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The University as a Social Entrepreneur

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THE UNIVERSITY AS A SOCIAL ENTREPRENEUR

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ABSTRACT

Accepting that the university has taken on an entrepreneurial role in society, this paper intends to explore how the university can adopt the role of a social entrepreneur by presenting an example of a school project within Chalmers University of Technology. The overall aim of the school project is to stimulate creativity, project management and entrepreneurial thinking and has over the years developed into a social entrepreneurship activity. The main conclusion of the paper is that the university can adopt the role of a social entrepreneur in alignment with the university's missions of delivering education, research, and societal utility. The paper provides one example of how the involvement of the university in social entrepreneurship creates multiple societal benefits. This example can lead to further comparison, analysis and research concerning the entrepreneurial roles undertaken by the university.

INTRODUCTION

With the evolution of the global economy towards knowledge-based, the university has in many cases moved from its position as an ivory tower to being an actor providing (commercial) utility, thus generating significant debate (Dasgupta & David, 1994; Etzkowitz, 2004; Lambert, 2003; Nelson, 2004; Stevens, 2004; among others). Such a movement could be seen as the university redefining its role and responsibility towards society (Delanty, 2001) among other things including engagement into social entrepreneurship. In the field of entrepreneurship, the emergence of the 'social' emphasis (Christie & Honig, 2006) has

brought attention to business creating values other than economic. In recent years, social entrepreneurship has been increasingly recognized as an initiative that can be championed by a team or group (Mair & Marti, 2006; Peredo & McLean, 2006) with growing interest from non-private organizations (Christie & Honig, 2006).

Recognizing the evolutionary changes many universities have gone through over the past decades, and operating from the perspective of social entrepreneurship as "the social entrepreneur is acting as a change agent to create and sustain social value without being limited to resources currently in hand" (Sharir & Lerner, 2005, p. 3), this paper will present how an entrepreneurial university can evolve towards engagement as a social entrepreneurial actor.

The paper will be structured as follows. First we will discuss the development of the role of the university in society and our starting position of the university as engaging in entrepreneurial activity. Next we will present the contextual background to the specific object of study – the school projects at two schools of entrepreneurship operating within Chalmers University of Technology (hereafter Chalmers). We will explain our research methodology followed by empirical data presentation and analysis from the case study, with particular emphasis on two class periods – 2007 and 2009. Finally, we will discuss the way in which these examples illustrate how the university can adapt to the role of a social entrepreneur, with additional suggestions for future developments.

THEORY

In order to explain how the university can adopt the role of a social entrepreneur we have to start with the theories that relate to the evolution of the entrepreneurial university, where the university has developed from a traditional teaching and research institution (Dasgupta & David, 1994; Etzkowitz, 2004; Lambert, 2003; Nelson, 2004; Stevens, 2004; among others) to

a commercial actor in society. A common way to describe the entrepreneurial university is through the use of a triple helix model where university-industry-government cooperation is intended to either spin-out technology or, by other means, find utilization outlets for university research-based knowledge (Etzkowitz, et al., 2000). Recognizing the limitations of the triple helix model in relation to sustainability a twin, triple helix model has also been proposed (Etzkowitz & Zhou, 2006), where the second helix consists of university-public-government instead. These two helices are closely interrelated, "creating a social organization that integrates a positive entrepreneurial dynamic into civil society" (p.80) and balancing each other in order to advance sustainable economic and social development.

However, the public component of the second helix is not strictly defined and from the existing theory of the triple helix twins we see this as an opportunity to apply this expanded theory on a situation where the university also includes a social entrepreneurship perspective. Moreover, the triple helix models have traditionally been used to describe the activities at the university such as utilization of knowledge and research with the purpose to build innovation, primarily for the benefit of its local or regional benefit (Etzkowitz, Schuler & Gulbrandsen, 2000). In addition to the interpretation above, a university with a social entrepreneurship role, on the other hand, could look beyond local and regional limitations, and also explore how the helix models can be utilized in order to create economic development outside the traditional arena.

Our focus on how the university can function as a social entrepreneur means that we also choose to build from theories connected to institutional entrepreneurship. Traditionally, the entrepreneur is seen as a human being, according to Merriam-Webster: "one who organizes, manages, and assumes the risk of a business or an enterprise". However, already in 1949 (Schumpeter) established the concept of a "public entrepreneur", referring to his discussion about the US Department of Agriculture initiating innovations among farmers. This example

sets a premise for an institution, such as the university, to be regarded as an entrepreneur. Meaning the university acting as a collective actor, coordinating cooperation among a group of organizations to carry out a development goal (Etzkowitz, Schuler & Gulbrandsen, 2000). In 1988, DiMaggio introduced the concept of institutional entrepreneurship, described as an actor with power and sufficient resources for example a university (Mair & Marti, 2009). Thereafter, several works have identified important success factors as additional characteristics of the institutional entrepreneur such as social skills (Fligstein, 2001), political skills (Garud, et al., 2002), and cultural skills (Campbell, 2004), all which we claim are found at the university.

BACKGROUND

Swedish institutions of higher education are mainly of two kinds, either they are state owned, i.e. an institution for which the government is the accountable authority and governed by Swedish law[1], or they are private and partially governed by law but also by contract between the institution and the government. The overall majority of Swedish universities belong to the first category, whereas Chalmers and a few other institutions belong to the latter.[2] In accordance with the law, Swedish universities in the first category are obliged to engage themselves in so-called third mission activities, i.e. utilization of knowledge generated at the university. In the case of Chalmers, this is done by contractual means.

Chalmers School of Entrepreneurship (CSE) and Göteborg International Bioscience Business School (GIBBS) are action-based master-level educations integrating entrepreneurial education with venture creation within the university (Lundqvist & Williams-Middleton, 2008; Ollila & Williams-Middleton, in press) and thus a part of Chalmers' third mission

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[1] Swedish Higher Education Act and Swedish Higher Education Ordinance

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activities. Separate from the creation of new ventures, a class-wide school project has been a specific part of the curriculum since 2001. Since the initiation of the school projects there has been a continuous development and formalization process in order to fit the activities into a university structure not yet developed for these kinds of activities. The case study presented in this paper is therefore captures the entire concept of the school project, with specific empirical data presented in relation to two specific school project periods.

The overall aim of the school project is to stimulate creativity, project management and entrepreneurial learning on a class level[3]. The students must generate financing to support project activities including sales and marketing towards regional industries. Furthermore, the project is intended to create a strong class bond and motivation across its members, not only from the atmosphere within the class but also building from the inspiration from other entrepreneurs in the world. The project is initiated by the faculty, but the ultimate responsibility for driving the project forward rests in the students who receive support from the faculty when needed. Nevertheless, during the first years the school project was to some extent characterized by lack of formalized structures, including how rules and responsibilities were divided between students and faculty. Despite the lack of written or formalized structures the school project resulted in several interesting study trips to sites famous for their entrepreneurial spirit such as Shanghai, Silicon Valley, and the Boston Metropolitan area.

During these first years (2001-2004), the students established the most common structures to generate funding. These included e.g. selling advertisements to a supplement in a leading newspaper[4] and the concept of BITE[5] seminars which were important means to acquire the

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[3] According to current policy documents which are a development from the thoughts elaborated by the Director when the school projects were initiated.

[4] In these cases it was to 'Dagens Industri" leading daily business paper in Sweden

[5] BITE is a Swedish acronym meaning "Exchanging ideas around technology and entrepreneurship". The seminars are intended to inspire young students to continue with higher education within science, technology and entrepreneurship.

necessary funding for the school projects. Experiences and contacts were then passed on from one class to the next.

Below we will outline the shift that occurred in the fall of 2006, when the class of 2007[6] decided to add a social entrepreneurship element to the project, and then how it was continued by the classes of 2009[7]. These two school project periods are presented as sub-cases since they are the only two periods containing a social entrepreneurship dimension that up until now have been completed. The authors of this paper are all a part of the faculty and have in various degrees been involved in the school project at one point or another.

METHODOLOGY

Our findings are based on a multi-year ongoing case study of the school project. As mentioned above, the paper will emphasize empirical data from the sub-cases of 2007 and of 2009. These were chosen as these periods were the only two in which we could observe a social entrepreneurship initiative from start to finish. The first sub-case is the school project initiated by CSE '07 with the objective of constructing a resource center with energy capabilities, powered by solar panels on the roof. Project activities started in September 2006 and included a two week site visit to Manafwa in August, 2007. The second sub-case is from 2009 when both CSE '09 and GIBBS '09 carried out their combined school project in Uganda, with a solar panel park driving a water pump enabling fresh water to the citizens, including a twelve days visit to Manafwa in January 2009.

A qualitative research methodology is adopted in order to focus on the contextual development of the organization being studied, with emphasis on insider action research methods (IAR) (Coghlan & Brannick, 2005; Roth, et al., 2007), allowing for action to be

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[6] The classes are named after the year they graduate.

[7] Due to changes of the Higher Education system in Sweden in accordance with the EU Bologna standard there were no graduates from CSE and GIBBS in 2008

taken and studied simultaneously (Coghlan & Brannick, 2005). Data is collected through participatory observations; specific role engagement, interviews and documentation. Participants of the projects include the students, faculty (including two accompanying faculty members on the trips to Uganda, one of whom is also a contributing author) and external actors not directly associated to the two schools.

The sub-cases are basically divided into three phases; Preparation, Delivery and Post-delivery. In the preparation phase IAR is utilized when the faculty has followed the students in their activities. The activities include management, organization, fund raising, and group work conducted by the students. Examples of interaction with the faculty spring from economical issues which need to be solved, e-mail updates from the students, meetings with student projects leaders and treasurers, and informal meetings due to that the students have their working environment close to the faculty.

In the delivery phase, the actual trip, IAR is utilized by the accompanying faculty member on site. The students are conducting meetings, constructing houses or water pump facilities, and managing their extremely time limited work. In this phase, the faculty member is thus partaking and observing in the aforementioned activities.

While back in Sweden additional data from interviews and documentation was included in the research. A limited number of semi-structured reflective interviews were held with students in connection with the final state of their projects to get a brief understanding of the students' perspective of their accomplished work.

Consequently, we have an important source of data in the participatory field observations from one of the accompanying members from the faculty, who has been visiting Manafwa with both sub-cases and involved in the school project since spring 2006. He has been part of reflective discussions resulting in information included in this paper. The discussions with the faculty member were held about half a year after the second sub-project was finished. These

extensive discussions were held at reoccurring moments to be able to clarify and include as much information as possible and focused on how the university has been able to complete the sub-cases. The faculty member has a very broad knowledge about the school project as such and about the two sub-cases in particular which he has followed from start to completion. He has also a deep knowledge about the structures and polices at the university. An additional source of data includes documentation such as policy documentation, different reports written by the students to their financing partners and as assignments at the university. One potential critique of IAR is that researchers are too close to the data, in effect having a potential impact on the outcome of the research, but this is based on experiemental research utilizing control methodology and is not relevant for research in which context is an important component (Shani, et al., 2008). Even so, recognizing that having a dual role as researcher and faculty project manager may limit objective evaluation of the data, this is countered with the insight into contextual nuances that would otherwise be lost. To understand the life in Uganda and how it affects the project is not accomplished in the short time which these projects have last but it is certainly important to try to grasp the context on site. In additional, the following steps were also taken to balance the potential limitations of an insider bias: first, engaging other researchers that did not have direct participatory involvement in the project periods in the analysis and discussion of the case study, and second, recognizing the distance to Uganda literally and culturally as a way to look at the case from the outside.

This paper is written from a university perspective and interviews have not included locals in the village which is a limitation to the study. Data could be more comprehensive through more interviews but also with additional sub-cases and a longer time frame where the actual result could be analyzed in depth. Nevertheless, the fact that the village has invited the students to come back with new projects is an indication of appreciation. The case is still running with additional sub-cases carried through by current students who will work in the

same village in Uganda with two new projects the upcoming year of 2010 providing us with more opportunities for further studies of the case and its development.

SUB-CASES, 2007 AND 2009

The school project took a new direction in the fall of 2006 when the students identified an opportunity to utilize their entrepreneurial capabilities for the benefit of communities in developing countries. A new faculty member was to be engaged in the school project which, among other things, resulted in the realization that there was a lack of and need for documented policies. Based on interviews with other faculty members who had been involved previously, the new faculty member drafted the first version of policies which were implemented in spring 2006. The policies contained provisions relating to division of responsibility between students and faculty, but also more importantly purpose of the school project in writing. The purpose is then defined as providing the students with a broader understanding of the education, to build networks, to develop stronger bonds among the students, and an opportunity to market the education.

During the summer of 2006 the students from GIBBS '06 and CSE '06 were engaged in their school project trips, with the GIBBS trip was in line with previous years' frameworks, and CSE having a less ambitious program.

Based on the experiences from the first written version of the policies, the faculty reviewed them during the summer in order to present clearer and more informative policies to the new group of students starting in September 2006 (the classes of 2007). Overall the background of the school project was elaborated upon, and the policies now also contained an opening that the school project did not have to follow the same framework as previous years - that it could be something else than a 'study trip'.

Sub-Case 1

Preparation Phase

When the students in the class of CSE '07 were presented with the idea of a school project in the fall of 2006 they received the policy document presenting the foundation of the school projects. Feeling not so inspired by their most recent predecessors, they communicated that they wanted to use their entrepreneurial drive and ambitions to deliver something more. One of the students had a connection with active members of the Red Cross in Åmål, Sweden. With the help of that individual, the students identified an opportunity in Manafwa, Uganda - the idea to support local business as their school project objective. They identified a fundamental business need in the village: regular and reliable access to electricity. The plan was therefore geared towards building a facility, powered by solar energy, which should then function as an 'incubator' (a place where local entrepreneurs could rent space to start up a business) in the center of the village. In order to accomplish their objective, they organized their school project activities under the name of Insert Africa[8]. This name also adopted by the students who carried out the project presented in Sub-Case 2.

According to the policies, the students were required to appoint a Project Manager, a Vice Project Manager and a Treasurer; in all other aspects it was up to them to organize themselves. The faculty believed, based on their previous experiences with school project activities, that leaving the students with a certain amount of autonomy would empower them and provide a feeling that this was "their own" project.

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[8] www.insertafrica.com

Three main sources of financing were conducted; selling newspaper supplements[9], BITE seminars, and grant applications[10]. These efforts were sometimes hard and cumbersome, but eventually it paid off.

Parallel to the fundraising activities, the students had to initiate the delivery part of the project. Once the financing was secured, the focus shifted entirely to implementation. The aim was to work together with partners in Manafwa to design a project that would be achievable and sustainable. This included e.g. establishing contact with the locals, negotiating with contractors that could build the house, planning for the trip and activities to carry out on site etc. A major challenge in connection with these activities was the distance, both geographical and relational, as the students had never physically met the persons with who they were dealing. However, Red Cross Åmål contact – an individual who knew the area and the local people in Uganda - was critical in helping move the project forward.

Delivery Phase

In August 2007, a group of eighteen students, two faculty members, and the Red Cross representative, all left Göteborg for Uganda filled with excitement and anticipation. Even though they had e.g. seen pictures of a Ugandan member of government laying the foundation of the building, pictures of the finished building, have had numerous contacts with the local and received preparatory information, nobody really knew what to expect.

A schedule for the time in Uganda had been set prior to departure. It contained both practical activities, such as organizing workshops with local entrepreneurs, acquiring equipment for the house (now baptized as "the Lighthouse") and setting up the organization structure for the

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[9] Supplement published in Ny Teknik April 4 2007, including advertisements on the topic of sustainable development as well as editorial material from e.g. Swedish minister for industry, former president of Chalmers, and entrepreneurs.

[10] E.g. from the Chalmers Master Card fund,

Lighthouse, as well as social activities. The latter were e.g. welcome ceremonies, visits to the Mayor and City council, study visits to schools, participation in religious ceremonies and soccer games against the local youths.

Post Delivery Phase

On a concrete level, the students left Uganda having delivered a solar powered house, allowing the villagers, to access electricity to charge mobile phones or to rent access to computers and printers, tools necessary to start enterprising activities, in exchange for a small fee. The surplus generated from fees collected is invested back into the community by e.g. offering the poorer inhabitants better sanitation facilities. This was of course not in accordance with the original plan to set up an incubator, but a necessary adaptation in order to make the project more feasible. In addition, the students helped setting up a management board and handed over the responsibility of the house to the management board.

On knowledge sharing level the students had organized workshops with local entrepreneurs in order to promote business development and entrepreneurship, while at the same time an opportunity for the students to gain insights about Ugandan business culture.

There were also outcomes on a more individual level. Using the words of the project manager the visit to Uganda provided the group of students with "an insight in cultural differences, misunderstandings, miscommunications, exciting cultures and food, and an amazing welcoming and understanding from the people in Manafwa". The activities in Uganda and the preparations to get there also left the student with a sensation of pride, "When we got to the village Bubulo, and went out from the bus and you look 50 meters in front of you and you see a building… we made that building…that 20 students from the university were able to do that from zero money and just a lot of guts." (Quote from one of the students in a reflective interview.)

Inspired by what they had done the students also started making preparations to create an organization for Insert Africa in order to build long term sustainability into the project. One of the first actions was to convince their successors to continue working with the project.

Sub-Case 2

Preparation Phase

As a consequence of the positive outcomes from the school project 2007 the faculty altered the policies for school projects, stating it could be a project like Insert Africa. The ambition of the students in 2007 was to create a long-term project for development in Manafwa and it was therefore positive news when their successors decided to continue working with social entrepreneurship in Uganda. Due to a reduced number of students they eventually also decided to make a joint project with their sister entrepreneurship education GIBBS. After a somewhat shaky start with change of project management and students leaving the education they ultimately got up to speed. It was decided, again in collaboration with the Red Cross representative from Åmål, to work for the restoration of a colonial water pump station in the Manafwa region. This included a new water pump, better cleaning facilities and equipping the pump station with solar panels in order to run the pump.

Due to the similarity with the previous project several of the preparation activities bear resemblance with that[11]. One additional source of income was however created. In collaboration with CIT[12], financing for a pilot study of the conditions to enhance coffee industry and increase coffee exports from Manafwa was carried out. This meant that the

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[11] Published with Ny Teknik April 23, 2008

[12] CIT – Chalmers Industrial Technologies, a foundation founded by Chalmers University of Technology with the aim to provide on commercial terms, knowledge secured and refined to support industrial development processes. www.chalmers.se/cit

project expanded, both in terms of what needed to be done, and also in terms of turnover.

Delivery Phase

Originally it was decided that the students should go to Uganda in August 2008, but due to practical reasons such as e.g. the pump station not being ready, the trip was postponed to January 2009. Therefore a group of 17 students, two faculty members, the Red Cross representative, one water engineer from the municipality of Åmål, and a solar power/technology expert from CIT left Göteborg in the beginning of the year.

On the students' agenda this time, was to use local knowledge and disperse it out to the communities. The main foci of the workshops were on water treatment and business development in relation to coffee farming.

Since not everything was ready when the students arrived, a major difference with this project was the involvement of the students in the actual organization and mounting of solar panels in connection to the water works. This meant long days on the construction site together with the local contractors. Consequently the students had the opportunity to partake in the gradual development of what would be a better function water work to the benefit of the inhabitants in Manafwa.

Post Delivery Phase

On a concrete level a water pump has been restored and refitted with solar panels to run the engine of the pump. In connection to the pump station there had also been built facilities for cleaning the water, even though primitive in their nature. Additionally, more than one hundred local entrepreneurs and farmers have participated in workshops in order to train them in the possibilities within coffee farming and in understanding the importance of clean water. Moreover, the students had the opportunity to reach out to thousands of listeners in the region through a radio program.

The students left Uganda with a feeling that they had made a difference. The reactions and reflections were similar to previous trip and the feeling that each individual has his or her own unique experience, a memory for life.

On the 14th of October came the news about Insert Africa as the winner of the "Industry Sustainability Award" in the category "Social Responsibility of the Year". The motivation from the jury was: "The organization acts and takes a holistic responsibility in an area with huge needs including development and environmental issues. It is an inspiring entrepreneurship towards the future, creating opportunities both in Europe and in Africa."

Implications

When the current school projects with CSE and GIBBS '10 started, the faculty had again changed the policies. With two school projects with positive outcomes completed the policy was now changed to that the faculty encourages school projects with a social entrepreneurship ambition. Thus the current projects are social entrepreneurship projects, the GIBBS students chose to work with Insert Africa, whereas the CSE students chose to start a new initiative working with seaweed farming and entrepreneurial women at Zanzibar[13]. These two projects are expected to be finalized during spring 2010.

The most recent policies for school projects were presented to the new students in the fall of 2009. The policies now stipulate that a school project has to be a social entrepreneurship project. The students have not yet decided what to do, but regardless of their intentions the faculty has now included a number of academic seminars on the topic of social entrepreneurship. The seminars are a part of a course in Technology Based Entrepreneurship and aim to facilitate the students' project work.

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[13] www.seaweedcenter.com

ANALYSIS

The case study of the school project concept of CSE and GIBBS has evolved over the ten years since its inception. When the school project started it was with an ambition to have a third mission activity that could also strengthen the bonds of the students. No one engaged in the school project management foresaw the development to the current status. We also observed that something happened in 2006 that made the school projects take a new direction (and thus our focus on the two sub-cases). We outline the potential explanatory factors that contributed to this change as follows. First is the change in the policies stating that a school project did not have to be limited to a study trip. Next is the reaction created from the CSE class of 2006 delivering aproject below par. This triggered the new students to communicate that they had the ambition to 'do something else'. External trends raising the awareness of sustainable development, such as Al Gore's film "An Inconvenient Truth" which premiered in May 2006, could also have impacted the views of not only the students and faculty, but the reciprocity of actors willing to fund and/or in other ways support such activities.

What we also can see in this case study is how the process of policy implementation and operative actions and reactions to policy has interchangeably affected each other (see Figure 1). The first set of policies mentioned a set of purposes, but none of them were related to a social entrepreneurship initiative. Following year the policies still did not mention social entrepreneurship, but a sentence stating that students should not limit themselves to only what had been done before was introduced. Since the CSE '07 students actually took on the challenge to something more than just a trip, and initiated "Insert Africa" the policies were changed, mentioning Insert Africa as an example of what could be done. Based on the experienced greatness of Insert Africa, also the '09 students continued develop the project and what was now an emerging organization. Consequently, the faculty changed the policies for next year, now stating that they strongly encourage a social entrepreneurship project. Since it

was now strongly recommended, the students continued to follow the social entrepreneurship path. Since there now have been a general acceptance, and also great interest, for social entrepreneurship projects among students the latest version of the policies basically just state that a school project is a social entrepreneurship project.

FIGURE 1,

Action-affected Policy Development.

| Policy | • Universities should engage in 3rd mission activites |
Action	• Students organize study trips as school projects
Policy	• School Projects do not have to be study trips
Action	• A social entrepreneurship project is initiated as school project
Policy	• School projects can be focused on social entrepreneurship
Action	• The social entrepreneurship projects continue
Policy	• Social entrepreneurship projects are encouraged
Action	• New social entrepreneurship projects are initiated
Policy	• School project has to have a social entrepreneurship objective

When observing in retrospect the activities carried out by our students, and combining and compiling the experiences gained we see that social entrepreneurship activities indicate a lot of resemblance with more traditional approach to the entrepreneurial university. By using the triple helix model, and its evolutionary successor, the twin triple helix model, we can explain how the university can engage itself and create output far beyond its traditional role of research and teaching.

If we observe the case using the theories describing an entrepreneurial university we see how they just as well can be used to describe the university as a social entrepreneur. Starting with the original triple helix model, we can conclude that in order to for the students, and thus the university, to create a social entrepreneurship initiative it required an iterative collaboration

between the university - industry - governmental actors. We can also conclude that the original triple helix model does not suffice to explain how Sub-Case 1 operated, and thus we also need to use the twin triple helix model, characterized as university – public – government collaboration. Whereas the first triple helix model leaves little room for interpretation what is implied with 'industry' we find it less evident what is confined in 'public'. It includes aspects of sustainability and environmental issues (Etzkowitz & Zhou, 2006). Thus we interpret it to able to contain both aspects of public opinion, but also organizations that do not fit into the other categories, such as e.g. NGOs.

FIGURE 2

Illustration of the University as a Social Entrepreneur.
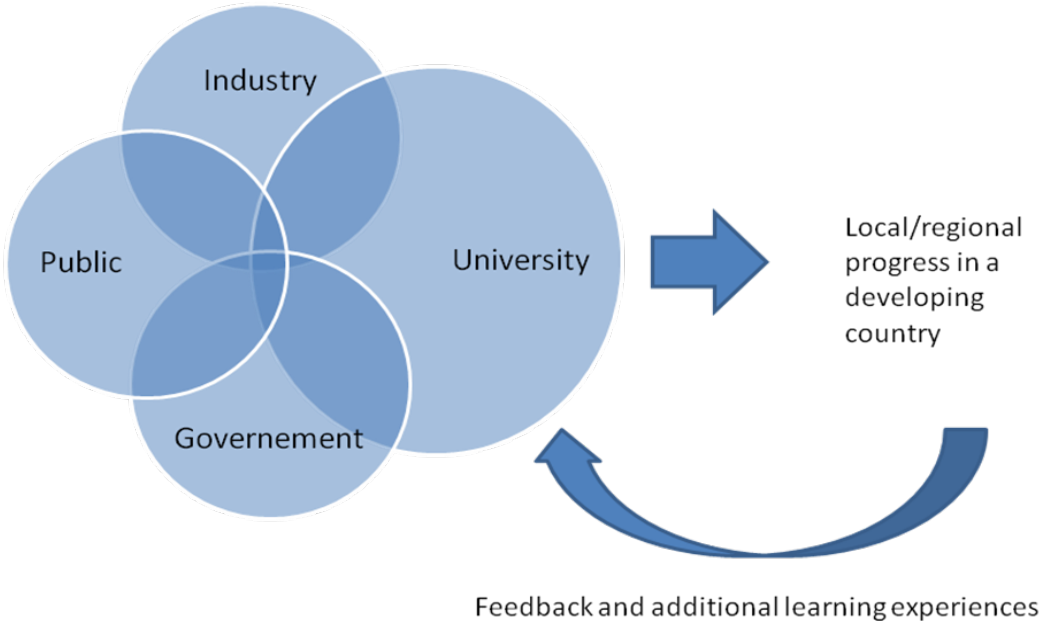
Conclusively, the Insert Africa projects can be described to be an implementation of the twin triple helix model (see Figure 2), but not for the purpose of university commercialization/utilization. The university is in this case represented by the students who are the main drivers of the projects, and also the faculty members who operate as facilitators. Industry are engaged by being the main financers of the projects, either by purchasing

advertising space in the newspaper supplement produced by the students[14] or by sponsoring e.g. solar panels or transport and logistics. Essentially the involvement of industry is mainly built on its ambition of Corporate Social Responsibility (CSR). Our inclusion of the public perspective is taking into consideration issues of fair trade, north vs. south dimensions, impacts of globalization etc. where the students have worked for empowerment and facilitation of entrepreneurial activities and economic development among the local communities in Uganda. Additional involvement from the public sector has come from the Red Cross[15] whose connections and expertise about the area has proven to be essential for the university to be able to deliver. Important contributions on a governmental level has come from the Swedish Agency for Economic and Regional Growth[16] who financed the pilot study carried out by the students to evaluate the potential of increasing coffee exports from Uganda. Furthermore, the involvement of governmental actors in Uganda, both on regional and municipal level, has been a contributing factor to the outcomes so far. Conclusively, a number of actors have had to be involved in order to accomplish desired outputs of the projects.

Overall the activities initiated by the CSE and GIBBS students have ignited ambitions and activities around the Manafwa district. This example illustrates how the university has acted as a social entrepreneur providing the arena and framework for the school project and support student initiatives. The outcome of the social entrepreneurship activities in the CSE and GIBBS school projects has resulted in dual gain. The students not only have an entrepreneurial experience but that the experience translates beyond an economic impact to include a social impact. From the students' perspective we can see learning on multiple levels necessary to become socially responsible entrepreneurs which is one of the main goals of their

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[16] Formerly known as NUTEK, now under a new name and organization Tillväxtverket
www.tillvaxtverket.se/english

education. The result is that the entrepreneurs who graduate from CSE and GIBBS are better equipped to form new innovative companies.

Obviously, there is also a societal value for the Manafwa district. Although developing countries need to find their own way of growth and sustainability it is always, regardless of state of economic development, beneficial for these countries to promote entrepreneurship (Baumol, Litan & Schramm, 2007). In our case, workshops delivered by the students to local entrepreneurs are one example of this kind of promotion.

DISCUSSION

Based on our findings in the case study we have identified a set of issues that need to be discussed in relation to the question of how the university can act as a social entrepreneur. It is clear that the development of new school project policies have affected the development of the school project. Without the flexibility from the faculty and the embracement of the students' initiatives the process towards a social entrepreneurship project would probably have been much slower. Another important aspect has been that the faculty has acted as facilitator of the school project but without too much involvement. The balance between rules and freedom is crucial for an optimized development of the student entrepreneurial skills (Ollila & Williams-Middleton, in press) including their social entrepreneurial skills. In our specific sub-cases there have not been an integrated educational part of the school project but the indirect effect on the students learning from their increased self-awareness is clear and something we will continue working with in the future.

However, one of the main challenges of the projects is to make sustainable projects with someone taking the responsibility also after graduation of the students. Despite large ambitions and promises during the working phase of the projects, most students easily forget when they graduate from the university. Working with social entrepreneurship, as differentiated from the original study trips, encompasses also the responsibility for human

beings, facilitating a more serious perspective and stressing the importance of taking this into account while planning the project and their sustainability, post 'school project' completion.

It is important to recognize the specific context in which the school projects existed – namely that the students engaged were already 'selected' as having entrepreneurial ambition as part of the CSE and GIBBS structure. The results illustrated in the case study could be perceived as in an advantageous situation as the school structures allow for faculty to work closely with students, allowing them to intervene and support their activities, but also make necessary adaptations to curriculums in order to support their initiatives. However, other examples of social entrepreneurship initiatives at Swedish universities have recently been identified (Lundqvist, 2009), and there are increasingly prevalent accounts of such activities on university websites in the U.S. and elsewhere.

CONCLUSIONS

Based on our case study of the school project concept at CSE and GIBBS we elaborated on how a university can be a social entrepreneur. In order to accomplish social entrepreneurial objectives the university must already have adopted entrepreneurial capabilities – being able to make the right connections with the surrounding society in accordance with the twin triple helix models. Therefore an entrepreneurial university should have the capabilities of becoming a social entrepreneur, in particular by being open towards initiatives from students the university can be a harbor for emerging organizations with a desire to do something good for society. In conclusion, the university as a social entrepreneur is primarily student generated whereas most entrepreneurial universities, traditionally focus on knowledge and technology transfer and the researcher/professor. Our conclusion is not to say that there is not room for faculty in the social entrepreneurship but that the nature of the task is more coordinative than expertise oriented. Engaging in social entrepreneurship should also be less

controversial than having the university operating as a commercial actor, which has been a common critique of the notion of the entrepreneurial university. The social entrepreneurship dimension is more in line with the traditional views of what a university should be, an institute for teaching and researching, but adapted to fit the 21st century.

This paper provides one example of how the involvement of the university in social entrepreneurship creates multiple societal benefits, based on the specialized conditions of CSE and GIBBS. This example can lead to further comparison, analysis and research concerning the entrepreneurial roles undertaken by the university.

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EMPIRICAL MATERIAL

Insert Africa 2007

- Project Plan (In Swedish)

- Journal Uganda August 15 – 24, 2007 (In Swedish)

- Reflections and Experiences from the Implementation of Insert Africa

- Material filmed and edited by the students

- Interviews conducted with three students September – December 2007

Insert Africa 2009

- Project plan

- Final report Insert Africa 2009 for NUTEK financed pilot-study

- Material filmed and edited by the students

- Blog January 3 – 14 (available on www.insertafrica.com as per October 15, 2009)

Faculty Documents

- Guidelines for School Trips at CSE and GIBBS (May 2006)

- Guidelines for School Projects at CSE, GIBBS and ICM (September 2006)

- Guidelines for School Projects at CSE and GIBBS (September 2007)

- Guidelines for School Projects at CSE and GIBBS (September 2008)

- Guidelines for School Projects at CSE and GIBBS (September 2009)

Publications about the project

- Supplement published with Ny Teknik, April 4 2007

- Articles in Swedish media during 2007

- Supplement published with Ny Teknik, April 23 2008

- Supplement published with Ny Teknik, Sept 23 2009