SOCIAL ENTREPRENEURSHIP AS AN APPROACH TO COMMUNITY DEVELOPMENT

A case study of social entrepreneurship in Kathmandu, Nepal

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ABSTRACT

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This is a qualitative and descriptive study. The aim of the research is to study the role of social entrepreneurship in community development work in Pharping community in Kathmandu. How the social entrepreneurship is connected with the community development (CD) agenda to address the pressing needs of the community is the prime question of this study.

The study data were collected through data triangulation process of expert interviews and descriptive case study of A School for Community (ASC). The collected data were analyzed with an approach of thematic analysis.

The findings of this study indicate that the social entrepreneurship is not a new phenomenon in Nepal, but the framework and terminologies are becoming popular in the recent years. It was evident that social entrepreneurship has remarkable contribution in triple-bottom-line components of community development. However, the working paradigm of this practice in itself has been noticed as a challenge, as the terminology is yet not officially acknowledged by the government of Nepal.

Key words: social entrepreneurship, hybrid, community, community development, triple-bottom line, Pharping-Kathmandu-Nepal

CONTENTS

1 INTRODUCTION

Throughout the world, academic institutions, corporations, foundations and practitioners seem to be hopeful of current development in the sector of social entrepreneurship as it tends to operates by following mechanism of both for-profit and non-for-profit to address social needs of community (Nicholls 2008, 6-10). Social enterprise in Asia may be in various forms as cooperatives enterprise, foundation run by corporations, religious- affiliated organization and associations started by prominent social entrepreneurs (Santos et al. 2009, 72). The scenario of social entrepreneurship sector in South-Asia and neighboring countries of Nepal is led by the institutions like Yunus Center, BRAC- the world's largest NGO central office in Bangladesh, Tata ISES (Tata's International Social Entrepreneurship Schemes) to name few.

Despite of having tremendous efforts from public sectors (or non-profit NGOs) and private sectors (for-profit) to meet the increasing gap between community needs and the performance, they have failed to meet the goal due to various limitations. Governments or non-profits are in deficits of resources due to economic limitation and week political will similarly, private sector based on free-market paradigm of Adam Smith's 'invisible–hand' is failing its claim of serving all members of society due to high concentration in profit maximizing. Private sector focused only where they could maximize the profit. Public sector never had resources to reach deprives ones. This tendency resulted in increasing problems in society. However, overcoming both private and public sectors' limitations, a hybrid approach of social entrepreneurship is currently emerging as a feasible alternative due to its amalgam characteristics. (Kickul & Lyons 2012, 2-4)

Social entrepreneurship is understood as an evolving set of new structure with expect for positive social and environmental systemic change (Nicholls & Young 2008, vii). This is why many different sectors have been embedding social entrepreneurship to respond sector wise challenges. For instance, social entrepreneurship had been used as a new approach in health sector to provide

sexual health services to most-at-risk population (Tucker & et.al. 2012) likewise, Nieminen and et.al. (2007) suggested social entrepreneurship to be a supported path to employment creation. While this study seeks to study the involvement of social entrepreneurship to address holistic community development works keeping its social, economic and environmental components in prime concern.

The European Commission (2013, 59-71) describes the social entrepreneurship sector as an approach to make impact on society and economy. Among the various measures and approaches to address community's pressuring needs, here, this study delivers an overview on how an organization namely 'A School for Community (ASC)', inheriting Social entrepreneurship paradigm is helping local community to realize the unmet needs and improving lives of local people through innovative ways in Pharping, in a South Eastern part of Kathmandu District of Nepal.

1.1 Interest and choice of research topic

Before admission to Diak, I was a student of business administration in the University bachelor's degree in Nepal. I completed almost half of the degree when I realized I was not into the hard core conventional business. I was always curious in the human side and service to humanity. During my studies, I was active in a social service wing of my campus where I obtained an experience of working in and with communities; I understood the concept of social responsibilities and businesses' relation to societal spear that was missing from my study on convention business administration. In course of time, I decided to switch my studies as per my field of interest. I applied to study social services international degrees in Finland and meanwhile admitted in to study Bachelors in Social Services specializing in Community Development Work.

Here in Finland during my studies, I was involved in visits and internships in many different organizations ranging from public, private to third sector; attended various talks, seminars and conferences. Out of those exposures I

realized that the solution to today's social, economic and environmental urgencies does not lie in any of the extremes may that be private sector or social or the third sector while social entrepreneurship provides such interdisciplinary, multi-dimension, innovative space to address the need of any community. That was an inspiration to take the topic further as a thesis project.

Correspondingly, at one point of time during my research process I figured myself in dilemma regarding the choice of a jargon between the two, 'social business' or 'social enterprise' or 'social entrepreneurship'. I submitted my research proposal by using the term 'social business' which is used by Yunus (2010). But later, after transcribing the empirical data and while doing literature review I was more inclined towards the term 'social enterprise' and 'social entrepreneurship'. However finally, I utilized the term 'social entrepreneurship' after my thesis supervisor advised me to do so as ASC was more than an enterprise work. Also, during consultation with Nepalese social entrepreneurs and my interviewees, they displayed the discomfort of referring their initiation as a 'social business' because of the adjunct word 'business' in it. They stated that the 'business' word gives impression of conventional profit maximizing business and they fear that it may convey wrong impression as if they are there for money out of the enterprise. They explained that they feel comfortable and recognized when called them social entrepreneurs and their initiation as social entrepreneurship (Interviews with Experts; Discussion Shrestha).

Similarly, there was another crucial change in thesis topic. The preliminary thesis plan was titled 'social business as an approach to address youth unemployment'. As mentioned above paragraphs, I replaced social business by social entrepreneurship and now when I went to the community and saw the real life social entrepreneurship scenario I was more attracted to discover its holistic relationship to its community than just to see a single phenomenon of addressing unemployment. The work of social entrepreneurship made me attracted to understand deeper (Volkamnn & Tokarski et al, 2012, 12). It is a persuasive and essential subject to study also being a student specializing in

community development and as per thesis requirement we are supposed to have community development prospective in our thesis work.

1.2 Aim of study and research questions

The aim of this study is to examine the relevance of social entrepreneurship as a community development approach. The study will describe the role of social entrepreneurship to address needs of community referring a case of an organization located in Kathmandu District of Nepal.

The following are the research questions that this thesis attempts to answer.

- How the social entrepreneurship is connected with the community development agenda?

- How the social entrepreneurship address the pressing needs of communities?

In completion, this research provides a basic overview of social entrepreneurship in Nepal. Similarly, it will be significant for government organizations, I/NGOs, social entrepreneurship stakeholders, communities and individuals to discover the prospective of social entrepreneurship to address unmet community needs. This thesis would serve as a resource for ASC as a first research done about its work. Moreover, students and practitioners of community development could gain an insight of distinctive approach to community development work.

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents an overview of theoretical framework and relevant literature consideration for the study. Making it easy the chapter is divided into sub-chapters. The first sub-chapter gives an outline of few previous relevant studies likewise, the subsequent sub-chapter deals with the theoretical framework of social entrepreneurship and community development. The last part of each sub-chapter will explain the specific understanding that this thesis will undertake to address the determined research questions.

To develop this chapter the study of relevant web sites, articles, books and journals were considered. Furthermore, Diak's e-portals, e-brary, EBSCO, Sage online Journals served as a resources in the thesis process.

2.1 Overview of previous research and studies

The research trends on the sector of social entrepreneurship that has been concentrating around the agendas from defining the concepts and interdisciplinary features of social entrepreneurship, understanding social entrepreneurs as 'hero', deducting political frame of the concept to studying resources strategies of the social entrepreneurship (Alex Nicholls 2008, xii-xvi). Over last decades, social entrepreneurship is gaining increasing attention of academia and concerned institutions involved in international development sector. Many scholars, researchers and institutions around the globe have already identified social entrepreneurship and social entrepreneur as evolving ideas in today's development agenda.

However, I was unable to find the any previous studies done precisely on the theme of social entrepreneurship as an approach to community development though; out of my search for relevant literature I could gather some studies that have close resemblance to the topic of this thesis work.

Mendiguren (2013) brings the idea of social enterprise and development agenda together and promotes that the relationship of the two as an innovative ways to realized economic, social development insuring environment sustainability. Author have examine three prospective namely corporate social responsibility for multinationals, public-private partnership, and in author's words 'inclusive business' as 'base of the pyramid (BOP)' to attain Millennium Development Goals(MDGs) in development agenda. Likewise, Fischer and Comini (2009) in a paper presented in a EMES (International Research Network) conference on a title 'Social Entrepreneurship and Sustainable Development' have highlighted the parameters of triple bottom line i.e. social-environmental and economic referring the work of CETAS (Center for Social Entrepreneurship and Administration on Third Sector) in Brazil on widening the parameters to sustainable socio-economic and environmental.

Reviewing context of Nepal, there is a clear domination of aid-industry stakeholders such as, International/Non-Governmental Organizations (I/NGOs) and Donor agencies. Thus, Nepalese academia are busy studying the contributions of those dominant key players while, social entrepreneurship being a fresh terminology and phenomena have not yet received any acknowledgement by Nepalese academia. (Interview with Tiwari)

So far, there has not been any study conducted on theme of social entrepreneurship and community development in Nepal (Interviews with Experts). Also, there has not been any research done about ASC (Discussion with Shrestha; Aryal). Thus, this particular study being of its kind will suggest an understanding of social entrepreneurship being an approach to community development and would disseminate knowledge on the particular subject spectrum.

2.2 Social entrepreneurship

Relatively, social entrepreneurship being a new actor in field has been emerging with different set of practices, parameters, definitions also termed differently throughout the globe. Many scholars have referred social entrepreneurship differently as it is evolving and popular in different parts of the world (Nicholls 2008, 5).

Social entrepreneurship may be new as a language but it is old as a phenomenon. Today it means different things to different people. Some refers it with not-for-profit association having the for-profit venture to support it. Others take it as a non-for-profit organization. Further, some understands when businesses incorporate social responsibility in their action. (Dees 2001, 1.)

While, Robinson (2006, 95) explains social entrepreneurship as a process. It includes phases like, identification of a particular social problem and a solution to address it, the evaluation of the social impact realized, the sustainable model of the business that generate social-objective directed for-profit or a business-directed nonprofit entity that addresses the double (social & economic) or triple bottom line (social, economic & environmental). (Cited in Kickul & Lyons 2012, 19.)

According to The European Commission social entrepreneurship is,

> "The broad tendency charge of social needs on the part of all of these different actors across the public and private sectors usually goes under the term social entrepreneurship" (The European Commission 2013, 8).

Despite there being a precise European Commission understanding, the member states itself undertake different approaches and understanding as per their context. Here in Finland, legislation considering social entrepreneurship-Act on Social Enterprise considers prime task as creation of employment opportunity for the people who are in difficult employment situation due to long-

term unemployment, disabilities, substance abuse, and imprisonment. Nieminen (2007) states that the social entrepreneurship as a combination of 'hard' economics and 'soft' social policy since it is responsible of earning and sustaining profitability and meanwhile addressing social objective through empathy, softness, or even socialism. (Nieminen & Kohonen 2007, 9-13.)

However, there are two major context in this field 'North American' and 'European' that leads different meaning (OECD 2006, 7).In addition, Hoogendoorn referring to Dees & Anderson (2006) explicates them in detail. He identifies them as a school of thoughts and further distinguishes them into two each sub approaches. American tradition into the two approaches 'Social Innovation School' and 'Social Enterprise School' while European tradition into the two approaches 'EMES approach' and 'UK approach'. Nevertheless, the paper conveys a clear overview of different understanding and practices existed. Table 1 provides a birds-eye view into the school of thoughts and approaches (Hoogendoorn et al. 2009, 117-124)

While, Nobel Laureate Yunus uses 'Social Business' and argues it to be different than social entrepreneurship, social enterprise and corporate social responsibility (Yunus 2010, 3-11; Volkmann et al 2012, 36-39). Yunus explains social business to be a cause driven business which runs with nominal profit motive while profit should be reinvested in the business or should be used in addressing social, environmental, health, economic sector problems of community. He further suggests that anyone public sector, private sector, individuals, or any other social or commercial entity can start its own social business. (Yunus 2010, 17-23)

TABLE 1: Distinctions between schools of thought on social entrepreneurship

	Distinctions	American tradition		European tradition	
		Social Innovation School	Social Enterprise School	EMES approach	UK approach
1	Unit of observation	Indiviual	Enterprise	Enterprise	Enterprise
2	Link mission-services	Direct	Direct/Indirect	Direct	Direct/Indirect
3	Legal structure	No Constraints	Non profit	Some constraints	No Constraints
4	Innovation	Prerequisite	Not emphasized	Not emphasized	Not emphasized
5	Profit distribution	No Constraints	Constraints	Limited constraints	Limited constraints
6	Earned income	Not emphasized	Prerequisite	Not emphasized	Important
7	Governance	Not emphasized	Not emphasized	Multiple stakeholder involvement emphasized	Multiple stakehodler involvement emphasized

Source: Hoogendoorn et.al. 2009; 120

Referring to the table 1, Bill Drayton , founder of 'Ashoka: Innovators for Public' is leading promoter of 'Social Innovation School' which focuses on individual 'person' and identifies them as 'social entrepreneur' who bringing about change in community through innovative problem solving. It also awards 'Ashoka fellowship' for social entrepreneurs as an appreciation to their work. Bornstein and Davis relate social entrepreneurs as a heart of social entrepreneurship as it is his organization and elaborates as, the organization should possess an unusually passionate, creative, and action oriented person…the person who directs change, working within, between and beyond establishment of organization (Bornstein & Davis, p 10)

Yunus model of social business tends to share quite a few boundaries with the Social Enterprise School from American tradition. In other words, it emphasize in 'enterprise' in social entrepreneurship sector unlike Social Innovation School focusing in 'individual'. Yunus model of 'social business' and the Social Enterprise School's 'social enterprise' are any entity following business paradigm selling products or services directly addressing the community's needs or indirectly while the profit earned is not subject to distribution rather they are to be injected in business or enterprise to attain its social goals.

EMES approach, Social Enterprise School and UK approach focuses on 'enterprise' unlike Social Innovation School. Governance as multiple-stakeholder indicating participation and democracy, direct mission driven, rarely with limited profit distribution features EMES approach leads research and disseminates knowledge around the globe. While UK approach considers cash flow as a priority, with the limitations in profit sharing while focusing in democratic governance as EMES approach and mostly differing with Social Innovation School.

Having different definition in different context is no wonder 'bad' (Kickul & Lyons 2012, 19). It provides an impression that social entrepreneurship is developing as a theory and practices finding its way to think beyond box and to do everything to serve unmet pressuring needs of people. The very diverse and hybrid in nature provides the innovation in its approach.

Referring the above discussion, this study further undertakes distinct focuses on different characteristics than to any particular definition mentioned above. The following characteristic would then serve as themes to establish ASC as social entrepreneurship. Social entrepreneurship is not necessarily not-for-profit entity and not necessarily enterprise but sells products/services; the prime concern of triple bottom line remains the pillar; it is hybrid in nature giving innovative solutions to community needs.

2.3 Community development and its triple-bottom line components

Unlike social entrepreneurship, community development theories are relatively less conflicting. Though there exists some different prospective and understanding in academia and among practitioners.

An organized effort to assemble resources that increases the capacity of the people living in particular community and ultimately improves their quality of life is refers as community development (Green and Haines 2012, 9).Among many, Phillips and Pittman explains two schools of thoughts interpreting community development, where most practitioners consider community development to be an 'output' as physical, social, economic enhancement of community on the contrary, most academicians views community development as a 'process' of community's skill to work cooperatively together and uplift the capacity to do so (Phillips and Pittman 2009, 3). The understanding of community development differs as community we live in changes in course of time. The dynamic society and context we live in, defines community needs and they differ from place to place, from village to town, from rural to urban, mountain to deserts.

> The role of the community development is to support people and community groups to identify and articulate their needs and to take practical, collective action to address them…It works with communities of place, interest and identity, helping diverse and competing community voice to be hears. By addressing issues of power, inequality and social justice, it aims to bring about change that is empowering, fair and inclusive. (Community Development Foundation)

Likewise, triple bottom line - social, economic and environmental concern concept of sustainability is emerging in community development sector. Similarly, sustainable communities are often interlinked with better quality of life. While, local-focal is key to attain sustainability in policy and in practice level. Adding debate on process-outcome dynamic, sustainability is understood as

results of community development while Green and Haines take it as a directing theory to community development practice. (Green & Haines 2012, 7-8.)

Third sector organizations like Non-Governmental Organizations (NGOs), civil societies and different associations are seen leading in community development initiatives, while these days even big corporations and multinational enterprises are viewing community more than a market. Eweje (2006) suggests the role of multinational enterprises and explains the multinational corporations have been concern about their responsibilities towards community and using Corporate Social Responsibilities (CSR) mechanism, corporations have been adding social and environmental value in the community development process.

The study considers, that the above mentioned definitions and prospective on community development agrees about empowering the community members through different relevant approaches, facilitating them to identify community needs and mobilizing local resources in attaining those pressuring needs in relation to social, economic, and environmental spectrum through participatory involvement.

As mentioned in above paragraphs, the concept of triple-bottom line components of community development i.e. social, economic and environment are forwarded as themes in this thesis work to determine the involvement and contribution of social entrepreneurship in community development sphere. Being inspired from Rogers & Ryan's (2001, 282-285) triple bottom line community audit method, a clue to further determine what each social sector, economic sector, environment sector components could means in this study was agreed on. Where, social component includes the concept of commune activities or programs done in community or by the community that directly or indirectly influences to maximize the notion of wellbeing through participation, ownership, and empowerment. In addition, health related activities are also compiled as social component to minimize and ease the documentation process. Likewise, economic component consists of activities that have to do with economical activities that include employment creation and

entrepreneurship. While, environment component consists of community's initiatives to conserve nature in their community, acts of minimizing carbon footprint by reusing-recycling the waste, awareness rising about environment issues.

3 RESEARCH PROCESS AND METHOLOGIES

> Qualitative research is an inquiry process of understanding based on distinct methodological traditional of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (John W. Creswell 1998, 15)

This study was executed as a qualitative research using qualitative research methodologies. In the latter part it also explains the research procedures undertake to compile this study. The research aim and research questions of the study were to understand 'how' rather than 'how much' thus it was perceived relevant to proceed with qualitative methodologies of research. Further, qualitative method was understood practical to this very study as it attempts to study new phenomena, individual's thoughts otherwise to understand meaning and process (Given 2008, xxix). The study executes secondary data collection and primary data collection. Data triangulation is done to ensure the trustworthiness of data (Padgett 2008, 10). All interviews were taken separately to ensure influence of one interviewee does not manipulate the response of another interviewee. Further, all empirical data collected were re-checked to ensure trustworthiness and valid data is gained

3.1 Secondary data collection and desk study

The secondary data is an important tool to offer an overview of any phenomenon. Secondary data are already existed data they are collected by someone other than the researcher (McGinn 2008, 803). It is also understood as archived data that is preexisted for example, study done by any other researcher or scholars. For this thesis, preexisted studies, literatures,

organization's archived brochures, advertisements, organizational activities covered by media or newspapers articles about organization were secondary data. Furthermore, internet was a prime tool Google, also social media like facebook and linkedin served as resources in the thesis process. For me reviewing secondary data helped to get-started and it provided an overview of the subject matter before going to field to collect primary data. Over viewing the secondary data offered the context and scenario of the picture. It also helped me to furnish my background knowledge for primary data collection and prepared me to involve in write process.

3.2 Primary data collection and case study

Primary data was collected using two approaches one through expert interviews and other using descriptive case study method. Interviews of four experts were achieved and a case of an organization was undertaken for the study. Samples in both the approach were taken through snowballing method. Aldridge (2001) argues that snowballing sampling is most appropriate where there is no sampling frame, where examples of the people to be studied are rare or widely spread, and where the people of interest are likely to know each other and they will help the researcher find more contact. (Cited in Haralambos & Holborn 2004, 896.)

Case Study:

According to Lincoln & Guba, if research is to be done about new view of knowledge and reality the technique of case study and qualitative methods are the choice (Donmoyer 2008, 592). The primary data for the research was collected by using descriptive case study method. As descriptive case study tends to be more applicable in this particular study as it is studying about neighborhood organization in a community (Yin 2003, 31).

Preliminarily, three organizations were taken into short list through snowballing method of sampling. As the aim of the study was to examine the relevance of social entrepreneurship as a community development approach, the subject of the case study was to be selected in such a way that it attempts to justify the research aim by answering the research questions. For so, two major criteria for the case selection were framed as a perquisite to study cases. The following criteria were marked because

1. Social entrepreneurship should be located in Kathmandu District. As it was mentioned in thesis plan. As it would be cost effective for researcher to conduct study within Kathmandu District as most of the organizational and new developments practices and experts are often concentrated in Kathmandu city and its neighborhood periphery.

2. Social entrepreneurship should be directly involved in addressing needs of its community because the thesis concerns to study social entrepreneurship involvement in community development.

Further, 'A School for Community (ASC)' was selected as a case study as it fulfilled both the limitations set in the research and was a suitable for case study. The other two organizations could not meet the limitations of the study. As one organization was operating as distinct fair-trade entity and was not involved in holistic community development work and in case of another organization, the researcher could not gather enough study material. Also, it was serving a rural community situated far from Kathmandu and the researcher was unable to visit the community to experience the community development activities that the organization was doing.

After ASC was selected as a case, two weeks of frequent visits of the ASC premises, its units and its programs were done. Also, separate personal discussions with three experts of the ASC who are also a local community residence were taken. The discussions were carried out with: Sashi Sharma Aryal- who is the idea developer of ASC and one of the founding members,

Niroj Shrestha- the secretary general of ASC and Laxmi Nyaupane- a teacher of women's school, student of SCC and is office staff of ASC. As expert interviews the discussions were also arranged in semi structured thematic setting.

The first purpose of conducting case study and having three discussions was to establish ASC as a social entrepreneurship entity. During this process the following themes were formulated and data to satisfy those themes were gathered.

- ASC – hybrid organizational interface

- ASC – triple-bottom line activities

- ASC – Sells products/services to address community needs

The second purpose was to examine if ASC addresses needs of community through its activities and contributes in community development (CD). For this following themes were formulated and data to satisfy those themes were gathered.

- Activities of ASC – Social component of CD

- Activities of ASC – Economic component of CD

- Activities of ASC – Environmental component of CD

Expert Interview:

The term social entrepreneurship in Nepal is not relatively familiar and it is not usual for Nepalese layman to understand the term. As, stated in this study many practitioners themselves were unknown about the jargon 'social entrepreneurship'. Thus, expert interview seemed to be relevant in this case as local expert can provide information about the particular subject matter in which they are involved (Schensul 2008, 523). Further, Semi-structures interviews were used to collect data and were designed on thematic questions providing interviewee ample space to share his or her experiences and knowledge about the topic. The oral consents were taken with all four interviewees to record the interview and to publish their name as a reference. The interviewees were leading professionals affiliated with social entrepreneurship sector of Nepal. They were in the position to disseminate understanding about social entrepreneurship in Nepalese context.

In this study, through the secondary data review of Nepalese news and media I discovered that Professor Yunus visited Nepal and Confederation of Nepalese Industries (CNI) was the one of the host organization (The Kathmandu Post (a)). I shortlisted him as possible interviewee and requested for an interview with Mr. Meg Nath Neapuane, the Director General of (CNI). He offered me an appointment and provided interview in his office. During the interview he further referred to Ms. Inge Patsch, the Chief Operation Officer of Social Business Fund Nepal. Here, one expert linked me to other expert as they knew the environment (Schensul 2008, 523-524). Both the interviews were successfully conducted. Likewise, as during my secondary data collection I came across the news archive about Surya Nepal Asha Social Entrepreneurship Award (SNASEA) and identified it was organized by ChangeFusion Nepal (The Kathmandu Post (b)). I booked appointment for interview with Ms. Luna Shrestha Thakur, the Founding Director of ChangeFusion Nepal. Further, going through the archives of SNASEA I came to notice Mr. Ashutosh Tiwari and his work in third sector activities, who is an adviser to SNASEA. Further, via facebook I discovered Mr. Tiwari to be also a co-founder of an active social

forum namely 'Entrepreneurs for Nepal' where I also was member of. It is the largest active forum dedicated to entrepreneurship in Nepal with 24,000 plus members. It organizes regular discussion forum for Nepalese entrepreneurs called 'Last Thursday' on each last Thursday of English month and assists entrepreneurs with advice and networking. Interviews with Mr. Tiwari and Ms. Thakur were conducted successfully and very crucial primary data were extracted.

The first purpose of Expert interviews was to know their view point on if social entrepreneurship could be an approach to community development. Following themes were formulated to gather data to satisfy those themes.

- SE – Hybrid organizational interface

- SE – Triple bottom line (in some case double bottom line)

- SE– Sells products/services to address community or target groups needs

Further, through the expert interview the study seeks to provide a basic overview of social entrepreneurship situation in Nepal.

- SE – Practices in Nepalese context

- SE – Government Concerns

- SE – Boon and Challenges

3.3 Data analysis

Data analysis is a prime part of qualitative research that involves foundation to data collection and connecting one's finding with higher order ideas (Hoonaard & Hoohard 2008, 186)

The collected data were in various forms like photographs, audio recording, field diary, interview notes, organization brochures, newspapers articles. The audio recordings were transcribed. Since, the interviews were mostly in Nepali language it was transcribed in Nepali language first and then only useful part of the data were translated into English for the further data edition. The data edit was done. Unnecessary and repetitive data were segregated. While transcribing the data the relevant piece for study was precisely selected for further use in the research.

As mentioned above (chapters 3.1, 3.2), this study applied thematic approach in qualitative research method. The expert interviews were structured in thematic approach and used semi-structured interview. Thus the data extracted were already collected in thematic manner. The themes were kept the almost same throughout the thematic procedures in this study. The themes themselves served as the codes in each method (see chapters 3.2)

3.4 Research ethics

Ethics are moral value that all practice of life should have, be it an academic, professional, or personal. Ethics are relative and depend upon historical, cultural context of certain scenario in certain place (David & Sutton 2011, 30). As in this study, although written informed consent was drafted already while compiling research plan. However, written consent and permission were supplemented by oral communication where the content of the written informed

consent paper was disseminated by reciting it to interviewee informing their rights not to take part and rights to privacy issues (Oliver 2003, 31). In general local practice, written papers, permissions and consents are usually taken more as strict legal conduct and often people prefer casual oral agreements in non-sensitive or non-legal topics as this research is about.

Before executing data collection process, a verbal research permission to undertake research in ASC was requested in advance and received welcome call from Niroj Shrestha, the secretary general of ASC. Moreover, oral consent to publish the name and brief introduction of interviewees involved in the process were asked. Further, permission to use photographs from ASC facebook page in the research thesis was kindly granted.

Interviewees were invited for their voluntarily contribution and were not forced, threatened or manipulated to participate in the process using any means. All the contents used in this research are credited to their original sources or authors.

4 SOCIAL ENTREPRENEURSHIP IN NEPAL

Before presenting the case of specific community, a brief presentation of social entrepreneurship in Nepal would provide a national scenario on the particular topic. In Nepalese context, there exists social entrepreneurship consciously or unconsciously. In other words, owner or entrepreneurs themselves are unaware about it. Many social entrepreneurship entities in Nepal must be following the entire different approaches mentioned table 1, also in many other different forms as stated above referring to Santos et.al (Interviews with experts). Many NGOs, private firms, civil society or community organizations and initiatives have involved in social enterprise sector knowingly or unknowingly. Those organizations and firms may be working with different social entrepreneurship module but they themselves may not be aware of being social entrepreneurship actor as the term social entrepreneurship is considered to be a new term in Nepalese social economy (Interview with experts). In other words, as a theory the concept it is relatively fresh while practice wise one could call Newari Guthi as social entrepreneurship (Interview with Tiwari). The Guthi system (social organization maintained originally by Newar Society in Nepal) has been working in social, cultural, economic and religious spectrum for centuries back. It is self-financed and provides services and facilities to its stakeholders in community (Interview with Tiwari).

None of the terms social entrepreneurship, social enterprise or social business are recognized in any legal government policies and papers of Nepal and there is not any legal framework or legislation so far to guide social entrepreneurship in Nepal (Interview with experts).

> Tiwari in his words shared that "the government line-authorities lack enough resources (mind and money) to understand and address the development of social entrepreneurship but they should not be late to appreciate and support the sector's potential in tackling the communities pressuring needs" (Interview with Tiwari).

Despite of having concrete prerequisites supporting social entrepreneurship, there is a provision that is related to 'company not distributing profit' in Chapter 19, Section 166 of The Company Act of Nepal 2006. It gives blur and armature image of social enterprise where it provides restrictive provision. It emphasizes on non-dividend sharing, the turnover incurred should be used in capital increment or to acquire the objective of the entity while, it ignores crucial prerequisites of social entrepreneurship such as hybrid organizational interface, innovation, impact, addressing urgencies, to name few. A quote from the provision that gives a basic sense of entity that shares some common character with social enterprise is stated below,

> "…or to carry on any enterprise for the attainment of any scientific, academic, social, benevolent or public utility or welfare objective on the condition of not distributing dividends" (The Company Act 2006, 172-173)

Likewise, Social Business Initiative Fund Nepal (SBI initiated by Choudhary Group (CG) through Choudhary foundation follows Yunus's approach and is supported by Yunus Center. The process was started when Nobel Laureate Yunus visited Nepal in 2012 (The Kathmandu Post (a)). The Social Business Fund is basket fund which aims to operate through grants collected from national and international foundations, institutions and individuals. It applies the principles lead by Yunus and the term 'Social Business' as coined by Yunus, however, uses its tag line that includes the term 'social entrepreneurs' stating, 'we support the most ambitious social entrepreneurs in Nepal'. CG has committed to invest One Million Dollar to the fund (Interview with Patsch). The Fund will support the social business lead by Nepalese youth which are directed to address poverty related issues.

Similarly, ChangeFusion Nepal is a private limited company working to provide assistance in four key areas: Knowledge, Network, Mentoring, and Financing for youth and social entrepreneurs in Nepal. One of its works includes a social entrepreneurship award which recognizes following parameters on two domains, one on entrepreneurs like no age limits, no education limitation, no

gender and disability limitation and another domain on project or enterprise parameters such as, geographic location (everywhere inside Nepal), innovative business solution, impact, customer availability (ChangeFusion Nepal 2012). Now contextualizing with the above approaches it is seems to fall under Social Innovation School from American tradition of approach since it more or less fulfills the distinction lead by the chart above by being individual centered, innovation, no restrictive in profit distribution.

5 LOCATING THE COMMUNITY: KATHMANDU DISTRICT AND PHARPING

This chapter will facilitate to locate ASC and its community in the map by briefly explaining the administrative division of Nepal and Kathmandu District.

ASC is situated in Campus Road, Sesnarayan VDC 4 Pharping, Kathmandu. Not to be confused, as per administrative division, Kathmandu District is one of the three districts (Kathmandu, Bhaktapur, Lalitpur) located in Kathmandu Valley and it is the home for the capital city of Nepal called Kathmandu and the Kathmandu mentioned as the address of ASC is to be understood as Kathmandu District. Further, Kathmandu District is in Bagmati Zone in Central Development Region of Nepal. Kathmandu District consists of 57 VDCs, 1 metropolitan city, and 1 municipality. Sesnarayan is one of the 57 VDCs of Kathmandu District, which is situated in Southwest of the district.

Whereas Pharping is the historical place with its ancient name 'Shikharapuri Mahanagari', Shikharapuri Metropolitian city as it is directly translated into English. Thus the name 'Shikharapur' is named to the ASC's units (as mentioned in above chapters) to display honors to historical importance of the place and the name. Pharping is now a town, which consists of 6 VDCs namely (see Figure 1 for number index), Sheshnarayan-1, Talku Dundechaur-2 Chalnakhel-3, Setidevi-4, Dakshinkali-5, and Chhaimale-6. People from the all six VDCs like to relate themselves with the Pharping community (Discussion Aryal). In other words, community is a geographic neighborhood with which people associate themselves and community might be the part of one or more counties including farmland, villages, and administrative border (Vincent II 2009, 135). Pharping was a part of Lalitpur District before it was compiled into Kathmandu District in 2017 BS (Pharping Website).

FIGURE 2: The locating Pharping in the map of Kathmandu District (District Development Committee Website)

Pharping as a historical place has lot to do with religion, both Hinduism and Buddhism. National and International pilgrims, students, researchers, and tourists come daily to different holy Temples and Gumbas (Monasteries) located in Pharping area. There are various religious schools affiliated to Buddhism and Hinduism. Buddhist and Hindu religion is seen to flourish maintaining religious harmony and being a precious ornament of the Pharping.

Agriculture, animal husbandry, services, businesses, and tourism are the major economy activities in Pharping. Pharping supplies fresh vegetables to Kathmandu and Kritipur and moreover Pharping is famous for Naspati (Asian Pear Pyrus Pyrifolia) and Lapsi (Nepali Hog plum or Sour Date). Further, as foreign employment has been trendy for many village and sub-urban youth it is same in Pharping and remittance is main source of income to many families in Pharping and some go to Kathmandu and Kritipur Municipality city to work in

private or public authorities or work in factories and industries. (Pharping Web site)

The beautiful town is perceived to be developing tremendously in the sector of literacy and education according to Aryal. Further Pharping is the home of Nepal's first and Asia's second Hydropower station. There are 29 schools including primary, lower-secondary, secondary under public, private and community ownerships. There is only one Undergraduate level campus, 'Shikharapur Community Campus', offering Bachelor's Degree in faculty of Humanities affiliated to Tribhuvan University. (Discussion with Shrestha)

Government owned Zonal Ayurved dispensary is located in Pharping and a community hospital, 'Manmohan Memorial Community Hospital' is providing services to six VDCs of Pharping and neighboring VDCs from Lalitpur and Makwanpur Districts. It also assists six basic health-posts situated in six VDCs of Pharping. Its facility includes Out Patient Department (OPD), Gynecologist, Child health, 24 hours Ambulance and emergency, Dental, Pathological lab, X-Ray, Ultrasound and Electrocardiography (ECG) services (Website of Manamohan Memorial Hospital). There are some private clinics and pharmacies. ASC in cooperation with different youth clubs, voluntary groups conducts health camps and immunization programs. First Saturday of every month there is a women health camp specially related to gynecology as problems related to women's reproductive health is seen usual in the Pharping community (Discussion with Shrestha)

6 'A SCHOOL FOR COMMUNITY' AS A SOCIAL ENTREPRENEURSHIP

This chapter explains one of the findings of the thesis and will identify ASC as a social entrepreneurship working to address the needs of community in Southern-Kathmandu District of Nepal. In the beginning, it explains about ASC, its mission, vision, objectives and latter it describes how different autonomous service units, programs and projects of ASC are addressing Pharping's needs and aspirations. The last part of this chapter will explain about the community to which ASC is serving.

Sashi Sharma Aryal, idea developer of ASC and one of the founding members of ASC, described that the ASC is an outcome of decades long several small social, cultural, economic development initiatives that people of Pharping cooperated and worked hard for. He added, ASC is the result of strong determination of community to improve their quality of life by involving in several local initiatives. Aryal stated that, the ASC was created when couple of community leaders including himself realized that disperse development action are not the wise way for sustainable community development and identified the need of integrated mechanism that binds and unites all development activities happening in community and the mechanism is owned by the people themselves.

Moreover, he shared an interesting story behind the name of 'A School for Community'. The name 'A School for Community' was coined after people of Pharping encountered the trend of many university students, development practitioners, interested individuals from far away cities and even from abroad coming to visit and learn from community experiences of Pharping. He focused, especially social service students from St. Xaviers College came often to Pharping and Aryal himself was mobilizing them. In course of time, there was a realization that, if community visits and camps provide those students with

knowledge then 'community itself is an open school where we can learn and share'. Thus the name was assigned as 'A School for Community' (Discussion with Aryal)

So after then, 'A school for Community' was named to the organization which was desired by the community is now working as social entrepreneurship model. It is a nonprofit entity situated in Campus Road, Sesnarayan-4 Village Development Committee in Pharping (see chapter 5). It is all forms of biases free entity. It is non-religious organization though it works in cooperation with different religious groups, faith based organization to established greater religious understanding and harmony. Likewise, it is also non-political while works with existed local political groups to create consensus in restoring greater good of community (Discussion with Shrestha; Aryal). ASC acts as a bridge or mediator in community service agendas with and among different community entities, groups, associations, initiations, partnering with inter-city-villages networks to international institutions. (A School for Community)

It was formally established in 2006. It is affiliated to District Administration Office of Kathmandu District and Social Welfare Council (SWC). Since, the very beginning, ASC has been working for the overall community concerns in different sectors for instance it is involved in economic development, social justice, advocacy, education, health and in many different sectors in Pharping community. ASC values that 'Community itself as an open school where we can learn and share experience as an open school' further it works with the theme of "If not here, then where; If not now, then when; If not me, then who". (A School for Community leaflet)

General Secretary of ASC Niroj Shrestha remarks that ASC is more that an organization, it is an umbrella initiative or a campaign that binds integrated efforts of community to address its own needs in different forms tangible or intangible by utilizing local means. The ASC initiative operates community learning center, a school, a campus, a day care, a farmers' school, and women

open school, different health camps, and heath partnerships, empowerment and entrepreneurship development workshops and so on.

It has been focusing community members from all age group while giving special attention on marginalized groups, women and dalits. While they accepts that there has not been barely done anything in regards to people with disability except advocating and facilitating to access services from other parties. It must be due to not so many people are with physical disability in the community (Discussion with Shrestha).

6.1 Shared vision, mission and objectives of ASC

Shashi Sharma Aryal is the man behind this innovative campaign of ASC. Where 'ASC foresees a society where an individual or group learn and share their experiences as open school.' It targets in developing community as an open school through participatory mobilization of local individual and groups by empowering them. Furthermore, ASC has been leading the agenda of creating Pharping as a Model Education Village (MEV) with the collective efforts of community members, schools, campus, local government, public and private authorities, and all the concern stake holders.

The objectives of ASC are as quoted from the brochure,

- To introduce the community as an open school

- To create a platform to gather people of different sectors to make them aware about social issues.

- To create an environment for learning and sharing experiences within the community and with other community as well

- To transfer learning to other community as a movement

- To run various community activities with regards to health, environment and development

- To enhance the access of underprivileged to information technology

6.2 ASC's organizational interface and hybrid configuration

Austin (2006, 22) claims that social entrepreneurship with virtue can involved across multiple sector and defines,

> "Social entrepreneurship is innovative, social value creation activity than can occur within or across nonprofit, business, and public sectors." (Cited in Kichul & Lyons 2012, 19)

So as, ASC shares the boon of working in hybrid sector and also shares the limitations or disadvantages. Since there is no any support system and precise legal frame work to support these types of hybrid practices, ASC is evolving by doing. It seems many things are happening and same faces are all around and I would like to emphasize that we are not an expert, none of us we have learned anything thing like this, we are just a learners, trying to be innovative, we believe in learning by doing and by making mistakes. We are fixing our weaknesses and mistakes day by day. We did not started readymade we are following our aspiration or say community aspiration.

We work being community, in community, with community, for community. (Discussion with Aryal)

As stated above, ASC undertakes a distinctive nature of hybrid character as it is evolving day by day. It renders it services through autonomous units or through projects of campaigns. It is involved in market economy, where it sells vegetables and other products from SSFS' farm and education and training as services from SCS, SCC and computer center (see 5.2.1 and 5.2.2). Further operates in non-market economy, where the services, facilities, or products (school hall, bottle house premises are circulated under the jurisdiction of the welfare state, where there is redistribution. (Kichul & Lyons 2012, 25) Similarly, it also works vividly serving communities under non-monetary economy (Laville

and Nyssens, 2001), where working principle is reciprocity for greater good of the community for instance, the outreach programs and campaigns (see 5.2.6) are example of that fits in the latest category. (Cited in Kichul & Lyons 2012, 25)

Moreover, the figure 1 displays an overview of ASC's working eco-system that tells about its interface and hybrid nature involvement in serving Pharping community. The figure is inspired from Alter (2008, 214) and is improvised to address ASC's interface and configuration.
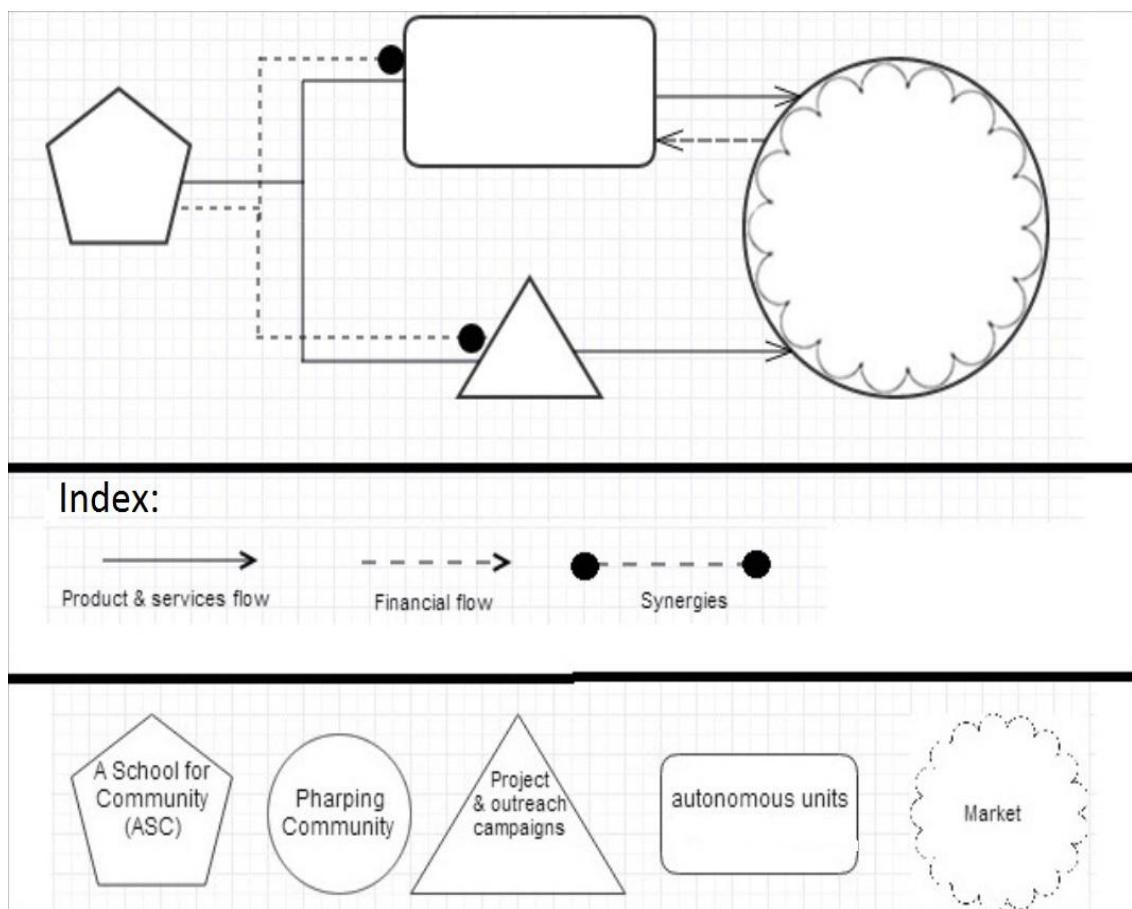

FIGURE 1: ASC's organizational interface and hybrid configuration

Above figure 1 represent that ASC is serving Pharping community through autonomous units in market system. The market is smaller than the community that suggest not all community members buy services from the units while they may use the services offered through projects and campaigns. The straight line

arrow represents product & service flows to market and community which is giving its marks on social, economic or environmental sector component or on two of them or on all of them.

Precisely, ASC believes education is the key to community development and to enhancing the quality of life of the community (Discussion with Shrestha). Therefore ASC has been following education intervention as a main approach to transform the community. Health and Entrepreneurship are the other main sector that ASC is actively working on. The themes of empowerment, participation, ownership and so on are always the prime focus in all its activities. ASC is primarily engaged with following activities to realize its aims and objectives. (Discussion with Aryal)

6.2.1 Academic Program

Shikharapur Community School (SCS) and Shikharapur Community Campus (SCC) are two autonomous units of ASC working to provide quality education at very nominal cost. Further, ASC connects national and international donor and sponsors to provide scholarships for student coming from marginalized group and with low economic family.

Shikharapur Community School:

Shikharapur Boarding School was started in 2039 BS (1982) with 105 students and 5 Teachers and later in 2062 BS (2007) it was handover to the community. Now Shikharapur Community School has been providing quality education to the children from Sesnarayan VDC and communities from Pharping area. It has been providing education to 570 students and 37 staffs are employed (Discussion with Shrestha). Niroj Shrestha, the general secretary of the ASC claimed that there is less than 1% student dropout so far. He added that this kind of community initiative helps in reducing school dropouts, because the school being part of community and teachers and school administration being the community members knows the prime reason to address the student

dropouts, also he said, the school has successes to win the students and parents trust. Further, it has been providing employments to local graduates and qualified students of Shikharpur Campus. The school is a trusted name in the community with good academic result and extracurricular activities.

Shikharapur Community Campus:

Shikharapur Community Campus is the only Bachelor's level college in Pharping. It is affiliated to Tribhuvan University and provides studies in management, humanities and social sciences faculties. Since the campus started its services the local high-school graduates are attracted to the nearby campus then to travel about 20 KM to Kathmandu. Two hundred and fifty students are studying in the campus in Bachelor's in Arts and Business Studies degrees and most of them are female.

Laxmi Nyaupane (Discussion with Nyaupane 2013), a female student of the community campus, office staff and a teacher in the community women's school, highlighted that it has been relief to especially female student that they don't have to travel to Kathmandu on an overcrowded bus. She also stated that travelling in public transport for girls during rush hour is a nightmare since they are subject to inappropriate touches, pokes and harassments from passengers and bus staffs. Women (19-25 years) were nine times as likely as men of the same age group to identify personal insecurity on public transport in Kathmandu (World Bank, 2013, 1-2). Apart from avoiding hassle of travelling to city, she said, student like her can save time and money and can use that time to study at home or work and that money can be saved or be used in some other good purpose in family. She decorated how the community campus has been boon for female students from Pharping and village around (Discussion with Nyaupane).

Campus also provides students with different opportunity to organize and manage camps and tour that ASC receives. Shrestha who is also the principle of the campus said, students learn practical knowledge also by non-formal and

community based initiatives through serving the community and managing community camps and small programs gives them a chance to experiences a real work practice (Discussion with Shrestha 2013).

6.2.2 Shikharapur Community Learning Center (SCLC)

Apart from the formal mainstream education services, the community in Pharping enjoys the opportunity of having non-formal education in their neighborhood. The SCLC is also an autonomous entity managed by community. It is registered to Non Formal Education Center (NFEC), a non-formal education development line authority of government. It operates with the lifelong learning approach also it is an inclusive approach that aims to include all age group members in community learning process. It mainly focuses on dropout-children and youth, illiterate adults and women. SCLC is financially and technically supported by government, NEFC and UNESCO has been supporting in some programs while other units of ASC compensate the deficits incurred. The work of SCLC has been widely appreciated as a good practice by government, government line authorities like Ministry of Education, Department of Education, NFEC, and UNESCO (ASC; SCLC document). It offers different programs like,

- Private pre-School Leaving Certificates level (SLC) Test and SLC preparation and exam.

- Flexible Schooling Program (FSP) Lower Secondary Level is an open learning class for primary school dropouts

- Open School for Secondary Level is aimed for grade eight graduates but could not continue.

- Adult Learning Women's School is aimed for mothers who are proficient for lower secondary level education

- Early Childhood Development Center program was originally started to facilitate students of women school who came with their children and were unable to do good at studies or to include women those who were missing the school just to look after their children at home. But now the center offers the services to everyone with the toddler children in the community.

- Family Literacy Project is supported by UNESCO and it aims for numeracy, literacy, and life-long learning as a non-formal education

- Shikharapur Sustainable Farmer's School (SSFS)

SSFS is an attempt to capitalize rich potential of the Pharping area in agriculture. It is currently operating under SCLC however it will become autonomous entity as it matures. SSFS is located in renowned Bottle House (see chapter 6.3) in Pharping.

Geographical feature and easy water resources access is the key to the agricultural prospect of Pharping. The area is famous for 'Lapsi' often referred as 'Nepali Hog plum' or 'sour date' in English and different seasonal vegetable which have very good market in Kathmandu. Animal husbandry like cows, goat, and pig farming and so on is also another potential sector in the area. SSFS aims to improve traditional farming technique practiced in the area and further to educate locals, farmers, visiting students and interested parties in the field of modern and organic farming, animal husbandry and farming related entrepreneurship skills and expand the possibility of employment in the community (Discussion with Aryal). SSFS has envisioned serving as a resource center for the farmers from around and local wards and villages. Also, by different innovative means it is working to attract youths in the field of agriculture. Further, SSFS visions to be a residential school for dedicated young farmer-students and will set an example to bring youths in agriculture than to seek foreign employment.

Aryal said the SSFS is not just a school for farmers or the people interested in agriculture. It is a school for all community members, all age group from children to an elderly.

> "Children can learn how the rice in his plate comes from and his parents or grandparents can explain it showing the live example from SSFS," says Aryal.

Further, organic fresh products from SSFS farm are a good resource for seasonal vegetables, dairy, poultry and other farm grown products. (Discussion with Aryal)

6.2.3 Community Resource Center

Along various facilities the community is also realizing the service of the community resources center. The center provides services in two major units one as information center, with computer literacy program, maintaining community information in web site profile, publications. It maintains community library, which was primarily started as the college's library and then extended to community level providing space to locals use facilities. The library has separate corner that is resourceful of non-former education materials, storybooks, and other useful stationary materials. (Discussion with Shrestha.)

Moreover, as ASC has been highlighting the concept of 'community is a source of knowledge on its own', it organizes and coordinates different educational visits and camps in Pharping communities that are conducted by different national and international institutions, universities and organizations. It counts ten different campuses that conducts frequents visit. Shrestha in discussion said ASC has been a first choice to many social work students from St. Xaviers' College. (Photographs; Discussion with Aryal.)

In the discussion, Shrestha widens the understanding of ASC being a resource center in itself. He states, ASC as a whole is a resource center for Sesnarayan VDC and Pharping area all its activities and facilities are dedicated to common

good of the community thus ASC has been encouraging community members and visitors to view and utilize ASC whole as a community resource center. He also explained the role of ASC in developing

6.2.4 Community Outreach Programs and Campaigns

Different awareness and practical campaigns and programs are carried out addressing social, health, entrepreneurship trainings, and exposure-tour, environmental, issues by/through different units with active community participation. Some remarkable works in this category are explained below.

School Enrolment Campaign is a national campaign endorsed by government through Nepal with aims to provide primary education to all children by 2015. In cooperation with ASC, Shikharapur Community School mobilizes students, teachers and staffs also invites parents to join this campaign. It is carried out in the beginning of the academic year with various activities like interaction with parents, door-to-door information walk, community rally, drama or play emphasizing importance of education are displayed in square or in open public place to raise awareness and motivation among parents to send their children to nearby public school in the community. (Photographs; Discussion Aryal)

Another interesting event is 'Paddy Conference' which is organized annually by SSFS in association with ASC in bottle house premises. Experts from District Agriculture Development Office (DADO), Dakshinkali Agriculture Service Center (DASC) shares essential information and interesting development regarding paddy among the farmers gathered in the one-day conference. The conference will focus on sharing experiences, sharing knowledge about improved and good practices in Nepal related to paddy cultivation, harvesting, storing, and processing techniques and many more interesting developments. (Discussion with Aryal)

World Read Aloud Day is a worldwide campaign. It is celebrated as an advocacy for literacy as a right of every one in the world. The day is observed annually on the first Wednesday of English month March.

> "By raising our voice together on this day, we show the world's children that we support their future: that they have the right to read, to write, and to share their words to change the world." (world read aloud day webpage)

Shikharapur Community School organizes different program and mark the day by reading aloud in solidarity to literacy is everyone's right.

Similarly, International Literacy day (8th of September), National Education Day, Children's Day, Environment Day, Women's Day is celebrated organizing different relevant programs, public rally, awareness-focused events, public play are some usual practices undertaken. Students form campus and school are mobilized. ASC invites and encourages public participation in all the public campaign organized in Pharping. (Photographs)

ASC supports, facilitates in mobilization of community groups like women's group, local youth groups, drinking water, community forest user group, and in request any local newly initiated groups. It also assists in capacity building and training those groups

Health is always been one of ASC's concern areas. ASC has been specially focusing in women and children's health. ASC have assisted in mobilization of trained women health volunteers in different local and national level women and child health camps and immunization programs. The local health post provides necessary basic health services and special services in adolescence health issues. ASC's role in health sector is more into awareness arising and facilitating health related camps, exhibitions, rallies, and public dramas. ASC believes educating and awaking school children and women about sanitation, hygiene, health concerns and has been organizing. Thus SCS, SCC and SCLC mobilize students and ASC appeals public participation. (Discussion with Aryal and Shrestha; Photographs)

6.2.5 Shikharapur Skill Development Center (SSDC)

SSDC is a project funded by Embassy of Finland. It is an initiation of ASC that is not being limited within the community components for providing services to the community. ASC's hybrid nature tries to find way out to address community needs. The project was started from 2009 and successfully completed in 2012. This time the working area was not limited with in Pharping It included further five neighboring VDCs of Makawanpur Districts (Phakel, Kulekhani, Markhu, Chitlang, and Sinsneri). As quoted its vision states "Youth and women are self-employed with utilization of resources of their own environment." (A School for Community)

The objectives set by the project were, to provide skill development trainings to disadvantaged local youth and women form the Pharing and six VDCs of Makawanpur District. The projects focused on rendering skills in processing local food, computer hardware maintenance, rural tourism and hospitality, agriculture, animal husbandry. Youth and Women were trained to farm seasonal and off-seasonal vegetable using organic process. It also offered skills in Mushroom farming, goat and cow stock in commercial. (A School for Community leaflets)

Shrestha said the project enhanced the capacity of ASC and its units to new level. The communities were offered quality services and it improved quality of the targeted area. (Discussion with Shrestha)

In other hand, ASC has been involved with couple of international donors to support its activities and to provide scholarships to needy children they are Rukmini Foundation and Jeremy Saxe Foundation for Education and Development.

7 SOCIAL ENTREPRENEURSHIP AND COMMUNITY DEVELOPMENT COMPONENT

Social entrepreneurship being an entrepreneurial activity can be perceived beneficial to society or community in general (Volkmann et.al, 2012, 8). Similarly, this chapter examines ASC and its community development activities in Pharping community. ASC as a social entrepreneurship initiation has been working to address community needs through different services units, outreach programs & projects as marked in above chapters (See chapter 6 & its sub-chapters) through triple bottom line dimensions. ASC's work scope overview delivers clear clues about the influences of ASC in development of Pharping community. Moreover, as the research used the thematic analysis method it generated thematic analyzed data. Thus, knowledge is disseminated into thematic components of community development they are, social sector, economic sector, and environment sector. Robinson (2006,95) have explained that the position of social entrepreneurship is located in inter-sectors and intra-sectors, due to this compound involvement it can pursue also the triple bottom line objectives i.e. economic, social and environmental objectives (Kickul & Lyons 2012, 19). That intersects with the themes component of community development and to the study followed community development consideration from chapter 2.3

According to Shrestha, ASC ranges per day service to around one thousand service users directly and indirectly including from school to farm. This displays the intensity of ASC and Pharping community's interlink and inter-relationship with each other.

> "'ASC' come from the community, we ourselves are voice of community, we are working with community, and we are working for community, in simple sense we as 'ASC' are working for us as a 'community'" (Discussion with Aryal 2013, in direct translation).

Moreover, the triple bottom line components of community development are explored precisely as divided into social sector, economic sector, and environmental sector.

7.1 Social Sector

Social sector intervention is a prime characteristic in almost every initiatives of ASC. All its activities, campaigns, excursions, projects and its units are directly working to produce greater good for the community inhabitants (see chapter and sub chapters 6.2). School is educating children in community settings where it is also educating them about the importance of community work. The all-age-group-schooling in single premises provision have provided an immense chance to be each other's role models. In other words, there is a day care for younger play-group kids; students for primary and secondary level could go for SCS; SCC offers university affiliated bachelor's degree; the non-formal-education stream and women school offers literacy classes for elderly men and women. These all forms of schooling happen within same premises.

> As in one case shared by Aryal, a illiterate mother is inspired to go to women's school after seeing her daughter doing good in school and also helping her in household work, and the daughter is inspired to do better in school by her mother's willpower to learn to read and write and to pass the SLC (Discussion with Aryal).

Empowerment of its beneficiaries is usual concerning element of social entrepreneurship objective (Müller, 2012, 120) as ASC does it every time. Each stories that are shared by Aryal, Shrestha or Neaupane interlinked with ASC is inspired with people's commitment for empowerment. ASC has been offering various skills development trainings for instance, capacity building trainings to women health volunteers, leadership trainings, skill development, trainings and workshops related to health –hygiene –sanitations, about sexual and family planning to name some. Those trainings have directly or indirectly encouraged community members to take risk, to become aware, to make right decisions to wrong. As restoration or developing the decision making ability by utilizing

knowledge and skills is referred as being empowered (Swanepoel & Beer 2007, 30)

Ownership is yet other strengths of ASC being effective in community initiations. ASC's sound relationship with its community members has been its byproduct of the community ownership generated by ASC. ASC being a pioneer of community ownership movement had successfully changed private owned school and college to community property in its leadership. It is a strong advocate of community ownership and visions to develop Pharping as a self-sustained community in Nepal. (Discussion with Aryal)

Aryal explained the importance of health services in community and he is being a key lead player to established Manmohan Memorial Community Hospital. He is also hopeful that in near future ASC will design a unit specialized to make community aware in health, hygiene and sanitation issues. (Discussion with Aryal.)

7.2 Economic sector

ASC as a social entrepreneurship is seen more integrated in community as collective approach, usually developing within existing organization or institutional scenarios (Nicholls 2008, xii) and have been creating direct employment opportunities through school, campus, open school, canteen, farm and indirect through school related product and services and their sells and purchases like, stationary, school dress, clothes, snacks related business and so on.

Similarly, ASC seldom hosts many national and international educational, extracurricular, or service camps in community and neighborhood but still that creates mobilization of local resources and generates earnings to community

members. Creation of direct employment opportunity for about 50 employees under the umbrella of ASC is simply remarkable work of ASC and its units.

ASC has been discouraging youths to go for cheap labor work as a foreign employment in Middle-East Countries rather to live and earn dignified life working in own community with own family and friends and assisting to undertake self-employment or entrepreneurship in the community level work. For so time and again different entrepreneurship development trainings are offered by ASC in cooperation with different stakeholders.

Social entrepreneurs through social entrepreneurship attempts to furnish the needs of people with poor economic situation and often from marginalized groups who are not in state to afford the regular price of the product or services (Müller 2012, 121). As Shikharapur Community School and community campus has been providing an affordable education to children from Pharping and nearby communities. Furthermore, in coordination with Rukmini Foundation and different government instruments has been providing scholarships to girl children from poor family background despite of their educational performance. Likewise ASC has been educating and training local youths to capitalize the locally available resources that may be natural resources, human resources or local indigenous income generation skills.

7.3 Environmental sector

As social entrepreneurships prioritize social and/or environmental good unlike the conventional for-profit corporations and businesses further, contrasting to the traditional non-for-profit it they follow and apply smart planning to acquire SMART (Specific, Measurable, Attainable, Relevant, Time-bound) objectives with transparency and financial accountability in attention (Mair & Sharma 2012, 176).

Social entrepreneurs aim double/triple bottom line goals through social enterprise and the performance is measured in relation to social impact as positive or negative and financial performance as profit or loss (Mair & Sharma 2012, 177). Solar power lined as a substitute source of electricity in School's and Campus's office, the environmental friendly dry-san toilet in ASC premises that separates urine and feces further, after certain procedures they are used in farm house as a pesticide and bio-fertilizer.

Moreover, the concept of SSFS and bottle house as a whole can be a solid example that addressees ASC's commitment towards environment and proves that it focuses on triple bottom line of operation. The most interesting thing about SSFS is, the house where it is located. It is called, as 'Bottle House' since it is made by reused alcohol bottle instead of bricks. The empty bottles were collected from Pharping neighborhood and from Kathmandu city where empty bottles are visible in rivers' banks, in public lands, and literally everywhere. It is ASC's innovative example of being carbon footprint conscious (A School for Community leaflets). According to Shrestha, it is the biggest and beautiful bottle house in Nepal with typical Nepali style interior and exterior. The two bottle houses were building by utilizing more than10000 waste bottles. (Discussion with Aryal)

8 CONCLUSIONS

This section of the study will add concluding remarks and later part of this chapter explains the researcher's personal learning experiences from this process and recommendation for further research.

8.1 Social entrepreneurship is making change

Above referred literatures and empirical data resembles ASC as a social entrepreneurship model and explains the role of social entrepreneurship in community development work in Pharping with triple bottom line prospective i.e. keeping social economic and environmental wellbeing of the community. In other words, social entrepreneurship being entrepreneurial activity can be perceived beneficial to community in general (Volkmann 2012, 8).

Similarly, the study describes that the community development through social entrepreneurship is a doable mechanism (interview with experts). Furthermore, it explicates how the social entrepreneurship addresses the community needs through hybrid operation of the both for-profit and not-profit business. In addition, it explains how those units, program and projects are fulfilling various tangible and intangible needs of community like education, health, water and sanitation, environment, economic activities, participation, inclusion, and so on.

The motivation among people of Pharping to get involved in activities, programs and campaigns is an example of trust and sense of ownership (Interview with Neaupane). The spirit of selflessness towards community initiatives among the community members is an outcome of quality rapport that ASC has been establishing in Pharping. The level of consensus, cooperation, and dedication displayed by all the local units and groups has remarkably shown its mark in community development process.

Likewise, the study explains innovation as an advantage which social entrepreneurship enjoys by adapting hybrid model of operation. As its operational relationship and interaction for general audience seems unclear, the study exhibits the disadvantages of hybrid model at the same time.

In addition, the study also reveals the model of social entrepreneurship as a possible new tool for community development work while providing examples of how a community development worker acts as change agent catalysts in the social entrepreneurship ecosystem.

8.2 Challenges and recommendation for ASC

Restating again (see chapter 6.2) that hybrid nature of ASC's involvement offered several advantages to itself, to its units and to the community as a whole however, could not abstain from disadvantages. Tracey & Phillips (2007) discovered three key challenges encountered by social entrepreneurship: managing accountability, managing its objective (social, economic and environmental), and managing identity (Kickul & Lyons 2012, 233). Unlike to what Kickul & Lyons suggested managing accountability, managing its objective does not seem to be challenging to ASC while managing identity remains challenging due to ASC's hybrid nature. Despite of all restless works that ASC and its units are doing through hybrid configuration, there are often claims that ASC is not being transparent with work. Layman from community would merely understand the work dynamics that ASC is undertaking. For a first time visitor who is unknown about the hybrid work model would doubt ASC's working paradigm. To overcome these disadvantages, ASC could work on developing its organizational interface. There could be a legal written memorandum of understanding (MOU) among the units and ASC explaining the synergy or nature of inter-organizational interface and relationship with ASC. While, proper organizational interface map (See chapter 6.2) and a citizen charter (Tamrakar 2010) of ASC work installed in ASC premises and communication channels would be another approach to ease public awareness and improve ASC's

service delivery. Citizen charter is used as an effective tool to convey organizational work and its service mechanism among service user. (Right to Information Act, 2005).

The deficit of funding has been a challenge to implement ASC's innovative projects. ASC's ambitious visions and objectives of creating Pharping as a sustainable community through model education village, developing SSFS as a residential school, and creating community as an open school, all these are projects need a big funding and yet all existing units of ASC are not self-sustained. ASC should explore other different approaches of financing its activities and projects. Today, several internet-based funding instruments are popular in social giving, crowd-funding, and innovation start-up funds (Kickul & Lyons 2012, 239-240). In other hand, networks supporting social entrepreneurship could be the other options (Nicholls 2008, 10).

8.3 Professional development

I have executed various internship reports and assignments during my Bachelor's study while this thesis being my first academic research project has been a good learning process. During the thesis process, qualitative research method to collect empirical data, precisely conducting interview were the prime learning experiences. Transcribing and analyzing data seemed easy in theory lecture while I had to work hard in finalizing them and I learned from my mistakes and continuously will work to improve my skills in future research work. My understanding of 'Research' evolved during first-hand practice. Today I realized a quote of my teacher Jouni Kylmälä that,

> 'Researcher should be easy going according to situation, be flexible but focused and remember a single person cannot save this world, you should do you small part and others may continue from it' (my personal note book, second semester 2011)

The process from idea paper to publication of the thesis tested my attitude and aptitude. Every steps of the thesis process involved the decision-making. It ranged from choosing the thesis idea to selection of relevant literatures. Right decision-making was another curtail thing that includes in learning process. Despite of various challenges occurred in my personal life situation I learnt and I am still learning to be flexible but focused as Kylmälä stated.

Though the topic of 'social entrepreneurship' was not covered in the current degree course module and previously I was not significantly familiar with the concept, it is out of my personal interest to learn new topic that encouraged me to continue it as my thesis theme. As the thesis was done independently, I learnt the importance of being proactive and meeting the schedule. Though, I encountered several challenges in organizing thesis, other studies, odd-hour work, and personal life, the flexible and encouraging gesture of my research supervisor inspired me to work harder in overcoming the challenges.

I believe that the academic and practical learning that I gained during this thesis process will assist me in future personal, professional and academic life endeavors.

8.4 Limitations of study and recommendation for further research

As like any other research work this study was also conducted under different limitations of time and resources. The study was primarily focused in holistic sphere of social entrepreneurship and community development work taking a descriptive case of ASC in Pharping community. This study could not include many other interesting themes and prospective in the particular topic. For instance, social entrepreneur, social enterprise, hybrid and inter organizational relationship and non-formal educational method are some to name a few, can be studies as a separate topic in each. Likewise, the similar topic of 'social entrepreneurship as an approach to community development' could be conducted as an impact study which would study the intensity of influence that

ASC as social entrepreneurship has provided in the particular Pharping community instead of descriptive study as presented in this study.

Similarly, each autonomous service units of ASC serves in itself as prospective research subject. As this study is not based on community residents' views, so the service users' prospective could be another awakening subject to be considered. Not to forget, Sashi Sharma Aryal is a person of great experiences working in the field of local development. He is awarded and appreciated locally, nationally and internationally for his dedication and passion in community development work. His role as a community worker and social entrepreneur in community development work would be my favorite topic if I were to recommend for new research.

In wider area, an ambitious research could be conducted to understand the situation of social entrepreneurship in Nepal, which would be a resource for government to formulate plans and policies to mainstream the good practices in order to develop necessary support system to encourage community based social entrepreneurship.

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APPENDIX 1: Photographs of campaigns and outreach programs