

# Handbook of Research on Entrepreneurial Success and its Impact on Regional Development

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## Chapter 25

# Connecting Social Enterprise and Higher Education: Universities as Drivers in the Support of Social Enterprises in the United Kingdom

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### ABSTRACT

*Despite the increased attention paid to enterprise and entrepreneurship education in recent years, there exist limited bodies of research on the extent to which higher education institutions support and promote social enterprises. This chapter addresses this by drawing on previous research concerning enterprise and entrepreneurship education in universities and their role as drivers in bringing social change and improvement in individuals and the wider society. This chapter provides many examples of social enterprise curricular and co-curricular programmes in higher education institutions in the United Kingdom and concludes with a discussion of the opportunities and challenges of universities supporting social enterprise initiatives with a roadmap for future research directions.*

### INTRODUCTION

Key studies have suggested that entrepreneurship takes up a vital position in society and contributes to the economic growth of countries (European Commission, 2000, 2003; Karmel and Bryon, 2002; Gibb and Hannon, 2007; Pittaway and Hannon, 2008). Over the past few years, there has been active discussion regarding the role of entrepreneurship in economic development across the globe (Matlay, 2008; Wilson, 2009). The interest in the field of entrepreneurship has intensi-

fied since the economic crisis of 2008, as more people have decided to take up self-employment (O'Connor, 2013).

The pressures of globalisation and consequent structural changes to economies have led to considerable effort amongst policy makers and governments worldwide to advocate enterprise and entrepreneurship education across universities, suggesting an increased need for education and training of venture creators (Pittaway & Cope, 2007; Zhao, 2004; O'Connor, 2013; Hannon 2006; Heinonen & Poikkijoki, 2006; Oosterbeek

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et al., 2010). A clear example of this is a report on ‘Enterprise and Entrepreneurship Education’ published by the Quality Assurance Agency and the European Commission in 2003 that suggested that enterprise and entrepreneurship education should be undertaken across the curriculum. The report pointed out that by developing enterprising behaviours and skills among students, we could enhance their employability opportunities as well as offer them a space to learn about the prospects and risks faced in running an enterprise. As this report highlighted, providing enterprise and entrepreneurial experience may also be beneficial to higher education institutions (HEIs), by increasing the attractiveness of what they can offer for potential students (European Commission, 2008).

This policy environment has contributed somehow to the establishment of a diverse range of entrepreneurial and enterprise curricular and co-curricular programmes, events, competitions, and awards being offered in various forms in HEIs across the globe (Atherton, 2004; Hytti & O’Gorman, 2004; Solomon et al., 2002). However, several authors have criticised the emphasis that policy makers and governments are putting on enterprise and entrepreneurial education, arguing that this is the effect of marketisation at the expense of educational and social benefits to individuals and communities (Field, 2006; Hemsley-Brown, 2011; Jack & Anderson, 1999; Katz, 2003; Klapper, 2004; Leffler & Svedberg, 2005).

While critical literature on Entrepreneurship and Enterprise education is on the increase, mostly in the United States and the United Kingdom (UK) (Jones & Iredale, 2010), (see, for example, Tedmanson et al. (2012), and the special issue in the journal *Organization*, 2012, 19(5)), there exists a shortage of empirical studies on social enterprises and higher education (Universities UK, 2012). Such research is needed because it will assist universities to develop innovative pedagogies that can be tailored to students and staff with diverse skills and from different socio-economic

and cultural backgrounds to create and bring social change and improvement in individuals and the wider society (Galloway & Brown, 2002).

This chapter presents an integrative framework that draws on previous research about entrepreneurship and enterprise education as well as providing the reader with an insight into the role of universities as drivers in the support and creation of social enterprises. Case study examples of the on-going practices of social enterprise initiatives in higher education institutions in the UK are presented. As such, the main aim of this chapter is to provide the reader with an insight into social enterprise related initiatives supported by higher education institutions. The chapter concludes with a discussion on the contribution of universities to the social enterprise sector as well as the opportunities and challenges enabling social enterprise initiatives with a roadmap for future research directions.

## **ENTERPRISE AND ENTREPRENEURSHIP EDUCATION: THE NEW ERA**

Forty years ago, only a handful of universities formally offered any type of entrepreneurial program. This situation has changed dramatically, as today; over 3,000 institutions across the globe offer multiple courses, degree programs and/or concentrations in enterprise and entrepreneurship (Morris et al, 2013). According to Jones and Iredale (2010), policy makers and academics have often used the terms ‘Enterprise’ and ‘Entrepreneurship’ Education interchangeably. However, a distinction must be made between those terms. As observed in Table 1, while ‘Entrepreneurship Education’ focuses on starting growing or managing a business and the use of knowledge and skills needed to start up a business, ‘Enterprise Education’ focuses on the acquisition and development of personal skills, abilities and attributes that can

Table 1. Differences between enterprise and entrepreneurship education

Enterprise Education	Entrepreneurship Education
<ul style="list-style-type: none"> <li>• An active learning enterprise education experience</li> <li>• Knowledge needed to function effectively as a citizen, consumer, employee or self-employed person in a flexible market economy</li> <li>• The development of personal skills, behaviours and attributes for use in a variety of contexts, the person as an enterprising individual –in the community, at home, in the workplace or as an entrepreneurs</li> <li>• The use of enterprising skills, behaviours and attributes through the life course and how a business, particularly a small business works</li> </ul>	<ul style="list-style-type: none"> <li>• How to start a business</li> <li>• How to plan and launch a business</li> <li>• How to grow and manage a business, enhancing the skills and behaviours needed to run a business</li> <li>• The deployment of entrepreneurial skills and knowledge in a business context</li> <li>• Imminent use of the knowledge and skills needed to start a business</li> <li>• Self-employment</li> </ul>

be used in different contexts and through the life course and the understanding of how a business works (Rae, 2010). ‘Enterprise Education’ has a learner-centred focus, where the teacher embraces new pedagogical methods and technologies with a learning approach that is accountable and must be measured. ‘Entrepreneurship Education’ is, by contrast, led by creativity, informality, curiosity and its applications to real world problems and opportunities (Penaluna & Penaluna, 2008).

In recent years, there have been a considerable number of studies dealing with the outputs, outcomes and impacts of enterprise and entrepreneurship education. Most studies suggest that entrepreneurs in developed countries exhibit higher rates of success when they have higher levels of education, and even more so when this education is combined with experience (Leffler & Svedberg, 2005; Van der Sluis et al., 2003; Minniti et al., 2006; Parker & Van Praag, 2006; Scott et al., 1998). Other researchers have argued that entrepreneurship education influences entrepreneurial behaviour and entrepreneurial tendency (Lüthje & Franke, 2002; Kolvereid & Moen, 1997).

In addition to this, several academics have supported the view that investment in the development of entrepreneurship and enterprise education within higher education institutions is most likely to deliver long-term returns (Galloway & Brown, 2002; Hegarty & Jones, 2008). In the last decade, we have detected an increment in Enterprise and Entrepreneurship Education initiatives and pro-

grammes in HEIs that are taking place outside the formal classroom environment challenging orthodox pedagogies (Rae, 2007). The role of HEIs in contributing to economic, social, and cultural development has also been widely recognised in the policy and theoretical literature (CVCP, 1994; McNay, 1994; NCIHE, 1997; Rosenberg, 2004; Thanki, 1999).

More recently, however, a question has been raised about the extent to which Enterprise and Entrepreneurship Education programmes in HEIs are responding to the challenges of the new era, where our society is facing serious environmental and sustainability problems such as global warming, economic disparity, and social exclusion (Rae, 2010). The prevailing mode of Enterprise and Entrepreneurship Education has been traditionally dominated by large corporations with an ideology of neo-liberal deregulated market economic growth, based largely on a North American set of cultural values driven by individualism, founded on masculine attributes of aggression power and conflict, where value creation is only measured with financial short-term goals (Rae, 2010; Galloway & Brown, 2002; Gibb, 1993). However, since the late 1990s and with more emphasis since the beginning of the twenty-first century, we have perceived how enterprise and entrepreneurship education values have significantly changed (see Table 2 for further details).

It can be claimed that although HEIs are still interested in promoting traditional enterprise and

*Table 2. Enterprise education and learning values in the new/old era*

Old Era	New Era
<ul style="list-style-type: none"> <li>• Large companies</li> <li>• Individualism</li> <li>• Business driven</li> <li>• Value creation measured only in financial terms</li> <li>• Founded on masculine attributes of aggression power and conflict</li> <li>• Short term financial profitability</li> <li>• Growth and sell-out</li> </ul>	<ul style="list-style-type: none"> <li>• Included SMEs and Social Enterprises</li> <li>• Opportunities created diverse forms of value: financial, creative, social, ecological</li> <li>• Collectivist and inclusive</li> <li>• Ethically responsible</li> <li>• Grassroots enterprise and resourcing</li> <li>• Feminine values also appreciated</li> <li>• Longer term sustainable growth and development</li> </ul>

Source: Rae (2010)

entrepreneurial models, more stress has been put recently into teaching collective and inclusive business models, where feminine values are also appreciated and focused on long-terms goals. This can be clearly seen in higher education institutions as they have developed classroom and co-curricular activities where they incorporate small and medium scale businesses as well as alternative business models such as social enterprises (O'Connor, 2013). In addition to this, universities are starting to use 'alternative' pedagogical methods such as experiential learning approaches to teach enterprise and entrepreneurship (Rae, 2010). Experiential learning refers to learning by doing or from the doings of others. It centers on the idea that students can learn enterprise theories, principles and concepts by applying themselves to projects and activities rooted in real-world practice. Experiential approaches are based on the notion that learning is a process where knowledge is created from interactions between students and the environment (Kolb, 1984). Social Enterprise can be seen a leading edge in terms of introducing new experiential learning methodologies and techniques in higher education (Morris et al, 2013).

**Social Enterprise in Higher Education**

Social enterprise has become a worldwide phenomenon and is at the heart of numerous social and economic debates today (Defourny & Nyssens, 2010; Nicholls, 2010a). The term 'Social

Enterprise' (SE) describes a broad range of organisational forms that vary widely in terms of activity, size, legal structure, geographical scope, resources, degree of profit orientation, and governance (Defourny & Nyssens 2010; Bridge et al., 2009; Peattie & Morley, 2008). The SE label has been used to refer to earned income strategies by not-for-profit organisations (Dees, 1998), voluntary and community organisations (VCOs) that are contracted to deliver public services (Di Domenico et al., 2009), democratically controlled organisations that aim to benefit the community (Defourny & Nyssens, 2006), profit orientated business with social aims (Kanter & Purrington, 1998; Harding, 2006), and community enterprises that have been founded by local people to tackle a particular social problem (Williams, 2007).

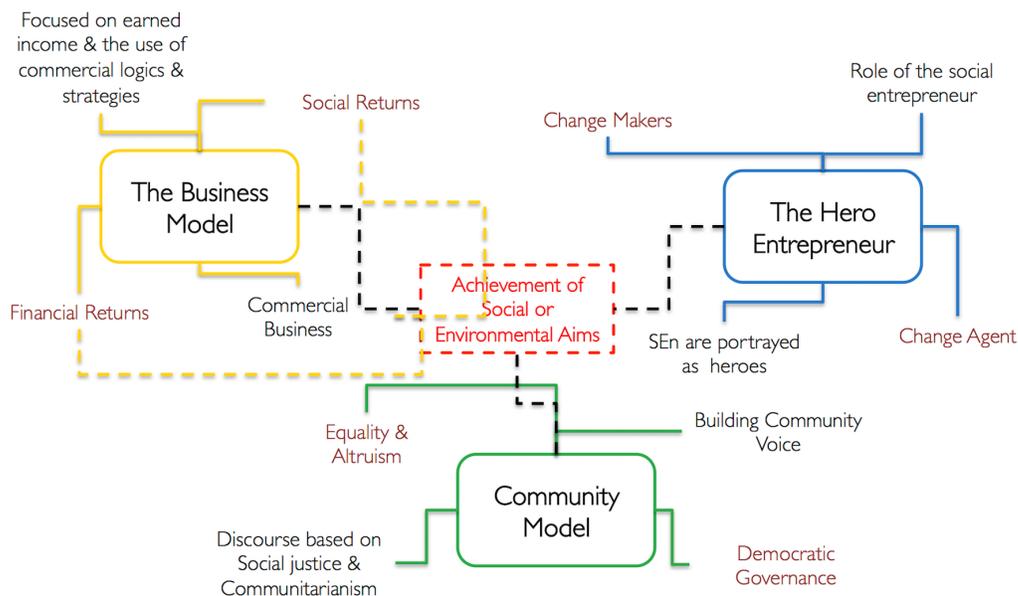
The definition of SE is often seen as contested and unclear, and there is a lack of consensus about what it is or does (Nicholls, 2006a, 2010a; Thompson, 2008; Light, 2006, 2008; Perrini, 2007). Although there is controversy over definitions of the term SE, most coalesce around the idea that SEs are organisations that trade for social and/or environmental purposes, but they reach this purpose through commercial activities (Peattie & Morley, 2008). Moreover, there are other terms that have been used to refer to SE practices worldwide: 'Social Entrepreneurship', 'Social Innovation', 'Social Economy', and the 'Solidarity Economy'. However, these terms are quite distinct and exclude/include different types of organisations (Amin, 2009).

As a result of the debates about the definition and understanding of social enterprise as well as the term we should use to refer to these organisational activities, some academics have attempted to identify the different discourses that represent the range of organisational constituents within social enterprise activities worldwide. For example, Nicholls (2010a) distinguishes three main narratives within social enterprises: the Hero Entrepreneur, the Business Model, and the Community Model. The first narrative emphasises the role of ‘social entrepreneurs’ and refers to them as heroes. Social entrepreneurs are often presented here as social innovators, change makers, playing the role of change agents within the social enterprise sector (Dees, 1998). The terms ‘Social Entrepreneurship’ and ‘Social Innovation’ have often been used within the Hero Entrepreneur Narrative by policy makers, academics and practitioners in the United States to refer to SEs (for example, Ashoka), with some exceptions in other countries.

The Business Model narrative is based on organisational models that reflect ideal types from commercial business. They have a particular focus

on earned income and the use of commercial logics and strategies. They also combine social and financial returns, and apply business models and thinking to achieve their social and environmental aims (Alter, 2007; Nicholls, 2010a). Advocates in the UK have predominantly used the Business discourse, although there are also other countries using this model. The Community Model focuses on building a ‘community voice’ with a discourse based on social justice and communitarianism. The Community Model, in contrast to the other models that prioritise individuals or commercial strategies, has a particular interest in democratic governance models (for example, cooperatives) and closely resembles conventional structures in the third sector that are based upon equality and civil society bottom-up initiatives (for example, community based enterprises) (Nicholls, 2010). The terms that have also been used to refer to the Community Model are ‘Social Economy’ and ‘Solidarity Economy’, mostly by academics, practitioners and policy makers in Latin America and Europe with some exceptions in other countries (Figure 1).

Figure 1. Social enterprise narratives



Despite the different terminologies, discourses and definitions used to refer to SEs, what is clearly evident is that these organisations can provide benefits such as delivering services that are not covered by the state and the market (Peattie & Morley, 2008); create an economic contribution and employment for people who might not otherwise be employed (Borzaga & Defourny, 2001); assist environmental sustainability and ethical business (Bridge et al; 2009); and generate social capital and regeneration (Peattie & Morley, 2008). Moreover, SEs have been credited with promoting social inclusion, engagement and active citizenship among a range of social groups, and fostering local development and regeneration (Bridge et al., 2009).

Within the last ten years, we have observed an enormous growth in the number of people interested in learning about SEs. This can be exemplified by the number of private organisations that have been established to promote and support the creation and development of social enterprises. An example of this is the School for Social Entrepreneurs (SSE), an organisation founded in 1997 by Michael Young that supports individuals who are starting and growing social enterprises and community organisations via unique action-learning courses in different countries, including the United Kingdom, Ireland and Australia. By working with governments, large trusts, foundations and corporations (for example, with Lloyds Bank), they offer potential (social) entrepreneurs scholarship opportunities (SSE, 2015).

Moreover, there has been an increment in the number of SE courses and co-curricular programmes offered in higher education institutions concerning social enterprises. This expansion of alternative educational and training offerings at universities has been partly fuelled by dissatisfaction with the traditional focus on mainstream enterprise and entrepreneurship education (Solomon, 2007). In recent years, we have clearly observed the rapid development of the SE sector in higher education. As Professor Gregory Dees, often re-

ferred to as the ‘Father of Social Entrepreneurship Education’ and who was interviewed by Worsham in 2012, suggested: “it is impressive to look at the field as in the past twenty years we have passed from fighting to just include SE in the curriculum at a top-tier university to a stage where many universities are embracing social enterprises across different disciplines”.

Particular attention has recently been paid to the extent in which HEIs contribute to promote enterprise initiatives that provide not only economic but also social and environmental benefits to society (Collini, 2012). Several studies have suggested that SEs in higher education stimulate and sustain diversity, social inclusion, citizenship, and local learning communities and partnerships, which is central to economic growth and regeneration, and that it is therefore important to re-connect the social dimension of education with the economic (Elliot, 2012; Andre et al., 2009). Another research conducted by Brennan et al. (2004) in universities within 25 countries in Central and Eastern Europe, sub-Saharan Africa, Central Asia, and Latin America, found that, despite national and geographic differences, there were commonalities in the role of universities in their contribution to more socially inclusive societies and regeneration of local areas in the respective countries. More universities were seeking to embed their institutions more securely within the local polity and economy, incorporating a wide range of programmes and enterprise initiatives.

A report published by Frost in 2009 showed examples of SE projects that have been developed by students and staff at universities, demonstrating their creativity and the social impact they have made in society. However, and as highlighted by Frances Westley, it is necessary that scholars reflect when designing curricula to advance the cause of social enterprises (Weber, 2012).

As of 2011, more than 148 institutions across the globe were teaching some aspect of SE on their campuses (Kim & Leu, 2011). Table 3 shows examples of some of these SE initiatives in

Table 3. Initiatives of SEs and universities worldwide

Country	University	Activity
Ecuador	Universidad Tecnológica Equinoccial	A Programme that provides training and consultancy for social and solidarity economy initiatives as well as it connects students with organisations in the country.
Chile	Pontificia Universidad Católica de Chile	Colab and La Escuela are two that support students to start up social innovation initiatives.
Colombia	Corporación Universitaria Minuto de Dios	The CEES (Centro de Emprendimiento Social y Solidario) is a center that support students, staff and the local community with social and solidarity economy initiatives.
United States	Harvard University	The I-lab provides social and cultural entrepreneurship-specific workshops as well as support start up social entrepreneurship initiatives. In 1882, they founded the Coop, a cooperative that provides textbooks, diplomas, graduation gowns, dorm room necessities for students and staff.
United States	Yale University	The Programme on Social Enterprise (PSE) supports faculty, students, alumni and practitioners interested in social enterprise related initiatives.
United States	Columbia University	The Tamer Center for Social Enterprise supports a wide range of research activities by faculty and students on social enterprise areas.
Spain	Universidad Cooperativa de Mondragón	A co-operative university, which combines the development of knowledge, skills, and values, and maintains close relations with businesses, especially Mondragon co-operatives.
Sweden	Lund University	LUSIC is the Social Innovation Center that supports students and staff with social innovation related projects through workshops, events and other related activities.
Turkey	Istanbul Bilgi University	The university supports students to start-up social enterprise initiatives.
South Africa	University of Cape Town	The Bertha Centre for Social Innovation and Entrepreneurship support social innovation initiatives through research, teaching and other activities.
Kenya	Kenya College of Accounting	The East African Social Enterprise Network is a membership organisation established at the Kenya College of Accounting committed to the development of the social enterprise sector in East Africa.
Thailand	Thammasat University	G-Lab is a social innovation center that helps social enterprises achieve product/market fit by combining entrepreneurial research, Lean Methodologies with Human-Centered Design thinking.
Australia	University of Melbourne	Students in Free Enterprise (SIFE) is a non-profit student organisation developing community projects to drive social change.
New Zealand	Massey University	The Social Innovation and Entrepreneurship Research Centre (SIERC) provides a hub for interdisciplinary, academic research in social innovation and entrepreneurship.
New Zealand	Victoria University of Wellington	The 'Live the Dream' initiative supports several early stages youth-led ventures focused on a social or environmental goal.

North/South America, Europe, Asia, Africa and Oceania. The table demonstrates that students and staff have more opportunities now to learn about 'alternatives' to mainstream businesses; however, this varies by country as we have noted that there are fewer courses and programmes available in Africa and Asia on social enterprise if we compare them with other countries in Europe, Oceania and America. This can also be corroborated by a study

conducted by Kirby and Ibrahim (2011) in Egypt, where they showed little awareness of what the concept 'SE' was for students. Kirby and Ibrahim highlighted in their findings that if students were aware of the concept of 'SE', recognising its role and importance to society, they would (probably) consider the possibility to start up a social enterprise venture.

## **Support for Social Enterprises in Higher Education in the United Kingdom**

Entrepreneurship has been taught primarily through modules in business school courses and extra-curricular activities in the United Kingdom (Hermann et al., 2008). Although universities have always had students that have started up their businesses, in most cases this has been done at an informal level (Galloway & Brown, 2002).

Throughout the 1980s, universities were encouraged to participate in programmes that would help students to start their own businesses (Kirby, 2006); however, during the early 1990s, this engagement declined. The Government revitalised the call in 1997 with the National Committee of Inquiry into Higher Education (NCIHE), known as the Dearing Report, where it recommended universities to encourage enterprise and entrepreneurship related activities. Several universities responded to this challenges, and by 2000, the 'Entrepreneurial Development' Programme was adopted as one of the main strategic goals of universities (Universities UK, 2000). This resulted in the creation and expansion of entrepreneurial activities through centres, units and/or departments (Galloway & Brown, 2002). As the Department for Business Innovation and Skills (2012, p.80) pointed out in a report, "a university provides economic, environmental and cultural benefits to its community and, critically, should play a central role in re-balancing the economy of a community under stress and promoting growth in one that is prosperous".

With regards to social enterprises, from the late 1990s and with more emphasis since 2000, universities have been involved in supporting such organisations in a variety of ways, for example, by providing placements and work opportunities for students in existing social enterprises, university staff and researchers procuring or providing services to social enterprises, or even students setting

up their own initiatives (see Figure 2 for further details). While some universities have taken a 'top-down' approach by incorporating SE explicitly into their core strategic goals and embedding it across everything they do (for example, Northampton University), others have provided tailored modules and support for students and graduates as part of a wider objective to support enterprise and enhance employability (for example, Goldsmith University or the University of Sheffield, among others). These initiatives have been managed and/or supported by numerous student enterprise societies such as Student Hubs, Students in Free Enterprise (known currently as Enactus), and the National Association of College and University Entrepreneurs (NACUE) (Universities UK, 2012).

Social Enterprise initiatives in UK higher education institutions have been funded in different ways (DTI, 1998; European Commission, 2000; Higher Education in Europe, 2004). The funding support has been received from the Government, for example, the Government's Big Society Capital Fund or the Higher Education Innovation Fund provided by the Higher Education Funding Council for England (HEFCE), as well as other private organisations that have offered loans, grants and/or business advice such as The Foundation for Social Entrepreneurs (UnLtd), Social Enterprise UK, and the Enterprise Alliance. Some universities have also used their own resources (Universities UK, 2012).

The most predominant funding support available for universities in the UK to support and promote SE initiatives has been through the collaborative work of UnLtd and HEFCE. As Table 4 illustrates, from 2009 to 2011, UnLtd and HEFCE worked on a programme entitled the 'Higher Education Social Entrepreneurship Awards' (HE SE Awards) where they funded and supported socially entrepreneurial leaders with the creation of 200 new social enterprises by staff and students in 70 universities across the UK. This was done with informative contribution from the

Figure 2.

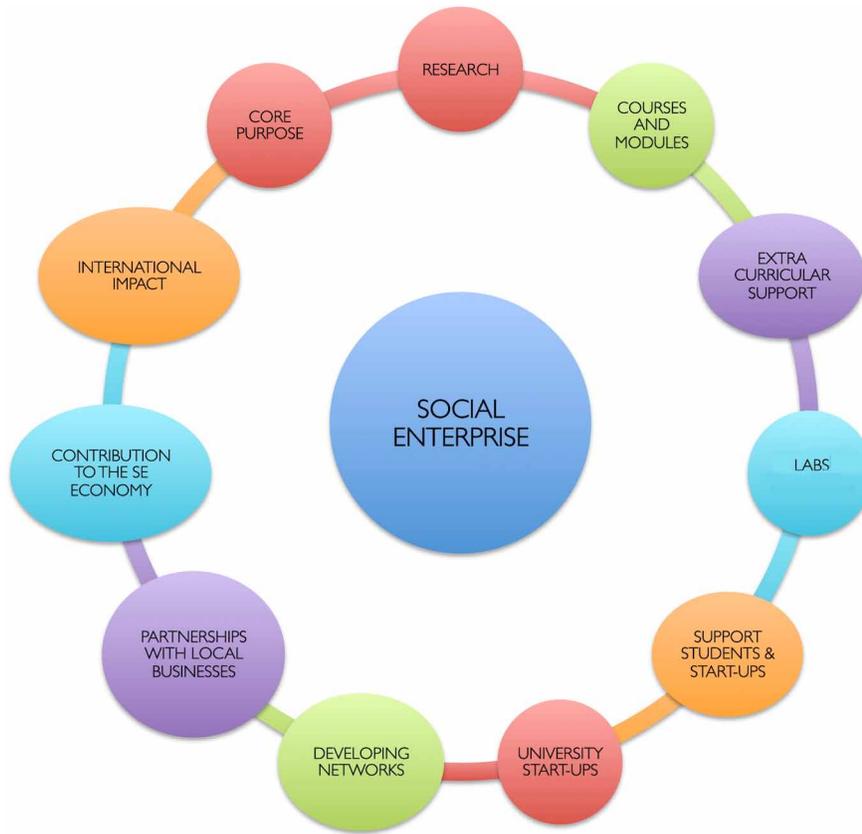


Table 4. Stages of the support provided by UnLtd and HEFCE

Year	Programme	Impact
2009-2011	Higher Education Social Entrepreneurship Awards	Funded and supported the creation of 200 social enterprises by staff and students in 70 universities across England.
2012-2013	An eco-system for the development and growth of Social Enterprises	56 universities benefitted from this programme where they aimed to place the key SE values with the organisational culture and infrastructure.
2014	Social Entrepreneurship in Education Change	To build knowledge, expertise, capacity and resources for 59 universities.

Millennium Awards Trust and the third sector with an investment of around £750m (Gibron & Hasenfeld, 2012). A report published by UnLtd in collaboration with HEFCE in 2014 indicates that 74% of respondents (students that benefited from this programme) felt that university support was important to their social venture. Moreover, the experience of working in partnership with UnLtd

was perceived as a positive one by those universities that participated in this programme, with 80% (36) stating that it had met their expectations, and 91.1% (41) stating that their relationship with UnLtd had the right level of flexibility. Furthermore, other results suggested that this programme added value to students' experience at university as it helped students with employability issues as well

as with their studies. University staff claimed that overall, they have had a positive experience with the programme as it allowed them to enrich their teaching opportunities, increase their research impact and their personal and professional development careers (UnLtd, 2014).

Regarding the challenges faced by those HEIs that participated in the programme, 25% of universities reported that one of their biggest problems they have had was the lack of general awareness and support for social enterprises. An additional challenge was the issue of negotiating intellectual property rights and the stake their university has in new venture creation (12.5% of the total respondents). For others, the challenge was working within existing structures and processes designed for high turnover and quick growth technology spinouts (UnLtd, 2014).

From 2012 to 2013, the HE support campaign with a budget of over £1.4m was launched where 800 social ventures were founded to provide a strategic approach to establish an effective ecosystem for the development and growth of SEs within universities in the UK. Aimed at universities wanting to work collaboratively to embed support

for social venture creation within their institution, HEFCE and UnLtd worked directly with 56 universities to place social enterprise values at the heart of their culture and infrastructure. From 2013-2014, HEFCE and UnLtd launched the Social Entrepreneurship in Education Change (SEE) Programme to build knowledge, expertise, capacity and resources to enable a university led ecosystem of support for social enterprises to mature and become self-sustaining (UnLtd, 2014). Table 5 shows the universities that benefited from this programme.

## CASE STUDY EXAMPLES

These are some examples of universities supporting the social enterprise sector in the UK.

### 1. Institution’s Core Purpose

#### The University of Northampton

The University of Northampton can be named “the Social Enterprise University” in the UK as social

*Table 5. British HEIs supported by UnLtd*

<ul style="list-style-type: none"> <li>● Anglia Ruskin University</li> <li>● Aston University</li> <li>● Birkbeck University</li> <li>● Birmingham City University</li> <li>● Coventry University</li> <li>● Edge Hill University</li> <li>● Goldsmiths University</li> <li>● Imperial College London</li> <li>● Keele University</li> <li>● King’s College London</li> <li>● Lancaster University</li> <li>● Leeds University</li> <li>● Liverpool Hope University</li> <li>● Liverpool Institute for Performing Art</li> <li>● Liverpool John Moores University</li> <li>● London School of Economics</li> <li>● London South Bank University</li> <li>● Manchester Metropolitan University</li> <li>● Nottingham Trent University</li> </ul>	<ul style="list-style-type: none"> <li>● Plymouth University</li> <li>● Queen Mary University</li> <li>● Ravensbourne</li> <li>● Royal Agricultural University</li> <li>● SOAS, University of London</li> <li>● Southampton University</li> <li>● Staffordshire University</li> <li>● Teesside University</li> <li>● University College London</li> <li>● University of Bath</li> <li>● University of Birmingham</li> <li>● University of Bristol</li> <li>● University of Cambridge</li> <li>● University of Central Lancashire</li> <li>● University of Cumbria</li> <li>● University of East Anglia</li> <li>● University of East London</li> <li>● University of Exeter</li> <li>● University of Gloucestershire</li> <li>● University of Greenwich</li> </ul>	<ul style="list-style-type: none"> <li>● Oxford Brookes University</li> <li>● University of Hertfordshire</li> <li>● University of Hull</li> <li>● University of Leeds</li> <li>● University of Leicester</li> <li>● University of Lincoln</li> <li>● University of London</li> <li>● University of Manchester</li> <li>● University of Northampton</li> <li>● University of Oxford</li> <li>● University of Portsmouth</li> <li>● University of Salford</li> <li>● University of Sheffield</li> <li>● University of Southampton</li> <li>● University of the Arts</li> <li>● West Of England</li> <li>● University of Warwick</li> <li>● University of Winchester</li> <li>● University of Worcester</li> <li>● University of York</li> </ul>
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Source: UnLtd (2015)

enterprise is part of the DNA of the institution, integral to the university's culture and operating model. The university set a strategic goal to be the UK's leading university for SEs by 2015. This university has abandoned the notion that social enterprise is just for business students, and instead that it applies to administrators, faculty members and students from any and all parts of the campus (Morris et al, 2013). In 2013, the University was awarded and named by Ashoka, the world's leading network of social entrepreneurs, the international accolade of 'Changemaker Campus' in recognition of their commitment to SEs and the excellence of the opportunities this commitment has given to their students. It is the first university in the UK and Europe to achieve this honour, and one of only 24 in the world with the 'ChangeMaker' designation such as Brown University, the University of Colorado and Tulane University. Northampton University focuses on seven social enterprise initiatives listed below:

1. A unique experience for their students to develop the skills required to stand out in the employment market and to be the change leaders of the future (a successful example of this is Goodwill solutions Community Interest Company).
2. The integration of social enterprise with teaching and research (with the Social Enterprise Research Group).
3. Nationwide support for social enterprises with Inspire2enterprise, an organisation that provides support for new or existing social entrepreneurs and enterprises. Since it was launched in 2007, it has supported over 2,000 social entrepreneurs.
4. Investments in SE, where they provide SE activities with placement and job opportunities for students.
5. Evolution of University support functions providing SE related services (when possible) to the university community on a commercial basis while also fulfilling a clear social/environmental purpose.

6. Networking with several partners from the third, private and public sector to promote SEs.
7. Influencing policy and practice in the UK and beyond.

Through the £1 Billion University Challenge, the University has encouraged the Higher Education sector in the UK to spend at least £1 billion of their £7 billion per annum on procuring goods and services from external suppliers, with social enterprises (Universities UK, 2014). They are increasing their national, regional, and local partnerships, aiming to create a culture of social entrepreneurship. An example of this is their partnership with Exemplas to develop Inspire2Enterprise. The University received financial support from UnLtd in 2009 (£50,000) through the Enterprise Club to develop the 'Find, Fund and Support' programme that supported 24 SEs established by staff and students at the University (Universities UK, 2014). They also partnered and hosted the E3M European Conference in 2013 'Growing Successful Social Enterprises: Lessons and Opportunities', with around 250 attendees from over 14 countries (Northampton, 2014).

## **2. Research: The Third Sector Research Centre**

### **Birmingham University**

The Third Sector Research Centre (TSRC), based at Birmingham University but with the support of the Centre for Enterprise and Economic Development Research (CEEDR) at Middlesex University, Southampton and Lincoln Universities, was established in 2008 to enhance knowledge through independent and critical research in collaboration with practitioners, policy makers and academics. The TSRC was launched as a Venture Funded Research Centre, co-funded by the Economic Social Research Council (ESRC) from 2008-2013, the UK Government Cabinet Office of the Third Sector (renamed the Office for Civil Society in

2010), and the Barrow Cadbury Trust. From 2013, the TSRC continues to undertake research for other funders and commissioners in the third sector field (Third Sector Research Centre, 2015).

The TSRC have explored issues related to charities, voluntary organisations, community groups, social enterprises, cooperatives and mutuals. The Centre has published several working papers and journal articles about SEs and how to measure their impact, understanding the scale and dynamics of SEs, different meanings of social enterprise, SEs in the health sector and social SEs working with marginalised communities (TSRC, 2015). They have also several PhD Economic Social Research Council (ESRC) fully funded scholarships for students researching SE related issues. In addition to this, they have worked on several projects with well-known prestigious organisations, among others, the School for Social Entrepreneurs (providing consultancy work and an evaluation of their programmes), the Guild (developing an online tool to measure social enterprise impact), Co-ops UK (refining their database and develop a classification system,) and Social Enterprise UK (helping to inform and analyse the State of Social Enterprise survey). They have organised several events throughout these years (for example, at the Cumberland Lodge in 2011), as well as some of the TSRC staff members being actively involved in policy discussions (for example, Professor Fergus Lyon was appointed as a member of the Advisory Board for the Office for Civil Society's Measuring Social Value project) (TSRC, 2015).

### **3. Social Enterprise Undergraduate or Postgraduate Courses and Modules**

#### **Goldsmith University**

The International Master's in Social Entrepreneurship at Goldsmith University provides practical and theoretical tools to individuals motivated to

develop alternative economic practices and frameworks to meet such challenges. These include (but are not limited to) SEs, collaborative innovation networks, digital platforms, support intermediary and policy proposals. Past graduates have gone on to create their own SEs or to work for prestigious organisations such as the Yunus Institute and Social Enterprise UK. Students also developed a platform in 2014, named the 'Goldsmith Social Entrepreneurship Society' (GSES), for thought-provoking debates about the sector. They have worked in collaboration with MakeSense on several workshops and events that have taken place at the university (Goldsmith University, 2015).

#### **The University of Sheffield**

The University of Sheffield has developed a multi-disciplinary and sustainable 20-credit enterprise module, named 'Making Ideas Happen', to enable students to develop valuable enterprise and entrepreneurial skills contextualised within a social need. Students work to develop a business solution to a real community need over 12 weeks (Universities UK, 2014). The module is assessed through a group business plan, a pitch and 30-second multimedia 'advert', as well as individual coursework, which involves blogging, reflection and skills audits. In 2012, students worked within the Shiregreen Neighbourhood area, targeted as there were urgent social needs, including unemployment, health, public spaces, and engagement. Students firstly visited the area and met people from the local community; secondly, they developed a business plan for greengrocers who sourced most of their products from local growers, community allotments and garden share schemes (Universities UK, 2014). Students also proposed to work with local takeaway outlets to develop recipes that increase the amount of vegetables in their products, to develop recipe packs for local residents, and to hold short courses on cooking with vegetables. The University facilitated

*Figure 3.*



start-up funding for the project by the Sheffield Branch of International not-for-profit organisation Students in Free Enterprise (SIFE), now Enactus Sheffield (The University of Sheffield, 2015). Subsequent community partners have included Heeley City Farm, Sharrow Community Forum and the community-run Ecclesfield Library.

#### **4. Extra Curricular Lecturers and Support**

##### **Oxford University**

The Skoll Centre for Social Entrepreneurship at Oxford University's Saïd Business School launched, co-organised and co-designed with the nation-wide Student Hubs organisation, the 'Emerge Conference' an annual event that has taken place since 2009 that engages and connects university students and young professionals aspiring to drive transformation change, with current global change-agents leading entrepreneurial ventures, businesses and sector-defying organisations (Emergence Conference, 2015). It

is a space to gain skills and resources to launch a new venture, to design entrepreneurial career pathways, and to provoke new ideas for creating social enterprises. The two days of the conference focused around three central themes: 'Issues and Innovations', 'Ventures', and 'Careers with Impact' with workshops, plenary sessions, and delegated sessions with around 60 speakers from across the globe and over 500 attendees (Emergence Conference, 2015).

##### **University of Surrey**

The University of Surrey, in collaboration with the University for the Creative Arts, planned and ran a one-day enterprise event, named 'Artis-Tech', for student artists to meet technologists in joint teams and create business ideas and presentations in those mixed teams (Universities UK, 2014). The Higher Education Entrepreneurship Group (HEEG), a regional network for the professional development of staff working in entrepreneurship education across the HE sector, funded this project. HEEG at the same time received funding for this

project from the South East England Development Agency (SEEDA), which was one of the regional development agencies in England that closed in 2012 (Universities UK, 2014).

After this project, they decided to run an annual three-day residential summer school for undergraduate and postgraduate students across schools from diverse courses and backgrounds (for example, engineering, mathematics, arts and fashion, photography, and so on). The school invites successful social entrepreneurs (for example, Lord Mawson, author of *The Social Entrepreneur* and founder of the Bromley by Bow Centre in East London), as well as supporting existing social enterprises. On Day 2 of the summer school, students are invited to come up with new social business ideas for featured social enterprise organisations (for example, with the YMCA, the Farnham Museum and Farnham Castle) (Universities UK, 2014).

### Anglia Ruskin University

Anglia Ruskin University runs a programme for SEs, charities and voluntary organisations entitled 'the Anglia Ruskin Certificate of Higher Education in Charity and Social Enterprise Management' (CSEM). This programme was launched in March 2011 by the Third Sector Futures team, based in the Lord Ashcroft International Business School. The practical nature of the course (all assignments apply taught material to the students' own context) means that the course has attracted people with no higher education qualifications, alongside others who have achieved Master's degrees or even doctorates. The university also offers a distance-learning version of the programme, which can be offered at a reduced rate, compared to the current course, and has developed its bursary scheme to sponsor places for smaller organisations. As an example of this, the University has teamed up with Britvic (a drinks company) and Provide (a

health and social care company) to offer financial support for students that cannot afford to pay the fee (Universities UK, 2014).

## 5. Business Development Labs

### University of the Arts London

The Design for Social Innovation towards Sustainability (DESI) is a network of design laboratories (labs), based in design schools and design-oriented universities, actively involved in promoting and supporting sustainable change at the University of the Arts London (UAL) (Universities UK, 2014). The DESI part of the university's Design Against Crime Research Centre is part of a network of more than 20 autonomous but interconnected labs worldwide (Universities UK, 2014). The ambition of the lab is to join research staff, design students and tutors working in the research centres at UAL to create research-led social innovation and sustainability programmes. The current activities include transport projects with the London Borough of Camden and the Urban Green Line social enterprise, which has grown out of UAL's MA Innovation Management course. The Urban Green Line is a physical and symbolic trail running through London that connects communities to green spaces and sustainable businesses, encouraging co-creation and guerrilla gardening along the way. The project hosts a website that invites visitors to tag green spaces on a virtual map, while sharing ideas about building a healthier, more sustainable future. The Urban Green Line is also setting up a seed fund that will support urban community initiatives. The lab also engages with the international network to seek funding support opportunities and develop tools and techniques, as well as PhD programmes, to address social change in the UK through social responsive design (University of the Arts London, 2015).

## 6. Support Students to Start-Up Social Enterprises

### Bath University

The University Bath Innovation Centre (UBIC) provides financial support for students to start up SEs within their annual students' enterprise competition organised by the Students' Union (Bath University, 2015). The centre utilises different activities offered through the Students' Union such as Banter, an initiative to involve students in entrepreneurship and motivate them to go into enterprise. It is also an active member of Enactus, an international platform for the creation of leaders that invites students from different areas to create change in communities through business. Other areas are a set of competitions such as Apps Crunch where the students have the possibility to take their apps to different competitions and work with experts; one is a business plan tournament design that offers the possibility of receiving a prize of £1,000 from Deloitte or the participation in a pitch to the group of alumni that participate

as seed investors with the Dragon's Den approach (Universities UK, 2014). In the last year, Bath University has developed a project entitled 'Uni-PopShop' competition, organised in collaboration with HEFCE and UnLtd, which allows students to test their social enterprise ideas by challenging them to make as much money as possible for their ventures in a single day of market trading. Each team of students is given a £300 start-up loan, a business mentor and the use of a stall in London's historic Spitalfields Market to sell their social enterprise products. The winning teams also receive prizes from UnLtd, the Eleven, and Ernst & Young. This continues to run, including an installment for the summer 2015. Santander are the corporate partner engaged in 2015.

An example of a successful social enterprise that came out of UBIC is Bath Soup Company, where the founder, Dominic Povey, a former student, won the competition as well as a month's use of a disused shop in the centre of Bath. Since then, the company has developed significantly as they sell soups in several local shops in the area as well as offering employment opportunities for

Figure 4.



homeless people to learn about catering health and hygiene requirements, basic kitchen skills, and food preparation. They are currently working in collaboration with Julian House, the leading provider of services to single homeless men and women in Bath and North-East Somerset and West Wiltshire (Bath University, 2015).

### **Aston University**

The Identity Dance School was funded at Aston University by a former student, Anisa Haghdadi, to provide drop-in classes for youths all over Birmingham and to allow students to express themselves through urban art forms such as street dance, MC-ing and the spoken word. It also provides a platform for young people to gain experience in event management and promotion, a chance to perform to peers and family, and an opportunity to contribute to the local community. The founder, Anisa Haghdadi, won the Birmingham Young Professional of the Year 'Aspiring Talent' Award (Universities UK, 2014).

### **Oxford Brookes University**

Oxford Brookes University runs several projects for social entrepreneurs. An example of this is the Oxford Brookes Social Entrepreneurs Awards (OBSEA), which is exclusively for staff, students and recent graduates from this university and run on an annual basis. The University also organises workshops and masterclasses to help students set up, manage and maintain a thriving social enterprise. Examples of successful social enterprises run by students are: Sustainabus (founded by Ben Wilkins), and Oxford Art Circus (founded by Kirini Kopcke). The University also offers annual awards open to Social Entrepreneurs based in Oxfordshire, working through the Oxfordshire Social Entrepreneurship Partnership (OSEP) between Oxford Brookes University, the University of Oxford and Students Hubs (Oxford Brookes University, 2015).

## **7. Start-Up Social Enterprises within University**

### **University of Wales**

At the University of Wales, which has a strong track record in supporting students setting up their businesses, a Community TV named 3VTV was launched in 2012 as a pilot in local broadcasting. A team of four staff employed by the University of Wales runs 3VTV, and students and interns support it. They have shown several films as well because they work in collaboration with People's Voice Media (PVM) to offer opportunities for community reporters. The University of Wales also offers a course where students are trained with basic camera and editing skills and, as a result, receive a 3VTV/PVM Community Reporter press badge (Universities UK, 2014).

### **Staffordshire University**

At Staffordshire University, two university lecturers established Ameliorate Training and Support, a company that offers adults the opportunity to access further education at an affordable cost. It offers accredited, nationally recognised programmes, non-accredited learning, providing them with a certificate of achievement, and other bespoke programmes for the local community. They also offer work-based and bespoke training options in recognition of the financial difficulties affecting staff training and the need to increase the application of knowledge and skills in the workplace. In 2011, a range of nationally-accredited qualifications were developed, including cognitive behavioral therapy, listening skills, drugs awareness, alcohol awareness, and supervision and performance management (Universities UK, 2014).

### **Southampton University**

Southampton University has a social enterprise established named Unicycle that promotes cy-

Figure 5.



cling in students and uses abandoned bicycles and those that people want to donate at campus. These bicycles are used to recover others and sell to members of the university, supporting the complete scheme where students are offered free maintenance in bi-monthly checks by the ‘Bike Doctor’, a qualified bicycle engineer (Southampton University, 2015).

## 8. Developing Networks

### Plymouth University

Plymouth University, as the leader of the Peninsula Growth Acceleration and Investment Network (GAIN), offers both practical and academic support for SEs. The University launched the national Social Enterprise University Enterprise Network (SE-UEN) in February 2012 to provide a national policy portal alongside support for universities to establish and support more social enterprises (Universities UK, 2014). In addition to this, a number of other departments have been involved in providing support to both the Programme and

Award Winners, including the Students Union, Enactus, the local Social Enterprise Network (which is linked in to SE-UEN), and Formation Zone, the onsite business incubator managed by Eleanor Butland. Plymouth has been the first British university to be awarded the Social Enterprise Mark in recognition of working as a genuine social enterprise, caring for communities, and protecting the planet. This was announced by the Social Enterprise Mark Company, which provides the only officially defined registration for social enterprises in the country. Plymouth University also provides support for social enterprises in Cornwall. Following this, Cornwall has been recently awarded the ‘Social Enterprise Zone’ by Social Enterprise UK (see Figure 6) (Plymouth University, 2015).

## 9. Partnerships with local business/community

### University of York

The University of York offers both curricular and extra-curricular courses and support for SEs. One

*Figure 6.*



of the projects the university is involved in is with the York Council for Voluntary Service and York Cares, the city's employee volunteering charity (Universities UK, 2014). York Cares incorporates the majority of the city's major employers and allows access to a range of skills and experiences that have been really useful in working with the charity sector. The University is one of the founder members of York Cares and its delivery team is based at the University. The University of York has launched a project called 'Transforming Infrastructure', where, under the supervision of business volunteers, students work with charities and not-for-profit organisations seeking to review their activities, develop new strategies and become more enterprising. The students act as 'junior' consultants, using the business leader's experience and their engagement with the day-to-day work of the charity to build options and develop new strategies that allow the charity leaders to gain as much as possible from the relationship (University of York, 2015).

## Middlesex University

Middlesex University has worked with a number of social enterprises for academic and non-academic purposes within the Centre for Enterprise and Economic Social Research (CEEDR) and the Enterprise Development Hub (EDH@MDX). An example of this is 'The Social Entrepreneurs in Residence' programme that welcomes successful social entrepreneurs to campus to provide coaching and mentoring students that want to start up their social enterprises, engage in programmes and workshops with students groups, and meet with alumni and faculty. June O'Sullivan (the founder and CEO) of London Early Years Foundation) the UK's leading childcare charity and social enterprise since 2006, is one of the social entrepreneurs who have been working on this programme. June is a regular speaker and commentator on television, radio and in newspapers on issues related to social enterprise and child poverty. She has achieved a major strategic and cultural shift for

the award-winning London Early Years Foundation (LEYF), resulting in an increased profile and profitability over the past eight years. Another programme that has been launched at Middlesex University in collaboration with Community Barnet, an umbrella organisation that supports voluntary and community organisations in the Barnet area is the ‘Social Enterprise’ Consultancy Programme, where business students and staff provide business support to these organisations to move from ‘grant-dependency’ to the social enterprise ‘self-sustainable’ model (Middlesex University, 2015).

## **10. Contribution to the SE Economy: Sustainable Food Procurement**

### **University of Manchester**

The University of Manchester’s Food on Campus programme operates a number of coffee shops, cafes and restaurants (28 in total) in various buildings across campus. Most of the food is from ethically and locally sourced businesses, ensuring that they are directly contributing to the social enterprise sector and economy. For example, the University of Manchester catering restaurants buy from the Unicorn Grocery in Chorlton, a co-operative which sources its products from co-operative organic farmers, and has developed into a multi-award winning wholefood shop that turns over £5 million a year. Moreover, the University has recently launched the Food In Advance Initiative, which allows staff and students to top up their ID Cards with money to spend in the 28 Food on Campus outlets located across campus (Manchester University, 2015).

## **11. International Impact: Heritage without Borders**

### **University College London**

‘The Heritage Without Border’ is a social enterprise funded in 2010 at the University College London after an award received from UnLtd, ‘The HE Social Entrepreneurship Catalyst Award’. This SE builds heritage skills in developing countries, helping to preserve important cultural objects that could otherwise be damaged or lost forever. It supports heritage projects in situations of poverty and in the aftermath of conflict and disaster, closing the gap in heritage skills between the developed and developing world by matching teams of UK-based professional volunteers with international projects that require specific expertise and training in areas as diverse as artefact conservation, security, exhibition, and public outreach. The host communities tap into valuable skills that would otherwise be too difficult or too expensive to obtain, while volunteers themselves gain new skills. They have also established the Volunteering Services Unit, a joint project between the university and its Students’ Union, existing to support student involvement in the community, including SE activity. The unit places students with a number of London-based SEs (such as Jobs in Mind and Red Kite Learning, supports small-scale student led SEs (such as the UCL Refugee project, and supervises the students-run SIFE group (Universities UK, 2014).

The British Council, University College London (UCL) and Heritage Without Borders partnered to deliver the South East Europe Cultural Heritage Exchange Programme work that

took place from September 2014 to March 2015 in Eastern European countries (Albania, Bosnia-Herzegovina, Kosovo, Macedonia, Montenegro and Serbia). This six-month programme explores the broader role that museums can play in contemporary society, through establishing and defining identity, addressing pressing contemporary issues and through engaging with young people and communities (Heritagewithoutborders, 2015).

### **CHALLENGES AND OPPORTUNITIES FOR SOCIAL ENTERPRISES IN HIGHER EDUCATION**

The provision of SE support is common practice throughout Higher Education Institutions. Universities are playing a key role in supporting and promoting this new era of (social) enterprise initiatives across the globe. This chapter has shown, with case study examples, the support of universities to create and develop the social enterprise sector in the UK. Although several studies have highlighted the lack of relevance and practical value of entrepreneurship and enterprise education, we can observe that more universities in the UK have departed from the traditional classroom model of ‘bums on seats’ (Matlay & Carey, 2007; Matlay, 2008) to the use of alternative pedagogical methods as well as incorporating alternative business models in curricular and co-curricular programmes (Rae, 2010).

With regards to the opportunities that have arisen with the support provided by higher education institutions to develop and promote SEs, we can identify several relevant points. The first point is that students and staff have the opportunity to learn about SEs as well as the opportunity to receive financial support from universities or other funding bodies, and also to raise awareness of the SE sector and how they contribute to the economy and society. The second point is that SE can provide the strategies for institutional change and social action to counteract disciplin-

ary rigidities and the limited use of humanities challenging the traditional approach of teaching and learning about entrepreneurship (Books & Phillips, 2013). The third point is that it creates opportunities for public engagement enhancing students connections to communities (Books & Phillips, 2013). Long-term partnerships between university academic programs and communities is rarely pursued and teaching practices tends to avoid the mess of bringing students into communities to learn first-hand the challenges they confront. Cross-sector support networks between universities and other public, private and third sector organisations (for example, with local authorities and charities) as well as university partnerships can help to build students’ skills, knowledge and capacity. The fourth point is that it offer an alternative to mainstream businesses, where individuals are the most important elements of organisations and takes into account the idea of sustainable businesses.

There are several challenges that we need to consider when investigating the extent to which higher education institutions support and promote the development of social enterprises in the UK. The first challenge to reflect on is the fact that while some aspects of enterprise are captured within UK national impact exercises, the wider value of all university enterprise is not currently measured. As an example of this, Social Enterprise is not included within HEFCE’s Higher Education Business and Community Interaction Survey (University UK, 2014).

The second challenge to consider is the fact that most Social Enterprise initiatives at universities have been developed within Business Schools (Hannon et al., 2007). However, this has started to change and universities now are considering their SE programmes and initiatives across multiple disciplines and in different schools (for example, the University of the Arts London). In fact, more and more universities are now recognising that those students studying subjects with a social contribution such as medicine or social care might still be

motivated to make a difference in society (Morris et al, 2013). More and more universities should remind graduates that they could choose where to work as well as what to do; for example, becoming an accountant and making a difference in society need not be mutually exclusive. Universities are taken an interdisciplinary approach when it comes to the design of social enterprise programmes and activities (Book & Phillips, 2013).

The third challenge relates to the fact that most HEIs in the United Kingdom have put more emphasis on developing programmes and initiatives that align with the Heroic Social Entrepreneur and Business Model discourses (Nicholls, 2010). Most universities have supported the SE sector, focusing primarily on the role of students and staff as ‘social entrepreneurs’ that can find solutions or tackle social and/or environmental problems. Little work has been done at universities to promote social enterprises from the angle of the Community Model Discourse that is based on principles of democratic governance and communitarianism (for example, promoting the creation of cooperatives and community based organisations) (Nicholls, 2010a).

The fourth challenge is the evaluation of impact. The vital role of universities in contributing to regional economic, social and cultural development has been widely recognised in the policy and theoretical literature (Rosenberg, 2004); however, the character and extent of the university contribution is less evident. It is important to determine the impact that programs are able to have on students, campuses and the community (Morris et al, 2013). The sustainability of curricular and co-curricular programs in social enterprise is tied to the ability to demonstrate that they produce results. There are only few studies measuring the impact of social enterprise initiatives in HEIs or reviewing the progress and viability of particular institutional strategies to promote SEs within universities, and those studies that have been conducted are by funding bodies (Matlay & Carey, 2007; Matlay,

2008; Gibb & Hannon, 2007; Pittaway & Hannon, 2008). As Professor Gregory Dees suggested, we need to reflect on what works best, where universities are still lacking, and with regards to the current support provided for SEs and what the future might hold (Worsham, 2012).

This issue raises the following questions: What kinds of metric tell us if these programs really make any difference? And Which of those SE programmes and initiatives developed in HEIs offer effective options for the long-term development of enterprise education? A way to explore these question could be by using a measure of impact that is multi-layered and reflects the range of qualitative and quantitative impacts of SEs in higher education. During the last decade, community and voluntary sector organisations have begun to use a measure termed the ‘Social Return on Investment’ (SROI) that can be used to measure and account for the social value organisations have created with their work. Hence, an evaluation of impact is needed to assist universities to develop innovative pedagogies that can be tailored to students and staff with diverse needs and from different socio-economic and cultural backgrounds to develop and support social enterprise initiatives and projects with a long-term goal perspective (Galloway & Brown, 2002).

## **FUTURE DIRECTIONS FOR RESEARCH**

Since this chapter is one of the first studies to explore social enterprise initiatives in higher education institutions, there clearly remains much to research as most of the studies in the area are reports that have been published by funding bodies (for example, UnLtd and HEFCE reports), thus more academic research publications are needed.

Several issues raised by this exploratory work are worth exploring further. Wider and more in-depth study is required to accurately assess

the impact of such social enterprise initiatives in higher education institutions. Further work needs to be conducted to look at other geographical areas where social enterprises are less prominent to gain a better understanding of the significance of social enterprises in higher education institutions (for example, in other European countries). Building on the current work, a future area for research could be a longitudinal study that includes both quantitative and qualitative techniques to explore the social enterprise support from universities across the globe. Moreover, it is important to consider that this study has exclusively focused on ‘successful’ social enterprise initiatives developed at universities. Therefore, another area of research that could be explored further might be the examination of SE initiatives that have not been successful at universities. This can be done to develop effective programmes to support and promote social enterprise in higher education.

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## KEY TERMS AND DEFINITIONS

**Ashoka:** Is an American organisation, founded in 1980 by Bill Drayton, which identifies and invests in leading social entrepreneurs from all over the world -- individuals with innovative and practical ideas for solving social and environmental problems (Ashoka, 2015).

**Co-Curricular:** Refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school (for example, experiences that are connected to or mirror the academic curriculum).

**Enterprise Alliance:** Is a partnership established in 2010 between the National Association of College and University Entrepreneurs (NACUE), Enterprise Educators UK (EEUK) and the Institute for Small Business and Entrepreneurship (ISBE) to provide enterprising learning and practical development initiatives for students (Enterprise Alliance, 2015).

**Exemplas:** Is a business skills and employment company that for more than 20 years has provided support for 100,000 private and public sector organisations (Exemplas, 2015).

**Foundation for Social Entrepreneurs (UnLtd):** Is a charitable organisation, formed in 2000 to promote social enterprise in the UK, offering cash awards, networking and mentoring opportunities for social entrepreneurs in the UK. The organisation also works in other countries, including Spain, South Africa and India (UnLtd, 2014).

**Higher Education Funding Council for England (HEFCE):** Established in 1992, is a non-departmental public body of the Department for Business, Innovation and Skills in the United Kingdom, responsible for the distribution of funding to universities and colleges of higher education (HEFCE, 2015).

**MakeSense:** Is an active global organisation established in 2010 that focuses on supporting and promoting social enterprises. Over the past five years, it has connected thousands of volunteers and is now active in over 100 cities worldwide (Makesense, 2015).

**People's Voice Media:** Is a social enterprise network established in 1995 in Salford, Manchester, which works across the UK, Europe, North America and Africa to empower people by gathering stories about their lives and insights into the services, products and policies that impact on their lives (PVM, 2015).

**Quality Assurance Agency for Higher Education (QAA):** Is an independent body established in 1997 which is responsible for safeguarding the standard and improving the quality of UK higher education (QAA, 2015).

**Social Enterprise UK:** Is the national body for social enterprise that was formed by Social Enterprise Coalition and Social Enterprise London in 2012 to represent social entrepreneurs and help grow the social enterprise movement in the country (SE UK, 2015).