Social Enterprise in a Global Context: The Role of Higher Education Institutions

Country Brief: Kenya

August 2016

SERI

INSIGHT WITH PLYMOUTH UNIVERSITY

Contents

About the British Council

The British Council was founded to create a friendly knowledge and understanding between the people of the UK and the wider world. The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. We call this work cultural relations.

We work in over 100 countries, connecting millions of people with the United Kingdom through programmes and services in the English language, the Arts, Education and Society. We believe these are the most effective means of engaging with others, and we have been doing this work since 1934.

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About Plymouth University

Plymouth University is one of the leading modern universities in the UK, ranked in the top seven institutions under the age of fifty by Times Higher Education. The University was awarded the Queen's Anniversary Prize for Higher and Further Education in 2012, and was the first in the world to be awarded the Social Enterprise Mark in recognition of working as a genuine social enterprise, caring for communities, and protecting the planet. The study has been led by SERIO, an applied research unit based at Plymouth University, in collaboration with colleagues from the Institution's Futures Entrepreneurship Centre.

Using this report

Overview

This research seeks to identify the benefits and challenges of partnership between higher education institutions (HEIs) and social enterprises (SEs) with a particular focus on those operating within an international context. Specifically it explores:

- Existing partnerships between HEIs and social enterprise across twelve countries, spanning four continents;
- The benefits of existing cooperation between social enterprise and HEIs;
- The impact of such cooperation on a range of stakeholder groups, such as students, social entrepreneurs, and funders; and,
- The role of HEIs in supporting an increased awareness of social entrepreneurship as a career option, and in assisting start-ups and early growth.

In May 2016, the British Council published the core research report[1] emanating from this study - *'Social Enterprise in a Global Context: The Role of Higher Education Institutions'* – which placed a deliberate focus on the macro international landscape for engagement between HEIs and social enterprise. In contrast, this report on Kenya provides a specific country focus, enabling a more granular view of social enterprise activity among Higher Education Institutions (HEIs). A similar report has been produced for each of the eleven other countries that participated in this study.

It is expected that the findings of this research will:

- Facilitate dialogue, networking and knowledge exchange, opening up avenues for greater international cooperation between HEIs, and a stronger global narrative on social value and the contribution of this activity to achieving social development goals.
- Assess and promote the role of HEIs in social enterprises and the benefits of existing co-operation, based upon an analysis of opportunities and challenges related to collaboration.
- Provide a body of evidence which supports and informs further research and collaboration opportunities.

All research outputs from this study, including this report, will be made available on the British Council Social Enterprise webpage: www.britishcouncil.org/society/social-enterprise/reports

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[1] Referred to hereon after as 'the global research report'.

Introduction

Outlining the research

This research is set against a context of global growth in higher education, and seeks to understand and enhance the role of international cooperation between higher education institutions (HEIs) and social enterprises (SEs). The study, led by Plymouth University for the British Council, is one of the first to attempt to identify the range of HEI activity in the social enterprise sector. Specifically, the study maps and explores existing partnerships between HEIs and SE; the benefits of existing cooperation; and the impact of such cooperation on a range of stakeholder groups, such as students, social entrepreneurs, and funders.

One of the challenges of conducting social enterprise research on a global level is that the term is governed by different legal frameworks, terminology, and cultural approaches. For this study, the researchers adopted the www.socialenterprise.org.uk definition, which considers a social enterprise to be:

> *"A business that trades to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community"*

Study approach

The global research was undertaken with over two hundred HEIs drawn from Canada, Greece, Hong Kong, India, Kenya, Mexico, Pakistan, Slovenia, South Africa, Thailand, United Kingdom and the USA. These twelve countries were selected to provide a wide range of different geographical locations, higher education structures, and levels of economic development and rates of growth. The study comprised three core methodological stages:

Approach	Overview
Desk-based review of social enterprise activity	▪ This included academic and grey literature, as well as media sources such as HEI and news websites, blogs, and third party partner organisation websites. ▪ The review was supported by consultations with British Council representatives from each country and explored country-specific issues such as variations in the definition of social enterprise, legal structures for the sector, and challenges to growth.
HEI survey	▪ An online survey was sent to all known HEIs in each country to map social enterprise activity, and to explore the benefits and challenges of partnership working. ▪ The survey was disseminated to 993 HEIs, yielding a return of 205 (a 21% response rate).
Consultation	▪ In-depth semi-structured interviews with up to three HEIs from each country, to capture their social enterprise activity and partnerships in more detail. ▪ This data was combined with analysis from the preceding two stages to formulate a series of case studies of practice.

With specific regard to Kenya, forty-eight HEIs were invited to complete a survey, yielding a return of five – a response of 10%. Where possible, the survey was targeted toward named contacts with knowledge of, or responsibility for social enterprise at their institution. Whilst this approach was felt to provide the most rounded view of cross-institutional engagement and practice, it should be noted that any views expressed may not necessarily reflect the official stance of their HEI.

The survey findings have been exemplified and elaborated upon through the inclusion of case studies of practice from two Kenyan HEIs, and consultation with representatives from the British Council team in Kenya.

The British Council's social enterprise programme

Social enterprises address social and environmental problems through innovative solutions that improve people's lives in our communities and societies. The British Council's global social enterprise programme draws on the UK experience in social enterprise to promote its growth around the world. We build capacity in the sector, forge international networks, and support policy leaders to create ecosystems in which social enterprise and social investment can thrive. Our work supports positive social change, inclusive growth and sustainable development while building trust and creating opportunities between the UK and other countries.

The landscape for social enterprise

Country overview

The higher education system in Kenya is relatively new, with the first university enrolling students in 1963.[2] In comparison to countries such as the UK, who have evidence of higher education dating back to the 11th Century, formal higher education in Kenya is still developing and is currently in a period of expansion. For example, in the twelve months following the introduction of the 2012 Universities Act in Kenya, the number of universities tripled; from seven to 22. In 2013, there were around 325,000 student enrolments in Kenya[3] (an increase of 26% from 2012), representing less than 1% of the total population.[4] This is lower than the 3.6% mean average number of student enrolments as a proportion of the total population across all 12 study countries reported in this research. Despite the sharp increase in student enrolments observed since 2012, the Kenyan higher education system is experiencing government funding cuts that threaten its ability to cater for the growing demand for more university places.

Although the term 'social enterprise' does have resonance in Kenya, there is not one wholly agreed upon definition, and there is some unfamiliarity with the term even amongst social enterprise owners.[5] Consultations with in-country representatives suggest that this may be connected to the loose regulatory framework that Kenya currently has regarding how social enterprises conduct their business, such as the absence of particular criteria concerning the proportion of profits required to be reinvested, and how this may contribute to a lack of awareness for the term.

Approaches to social enterprise

In Kenya, social enterprises frequently originate from non-governmental organisations (NGOs) who are seeking to become more entrepreneurial. This is due, in part, to increased competition for donor grant funding and the introduction of legislation limiting the amount of funding that NGOs are able to receive from international donors, meaning that they are having to create alternative sources of income.[5]

No separate legal category exists for social enterprises in Kenya, so they can register as either NGOs, or as companies, or as both. Feedback from the consultations conducted in support of this study suggest that the Kenyan government recognise social enterprise as a useful construct and is beginning to create an environment in which enterprises can align their operations with nationally identified priorities. However, there has yet to be formal acknowledgement of the sector through specific strategy or legal status, and progress has reportedly been slowed by local working practices and poor policy implementation.

Support for social enterprise

There are various national and international organisations providing support, finance and networking for social enterprises in Kenya. For example, internationally, Ashoka, the Acumen Fund and the Schwab Foundation have been present in Kenya since the early 2000s, promoting the development of the sector and offering social entrepreneurs mentoring, financial support and promotion opportunities.[5]

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[2] Kenya: Brief Description of the Higher Education System in Kenya (2009) The International Comparative Higher Education and Finance Project. Available at:
http://gse.buffalo.edu/org/inthigheredfinance/files/Country_Profiles/Africa/Kenya.pdf
[3] Kenya National Bureau of Statistics (2016) Economic Survey 2014. Available at:
http://www.knbs.or.ke/index.php?option=com_phocadownload&view=category&id=107&Itemid=1181
[4] UNESCO Institute for Statistics (2016). Regional and Country Profiles. Available at:
http://www.uis.unesco.org/DataCentre/Pages/regions.aspx
[5] Social enterprise: constraints and opportunities – evidence from Vietnam and Kenya (2014) odi report. Available at:
https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8877.pdf

In addition, a range of support organisations at both the local and national level are now also in existence, such as SocEntLab, a Nairobi-based social enterprise and think tank; and the Kenyan Social Investment Exchange (KSIX), a platform brokering new partnerships between social enterprises and interested investors. Both enterprises were launched in 2011 and aim to create an eco-system of support for social entrepreneurship in Africa, building social enterprises' capacity and advocating pro-social investment policies.

Other forms of support include social enterprise incubators which tend to involve the development and prototyping of technological innovation. For example, the Climate Innovation Center (CIC) is an incubator dedicated to creating new social ventures that address climate change issues related to energy, water and agribusiness. Similarly, NaiLab is an incubator providing start-up acceleration support for social enterprises with a focus on growing innovative technology-driven ideas.

The role of HEIs

HEIs in Kenya are playing an increasingly central role in supporting the SE sector. For example, the East African Social Enterprise Network (EASEN) was established in 2010 and is based at KCA University, Nairobi. The network promotes the development and growth of social enterprise networks across East Africa, providing networking and information sharing services, and establishing a point of connection between social enterprises and their supporters.

Incubation provision is also becoming more prevalent amongst Kenyan HEIs, supporting students and the wider public to become social entrepreneurs. Jomo Kenyatta University, just outside Nairobi, runs the UniBRAIN (Universities Business and Research in Agricultural Innovation) incubator, in which they link university education, research and business in sustainable agriculture; supporting enterprises to start-up, diversify and up-scale whilst simultaneously providing graduate training in entrepreneurial and business skills. Similarly, Kenyatta University's Chandaria Business Innovation and Incubation Centre, based in Nairobi, provides incubation for up to 120 ventures each year run by staff, students and other Kenyan social entrepreneurs; and the @iBizAfrica incubator is part of the iLab Africa research centre at Strathmore University, Nairobi; supporting new youth-led ICT-based social enterprises.

There is also evidence of international partnerships between Kenyan HEIs, social enterprises and foreign partners, which tend to focus on community building ventures and improving health and wellbeing. For example, Moi University in Eldoret is a partner on the US-led Academic Model Providing Access to Healthcare (AMPATH) programme, a university health partnership leading one of Africa's largest, most comprehensive and effective HIV/AIDS control systems. In this programme, 'Imani workshops' provide jobs for HIV positive artisans in Kenya, where they produce high-quality crafts for sale (e.g. jewellery, fabric bags, handmade paper and beadwork). All of the profits are reinvested into the workshop, through which artisans benefit from employment and skills training. Similarly, Kenyatta University have partnered with Siemens Siftung Foundation on the Safe Water Enterprises, providing a sustainable supply of safe drinking water to rural regions of Kenya. Finally, multiple Kenyan and European universities are involved in the Mlilo Community Based Tourism Association which promotes local communities, encourages locals to engage in tourism enterprises and provides students with experience in social enterprise.

Overview of social enterprise activity

Introduction

This section firstly summarises the scale and characteristics of HEI and SE partnerships in Kenya, followed by a review of priority areas, and discussion on the benefits and approaches to supporting social enterprise. Where appropriate, the analysis draws on findings from the eleven other countries of focus in order to provide a comparator position to Kenya *(see 'Using this report')*.

The scale of social enterprise activity

Social enterprise activity amongst Kenyan HEIs was found to be commonplace. As illustrated in Chart 1, although the survey yielded a relatively small sample from Kenya (5), all of the responding HEIs had active partnerships with social enterprise – the highest proportional concentration of HEI/SE activity across all study countries alongside Hong Kong. This breadth of current HEI activity with social enterprise potentially reflects the central role that institutions are increasingly playing in promoting SE in Kenya (see *'The landscape for social enterprise'*).

Chart 1: Proportion of institutions from each country currently working with social enterprises
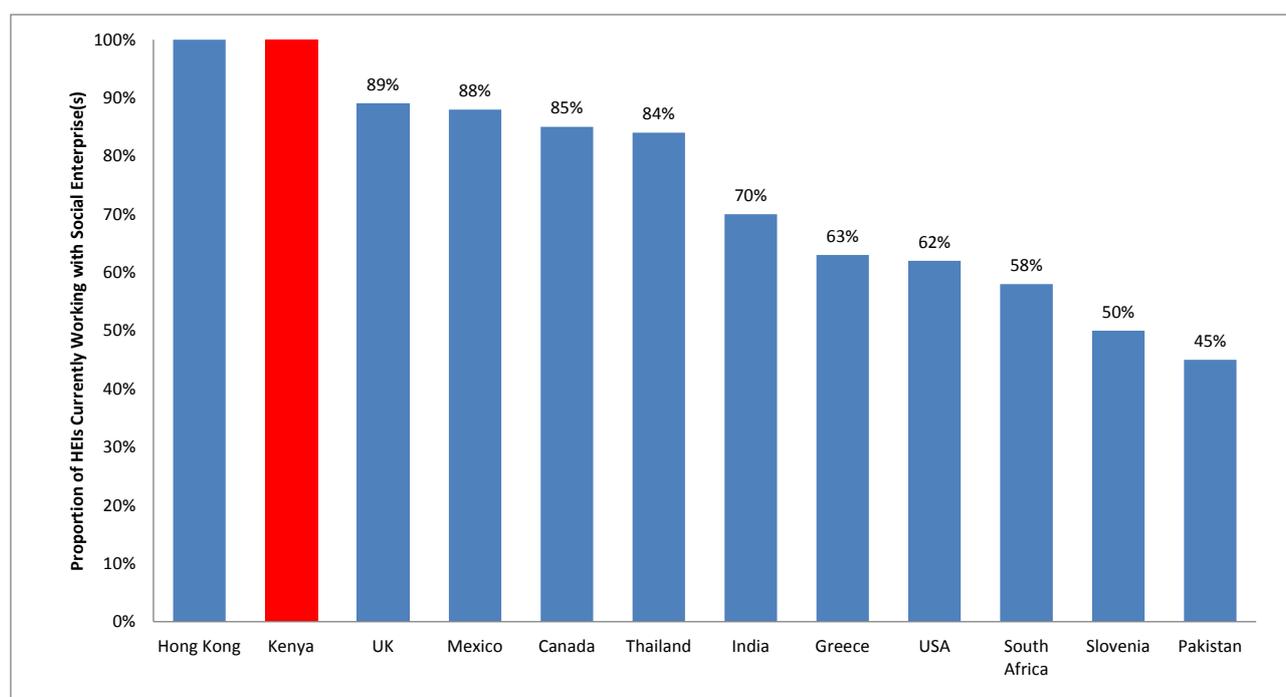
Source: Social Enterprise in a Global Context Survey, 2016
Base: 205

With regard to the number of active partnerships for each of the responding Kenyan HEIs, the majority (4) indicated that they worked with between one and five social enterprises, and one stated that they had seventeen or more active partnerships.

As with the findings from the global research report, the number of active social enterprise partnerships in Kenya was found to be diverse, and do not represent one homogenous group. However taking into account the size of an HEI and their associated availability of resources, could go some way to accounting for these differences. For example, whilst some HEIs in Kenya command multiple campuses and have upward of 70,000 students per academic year, others reside on only one campus and have fewer than 1,000 students.

International activity

In terms of the geographical scope of engagement, all five of the responding Kenyan HEIs reported that this included a partnership within their own country. However, four also specified their work with social enterprise(s) had included some element of international activity, such as engaging in research activities; working with international social enterprises; and providing workshops and seminars abroad.

"We are part of the ongoing international UNCTAD 'Business Schools for Impact Project' which brings together other business schools in Europe, Asia and Latin America"

"Our collaborations involve working with the 'compassion international holistic child development programmes' both in and outside of Kenya"

"Through our engagement with church leaders, both from within and outside Kenya, we are able to lead on community development through workshops and seminars"

With regard to the scale of this international activity, two institutions reported that international SE partnerships amounted to between one and five projects, whereas two indicated that this amounted to between six and ten. In addition, as a proportion of total work with social enterprise, three HEIs stated that international partnerships accounted for approximately ten per cent of their social enterprise engagement and activity, and for another it accounted for twenty per cent.

Kenyan HEIs' key motivations for working internationally included opportunities to build upon the institution's reputation; a sense of responsibility in responding to international needs; and opportunities for knowledge exchange. However, three institutions highlighted a number of challenges to international work. As reported on a global scale, funding posed as a barrier for Kenyan HEIs, as did cultural differences when working internationally. Further, one institution cited that resourcing was an issue when collaborating internationally, specifically citing the HEI's inability to meet the demand of SEs for the services they offer.

"Working internationally increases our institutional influence and visibility"

"We are part of a UNCTAD programme which allows us to address sustainable development goals"

"Our HEI has international linkages. On general basis these represent ongoing partnerships, which also serve to enrich the local partnerships as well"

Priority areas

Notably in Kenya, and contrary to the global trend, the most commonly cited social purposes that Kenyan HEIs would be most likely to support[6] were the promotion of education and literacy, and protection of the environment, each reported by two institutions (see Chart 2). The global findings however, identified developing specific communities and creating employment opportunities as the most frequently reported social purposes. Furthermore, contributing to international development goals; supporting vulnerable adults, children and young people; and creating employment opportunities were each identified by one HEI as social purposes they would most likely support.

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[6] HEIs nominating each variable as their first or second choice they would be most likely to support.

Taking into account some of the societal challenges local to Kenya may be appropriate when considering these findings. For example, literacy is widely acknowledged as a key factor for ensuring the economic development of the region. Levels of illiteracy in Sub-Saharan Africa are high, at 38%[7], so in this context it may be expected that HEIs in Kenya are particularly focused on promoting education and literacy to a greater degree than that observed on a global scale.

Chart 2: Types of social enterprise Kenyan HEIs would be most likely to support
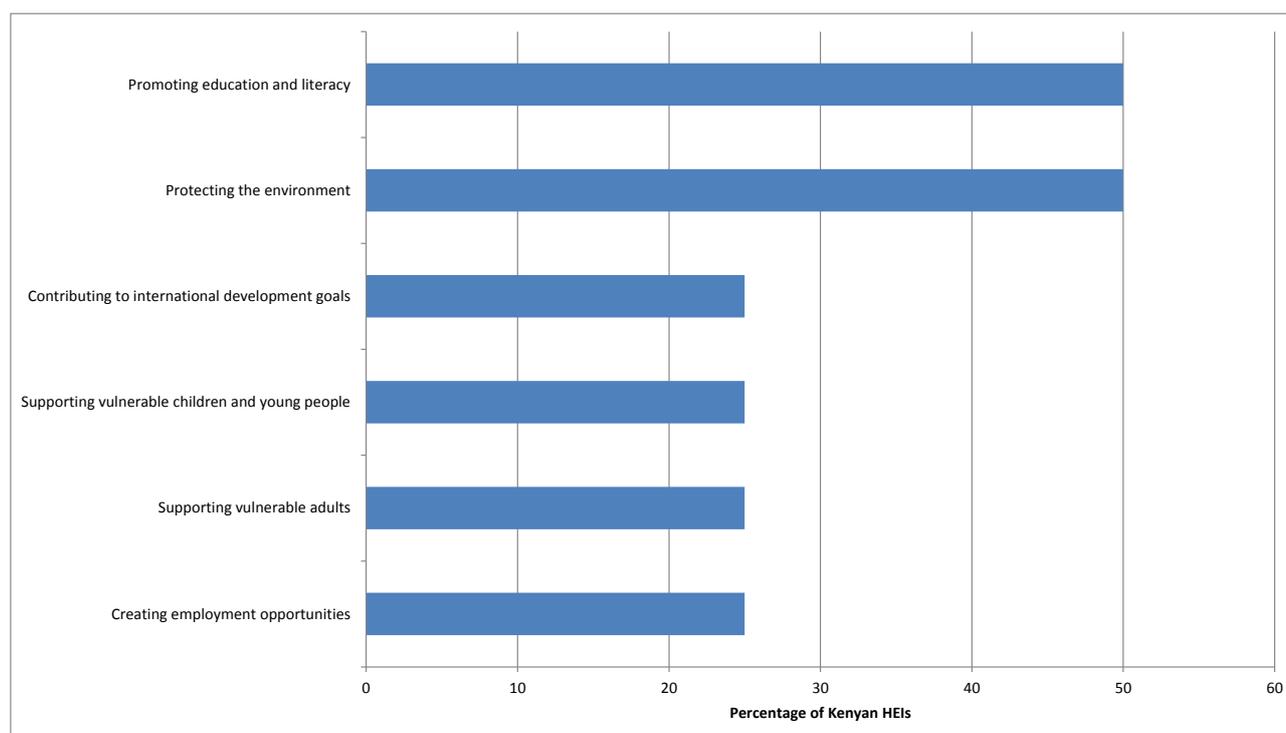
Source: Social Enterprise in a Global Context Survey, 2016
Base: 4

Motivations for engagement

Kenyan HEIs identified a range of motivating factors that underpinned their engagement with social enterprises. Two of the five responding institutions indicated that they were particularly motivated[8] to engage with social enterprise to improve the student experience, and develop research opportunities. This was followed by a motivation to: address local and regional needs and use social enterprise collaborations to help the HEI innovate, both of which were cited by one HEI.

"We now have better linkages with our international partners since they are able to see the results of their contribution through research. This information may be disseminated nationally and internationally"

"Working with social enterprises is character building for the students and increases their willingness to work with others"

"Our work with social enterprises involves incorporating the community and championing their plight"

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[7] UNESCO.org (2016). Youth and Adult Literacy. United Nations Educational, Scientific and Cultural Organization. [online] Available at: http://www.unesco.org/new/en/nairobi/education/youth-and-adult-literacy/
[8] HEIs nominating each variable as their first or second most motivating factor.

> *"Our concern as an institution of higher learning is to provide transformative education, addressing social, economic and environmental issues facing our society"*

These findings were partially comparable to those found globally. Across the twelve study countries, both improving the student experience and addressing local and regional needs were identified as two of the most motivating factors underpinning HEI partnerships with social enterprise, with 45% and 50% of global HEIs selecting these motivators respectively.

Working with and supporting social enterprise

Kenyan HEIs currently working with social enterprise(s) were asked to indicate the ways in which this took place, and to exemplify the associated type of support they provide. In line with the findings from the global research report, and as shown in Table 1, one of the most common approaches was through a project, partnership or joint venture, cited by all five responding Kenyan institutions. This was exemplified by the provision of: expertise, training, and business support services that all types of venture can access (5 HEIs); as well as access to facilities, such as buildings and equipment, provision of a dedicated social enterprise support service, and collaboration or research opportunities (4). A further three institutions offered placement students, and two promoted goods and/or services for social enterprises. Finally, one institution indicated that they also provided funding for social entrepreneurs.

Furthermore, all five Kenyan institutions specified that they provided incubation facilities, and supported HEI- or staff-led social enterprises. As mentioned in *'The landscape for social enterprise'*, HEIs are increasingly becoming a key provider of incubation space for new start-up social enterprises in Kenya, such as Kenyatta University's Chandaria Business Innovation and Incubation Centre which supports the creation of up to 120 new enterprises each year.

An additional three HEIs indicated that they had an institutional commitment to working with or supporting social enterprises in the HEI's mission or strategy, and also were members of a social enterprise network. This was followed by two institutions that supported student-led social enterprises.

Table 1: Approaches to working with social enterprise[9]

Approach	Percentage	
	Kenya	Global
A project, partnership or other joint activity with one or more social enterprise(s)	100%	96%
Incubation space/ facility where new social enterprise(s) can develop	100%	68%
HEI/ Staff-led social enterprises	100%	67%
Institutional membership of a social enterprise network	75%	70%
Institutional commitment to working with/ supporting social enterprises in mission/ strategy	75%	81%
Student led social enterprises	50%	78%

Source: Social Enterprise in a Global Context Survey, 2016
Base: 5 except 'Institutional commitment to working with/ supporting social enterprises in mission/ strategy', 'Institutional membership of a social enterprise network', and 'Student led social enterprises' where B=4.

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[9] NB: Percentages may vary due to differing base numbers and have been provided so that a global comparison can be made, however caution should be exercised when interpreting this data because of the small sample from Kenya.

Benefits of partnership working

Kenyan HEIs identified that their work with social enterprise(s) had created benefits for a range of groups. This is presented in Chart 3, and benchmarked against findings from the global research report, indicated by the red trend line.

Kenyan institutions identified the HEI as a whole, social enterprise partners, and local communities as the primary beneficiaries of partnership working – all of which were highlighted by five institutions. This was broadly in line with the global findings of 94%, 93% and 91% respectively. A total of four Kenyan HEIs also identified students as key beneficiaries, again reflecting the global response. In contrast, however, institutions in Kenya provided more recognition for national communities (cited by four institutions) than that found globally, where only 64% identified this group as a beneficiary of partnership working. Conversely, Kenyan HEIs were less likely to report international communities as beneficiaries, with only two selecting this group, compared to a global average of 52%. The perception that national communities were key beneficiaries of HEI/SE partnerships is in line with evidence that suggests national social enterprise networks are becoming increasingly popular in Kenya. For example, as noted in *'The landscape for social enterprise'* the East African Social Enterprise Network (EASEN), hosted at KCA University, is a national network promoting the development and growth of social enterprise networks across Kenya, providing a central point of connection between social enterprises and their supporters.

Chart 3: Kenyan views regarding the key beneficiaries of HEI/SE partnership
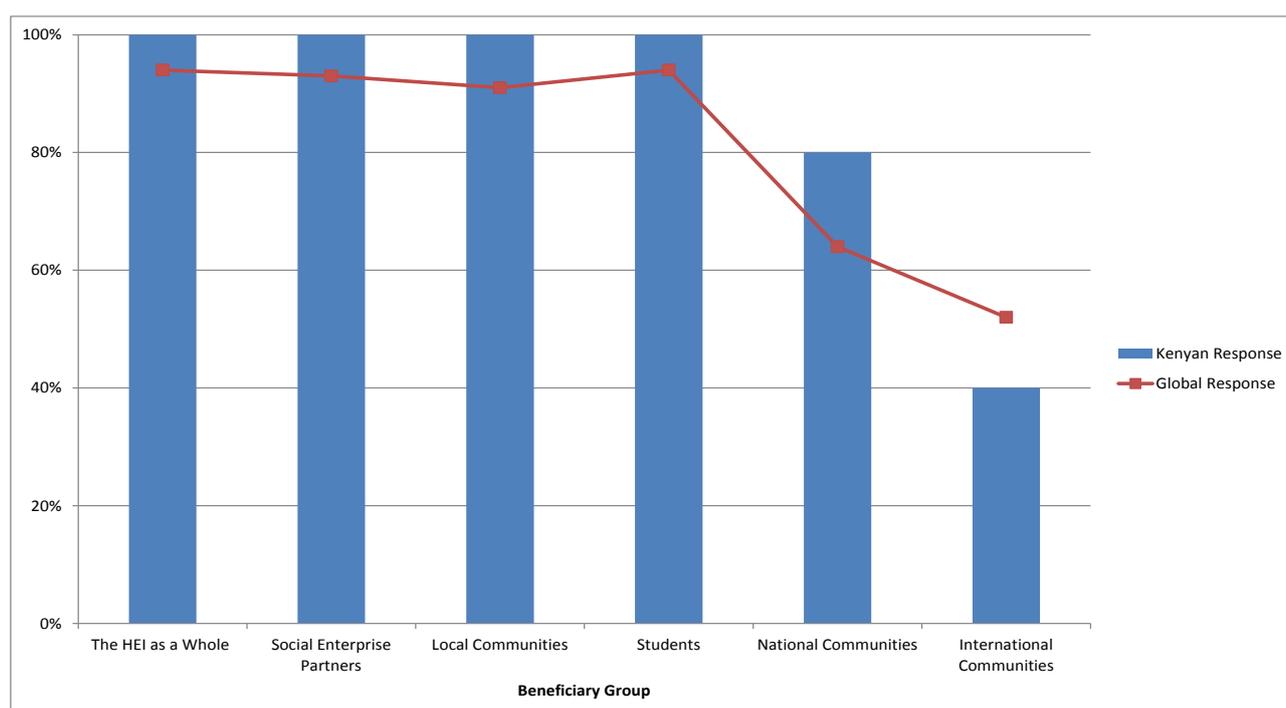
Source: Social Enterprise in a Global Context Survey, 2016
Kenya Base: 5, except 'Students' where B=4
Global Base: 157, except 'Social Enterprise Partners' where B=156; 'Students' and 'Local Communities' where B=155; and 'National Communities' and 'International Communities' where B=148

Embedding social enterprise in higher education

Reflecting findings from the eleven other participating countries, all five responding Kenyan HEIs used social enterprise to support the delivery of extracurricular activities. Notably, a further three indicated that they offered accredited social enterprise courses, and also incorporated SE across all courses. Only two involved SE in the delivery of curriculum teaching.

Good practice in developing partnerships

Introduction

As noted previously, the research sought, in part, to facilitate dialogue and knowledge exchange, and to inform further collaboration opportunities (see *'Using this report'*). In support of these objectives, the survey asked HEIs to share examples of good practice stemming from their experience of developing partnerships with social enterprises.

HEIs in Kenya provided a range of good practice approaches that could be shared more widely, which were broadly categorised as follows: involving communities, communication and knowledge exchange; capacity building approach; developing cooperative networks and focusing on impact and sustainability. These are discussed in turn, and exemplified by quotes from responding institutions.

Involving communities

The involvement of local communities in social enterprise partnerships was highlighted as a key element in the development of these initiatives. In line with the findings from the global research report, HEIs in Kenya noted the importance of engaging the local community and perceived that this contributed to the sustainability of a social enterprise. Institutions emphasised the importance of involving the local community in various ways, including through shaping the approach and supporting the delivery of social entrepreneurial activities, in order to have maximum impact.

"Engaging the community in the business processes is an important step given the enterprises are developing solutions to (wo)man made problems"

"HEIs need to empower community leaders to initiate and support local development initiatives"

Communication and knowledge exchange

As was found globally, communication between social enterprise partners and openness in sharing knowledge were also felt to be important factors for success. HEIs encouraged others to take the time necessary to understand the context in which each social enterprise operates and emphasised the need for a collaborative approach, working together and building stronger relationships as a result.

"Open and honest communication is important for success"

"It takes time to build good stakeholder relationships. Stakeholders are important in social enterprise endeavours"

Capacity building approach

HEIs in Kenya recommended that when partnering with a social enterprise, good practice involves institutions encouraging the SE to make their own decisions. To ensure success, HEIs felt that they should aim to work alongside social enterprises, rather than forcing their own agendas onto them. This is closely linked with the previous recommendation, in which the importance of good communication between partners was considered paramount.

"Avoid disrupting a society's way of life; appreciate and work alongside with them to enhance, build on and add more efficient and effective techniques of actualising their common good"

Developing cooperative networks

In common with findings from the global report, Kenyan HEIs emphasised the importance of building cooperative networks to support social enterprise. In particular, HEIs highlighted the value of facilitating student mentoring and collaborating with other HEIs to share knowledge and resources. This is exemplified by Africa Nazarene University's partnership with the 'Education for All Children' initiative, (see *'Case study 2'*), providing educational scholarships, mentoring and global connections to disadvantaged children in Kenya.

"A number of our students are put under the incubation program, where after the incubation program, they help train other students"

"There is need for collaboration with other like-minded institutions to increase the impact of the limited resources that institutions have"

Focus on impact and sustainability

As highlighted in the global research report, measuring the impact of social enterprise was perceived as important in communicating its social value, and also in articulating the value of HEI involvement for students, staff, local businesses and the community. This theme was echoed by a number of Kenyan HEIs, who also noted the importance of developing a well-defined framework of joint-working, to establish roles and responsibilities within the partnership.

"Ensure the ground rules are agreed on well in advance and possibly have a signed 'Memorandum of Understanding' to ensure future conflicts are amicably resolved"

"Make sure you achieve a commitment to agreed working principles; this is very important for success"

"Conduct impact studies so that the impact of our work is measured"

Summary

While the higher education system is comparatively new in Kenya and the social enterprise landscape still in its infancy, there is a considerable amount of activity and support for the SE sector. For example, as outlined in *'The landscape for social enterprise'*, there are numerous networks operating to encourage information and knowledge sharing and nurture the development of the sector. Furthermore, the survey found that social enterprise activity amongst Kenyan HEIs was commonplace, with 100% of responding institutions reporting having an active partnership. This is benchmarked against a 75% level of active engagement from across all twelve study countries.

With regard to the geographical scope of engagement, all five Kenyan HEIs with either active or previous partnerships indicated that this included a partnership within their own country, whilst four stated that their partnership also involved international activity. Underpinning this engagement was a motivation to improve the student experience, develop research opportunities, address local and regional needs and promote innovation within the HEI.

Protecting the environment and promoting education and literacy were the most commonly cited social purposes that Kenyan HEIs would be most likely to support, which were somewhat contrary to the global trend. As discussed in the *'Overview of social enterprise activity'*, these social purposes may be understood as priorities for HEIs when considered within the context of local Kenyan society. For example, Kenyan institutions' particular focus on promoting education and literacy may reflect their role within the education sector and their associated perceived responsibility to address the high levels of illiteracy present across the country.

The research identified numerous ways in which Kenyan HEIs approach their work with social enterprise(s). One of the most commonly cited approaches was through a project, partnership or joint venture, for example the provision of expertise, training and/or research opportunities. Further, all Kenyan institutions reported that they provided incubation facilities to support new social enterprise development, and also facilitated the development of HEI- or staff-led social enterprises. However, Kenyan HEIs were less likely to have an institutional commitment to working with and supporting social enterprises in their mission or strategy than HEIs globally. In terms of which groups were felt to be most likely to benefit from partnership working, institutions in Kenya unanimously indicated that the HEI as a whole, social enterprise partners and local communities were equally the primary beneficiaries of this activity.

Looking forward, there is a strong social enterprise community across Kenya, and HEIs are already beginning to establish their place within this. Whilst all Kenyan HEIs with an active partnership reported that they used social enterprise to support the delivery of extracurricular activities and a further three indicated that they offered accredited SE courses; there remains further opportunities to build on this foundation. For example, ensuring that social enterprise is embedded within HEIs' mission and strategy and finding a more consistent approach to incorporating SE within curriculum teaching would help to communicate a clear commitment to supporting the sector, positively impacting the sustainability of the work.

Case studies

Case study 1: Riara University

Institution overview:
Riara University was founded in 2012 and is a private institution located in Nairobi, Kenya. The university takes a holistic approach to the provision of education; enabling each student to realise their full potential and develop social and moral values which will underpin their actions through life. There are over 1000 students currently enrolled.

Approach to social enterprise:
The University recognises social enterprises as businesses, requiring business planning and support at each critical stage. They embed social enterprise throughout the academic curriculum and have recently introduced a Higher Diploma in Social Entrepreneurship. Riara also partners in joint projects with existing social enterprises such as Stawi Foods and Fruits.

Stawi Foods and Fruits was the Winner of the Responsible Entrepreneurship award for East Africa, sponsored by the Bata Shoe Foundation and run in conjunction with the Global Business Schools Network. The organisation provides high quality processed banana flour through sustainable and equitable farmer relations. As part of their prize, the enterprise won mentoring support from Riara University, which included assistance to reorient their business plan towards being an all-inclusive supply chain model and socially responsible enterprise.

Business schools for impact:
The university is also part of the UNCTAD 'Business Schools for Impact Project', in which they collaborate with other business schools in Europe, Asia and Latin America in order to address and promote sustainable development goals. Aside from the provision of content, this project facilitates internship programmes, whilst also fostering collaborative learning with other HEIs. It also allows Riara to showcase the African approach to social entrepreneurship.

Social enterprise in the curriculum:
Riara University offer an accredited course on social enterprise: the Higher Diploma in Social Entrepreneurship. This one-year programme focuses on various aspects of starting and managing social enterprises and provides graduates with knowledge relating to governance, financing and staffing; as well as how to prepare suitable business plans, secure funding and create an SE with a focus on sustainability and long-term impact.

Opportunities and challenges:
Riara perceive that fostering integrated social entrepreneurial activities, systems and partnerships may yield the most successful innovations for the holistic development of communities. However they have experienced various challenges to their work, such as: competing models; short-term plans rather than a focus on longevity; supply chain management issues; inadequate resources to invest in the requisite sustainable technology; and an inability to conceptualise the social gains.

Working internationally provides Riara University with opportunities to partner with like-minded institutions from across the globe. It also enables Riara to show other countries that Africans are social in nature, and social entrepreneurship is a norm embedded in the culture. To increase their level of engagement with social enterprises, Riara University needs support in building long-lasting partnerships, creating linkages and collaboration, developing incubation facilities, and conducting high impact research.

Contact Information: www.riarauniversity.ac.ke

Case study 2: Africa Nazarene University

Institution overview:
Africa Nazarene University, 'ANU', is an American private Christian university located in Nairobi, Kenya and an affiliate of The Church of the Nazarene Colleges and Universities around the world. Founded in 1994 with only one campus and three programmes on offer, ANU has now grown to offer more than 30 programmes spread over 5 campuses. The mission of Africa Nazarene University is to provide a holistic education that develops individuals academically, spiritually, culturally and physically; and to equip them with excellent skills, competencies and Christian values which will enable them to go into the world well prepared to meet the challenges of their time.

Approach to social enterprise:
Working with social enterprise is part of ANU's mission and strategy and they work with them, in part, to enhance the institution's own agenda: to develop research opportunities, to help them innovate and to educate students about the concept in the academic curriculum. The university is particularly supportive of social enterprises whose purpose is to develop communities, create employment opportunities, improve health and wellbeing and protect the environment.

Social enterprise and empowering young people:
ANU began the Kenya Youth Empowerment Initiative in collaboration with USAID. Youths from all over the country were mentored and provided with help to create their own self-employment projects. Youths were empowered on leadership skills and creating a culture of integrity and civil responsibility among other cross cutting issues. Similarly the 'Education for All Children' (EFAC) initiative involves identifying children from disadvantaged families who would benefit from scholarships, to enable them to continue their education through to high school. ANU is one of the key partners and secretariat, providing mentorship to these youths and supporting them through their adolescent years of education.

Business development:
ANU partnered with SE Forum and Global Business Labs to create the Social Enterprise Forum Mini-Accelerator Program. Here, social entrepreneurs receive intensive coaching support to develop their business plan into a viable model for success. Entrepreneurs receive training on marketing, communication, financial management, funding opportunities, social impact measurement and how to present their business concept to the world.

Multi-sector partnerships:
ANU is one of the lead partners in an 'ICT4D and Social Enterprise' programme. Through collaboration with ACCENT and Voices of Africa, the programme provides African youths with training to use technology for change. The course teaches young people how to use mobiles, computers and the internet for social development and advancement; simultaneously providing them with the skills required for subsequent gainful employment. In addition, ANU's Business School has partnered with EcoPost, a social enterprise established to address the challenges of plastic pollution, urban waste management, unemployment, deforestation and climate change. The collaboration sought to create a sustainable solution to the growing issue of plastic waste; using waste plastic as a resource to manufacture eco-friendly plastic lumber. The School linked the buyer (EcoPost) with the suppliers ("chokoras" or dumpsite workers), helping to enhance proper waste management and generation of income to the supplier. The success of this partnership led to further environmental social enterprise endeavours both externally with outside partners and internally on-campus, where a composting project selling manure was initiated.

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