, bringing different stakeholders together (Oberoi et al., 2018a; Sutton, 2018; Hoefler and Sliva, 2016; Rae, 2010). Therefore, the aim of Chapter 1 of this book is to set the scene of the key debates around social enterprise in a globalised world. The authors of this chapter begin with a theoretical discussion of the key processes of globalisation and the ways in which the theoretical approach has been forced to adjust in the age of austerity. Then, in the second part of the chapter the authors provide an overview of higher education in a historical context, the changes and where we might be headed. Moving on from this, the chapter will examine the emergence of social enterprise in a societal setting and how the concept is viewed in the higher education sector. Finally, the chapter concludes with an overview of each forthcoming chapter to provide the reader with some insight into the specific topics they discuss.

## **The Realignment of Globalisation**

The last two decades of globalisation have seen a spectacular reconfiguration of the topography of production and the site of politico-economic power. Piketty (2014, p 298) concludes:

“twenty-first-century capitalism is in the process of reverting to the patrimonial model of the eighteenth or early nineteenth century, when ownership of capital rested principally in the hands of a relatively few rich

families, through which it was transmitted with little evident entrepreneurial effort.”

Globalisation combined with the ubiquity of technology, social media and constant information has disrupted people’s lives in both concrete and psychological ways. Globalisation has redefined the relationship between territoriality and authority, shifting authority from the level of the state to supranational and subnational units, perhaps offering more to grasp onto in operational terms, but precious little in causal terms. Evidently, globalisation has yet to realise the all-encompassing aspiration its supporters set out to achieve. Furthermore, Oberoi (2015, p. 201) notes:

“Not only is there a differentiation among different groups of actors in the global political economy, but also the nature of transactions differs according to the world-system position of countries (core, semi periphery, and periphery). Concomitantly, the ‘race to the bottom’ is a recurrent subject in the Globalisation narrative and is progressively acknowledged as part of the actuality of Globalisation.”

Therefore, the world is becoming more uneven, with Brexit looming and with President Donald Trump’s policy of reformulating NAFTA terms, the rise of protectionism debate, the China trade war, the ascendancy of fundamentalism, and the swell in global terrorism, the quintessential and urgent question facing the world is – What are these trends indicative of (Oberoi and Halsall, 2018, p. 8). The Oxfam report, (2019, p. 2) Public ‘Public Good or Private Wealth’ states:

“Our economy is broken, with hundreds of millions of people living in extreme poverty while huge rewards go to those at the very top. The number of billionaires has doubled since the financial crisis and their fortunes grow by \$2.5bn a day, yet the super-rich and corporations are paying lower rates of tax than they have in decades. The human costs – children without teachers, clinics without medicines – are huge. Piecemeal private services punish poor people and privilege elites. Women suffer the most, and are left to fill the gaps in public services with many hours of unpaid care.”

In addition, it also reveals the ways in which governments are exacerbating inequality by underfunding public services, such as healthcare and education, on the one hand, while under taxing corporations and the wealthy, and failing to clamp down on tax dodging on the other. Finally, the report finds that women and girls are hardest hit by rising economic inequality.

The last decade has also made it clear that these quasi-marketised solutions delivered neoliberal global order was bringing diminishing returns. The overreliance on markets triggered global market failures, mostly in the provision of social services, where private monopoly providers were able to leverage their positions and generate rent in from public services. At the same time, increased intensity of competition in the provision of these services made it trickier for governments to organize, guide and persuade private providers to collaborate where there were obvious public benefits in so doing. Across a range of quasi-markets in public services, it was clear that a limit had been reached to neo liberal order, which became increasingly rigid, prone to private monopoly, and incapable of offering synchronized effort. The richest have cornered a huge part of the wealth created through crony capitalism and inheritance.

Increasing market integration, changing demographics, and shrinking public budgets have fuelled a pervasive redefinition of the state's role in providing for the social welfare of citizens. In addition to challenging public administration's dominance over the production and distribution of social services, policymakers and politicians from across the political spectrum have called into question the once pervasive belief that the state is exclusively entitled to guarantee the collective wellbeing of its citizenry. Together, these developments have produced a climate favourable to the expanding role of the third sector, not only in the delivery of social services, but in the formulation and stipulation of social welfare policy as well.

The concept of entrepreneurship, long used in the context of business and economic ventures, has been increasingly applied in the context of social problem solving (Dees, 2007). Entrepreneurship is a foundation for wealth creation, economic and technological growth, and social transformation. The failure of market economies to provide equity – both intergenerational and intergenerational as it has to concern with technical and allocative efficiency is one (important) reason for the emergence of social entrepreneurship. Francis Fukuyama designates this development the “Great Disruption” of the social values that have prevailed in the industrial-age society of the mid-twentieth century. The challenges of discovering effectual and sustainable resolutions for numerous social struggles are extensive, and the way out may necessitate scores of the constituent coupled with successful innovation in business design. However, the resolution of social problems, for instance, enhancement in health, education, economic, political and cultural concerns concurrent with enduring poverty, requires breaking free from entrenched systems

that underpin existing stable conditions time and again. This alteration is made achievable by the influential forces of entrepreneurship, which unleashes innovative ideas, organizes production, assumes risks, and engages with customers to accumulate wealth or attend to pressing social issues, often across national borders. Social enterprises, in particular, have become the vanguard of this worldwide transformation by debuting novel organizations catering to a whole host of social and economic needs, thus combining the improvement of quality of life and human development around the globe.

Nicholls (2006) notes that “the definition of social entrepreneurship is often seen as contested and unclear”, although he adeptly reframes this as a “dynamic flexibility” that is the “basis of [the movement’s] extraordinary impact (Nicholls, 2006, p. 10). Terms such as ‘change agents’, ‘social’ and even ‘entrepreneurship’ are so open to interpretation that any definition framed in such language borders on tautological. Trying to distil a set of common characteristics from disparate ventures is an analytical strategy that is sure to result in a model either too vague to be meaningful or too exclusionary to be broadly accepted by practitioners. A social enterprise is an organization whose operations need to band together income, increase and viability with the need to value and sustain its milieu and stakeholder network. This embraces paying attention to, investing in, and dynamically overseeing the developments that are influential in the contemporary world.

Scholars have viewed social enterprises and social entrepreneurship as an “encompassing set of strategic responses to many of the varieties of environmental turbulence and situational challenges that non-profit organizations face” (Dart, 2004, p. 413). The assessment criterion of social entrepreneurship lies in the shift in the social dynamics and systems that fashioned and sustained the existing predicament of disparity, inequity and exclusionary economic models. Regardless of the fact that the conception of social entrepreneurship is comparatively contemporary, ingenuity that utilizes entrepreneurial competence to get to the bottom of social problems is not a recent development. The practice of social entrepreneurship may precede the hypothesis (Alvord, et al., 2002). Yet, some sceptics contend that the surfacing of social entrepreneurship brings with it the re-visitation of archetypal and foundational debates on economic and economizing discourses, and an intensification of managerial logic (Steyaert and Hjorth, 2006). As emphasised by Howaldt and Schwarz: (2010, p. 5)

“problems have in part changed radically and intensified in conjunction with the drastic acceleration of change in the economy, society and culture, and awareness has clearly grown regarding the limited potential that technological innovations and established management and problem-solving routines have to resolve issues.”

To overcome these problems or challenges and to understand the parallel rise of new kinds of social movements, social innovation and social entrepreneurship have been seen as having an important role in driving social change. This sombre global backdrop has also heightened interest in unleashing the potential of the third pillar of societies, which comprises the community groups and social movements. Since New Public Management sought to integrate methods and information from the private sector into public reform processes during the 1990s, there has been growing interest and appreciation for the harnessing of societal knowledge, social capital and participation, to tackle some of the key societal challenges. There is optimism that new micro-experiments, on a community scale, will formulate innovative models and modes of organisation that can be up scaled, like micro-finance or fair trade, which have created tangible benefits for communities across the globe.

Social enterprises are proven to play an important role in addressing social, economic and environmental challenges, fostering inclusive growth, increasing social cohesion, nurturing local social capital, supporting democratic participation, and delivering good quality services. They have also shown more resilience during the economic and financial crisis, and have created more jobs than they have eradicated. Social enterprise is a growing movement, and the outlook for businesses in this field is promising. Interestingly, Lapowsky (2011) has noted that “The base of so-called ‘impact investors’ targeting for-profit social enterprises has been increasing in recent years, thus increasing the chance of social enterprises receiving venture capital.”

### **Shifting Sands in Higher Education**

Each new generation of students is seen as radical, deliberating and demonstrating for the key causes of their time. Students are increasingly concerned with real world issues, such as social justice and inequality. Social enterprise enables students to engage with real world problems and initiate change themselves within communities and society at large. The role of the university within its community is evolving (Barnet 2012). Universities are increasingly required to evince value for money for the

service they offer and to distinctly demonstrate community engagement and impact. Universities themselves are becoming increasingly entrepreneurial. Universities offer support for entrepreneurial students who wish to develop social enterprise in many forms, ranging from: developing initial business plans, mentoring, provision of office space, and incubators to funding initial start-ups. Furthermore, some universities have social responsibility targets and are actively engaged in supporting social enterprises and social entrepreneurs.

The increased level of support for students enables them to challenge inequality, promote social change, and address increasingly visible social problems, and has created an environment where students are expressing a desire, both collectively and individually, to create social enterprises to tackle local and national problems. This surge in popularity can be linked to the enhanced awareness of social issues and social injustice that students have. Importantly however, the role of the university cannot be ignored. The Public Services Act of 2012 has also contributed to the development of social enterprise, this act enables local councils to outsource services to social enterprises if they demonstrate social value and provide cost effective solutions.

University education is arguably accessible to all, and with growing numbers of graduates seeking employment, competition for graduate positions has increased. Almost all recruiters (O’Leary 2016) suggest that entrepreneurial skills are essential for graduates; social entrepreneurship provides an opportunity to add skills and capability to an emerging graduate’s repertoire. The QS and ISE (2018) support the view that for learning to be meaningful, it must reflect the needs of society, as illustrated by Henry Aspinall, Head of Partnerships at the Work Ready Institution: “The main challenge graduates face is accessing opportunities to develop key ‘soft skills’ such as leadership, confidence, and resilience. There is also a lack of awareness about the need to develop these skills” (Aspinall in QS and ISE, 2018, p. 9). This view is endorsed by Quacquarelli, the Chief Executive Officer of QS, who states: “It is becoming more and more vital that universities also prepare graduates for the world of work. This means that the development of soft skills [...] becomes as important as the technical skills and knowledge acquired during a degree” (in QS and ISE, 2018, p. 8). The value of social enterprise is firmly in the minds of graduates as they become increasingly engaged with the development of social enterprise.

Universities are the “powerhouses of intellectual and social capital; they create the knowledge, capability and expertise that drive competitiveness and nurture the values that sustain our open democracy” (Department for Business Innovation and Skills, 2016, p. 5). Furthermore, Rossi and Rosli suggest that it is becoming increasingly crucial that higher education institutions, “transfer ‘productive knowledge’ [...] and engage with a multiplicity of stakeholders in order to deliver economic benefits” (2014, p. 1). Jo Beall, the Director of Education and Society for the British Council endorses this view by emphasising the significant role universities can play, suggesting that universities are:

“anchors, shapers and innovators of our communities and countries. They foster cultural, social and economic vitality. HEIs help to build an informed citizenry, more tolerant societies and more participative communities. They generate and nurture the skills, research and innovation that spurs economic development and shape the future...Engaging with social enterprise gives HEIs an opportunity to interact closely with local businesses and communities to create inclusive and financially sustainable solutions to pressing local and international issues.”

(British Council, 2016, p. 4)

A study commissioned by HEFCE in 2013 exploring Social enterprise in UK universities concludes that “social entrepreneurship adds value to Higher Education [...]. It enhances teaching, research impact and staff development” (HEFCE/UnLtd., 2013) emphasising the need to embed a culture of social entrepreneurship in Higher Education. The key benefits of the project include: 75% of students felt they had improved their employability; 63% felt that their social enterprise had benefited their studies; 83% planned to continue their social enterprise following graduation, and that 89% of staff felt the social venture benefited their position by enhancing teaching methods, research impact and extending their role. Moreover, in a recent report the British Council attest that engaging with social enterprise has a number of benefits for HEIs:

“It also allows them to provide students with experiential learning opportunities and entrepreneurship skills that enhance their employability. Furthermore, it can support academic staff to develop enterprise solutions arising from their academic research and translate the latter into tangible social impact.”

(British Council, 2016, p. 4)

The British Council distinctly identify that the primary beneficiaries of social enterprise activities are the HEIs themselves, as successful and sustainable engagement with social enterprise contributes to reputational

benefit and income. Furthermore, enabling graduates to make a strong contribution to society, the economy and the environment, contributes to the TEF criteria by default (DoE, 2017). The benefits of social enterprise learning opportunities were seen in 94% of the sample, and 93% of social enterprise partners. A prominent feature of the British Council report is the recognition of the challenges that arise due to the cost of staff time and the resources needed for engagement with the social enterprise. It is also clear that despite the range of social enterprise initiatives occurring within the sector, many of these are extra-curricular and there remains a paucity of literature exploring and illustrating the application of these concepts within the curriculum.

Educators are presented with distinct challenges to develop curricula that prepare today's graduate for the demands of tomorrow. Barnett suggests that in the ever-changing and super complex world, the development of knowledge and skills in one context may not be suited to another; each group, community or society is different in terms of need, knowledge and skills (2011, p.6). As Ramsden (2008, p. 11) illustrates:

“We need to encourage universities and colleges to explore new models of curriculum [...]. We require curricula that are transdisciplinary, that extend students to their limits, that develop skills of inquiry and research, and that are imbued with international perspectives [...]. That standard must enable them to embrace complexity, climate change, different forms of citizenship, and different ways of understanding individuality and cooperation. A student experience that is fit for the future will develop their qualities of flexibility and confidence and their sense of obligation to the wider community.”

Barnett has developed a tripartite model for a curriculum that is relevant here, where the curriculum incorporates societal, institutional and student needs (1994; 2004; 2012). Schofield (2017, p. 22) describes this approach as supporting:

“development of critical thinking, confidence and resilience and adoption of maxims of authenticity, situatedness, learning with and in support of a community and its members [...]. It deliberately and actively couples educational intentions with a beneficent ethic.”

It is not difficult to see how introducing students to social enterprise has the potential to fulfil these ambitions. According to the British Council (2016), the key benefit for students engaging in social enterprise is the opportunity to participate in “real world” teaching and learning; crucially, this engagement raises awareness of social problems, and how to address

societal issues, promoting citizenship, equality and social justice. Furthermore, teaching social enterprise helps to increase the future pool of social entrepreneurs, and helps to widen the impact of social entrepreneurs' activity. However, learning about social enterprise is not the same as having real world experiences of social enterprise embedded into universities' curricula. In order to achieve the latter, educators must be innovative, adopting, for example, project-based social enterprise activities such as those articulated by Burrows and Wragg (2013).

The 'Surveying the Landscape of Social Innovation and Higher Education in Hong Kong' (Hazenberg, Wang, Chandra, and Nicholls, 2019) report, commissioned by the British Council in Hong Kong and published in September 2019, provides universities with some direction in responding to the challenge of implementing social enterprise. The report suggests that universities should do less theory and more practice to have a genuine social impact, and goes on to propose that social innovation, requiring the development of innovative solutions to social and environmental problems, is frequently presented with the challenge of connecting teaching and research to community-orientated social change in society.

Collaboration is required at departmental, faculty, university and sector levels to respond to challenges and develop innovation. However, collaborations are challenging across institutions and sectors; but, it is necessary, as no single person or organisation owns all the resources and knowledge to solve these problems. Cross-disciplinary collaborations are the most successful. A recent report by the British Council demonstrates the importance and impact of cross-disciplinary and cross-sector collaborations. A collaboration between the University of Huddersfield and the University of Delhi (UKIERI, 2019, p. 15) undertaken by the authors of this chapter offers an example of successful collaboration. The project developed a programme of study that works across the disciplines of Politics, Sociology, Education, Health, and Management. The programme is based on heutagogical principles and combines mentorship and solution-focused approaches to teaching and learning. The heutagogical curriculum has the potential to embed social enterprise opportunities through solution-focused teaching and learning, alongside mentoring, to create socially enterprising and entrepreneurial education (Snowden and Halsall, 2019; Schofield, 2017; Snowden 2017).

Adopting this module of curriculum can ensure that social enterprise is embedded throughout the curriculum, where a social realist approach to teaching and learning has been adopted, and where that teaching and learning is rooted within the community. This approach to teaching and learning accords with Sommerrock's (2010, p. 10) assertion that including social enterprise successfully in a taught curriculum should be done at three different levels:

1. Functional or macroeconomic level: What do social entrepreneurs do?
2. Psychological/sociological/individual level: Who does social entrepreneurship?
3. Management/instrumental/organization level: How do social entrepreneurs act?

Designing a curriculum in this way ensure that students develop innovative solutions to existing social problems appropriate to their chosen community. Students are able to identify what it is they want to achieve, they set the goals, devise the assessment (linked to impact) and determine how, what and where they learn, becoming architects of learning (Halsall and Snowden, 2017). Collaboration with other degree programmes are key features of the approach to delivering the programmes with regards to teaching and learning; for example: entrepreneurial case study presentations, mentors form business and social enterprise, cross-disciplinary guest lectures. Furthermore, university accreditation processes enable flexible accreditation and delivery within a number of contexts.

Faced with the competing challenges of having to generate income, attract students, enhance teaching and learning, respond to the Teaching Excellence Framework, and prepare students for their futures, as well as to have a positive impact on the wider society, engaging with social enterprise offers universities the opportunity to fulfil all of these functions at once. It is perhaps not surprising then, that nearly all HEIs surveyed to date engage with social enterprise to some degree, and that the number of courses in social enterprise is expanding rapidly.

Surprisingly, the theoretical and pedagogical aspects of designing a curriculum that incorporates social enterprise have received little critical attention. As the term suggests, social enterprise combines the sociological and its inherent entrepreneurial nature, and experienced educators of both disciplines attest to the fact that these are subjects that lend themselves to experiential learning. Practical activities and engagement with real-world

experiences are essential if the inclusion of social enterprise into curricula is to bring the benefits that have been promised in terms of student engagement and employability. It is not enough to tell students about social enterprise; courses must be designed in such a way as to give them hands-on experience. Further work is needed to assess the different pedagogies being utilised in the teaching of social enterprise so that we may optimise the education of the next generation of social entrepreneurs. In order to respond to the shifting sands of the contemporary landscape, universities must remain pivotal in the development of social enterprise. To achieve this universities and educators must be more responsive to demand, encouraging what Barnett (2012) describes a radical innovation.

## **The Emergence of Social Enterprise**

Social enterprise has become a prominent feature in public policy debates (Oberoi et al., 2018b; Mazzei and Roy, 2017; Sepulveda, 2015) with a long-held, historical influence upon societal change. This emergence is the product of international recognition of what social enterprise can do for society. The United Nations input is a good starting point for thinking about global perspectives on social enterprise. In September 2015, all United Nations members' states provided a new vision for sustainable development entitled 'The 2030 Agenda for Sustainable Development'; at the time this programme was launched, its primary aim was to offer a "shared blueprint for peace and prosperity for people and the planet, now and into the future" as "an urgent call for action by all countries - developed and developing - in a global partnership" (UN, 2019). Within this shared blueprint seventeen Sustainable Development Goals have been put in place for countries across the world to enact and create a cohesive global partnership. These Sustainable Development Goals affect different areas such as real action on climate change, environmental resources, human rights and gender equality (UN, 2015). When setting these goals it was acknowledged that to end poverty, strategies must be put in place to improve countries' economies, health care, education, inequality and, most importantly, to tackle climate change (UN, 2019). At the commencement of the 2015 Paris Agreement on climate change the then UN Secretary-General, Ban Ki-moon summarised the vital importance of the seventeen Sustainable Development Goals, stating:

"We are the first generation that can end poverty, and the last one that can take steps to avoid the worst impacts of climate change. With the adoption of a new development agenda, sustainable development goals and climate change agreement, we can set the world on course for a better future. The

novel type of governance through goals, we believe, will certainly be a vital part of this ambitious agenda.”

(Bierman et al., 2015, p. 29)

With these Sustainable Development Goals that have been put in place the capacity of social enterprise organisations are strengthened in a global context. Traditionally, the sustainable development agenda would work closely with charities, the public sector and non-government organisations (NGOs), but now there is a stronger avenue through social enterprise organisations. In their recent work, Oberoi and Halsall (2019) observe the important impact that social enterprise organisations have in India and the UK.

When examining the concept of social enterprise there is no common agreement on what the term actual means; this stems from the distinctions from other institutional frameworks. It must be pointed out here that the terms social enterprise and social entrepreneurship are often used “interchangeably” as Cencula and Olberding (2017, p. 15) have recently observed (2017, p. 15), but the terms do have clear distinctions. Cencula and Olberding go on to say that social entrepreneurship is involves innovating solutions to transform a particular problem on a greater scale, whilst social enterprise is directed towards “business methods or marketing-based approaches to advance a social mission, generally on a relatively small scale, such as a non-profit organisation or community” (Olberding, 2017, p. 15). In essence, both concepts encompass the famous missive: ‘Think globally; act locally’. A social enterprise is:

“a business venture that brings people and communities together for economic development and social gain. Because it is a business, it is expected to generate a surplus and that surplus is to be for the benefit of the community that it serves.”

(Martin and Thompson, 2010, p. 13)

It is here that the importance surrounding community becomes clear. Government and policy makers see the community as the foundation of tackling particular social problems today. The ways in which communities work and function have been fundamentally changed by the complexities of globalisation. Erickson (2016, p. 138) illustrates the ways in which the concept of community is changing:

“It would be nice to say that some communities are real by virtue of their location in a place or space and others are imagined and thus have no

actual existence other than in our minds. However, two things prevent us from adopting this classification scheme here. The first is that sociological accounts of community often focus on connections to place, but many of the forms of collective interaction we have in contemporary society do not have a physical location, taking place in virtual environments and across large distances. Not only that: these forms of ‘community’ may engender the traditional idea of ‘belonging’, but such sense of self can often be resisted or rejected in favour of quite different forms of belonging. Secondly, if we reject the idea that community is about place – and we must do that if we are considering scientific communities; if they do have one ‘real’ characteristic it is that they have no connection to place – then we must see community as a construction made by either self-identifying members or those who are observing something from the outside, then describing and thus constructing a community. Both of these points come together to make it vital that we look at how communities are constructed discursively.”

The community context is therefore a crucial link between different organisations and, for social enterprise, increasingly contributes to social change in a globalised society. Doherty et al. note that “social entrepreneurship” - the term they use for social enterprise – “has emerged as a global phenomenon, led by social activists and their networks, providing new market models for solving community problems” (2009, p. 12). Moreover, Defourny (2001) argues that the reasons social enterprise works in a globalised society are the clear standards that an individual can follow. These standards are known as the four “criteria”:

**1. “Continuous activity producing goods and/or selling services”:**

A social enterprise is involved in providing a service for a community.

**2. “A high degree of autonomy”:**

Social enterprises are “voluntarily created by a group of people and are governed by them in the framework of an autonomous project.”

**3. “A significant economic risk”:**

Social enterprises “assume totally or partly the risk of the initiative.”

**4. “A minimum amount of paid work”:**

A social enterprise “may combine monetary and non-monetary resources, voluntary and paid workers” as “activity carried out in social enterprises requires a minimum level of paid workers.”

(Adapted from: Defourny, 2001, pp. 16-17)

## About the Book

This introductory chapter sets out the key themes of the book and now moves on to provide a brief overview of each forthcoming chapter. Chapters 2 and 3 set the theoretical foundations of social enterprise in economic, social and political contexts. In Chapter 2, Mark Schofield examines the theoretical constructs of social enterprise and how it relates to higher education in an ever-changing global world. In Chapter 3, Roopinder Oberoi, Michael Snowden and Jamie P. Halsall scrutinise social enterprise and the ways in which the concept is envisaged in India and the United Kingdom from a global perspective. Extending this international theme, Walter Mswak applies a geographical case study of Sri Lanka in chapter 4, which is concerned with social enterprise in the context of delivering sexual and reproductive health interventions (SRH).

Focussing on Europe, in Chapter 5 Hedvig Skonhoft Johannesen, Petter Øyan, and Ellen Merethe Magnus develop a ‘dualised model’ for programmes in the higher education sector. From an institutional point of view, Philip Clegg, Liz Towns-Andrews and Jamie P. Halsall provide a discussion of the interactions between higher education and social enterprise in chapter 6, with reference to the third sector and present institutional best practice ideas. Chapter 7, written by Dextor du Boulay, is concerned with the structures, course design, student experience/expectations and the digital media of social enterprise in the higher education sector. In Chapter 8, Ruth Brooks addresses student approaches to employability and how personal issues can have a bearing on graduate outcomes. In Chapter 9, Christopher Cameron, Michael Snowden and Jamie P. Halsall present a best practice model for social enterprise in the social science undergraduate curriculum. The concluding chapter, which is written by the editors of this volume, offers reflections on the general topic of social enterprise and provides recommendations in this growing research area.

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