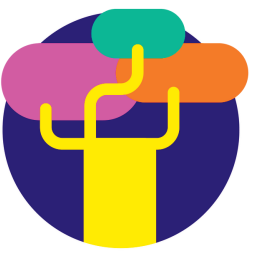ACCRA TECHNICAL UNIVERSITY IN COLLABORATION WITH
INNOVATION FOR AFRICAN UNIVERSITIES PRESENTS:

CURRICULUM FOR A CERTIFICATE IN SOCIAL ENTREPRENEURSHIP

LIST OF AUTHORS WHO CONTRIBTED TO THE SUCCESS OF THIS CURRICULUM

GHANA TEAM

- Prof. Ernest Christian Winful (PhD),
  Accounting and Finance Department, Accra Technical University, Ghana
  Email: ewinful@atu.edu.gh

- Josiah Nii Adu Quaye
  Accounting and Finance Department, Accra Technical University, Ghana
  Email: jnquaye@atu.edu.gh

- Dr. Mrs Emelia Ohene Afriyie (PhD)
  Management and Public Administration, Accra Technical University, Ghana
  Email: eoheneafriyie@atu.edu.gh

- Dr. Kofi Opoku-Asante (PhD)
  Accounting and Finance Department, Accra Technical University, Ghana
  Email: kofiasanteus@gmail.com

- Mr. Frank Opuni Frimpong
  Marketing Department, Accra Technical University, Ghana
  Email: fofrimpong@atu.edu.gh

- Dr. Elikem Chosniel Ocloo (PhD)
  Marketing, Accra Technical University, Ghana
  Email: ceocloo@atu.edu.gh

UK TEAM

- Dr. Michael Snowden (PhD)
  School of Human and Health Sciences, University of Huddersfield, UK
  Email: m.a.snowden@hud.ac.uk

- Dr. Jamie Halsall (PhD)
  School of Human and Health Sciences, University of Huddersfield, UK
  Email: j.p.halsall@hud.ac.uk

- Dr. Denis Hyams-Ssekasi (PhD)
  Institute of Management, University of Bolton, UK
  Email: D.Hyams-Ssekasi@bolton.ac.uk

FORWARD AND ACKNOWLEDGEMENT

This Curriculum aims to give you a thorough summary of the social business market and arm you with the knowledge and abilities needed to address the social and environmental problems our communities are currently confronting.

Social businesses are cutting-edge, effective business strategies that are upending conventional business methods. They work across many industries and are motivated by the tripartite bottom line of social, environmental, and fiscal factors. Through this Curriculum, you will discover the distinctive qualities of social businesses, their different business strategies, and their effects on people and the environment.

Communities all over the globe are being transformed by social enterprises, which have surfaced as potent agents of positive social change. However, we recognize that social business is not without difficulties and complexity. It takes resiliency, flexibility, and perseverance to overcome difficulties and succeed. We want to motivate and prepare the upcoming generation of social entrepreneurs through this Program so they can take on these issues and build a more just and sustainable future.

We invite you all to interact with the lessons in this curriculum and to share your ideas and opinions. Your special viewpoints and experiences can significantly advance the field of social enterprises, which is a vibrant and ever evolving one.

We appreciate your interest in social entrepreneurship, and we hope this curriculum will motivate you to learn more about it and use it to improve your community.

We are expressing our sincere gratitude to Innovation for African Universities and British Council for their generous funding for developing this social enterprise training curriculum. Their support has enabled us to provide undergraduate students with a comprehensive overview of the social enterprise sector and equip them with the knowledge and skills required to tackle our communities' social and environmental challenges.
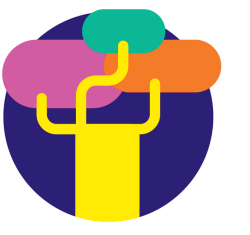
We would also like to extend our thanks to our partners in this collaboration - Accra Technical University, The University of Huddersfield, and the University of Bolton. Their expertise and contributions have been invaluable in the development of this manual. We appreciate their commitment to advancing social enterprise education and promoting positive social change in our communities.

Finally, we would like to thank all the individuals who provided feedback and support throughout the development of this manual. Your insights and contributions have helped to shape the content and ensure its relevance and applicability to the needs of undergraduate students.

Thank you once again to all our supporters and partners. We look forward to continuing to work together to promote social enterprise education and positively impact our communities.

TABLE OF CONTENT

1. OBJECTIVES OF THE TRAINING CURRICULUM

This Curriculum's overarching goal is to provide student leaders, other students, and other allies with the fundamental social entrepreneurship ideas and business planning information necessary for a small company owner's success.

This training Curriculum is intended to assist participants in

- Learning how to generate, recognize, and select business ideas.
- Practicing creating a precise, thorough business plan customized to meet each participant's unique entrepreneurial requirements.
- Examine the interconnections between a social entrepreneur and all the tools and services required to start and run a small business.
- Recognize saving as a life ability for improving one's livelihood and company.

For Whom is This Curriculum Designed?

This Curriculum for social entrepreneurship development is intended to support, enhance, and efficiently enable the acquisition of entrepreneurial knowledge and skills among young people, women, and professionals to start and run their own companies.

2. APPROACH

This social entrepreneurship development Curriculum contains entrepreneurship material and training methods that support effective guidance, participation, and practical learning. As a result, the intended participants gain long-lasting knowledge and skills.

Learning methods that actively involve students in the learning process are more effective than traditional learning, which involves an instructor or trainer speaking in front of a group. As a result, the methodology behind this guidebook is one of active learning.

As a result, the participants do not receive the information from the teacher in a one-way conversation in which they only hear. Instead, training attendees are urged to explore learning materials for themselves actively. Regardless of official education level, each participant has a user input to make if urged to be involved in the learning process.

Participatory methods and creative tools are used throughout the courses to aid in learning about social entrepreneurship and other pertinent related subjects. Additionally, this Curriculum offers the users useful skills for successfully coming up with a business idea. As a result, the Curriculum covers both successful communication techniques and the academic and philosophical underpinnings of behavioural change and participatory learning. The method of training carries with it the following advantages.

- **Develops practical skills:** Practical social entrepreneurship training helps students to develop a range of practical skills such as critical thinking, problem-solving, leadership, project management, and communication. These skills are relevant to social entrepreneurship and transferable to other areas of life and work. It makes students come with business ideas at addresses community problems.

- **Fosters innovation:** Social entrepreneurship is a creative and innovative field that requires individuals to develop new solutions to social and environmental problems. Practical social entrepreneurship training encourages students to think creatively, experiment with new ideas, and develop innovative solutions to real-world problems.

- **Provides real-world experience:** Social entrepreneurship training provides students with real-world experience in creating and managing a social enterprise. This experience helps students better understand the challenges and opportunities of social entrepreneurship and develop practical skills that will be useful in their future careers.

- **Addresses social and environmental challenges:** Social entrepreneurship is a field that aims to address social and environmental challenges in a sustainable and impactful way. Practical social entrepreneurship training helps students to develop the skills and knowledge required to make a positive difference in their communities and the world.

- **Empowers students:** Social entrepreneurship is a field that empowers individuals to create change and make a positive impact in the world. Practical social entrepreneurship training helps students to develop the confidence, knowledge, and skills required to become effective social entrepreneurs and make a meaningful contribution to society.

Overall, giving students practical social entrepreneurship training can be an incredibly positive and rewarding experience for both the students and the wider community.

3. STRUCTURE

The curriculum is divided into seven modules, with the first module about formulating social business ideas. That entails the initial stages of determining a business idea. The process involves four elements:
- ·finding an unsatisfied need in the market
- ·creating a unique solution that satisfy this customer's need.
- ·poking holes in the concept
- ·obtaining feedback for potential customers

From modules two to nine, various entrepreneurship-related subjects are covered, emphasizing the practical abilities that business owners need to launch a profitable venture. The courses were made to adhere to the collaborative learning module. Some are divided into parts with numerous sub-sections (sessions) that concentrate on the educational materials and subjects connected to the module's general learning goals and numerous real-world instances.

4. PROGRAMME DESCRIPTION

The core objective of this curriculum is to ensure the sustainability of the social enterprise centre at Accra Technical University. In the long term, the curriculum will be integrated into the university's main curriculum and other technical universities. Within the short term, six (6) workshops will be organized with a view to generating ideas to enrich the content of the curriculum. The methodology for delivering the content will be discussions and engagement with participants. This curriculum is one of the outcomes of an IAU British Council-sponsored project on social enterprise. The curriculum is the outcome of a joint effort by the University of Huddersfield, the University of Bolton, and Accra Technical University. The main industry partners are Social Enterprise Ghana and Achievers Ghana.

5. PROGRAMME ASSESSMENT

At the beginning of the programme, participants will be made to assess their potential and match them against problems in their communities. The idea is to guide them to initiate and incubate SE Start-ups to address community-based challenges. Participants are expected to present and defend a prototype solution to their problem by the end of the programme.

6. PROGRAMME DURATION

The entire duration of the programme will be three months.
- ·Workshops: 1 month
- ·Project work: 3 month

7. PROGRAMME OBJECTIVE

Participants will carry on with their prototype solution as a livelihood

8. PROGRAM CONTENT

A.FORMULATION OF THE SOCIAL BUSINESS IDEA
Introduction
A business idea is the practical action of one's vision. Visions are nurtured from the society or community we come from and the people we relate to. The vision addresses a problem in your community. To activate your vision, one has to agree on the appropriate business module.

Content
Participants will be introduced to the difference between Private and Public enterprises on the one hand and social enterprises on the other.
Participants will be made to know the different social enterprise modules
The **three** modules of social enterprises
The **nine** social enterprise modules
- ·Self-efficacy
- ·Job creation
·

Aim

At the end of the workshop, participants will know the module that fits well for their business idea.

B. THEORY OF CHANGE

Introduction

The Theory of Change refers to strategies, actions, and resources that facilitate change and achieve outcomes. Our societies keep on changing as well as social enterprises. Change is necessary for sustainability. The Theory of Change describes and illustrates how and why the desired change is expected to happen.

Content

The change theory would be linked with cultural and societal changes

The **five** theories of change

- Socially Constructing Reality
- The Heliotropic Hypothesis
- The Organization's Inner Dialogue
- Resolving Paradoxical Dilemmas (Bushe, 1998)
- Appreciative Process

Elements of a theory of change

- Understand how change happens in the contexts that you are working in
- Identify your specific role in contributing to these changes
- Develop a conceptual pathway illustrating how your efforts will contribute to identified changes
- Identify the assumptions that will need to be tested through the life of the programme
- Continuously monitor change and your change pathway, and test assumptions
- Critically reflect on your path and your role in the light of emerging changes

Aim

At the end of the workshop participants will appreciate that change is inevitable.

C. SUSTAINABILITY STRATEGIES

Introduction

This programme seeks to equip participants with the critical skills and expertise they need to improve sustainability in their enterprises.

Content

- Sustainable Development Goals and Business ideas
- Sustainability challenges and opportunities: The global state, what needs to change, and how to bridge the sustainability gap through rewiring the economy.
- The business case and leadership for action: Why sustainability is good for business, and the importance of good leadership in achieving change.

- Regulatory environment and international policy: Policy instruments, international agreements, and the role of business and civil society in shaping a zero-carbon economy.
- Production and consumption: The value chain: Implement sustainable business modules and processes for sourcing, producing, and consuming.
- Design, technology and planning for sustainability: The role of innovative design, planning, and technology in facilitating sustainable business.
- Communication and marketing: How to effectively communicate sustainability strategies and goals to internal and external stakeholders.
- Collaboration and partnerships: How businesses can work together with corporate, government, and non-profit actors to bring about large-scale change in the sustainability space.
- ·Rewiring your business approach: Learn how to be an effective change agent, overcome barriers to change, obtain networking support, and create a personalized sustainability action plan.

AIM
At end of the workshop participants are expected to be able to reconcile economic growth and social progress, and ensure inclusivity that leads to a better life without compromising societal development.

D. FINANCIAL RECORD KEEPING

Introduction
This course deconstructs the world of finance and gives members useful tools for comprehending and utilizing financial data within their organizations.
The module teaches how to use various financial tools to control budgets, evaluate initiatives, and break down financial statements. Exercises will be provided for participants to put what they have learned into practice, and the facilitator uses case studies and real-world instances.
This is the process of taking a comprehensive look at your financial situation and building a specific financial plan to reach an enterprise's goals. Participants will be taken through the process of recording transactions and events in an accounting system.

Content
- Identify and understand the sources of Capital for a business.
- The working capital cycle and its implications for an organization
- Clarify the difference between profit and cashflow
- Understand accounting terminologies such as accrual, going concern, consistency and prudence.
- Accounts Payable
- Accounts Receivable
- Prepare a simple financial statement.
- Bookkeeping
- Trial Balance

- Bank Reconciliation Statement
- Basic ratios for analysing the financial statement for growth, liquidity, profitability, and efficiency.
- Budgeting and effective budget controls
- Strategic financial management, savings, and investment.

Aim

At end of the workshop, participants are expected to keep a complete record of business transactions on the basis of accounting rules and regulations to ascertain the profit or loss of an enterprise.

E. GOVERNANCE

Introduction

Governance is formally defined as, systems and processes that ensure an organisation's overall direction, effectiveness, supervision and accountability (Cornforth, 2003). Governance of a Social Enterprise is to help safeguard the enterprise's mission while allowing the management team to meet the demands of various stakeholders such as investors, employees, clients and beneficiaries, as well as comply with public policies and regulations.

Content

- Steps for registering a Social Enterprise
- Business Ethics
- Risk management
- Division of work
- Organization and Legal Issues
- Managing Stakeholders

Aim

Is to introduce participants to issues relating to the management of social enterprises.

F. PROJECT MANAGEMENT

Introduction

The workshop is to help participants to assess their enterprise life cycles. A project management workshop helps explain structured planning for an enterprise, how to manage change and risks, and how to manage stakeholder expectations.

Content
- Planning and defining scope.
- Budgeting.
- Time management.
- Organization structure
- Organizational skills and tips.
- Communication.
- Leadership skills.
- Risk management and contingency planning.

Aim

At the end of the workshop participants must know how to work smarter, not harder and also how to gain skills in improving their enterprise.

G. BUSINESS MODEL

Introduction

This workshop is designed to equip participants to translate their prototype enterprises into business models. That is the conceptual structure that supports the viability of the business and explains who the business serves, what it offers, how it offers it, and how it achieves its goals.

Content

1. Business model canvas

    Who is the customer?
    - What value does the business deliver to the customers?
    - How does the business operate?
    - How does the business make money?

2. Types of business models/classifications

    Business strategies
    - Distributor
    - Retailer
    - Franchise
    - Brick-and-Mortar
    - E-commerce
    - Bricks-and-Clicks
    - Freemium
    - Aggregator eg Uber
    - Dropshipping
    - Crowdsourcing

Aim

At the end of the workshop, participants can tell how their business will work and make money.

9. MONITORING AND EVALUATION

In the context of social business initiatives or campaigns, monitoring, and assessment are critical components in facilitating responsible financial management and strategic planning throughout various stages. By providing insight into the accuracy of our assumptions and highlighting areas of potential financial inefficiency, monitoring and assessment enable us to allocate resources effectively.

Furthermore, these practices aid in gaining a deeper understanding of stakeholder priorities and needs, including those of customers, recipients, supporters, and team members. Ultimately, monitoring and assessment serve as valuable mechanisms for determining the need for project modifications or confirming that project objectives are being met.

The necessity for project evaluation is contingent upon the unique circumstances and stakeholders involved and is subject to evolution over time. Consequently, diverse evaluation approaches and methodologies may be required to address shifting project dynamics and priorities. Effective selection of assessment techniques that align with project objectives and goals is essential. However, it is important to acknowledge that quantifying the extent of project endeavors does not necessarily equate to measuring their effectiveness.

Additionally, evaluating the quality of engagement with project stakeholders is a valuable practice for promoting successful project outcomes.

Evaluation techniques for projects or campaigns may encompass several approaches, including cost-benefit analysis, participant surveys and interviews, informal conversations with beneficiaries, clients, and project team members, audience counting and interaction assessment for events, social media statistics, and web communication data analysis. Conducting a cost-benefit analysis involves determining the benefits of an action and the associated costs and subtracting the costs from the benefits to assess project feasibility and identify the need for modifications. Participant surveys and interviews can evaluate satisfaction, learning processes, and the knowledge and skills acquired through workshop and training activities. Informal conversations with stakeholders provide valuable qualitative data for analysis. Event audience counting and interaction assessment evaluate project effectiveness in engaging with the target audience. Social media statistics and web communication data analysis tools such as Google Analytics can provide insights into website visitors' demographics, behavior, and interests and the effectiveness of social media promotions.

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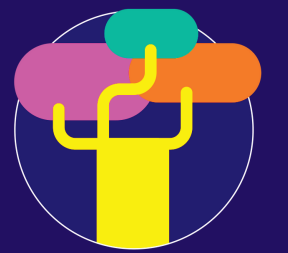
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APPENDIXES

Appendix A – Workshop on Curriculum Development in Accra, Report on Social Enterprises and Youth Employability; Stakeholders Consultation Meeting/Forum Held on April 05, 2022., https://atu.edu.gh/2023/03/23/report-on-curriculum-atu/

Appendix B – Workshop on Curriculum Development in Takoradi Report on Social Enterprise; Stakeholders Consultation Forum in Takoradi Held on July 14, 2022., https://atu.edu.gh/2023/03/23/report-on-curriculum-atu/

Appendix C – Workshop on Curriculum Development in Koforidua Report on Social Enterprise; Stakeholders Consultation Forum in Koforidua Held on July 19, 2022., https://atu.edu.gh/2023/03/23/report-on-curriculum-atu/

Appendix A – Workshop on Curriculum Development in Accra

Report On Social Enterprise; Stakeholders Consultation Forum In Accra Held On April 5, 2022.

1..0 INTRODUCTION

Accra Technical University (ATU), in Partnership with Innovation for African Universities-British Council, University of Huddersfield, University of Bolton and Achievers Ghana, organized a forum with the theme 'Social Enterprises and Youth Employability; Stakeholders Consultation Meeting/Forum'. The forum was held on Tuesday, April 05, 2022 at the Accra Technical University Auditorium at 9:30am.

1.1 PARTICIPATION

The forum was organized for tertiary students leaders from various Technical Universities including Accra Technical University, Cape Coast Technical University and Koforidua Technical University.

The Masters of Ceremony for the day were Mr. Frank Opuni and Mr. Eric Otoo-Degraft. The rapporteurs for the day were Mrs. Sebrina Kafui Adjei-Frimpong and Mr. Philip Agalisi Akumasi. Members of the media were invited and were present for the forum

Dignitaries in attendance were as follows:
- The Vice-chancellor
- British Council Representative
- The Registrar
- The Director of Finance

Organizers of the programme were as follows:
- Prof. Ernest Christian Winful
- Dr. Emelia Ohene Afriyie
- Mr. Frank Opuni
- Dr. Chosniel Elikem Ocloo
- Dr. Kofi Opoku-Asante
- Mr. Josiah Quaye

2. WELCOME REMARKS

The Vice-Chancellor, Prof. Samuel Nii Odai gave the Welcome Remarks. He welcomed the resource persons, participants and other attendees to the programme. In his address, he indicated that approximately 230,000 graduates from Ghanaian Universities entered the labour market annually. Out of that number, only 2% gain employment; 50% were under unemployed due to their lack of entrepreneurial skills and 98% struggled in the informal sector for opportunities.

He added that, educational systems like tertiary education provided the channel through which the youth transitioned into the world of work. The current trend showing in business models indicated that there was a positive relationship between employment and environmental degradation. This was due to an increased depletion of natural resources which resulted in environmental degradation. This was indicative of an unhealthy economy. In order to remedy this situation, there was a need to use the Social Enterprise Model in order to sustain society.

He stated that this model prompted this forum whereby key stakeholders, academia and students deliberated on current issues to find sustainable long-term solutions. In order to enhance Youth Employability and Life Chances, there was a need to inculcate Social Entrepreneurship and Skills Development within the curriculum of tertiary institutions. In his closing address, he encouraged attendees to contribute their quota in creating a sustainable development for our society.

3. OPENING ADDRESS

The Chairman was Mr. Andrew Entsua-Mensah, a Project Management Professional with over eight (8) years of experience in the training and development sector with specific focus in TVET and Social Enterprise landscape.

In his opening address, he stated that the British Council had been instrumental in coordinating activities that led to the development of the National Apprenticeship Policy in Ghana. He added that the British Council promoted the development of social enterprise and social investment which helped in fostering a more sustainable, inclusive and prosperous future for Ghana. The programme was modelled by making use of experts from the United Kingdom (UK) who shared ideas on best practices in the industry and created opportunities between the UK and other commonwealth countries. They currently operate in 24 countries and work with a number of international and local partners. They provide social entrepreneurs with:

- training
- business consulting and mentoring
- access to funding and investment opportunities
- study tours
- international networking

They also conduct research and organize policy dialogues, academic exchanges and public awareness activities like this forum which promote social enterprise and social investment. They are keen on developing the social enterprise ecosystem through:

- Building partnerships
- Creating awareness about the work of social enterprises
- Policy development
- Business support and incubation
- Community impact and leadership building

He stated that the current statistics indicated that both graduate and non-graduate job seekers had difficulty in finding employment. He therefore explained that the rationale behind the organization of this forum was to expose the youth to the plethora of job opportunities available to them through social enterprise. He concluded by encouraging the attendees to actively participate in all aspects of the forum if they were to benefit from it.

4. RESOURCE PERSON PRESENTATIONS

The State of the Regulatory Framework on Social Enterprise: Lawyer R. Sabah Teiko Esq., PMP, M, IOD, Amartefio Chambers

Lawyer R. Sabah Teiko has over 20 years of experience in the development sector. She was a fellow of the prestigious Mo Ibrahim African Leadership Fellowship and has served in various roles during her vibrant career. She is also a blogger.

Lawyer Sabah presented some statistics on Social Enterprise. She stated that as at 2016, there were about 26,000 social enterprises in Ghana. That number had grown exponentially since then. Currently, the social enterprise sector was dominated by young people especially women. The statistics indicated that about 39% of the Ghanaian social
enterprises were women entrepreneurs and 43% young people between the ages of 25 to 34.

Further, most of the social enterprises were start-ups. This meant that they were still in the early stage of growth and therefore targeted small beneficiary market segments, typically in villages and townships.

She confirmed the grim state of the employment statistics in Ghana as provided by the Vice Chancelllor. She added that in Ghana, only 10% of graduates find jobs after their first year of completing school. This was because the unemployment rate was higher among young people between the ages of 15-35 than older people who did not fall within that age bracket. This percentage was estimated to be eight times higher in other parts of Africa. The research indicated that out of an average of thirty-three (33) million graduates who completed University education annually in Africa, only three (3) million stood the chance of gaining employment.

She continued that about 50% of graduates who completed the mandatory one-year national service remained unemployed even after two years whilst 20% remained unemployed after five years.

In addition, she discussed certain common features of social enterprise.
These include the following:
- a social or societal objective,
- entrepreneurial behaviour,
- democratic and/or participatory governance, and
- the reinvestment of profits

The actors/stakeholders in the social enterprise ecosystem included the following:
- Individual SE Firms
- Hybrid/ NGOs
- Incubators
- Accelerators
- Policy Makers
- Networks
- Funders/ impact investors
- Educators/ trainers
- Advocates/ allies

She continued her presentation by stating that there was an estimate of sixteen (16) laws, policies and guidelines that governed social enterprises in Ghana. She dubbed these as LPGs, namely Laws, Policies and Guidelines.

- **LPG 1- Constitution of Ghana**

1.Article 6 of the 4th Republican Constitution of Ghana, 1992 makes provision for equality of opportunity. It states that: "the State shall afford equality of economic opportunity to all citizens; and, in particular, the State shall take all necessary steps so as to ensure the full integration of women into the mainstream of the economic development of Ghana".

a.Article 24 of the 1992 Constitution provides for the right to work. It states that: "every person has the right to work under satisfactory, safe and healthy conditions, and shall receive equal pay for equal work without distinction of any kind"

b.International Labour Organization (ILO) Convention on Decent work SDG 8 makes provision for decent work as well as equal opportunity.

- **LPG2- LABOUR Act, 2003 (Act 651)**

a.This statute provides for special incentives. Section 46 provides that: "special incentives shall be provided to an employer who employs persons with disability. (2) Special incentives shall be given to a person with disability engaged in a business or enterprise".

- **LPG3- Tax exemption for young entrepreneurs**

Provision is made for tax exemptions for young entrepreneurs under the Income Tax Act, 2015 (Act 896). Section 8 of the sixth schedule to the Act states that: "the income of a young entrepreneur from the business of manufacturing, information and communications technology, agro-processing, energy production, waste processing, tourism and creative arts, horticulture and medicinal plants shall be exempt from tax for a period.

- **LPG4- Tax exemption for employment of Fresh Graduates (Act 896)**

Further, Act 896 makes provision for a further tax exemption where fresh graduates are employed by businesses. It states that: "In calculating the income of a company from conducting a business for a year of assessment, the company is entitled to an additional deduction as provided in subparagraph (2) for salary and wages paid during the year to a fresh graduate from a recognized Ghanaian tertiary institution. (2) The additional deduction specified in subparagraph (1) is as follows: Up to 1 percent 10 percent of salaries and wages above 1 percent but not more than 5 percent. 30 % of salaries and wages above 5 %. 50 % of salaries and wages. (3) for the purpose of this paragraph "fresh graduate" means a person who has graduated from a tertiary institution for the first time, whether or not that person was previously employed".

- **LPG 5 – Income of charitable organizations (Act 896)**

The law also allows for tax exemptions for charitable organizations. Under section 95(4), it provides that: "the income accruing to or derived by a charitable organization is exempt from tax". Also, section 100 states that: "contributions and donations to a worthwhile cause (1) Where the income for a year of assessment in respect of a person who has made a donation or contributed to a worthwhile cause is to be ascertained under section 2, the person may claim a deduction that is equal to the contribution and donation made by that person during that year for a worthwhile cause approved by.

Government under subsection 2. (2) The following causes are worthwhile causes approved by Government: (a) a charitable organization which meet the requirements of section 97; (b) a scheme of scholarship for an academic, technical, professional or other course of study; (c) development of any rural area or urban area; (d) sports development or sports promotion; and (e) any other worthwhile cause approved by the Commissioner-General".

- **LPG 6- National Youth Authority Act, 2016 (Act 939)**

In her presentation, she stated that the objects of the Authority were to
(a) develop the creative potential of the youth;

(b) develop a dynamic and disciplined youth
imbued with a spirit of nationalism, patriotism
and a sense of propriety and civic responsibility;
and

c) ensure the effective participation of the youth in the development of the country. Section 17 of Act 939 makes provision for the funding needs of the Authority. It states that: "the funds of the Authority include (a) moneys approved by Parliament; (b) 5% of the District Assemblies Common Fund subject to the formula approved by Parliament in accordance with article 252 of the Constitution; (c) return on investment of funds by the Authority; (d) donations and grants; and

(e) any other moneys that are approved by the Minister responsible for Finance".

- **LPG 7- Venture Capital Trust Fund, 2004 (Act 651)**

The object of this statute is: "(1) to provide financial resources for the development and promotion of venture capital financing for small and medium enterprises in priority sectors of the economy as shall be specified from time to time. (2) (a) the provision of credit and equity financing to eligible venture capital financing companies to support small and medium enterprises which qualify for equity and quasi-equity financing". Some achievements of the Venture Capital Trust Fund include the following:

(a) In 2011, VCTF established the Ghanaian Angel Investor Network (GAIN) to formally organize wealthy individuals to invest in and mentor entrepreneurs. GAIN was the first angel investor network and it has been mandated to promote angel investing as an alternative form of financing business start-ups in Ghana.

(b) The Trust initiated discussions with the National Pensions Regulatory Authority, to influence directing local Pension funds into the industry to support Ghana's economic development.

(c) VCTF collaborated with the Ghana Stock Exchange to promote the Small and Medium Enterprises (SME) listing project. It established the listing-assisted fund dedicated to helping SMEs cover the initial cost required to list on the market.

- **LPG 8-The Ghana Social Enterprise Policy Draft, 2021**

The policy was developed to address structural challenges as the Social Enterprise (SE) Sector grew and in the achievement of the Sustainable Development Goals (SDGs). The vision of the policy is to be 'A vibrant social enterprise sub-sector that drives innovation, create jobs and scales-up enterprise-based solutions to social problems in Ghana.' This policy builds up on the 2019 version of which the STAR Ghana Foundation, in collaboration with SE Ghana and WASCI supported a roundtable discussion. It must be noted that the 2021 version is not significantly different from the objectives of the 2019 version. The definition of Social Enterprise expanded and the number of strategic objectives were reduced from 6 to 5. This operates with **seven (7)** thematic areas made up of the following:

- Regulatory
- Financing
- Training
- Research
- Technology
- Marketing
- Cross cutting

The functions of these are complementary and will at the long run produce perfect results.

- **LPG 9-Ghana Beyond Aid Agenda (April 2019)**

This is a policy that has confidence in Ghana, that it is in charge of her economic destiny; a transformed Ghana that is prosperous enough to go beyond asking for aid(s), and that engages competitively with the rest of the world through trade and investment. Presently, aid received by Ghana is reducing as illustrated by the following figures. From 2010 to 2017, full grant aid (i.e., resources that Ghana does not have to pay back or "charity aid") ranged on a declining trend from 3.7 to 2.3 percent of GDP. The statistics shows that in 2017, only 5.6 % of aid was received compared to 25.6% of GDP for government budgetary expenditure. The illustrations are an indication that government can do without aid in the future. The full implementation of this agenda will provide a good basis for developing the social enterprise sector in the country.

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- **LPG 10- National Micro, Small and Medium Enterprises (MSME) And Entrepreneurship Policy, Ghana (Sept 2019)**

This policy document identifies challenges and matches these with the right sector for support. It's policy prescriptions also focus on regulating and providing clarity in the sector. Some challenges identified within the sector include financing and the lack of formalizations. These challenges act as key bottlenecks to growth. Social Enterprise is a subsector MSME, therefore any support given the MSME improves the Social Enterprise.

- **LPG 11- Sustainable Development Goals (SDGs)**

On the average, Ghana is doing well in its achievement of some of the SDGs. However, it is struggling to achieve others.

- **LPG12/13/14: Draft Non-Profit Organisations Bill, Ghana Start-up Act and New Company's Act, 2019 (Act 992)**

In the wake of the COVID-19 worldwide, many economies took steps in alleviating the plight of its citizenry affected by the pandemic. In Ghana, the nation launched the Coronavirus Alleviation Programm (CAP) of GH¢600 million for Micro, Small, and Medium-Sized Enterprises via the Coronavirus Alleviation Programme Business Support Scheme. The expectation was to supplement the needs of those sectors by up to GH¢400 million in bank lending. The soft loan scheme would be a collaboration between the government, the NBSSI and Trade Associations, and selected Commercial and Rural Banks, and would have a one-year moratorium and two-year repayment period for micro, small, and medium-scale enterprise.

- **LPG 16- COVID and Social Enterprise (2)**

The Ghana CARES Obaatampa programme has eight (8) key projects. The Obaatampa Programme provides support for the commercial farming industry and attracting educated youth into commercial farming as well as in building the country's light manufacturing sector. Developing engineering/machine tools and ICT/digital economy industries. The Ghana CARES Obaatampa programme has the following as its modules:

1. Fast tracking digitalization.
2. Developing Ghana's housing & construction industry.
3. Establishing Ghana as a Regional Hub.
4. Reviewing and optimizing the implementation of Government flagships and key programmes.
5. Creating jobs for young people

Lawyer Sabah concluded by emphasizing that, the youth unemployment in Ghana was still very high as more graduates enter the job space. Social enterprise provides a sustainable and profitable avenue for young persons to thrive and be innovative whilst solving society's challenges while in line with the SDGs. Ghanaian policies and laws are largely empowering and supportive of the work of young persons in theory. There however needs to be a conscious effort by the youth to realize these laudable goals.

4.2 UK Partners: Supporting Student Learning in Entrepreneurship Through the Curriculum, Social Enterprise and Youth Employability Project, Dr. Michael Snowden, University of Huddersfield, Dr. Jamie Halsall, University of Huddersfield and Dr. Dennis Hyams-Ssekasi, University of Bolton.

In their virtual presentation, they stated that in conducting the research project: "Young People's Employability and Life Chances: Enhancement using Social Entrepreneurship and Skill Development within the Tertiary Curriculum and Inclusivity and sustainability within Ghana: Enhancing awareness and utilisation of social enterprise and entrepreneurship for all"; they used the Mixed-methods of participatory research, including:

- Conducting and assisting young people in conducting qualitative interviews and case studies, and action inquiry workshops.
- Participants: Young People; Educators; Entrepreneurs and Social Enterprise representatives
- Develop Social Enterprise and Entrepreneurial skills-based education and training;
- They continued that the philosophy used were;

Heutogical approach
- Promoting Social enterprise as a "levelling up" strategy for the community
- The following were the outcome of the project in enhancing Social Enterprise;
- Design and deliver a series of training and workshops, and increase awareness and visibility of social enterprise development online.
- Increase the uptake of Social Enterprise and Entrepreneurship Skills as a strategy for solving Youth Unemployment.
- Design and deliver a freely available raft of resources to support the delivery of SE within curricula
- Provide mentoring/coaching support for Social Entrepreneurs
- Embed Social Entrepreneurial skills across the tertiary curriculum
- Design short courses to support the development of social entrepreneurs.

4.3 The Sustainability of Social Enterprise as a Panacea to Youth Unemployment in Ghana: Mr. Solomon Twum, Country Director of Reach for Change Ghana

Mr. Twum is an enterprise development expert and has over 20 years of experience in Industry. He has worked to support, develop, incubate and scale up over 300 entrepreneurs across Africa.

Mr. Twum in his presentation defined Social Enterprise as an organisation that applies commercial strategies to maximise improvements in social and environmental goals. He commented on the current statistics and facts of unemployment. He stated that one in three young Ghanaian was self-employed in vulnerable jobs. An estimated 230,000 young Ghanaians sought employment annually into the formal sector. The formal economy offered jobs to only 2% out of the 230,000 which meant that 225,000 were left without employment. He added that the Covid -19 pandemic contributed immensely to this statistic.

He affirmed the contribution of Social Enterprise by stating that an estimated 97,500 social enterprises in Ghana as at 2020 created 413,300 direct jobs. He continued that an estimated 200,000 social enterprises in the UK contributed approximately 18 billion pounds annually to the economy. Also, an estimated 100,000 social enterprises in Italy employed 850,000 employees.

In conclusion, he emphasized that the macro level of social enterprise were;

- Institutions of higher learning.
- Government and regulatory agencies.
- CSOs, INGOs, ESOs.

4.4 The Role of Women Social Enterpreneurs in Creating Jobs and Impact: Catherine Boafo, CEO OF Mawutueni Ghana Limited

Catherine Boafo is a Social Entreprenuer focused on training, advocacy, research, rural development and agri-business to impact women in their community.

Catherine used 'Mawutueni Partnerships For Development' for her presentation and emphasized that, entrepreneurship was important in every economic development the world over. This was because entrepreneurship brought innovations to the market and thereby offered key value-generating contribution to economic growth and progress. The Woman entrepreneur may account for improved economic growth and stability within the country and in that regard, add to the labour force. She stated that women entrepreneurs account for 70% of the total food crop production and contribute 52% of the agricultural labour force in Ghana. Women can be considered as the fastest growing entrepreneurs in the world. Currently, it is being acknowledged that women entrepreneurship is an important indicator for world development.

She continued that, women entrepreneurs around the world play a significant role in contributing to jobs creation, wealth, poverty reduction, human development, education and health, all geared towards national development. Using Mawutwueni as a case study, the CEO pointed out that, women in entrepreneurship impact greatly in the lives of other women and the youth positively in Ghana and beyond.

She outlined some of the advantages of women in entreprenuership with emphasis on Mawutueni Partnerships for Development;

(a) Creating jobs. Social enterprises create jobs, and many focus on providing jobs specifically for those most disadvantaged in the labour market, or in areas where there is otherwise little employment. Some focus specifically on employing women, and overall, the social enterprise sector employs more women than the private sectors.

(b) Agility and flexibility. Most social enterprises are small scale and focused on a relatively small geographic area, which means they can be very responsive to the needs of the women and girls they are set up to serve.

(c) Sustainability and continuity. Social businesses are more sustainable when they are not dependent on continuing political support. Social enterprises social enterprises don't disappear when governments change.

(d) Equal power balance. Social enterprises allow women to take their destiny into their own hands. One of the most interesting approaches to women's empowerment are grant-funded programmes. In traditional grant-funded programmes, women are beneficiaries; they gain skills, confidence, and opportunities as a result of the generosity and actions of others.

(e) Innovation and Entrepreneurship. Entrepreneurs try new ideas to innovate, and to create businesses that put those ideas to work in a competitive and open way. So social enterprise can lead to extraordinary solutions to social and environmental challenges. Empowering social entrepreneurs to develop new solutions to these challenges releases a creative force far beyond that available within any government or NGO.

(f) Developing skills. This is the most common impact listed under the social enterprise model. It includes combining skills training with a trading activity. Mawutwueni is a social enterprise which aims to improve the livelihoods of women and youth entrepreneurs in communities in a sustainable and profitable manner.

4.5 The Roles of Key Stakeholders in Social Enterprise Ecosystem in Ghana: Edwin Zu-Cudjoe, Executive Director of Social Enterprise Ghana

Mr Zu-Cudjoe is the Executive Director of Social Enterprise comprising of 840 social enterprises and16 innovation hubs. He has over 14 years work experience in trade and investment development. Mr Zu-Cudjoe defined the following concepts in his presentations;

- Social Enterprise as an organisation that uses business strategies to address social and environmental challenges for both impact and financial returns, although impact is first.
- An Entrepreneurship Ecosystem as a peculiar system of interdependent actors and relations directly or indirectly supporting the creation and growth of new ventures (impact or social ventures)
- A Stakeholder as an individual, organization or group that is impacted (positively or negatively) by the outcome of a project or a business venture. They have an interest in the success of the project, and can be within or outside the organization that is sponsoring the project.

He indicated some key challenges Social Entrepreneurs face include;

- Absence of a Policy Framework and Legal/Regulatory Framework for the operations of a social enterprise
- Absence of General Awareness and Knowledge about the operations of a social enterprise
- Little to no investments and funding for the start-up and operations of a social enterprise
- A lack of an ecosystem to support the growth of the social enterprise
- Little research and data to support the social entrepreneurs in developing a product that meets the needs of the market
- He outlined some key stakeholders in Social Enterprise including;
- Government of Ghana- Cabinet, Parliament, Judiciary
- Ministries and Government Agencies- Ministry of Trade and Industry, Ministry of Finance, Ghana Enterprises Agency, National

Entrepreneurship and Innovation Programme, Registrar General's

Department, Ghana Revenue Authority, Ghana Standards Authority, etc.

- Universities and Research Institutions- Accra Technical University, The Council for Scientific and Industrial Research (CSIR),
- Hubs- Incubators and Accelerators
- Investors- Impact Investors, Venture Capitalist, Private Equity, Banks and Financial Institutions, Foundations
- Business Networks and Associations- Social Enterprise Ghana, Ghana Chamber of Young Entrepreneurs, Ghana Start-Up Network, Impact Investing Ghana

- Media- Social media, TV, Radio- GTV, TV3, Myjoyonline, etc
- Corporates and MNES- MTN, Tullow, Goil
- Development Institutions, NGOs, CSO- British Council, European Union, GIZ
- Foundations and Family offices- Melcom Foundation, MasterCard Foundation,
- Enterprise Support Organisations- Legal Firms, Auditing Firms, etc
- Mentors and Coaches
- Religious Institutions- Church, Mosque, RC, E.P

He informed members about Social Enterprise Ghana as Ghana's network of high-impact social enterprises and hubs. It was established in 2016 with 840 Members Nationwide and 16 Hubs- Regional Leads and 16 Women Led Enterprise Support Organization. Their core activities are as follows;

- Policy, Advocacy, Sensitization and Awareness Creation, Research
- Training, Capacity Development, Learning, Innovation, Skills Development
- Access- Skills, Technology, Market, Investment, Information

He stated the impact and achievements by Social Enterprise Ghana since its inception included;

- Increased Social Enterprises: 2015 British Council 26,000, 2020 Siemens Foundation 97,500 and creating over 800,000 jobs
- Members: 850 registered members receiving information and training
- Learning/Training: 6,000 trained in 2020
- Comprehensive training developed including: Incubation, Acceleration, Business Advocacy Training, Financial Management, Covid-19 Resilience and 3 Major Research Reports
- Connection to Markets: 3 Exhibitions and Trade Shows
- Funding for Members: In 2020 we enabled 63 Social Enterprises to receive loans, Successfully Introduced 25 to impact investors and shared over 200 funding opportunities with our 850 members.

5. CLOSING REMARKS

In his closing remarks, the Chairman expressed appreciation to the various Presenters for accepting the assignment and taking time off their busy schedules to speak at the forum. He also thanked the participants for honouring the invitation.

He indicated that the sessions had been very informative and as a result he had discovered new ideas. He observed that this was the first time some attendees had heard of the term Social Enterprise and hoped they would think of innovative ways to become Social Entrepreneurs to enable them contribute their quota to the world. He informed participants that the world of work went beyond the acquisition of a certificate; it involved knowing how to apply knowledge, utilization of the available legal frameworks, the role of women in social enterprise and the support they needed in such endeavours were all needed in order to be successful. He encouraged the organizers to give the presentation slides to all participants so they can benefit from the stakeholders forum by revisiting the points on their own.

The Chairman concluded by advising participants to engage in more volunteer work, internship programmes and participate in TVET space. He thanked the organizers and participants for making time and hoped subsequent forums would engage even more participants.

The programme ended at 3:00pm with a prayer by Mr. Frank Frimpong Opuni.

Appendix B – Workshop on Curriculum Development In Takoradi

Report On Social Enterprise; Stakeholders Consultation Forum In Takoradi Held On July 14, 2022.

1.0 INTRODUCTION

The 5th Training workshop on Social Enterprises and Youth Programme and Employability aimed at enhancing skills for job creation was held at Takoradi Technical University on Thursday 14th July, 2022. This programme is a collaboration between Accra Technical University (ATU), Universities of Huddesfield, and Bolton of United Kingdom and supported by the British Council of Ghana, Social Enterprise Ghana and Achievers Ghana.

The forum was organized for tertiary students' of the Takoradi Technical University and social enterprise practitioners.

ORGANIZING TEAM

The organizing partners for the programme were:

UK Team
- Dr. Michael Snowden, UoH 3. Dr. Denis Hyams-Ssekasi, UoB
- Dr. Jamie Halsall, UoH

Ghana Team
- Prof. Ernest Christian Winful, ATU 7. Dr. Chosniel Elikem Ocloo, ATU
- Dr. Emelia Ohene Afriyie, ATU 8. Dr. Kofi Opoku-Asante, ATU
- Mr. Frank Frimpong Opuni, ATU 9. Mr. Josiah Nii Adu Quaye, ATU

Social Enterprise Ghana Member
- Edwin Zu-Cudjoe

WELCOME ADDRESS

The management of Takoradi Technical University was led by the Pro Vice-Chancellor to welcome the team. After welcoming them, Prof. Ernest Winful in his opening remarks welcomed the participants and encouraged them to ensure that they leave this workshop with the best they can take home.

He added that the unemployment rate kept growing from year to year and so therefore the only way to reduce it was by the introduction of programmes as these, which are intended to give exposure and skills to the youth and graduates to set up their own businesses and social enterprises and not to wait on government for employment. He said in line with this, the philosophies of Technical Universities would have to be such that, they inspire graduates to achieve higher heights. He added that unemployment means lack of skills basically to take up the existing opportunities.

To the participants, he advised them to take advantage of the programme to create networks and platforms that would last and be meaningful beyond the workshops and training organized through mutual means. The importance of these is to enable you to create your own jobs and become employers either whilst in school or upon completion.

2.0 RESOURCE PERSONS AND PRESENTATIONS AT THE TRAINING WORKSHOP

The training workshop assembled the following resource persons in their respective fields.

2.1 Classification Of Social Enterprises: Foundation for Governance And Sustainability Of Social Enterprises In Ghana. By Mr. Josiah Nii Adu Quaye of the Faculty of Business from the Accra Technical University

His presentation covered the following areas with the aim to give understanding to the participants
- What is a Social Enterprise?
- Ghanaian Environment
- Actors in Social Enterprise in Ghana

Status of SE In Ghana
- Legal forms of SE in Ghana
- Objectives of SE firms in Ghana
- Sectors of Operations of SE firms
- Challenges of SE firms
- Ghana Social Enterprise Draft Policy.

Definition of Social Enterprise.

He looked at the definition of Social Enterprise by its features to include the following four.
- a social or societal objective,
- democraticand/or participatory
- entrepreneurial behaviour, governance, and
- the reinvestment of profits.

THE GHANAIAN ENVIRONMENT AND SOCIAL ENTERPRISES

He illustrated that Ghana has enjoyed relatively a stable political environment for about 30 years now with peaceful transfer of democratic governance from one political party to the other. As a result of this, the country has economically moved from the lower income country into the lower middle-income country over these time periods. The sector driving the Economic growth in Ghana is mainly the Services sector which contributes about 47% to Gross Domestic Product in 2021according to the Ghana Statistical Service (2022). He added that in 2021, Gross Domestic Product growth rate was 5.4% (GSS, 2022). Notwithstanding this, about 3.4 million people are still projected to live in severe poverty and majority of them in the rural areas (Sasu, 2022).

YOUTH IN EMPLOYMENT AND SOCIAL ENTERPRISES, IN THE GHANAIAN ENVIRONMENT

He revealed that Unemployment among young persons (15-35) is higher than their adult counterparts which was estimated to be eight times higher than that of adults in Ghana. That the situation is about 50% among National Service Personnel who remained unemployed after two years whilst 20 percent remain unemployed 5 years after completing their national service. On top of this, only 10% of graduates find jobs after their first year of completing school.

WHAT ARE THE KEY ACTORS IN SOCIAL ENTERPRISE ACTIVITIES IN GHANA?

Social Enterprises are receiving some level of support from organizations which play different roles in the creation of the social enterprise ecosystem in Ghana. These support organizations focused on small and growing businesses that achieve social impact. A classic example is Growth Mosaic.

These which serve as vital factors include but not limited to the following.
1.workspaces with incubation support such as iSpace, Impact Hub Accra.
2. early-stage funding and support providers. For example, Reach for Change.
3. conventional Non-Governmental Organizations and Small and Medium Enterprises support organisations as in the case of TechnoServe.

The focal point of these support organisations is to ensure that these Social Enterprises are firmly established to provide the societal solutions they intended to and at the end of it, provide employment for the entrepreneur.

GROWTH LEVELS OF SOCIAL ENTERPRISES IN GHANA

According to Siemens Foundation (2020), there are about 97,000 Social Enterprises in Ghana and this number keeps growing at an increasing rate. The interesting thing is that, the Social Enterprise sector in Ghana is greatly dominated by young people and women. This gives a breakdown as shown below.

- 39% of Ghanaian Social Enterprises are run by women entrepreneurs, and
- 43% of all Social Enterprises are dominated by people between 25 to 34 years.
- most Social Enterprises operating in Ghana are in their growing stages of formation and their targets are very small beneficiary market segments, particularly in villages, sub-regions or townships.

He therefore, advised and encouraged the participants, especially the youth and young ladies to seriously take these training workshops and begin thinking about what they can do after school in order to create jobs for themselves by identifying societal problems around them.
about cross fertilization of ideas, skills and can increase financing opportunities.

GOVERNING OF SOCIAL ENTERPRISES IN GHANA – THE LEGAL SUPPORT

Ghana's current legal system has no provision for businesses as in Social Enterprises. Presently, business are only allowed to register as either Sole proprietorship, Company limited by shares, Company limited by guarantee (NGO), and Partnership. There is no distinct Social Enterprise category for social enterprises to register themselves as such in Ghana. A provision as this would be treating Social Enterprises as Non-Profit Enterprises which will have the propensity to encourage individuals to set up such enterprises. As a result, Social Enterprises have no option but to register as one of the above categories of business particularly as Sole Proprietorship. Source: World Bank (2013)
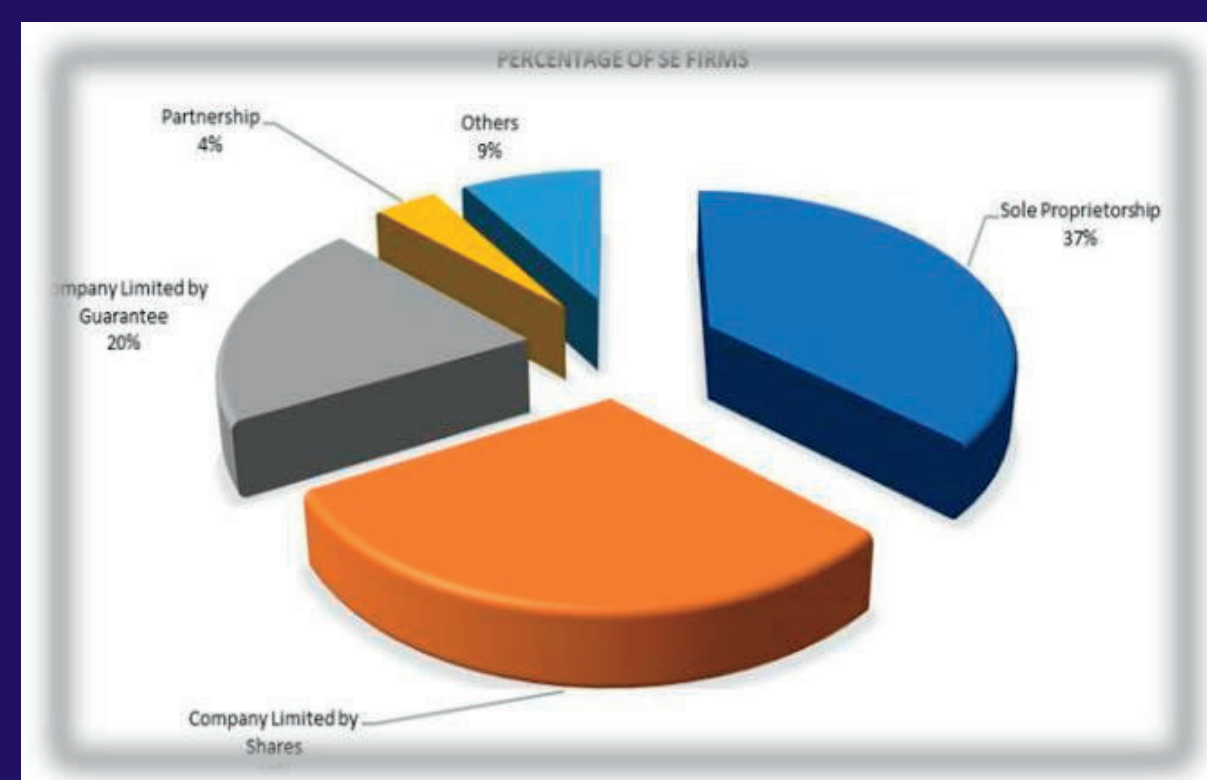
REGISTRATION OF SE IN GHANA

A study conducted by the British Council on the Legal Forms of Social Enterprises in Ghana revealed the outcome as shown below.
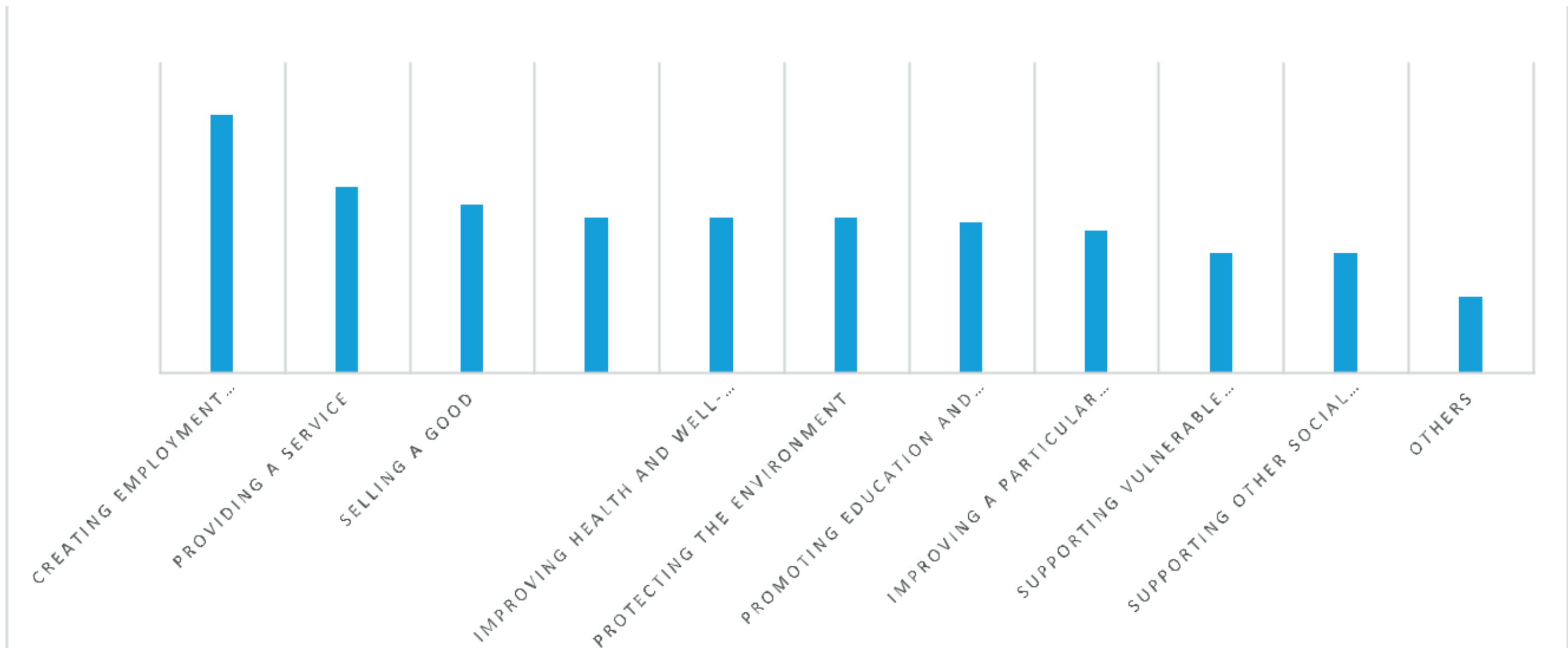
The interpretation of the above is that, the 38% as registered for Sole Proprietorship is not a good sign because, they cannot survive difficult times, cannot source for better funding, not attractive for partnership which will lead to expansion among others. Participants are therefore advised to often consider partnerships rather than standing alone.Partnerships brings about cross fertilization of ideas, skills and can increase financing opportunities.

AIMS AND OBJECTIVES OF SE FIRMS IN GHANA

The resource person told the participants that whether or not their enterprises are registered under sole proprietorship, company limited by shares or any other form, they need to indicate the aims and objectives of the enterprise. The reason of this is to put the entrepreneur in focus with regards to what entrepreneur wants to do in his or her effort to solve societal problems. He said on the basis of this, the British Council in 2016, carried out a research work to know how entrepreneurs register

their businesses or enterprises. The pie chart shows the various types of companies/businesses.

From the figure, one could see that the higher objective and of setting up an enterprise or business is to create employment opportunity with 58% whilst 17% was recorded for others. Participants were therefore advised and encouraged to always have objectives that will lead them to set out and find solutions to societal problems.


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OPERATIONS OF THE SOCIAL ENTERPRISES IN SECTORS BY GENDER

Societal problems are available in the various sectors of the economy from Agricultural, education, commence, health, among others. The British Council again in 2016 set out to find out how entrepreneurs or social entrepreneurs are performing especially in terms of gender. The findings were put in bar chart form as shown below. This is to expose the participants to the various sectors and to let them know where to locate themselves in terms of sectorial performance.

He interpreted the chart to mean that females entrepreneurs are not doing well in the educational sector, the agriculture sector, and the health sector. He emphasized that female social entrepreneurs are encouraged to venture into these sectors and make an impact regardless of the notion that these areas belong to the male entrepreneurs or male social entrepreneurs to excel. Calculated risks are to be taken equally by both sexes.
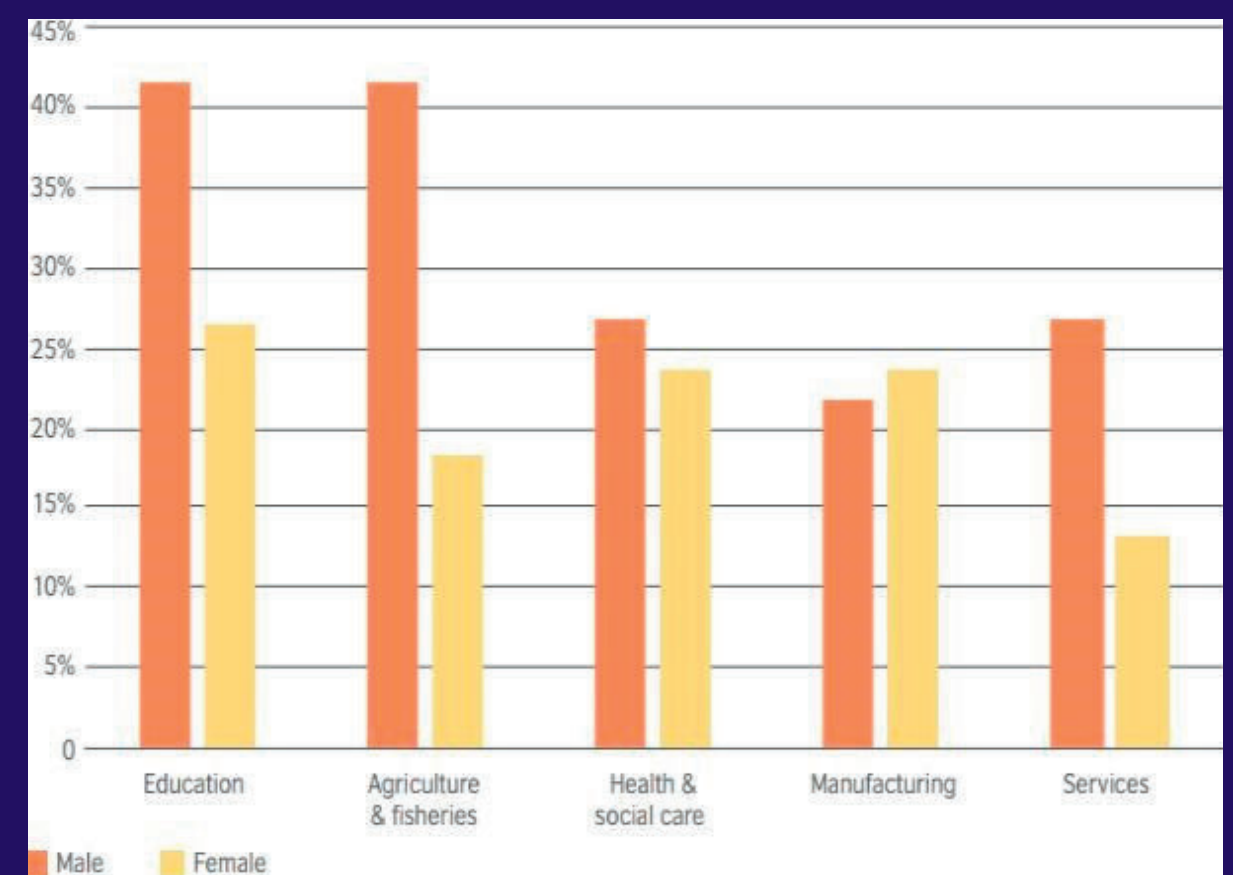
CLASSIFICATION OF SOCIAL ENTERPRISES/ENTREPRENEURS

From the presentation, the resource person made the distinction that, classification is based on the concept of the Corporate Social Responsibility of the Enterprise. It is therefore appropriate for the enterprises or entrepreneurs to be grouped as Social Enterprises, Entrepreneurs and or Businesses. This categorization has the power to exclude some social enterprises from the payment of certain mandatory taxes. Based on the above, Enterprises with 100% social return are considered strong Social Enterprises whilst enterprises with 100% financial return but zero social inputs are considered Non-Social Enterprises. Again, enterprises with 50% social returns and 50% financial returns are considered semi-strong Social Enterprises. Enterprises with less than 50% social inputs and social returns are considered as weal Social Enterprises. Using profit enterprises that are seen as high level of profit and also a high level of environmental aptness is considered to be strong Social Enterprises whilst enterprises with an average profit level and environmental aptness is classified as semi-strong Social Enterprises. Non-profit and not environmental aptness are described as weak Social Enterprises.

The resource person made these comparisms to inform participants that, there are so much benefits in the categorization of enterprises and or entrepreneurs either as a Corporate Social Responsibility minded or profit oriented minded. His encouragement was for participants to show much interest in the Corporate Social Responsibility category because that group has more to do with the society.

CHALLENGES OF SOCIAL ENTERPRISES IN GHANA

There exist certain challenges that affects social enterprises in Ghana to the extent that there is no comprehensive legal framework. Since the introduction of Social Enterprises (SE) in Ghana, there is no structured comprehensive legal framework regulating the affairs of SE enterprises in Ghana. Laws, Regulations and Policy directions are scattered a myriad of documents from the local level to the national level. Also, there is no Operating Policy Document on SE in the pass except recently that there is one in its draft as at 2021 yet to be operationalized by the government. There is also a difficulty in finding the right funding partner (s), high cost of credits, difficult credit requirements for the social entrepreneur and or the entrepreneur. There is again unstable economic environment affecting planning and execution of SE activities such as high Inflation, rapidly depreciation of the national currency (cedis) and increasing production cost. Lack of access to advisory and support services also affects the social entrepreneur likewise regulation and Red tapes in the economy.

BARRIERS TO GROWTH OF SE IN GHANA

There are certain barriers that hinders the growth and development of Social Enterprises in the Ghanaian Economy. Some of these barriers are graphed out from findings in a work done by the British Council in 2016.

THE WAY FORWARD

In his conclusion, the presenter drew the participants' attention to some of the ways that can help Social Enterprises in the Economy. The few ones are mentioned below.

1. more data to be gathered on SE's to expand scope to be able to generalize SE's in Ghana
2. the study will then help to conceptualize SE's in the Ghanaian context
3. this will help define social enterprise, which would serve as the basis for Ghana's classification, legal, and regulatory frameworks.
4. The study will improve governance issues and financial issues making it difficult for SE's to grow or get funding to grow.

2.2 EMBEDDING SOCIAL ENTREPRENEURSHIP IN STUDENTS AND STAFF. BY PROF. RICHARD ACQUAYE, DEAN OF THE GRADUATE STUDIES OF THE TAKORADI TECHNICAL UNIVERSITY

His topic for the presentation was; His presentation covers the following table of contents

- Introduction
- Definitions / Distinction
- Social Entrepreneurship in Context
- SE Dimensions
- Embedding SE in Staff and Students
- SE Benefits
- TTU's Disposition
- Disposition of the Western Region
- Conclusion

The presentation hinged on these two (2) words which are sustainability and diversity in entrepreneurship. He therefore looked at these in full context of his presentation to the participants.

- Sustainable business model that would impact society
- Social entrepreneurship is very diverse

He began by exposing participants to the types of entrepreneurships/entrepreneurs and their main purpose of formation. According to Mair & Marti, (2006), Social Entrepreneurship is the creation of Social Value through the innovative use and combination of resources. Social entrepreneurship is therefore the field in which entrepreneurs tailor their activities to be directly tied with the ultimate goal of creating Social Value. He told the participants that, the Social Entrepreneur is a mission-driven individual/group of persons who use(s) a set of entrepreneurial behaviours/skills to deliver a social value to the less privileged and that this is confirmed by Abu-Saifan, (2012). The danger however is that, Social entrepreneurship education suffers from a lack of a clear theorizing according to Pache and Chowdhury, (2012). This he says has to do with the lack of technical institutions curriculum not prioritizing entrepreneurship education thereby not giving the students the skills needed for the setting up of social enterprises.

Social Entrepreneurs and their Features
He exposed the participants to social entrepreneurs, where they draw their sources and their core characteristics. This was to help them to know exactly how to go about setting up their social enterprises as this workshop training intend to do.

Social entrepreneurs in the light of the above, are entrepreneurs who pursue a social mission, they provide social service through commitment that address social needs. It is in this regard, an extension of entrepreneurship. The resource person explained that profit is not the criterion for measuring success with social entrepreneurship.

They prioritise social or environmental value over economic value. So therefore, by so doing, they do responsible sourcing of materials, they do ethical sourcing, they are Fair in their trade, they take Green initiatives, carry out, engage in sustainable projects, they are financially independent and independent projects where necessary and possible, they carry out self-sufficient projects and embark on circular economy among others.

Entrepreneurship Education and Technical Institutions.

Entrepreneurship education should be priority of technical institutions through their curricular to give some level of skills to students. Entrepreneurship education therefore teaches students crucial life skills, such as how to:

- collaborate and work with a team
- speak in public and prepare an effective presentation
- collect and analyse data
- use social media as an advocacy tool
- solve real, complex problems that don't have a definitive answer
- use curiosity and creativity to find an innovative approach to difficult problems.

The above is to inculcate in the students/participants the importance of curricular influence on them as future social entrepreneurs or entrepreneurs and how to successfully survive in ecosystem.

Embedding Social Enterprise in Staff and Students

It must be a constant feature within the academic community that staff are trained regularly or periodically, entrepreneurship programme becoming compulsorily part of the curricular, the organization of general seminars such as these training workshops this team, sourcing for funds to run projects through partnerships and collaborations such as these partnership and collaboration and among others.

The Benefits of Social Enterprises or entrepreneurs

Social Enterprises or entrepreneurs have some benefits and among which is the fact that, they provide societal solutions for societal problems. In addition to this, they help in Poverty alleviation, addressing inequality challenges, Mitigate the challenges of unemployment and Address issues of climate change just to mention but a few. These benefits can expand across Locally, Regionally, Nationally and Internationally.

The mandate to Technical Universities by the National Council for Tertiary Education (NCTE) now Ghana Tertiary Education Commission (GTEC)

As part of the mandate to the Technical Universities is to train students in Entrepreneurship. Observing this, the TTU train students in various technical and vocational pathways. This includes staff who are social entrepreneurs who serve as case studies for the students. Classical examples are the following by the Takoradi Technical University.

a.Patrick Tagoe Turkson of the Painting Department

b.Dr Frances Fraiku of the Hotel Catering and Institutional Management.

c.TTU infrastructure and Land thus, Sculpture Farm, Fruit Farm for Natural Juices.

These serve as mentors for the students especially those who aspire to become social entrepreneurs or entrepreneurs.

Other Social Enterprises as Start – Ups for Takoradi Technical University (TTU)
The Takoradi Technical University have the following as Start-Ups where students are exposed to in their quest to establish their own either in school or after school.

- Elijah Sofo
- Plastics Water Bottles, Polythene.
- Lanto
- Egg Shell Panels
- Attitianti
- Matches Sticks for Panels
- Baisie
- Plastic Straw for Portraits and Landscapes
- Salim
- Plastic Bottle Tops for Portraits

Advantages in the Western Region of Ghana for Prospective Social Entrepreneurs.
The Western Region has a lot to launch individuals who are interested in becoming social entrepreneurs whilst in school or after school. These site attractions include but not limited the undermentioned.

- Sea
- Rivers
- Mineral Resources
- Plant Resources
- Rich Soil for Cultivation
- Cheap Natural Gas
- Hydrocarbon
- Water Bicycle (New Takoradi)

OWING THE WORLD THROUGH SOCIAL ENTERPRISING BY SOLIVING PROBLEMS.

In his conclusion, he reiterated the importance of the Social Entrepreneurship through education. He drew the participants' attention to the fact that, Social Entrepreneurship education is an extraordinary opportunity that needs to be encouraged if we are to develop the human capital required for building the societies of the future. He added that Social Entrepreneurs should to be focusing on programmes that will teach students crucial life skills. Again, Students would become well equipped to navigate the uncertain future by ensuring that these skills acquired include problem-solving, teamwork and empathy.

"SOCIAL ENTERPRENEURS, ACT NOW AND OWN THE WORLD IN YOUR HAND"!!!

2.3 Frankkom Optimum Enterprise. By Chief Executive Officer

The Enterprise really used its product to illustrate and demonstrates to the participants with the main aim of informing participants that, indeed there are so many societal needs that are yearning for solutions from the social entrepreneur. He presented what the Enterprise termed as the NK MAX CABINET. This is a Takoradi Technical University student initiative.

Why NK Max Cabinet and how was it Birthed? NK MAX CABINET was birthed after a long studying of how difficult it has become for students to carry both trunk and chop boxes to school especiallythe going to Senior High School.

The injuries these could cause, how these trunks can become rusted and could cause health challenges to students and parents, creation of congestion in dormitories for those in boarding schools, the poor security relating to the trunk and chop boxes, the difficulties and challenges of storage of other valuables both in homes and offices and the hazardous effects on the environment with the usage of both trunks and chop boxes.

NK Max Cabinet is the Innovative Solution

This product is durable, affordable, having sufficient space, easy to move and carry (on wheels), provide a very high security and above all, it is innovative in the market. Again, see figure 2 illustrating the NK MAX products.

The Chief Executive Officer demonstrated to participants that, innovation is the driving force when it comes to social enterprising and entrepreneurship. We have been able to survive because of our value preposition which is that, we are able to meet our deadlines, our products are durable and stand the test of time, we are able to do recycling, our products are also durable and in addition, we engage in our Corporate Social Responsibility as part of our core mandate for our existence.

The Uniqueness of NK Max Cabinet

The uniqueness of the NK Max Cabinet is what differentiate it from the market. Its product characteristics stand it out and so therefore has gained it its market share and the corporate name. The CEO therefore illustrated to the participants that, every product or service may come to the market but it will take only the product or service that can stand out and serve the interest of the society to survive. The product features of NK Max Cabinet include:

- Four (4) compartments with a secrete chamber
- Already fixed keys for high security
- An in-built drawer
- Strong and durable handles
- A broad base on wheels (for ease of carriage and movement)
- Very accessible for all areas for easy and quick cleaning

Innovation

NK Max Cabinet has no match in the market as of now because of its innovative nature and features. It is innovatively designed in different shapes, styles and types. Our objective is to serve the different public and to replace the old fashion of trunk and chop box system.
NK Max Cabinet Surviving the Competition

The Enterprise is surviving due to its strong competitive edge through innovation and resilience in the market. The competitive advantage for us is how we got into the market and our strategies to remain competitive in the market. He explained to the participants that, their competitive tools included the regular upgrading of their products, they are always in the market to be found, their products are durable and quality, they receive and work on feedback from customers, the affordability of their products in the market and lastly, their free delivery now within the Takoradi environment is just the magic. This is to illustrate that; social enterprises can make a high impact whilst serving the society and providing solutions.

Target Market for NK Max Cabinet

Our target market is the Senior High Pupil, parents, offices, corporate bodies and organizations.

Conclusion and Remarks

The Chief Executive Officer concluded by encouraging participants especially the students to be "smelling" around in the environment in which they are and be ready to take any opportunity that fall before them and make a social enterprise out of it and provide societal solutions. He remarked that every individual is either a social enterprise or an entrepreneur. He informed participants to take advantage of available expertise and try to form partnerships where possible to grow.

2.4 Surviving the Death Valley, a Blue Print to Build for the Future. By Executive Officer of Reach for Change Ghana

He discussed with participants on how to build strong charismatic businesses that will last a lifetime through what he called setting the "BAR". Setting the BAR means, Belongings, Acceptance and getting Recognition in the social enterprising setting.

Branding

He emphasized on the importance of branding for all social entrepreneurs and entrepreneurs as well. It is the brand that will make you become relevant in ones effort to solve societal problems.

He looked at branding to mean; a person's gut feeling about a product, service or an organization. Thus, it is not what you say it is, but it is what they say it is. He says it is therefore very important for every entrepreneur to build what is called charastimatic brand. This is a product, service or an organization for which people believe that there is no substitute in the market. He cited examples to Toyota Ghana, Hyundai, Closed Up, and Pepsodent among others.

For every entrepreneur, there is the need to be different through product or service differentiation. This is seen in the various ways.

- Differentiation; becoming unique in all features of your products and service.
- Validation; design thinking with human or the client in mind. To be certain and sure.
- Innovation; being new in your products or services for clients.
- Collaboration; the ability to work with other people.
- Setting of standards; this brings about setting the 'BAR'. Thus, showing a sense of belongingness, the act of accepting others and the readiness to accept and appreciate others and their opinions.

He advised that it is sometimes good to be disruptive innovator in order to be seen and noticed. Setting of the 'BAR' is for success in the field of entrepreneurship.

Building a Sustainable Brand

He recapped branding as stated above which means, a person's gut feeling about a product, service or an organization. Thus, it is not what you say it is, but it is what they say it is. Therefore, a sustainable brand has to do with an entrepreneur offering something your stakeholders actually want, delivering that consistently on your promise and do it better than your competitors do in the open market.

He ended his presentation by advising and encouraging the participants to reach out to them and any other body such as Social Enterprise Ghana with good proposals and sound projects that will really provide societal solutions. That everyone here presented is a future entrepreneur or social entrepreneur.

2.5 SUSTAINABILITY AND SOCIAL ENTERPRISES. By Madam Alice Ama Darko, Cirilo Consult

The resource person was Madam Alice Ama Darko of Cirilo Consult. She began by advising participants that one cannot be an excelling social entrepreneur if the environment from which the person operates is not sustainably managed. Managing the environment sustainably will mean that, social entrepreneurs are environmentally friendly and are more concerned about the people. She then defined sustainability in line with Brundtland's Commission which says that, it is 'the meeting of the needs of the present without compromising the ability of future generations to meet their own needs, (1987)'. Her presentation therefore centered on how the activities of the Social Enterpreneur can have effects thus, either positively or negatively on the environment and the people through service provision and or product production. To leave the planet save for future use, it is important to be sustainably minded in everything an entrepreneur does in order to meet the needs of the people in the society.

Pillars of Sustainability

She mentioned that there are three (3) pillars when it comes to environmental sustainability for the Social Entrepreneur. These include:

- Environment which is that same as the planet.
- Social which also the same as people.
- Economic same as profit or social welfare.

Environmental pillar is for the social entrepreneur to consider how she or he disposes of waste whilst trying to meet societal needs. Generation and disposing of waste should not just be done anyhow but in a sustainable manner as far as the environment is concerned. If possible, adoption of recycling is the best choice for the entrepreneur. Sourcing of raw materials by the entrepreneur should be environmentally acceptable. The entrepreneur should be mindful of all this and be concerned.

The Social pillar of sustainability deals with the people and it deals with how the operations of the entrepreneur takes gender into consideration as far as the running of the enterprise is concerned. Is the entrepreneur gender balanced? What is the ratio?? How are grievances handled and solved in the enterprise when they do occur? She emphasized that, all of this matter when it comes to social enterprising. Meeting the needs of today's generation as an entrepreneur hinge on some of these and all entrepreneurs and would-be entrepreneurs must take note and consider them to be important.

Another issue she mentioned was governance. This she says looks at how transparent the entrepreneur's operations are, the available systems to enhance operations, participatory processes, and well regulated in terms of legally complying with all existing laws that regulate the activities and the operations of the enterprise. This she emphasized was necessary for the survival of the enterprise as one try to solve societal problems. The purpose of this is to help in the decision-making process of the enterprise. She added that ethical operations and compliance very important, statutory compliance as in enterprise registration and performance of Corporate Social Responsility on the part of the enterprise. Entrepreneurs are also advised against abuse in the running of the enterprise.

The third sustainable pillar according to the resource person is economic. This stems from the act of ploughing back the profit into the enterprise. It also looks at investing and re-investing into the operations of the enterprise, thinking innovatively in order to remain relevant in the sector. Resource acquisition and management using the appropriate sourcing procedures must be followed by the entrepreneur. Networking is an integral part in the running of every enterprise and as a result, be learned by every entrepreneur.

In her conclusion, she admonished the student participants to be conscious of how they are reducing waste in the environment and think sustainably in order not to endanger the environment for the future generation yet unborn.

2.6A CALL FOR CHANGE: MAPPING SOCIAL ENTERPRISE INTO A DISCIPLINARY FRAMEWORK. By Dr. James Halsall, United Kingdom.

Social enterprise is to fulfil a social mission which is the problem identified in the society by the social entrepreneur or the entrepreneur. Social enterprises are new opportunities for grassroots organizations where they identify societal challenges and try to mobilize resources both human and financial legally to provide societal solutions. This has become necessary due to the fact that, higher education is changing as a result of global competition, value of money and collaborations across the world. This has called for a change around the clock thinking in order to properly map social enterprises into disciplinary frameworks capable of finding solutions to societal problems which at the end, will create jobs and employment. He noted that, social enterprises are global phenomena making them to be an integral part of higher educational institutions where these institutions will have to develop their curricula in alignment with the acquisition of entrepreneurial skills. He cited the impact of social enterprises on the community quoting from Nyssen's work in 2006.

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Institutional Structures in Mapping Social Enterprise into a Disciplinary Framework

It is necessary for institutions to provide the necessary structures in higher learning. The focus of this is to ensure that, the students are well equipped in skills and knowledge to be able to influence the society in we live. The relevance of every institution is its ability to provide the necessary structures as in learning halls, teaching and learning materials, equipment, tools and personnel. Financial resources are part of this structures. Entrepreneurs are to come out from these institutions through trainings one of which is this training workshop due to the collaborations. His focus was mainly to use brief histories of both the University of Huddersfield and University of Delhi to incite the thinking and creativity of the participatory students.

The History of University of Huddersfield, United Kingdom – Case Study one The University of Huddersfield was established in 1992 in West Yorkshire, United Kingdom. The University has a student population of nineteen thousand (19,000) currently. For the University to be known, there is the need to intentionally strategize and of its strategy is the ambitious strategy to want to be internationally renowned.

The vision of the University is the driving force which is "To be an Inspiring, Innovative University of International renown". This had driven the University higher in many ways including collaborations due to curricular which is entrepreneurial inclined. This therefore means that, every institution must be driven with a vision for its students and students too must deliberately make the effort to live the vision during his or her studentship or after graduation.

(b) Awards Received by University of Hudderfield, United Kingdom

The University due to its strategies and vision, received several awards because of the impact it has made in its students and what they are doing after school in the societies they live. These awards included the University of the Year in 2013, the TEF Gold award in 2017.

(c)University of Delhi India – Case two (2)

The University of Delhi, India is a public Central University. It is one of the largest University in India. This University is worldwide acceptable based on its curricular and the products the University produces in the global economy. The vision here is the force behind this which is "Internationally Acclaimed, Excellence in Teaching, Research and Outreach". This University has seventy-seven (77) colleges, sixteen (16) faculties and run two hundred and forty (240) courses with student population of one hundred and thirty-two (132,000).

The importance of these cases are to expose the work institutions are doing in terms of affecting nations with their products either during school or after school. The will be traced from the institutional structures and the international development of curricular that will model graduates into becoming tested entrepreneurs.

Outcomes/Findings

From his presentation, he defined Social Enterprise to mean the movement that gets things up and running with the sole aim of meeting societal needs by entrepreneurs. The motive of which is not immediately make profit but meet an identified need in the community. Even where profits are made, they are ploughed back into the enterprise for both growth and expansion. By this social enterprise is at the center of economic development model. This can also become possible through networking both locally and internationally.

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The importance of these cases are to expose the work institutions are doing in terms of affecting nations with their products either during school or after school. The will be traced from the institutional structures and the international development of curricular that will model graduates into becoming tested entrepreneurs.
Local Links (networks); when this is successfully carried out, local needs are properly met by the social entrepreneur through the engagements one may have in the local community. This also gives the feeling of belongingness for the more grassroots persons and individuals. It sells the local enterprise properly because the people will let you know that you are doing the right thing.

Institutional Views; this view beliefs that we treat social enterprises as businesses by ensuring that they make profits. The starting point stands to give a direction as to where an entrepreneur may want to go but that does not mean we hide behind that and not think profitably. The world is a global village and one cannot live in isolation but have to work along the general principle and ensure value addition in everything we do as entrepreneurs.

Students Experience; this should expose the student's creativity, show the interest to be different and exhibit your freedom. Social enterprise and student experience should have real impact on the community. By this, we can comfortably agree that social enterprise is a rewarding venture. Note that this is without challenges for it is the challenges that will make you the entrepreneur a perfect person.

In his conclusion and remarks, he advised participants to work more collaboratively with stakeholders for the benefits of diversity. Higher institutions of learning should also place emphasis on social enterprises within the social and political sciences programmes in their curricular development. He encouraged the organizing team to more on and join up with India and United Kingdom for further exploration of students' social enterprises.

3.0 QUESTIONS AND ANSWERS

(e) How well can a student present a proposal to convince a sponsor? This is because social enterprise are not giving the needed attention by some Higher Learning Institutions?

(f) How well can the activities of an entrepreneurbringabout sustainability when the environment is sometimes destroyed by the community itself?

(g) If one try and you are rejected, in what ways can you come back because entrepreneurship is already a risk one is taking?

(h) Are entrepreneurs' borned or made from your presentations?

(i)I may have the idea but cannot get funding. How can I be helped?

(j)How ethical can one be when everywhere one goes nobody is ready to help you without you doing something?

The students were told by the various resource persons to do their best to present good proposals by being clear in their minds of what they want to do and pushing their proposals along those lines. Also, they were told that entrepreneurs are both born and made because if one is born an entrepreneur, there is work to be done which brings in the making aspect. Trying and failing as an entrepreneur is totally acceptable. What is important is that, you do not remain where you fall but rise up and move on. Those failures are exposing one to success in the industry. Being a good and excelling entrepreneurs should be seen from good proposal writing. Sometimes, this can be collaborative so that students can get the best from what they want to do. Diversity is strength. Sustainability pays and so every entrepreneur should strive to operate sustainably irrespective of the challenges involved. Yes it cannot be achieved over night but with consistency one can achieve it. To be ethical will mean to be different and so, in processes and line of operations as an entrepreneur one need to firm when it comes to issues of ethics which can destroy your reputation and have long standing consequences on the enterprise.

REPORT ON SOCIAL ENTERPRISE; STAKEHOLDERS CONSULTATION FORUM IN KOFORIDUA HELD ON JULY 19, 2022.

1.0 INTRODUCTION

The 5th Training workshop on Social Enterprises and Youth Programme and Employability aimed at enhancing skills for job creation was held at Koforidua Technical University on Tuesday 19th July, 2022. This programme is a collaboration between Accra Technical University (ATU), Universities of Huddesfield, and Bolton of United Kingdom and supported by the British Council of Ghana, Social Enterprise Ghana and Achievers Ghana.

The forum was organized for tertiary students' of the Koforidua Technical University.

The Master of Ceremony for the day was Mr. Frank Opuni. The rapporteur for the day was Mr. Philip Agalisi Akumasi. Members of the University community were invited for the forum.

The organizing partners for the programme were:

UK Team
- 10. Dr. Michael Snowden, University of Huddersfield
- Dr. Jamie Halsall, University of Huddersfield
- Dr. Denis Hyams-Ssekasi, University of Bolton

Ghana Team
- Prof. Ernest Christian Winful, ATU
- Dr. Emelia Ohene Afriyie, ATU
- Mr. Frank Frimpong Opuni, ATU
- Dr. Chosniel Elikem Ocloo, ATU
- Dr. Kofi Asante, ATU
- Mr. Josiah Nii Adu Quaye, ATU

Social Enterprise Ghana Member
- Edwin Zu-Cudjoe

Welcome Address

Gracing the programme was the Management team of the host University led by the Pro Vice-Chancellor Prof. Owusu. In his opening remarks, the Pro Vice-Chancellor welcomed the team of the programme led by Prof. Ernest C. Winful and the participants. He apologized on behalf of the Vice-Chancellor who had wished to be part of this great workshop but was engaged on equally important official assignment. He expressed the excitement of the Management of Koforidua Technical University to host the 5th training workshop and promised that the team was always welcome to run workshops on its campus.

The Professor informed the participants of the rise in societal needs and challenged them to think outside box and offer solution these needs. In light of this applauded the team for training workshops through collaborations such as this, because the essence of this training workshop is to expose participants to innovations and skills acquisition for them to become Social Entrepreneurs who provide the required solutions for societal needs.

Entrepreneurship is about taking calculated risks by individuals/graduates who dare to dream and that this programme is packaged to suit such persons here. Graduates do not have to be job seekers but job creators in their societies and the way to do this would be massive if participants begin to form groups which have mutual benefits for the members and their communities.

In his conclusion, he encouraged participants to ensure that they take something good from this workshop and begin to see themselves as the entrepreneurs of today and in the future.

2.0 RESOURCE PERSONS AND PRESENTATIONS

The Workshop received seven (7) speakers/presenters who presented in different areas of skills development, partnerships, financing, and the identification of societal needs.

(a)Classification of Social Enterprises: Foundation for Governance and Sustainability of Social Enterprises in Ghana.

Mr. Josiah Nii Adu Quaye of Accra Technical University presented his topic in the following thematic areas;

WHAT IS A SOCIAL ENTERPRISE

To be able to understand what a Social Enterprise is, one should be able to differentiate it with the following common features notwithstanding the various varieties. A social or societal objective,

- Entrepreneurial behaviour,
- Democratic and/or participatory governance, and
- The reinvestment of profits.

1. SOCIAL ENTERPRISES, THE GHANAIAN ENVIRONMENT

According to the Ghana Statistical Service (2022), Ghana has enjoyed a stable political environment for about 30 years now with the peaceful transfer of governance from one political party to the other and has economically moved from the lower income country into the lower middle-income country over this period. The main sector that is driving this economic growth is the Services sector which contributed about 47% to GDP in 2021. Gross Domestic Product growth rate was 5.4% in 2021 according to the Ghana Statistical Service (2022). Notwithstanding this growth, however, about 3.4 million people are still projected to live in abject poverty and the majority of them are in rural areas. This is attributable to the lack of Social Enterprises contributing their quota to societal needs and eventually creating employment. The effect of this is the high unemployment rate which is higher among young persons (15-35 years) than their adult counterpart. In Ghana therefore, it was estimated to be eight times higher than that of adults.

To buttress his position, he informed the participants that about fifty percent (50%) of National Service personnel remain unemployed 2 years after completing their mandatory one-year National Service and that about twenty percent (20%) remain unemployed 5 years after completing National Service. Against this number, only ten percent (10%) of graduates find jobs after their first year of completing school.

e. SUPPORT FOR SOCIAL ENTERPRISE ACTIVITIES IN GHANA

The presenter noted that, Social Enterprises often receive some level of support from organizations playing varying roles leading to the creation of a social enterprise ecosystem in the country. These include but not limited to the under mentioned.

Support organizations focused on small and growing businesses that achieve social impact. An example is Growth Mosaic.
- Workspaces with incubation support. Example is iSpace, Impact Hub Accra.
- Early-stage funding and support providers. Example is Reach for Change
- Conventional NGO and SME support organizations. Example is TechnoServe.

There are about ninety-seven thousand social enterprises in Ghana according to Siemens Foundation, (2020). This number keeps growing exponentially. Also, the social enterprise sector in Ghana is heavily dominated by young people and women where thirty-nine per cent (39%) of the Ghanaian social enterprises are run and operated by women entrepreneurs, and whilst forty-three per cent (43%)of all social enterprises are led by individuals between the ages of 25 to 34 years.

Most social enterprises operating in Ghana are in their early stages of growth and target very small beneficiary market segments typically in villages, sub-regions or townships. This largely display the status of the Social Enterprises in Ghana.

LEGAL FORMS OF SOCIAL ENTERPRISES IN GHANA

The country's present legal regime does not have provision for the legislation (registration and operation) of businesses as social enterprises. Currently business can only register as either Sole proprietorship, Company limited by shares, Company limited by guarantee (NGO), or as Partnership.

There is indeed no difference between social enterprise categories for social enterprises to register themselves as such in Ghana. As a result, Social Enterprises are forced to register as one of the above categories of businesses. Most Businesses in Ghana are registered as Sole Proprietorship according to the World Bank (2013).

This is strongly supported by the British Council's 2016 study as shown as inserted above.

Every Social Enterprise must be formed with some objectives to fulfil. According to the British Council (2016), below are certain objectives of Social Enterprises and their associated percentages.

A look at the adjacent table will reveal that these objectives are falling in certain sectors of the economy. These various sectors should therefore be able to support the growth of these Social Enterprises.

In 2016, the British Council again investigated this phenomenon and came out with outcome adjacent in the bar chat form.

These great successes can often be curtailed by certain barriers in the same economy. The 2016 British Council study noted the following barriers (adjacent in the chat). These when occur, can derail and thwart the efforts of Social Enterprises or Entrepreneurs. The figure adjacent depicts the above submission.

CHALLENGES OF SOCIAL ENTERPRISES IN GHANA

➢ No comprehensive legal framework

More than 20years since the introduction of Social Enterprises(SE) in Ghana, there is no structured comprehensive legal framework regulating the affairs of Social Enterprises. Laws, regulations and policy directions are scattered a myriad of documents from the Local levels to the National level.

(a) No Operating Policy Document on SE (Currently a draft document).
(b) There is a 2021 updated draft policy document on SE yet to be operationalized by the government.
(c) Inadequate Funding.
(d) Difficulty in finding the right funding partner (s), high cost of credits, difficult credit requirements.
(e) Unstable economic environment affecting planning and execution of SE activities.
  • High Inflation
  • Rapid depreciation of the national currency (Cedis)
  • Increase in production cost
  • Lack of access to advisory and support services
    ➢ Rigid Rules and Regulation

CATEGORIZATION OF SOCIAL ENTERPRISES

The speaker illustrated that all Social Enterprises can be grouped in the following manner in order to judge them by what they do and what they want to achieve in society. This classification can be grouped as 1 and 2.

Classification 1.

- Enterprises with 100% social return are considered as strong SEs or
- Enterprises with 100% financial return but 100% social inputs are considered strong SE's
- Enterprises with 100% financial return but zero social inputs are considered as Non-SEs.
- Social Enterprises with less than 50% social input and social return are considered as weak Social Enterprises.

Classification 2

- Enterprises that are considered high level of profit and also a high level of environmental aptness is considered a high strong Social Enterprise.
- Enterprises with an average profit level and environmental aptness is considered a Semi-Strong Social Enterprises.
- No-profit and no environmental aptness are described as weak Social

Enterprises.

The interpretation of both classification 1 and 2 are carried out below. The essence of these is to guide graduates and entrepreneurs as to how to choose the fields they would want to operate as they are being giving these workshops. The speaker also emphases the reason to mean that there will always be sustainability for the entrepreneur.

As future Entrepreneurs, how can we move forward in our quest to achieve our dreams and remain as Social Enterprises and also remain relevant as we find solutions to societal problems? He postulated the following for consideration by participants. More data to be gathered on SE's to expand the scope to be able to generalize SE's in Ghana.

Classification 1
- The study will then help to conceptualize SE's in the Ghanaian context
- This will help define social enterprise, which would serve as the basis for Ghana's classification, legal, and regulatory frameworks.
- The study will improve governance issues and financial issues making it difficult for SE's to grow or get funding to grow.

In concluding, the presenter encouraged the participants to always consider most of these when setting up their social enterprises. He thanked the team for the opportunity to impact knowledge and encourage participants to go into themselves and search for the social enterprise in them and bring it out to help solve social and community problems which at the end, will reward them.

(B) Social Entrepreneurship, Awareness and Opportunities

The second presenter of the day was Mr. Isaac Tornyi of Koforidua Technical University. The outline of his presentation was as shown below. This was to guide the participants to kindly follow him as he presents.

Social Entrepreneurship
Examples Of Social Enterprises(SEs)
- Motivation
- Social Entrepreneurial Self-Efficacy
- Criteria to be a Social Entrepreneur [Ashoka-Model]
- Financing

Who is a Social Entrepreneur (SE)?
This was his opening remark to arouse the interest of the participants.According to Iancu et al. (2021), Social Entrepreneur is the application of non-governmental, market-led approaches to addressing social issues, providing business form of financing in its endeavor, for social value creation and level of systemic change. This therefore means that, social entrepreneurship involves handling social challenges such as poverty, health care, education, environment and migration for a systemic change. Abu-Saifan, (2012), Karanda & Toledano, (2012); Mair & Marti, (2005), all say that social entrepreneurship is the creation of social value rather than shareholder wealth.

Who can be a Social Entrepreneur?

Every social entrepreneur should be that person who is out to seek for Social justice and ensure that, there are no inequalities. Such an individual think ahead thus, transgenerational thinking. Able to see that tomorrow's needs can be thought of today and that, the problems of the future can receive solutions from today's generation. This will end in self-transcendence value system. From this understanding, Social Entrepreneurs are a special breed of entrepreneurs or individuals with certain mindsets that search for solutions to societal problems. Another factor of a Social Entrepreneur is motivation. He espoused that, no individual would be creative, passionate and enthused to doing something if that person is not motivated personally. Motivation in what one does brings out the best in that individual. Individuals who triumph through motivation end up becoming persons who are fulfilled, becoming persons who help society solve problems. They are non-monetary focus thus, money is not motivation but the joy society gets from motivation, achievement orientation and closeness to social problems and the provision of solutions through social entrepreneurship.

Social Entrepreneurial Self-Efficacy

The believe about one's capabilities to do, produce, design, or perform in order to have or gain some level of influence over others with the aim to affects lives, plays a role in determining how people (entrepreneurs)feel, think and motivated in what they do. So according to Sweida & Reichard, (2013), Social Entrepreneur Self-efficacy is defined as a personal estimation of an individual's cognitive and physical capabilities in exercising control over situational demands in social entrepreneurship.

Social entrepreneurial education is positively associated with the intention to undertake entrepreneurial skills and knowledge acquisition. This means that institutions especially the Technical Universities must develop curricula that are geared towards the creation of skill-based graduates who can become job creators and not job seekers. This impact examination of entrepreneurial education on intention to undertake entrepreneurial activity in the future, was proven to be right in China by Asimakopoulos, et al., (2019).

6. Sources of SE Self-Efficacy

The sources of Social Entrepreneurs/Enterprises (SE) can be gotten from various ways including observation with vicarious experience, through basic knowledge, skills and the information in the form of mastery experience. It is also, by involvement of obvious or hidden influence towards ones belief of implementing something based on different perceptions. Physiological state also can be a source of self-efficacy which refers to the physiological condition particularly efficacy towards a certain level of anxiety. It starts with an idea to solve a social problem. Then thereafter, there will be the need to be creative, be entrepreneur who is quality conscious, and assess the social impact of the idea and eventually ethical minded.

The Birth of Social Entrepreneurs

Social Entrepreneurs should be those individuals who have the desire to search and research for extraordinary things and turn those to be useful in terms of solving societal problems. The organizers of these training workshops are nurturing such persons by exposing participants to these hidden truths. He cited the examples of Triangle Residential Options for Substance Abusers (TROSA), GRAMEEN BANK of Bangladesh, the founder of microcredit and Moringa Connect a nutritional, medicinal and economic value enterprise who are solving societal problems with their innovations and discoveries.

According to Williams et al., (2020), in the United Kingdom, there are more than seventy thousand (70,000) social enterprises contributing some forty ($40) billion dollars to the Gross Domestic Product, employing close to one (1) million people.

Financing the Social Enterprise

Business financing is one of the major challenges especially with the social enterprises. Many conditions will restrain the entrepreneur such as collateral among others. However, the social enterprise can be financed through any of the following.

- Grants
- Community Supports
- Other mode of financing
- Human capital (social capital)
- Applying Business Model of financing(sales)

The presenter encouraged the participants to take those steps that would lead them to providing solutions to society problems.

Creating Student Entrepreneurs for Job Creation: The Challenges and Opportunities

The third speaker at the workshop was Dr. Emelia Ohene Afriyie. She introduced her presentation by the following scenarios on what she titled; business minded.

Do you have a job doing? Have you thought of starting your own business? What will you do for a living after completing tertiary education?

The presenter shared her life experiences when she was growing up and after her early education, what she did in terms of petty trading after she identified some needs of the society whilst on holiday. Her ability to see other opportunities whilst she was in her first trade. She ended her life experience demonstration by saying in fact, her very first Bank Account was opened she was doing petty trading. The essence of using her life history was to motivate the participants and students to take the list opportunity that come their way as they strive to become social entrepreneurs or set up their social enterprises.

The Power of Creation

The presenter told the participants that power to create and be creative is a powerful tool for anyone who wants to become an entrepreneur in the society. This is based on the fact that, societal needs are abound and it would only take the individual who is creative to meets those societal needs. The pictures below depicts persons who differently identified some level of needs in their societies and had taken the opportunity to provide societal solutions to meet them and by which, created for themselves some jobs.

(a) Jobs and Types of Jobs Creation.

When an individual becomes creative, it leads to the creation of different job types. This is important because of the different needs around the world. These jobs can be grouped to cover the professionals, the traders and the unskilled.

(c)Entrepreneur Defined

According to Richard Cantillon, France, (1680-1734), an entrepreneur is someone who exercises business judgment in the face of uncertainty. This definition above bring out two (2) personalities which are, the risk taker and the non-risker (the consumer).

The Risk-Taking; are the groups called the entrepreneurs. According to Adam Smith, (1723-1790), an enterpriser is a person with unusual foresight and could recognize the potential for goods and services. The entrepreneur performs supervisory which requires intelligence, knowledge, energy and trustworthiness.

According to Scarborough (2009) any person who creates a new business or enterprise in the face of risk and uncertainty for the purpose of meeting a societal need or achieving profit and growth by identifying significant opportunities and organizing the necessary resource in order to achieve these is an entrepreneur.

An entrepreneur is a person who therefore sees opportunities(s) and take calculated risk to pursue them or to achieve satisfaction.

Non-Risk-Taker; these are also called the non-entrepreneurs. These are individuals who are very opposite of the entrepreneur above.

Myths of Entrepreneurship

- There are some many myths from persons concerning entrepreneurs. These include the following.
- Entrepreneurs don't have personal life.
- Real entrepreneurs don't quit.
- Business people don't have a boss
- Entrepreneurs are rich.
- Entrepreneurs take extreme risks.
- Entrepreneurs think only about money
- There is no business without a unique idea.
- Entrepreneurs are born, not made.
- Entrepreneurs should always trust their guts.

You have to be young and restless to be an entrepreneur.The key to success is believing in it enough.

Prospects

There are so many prospects in social enterprising for the entrepreneur. These are compelling enough to put everyone into social enterprising which eventually will end up meeting societal problems.

- Forming a positive image of the entrepreneur.
- Creating training programmes for entrepreneurs.
- Developing digital services for entrepreneurs.
- Simplifying reporting documentation for entrepreneurs.
- Nurturing youth entrepreneurial communities.
- Perfecting state financial support mechanisms for the youth. Challenges of the entrepreneurship/social enterprising

Not withstanding the good nature of social enterprising or entrepreneurial development, there are certain challenges affecting the agenda. Below are some of the challenges.

- Society demonstrates mixed feelings towards Entrepreneurship.
- Lack of Education.
- Lack of Finance.
- The desire to be alone instead of partnering where necessary.

In her conclusion, her life story again was used to encourage the participants to start doing something with the skills and acknowledge acquired and begin doing something meaningfully.

(D) Social Entrepreneurship: A Bigger Picture

Dr. Ben Kwofie and Patience Kwakyewa Asirifi of the Koforidua Technical University were the fourth presenters. Their presentation was hinged on the fact that the world is now operating on the 4th revolutionary technology and social entrepreneurs and enterprises must be seen aligning themselves and their operations with technology. They emphasised that no social enterprise or an entrepreneur will survive the times without technology. Technology has made the world a global village such that, whatever is happening in the next point would have a direct effect on the other side.

So where do we look to with the available technology?

➢ Where to go or look at has to from?

➢ Where does the money comedo with:

➢ What type of business?

➢ How do we survive?

These queries are better answered through optimization of the property in our ideas. The ideas that one has does become his/her intellectual property and should be protected through the industry laws and legal regimes such as patent rights, among others. To risk is also to protect that which belongs to you through the necessary regimes. Until entrepreneurs understand that protection add value to whatever he/she is doing, it will always affect the social entrepreneur or the entrepreneur due to high cost. In the effort to solve to societal problems through social enterprising, it very important that the social enterprise or the entrepreneur become protective. The brain is light and would always be searching and when it finds, it then shines on what is found and make it big. This is certainly the behaviour of the social enterprise.

ii.Intellectual Property

Intellectual property can be in any of the following areas as shown in the diagrams below and must be protected legally by their originators. This also sells out what the social entrepreneur is doing especially when needing financial support from any source. This truly makes one the owner of that which is in the society solving societal problems.

iii.Brands and Designs

Brands and designs are for acceptance by the public. It is that which one will say apart from this, no product or service exist again. The advice is for entrepreneurs to often build brands and designs with whatever idea they are using to solve societal problems. These brands and designs are not only for existing enterprises but also for start-ups. This quickly will put the start-ups on the world map and so therefore becomes one of the main deriving factors for social entrepreneurs' and entrepreneurs alike.

(E) The Relationship between Entrepreneurial Education and Entrepreneurial Self-Competencies: The Mediation Roles of Student Satisfaction and Entrepreneurial Self-Efficacy.

Mr. Frank Opuni Frimpong was the fifth to present on the day. He shared his findings in a social interventional work relating to students' satisfaction and the relationship of Entrepreneurial Education. His work has a presentation format as shown below for the purposes of guiding participants for understanding and appreciation.

i.Introduction

The emphasis of his presentation was on the fact that unemployment among the youth graduating from High Educational Institutions (HEIs) such as Technical Universities in the sub-region has assumed an alarming proportion. He cited that Ghana has about 13.4% of the unemployment rate as of the end of 2021 (Ghana Statistical Service). The youth account for the majority of the unemployed (32% of youth between 15-24 years are unemployed). This situation calls for a paradigm shift in the curriculum of HEIs in order to stem the tide of youth unemployment. It was therefore against this background that the Social Enterprises Programme is a step in the right direction to addressing this phenomenon.

According to Usman et al. (2021), the concept of Social Enterprise has a great potential to reduce youth unemployment as the model has proven successful in other emerging economies. However, according to Halsall et al. (2022), its effective implementation and sustainability is highly dependent on the effectiveness of entrepreneurship education in High Educational Institutions. There is therefore an ongoing debate as to whether contemporary entrepreneurial education in Ghana leads to the acquisition of entrepreneurial skills for the graduating youth which is an assertion Kissi et al. (2020) and Nyarko et al. (2021) supported in their works. The presentation indicated that, the effectiveness of entrepreneurial education has been linked to student satisfaction, which could stimulate entrepreneurial self-efficacy, and ultimately influence entrepreneurial competencies. According to available literatures (Twum et al., 2022; Nyarko et al., Kissi et al., 2020; Adu et al., 2020), however, there is a small number of studies on the above constructs within the sub-region, with specially in Ghana. The majority of recent studies in Ghana have centred on Entrepreneurial Education, Entrepreneurial Skills Acquisition and Intention.

the Social Enterprises and Youth Programme and Employability has come in at the right time to fill this gap, and to also inform key stakeholders and ecosystem players to generate policies and interventions to help generate sustainable employment in addressing the Sustainable Development Goal 8, which aims at promoting inclusive and sustainable economic growth, employment and decent work for all men and women entrepreneurs. This programme will also improve the quality of entrepreneurship education in Higher Educational Institutions (HEIs), and hence address SDG goal 3, which aims at ensuring inclusive and quality education for all, and to promote lifelong learning.

 ii. The Effect of Entrepreneurship Education on Entrepreneurial Competency. There is the need to assess students/graduates for the effect of entrepreneurship education on entrepreneurial competency, and try to know the extent this relationship can be mediated by student satisfaction and self-efficacies. This will also improve the quality of entrepreneurship education in HEIs, and hence address SDG goal 3, which aims at ensuring inclusive and quality education for all, and to promote lifelong learning. The outcome of the Social Enterprise Programme will create and provide the key stakeholders such as Government, Management of HEIs, Students, Academia and Industry with requisite and needed information for policy formulation, decision making and implementation in sectors concern.

For the purposes of the Social Enterprises Programme, the presenter placed some level of emphasis on entrepreneurial education which according to Liu et al. (2019), Entrepreneurial Education is seen as the process that aims to develop and enhance the quality of entrepreneurship, ambition, drive, and pioneering an adventurous spirit for college students to prepare for a certain career, enterprise, or business plan. This is aimed develop the strategic resources and abilities required by an entrepreneur and help him discover and recognize the business opportunities.

Satisfaction is the feeling shown by a person pleased by some service/product that meets or exceeds their expectations. Since students are therefore customers of higher education institutions, their satisfaction can be defined as the feelings expressed per the services/product offered by Higher Educational Institutions in relation to the services/product (teaching & instruction) meeting or exceeding their expectations.
Self-efficacy is the self-appraisal of one's ability to complete a task and one's confidence in his or her skills to perform that task. This is vis-à-vis entrepreneurial self-efficacy as an entrepreneur's self-confidence regarding their ability to start business and his or her belief in possessing the abilities required to do so, that is, the entrepreneur's self-confidence that he should be able to complete a certain task related to entrepreneurship. Entrepreneurial self-competencies, therefore, include proactiveness, innovativeness and risk-taking on the part of the individual who desires and wants to commence business. There are however some entrepreneurial competencies that support the complete functioning of self- competencies which include personal competencies, functional competencies, interpersonal competencies, environmental competencies, ethical competencies, and technological competencies. Participants are encouraged to ensure that, they exhibit some of these competencies as they try to identify social problems to which they will be finding solutions.

iii. Concept of Environment and Social Enterprise Behavior
The presenter illustrated that the environment has a major role to play concerning the behaviour, but behaviour also has some level relationship in the environment thereby making the relationship reciprocal determinism making the society/world and the behaviour of persons (social entrepreneurs) mutually caused. He illustrated this relationship with the diagram below where he indicated that there is a strong relationship among the variables (both independent & dependent).
In the light of the above, entrepreneurial education, entrepreneurial self-efficacy student satisfaction and entrepreneurial are to be taught in the Higher Educational Institutions (HEIs) aiming at developing social entrepreneurs and graduates to meet societal problems with solutions using reliable standards.
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3.0 Questions and Answers After the Presentations

The participants were giving the platform to ask questions after the presentations and below are some the questions.

1) I have the idea of wanting to help the women on the streets with their babies. How will one be able to assist them?

2) Is it appropriate to say that technology will cause unemployment in the world especially now that we are in the fourth technological era?

3) What are the effects of artificial intelligence on employment against these training workshops?

4) How will a Star-Up enterprise be financed without collateral?

5) How can one be helped only on how to nature his or her idea to become a Social Enterprise?
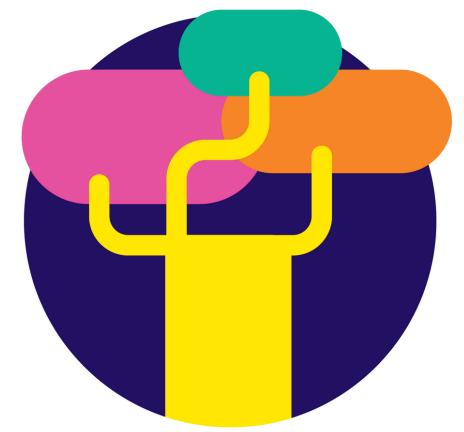
The presenters provided answers and suggestions to the participants as in advising them to seek for support from Social Enterprise Ghana, Start-Up Ghana, making time to study the Environment they intend to go into, study how to relate with persons, begin acquiring new knowledge and skills against the future and among other ways. Institutions are also advised to structure their curricula to give skills to graduates to empower them to set up their own enterprises after graduation.

In his conclusion, he advised participants' colleague lecturers and tutors per his findings to recognize the important role of student satisfaction in the implementation of entrepreneurial learning approaches in higher education. Management of Higher Educational Institutions (HEIs) such the Technical Universities and Technical Institutes to also recognize the roles play by students satisfaction by providing congenial learning environments and infrastructure and systems for effective teaching and learning. When these are observed, students can develop critical entrepreneurial competencies as a result of there are satisfaction with a learning environment that provides them with a supportive environment-Training and supported by Coaching and Mentoring.

4.0 Closing Remarks

The workshop ended at 4:17pm with closing remarks from Dr. Ben Kwofi a Senior Lecturer at the Koforidua Technical University thanking the organizing team, the participants and the staff of the University for making the training workshop a success. He dearly thanked the resource persons for making time out of their busy schedules to impact knowledge, encourage skills acquisition and opening the minds of social entrepreneurs within the student's body. Added by saying that the University was ready at any time again to host the team. He appreciated the collaborators thus, the British Council, Ghana, University of Huddersfield, UK, University of Bolton, UK, Social Enterprise Ghana and Achievers Ghana for their interest in Students Entrepreneurship

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