**Social entrepreneurship education (SEE) and capital mobilisation:**

**a competency based approach**

**Abstract**

Social entrepreneurship education (SEE) is gaining increasing attention globally. Our paper focuses on how social entrepreneurship education may offer competencies for mobilising and transforming social entrepreneurs’ cultural, social, economic and symbolic resources. Drawing on an empirical research with entrepreneurship educators and mentors, we generate insights into the significance of developing a range of capitals (using Bourdieuan notion of capital) and the ability to convert capitals into each other for social entrepreneurship education to be effective. In so doing, we respond to the calls for critical thinking in entrepreneurship education and make a contribution by developing a reflexive approach to SEE.

**Introduction**

Entrepreneurship education is a growing subject domain and the literature shows the need for additional and robust intellectual foundations at all levels (Byrne et al., 2014; Fayolle, 2013; Pittaway and Cope, 2007). Social entrepreneurship education has emerged as a sub-domain of entrepreneurship education in response to the increasing demand for social entrepreneurship as a method of addressing global social problems and meeting social needs (Chell et al., 2010). Universities, schools and other educational establishments have developed courses and programmes on entrepreneurship as well as social entrepreneurship, yet, several of these programmes are rich in empirical and practical insights and yet lack strong pedagogical and methodological foundations. Such programmes are not adequately rooted, for example, in social sciences such as sociology, education and entrepreneurship education fields, which have been highlighted as areas that will help social entrepreneurship expand and develop (Shaw and de Bruin, 2013; Fayolle, 2013). Furthermore, several programmes are not adequately connected to societal and practitioner demands (Byrne et al., 2014). This paper aims to question how social entrepreneurship education may offer competencies for mobilising and transforming social entrepreneurs’ cultural, social, economic and symbolic resources. In order to answer this central question, we pose two sub-questions: (1) What does constitute capital and its legitimate value in the field of social entrepreneurship? (2) What are the components of and pedagogical strategies in social entrepreneurship education programmes that enable accumulation of multiple capitals and their conversion?

Strong theoretical and conceptual foundations are important in taking the field forward in a way to improve our understanding of how practitioners and students learn about social entrepreneurship, with the aim to design social entrepreneurship education courses that take into account needs, objectives and specificities of audiences and contexts (Fayolle, 2013). Our empirical analysis, which draws upon interviews conducted with entrepreneurship educators and mentors, examines our understanding about key aspects of social entrepreneurship and social entrepreneurship education. The analysis of the empirical data highlights the significance of developing a range of capitals (using Bourdieu’s notion of capitals) and the ability to convert capitals into each other for entrepreneurship education to be an effective source of learning for individual participants. Furthermore, the findings and analysis presented in the paper underlines the need for a *reflexive* approach for social entrepreneurship education built on the notion of *conversion of capitals*, as a new lens to move the field further in terms of its theoretical maturity and practical relevance. Due to the nature of social entrepreneurship, students need to be equipped with critical reasoning skills to balance the paradoxical aspects of social impact and business reality; in addition to that, a significant element is alignment with a set of values which can reflect on both the individual as well as the venture level. Such alignment can provide the reflexivity required in order to authentically engage with the intended social entrepreneurship outcomes. By reflexivity we mean drawing on different combinations of capitals and mobilising them, accordingly, for different phases of engagement in the development of the social venture; this could be the case in recruiting a team (staff and volunteers), seeking funding sources, designing impactful services and interventions, engaging productively with stakeholders.

Our study makes multiple contributions to social entrepreneurship education: First, by critically reflecting on theoretical foundations of social entrepreneurship education and examining its prevailing assumptions, we respond to the call for critical thinking in entrepreneurship education (Lawrence et al., 2012). We develop a reflexive approach that highlights the potential of a theoretical framing that focuses on the development of multiple capitals and their conversion processes underpinned by a learning- oriented approach. The second contribution of the paper is empirical. Social entrepreneurship education is a new domain in entrepreneurship education (Howorth et al., 2012). Hence, we provide an new pedagogical approach to the study of social entrepreneurship, informed by learner needs that we garnered through an empirical study.

**Field of social entrepreneurship education: key research issues**

Despite the growing interest and proliferation of literature in social entrepreneurship, social entrepreneurship education has remained under-studied and under-theorised. Additionally, its position within the broader field of entrepreneurship education needs to be better established (Bridge, 2015;Dobele, 2015). The historical development of the field of social entrepreneurship education is reviewed in detail in Table 1 below, which highlights main problems addressed, future direction as well as empirical vs. theoretical orientation of the different literature strands in the field. This review was created by a term-specific literature search, focusing on major literature contributions in the domain of social entrepreneurship education, internationally, and a chronological approach was taken in presenting them. What we know from this review is that there has been an emphasis upon competence-based approaches, nature of social enterprise, different forms of learning, such as experiential and social learning, as well as leadership skills. The literature does not cover effectively context-based approaches, international approaches that deal with global challenges, as well as ways to create impact. Debating the nature of social entrepreneurship itself and questioning underlying values, as a relational process is missing in the recorded approaches discussed in the literature. Such an approach is important in order to create a better fit between social entrepreneurship activity and potential impact alongside its different aspects, and this is exactly what we are arguing in the current paper. (The historical development of the field of social entrepreneurship education that we present above is outlined in detail in Table 1 below)

**Insert Table 1 here**

Scholarship in social entrepreneurship education has evolved from awareness-raising in terms of the role of education in social entrepreneurship, to in-depth examination of learning processes and effectiveness of specific educational tools and pedagogical approaches. Smith and Woodworth (2012), for instance, have focused on pedagogical strategies that will help students raise their self-efficacy and develop identities as social entrepreneurs. They combine pedagogical techniques (e.g. readings, lectures, cases and projects) with content creation (e.g. defining social needs, exploring prototypes and providing application) as instructor inputs that demonstrate the combined effect on shared identity and self-efficacy of students, which, in turn, increases their engagement with social entrepreneurship future action. Smith, Besharov, Wessels and Chertok (2012) emphasise the importance of pedagogical tools towards cultivating the leadership skills of social entrepreneurs. Departing from the premise that social entrepreneurship involves the challenge of competing business and social demands, they propose a paradoxical leadership model whereby differentiation of multiple logics, their acceptance and integration feature as the key principles of relevant pedagogical tools. Pache and Chowdhury (2012), on the other hand, extend the argument to educating social entrepreneurs in institutionally embedded ways, in order to learn how to bridge the multiple and competing logics of social enterprise. They conceive social entrepreneurship education as a process through which students are taught *about* as well as *for* social entrepreneurship and they become equipped with the behavioural skills of bridging *competing logics,* namely social-welfare logic, commercial logic and public sector logic- thus becoming ‘trilingual’, and at ease with the cultures and dynamics of these different worlds; and gain the ability to interact with a range of stakeholders in a tactful and culturally sensitive way (ibid, 506).

Evaluating two social entrepreneurship education programmes, Howorth, Smith and Parkinson (2012) advance the debate by placing emphasis on social processes of learning and discuss the relevant pedagogical foundations. They draw attention to the heterogeneity of learners and contexts of education, and recommend context-sensitivity in designing programmes of social entrepreneurship education. Their empirical findings reveal the importance of nurturing familiarity, positive relations and trust with the learners in the initial stages of programmes in order to forge a strong affinity between social entrepreneurship education programme and participant identities as social entrepreneurs.

Linked to the above, another stream of literature focuses on competencies required for social entrepreneurship (Chell, Nicolopoulou and Karatas-Ozkan, 2007; Miller, Wesley and Williams, 2012). Miller, Wesley and Williams (2012), for instance, explore social entrepreneurship competencies that are viewed as important by practitioners and compare them with those taught in classroom. Their analysis suggests that measuring outcomes and problem-solving are deemed as two important competencies by both practitioners and educators. Those two competences are followed by a number of competences that correspond the *enterprise logic* (rather than the *social logic*) of social enterprise, including management of financial capital, identification of opportunities, creation and implementation of a business plan, innovation and creativity, formulating strategy and the ability to develop collaborative relationships. This research shows that by distilling the social entrepreneurship competencies a more robust methodology can be embedded in social entrepreneurship coursework (assessment) development. As we focus on later on the paper, theory of capitals can be suitably utilised to systematically identify social entrepreneurship competences and resources to inform social entrepreneurship education.

Our review of the literature shows that there is a shift in emphasis in social entrepreneurship research from a focus on awareness raising towards social entrepreneur identities, skills and competences. Furthermore, the need for theoretical and conceptual improvement is increasingly recognised in the field. Various scholars have called for further future studies that are empirically and theoretically robust in linking educational approaches, pedagogical content, strategies and tools through the use of interdisciplinary approaches that may encompass sociology, psychology, education and management, is increasingly recognised in the field (see Lawrence, Phillips and Tracey, 2012; Dees and Worsham, 2012). The present study responds to these calls for new theoretical frames as well as the shifting trends in the field of social entrepreneurship education research by theorising social entrepreneurship education through the lens of theory of capitals (Bourdieu, 1986, 1989) to capture the complex dynamics of social entrepreneurship in a way to respond to pedagogical challenges.

**A new conceptual lens for social entrepreneurship education: Capital development and conversion**

In this section we will present a conceptual lens that is based on Bourdieu’s theory of capitals. According to Bourdieu, social fields- let it be the academic field, field of education, field of social entrepreneurship, are defined by three fundamental dimensions of capitals that are legitimate in that specific field: its volume, its structure or composition and the change in these two elements over time (Bourdieu, 1984, p. 114; Townley, 2015, p. 191). Bourdieu’s concept of capital has been instrumental in enabling scholars to examine the operation of both economic and symbolic wealth creation in society (Huppatz, 2009; Murdoch, 2000). Capital is one of the key theoretical constructs in Bourdieu’s (1977, 1985, 1986, 1989, 1998) theory of practice, alongside his other primary concepts, such as habitus and the field. For Bourdieu, capital is a form of resource that one can accumulate, invest and further use (Thevenot, 2011). The concept can be used in a more encompassing sense to represent ‘resource’ that can assume monetary and non-monetary as well as tangible and intangible forms (Anheier et al., 1995). Capitals include material and non-material things, which can have symbolic value as well as culturally significant attributes such as prestige, status, honour and authority (Harker et al., 1990; Ozbilgin et al., 2005). For Bourdieu capital acts as a social relation within a system of exchange and thus it extends to all objective and subjective goods sought after in a particular social formation (Harker et al., 1990).

Bourdieu (1986) distinguishes between four types of capital, which individuals draw on in order to pursue their life projects: economic, cultural, social and symbolic capital. Economic capital refers to monetary income and other financial resources and assets. Cultural capital includes long-standing dispositions, acquired through socialisation of family and peers or personal improvement, cultural appreciation and understanding and habitus acquired in the socialization process (Anheier et al., 1995; Townley, 2015). Cultural capital also involves more institutionalised forms such as formal educational qualifications, training and mastery of knowledge. Social capital refers to the actual and potential resources that can be deployed through membership in social networks (Bourdieu, 1986). Finally, symbolic capital refers to the capacity to define and legitimise cultural, moral and ethical values, standards and styles in a field (Bourdieu, 1986; Anheier et al., 1995; Ozbilgin and Tatli, 2005). Bourdieu (1998: 47) stresses symbolic capital as the amalgam, and the situated value, of all other forms of capital that individuals own. Tatli and Ozbilgin (2012) stress that it is the use of symbolic capital that mediates functioning of other capitals, legitimising them in the field. Scholars have expanded on the sub-types of Bourdieu’s capitals and suggested other forms of capital in exploring social phenomena such as emotional capital (see Reay, 2004), gender capital (see McCall, 1992 and Huppatz, 2012) and feminine capital (see Skeggs, 2004 and Huppatz, 2009).

Each of these forms of capital confers certain strength, authority and power on their holders (Bourdieu, 1987; Maton, 2004). Human agents strive for accumulating capitals, hence gaining a stronger position in the fields they inhabit. In their Bourdieusian analysis, Tatli and her colleagues (see Ozbilgin and Tatli, 2011; Tatli and Ozbilgin, 2012; Tatli et al., 2015) point out that struggles over the accumulation of capital are a function of wider socio-economic context (also see Nicolopoulou, 2014). In this context, Townley (2015) usefully notes the significance of time as an important dimension of Bourdieusian capital, because capitals are transferred through time in an either objectified (i.e. material) or an embodied form. Individuals need to devote time and energy to gain from their investment. This very process of investing time and energy, and engaging in a field grants legitimacy in itself (Townley, 2015, p. 189). These legitimised behaviours and actions form learning stocks of individuals as a part of their developmental trajectory.

This brings us to the notion of interactions between different forms of capitals. The capacity of each capital to transform into a different form is significant at this point of discussion. The distinctive qualities of different forms of capital and processes of conversion between them have to be understood with the recognition that each form of capital has its own distinct logic (Svendsen and Svendsen, 2004, p, 240). Therefore, although different forms of capital are potentially inter-convertible to each other, they are still mutually irreducible (Townley 2014, p. 5).

Transformative power of capitals, that they can be converted to other forms, has been highlighted by other scholars as well (see De Clercq and Voronov 2009a, 2009b; Huppatz, 2009; Karatas-Ozkan and Chell, 2010; Tatli and Ozbilgin, 2012;; Nicolopoulou, 2014). Applications of the concept of capital in the field of entrepreneurship are evident in studies focusing on entrepreneurial legitimacy (De Clercq and Voronov, 2009a, 2009b), entrepreneurial learning (Karatas-Ozkan, 2011), institutional entrepreneurship (Yavuz et al., 2014), and entrepreneurial resource acquisition (Pret et al., 2015). Yet, the use of Bourdieu’s theory of capital both in entrepreneurship education and social entrepreneurship research remains limited. Addressing this gap, Nicolopoulou (2014) applies a Bourdieusian framework of capital to social entrepreneurship in order to explicate underlying complex interrelationships that characterise the multiplicity of processes involved in social entrepreneurship, particularly its dual nature and its links to the overaching agendas of sustainability as a field priority. As a theoretical lens, Bourdieu’s concept of capitals bridges subjective and objective structures as well as material and nonmaterial resources in the social world (Bourdieu, 1986, 1989). Bourdieu’s concept of capitals allows us to tackle with the artificial divide between the social and economic that has prevailed in the social entrepreneurship field from its inception. Offering an expanded framework, Nicolopoulou (2014) captures multiple capitals of social entrepreneurship, such as social, cultural, economic, manufactured, health and aesthetic capitals mediated by symbolic capital, and their transformation potential. The key underlying argument is that it is the ‘socially charged’ elements present in the institutionalised economy via the socially focused entrepreneurial activity, which allows for the creation of value and the reproduction and redistribution of several forms of capital in the field of social entrepreneurship. It is this very interactive process of capital conversion, beyond the legitimising forces of field in the form of law, regulations and formal rules (Thevenot, 2011, p. 39), that lies at the heart of social entrepreneurship as a relational process. Differentiating between different forms of capital and understanding their conversion potential enable a multi-layered appreciation of wealth creation as well as injustices and inequalities, in the realm of social entrepreneurship. This enhanced understanding of social entrepreneurship, focused upon a sociologically-informed paradigm can provide more adequate ways to create educational responses which can capture more adequately the nature of impact creation through the social entrepreneurship activity.

We use different forms of capital as a novel conceptual lens in analysing and theorising from our empirical data on social entrepreneurship education. To date, there has not been any systematic application of the concept of capitals to entrepreneurship education. Bourdieu’s theory of practice has been employed by Jones (2014) in investigating how the historical masculinisation of entrepreneurship informed UK policy and higher education (HE) approaches to entrepreneurship education. Yet, this application focuses on the field-level reality of entrepreneurship education whereas a firm focus on capitals, as proposed in this paper, allows us to investigate resources available practitioners and educators within the specific context of social entrepreneurship education as well as the processes for accumulating these resources. Understanding social entrepreneurship education requires a careful examination of social (at the meso-community level) and cognitive (at the micro-individual level) processes underpinning learning and education and their ideologically (and often politically) charged nature. Therefore, a conceptual lens based on the notion of interacting capitals is particularly insightful to account for the complexities involved in developing and implementing social entrepreneurship education initiatives.

**Research methods**

This study draws on qualitative study techniques of data collection and analysis, and involves semi-structured interviews with twenty social entrepreneurship educators and mentors drawn from a sample of eighteen UK universities. This is an exhaustive sample for the UK, as we have interviewed all educators engaged in the SEE. The characteristics of the sample are demonstrated in Table 2 below.

**Insert Table 2 here**

We applied a semi-structured interview method, which is preferable when the topic at hand is under-researched (Alvesson and Ashcraft, 2012). We run 20 interviews, which interviews lasted about an hour in average and were designed to elicit responses to a set of questions including components, methods, approaches and challenges of social entrepreneurship education. We have produced interview transcripts and field notes. The interview data were analysed inductively by teasing out key themes in the order of significance corresponding to the research questions set. The coding procedure that we applied follows the analytic approach provided by Strauss and Corbin (1998), which encompasses open coding, axial coding and selective coding (Seale, 2004). Open coding that leads to first-order codes means identifying instances of data according to emerging analytic themes. Axial coding aims to identify the second-order codes which explicate the interconnections between the open codes. Selective coding is the stage where third-order codes and core categories are identified. Figure 1 below summarises the coding procedure illustrating first and second order codes and aggregate dimensions (third order code).

**Insert Figure 1 here**

**Findings**

We have structured this section around three main themes that emerged from our analysis of the empirical materials. The themes include: questioning underlying values and assumptions; developing educational content and methods to deal with complexities of social entrepreneurship, and addressing challenges of social entrepreneurship education. The importance of connecting why, what and how dimensions of entrepreneurship education are well established (see Byrne et al., 2014; Fayolle, Gailly and Lassas-Clerc, 2006; Fayolle, 2008). At the same time, understanding the link between social entrepreneurship-related values and assumptions (‘why’ aspect of the education) and cognitive processes influence approaches to developing content (‘what’ question of education) and methods (‘how’) of social entrepreneurship education. In doing so, we will be providing a set of propositions which stem from the data analysis, culminating in a testable model.

*Proposition 1: social entrepreneurship education should be informed by a good understanding of underlying values and assumptions of the entrepreneurs engaging in relevant activities; additionally, it should provide the tools to explicate those in ways that build relevant capacity for the social ventures, themselves.*

One distinct theme that emanated from interviews is that in developing education programmes for social entrepreneurship the key departure point should be questioning the underlying values and assumptions of social entrepreneurship and conceptualising it in such a way that interlocking elements of social entrepreneurship, such as addressing a social problem, finding creative and innovative solutions, energising and mobilising communities, can form the foundation for curriculum development. Words of the participants illustrate the multi-faceted issue-based nature of social entrepreneurship, and how they have to be covered in education:

*It’s important to look at it in terms of what’s going on in society as a whole; I think entrepreneurship is about solving a problem. There’s a gap; there’s an opportunity to be created, and social enterprise is no different, in a sense that it responds to social challenges we face. It might be poverty, or exclusion, or environmental. (P1,Lecturer)*

*Social entrepreneurship has very much to do with the broad area of communities taking control of their own destinies. So we’re not coming at this from a business perspective, but from the perspective of sustainability, and community development and engagement, local governance.* *(P3 , Senior Lecturer)*

Social entrepreneurship involves operating with multiple bottom lines and surplus creation for community development rather than profit maximisation for shareholders. Self-sufficiency and long-term sustainability of social ventures are specifically accorded with reference enterprise values compared with non-profit organisations such as charities and for profit organisations such as private enterprises. In other words participants thought that an alternative vision of how business should operate in a society is a core feature of social enterprises:

*The social enterprise model is an alternative vision of how business can operate fully for the benefit of society, where profit is seen as a means to an end, and not the end in itself. So I think it’s a real role model on what business could be.(P1,Lecturer)*

*There are different kinds of value created by business, and if we just focus on short-term immediate profits, then we can find ourselves living in a very harsh world. I think sometimes people misinterpret that, and they think social enterprise is all about making profit. Well if they don’t have some kind of revenue stream, then it’s unlikely that they are going to be very sustainable, they’re just going to be living on grants. (P2,Senior Lecturer)*

Some of the leading international business schools are tapping into these elements of SEE in the sense that for example, INSEAD offers a social entrepreneurship programme whereby skills and frameworks are introduced with the notion of social impact and sustainability in order to help grow social ventures and enhance their effectiveness. Please see Table below.

Social entrepreneurs and enterprise managers engage with both social (voluntary) and commercial sector dynamics. Understanding the unique context of social enterprise and developing awareness of the context-specific factors of social business development is crucial. For learners, this entails paradoxical thinking, learning to manage competing logics and being mindful to tensions arising from these logics. On the part of the educators, it is imperative to take into account field-level, contextual dynamics that inform processes of social entrepreneurship and social enterprise in designing curriculum:

*The context and the characteristics of the social enterprise are different from a regular private business. The environment influence how these things are delivered is different. Although there were some similarities obviously with private industry, it was the context, the characteristics of the sector, for example, in managing change, there were differences in how to manage the Voluntary Sector than it was in private industry, because of the characteristics the voluntary sector environment*.( P16, Lecturer)

*Obviously in private industry, you are not looking for funders, it’s a different operation and there is definitely the tension between the value driven ethos and the need to generate money.* (P9, Lecturer)

*The change process was different in some ways because of the people involved; because of also the tension of people wanting to be value driven, but also having to take on board the professionalization aspect, where they had to look financially and commercially credible for funders.*(*P16, Lecturer)*

The interviews also revealed the importance of scrutinising socio-economic and political values surrounding social entrepreneurship. One prevailing assumption across Europe and particularly in the UK is that social enterprises are charged with the public service delivery replacing increasingly retrenching welfare state provisions:

*Social Enterprise organisations are more subject to the whims of Government and the political agendas, of what the Government is going to support and promote. So there’s a sort of move towards, you know, getting these organisations to fill gaps that maybe the Government should be filling. So all of it is part of the political environment as well.* (*P16, Lecturer)*

*The whole of Europe is hugely in debt and we have to pay that back, so it’s going to be a huge pressure on public services. And that again is going to create a big role for social enterprise. Whether or not it’s more or less efficient at delivering public services than the Government remains to be seen.(P1,Lecturer)*

The politically charged nature of the context in which social enterprises operate raises legitimacy issues for social entrepreneurship; including the necessity to move away from being viewed as a substitute for public service delivery, or becoming politicised according to the vested interests of governments. Consequently, wider context, both political and economic, becomes a key concern for social entrepreneurship educators as they develop curricula.

*2.Proposition 2- The nature of social entrepreneurship necessitates the development of educational content and methods to deal with its complexities and fundamental paradoxical nature*

*Developing educational content and methods to deal with complexities of social entrepreneurship*

The underpinning values and principles of social entrepreneurship, its contextual nature and wider societal expectations determine approaches to developing content and methods of education. Conventional business school programmes prescribe a profit-oriented worldview, which often contradicts social entrepreneurship values. Considering the growing interest in the concept of social entrepreneurship and social enterprise employment as a viable career path, the research participants identified the opportunity to raise a new generation of social entrepreneurs embracing ethical values and addressing both social and business missions.

*We will have thousands and thousands of potential new entrants into the social enterprise world, for students graduating, particularly over the next four or five years. As getting a job recedes into the distance, there is a good opportunity to actually create lots of new ethically minded (it may not be Social Enterprises in any one strict definition), but ethically minded, and ethically motivated, small businesses.(P17. Senior lecturer)*

*I think when you think about the type of students that come into our university, they particularly like the idea of Social Enterprise because they very much like this idea of there being value created that is not profit, or it’s more than profit. And so that’s very important to them. So the actual concept becomes something of great interest.(P19)*

Social entrepreneurship is also seen as highly inter-disciplinary due to its dual nature and underlying assumptions as discussed above:

*It would be valuable to demonstrate that the sort of inter-disciplinary, or cross-disciplinary nature of social enterprise, that it is, you know, coming from both a business perspective, but also from a community, and sustainability perspective.(P3, Principal Lecturer)*

This cross-disciplinary approach is imbued with taking a critical approach to sustainability and how it manifests itself in social enterprise teaching. ‘Sustainability’, here, is defined in its broadest sense, including sustainability of the organisation created, sustainability of communities, sustainability of community-led projects and of related service delivery for beneficiaries (Shepherd and Patzelt 2011). Departing from the dual mission of social enterprise or addressing multiple bottom lines, social enterprise as an alternative business model needs be embedded within the curriculum. The following extracts from interviews highlights this need for integrating critical and multi-dimensional issues in social entrepreneurship education:

*In terms of sustainability, it would therefore be useful to students to realise that the sustainability is built around mutual reinforcement of social welfare, economy, environment. (P3 Principal Lecturer)*

*If you look in social entrepreneurship and creating growth and creating value... I think we need to look at value beyond just profit; so the profits and sustainability are important obviously. (P2,Senior Lecturer)*

*I think you should show how it is different to other business models in that it allows a social mission, they don’t have to prioritise shareholder value in the same way corporations do, so it gives them more freedom to pursue a genuine triple bottom line. I’ll introduce notions of triple bottom line, enterprises that relate to an environment, social lens, and commercial lens. (P1,Lecturer)*

*We teach our students how one builds sustainable business models, not only financially sustainable, but strategically and operationally and organizationally sustainable.*

However, the interviewees also warned against the pitfalls of an imbalance between social and enterprise missions, which materialise as the lack of financial awareness and grant-dependency:

*I think one of the key components of the social entrepreneurship curriculum has to be financial awareness, because I think that the problem can be that these organisations are very much value driven, but you’ve also got to be commercially driven. And I feel that getting a balance of that is quite important.* (*P20, Professor)*

Research participants argued that a salient aspect of social entrepreneurship curriculum development is the distinction between social entrepreneurship as the process and social enterprise as its most common organisational form. This distinction allows for continuous entrepreneurial outlook and actions in starting and scaling up social ventures:

*I think entrepreneurship is about creating something; it’s about setting something up that wasn’t there before. So a social entrepreneur will sort of take something and make it happen to address unmet social need…The social enterprise is the organisation itself, and it may not necessarily be that entrepreneurial. For example some spin out from charities, and they are not really in the habit of thinking about profit or commerce, or so on, they are in the habit of applying for grants… So they’re not that entrepreneurial; some of them need to learn to become more entrepreneurial. (P1,Lecturer)*

*Students have to recognise that they have to be entrepreneurial in social enterprise.*

Entrepreneurial outlook underpinning social entrepreneurship is associated with growth. Such growth, according to interviewees, should be driven by a business model, which encompasses broader values in the community. Traditional understanding of economic growth is often charged with the notion of ‘passing the costs’ of production onto the society. Social entrepreneurship education is important in developing an alternative approach that incorporates a notion of growth linked to sustainable development of communities and addressing social and environmental issues on an ongoing basis through regeneration and new social venture projects, as highlighted during the interviews:

*Social entrepreneurship is more like people seeking to engender new forms of growth. Now that might be with the corporation, or within a corporation, or themselves, within their own community. People seeking to create new value, create new growth, create new enterprises, create new ventures, new endeavours, new activities… (P2, Senior Lecturer)*

*It is important that they are able to generate business models that work, of whatever kind. But those should encompass broader values in the community. (P2, Senior Lecturer)*

*It is important to show how social enterprise can fit into the context of society as an alternative model of business, where our current model really is unsustainable because it relies on constant economic growth, it relies on business success that generally entails externalizing as many of the costs of production as possible onto society. (P1,Lecturer)*

Contextualising and defining social entrepreneurship entails putting it into the historical context of social enterprise. Our data show that key pillars of social entrepreneurship education should be value driven understanding, situated nature (context), historical evolution (of social enterprise) and multiple bottom-line approach with associated competing logics.

*You need to define it; you can show a little bit of the history, how it can come out the public sector as spin offs; they can emerge from charities who have a very culture of grant dependency, or they can arise from enterprise… (P1,Lecturer)*

*You’ve got to remember that Social Enterprise extends long before the current government, extends long before even the last government. Social Entrepreneurship has been something that the Church has been doing since it invented hospitals and care homes. Remember that’s where we get our notion of care homes from, and hospitals, and caring for the sick and poor. So Big Society is a nice name to add to something that people have been doing for decades. (P17, Senior Lecturer)*

*I think it would be very valuable to have some sort of historical – brief historical introduction, where has social enterprise come from, and where are we now, in order that the student, the listener, and the lecturer, for that matter, can have a clear idea of where this phenomenon has come from. (P3, Principal Lecturer)*

Equally, methods of social entrepreneurship education should also be aligned with the context of education, levels of analysis in teaching and developing pedagogical tools that cater for diverse needs of students as learners:

*What are we teaching people to do? Be it? Do it? Knowing more about it? There is also like the level of analysis. Are we teaching people about individual behaviours and practices, are we teaching people about firms and their management of whatever kind? Or are we looking at policies and regional development or community development? (P2, Senior Lecturer)*

*I think you’ve got to be able to picture it in three different ways. I think you’ve got to be able to see it as individual behaviours; I think you’ve got to be able to see how firms operate, and how they manage themselves, and what the implications of growth, of not growth, lifestyle, not lifestyle, that kind of thing, and also where you fit in sort of broader economic policy context*. ( *P2, Senior Lecturer)*

Traditional pedagogical tools and methods of entrepreneurship education are applicable to social entrepreneurship education in the sense that situated learning, empowered by action learning as well as problem-based learning, is highly valued. For example, work-placement based course assessment and consultancy projects for social enterprises were among the methods noted by the interviewees:

*As part of the coursework in the entrepreneurship MSc, I gave them an introductory lecture on social enterprise, so they knew what it was, and gave them some of the key terms; brought in a social entrepreneur to give some examples, and then I said that instead of doing the normal essay, they could actually work with a social enterprise and really apply their entrepreneurial skills to help the social enterprise fulfil its objectives. And over half of the students chose to do that. And so we placed them with social enterprises… they got so much out of placements, because they were exposed to a different culture; they were working side by side with people whose values were very different to the values propounded probably in the rest of the School, which are more focused on shareholder value. So they saw what it was in practice, to operate a social aim. (P1, Lecturer)*

*There’s a great deal of value in using problem based learning so the emphasis should not be so much on how do you do something, but how do you strategically do something. (P16, Lecturer)*

*So I think that problem-based learning is quite a good way to do it. But you would need to support it, I think, with appropriate background and maybe theoretical underpinning, if that was appropriate. (P16, Lecturer)*

*I would certainly approach it from an action learning perspective. I think there are opportunities for strong independent learning. You could be encouraging the students to go out, and to find an example of a social enterprise and lets say a conventional enterprise, compare the two, bring that back into the classroom, so that you can share perspectives of the group. And that could be formative assessment. (P3, Principal Lecturer)*

Using case studies, guest social entrepreneurs as role models, knowledge exchange through consultancy and field projects have been cited by our participants as being instrumental in facilitating learning of students, some of whom were social enterprise managers and social entrepreneurs:

*Case studies taught to students need to be contextually driven, so that they can understand and you know, you can then teach this legal framework of this company, and this is why. And then you can build other theories around that; and I think it has to be contextually led*. *(P11, Professor)*

*I’m particularly keen on recycling the abilities and the knowledge from recent graduates back into teaching, for all sorts of reasons, but not least, let’s say you have a graduate who’s gone out from your place, they are engaged in some aspect of social enterprise; bring them back into the teaching or go out to them on field visits because such activity brings the richness and the flavour of what’s going on…the contemporary nature of the phenomenon. (P3, Principal Lecturer)*

*I really like guest speakers, because they give the student a touch of reality. They are usually very enthusiastic about their organisation, and they really give the students a strong idea of what it’s like to actually operate in the real world. (P16, Lecturer)*

*We set up students to do consultancy projects, which require a sort of action research… After they meet the entrepreneur within the Social Enterprise of the presentation, there’s a field trip to the Social Enterprise. They get to walk around, visit and every aspect of it; ask questions and see it, touch it, feel it. Then after that, our task with a brief to do something might be to identify and opportunity, or it could be to solve a problem, and being put into research groups. The research groups undertake the research; they have access to the Social Entrepreneurs, they ask more questions, and we have lectures looking at the core values of the company, and we measure against the theory of core values. So a consultancy Report and the pedagogy is very much about activity assessment. (P19, Lecturer)*

These empirical insights also demonstrate the value of blending theory and practice in social entrepreneurship education. As social entrepreneurship is a relatively young subject domain, it is important to draw on broader theories of social sciences, management and organisation studies.

*If there’s one thing I would stress, it would be that this is a real subject, influencing the lives of people across the planet. It is increasingly popular in the rhetoric of Governments, and therefore you need to have a critical line, but you also need to understand the background, the theory, but also the practice. (P3, Principal Lecturer)*

Finally, in terms of methods of social entrepreneurship education, the participants underlined the crucial place of peer learning across different platforms such as online resource and knowledge sharing and setting up team-based activities and assessment. Peer learning was seen as of particular import because it is very tuned with the one of the key values of social entrepreneurship, which is collaboration.

*Proposition 3. One way of addressing key challenges associated with social entrepreneurship education is placing emphasis upon the development and mobilisation of the different forms of capitals by the learners, themselves.*

Contested nature of entrepreneurship education and ‘born or made’ argument was raised as one of the key challenges by our participants:

*I think the challenges really related to the teaching of entrepreneurship generally in the first instance, in that people sometimes confuse that you can teach it at all. And we have been hitting this ‘born or made’ argument for 10 years in entrepreneurship education… and you know, we wouldn’t want to go to a concert with musicians who haven’t been trained, or be operated on by doctors who haven’t been trained, so you know, why do we want our world entrepreneurs who haven’t been trained! So sometimes that’s a stereotype that you’ve got to break down. (P2, Senior Lecturer)*

Another important challenge stems from the very nature of social entrepreneurship in terms of its dual nature and the emphasis on issues of sustainability, given that societies and economies are fast changing, as do the social issues that social entrepreneurs need to respond to:

*Some of the challenges that come with that idea is separating it from the foundations, trusts for charities, and the differences between more than profit, and what that actually means philosophically to the students. I think, one of the hardest concepts we find they want to grasp is the idea that social enterprise is not a charity; it does trade, it does make money, but the values that it contributes are measured in a range of ways. (P19, Lecturer)*

*I think the challenges are going to be the sustainability question. You know, will the organisation still be able to provide the same product or service for the same cause given the changing economic climate. (P16, Lecturer)*

In addition to the dynamic and contextual nature of social entrepreneurship, our participants draw attention to the difficulties of measuring the social value and impact, and they argued that this is a key challenge that needs to be addressed in designing social entrepreneurship education:

*We talk about social enterprises as entities that are primarily achieving public and social value. We have to use context for students. So unless a student can relate to that context, I don’t think they’ll get it. And that’s the difficulty even for the entrepreneur. The social entrepreneur will have different measures for the kind of social value that they are creating, depending on context. ( P2, Senior Lecturer)*

Given rising importance of the phenomenon across the globe, it is becoming increasingly necessary to take a global and comparative perspective to teaching social entrepreneurship. Recognising cultural differences and identifying social problems by understanding constraints in a certain socio-economic and political milieu is crucial. As highlighted by our participants, internationalisation of the curriculum is one key challenge:

*We have to be very cognisant of the fact we have students from China, Hong Kong, India, all over the world, so we have to ensure don’t shoehorn our experience and teaching concepts into a particular UK perspective. ( P20, Professor)*

*In terms of internationalization of curriculum, it is very important. And in view of the students that we take, then we have for them to learn cultural differences, for them to see the differences how you set up a social enterprise and how they function in different settings. (P19, Lecturer)*

The very complex nature of social entrepreneurship makes it imperative that learners acquire multiple capitals and operate with a range of capitals in pursuing social and business missions. Social entrepreneurship requires a full spectrum of capitals and a reflexive approach to capital attainment and conversion should underscore development of education agendas:

*We have to look at the whole range of social, cultural, artistic and so on, value that we might create beyond just money. And for me, social entrepreneurship and the social value that it might yield in various ways is an important part of teaching entrepreneurship as a full spectrum, not just as part of it, which just reflects certain entrenched agendas really. (P2, Senior Lecturer)*

Several features of different forms of capitals have emerged in our empirical research. Symbolic capital is highly valued in social entrepreneurship as it touches on the very role of social entrepreneurs as change agents and recognition and pride out of contributing to community and society:

*They had to give reflections at the end of it, and a very common theme was that they’d been allowed to practice the skills they’d learnt, and in a way that contributed to the community. They felt really good about that, and a lot of them said that they would like to make sure any enterprise they start up had some social aspect to it. (P1, Lecturer)*

Cultural capital dimensions refer to paradoxical thinking skills, developing confidence through experience, problem-solving, leadership and strategic thinking and actions. A full repertoire of knowledge and skills is required for social entrepreneurship and a holistic approach to cultural capital development is imperative in developing education initiatives:

*Students should be able to be effective as leaders of social enterprise, as founders or as trustees. In order to be effective they need to possess certain skills. They need to exercise good judgement, to communicate effectively, build teams, handle the finances, think strategically, and beware of the signs of a growth and how you might overcome them. So the full repertoire of knowledge and skills…(P20, Professor)*

As illustrated in Table 3 below, cultural and social capital form the key capitals mediated by the symbolic capital in social entrepreneurship education. Social capital takes the form of learning to collaborate, networking, establishing partnerships and creating synergies in order to achieve a social cause. Social entrepreneurs often operate in resource-constrained environments and deploying social capital in order to harness resources is essential:

*Networking skills are quite important, and getting resources is important for any enterprise, but for social enterprise, is probably more important. You need to know a lot of people and get a lot of favours. So I think the ability to communicate, to demonstrate, and enthusiasm to motivate is essential. (P1, Lecturer)*

*Partnerships, working in this Government, forming strategic alliances are key components of our SE education. We weave some teaching material through that on strategic partnerships to alliances. (P20, Professor)*

**Insert Table 3 here**

**Discussion and conclusions**

We argue in this paper that social entrepreneurship education can be viewed as a process of development and application of multiple capitals as well as of enabling the transformation of these capitals to one another. Our study is novel in three important ways. First, it explores the social entrepreneurship education through a sociological lens of capitals (following a Bourdieusian approach) and advances the theoretical foundations of the field. Second, it generates rich empirical insights to an under-studied subject by explicating the interrelationships between the disciplinary roots, pillars of education and associated pedagogical content and strategies. Third, we provide an explicit recognition of the learning processes involved in developing multiple forms of capital and transforming them, a reflexive approach to social entrepreneurship education with implications for education policy and practice is advanced.

Social entrepreneurship is a complex phenomenon and entails addressing competing logics of social venture and business entity (Pache and Santos, 2012). Understanding this complexity and multiplicity of the processes involved in social entrepreneurship necessitates an approach that bridges material and non-material aspects and social and commercial dimensions (Nicolopoulou, 2014); applying the Bourdieusian theory of capitals can allow us to deal with the artificial divide between the social and economic prevailing in the social entrepreneurship field, whilst dealing with both material as well as non-material aspects of an overarchingly prioritised ‘sustainable’ nature (Nicolopoulou, 2014). The socially and ideologically driven nature of social entrepreneurship can allow for questioning the main values and assumptions forging socially and symbolically charged elements of the social entrepreneurship activity that brings about the creation of value as well as the reproduction and redistribution of different forms of capitals. This has significant implications for social entrepreneurship education. Developing a reflexive approach that is underscored by the processes of capital development and conversion is, therefore, fundamentally important. Our findings clearly demonstrate that the cultural social and symbolic capitals are the principal forms of capital that need to be nurtured in the process of education. As noted by Howorth et al (2012), social processes of learning are crucial in social entrepreneurship education. Such processes can be explained through the process of developing key forms of capital and being able to transform them into each other depending on the task set and context of the social problem addressed.

Designing pedagogical content and strategies that enable operationalization of such a reflexive approach is an important next step. Our empirical findings reveal that many traditional techniques and assignments can be tailored to specifically focus on cultural, social and symbolic capital development and conversion. Used collectively, these capitals serve the purpose of achieving a balanced approach in developing a social enterprise and development of the identity of learners as social entrepreneurs. Consistent with their broad use in business school education, role modelling, action learning, case studies, consultancy assignments can be used effectively in social entrepreneurship education as well. As shown in Table 3, conventional methods could be supplemented by new pedagogical tools such as divergent thinking exercises, social business feasibility analysis, simulation games, social mission metrics exercises and community placements. Lectures and other traditional methods such as readings lay the groundwork for helping students identify with social entrepreneurship by first establishing the foundation, values and principles of social entrepreneurship (Smith and Woodworth, 2012). Consultancy projects, social enterprise placements and associated assessment techniques also help students develop social capital and social entrepreneurship competencies by modelling effective strategies and tools. Contextualised examples of successful and unsuccessful cases of social entrepreneurship add to cultural capital of learners by eliciting student involvement and application of relevant skills, knowledge and concepts to address social problems, as they can sensitise students to the transformation potential of different forms of relevant capitals involved in social entrepreneurship. Thus, the capitals –lens has a potential to inform the future development of curriculum content and teaching strategies through a more reflexive approach. Future research may expand on the conceptual lens we introduced in this paper by integrating further theories from the fields of education and social psychology to illuminate both cognitive and social processes of learning in the course of developing cultural, social and symbolic capitals in pursuing social entrepreneurship.

**Recommendations for educators**

Educators should recognise that social entrepreneurs draw on and mobilise a wide range of capitals. Students need to acquire competencies in order to transfer these capitals for effective development of their social ventures. We contend that these competencies should be given at the point of social enterprise education. Therefore, the first recommendation we have is that social enterprise education should become familiar with the discourse of capital acquisition, mobilisation and transfer among social entrepreneurs. The second recommendation is that any such programmes should have an applied component (lab-based approach) which will help put in practice several of the capitals at play, including social, cultural, symbolic. Several of the programmes that we have looked at, in greater detail (see Table 4), entail this approach and offer tools associated with building ecosystems for social impact. The lab-based approach would serve as a space to bring together people, create and foster conversations, and work on a problem- solving driven projects, particularly with the aim of creating social impact ventures.

The element of relationality and connectivity is important in social entrepreneurship, therefore education programmes need to reflect that, through their structure, capacity-building, tools and networking components.

The international component is important, for its quality of global awareness, as well as exposure to diverse set of social problems and global challenges (Chell et al, 2007).

Competencies related to entrepreneurship are also important, as the social entrepreneurs and innovators will need concrete skills to converse and excel in a business-driven world.

The symbolic capital is an important component of such programme, as the participants need to be able to acknowledge and draw upon a repertoire of values and principles that guide their thinking, approach and practice to designing social impact ventures and solutions. More innovative methodologies that bring the attention to alignment with authenticity and mindful practice will fair much better in terms of the potential impact creation. This is the case, because the more aligned future social entrepreneurs are, to the set of values incorporated in their intended pursuits, the more chances they will have to succeed and act as successful change agents.

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**Figure 1. Analytical framework (Developed by authors; figure concept adopted from Pache and Santos, 2012)**

**First-order Categories**

**Second-order Themes**

**Aggregate Dimensions**

**-Questioning underlying values and assumptions of social entrepreneurship (SE)**

**-Social entrepreneurs as change agents**

**-Operating with multiple bottom-lines**

**-Managing competing logics**

**-Developing awareness of context-specific factors**

**-Historical evolution of social enterprise**

**-Collaborative nature of the process**

**-Cross-disciplinary roots of SE**

**-Sustainability and community-driven approach**

**-Operationalisation of multiple logics and bottom-lines**

**-Context of education**

**-Alignment with levels of analysis**

**-Complexity of the diverse tasks involved**

**-Situated learning**

**-Action learning**

**-Problem-based learning**

**-Knowledge exchange**

**-Blending theory and practice**

**- Dual nature of SE and sustainability question**

**-Sensitivity to different institutional logics**

**-Measuring social impact**

**-Internationalisation**

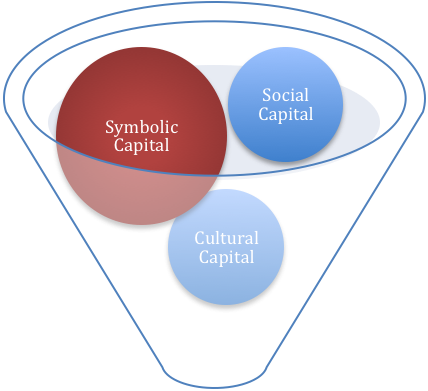
**Key pillars of**

**SE education**

**Key components of SE education**

**Pedagogical strategies and tools**

**Major challenges of SE education**



**Development of multiple capitals and transformation processes**

**Table 1. Review of extant literature on social entrepreneurship education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Author (s)** | **Key focus** | **Empirical or theoretical** | **Future implications** |
| Chell, Nicolopoulou, Karatas-Ozkan (2007) | Identifying the need for a comprehensive educational approach for social entrepreneurs and associated stakeholders. | Theoretical | Research on layered understanding of social entrepreneurship education.  Research on individual developmental competencies and community-level needs. |
| Tracey and Phillips (2007) | Raising the importance and role of social entrepreneurship education. | Theoretical | Research on how to prepare social entrepreneurs for the demanding and ambiguous nature of social enterprise. |
| Smith, Barr, Barbosa and Kickul (2008) | Examining factors unique to social entrepreneurship, using a grounded learning theory approach. | Empirical | Research on social entrepreneurship education pedagogy taking into account processes of learning. |
| Kickul, Griffiths and Bacq (2010) | Exploring how experiential learning can be adapted to social entrepreneurship education and its implications for course structures and deliverables. | Empirical | Research analysing factors affecting experiential learning in the context of social entrepreneurship education. |
| Howorth, Smith and Parkinson (2012) | Examining the social learning processes within social entrepreneurship education. | Empirical | Research on principles of social entrepreneurship education. |
| Kwong, Thompson and Cheung (2012) | Investigating effectiveness of social business plan teaching in inducing social and civic awareness. | Empirical | Research on where the greatest benefits of adopting the social business plan approach and alternative applications. |
| Miller, Wesley and Williams (2012) | Evaluating the extent to which social entrepreneurship competencies included in related courses align with the competencies that practitioners prioritise. | Empirical | Research on social entrepreneurship competencies required for success according to views of a diverse body of stakeholders. |
| Lawrence, Phillips and Tracey (2012) | Highlighting the nature of social entrepreneurship and social innovation and implications for the design of courses. | Theoretical | Research on the learning and educational implications of social entrepreneurship and social innovation for business schools and other educational establishments as well as for social enterprises. |
| Pache and Chowdhury (2012) | Proposing a model of social entrepreneurship education that allows students to operate across various institutional worlds with different logics. | Theoretical | Research on applications of the pedagogical strategies proposed in the model.  Comparative research on social entrepreneurship curricula, which explicitly incorporate multiple logics-building skills, and on evaluation of their effectiveness. |
| Westley and Weber (2012) | Exploring distinctions and considerations that need to be taken into consideration when designing social innovation curricula. | Theoretical | Research on alternative models for training the social innovators and entrepreneurs. |
| Yunus, Kickul, Janssen-Selvadurai (2012) | Raising importance of the role of social business education and implications of integrating social business concepts and initiatives into curriculum and pedagogy. | Theoretical | Research on programmes advancing the concept of social business through the development of new curricula. |
| Smith, Besharov, Wessels and Chertok (2012) | Developing theory about leadership skills of social entrepreneurs for managing competing social and financial demands, and associated pedagogical tools. | Theoretical | Research testing and validating the efficacy of the leadership skills proposed in this study.  Research to develop a more comprehensive typology of pedagogical tools. |
| Wu, Kuo ,Shen (2013) | Analyzing and understanding the contents of social entrepreneurship education in business schools in terms of teaching methods, grading of the curricula and  teachers’ professional specialties | Empirical/content analysis on the BGP Global 100 List | Practical implications: Integrating “learning by doing” in the social entrepreneurship curricula and in the teaching methods of the courses offered by business schools that enable students to balance theory and practice and support them in creating successful social enterprises. |
| Salamzadeh, Azimi and Kirby (2013) | Investigating intention , support and the contextual variables that influence social entrepreneurship among postgraduate students in a developing country context | Empirical | Research in the field of social entrepreneurship education in universities to promote the concept among students      Research that examines the effect of contextual elements in detail to help policy makers and researchers to set more effective goals and policies. |
| Jensen (2014) | Investigating the existing research on assessment and impact of social entrepreneurship education on students, the educational system and society | Theoretical | Research that follows a “holistic person perspective” approach that identifies interrelated factors to be considered in research concerning the assessment and measurement of social entrepreneurship impact on students and society. Such holistic approach of investigation crosses the boundaries of space and time (i.e course or program). |
| Bridge (2015) | Exploring the commonalities, connections and relevance between interpretations of enterprise education and social enterprise concepts  to suggest the further links that should be established. | Theoretical | Research that treat social enterprise and enterprise education connectively. A broader focus on enterprise education that teaches students to be entrepreneurial , rather than on being profit - seeking would make that connection clear.  Enterprise education to adopt a broader model of enterprise that view social enterprise as a form of enterprise and not only a morally legitimate activity and therefore include it in the enterprise field. |
| Mueller, Brahm, and Neck, (2015). | Identifying students’motives for studying social entrepreneurship at universities |  | Future research and design of service learning in social entrepreneurship programs that incorporate student’s motives to study social entrepreneurship and chose it as their future career. |
| Lekhanya (2015) | Examining the role that Universities in developing countries play in promoting social entrepreneurship in these countries. | Empirical | Governments need to consider providing financial support to universities to invest in training programs that enable the social enterprise sector to grow and to contribute to eradicating the socio–economic problems in these contexts |
| Zhu,Rooney and Phillips (2016) | Use a practice-based wisdom perspective to deal with the challenge of competing logics in social enterprises (commercial vs social) | Theoretical | Curriculum development of social entrepreneurship education need to prioritizing the integration of social and market logics by developing program for social practice based in practice-based wisdom. |

**Table 2. Characteristics of the sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Participant Identification number** | **Role in HEI** | **Function in HEI with respect to SE education** | **Social Enterprise Experience**  **Y/N** |
| P1 | Lecturer | Educator | Y |
| P2 | Senior Lecturer | Educator | Y |
| P3 | Principal Lecturer | Educator | Y |
| P4 | Senior Lecturer | Educator | N |
| P5 | Employer Engagement & Entrepreneurship Manager | Mentor | Y |
| P6 | KTP Manager | Mentor | Y |
| P7 | Senior Lecturer | Educator | Y |
| P8 | Visiting lecturer | Educator and mentor | Y |
| P9 | Lecturer | Educator | N |
| P10 | Lecturer | Educator | N |
| P11 | Professor | Educator | Y |
| P12 | Lecturer | Educator | Y |
| P13 | Senior Lecturer | Educator | Y |
| P14 | Senior Lecturer | Educator | N |
| P15 | Professor | Educator | Y |
| P16 | Lecturer | Educator | Y |
| P17 | Senior Lecturer | Educator | N |
| P18 | Senior Lecturer | Educator | Y |
| P19 | Lecturer | Educator | N |
| P20 | Professor | Educator | Y |

**Table 3: Aspects of key capitals for social entrepreneurship and implications for education tools**

|  |  |  |
| --- | --- | --- |
| **Form of capital** | **Aspects** | **Implications for education tools** |
| **Cultural capital** | Social opportunity identification | Social venture feasibility analysis  Social business planning  Lectures |
| Generation of innovative solutions |
| Environmental sensitivity |
| Paradoxical thinking | Self-evaluation exercises  Divergent thinking exercises |
| Understanding and knowledge of community | Field projects and community placements |
| Capacity building | Role modelling (social entrepreneurs as guest speakers and mentors) |
| Collaborative approach | Action learning sets  Group work and assessment |
| Maintaining a balanced approach in managing multiple bottom-lines | Impact audit exercises  Case studies  Social mission metrics exercises |
| Financial awareness | Financial feasibility exercises |
| Effective communication and interpersonal skills | Oral and written assessments  Community placements |
| **Social capital** | Establishing partnerships with a diverse body of stakeholders | Field projects  Community placements  Social enterprise internships  Assessed group coursework |
| Developing reciprocal ties with partners |
| Developing trust and openness in network ties |
| Including beneficiaries in the development and management of social enterprise |
| Seeking synergies in network ties and between partnerships |
| **Symbolic capital** | Embracing the role of change agent | Role modelling  Simulation games  Social enterprise planning competitions |
| Transforming communities |

**Table 4 Examples to SEE offerings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School/Institution** | **Programme** | **Model** | **Features** | **Educational tools- aligned with capitals of SE** | **Audience** |
| INSEAD | Insead social entrepreneurship programme | Week-long residential programme | What is social entrepreneurship;  Leadership and management skills; strategy and innovation | Lectures/ feasibility studies  Case studies/role modelling | Entrepreneurs and executives from companies and organisations; those having leadership roles for social entrepreneurial or business activities, operating for at least 3 years |
| Stanford Universtiy | Executive programme in social entrepreneurship | 6 day residential programme | Social Impact | In-class lectures; practical methodologies such as design thinking; international network of social innovators | Social entrepreneurs from non-profit, business and government entities |
| Columbia Business School | Executive education in social enterprise |  | Developing strategic leadership and management skills |  | Leaders from non-profit and profit organisations |
| Goldsmiths University of London | MA in social entrepreneurship | 1 year full time or 2 year part time programme | Practical and sociological tools | Lectures, workshops, dissertation project | Individuals from social enterprises, collaborative innovation networks, hubs, digital platforms, support intermediaries and policy organisation |
| Yale University | Programme on social enterprise | Courses and extracurricular activity | Ecosystem development for impact at scale | Case studies, community events, | Faculty, students, alumni and practitioners |
| Berkeley HASS | Centre for social sector leadership | Lectures, events, alumni activities | Social impact, governance and leadership skills | Social impact fund, networ development | Students, staff, leaders from social sector |
| Harvard University | Social Enterprise executive education | Focused programmes | Social impact and governance; performance measurement | Lectures; classroom exercises | Leaders across all sectors |
| NYU Stern | Experiential learning, social problem based approach | Part of full tme MBA | Leadership and change management, social innovation and impact | Project, internships, venture competitions, | Graduates interested in social enterprises |
| London School of Economics | MSC social innovation and entrepreneurship | 1year full time Master programme | Social innovation; interdisciplinary approach to social entrepreneurship | Lectures, workshops, international field trips | Graduates in socially focused organisations or CSR /sustainability in organisations |