

Community intervention model: social entrepreneurship education as a strategy for a sustainable development

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Abstract

Social enterprises are born to solve social problems without neglecting their financial, economic, and environmental viability. Consequently, in recent years, these ventures have gained strength as a viable and innovative alternative to achieve sustainable development, capable of combining economic growth, social inclusion, and sustainability for present and future generations. For this reason, this paper aims to identify the effect that community interventions in the teaching of social entrepreneurship aligned with development have had on the intention of providing a sustainable solution to current social problems. Therefore, in the present investigation, a qualitative analysis of the self-assessment texts was done by a sample of 138 young people who, in 2022, was trained. The results show a bigram of positive expressions related to learning the fundamentals of social entrepreneurship. Likewise, the interventions' favorable effect on young people's commitment to their community is confirmed.

Keywords: *Social entrepreneurship education; sustainable development; community intervention.*

1. Introduction

The COVID-19 pandemic hurt the world economy and had an unfavorable effect on social well-being by increasing the levels of global poverty and inequality both between individuals and between countries, thus speaking of a more significant loss of income, particularly in the groups with more vulnerabilities; factors that have increased the probability of economic risk so the households, the private initiative as for the governments (World Bank, 2022). The recovery becomes fragile and asymmetric when adding to the consequences of this health contingency, the current levels of global inflation, the contractions in the supply chains, the pressures on the labor market, and the over-indebtedness of developing countries (UN, 2022). The measures have focused on consumption and production but must address the environmental objectives within the 2030 Global Agenda for Sustainable Development (CEPAL, 2021).

Agenda adopted in 2015 by the 178 Member States of the United Nations, in which 17 objectives were agreed on whose purpose is economic growth combined with the end of poverty, peace, and prosperity for both people and the planet (UN,s.f.). The project seeks an achieve sustainable development that has “the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs” (UN, 1987, p.15).

Sustainable development is a complex global goal that social innovation must address. In this sense, social enterprises represent a possible alternative by attending to problems from a deeper, more effective, and accessible approach (Lubberink, 2019). Type I Social Businesses, following the classification of Yunus (2010), i.e., companies capable of generating economic and financial profitability and sustainable social impact in your communities; because social enterprises provide the necessary added value for economic reactivation post-COVID-19 and incorporate the people who make up the Base of the Pyramid (BoP) as the primary agents of this process (Méndez et al., 2022).

Among the consequences of the pandemic found that the most significant income losses among young people, women, and independent and temporary workers who had a lower level of schooling were registered; Likewise, the loss of learning in childhood is substantial and could increase the disparity in the future (ONU, 2022). Therefore, it is necessary to add to the dynamics of sustainable development the population that conforms to the BoP. That is, those people who live in a context of poverty, marginalization, or vulnerability (Wagner et al., 2018).

Universities play a more active role as social innovators, incorporating teaching models of social entrepreneurship with a focus on sustainable development through academic and service-learning activities and training in social entrepreneurship. The latter is necessary to develop sustainable projects that solve specific social problems (Villa et al., 2021).

From their sense of social responsibility, the universities "must equip students to understand the new economy and react swiftly to its socioeconomic crises" (García & Montoya, 2021, p. 1236). For this reason, the Faculty of Economics and International Relations (FEYRI) of the Autonomous University of Baja California (UABC), located on the northern border of Mexico, started a social service project supporting type II social businesses (social-based microenterprises) in 1999, in line with the proposal of Professor Yunus (2010). The project was transformed in 2017, in UABC-Centro Yunus, for social businesses and well-being; and currently continues to provide micro-business assistance. In addition, since 2021, the Center has been carrying out community intervention projects aimed at children, youth, and groups in a context of vulnerability to promote social entrepreneurship from empathy, following the guidelines of the SDGs. The purpose is to promote present and future actions for sustainable development and integrate the community into the knowledge transfer process in a multidirectional sense. Therefore, this document aims to analyze these interventions' effects on the population served.

2. Social Entrepreneurship by Sustainable Development

The current scenario requires changes in traditional models and generating strategies for constructing innovative ideas that involve communities traditionally excluded from the dynamics of growth and well-being (Méndez et al., 2022). It is not enough to create social value; social enterprises require efficient and effective scaling of value creation and appropriation (Lubberink, 2019). The groups that are part of the BoP must be the primary recipients of the benefits produced by said social innovations. Because, in these cases, the problem that social entrepreneurs want to solve directly affects the community's quality of life, they must use market mechanisms to reinvest those benefits in society (Simon & Rodríguez, 2021). Therefore, the venture must be sustainable to the point where it is possible to identify, build, and consolidate business ideas that involve the creation and incorporation into the market of goods and services, as long as they consider economic, social, and environmental impacts (Villa et al., 2021).

2.1. Social Entrepreneurship Education by Sustainable Development

The reasons why social entrepreneurship education has become popular are related to growing globalization, the rise of the knowledge economy, and the construction of the relationship between the State, the market, and civil society; for its part, in this reconfiguration, education is crucial for the development of skills, competencies, capacities and personal attributes aimed at economic development focused on sustainable development (Roussakis et al., 2020). Therefore, in recent years, higher education institutions have gradually incorporated, within their academic agenda, the promotion of education for social entrepreneurship (García & Ramírez, 2021).

Consequently, through education in social entrepreneurship, the university seeks to impact sustainable development not only indirectly but also actively participates in achieving the objectives. By generating strategies that contribute to achieving objectives, such as objective 4, quality education; goal 8, decent work and economic growth; and objective 10, reductions of inequalities. Social entrepreneurship education comprises co-curricular activities, practices, and internships and does classify into three approaches: accommodating and incorporating social entrepreneurship courses into the curriculum; integrating, adding co-curricular activities; and immersion, which involves students experimenting with reality and interacting directly with the community (Thiru, 2011).

2.2. Community Intervention Model for University Social Innovation

The social entrepreneurship education strategy focused on sustainable development make at UABC-Yunus Centre contemplates the three approaches mentioned above: accommodating, through the offer of a postgraduate degree in social business and the teaching of the entrepreneurship course at the bachelor's level, with a focus on sustainable and inclusive business; as well as integrating and immersion when developing community intervention projects. Table 1 shows the activities carried out in this regard, during the second semester of 2022, with a scope of 1,407 people trained in social entrepreneurship and SDGs, aged 2 to 25 years. In addition, in Table 1, it is possible to identify the Center's community intervention model, which dose made up of five modalities: workshops, short workshops; rallies, circuits of physical activities and reflection; boot camps, massive multidisciplinary training; fairs, self-organized events by students of the entrepreneurship subject, as part of their final project; and community projects, which involve immersion in the community and a direct approach to the problem and the social actors. The model in all its modalities comprises two strategies: gamification and learning by doing; the users of the courses and approaches work as a team to generate ideas of social impact with a vision of the SDGs in a simple, practical, and experiential way.

The approach with the community is in two ways: in one, it is the researchers and the students who perform training in situ, either in schools that locate on the outskirts of the city or in community centers; Likewise, the groups of children and youth in a context of vulnerability, are the ones who attend the center to receive the activities within the university facilities. The interventions are directed towards childhood and youth, as they represent one of the most vulnerable population groups within the BoP, as to promote in them at an early age the importance of generating social innovation consistently from empathy, putting people and the planet at the center; in addition to fostering their self-confidence and creativity. Further, it seeks to bring quality education closer, thereby reducing the inequalities in knowledge access.

Table 1. Community intervention Model of UABC-Yunus Centre, 2022.

Modality and Topic	SDGs¹	BoP²	GS³	LD⁴	Scope
Workshop: Ideas´ Ocean	6: Clean Water & Sanitation	Elementary Schoolers	Snakes and ladders: How to take care of water	Mural of Blue Entrepreneurship Idea	15
Rally with Community Project: Sustainable Stations	17 SDGs	Elementary Schoolers	Snakes and ladders about Blue Ideas, Lottery of financial terms and agricultural products	Scholar Orchard	120
Rally: Entrepreneurship & Sustainable Development	17 SDGs	Middle Schoolers	Statistics: horse race; Sustainable ideas: hot potato; Financial Concepts: Hopscotch	Conscious decision making	659
Rally: Career Plan and The 5 Dimensions of the SDGs	Five Dimensions SDGs: People, Prosperity, Peace, Partnership & Planet	High Schoolers	Roulette: economy and SDGs; Questions and answers: public administration and SDGs, memoranda: international relations and SDGs	Planting sprouts in reused plastic pots	27
Workshop: Build the Idea of Sustainable Entrepreneurship Fair:	17 SDGs	College Students	Ocean of problems	Social Canvas	100
Start for Empathy	People dimension: 1,2,3,4 & 5	College Students	Shark Tank Social	Elevator Pitch & Stand	64

Workshop: Build the Entrepreneurship Idea from Empathy	17 SDGs	College Students	Design Thinking, empathy awareness	Social Canvas & Elevator Pitch by Team	35
Bootcamp: Entrepreneurship & SDG	17 SDGs	College Students	Design Thinking, empathy awareness	Social Canvas & Elevator Pitch by Team	315
Community Project: Sustainable Fibonacci	SDGs: 3,11, 12,13 & 14	College Students	Interviews and infographics	Self-managed projects: beach cleaning, donation of menstrual products, awareness videos, and paper collection campaign	22
Community Project: Sustainable Christmas	Planet dimension: 6, 12,13,14 & 15 SDGs	Children & Youth: House Home (2 to 25 years)	Paint reusable plastic pots and Lottery of agricultural products	Reusable wooden tree with reused plastic pots; community garden construction	50

Source: Own elaboration

1 SDGs: Sustainable Development Goals, 2 BoP: Base of Pyramid, 3 GS: Gamification Strategy, 4 LD: Learning by Doing

3. Methodology and results

Based on the example, the intervention model in education for sustainable social entrepreneurship needs to do analyzed. Consequently, the research aims to identify the effect of these actions; the first approach is learning. For this, analysis descriptive on the feedback provided by a sample of 138 young people who received the same gamification strategy and learning by doing: Bootcamp and Workshop Build the Entrepreneurship Idea from Empathy; the training consisted of building multidisciplinary teams (university students of economics, international relations, gastronomy, engineering, and enology); agreed on a vulnerable population group, and developed an empathy map; they built a social canvas after receiving the systemic change workshop, designed a prototype using their creativity and presented a pitch. At the end of the interventions, the young people wrote notes with comments about the training. From them, text analysis develops about the most frequent words and the words used with more excellent proximity. In this line, Figure 1 shows the map of the most frequent

The next phase of analysis contemplates the evaluation of the impact of the model on the intention of social entrepreneurship of the groups served, as well as on the materialization of these ideas in the generation of social enterprises, type I.

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