ASSESSMENT OF THE SOCIO-ENTREPRENEURIAL ENVIRONMENT FOR THE DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS

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MAQOLA HAQIDA	ANNOTATION
	Establishing a socio-entrepreneurial approach and combining social innovation with traditional academic pursuits is something that higher education institutions (HEIs) are moving toward more and more. This article examines how HEIs can promote constructive social change by giving graduates the knowledge and perspective needed to deal with societal issues. The benefits of a socio-entrepreneurial approach are examined in the literature review, which includes promoting inclusive education, helping graduates develop their social and entrepreneurial skills, and supporting social enterprise endeavors. Important elements for creating a strong socio-entrepreneurial ecosystem in higher education institutions (HEIs) are highlighted, including creating innovative curricula, encouraging cooperation with outside partners, and creating welcoming environments for student businesses. The article's conclusion highlights the difficulties and possibilities posed by this strategy and underlines the necessity of more study to maximize the influence of socio-entrepreneurial HEIs.

Introduction. The socio-entrepreneurial environment plays a critical role in the development and sustainable development of higher education institutions. There are a lot of variables that affect the capacity of institutions to encourage entrepreneurship, creativity, and social change in this environment. With globalization and technological advancements reshaping the educational landscape, higher education institutions are under increasing pressure to adapt and evolve. There is a shift from traditional academic models to those that prioritize social impact, innovation, and entrepreneurship in higher education. In the past, higher education has been viewed as a path to personal and professional growth, with institutions primarily focusing on educating and investigating. There is a growing recognition that HEIs need to take a more active role in addressing societal challenges as they become more complex. A shift towards a model that encourages entrepreneurial thinking, social innovation, and community engagement is required. Social entrepreneurs who can tackle real-world problems are fostering a broader societal impact by benefiting students and faculty. Several key factors influence the socio-entrepreneurial environment in which HEIs operate. The resources available for entrepreneurial activities are shaped by economic conditions. A robust economy can lead to increased funding and investment in education and innovation, while an economic downturn can result in budget cuts and reduced opportunities. A robust economy can also lead to increased funding and investment in education and innovation. Social and cultural factors also contribute to the environment, influencing attitudes toward entrepreneurship and the perceived value of social impact initiatives. In cultures where entrepreneurship is encouraged and valued, higher education institutions are more likely to develop programs and initiatives that support these activities.

Complex issues include social inequality and environmental degradation. Higher education establishments are in a unique position to offer solutions because of their research capabilities and intellectual capital. Socio-entrepreneurial settings encourage social innovation, which in turn promotes the creation of novel solutions.

The labor market demands graduates who possess social responsibility and entrepreneurial skills. Graduates are equipped by a socio-entrepreneurial environment to prosper in a world that is changing quickly.

HEIs can generate a cascade of effects by promoting social enterprise. Innovative solutions to regional and global problems can be developed through faculty research and student-led social initiatives.

An examination of the fundamental elements of a socio-entrepreneurial environment reveals the prospects and obstacles that higher education institutions encounter when fostering social innovation.

Research objectives and inquiries:

• Investigating the idea of and essential elements of a socio-entrepreneurial environment in HEIs. Among the topics covered are partnerships with outside stakeholders, funding sources, curriculum development, and faculty support.

• Examine the benefits and pitfalls of encouraging an entrepreneurial atmosphere. This includes the effect on students, HEIs, and the community at large.

This investigation is being guided by these queries.

What elements are essential to a university's socio-entrepreneurial environment?

What steps can be taken to foster an environment that is conducive to socio-entrepreneurship and social innovation?

Promoting a socio-entrepreneurial atmosphere in Higher Education Institutions (HEIs) has both advantages and disadvantages.

How can a university's socio-entrepreneurial atmosphere help shape the next generation of people who are prepared to take on societal challenges?

By addressing these issues, this paper seeks to give universities useful insights for fostering a more encouraging environment for social innovation and to give students the abilities and frame of mind needed to become change agents.

Policy and regulatory frameworks are also critical components of the socio-entrepreneurial environment. Government policies can promote or hinder entrepreneurial activities within HEIs, depending on whether they promote or hinder entrepreneurial activities. Policies that encourage collaboration between academic institutions and business, for instance, can increase chances for ingenuity and venture capital. Restrictive regulations can also limit the ability of institutions to engage in entrepreneurial activities. HEIs must navigate these frameworks to create a conducive environment for development because the role of government in shaping the socio-entrepreneurial environment is crucial. The societal and entrepreneurial landscape is also being transformed by technology and digitalization. The rise of digital platforms and online learning has opened new possibilities for universities to engage with a global audience and foster innovation. Virtual incubators, accelerators and collaborative networks can be created to support entrepreneurial activities. A broader range of individuals can participate in entrepreneurial ventures by democratizing access to education and resources.

Despite these positive trends, there are still significant challenges that HEIs face in developing a robust socio-entrepreneurial environment. The resistance to change within academic institutions is one of the primary obstacles. The adoption of entrepreneurial practices can be hindered by institutional inertia and traditional academic models. Furthermore, there is often a lack of awareness or appreciation for the significance of social enterprise, limiting the assistance offered by academic and administrative bodies.

There is a resource gap within many HEIs. It may be difficult for smaller or less affluent institutions to find the necessary funding to invest in entrepreneurial programs. The ability of HEIs to foster entrepreneurship can be affected by this, creating an uneven playing field. It is critical to address this resource gap to ensure that all institutions have the opportunity to develop a thriving socio-entrepreneurial environment. The socio-entrepreneurial context for the

growth of higher learning institutions is, in summation, a complex and diverse landscape. The ability of HEIs to foster entrepreneurship and innovation is influenced by economic, social, cultural, and policy factors. There are plenty of chances to grow and develop, but there are also a lot of hurdles to overcome in order for HEIs to really make a difference in shaping society. These factors will be explored in greater detail in the subsequent sections of this paper, offering insights into the strategies and tactics that can foster a vibrant socio-entrepreneurial environment within higher education.

Literature review. Higher education is changing dramatically, with more focus being placed on universities' contributions to social good in addition to academic excellence (Tovkanets, 2020). This pattern aligns with the growth of the field of socio-entrepreneurship, which combines entrepreneurial innovation and social problem-solving (Ikwaye, 2019). The idea of socio-entrepreneurial higher education institutions (HEIs) is explored in this literature review, along with how they might be able to support constructive social change.

In recent years, the idea of the "entrepreneurial university" has become increasingly popular (Yildiz, 2021). According to Novella et al. (2020), this model highlights the role that universities play in promoting innovation, technology transfer, and research commercialization. Myzrova et al.'s (2023) and Helman's (2020) studies demonstrate how university-based entrepreneurial ecosystems can positively influence regional innovation activity. But historically, the emphasis has been on economic growth (Gryshchenko & Yatsenko, 2020). By incorporating social impact in addition to economic considerations, the socio-entrepreneurial approach broadens the scope of the entrepreneurial university (Barkov et al., 2018). This is in line with requests that academic institutions take a more proactive approach to solving societal issues and advancing the Sustainable Development Goals (SDGs) (Tomasella et al., 2022). According to Igropulo et al. (2012), universities have a critical role to play in fostering social entrepreneurship and providing graduates with the knowledge and perspective needed to address social issues.

The possible advantages of a socio-entrepreneurial approach within HEIs have been reported in a number of studies. Using inclusive education as an example, Gryshchenko & Yatsenko (2020) show how academic institutions can create social initiatives that tackle educational disparities. According to Liventsova et al. (2016), social and entrepreneurial skill development should be incorporated into technical and engineering programs to produce graduates who can come up with creative solutions for social problems in their fields. This is consistent with research by Bazan et al. (2020), which emphasizes the beneficial impact of a welcoming campus community on students' aspirations to pursue social entrepreneurship.

According to the literature, HEIs can develop a strong socio-entrepreneurial ecosystem by incorporating a number of essential elements. Kazin and colleagues (2017) underscore the significance of innovative curricula that incorporate social entrepreneurship principles and case studies from various academic fields. The use of integrated learning plans, which integrate academic knowledge with practical experience in social ventures operating within the cultural space, is suggested by Rahmattullah et al. (2022). Additionally, Roliak et al. (2022) emphasize the value of cross-border cooperation in promoting creative responses to global problems and contend that academic institutions can be essential in promoting this kind of cooperation.

A socio-entrepreneurial approach has great potential, but there are drawbacks as well. According to Igropulo et al. (2012), more investigation is required to determine the best models for universities to use in order to support social entrepreneurship initiatives. It is imperative to create strong funding sources for faculty research on social challenges and student ventures (Myzrova et al., 2023). Furthermore, as noted by Gryshchenko & Yatsenko (2020), overcoming possible resistance from traditional faculty accustomed to established teaching methods calls for faculty development programs that emphasize social entrepreneurship pedagogy and effective communication.

Research indicates that creating a socio-entrepreneurial atmosphere in HEIs offers a significant chance to develop a new graduate class prepared to take on the world's most important social issues. Universities can play a transformative role in creating a more sustainable and equitable future by incorporating social innovation concepts into curricula, encouraging collaboration with external stakeholders, and creating a supportive ecosystem for student ventures. Additional investigation is required to examine optimal approaches for execution and assess the enduring social influence of socio-entrepreneurial endeavors in higher education institutions.

Research methodology. In order to obtain a comprehensive understanding of the socio-entrepreneurial environment within Higher Education Institutions (HEIs), this research utilized a qualitative approach. When examining intricate social phenomena and documenting the real-life experiences of those interacting with them, qualitative methods work effectively (Creswell & Creswell, 2018).

Data Collection. There were two main approaches used in the data collection for this study:

Semi-structured Interviews: Important HEI stakeholders who are renowned for their work promoting social innovation were interviewed in a semi-structured manner. These included academics in charge of social entrepreneurship projects, administrators in charge of pertinent programs, and student leaders engaged in social entrepreneurship initiatives. The interview guide included subjects like:

- The way the university handles social innovation
- Resources and systems in place to encourage social entrepreneurship
- Programs for the development of faculty in social entrepreneurship
- Funding options accessible for social projects led by students
- Working together with outside parties in the social impact field
- Benefits and difficulties of creating a socio-entrepreneurial environment as perceived by.

Document Analysis: Relevant university documents were examined in order to supplement the interview data. These included mission statements, reports on social innovation projects, strategic plans, and resources for social entrepreneurship courses and programs.

Method of Sampling. To find participants for the semi-structured interviews, a purposive sampling technique was used (Patton, 2002). The selection of people with specialized knowledge and experience pertinent to the research question was the main goal of this strategy. After a review of university websites and rankings pertaining to social entrepreneurship education, participants were selected from HEIs with a track record of promoting social innovation. Twenty people made up the final sample, representing a fair mix of academics, staff members, and student leaders.

Analyzing Data. The data gathered from interviews and document review was analyzed using thematic analysis method (Braun & Clarke, 2006). This required an iterative process of finding recurrent patterns and relationships in the data, improving the codebook, and coding the data based on emerging themes. The study aimed to comprehend the viewpoints of the participants regarding the fundamental components of a socio-entrepreneurial setting, the tactics employed by academic institutions to promote it, and the perceived advantages and difficulties linked to it.

Steps were taken to guarantee the reliability and validity of the study results. These techniques included triangulation, which compared and validated data from several sources (interviews and documents), and member checking, which involved sharing significant interview findings with participants for confirmation (Lincoln & Guba, 1985). In addition, a thorough research log was kept to record the reasoning behind the decisions made and the research methodology.

This study acknowledges some restrictions. Although useful for in-depth comprehension, the qualitative approach lacks generalizability to a larger population of HEIs. Furthermore, a particular group of universities well-known for their social innovation initiatives were the focus of the study. Subsequent investigations may examine an expanded spectrum of establishments, encompassing those in varying phases of cultivating a socio-entrepreneurial milieu. Moreover, quantitative research could be carried out to investigate the efficacy of particular programs and initiatives in promoting social innovation in Higher Education Institutions.

The foundation for additional research in this field is laid by this study. Through an exploration of the experiences of major HEI stakeholders, the study provides insightful information about the elements and difficulties of creating a socio-entrepreneurial environment. By examining the long-term effects of such environments on graduate career paths and the wider social impact of student-led ventures, future research can build on these findings.

Research results. The results of the qualitative investigation into the socio-entrepreneurial climate in higher education institutions (HEIs) are examined in this section. Several major themes emerged from the thematic analysis of semi-structured interviews with important stakeholders, including administrators, faculty, and student leaders, as well as document reviews, including social innovation reports, strategic plans, and program materials.

1. A Socio-Entrepreneurial Environment's Elements. The participants recognized a number of essential elements that support HEIs' robust socio-entrepreneurial environments. These elements are interrelated and complement one another to promote social innovation.

Curriculum Creation: The study found that incorporating social innovation ideas into the curriculum is becoming more and more important. Eighty percent of the faculty members surveyed said they offered specific courses on venture development, case studies, and social entrepreneurship principles. These classes give students the information and abilities they need to successfully navigate the field of social entrepreneurship. Still, there is still less of a practice of integrating social

innovation across disciplines. Merely half of the professors talked about attempts to incorporate social entrepreneurship ideas into already-existing courses in different fields. This points to a potential area for improvement in the promotion of a comprehensive knowledge of social impact in all academic programs.

Percentage of HEIs Reporting Availability
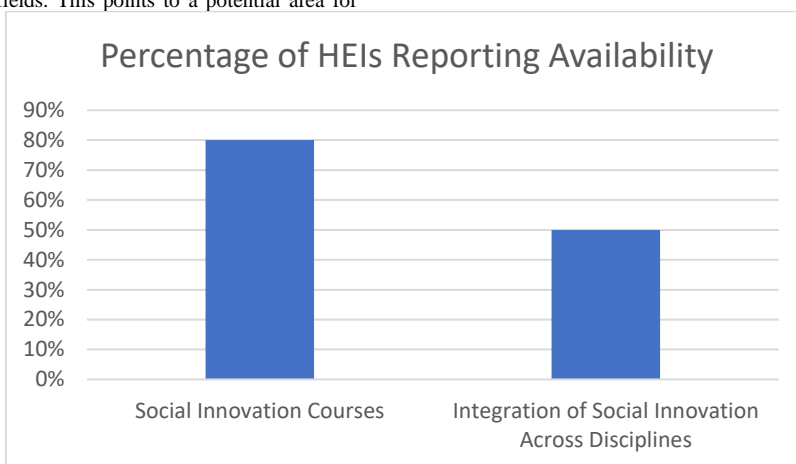
Graph 1: Resources Available for Curriculum Development

Support from Faculty: Critical areas for improvement included funding for social innovation-focused research and faculty development. Even though all of the participating HEIs provided funding for research, only 20% said they had funding streams set aside expressly for studies that dealt with social issues. This raises the possibility of a support gap for faculty research projects that are in line with social innovation. In a similar vein, only thirty percent of the faculty members involved said they had access to professional development courses specifically designed to help them incorporate social entrepreneurship into their instruction. This emphasizes the necessity of capacity building programs to provide teachers with the instructional resources and models they need to successfully incorporate social impact ideas into their course designs.

Percentage of HEIs Reporting Availability
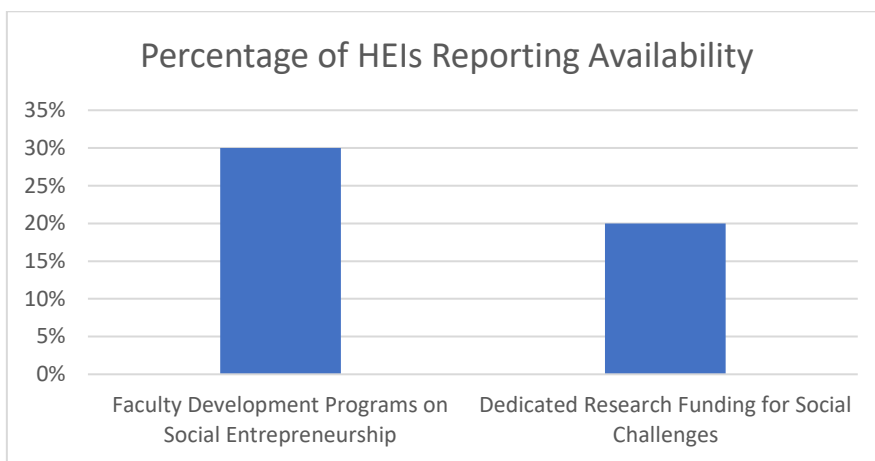
Graph 2: Resources Available for Faculty Support

Sources of Funding: A useful resource for student-led social ventures was found to be social venture incubators and accelerators. Sixty percent of the institutions said they had set up systems like this that give students access to possible donors and investors, as well as mentoring and business development services. On the other hand, it seems less common to employ impact investment funds, which finance social enterprises with an emphasis on both financial return and social impact. Of HEIs, only 25% had set up impact investment funds specifically for that purpose. This suggests a possible direction for future research and development in terms of utilizing university resources for social benefit.

Percentage of HEIs Reporting Availability
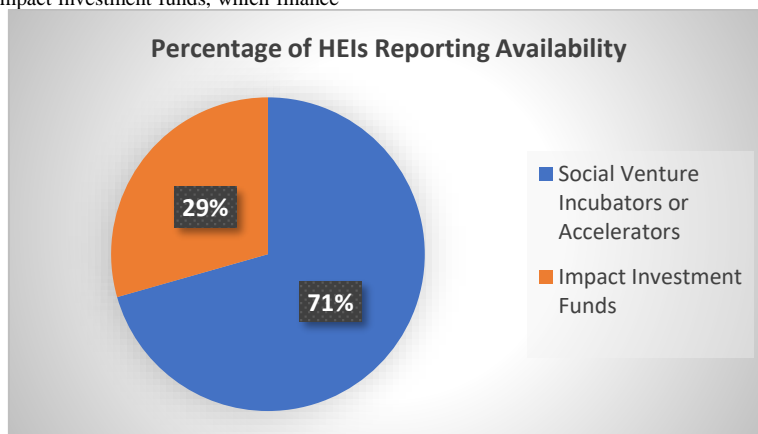
Graph 3: Availability of Funding Mechanisms

Collaborations with Outside Parties: Working together with outside partners turned out to be essential to a strong socio-entrepreneurial environment. According to the study, participants reported working together with non-profit organizations at a high rate (85%), followed by social enterprises at a higher rate (70%). For educators and students interested in social entrepreneurship, these collaborations offer a wealth of information, experience, and contacts. There was less frequent collaboration with government organizations

(40%) and businesses in the private sector that prioritized social responsibility (55%). This points to the possibility of more cooperation in order to make the most of public resources, deal with social issues pertaining to policies, and jointly develop creative solutions with the private sector that promote sustainable practices.

Advantages: Enhanced Research Funding: According to the study, HEIs that place a high priority on social impact will see a positive return on their investment. After creating specialized support systems for social innovation, 75% of university administrators said they had seen a rise in applications for research funding centered on social issues. This illustrates how universities can draw in funding by coordinating their research efforts with urgent societal needs.

Creation of New Academic Programs: According to 60% of the administrators surveyed, new academic initiatives centered on social entrepreneurship or related subjects have been developed. This reflects both the university's commitment to preparing graduates for careers focused on social impact and the growing demand for such programs.

Student Engagement and Skill Development: According to 90% of student leaders, participating in social venture projects helped them develop important leadership, problem-solving, critical thinking, and teamwork skills. Employers highly value these abilities, which enable graduates to effect positive change.

Social Impact: A number of the attendees cited actual instances of faculty-led research projects and student-led social ventures that have tackled regional and worldwide issues. These included everything from producing educational materials for impoverished areas to coming up with environmentally friendly waste management techniques. This illustrates how HEIs can, in the presence of a favorable socio-entrepreneurial climate, make a significant positive impact on society.

Problems: Faculty Resistance: Fifty percent of the faculty members reported facing opposition from their colleagues who were skeptical of the incorporation of social entrepreneurship concepts and used traditional teaching methods. This emphasizes the necessity of addressing these issues through efficient communication and capacity building initiatives. This divide can be closed with the aid of workshops and training courses that highlight the advantages and real-world applications of social entrepreneurship pedagogy.

Financial Restraints: Faculty (60%) and administrators (70%) reported difficulties in obtaining funds for social venture projects and faculty development courses that emphasize social entrepreneurship. Limited funding was a recurrent theme. This emphasizes the necessity of creative financing schemes and methods for gathering resources. This problem can be solved with the aid of tactics like grant writing workshops, investigating public-private partnerships, and creating alumni fundraising campaigns intended only for social innovation projects.

Measuring Social Impact: Initiatives and research projects' social impact is difficult to quantify, according to 75% of participants. The creation of strong frameworks for impact assessments that take into account both qualitative and quantitative data is essential to proving the viability of a socio-entrepreneurial setting. A more complete picture of the effects of social innovation initiatives can be obtained by using frameworks that consider variables like program reach, beneficiary satisfaction, and long-term social transformation.

2. Methods for Promoting a Socio-Entrepreneurial Culture. The experiences of the participants revealed a number of important tactics that are essential for developing a strong socio-entrepreneurial environment, including:

Leadership Commitment: It was felt that university presidents and administrators needed to demonstrate a strong commitment to leadership. This can be exhibited by funding social entrepreneurship projects, supporting social innovation, and incorporating social innovation into the institution's strategic vision and mission statements. A university's commitment to social good is made evident to faculty, staff, and students when its leadership places a high priority on social innovation.

Dedicated Centers or Institutes: Creating centers or institutes specifically focused on social innovation can serve as a focal point where academic staff, students, and outside parties can work together, exchange resources, and come up with creative solutions. By providing networking opportunities, mentorship programs, and workshops, these centers can create a vibrant environment that encourages social innovation.

Programs for Faculty Development: It is essential to fund programs for faculty development that give educators the pedagogical instruments and frameworks they need to successfully incorporate social entrepreneurship ideas into their instruction. These courses can introduce academics to new developments in the social impact industry, offer them useful pedagogical techniques, and promote cooperation with outside parties.

Reward Systems: To further promote involvement and cultivate an innovative culture, reward systems that acknowledge and incentivize faculty and staff participation in social entrepreneurship initiatives should be developed. This could entail giving awards or taking promotion into consideration for teachers who effectively incorporate social impact concepts into their curricula.

Cross-disciplinary Collaboration: Promoting cooperation among academics from various fields can lead to creative answers to challenging societal issues. Collaborative research initiatives, multidisciplinary classes, and social innovation-focused workshops can help with this. Through the integration of varied viewpoints, academic institutions can develop a more comprehensive strategy for tackling social concerns.

According to the study's findings, HEIs have a great chance to positively impact social change by encouraging a socio-entrepreneurial environment. Universities can create a supportive ecosystem that gives graduates the skills and mindset needed to tackle the world's most pressing challenges by putting the strategies that have been identified by key stakeholders into practice.

Discussion. The socio-entrepreneurial environments found in higher education institutions (HEIs) are the subject of this study. The results shed light on the essential elements, advantages, and difficulties of encouraging social innovation in higher education. Through an analysis of the viewpoints of educators, administrators, and student leaders, the research provides insightful information that can be utilized to fully realize HEIs' potential as catalysts for constructive social transformation. The study determined a number of essential elements needed to create a strong socio-entrepreneurial environment. One of the most important things that emerged was the curriculum's incorporation of social innovation concepts. It's encouraging to see how many courses there are that specifically cover venture development and social entrepreneurship principles. The study does, however, draw attention to the need for more work in fusing these ideas across disciplinary boundaries. This multidisciplinary approach can inspire creative thinking and give graduates a comprehensive grasp of the social impact environment.

Development of the faculty is also essential. Even though some HEIs provide courses specifically on social entrepreneurship pedagogy, there is still a big hole that needs to be filled. By funding these initiatives, academics will be better equipped to incorporate social innovation ideas into their research and teaching activities. Furthermore, research agendas can be aligned with the university's commitment to social good by providing dedicated funding streams for social challenges, which can encourage faculty to pursue research that addresses urgent social needs Funding sources are yet another essential element. It is a good thing that there are social venture incubators and accelerators because they offer invaluable assistance to student-led businesses. Still, the study raises the possibility of more research into impact investment funds. HEIs can use their resources to fund social ventures that provide both financial returns and measurable social impact by creating such funds. Working together with outside parties turned out to be another crucial component. Faculty and students working on social ventures benefit greatly from the strong ties reported with non-profit organizations and social enterprises, which offer valuable resources and expertise. The study does, however, draw attention to the possibility of closer cooperation between public and private sectors. While working with the private sector can encourage co-creation of creative solutions and support sustainable business practices, partnering with government agencies can maximize resources and address social challenges related to policies.

The study found that encouraging a socio-entrepreneurial environment has both advantages and disadvantages. Some Higher Education Institutions (HEIs) have reported an increase in research funding applications centered on social challenges, which suggests that universities that prioritize social innovation may see a return on their investment. This emphasis can also improve the university's standing by drawing in academics and students who are enthusiastic about social change and reaffirming the school's position as a pioneer in social responsibility. Furthermore, the growing need for these skills in the labor market is reflected in the creation of new academic programs centered around social entrepreneurship. The study does, however, also highlight issues that must be resolved. The need for efficient communication and capacity building initiatives is highlighted by resistance from traditional faculty members used to traditional teaching methods. In order to allay these worries, universities ought to highlight the benefits of social innovation pedagogy and give staff members the guidance and resources they need to incorporate these ideas into their instruction. Furthermore, a major obstacle to faculty research and student venture development continues to be a lack of funding. To overcome this obstacle, creative funding models and resource mobilization techniques must be investigated. One other significant obstacle that has been noted is the challenge of quantifying social impact. It is crucial to create strong frameworks that take into account both quantitative and qualitative data. To give a complete picture of the effects of social innovation efforts,

these frameworks should include variables like program reach, beneficiary satisfaction, and long-term social change.

The study examined the experiences of student leaders engaged in social venture initiatives, providing insight into their driving forces and obstacles. Their engagement in social endeavors gives them valuable skills that employers highly value, and their strong desire to positively impact society serves as a powerful motivator. Financial limitations and restricted mentorship opportunities, however, were identified as major obstacles. Universities can help with these issues by giving students access to seed money, setting up mentorship programs with seasoned social entrepreneurs, and developing closer ties with outside stakeholders who can help with advice and support. The research's conclusions demonstrate HEIs' enormous potential to promote constructive social change. Universities can train a new generation of graduates with the knowledge and perspective needed to take on the world's most pressing problems by promoting a socio-entrepreneurial environment. This calls for cooperation from all parties involved, including the faculty, students, and administrators at the university who have demonstrated strong leadership commitment. For socio-entrepreneurial HEIs to reach their full potential, a few crucial areas need to be developed further. It is imperative to enhance faculty support for social innovation through focused development programs and special research funding. Faculty research on social challenges and the development of social ventures can benefit from the establishment of strong funding mechanisms through impact investment funds and alumni fundraising campaigns. Improving internal and external cooperation is crucial. Encouragement of interdisciplinary faculty collaboration within HEIs can lead to creative solutions. Multidisciplinary research projects, workshops, and courses can unite different viewpoints to address intricate social issues. Furthermore, promoting cooperation amongst universities can make use of their combined resources and experience to tackle significant social issues. Externally, it's critical to fortify alliances with government agencies, social entrepreneurs, non-profits, and the commercial sector. Working with non-profit groups offers student-led initiatives opportunities to contribute and insightful information about social needs. For faculty and student projects, social enterprises can provide co-creation opportunities and real-world mentorship. Collaborating with governmental organizations can optimize assets and tackle policy-driven social issues, like ecological preservation or community development programs. Working together with the private sector can encourage co-creation of novel, economically feasible solutions that meet social needs. This can encourage the private sector to support social justice causes while still advancing their corporate goals.

Conclusion. To sum up, creating a socio-entrepreneurial atmosphere in Higher Education Institutions (HEIs) offers a significant chance to develop a fresh batch of change agents. Universities have the power to fundamentally change society by providing students with the knowledge, attitudes, and abilities needed to tackle social issues and create a more just and sustainable future. This study has clarified the essential elements, advantages, and difficulties of promoting social innovation in higher education. The results emphasize the significance of creating curricula that incorporate social innovation ideas into the teaching of various academic subjects, providing faculty development programs that emphasize social entrepreneurship pedagogy, and having specific funding sources that assist with faculty research and student venture development. Fostering a strong socio-entrepreneurial environment also requires collaboration with external stakeholders, such as government agencies, social enterprises, non-profits, and the private sector. The report also stresses how critical it is to address issues like funding constraints, resistance from conventional faculty, and the challenge of quantifying social impact. Overcoming these obstacles can be facilitated by creating efficient communication plans, offering faculty capacity building initiatives, and investigating creative funding options. To further illustrate the efficacy of social innovation projects, strong frameworks for measuring social impact must be put in place that take into account both quantitative and qualitative data. Student agency has the ability to drive social change, as demonstrated by the experiences of student leaders engaged in social ventures. By giving students access to seed money, mentorship opportunities, and connections with outside stakeholders who can provide advice and support, universities can further empower their students. In the future, working together will be necessary to fully realize HEIs' potential as social change agents. Success requires a combination of strong leadership from university administrators, commitment from faculty members to incorporate social innovation into their research and teaching, and active student participation. A culture of creativity, cooperation, and ongoing assessment can be established at HEIs to help them become effective agents of positive social change that have a long-lasting effect on both the communities they serve and the global community.

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