



# **FORMAN CHRISTIAN COLLEGE**

**(A CHARTERED UNIVERSITY)**

## **Role of Microfinance in Promoting Social Entrepreneurship**

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## **ABSTRACT**

This research explores the role of social entrepreneurs in advancing inclusive education. For this study, social entrepreneurs are defined as those individuals who have initiated solely or have led as founding members of a social entrepreneurial venture promoting inclusive education for various disadvantaged communities such as those belonging to underprivileged economic backgrounds or students with disability etc. in Pakistan. Pakistan is a developing country with a growing sector of social entrepreneurship that has the potential to contribute to socioeconomic well-being. However, social entrepreneurs encounter certain challenges and prospects in their journey, in terms of collaboration between universities, colleges, schools, the private sector, and civil society. The present study highlights the challenges and barriers that social entrepreneurs working in the education sector face in developing their ventures as well as the motivation to pursue educational social entrepreneurship. In this research, only those social entrepreneurs who are working on inclusive models from secondary to higher secondary (intermediate) levels will be included. The present study utilized a qualitative approach. In-depth interviews were conducted with twenty social entrepreneurs working in the educational sector in Pakistan who were sampled using purposive sampling. Data was analyzed using thematic analysis. Major thematic findings of the study highlight socio-cultural and economic barriers faced by social entrepreneurs. The study highlights that social entrepreneurs are motivated by a desire to create positive social change by providing a comprehensive education to marginalized (economically/physically/mentally) communities. The result emphasizes how social entrepreneurship and education can overcome social, cultural, and economic obstacles. Social Entrepreneurs stress delivering high-quality education, job skills training, and employment assistance to marginalized populations, particularly addressing challenges such as child parental resistance to education, high costs of schooling, and poverty. The findings underscore the transformative potential of

education and social entrepreneurs in empowering marginalized groups and promoting inclusive education development.

**Keywords:** Social entrepreneurship, inclusive education, Pakistan, Marginalized groups

# Chapter 1: INTRODUCTION

## 1.1 Statement of the Problem

The crucial role of Social Entrepreneurship in promoting inclusive education is evident, yet social entrepreneurs in Pakistan encounter dreadful challenges and barriers in this domain (Bacq & Janssen, 2011; Dees, 1998). Exploring the motivation that forces social entrepreneurs to establish a venture in Pakistan is crucial to addressing the complexities surrounding inclusive education, including issues related to limited access to quality education, inadequate vocational training, opportunities, and economic constraints that hinder educational inclusivity (Mair & Marti, 2006; Zahra et al., 2009). There is a growing interest in academic literature regarding social entrepreneurship and its potential to bring social change, however, there is a gap in research on the role of social entrepreneurship in advancing inclusive education (Lackéus, 2015). Inclusive education is an approach that ensures that all students in educational institutions are accepted regardless of their abilities or disabilities (Barry, 2023). Social entrepreneur plays a role in progressing inclusive education by benefiting the innovations, creativity, and collaboration to address pressing social and environmental challenges. Social Entrepreneurs promotes the use of Universal Design for learning which is an Educational Framework that targets all students to have equal learning opportunities. UDL (Universal Design for Learning) curricula and instructional material are designed in such a way that it is accessible and adaptable to the diverse needs of students (Barry, 2023). Some social entrepreneurs provided employment status to disabled people which is important for their inclusion in society (Mauksch & Dey, 2023). Inclusive education is crucial because it provides a better quality of education for all children and is instrumental in changing discriminatory attitudes (UNESCO, 2016). It creates an atmosphere where all students have the opportunity to learn and participate (Michelsen & Wells,7

2017). In a truly inclusive educational setting, every child feels safe and has a sense of belonging (UNESCO, 2016).

Children with varying abilities are motivated when they learn with other children in a classroom with different abilities (Leicht et al., 2018). In the present School Education Department, the Government of Punjab has developed a provincial Inclusive educational strategy (Hersh, 2020). Inclusive education faces many challenges in Pakistan regarding the lack of knowledge on inclusion, the attitudes of teachers, and the need for adequate resources to implement inclusive education in schools (Ehsan, 2018).

### **1.2 Social Entrepreneurship Benefits Inclusive education:**

Social entrepreneurship brings innovative solutions to challenges and barriers in the implantation of inclusive education by developing new models that are effective and efficient for inclusive education. It creates social enterprises that generate revenue for the initiatives of inclusive education and this reduces the dependency on government funding and donations (Asif et al., 2018) Social entrepreneurs collaborate with different sectors including, government, non-government, stakeholders, and local communities to bring inclusive education in Pakistan (Hussain, 2022). For the engagement of stakeholders they can use different networks and platforms to promote inclusive education (Hussain et.al., 2022).

Some studies have explored the role of social entrepreneurship education impact on students' intention towards social entrepreneurship, few comprehensive are done on how developing a curriculum that integrates social entrepreneurship education into a formal education system can develop the attributes in people to become social entrepreneurs, especially in developing countries (Wei et.al.,



2019; Yudha & Kusmulyono, 2018). There is a need to understand the barriers and challenges social entrepreneurs face and suggest the role that government and stakeholders can play in enhancing social entrepreneurship in inclusive education (Barry, 2023). Inclusive education plays a role in improving the social and economic conditions of students from diverse backgrounds (King et al., 2016). This research aims to explore the potential barriers and facilitators faced by social entrepreneurs working in the domain of inclusive education.

### **1.3 Challenges Social Entrepreneurs**

Social entrepreneurs face different kinds of challenges which are given below.

#### ***1.3.1 Lack of funding:***

Social entrepreneurs face a problem regarding lack of funding which hinders their ability to progress and implement inclusive education programs (Leicht et al, 2018). It is mostly challenging for those social entrepreneurs who are working in low-income communities or with marginalized people. Their limited resources create significant barriers for social entrepreneurs working on inclusive education projects, affecting their ability to effectively address educational disparities and promote inclusivity (Roslan et.al., 2022)

#### ***1.3.2 Resistance to change:***

Social Entrepreneurs face resistance to change from traditional educational institutions and stakeholders that are reluctant to adopt inclusive practices, as their deep-rooted cultural beliefs and societal norms do not align with the principle of diversity and inclusivity (Barry, 2023) . This resistance to change in educational settings can stem from a lack of awareness and understanding about the benefits of inclusive education, making it challenging for social entrepreneurs to gather support and implement inclusive practices effectively (Kefale & Hussein, 2020). This makes it a problem to gain

support for inclusive education programs and to implement them effectively (Macassa, 2021).

### ***1.3.3 Limited Resources:***

Social Entrepreneurs have limited resources which include staff, technology, and infrastructures and makes it difficult to develop and implement effective inclusive education programs (Leicht et al., 2018). Entrepreneurs from underrepresented communities often face challenges in accessing sufficient capital to support their inclusive education initiatives, hindering their ability to sustain and scale their venture (Shanjuvigasini, F. et.al., 2023)

## **1.4 Motivations of Social Entrepreneurs:**

The motivation of social entrepreneurs behind the development of Inclusive education is as follows

### ***1.4.1 Compassion:***

Compassion is a major motivational source for social entrepreneurs in identifying prosocial opportunities and having the desire to help others especially those who are marginalized or disadvantaged (Yitshaki et al., 2022).

### ***1.4.2 Desire for Social Impact:***

They are motivated to create social impact, so they address social and environmental challenges and promote social justice by addressing them (Chevalier et al., 2022).

### ***1.4.3 Personal Experience:***

Social entrepreneurs are often motivated by their personal experiences such as having a disability or having such a member in their family or relative or any other relations (Barry, 2023).

## **1.5 Objectives of the Study**

Following are the research objectives of the present study.

- To understand the role of social entrepreneurship in advancing inclusive education in Pakistan.

- To highlight the challenges and barriers that are faced by the social entrepreneurs working in the field of inclusive education in Pakistan.
- To understand the motivations of social entrepreneurs in developing social entrepreneur ventures in the field of inclusive education.

## **1.6 Significance of Study**

Inclusive education is crucial for the improvement of the economic and social outcomes of students from diverse backgrounds (Iqbal et al., 2018). Pakistan has the second highest number of out-of-school children in the world and almost 22.8 million children are not going to school.

This is particularly true for the girls who face different challenges to get an education as 12 million girls do not go to school (Vergroesen, 2023). In the largest province of Pakistan, Baluchistan, 81 percent of girls did not finish primary school in 2014 as compared to 52 percent of boys (Rodriguez, 2019). This educational marginalization in Pakistan is because of poverty and inequality and the educational system is weak, polarized, and non-unified so it contributes to educational marginalization in Pakistan (Ahmad et al., 2014). Transgender people in Pakistan face significant marginalization in education, and a high level of exclusion from educational opportunities (Shah et al., 2018).

Social entrepreneurs can play an important role in advancing inclusive education by addressing the social and environmental issues faced by marginalized communities (Li et.al., 2022). These entrepreneurs improve poor educational statistics and educational inequalities in terms of gender, religion, and rural-urban divide by laying their role in inclusive education promotion (Dahiya & Sonipat, 2018; Barry, 2023). One strategy is to develop programs that target girls in underserved communities, providing them with access to quality education and skill training that involve digital literacy. They are also engaged in policy advocacy, promoting inclusive education policies and regulations that emphasize gender

disparities in education and foster collaboration and partnerships between educational institutions local communities and private sector to address educational inequalities (Golac, 2023). One of their strategies is to develop educational programs that are culturally inclusive and sensitive, considering the religious beliefs and practices of communities which is by incorporating diverse perspectives and values into the curriculum, social entrepreneurship creates more welcoming and inclusive learning for students from all religious background (Dahiya & Sonipat, 2018). They focus on leveraging technology and digital platforms to deliver education to remote rural areas, overcoming geographical barriers, and expanding access to educational resources (Zhang et. al., 2022). Pakistan is a developing country with a growing sector of social entrepreneurship that has potential to the contribute to the socioeconomic (Li et.al., 2022). However, Social entrepreneurs face different challenges and prospects in their journey, these are challenges in terms of collaboration between the universities, colleges, schools, private sector and civil society (Qamar et. al., 2020) as stakeholders' priorities, goals, and incentives differ from social entrepreneurs so these social entrepreneurs ensure that all parties are aligned on the shared mission and objectives and collaborations and funding is a continuing challenge for social entrepreneurs and finding partners who are willing to invest in collaborative projects is difficult, especially when the focus is on social impact rather on the profit-making (Dzomonda, 2021). Social entrepreneurs focus their efforts on addressing challenges to provide equal educational opportunities to all students without any kind of discrimination. Social entrepreneurs are advocates for disabled children, raising awareness related to their rights and the importance of inclusive education. Social entrepreneurs prepare educators, communities, and parents with the skills and knowledge needed to support the learning and development of disabled children through training and capacity-building programs (Sharir & Lerner, 2006).

SDG (Sustainable Development Goal) focuses greatly on inclusive education. SDG 4 explains the importance of “Quality Education”. Specifically, 4.5 of SDG 4 aims to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities (United Nations, 2015).

## **1.7 Operational Definitions of Key Terms**

### ***1.7.1 Social Entrepreneur:***

Social entrepreneur is operationalized as those who develop a business model but their focus is on creating an impact in society rather than profit-making. Social entrepreneurs are different from traditional entrepreneurs in their motivation and primary focus as entrepreneurs focus on profit maximization by building a sustainable business model while social entrepreneurs focus on creating lasting social impact through their ventures. They are driven by a desire to address systematic social or cultural issues by focusing on social responsibility as the central aspect of their business strategy (World Economic Forum ,2017). Social entrepreneurs are completely different from other entrepreneurs as they bring development to society by eradicating a social problem in that society and this makes them feel strong and enables them to realize their actual potential. Social entrepreneurs have the motivation to handle the environmental and social problems that they see in their community (Braga et al., 2014; Ghalwash et al., 2017), and desire to help others, not only themselves (Lee et al., 2022) because many of them have experience of discrimination, poverty and environmental degradation, health (Ghalwash et al., 2017), and are influenced by intrinsic factors like sense of purpose, contentment, personal fulfillment rather than extrinsic factor like wealth, social status (Gaskell, 2021). They act as a catalyst for social change and do not expect monetary benefit from their social venture (Barberá-Tomás et al., 2019). Social enterprise scales up social impact which depends on the

involvement of stakeholders, generating earned money, raising awareness of social issues in their community and winning government support (Bacq & Eddleston, 2018).

### ***1.7.2 Inclusive Education:***

Inclusive education is operationalized as education provided to the marginalized community (economically deprived, physically disabled, mentally disabled) without any discrimination from the secondary level to the higher secondary level (intermediate). UNESCO (2016) defines inclusive education as a process of addressing and responding to the diversity of needs of all learners through their involvement in learning, cultures, and communities and reducing exclusion within and from education. Inclusive education focuses on teaching and learning processes while accepting different cultures so that people are perceived to be less excluded from the education system and society in general. It holds a common vision that the education system is responsible for all children while meeting their diversity and education needs (Ainscow et al., 2013). It includes the removal of all barriers in diverse environments, communication, interaction, curricula, teaching, socialization, and assessment at all levels (Forlin, 2013). All disabled students have the right to take inclusive education and these students obtain the same educational services as the nondisabled students have. Inclusive Education is the reduction of barriers to learning, the full participation of all students, and an increase in the school's ability to accommodate all students regardless of their differences (Ainscow et al., 2006).

### ***1.7.3 Marginalization:***

It refers to a certain group or individuals that are excluded, disadvantaged, or have a limit in their access to resources, opportunities, and participation in social, economic, or political activities by a certain social process (Kabeer, 2005). Marginalization is the creation of boundaries that serve as

barriers and connections between an individual and their surroundings (Baah et al., 2019).

### **1.8 Research Questions:**

What are the perceived challenges and barriers they face in initiating and sustaining their educational venture?

What role do they play in changing perceptions and attitudes towards inclusive education in the broader community?

What were the motivations of social entrepreneurs behind developing their ventures in the field of inclusive education?

## **2.LITERATURE REVIEW**

### **2.1 Potential of social entrepreneurs to bring social change through inclusive education advancement**

Social entrepreneurs develop innovative solutions to address marginalized groups and children with disabilities unique needs in the education system (Westley et al., 2013). They engage with stakeholders by building partnerships to bring a sense of ownership and collective action in advancing inclusive education and also engage with local communities (Phills et al., 2008). They are an effective advocate for altering policy regarding inclusive education by the influence of their own experiences and can impact decision-making (Mair & Marti, 2006). Many social entrepreneurs harness their technology to deliver support for inclusive education and overcome geographical and resource constraints (Levein & Chung,2019). They usually place a strong emphasis on measuring and demonstrating the impact of their initiatives to attract support from funders and partners (Sullivan et al., 2003).

### **2.2Challenges Social entrepreneurs faced for inclusive education Globally:**

Social Entrepreneurs have fewer financial resources to fund their initiatives adequately. It resists their ability to grow and sustain inclusive education programs (Martin & Osberg, 2007). Complicated and inconsistent policies and regulations are related to education and disability which can bring important challenges for social entrepreneurs in different regions.

Traditional educational systems inherit the adoption of inclusive practices, making it difficult for social entrepreneurs to bring systematic change (Slee, 2011). Low level of awareness of awareness and understanding concept of inclusive education produce hurdles so social entrepreneurs must engage in awareness-raising efforts (Alur & Timmons, 2009) and ensure that teachers have the necessary skills



and training to implement it is the persistent challenge, often require extra investment (Dyson & Hertzog, 2000). Social entrepreneurs' efforts are hindered by cultural beliefs and societal norms stigmatization (Slee, 2011). Many Social entrepreneurs depend on grant funding so sustainability in the long term becomes a challenge (Alur & Timmons, 2009), and collaborating with different stakeholders, governments, NGOs, and communities can be challenging due to differences in agendas and priorities (Dyson & Hertzog, 2000).

### **2.3 Challenges Social Entrepreneurs Faced for Inclusive Education In South Asia:**

South Asia is diverse with different cultures and languages so promoting inclusive education in this diverse region is challenging (Ainscow & Messiou, 2008). In many regions, there is limited access to quality education specifically for marginalized groups and these entrepreneurs often struggle to reach these marginalized groups (UNESCO, 2016). This region has complex and fragmented policies that pose challenges to social entrepreneurs (Kett, 2017). Gathering accurate data and then monitoring towards inclusive education goals is challenging (Maher, 2013).

Variation in contexts and resources complexes the successful scaling up and replicating education model in South Asia (Khandelwal et al., 2020).

## **2.4 Challenges Social Entrepreneurs Faced for Inclusive Education in Pakistan:**

The conventional education system in Pakistan does not encourage social entrepreneurship and there is a lack of social entrepreneurial development curriculums in the educational system. This limits the number of individuals who have equipped skills and knowledge to become social entrepreneurs (Kazmi et al., 2016)). They face many challenges as their venture is different from the traditional entrepreneurial model so convincing stakeholders of their value creation is a bit difficult for them (Qamar et al., 2020). They face difficulty in establishing and managing their team with skilled and committed individuals, particularly in the absence of a supportive ecosystem. Limited resources and a lack of a supportive ecosystem in Pakistan produce a challenge for social entrepreneurs to sustain their ventures (Qamar et al., 2020). Secondly, entrepreneurial education is confined to business schools which limit the development of social entrepreneurship in Pakistan (Hussain et al., 2022; Kazmi et al., 2016).

Financial constraints also limit their ability to invest in their venture and scale their impact (Qamar et al., 2020).

## **2.5 Motivation of Social Entrepreneurs in advancing inclusive education**

### ***2.5.1 Social justice:***

Social entrepreneurs are passionate about education and have strong values related to equity, inclusion, and social justice and these values drive them to bring inclusiveness in society by

education (Mair & Marti, 2006). They are motivated to create social impact so they address social and environmental challenges and promote social justice by addressing them (Chevalier et al., 2022).

### ***2.5.2 Social impact:***

They have a strong desire to create social impact and through advancing inclusive education align with their goal to address societal challenges and improve the lives of marginalized groups (Dees, 1998).

### ***2.5.3 Personal experience:***

Some have personal experiences or encounters with the challenge of inclusive education like having a member with a disability and such experience becomes a motivator for them (Austin et al., 2006).

### ***2.5.4 Reduces inequality:***

They feel like a responsibility to address societal inequalities and see themselves as change agents who can contribute more to the inclusive and equitable system (Seelos & Mair, 2005). They see this inequality as a gap and see an opportunity to drive change by fulfilling it (Dees, 1998).

### **3. THEORETICAL FRAMEWORK**

According to the Sociological theory of organization, Institutional theory depends on the concept that organizations and individuals are open to norms, values, and symbols present in social and cultural surroundings (Scott, 1992; Abebe & Kegne, 2023). From this approach, organization reflects and conveys important social concepts just as much as they purposefully carry out specific activities (Dart, 2004). The institutional theory describes that social entrepreneurs are influenced by the norms and values of their social environment including the prospect of stakeholders i.e. regulators, investors, and customers (Cherrier et al., 2018). Institutional theory broadly studies the aspect of individuals or organizations with institutions (Government, market, culture, religion) (Agrawal & Hockerts, 2013). Inclusive education is a form of institutional intervention that provides financial services and education to those individuals who do not have access to educational institutions (Newman et al., 2014).

Institutional theory emphasizes the importance of social norms, values, and beliefs that shape individual decision-making and behavior (Bruton et al., 2010). It is important to note that typically researchers have conceptualized institutions as a macrolevel approach but it could also be a microlevel variable impacting individual behavior (Wicks, 2001). Values encourage strong work ethics and risk-taking (Harrison, 2008). Davidsson and Wiklund (1997) explored that cultures that promote the need for higher achievements autonomy and self-efficacy has higher rates of firm formations. Individualism is positively associated with innovation while power-distance is negatively associated (Hofstede, 2001). In social

entrepreneurship research, institutional theory provides core information regarding the process of organization formation, its vision and mission, its identity and culture, and its processes (Agrawal & Hockerts, 2013).

Institutional theory is a framework that is used to reflect on social entrepreneurship as it is used as a tool for practitioners to assess the legitimacy, survivability, and scalability of social enterprises and mitigate risks associated with emerging fields like social entrepreneurship (Agrawal & Hockerts, 2013). Institutional entrepreneurs make an effort to identify political opportunities, frame issues, and spreadhead collective action. It has become an increasing theoretical lens for the study of social entrepreneurship research (Li & Bosma, 2021) as it has provided valuable insights into how social forces and institutional contexts shape entrepreneurial successes, focuses on the importance of aligning the entrepreneurial strategies with societal norms and regulations (Li & Bosma, 2021). In this way it contributed to the intellectual tradition of institutional theory, paving the way for more comprehensive research in the field of social entrepreneurship. Social entrepreneurs produce value in the context of institutional perplexity by harnessing productive institutional complexity (Cherrier et al., 2018). Institutional theory refers to the coexistence of multiple institutional norms, logics, and rules within a given context (Muñoz & Kibler, 2016) Social entrepreneurs move this complexity by gathering different institutional logics, such as those of market and social welfare and creating innovative solutions to social problems (Battilana, 2018). By doing so they create a social value by addressing social needs and promoting economic and developmental growth (Wang, 2022). Institutional

theory is also used to interpret the concept of inclusive education. At different education levels, mechanisms are identified that create inclusion and exclusion in schools are identified (Rapp & Corral-Granados, 2021). It also informs policy related to exit outcomes for disabled students and state education. Special education systems are institutionalized to facilitate educational opportunities for students with disabilities special needs and disadvantaged backgrounds. Institutional theory provides studies of the complexity of educational organizations, showing how they evolve in response to the educational environment. Institutional environment, including normative, and cultural aspects shapes the behavior and actions of individuals and organizations (Urban & Kujinga, 2017). In the context of disseminating inclusive education through social entrepreneurship in Pakistan, Institutional factors such as government policies, social values, and cultural norms can influence the success of social entrepreneurial initiatives aimed at promoting inclusive education. The coexistence of different institutional logics such as those of market and social welfare can create opportunities for social entrepreneurs to develop innovative solutions to promote inclusive education.

## **4. METHODOLOGY**

### **Nature of the Study:**

The present study employed a qualitative research design to explore the role of social entrepreneurs in advancing inclusive education. The phenomenological approach was utilized as the guiding methodology in which the researcher explores and explains the lived experiences of social entrepreneurs about a certain phenomenon in the way participants describe it. This approach enabled us to understand the lived experiences of social entrepreneurs in developing inclusive education and find out the potential and motivation behind them.

The phenomenological approach has different dimensions. This study employed descriptive phenomenology which is about the interpretation of social entrepreneurs' lived experiences regarding developing the inclusive education venture. Husserl is considered to be the founder of phenomenology and his approach is closely linked to the belief that the meaning of the lived experiences can only be unveiled through one-to-one interaction between the researcher and the participants (Husserl, 2015). Data was collected from 20 participants. In-depth, interviews were conducted with the help of a semi-structured interview guide. (Appendix A)

### **4.2 Research Ethics:**

Before collecting the data, informed consent was taken from all participants by ensuring that they understood the purpose of the study, potential risks and benefits, and confidentiality and anonymity measures.

Their identities were kept confidential. All data will be kept anonymous, and any identifying information was either removed or pseudonyms were replaced to ensure the confidentiality of the participants.

Participant's involvement was voluntary, and participants were assured first that their decision to participate or withdraw would not have any negative consequences for them. They had the right to skip any question or stop the interview at any time.

The research study received ethical approval from the institutional review board or ethics committee of Forman Christian College, Lahore. This approval ensured that the study confines under the ethical considerations for research involving human participants, protecting their rights and well-being throughout the research process.

### **4.3 Sampling Design:**

#### ***4.3.1 Selection criterion***

This study included those social entrepreneurs who have initiated solely or had led as founding members, a social entrepreneurial venture promoting inclusive education for disadvantaged communities such as those belonging to underprivileged backgrounds or students with disability etc. in Pakistan. The only criteria to select the participants is taking those social entrepreneurs who have developed inclusive education.

#### ***4.3.2 Sampling technique***

A purposive sampling technique was used to select participants who possess characteristics and experiences and have parameters to achieve the research objectives. This technique is also called judgment sampling and is linked with the intentional choice



of the participants having specific attributes. It is a non-random form sampling, and participants will be chosen on specific attributes which in the present study are the social entrepreneurs who have initiated their ventures in the field of inclusive education in Pakistan.

#### ***4.3.3 Target Sample***

The target sample for this research consists of 10 to 20 social entrepreneurs who meet the sample criterion. Before conducting the main course study, two pilot interviews were conducted to assess the research instrument and data collection procedures for any necessary changes. The selection process involves reaching out to the participants through social networks.

#### **4.4 Study Questionnaire**

A semi-structured interview guide (Appendix A) was used to facilitate data collection. Open-ended questions were asked in the interview guide which was produced by referring to the previous literature. The instrument is divided into several parts.

#### **4.5 Data Collection:**

In-depth interviews were conducted to collect the data. All interviews were conducted in one-to-one interaction in the public offices of the social enterprises to establish rapport with the participants and gather comprehensive data-based information on their actual experiences. The time range was between forty minutes to an hour. The researcher took consent before starting the interview for recording purposes. The recorded interviews were then transcribed. Data Analysis:

A thematic analysis approach was used to examine the collected data. The data was systematically organized and analyzed using the framework method for thematic analysis which was introduced by Braun and Clarke (2006). The coding phase involves setting out the common themes within the study through highlighted color coding, it helps to identify and label commonly linked statements that codify the subject in play by dividing them into recurring themes. Then label codes are combined into a broader umbrella that covers a wide range of recurring statements and opinions. The researcher took a short introspective look at exactly how they categorized what she found. The preparatory steps involve reviewing category and theme names for accuracy and clarity. Explanatory power, consistency, and relevancy are all given a second glance as is each label's conciseness. Titles are then changed, clarified, merged, and deleted where required.

## 5. FINDINGS

### **Theme 1: Socio-cultural and Economic barriers:**

Social Entrepreneurs working on inclusive education face various socio-cultural and economic barriers in their developing ventures. These barriers hinder their efforts to bring positive social impact through education. Economic disparities result in schools lacking accessible infrastructure for students who are physically disabled, creating physical barriers to Social entrepreneur participation in inclusive education programs. Prejudices against individuals with disabilities or from minority cultures lead to discrimination that hinders educational processes. This theme consists of two interrelated sub-themes that collectively present significant barriers to providing inclusive education in the areas where ventures operate.

#### ***5.1.1 Socio-cultural barriers***

This section highlights the profound cultural beliefs, practices, and mindsets that hinder educational access for children, particularly in certain communities. The following aspects are evident from the context:

#### ***5.1.2 Lack of Educational Prioritization:***

It shows that in some areas people do not give importance to educating their children, especially girls. This cultural mindset is a significant barrier as stated by the Interviewee:

There are schools in such areas where people do not want to educate their children and people living in those areas are against education.

### **5.1.3 Child labor:**

The commonness of child labor, where children are engaged in activities such as selling items, begging on the street, or assisting in agricultural or business activities deprives them of their right to education. Interviewee mentioned:

Children were selling things or begging on the street. They offer these children access to education, especially girls, and aim to deteriorate the cycle of poverty and exploitation.

Interviewee mentioned “Our motive is to eliminate child labor from different work of life.”

### **5.1.4 Resistance from their Parents:**

Gender inclusivity in education is emphasized by them, particularly in regions where cultural norms restrict girls' access to education. They put efforts into providing equal opportunities for both girls and boys in schooling. They are committed to empowering girls and breaking down gender-based barriers to education. Interviewee mentioned:

From the start, we made this school a coeducation center. But now after the parents' wish, we separate the classes of both boys and girls from secondary school. Initially, we hired the male staff, but then after getting complaints from them we reduced their number and hired female staff.

Parents resist sending their children, especially girls to school due to cultural beliefs or lack of awareness. Interviewee mentioned “People don’t send their children to school and the reaction of their parents is very bad.”

### ***5.1.5 Vocational training***

Some of these institutes not only provide vocational training to the special ones but also provide employment opportunities to these individuals. Their vocational training helps them to get employment opportunities. Interviewee mentioned “These children make money between 10k to 25k.”

Another interviewee mentioned:

By using an inclusive model, do not leave these children alone on society's pities. For Special education cannot make Special institutions because these are quite expensive. So why not use an inclusive model, and make them a part of normal school.

This is beyond academic learning to encompass the acquisition of vocational training and practical skills that equip students for sustainable living hood and independent living. This makes students self-reliant and economically empowered. Interviewee mentioned:

Besides this, we will focus on teaching girls tailoring as well so that in the future, they will not become dependable on others and earn on their own. This will help them to set up financially by getting a job easily.

## **5.2 Economic barriers**

This subtheme emphasizes the financial constraints faced by their families which push them to prioritize immediate economic need over education.

### ***5.2.1 Poverty:***

The ventures target areas where poverty is a significant barrier to education, they commit to offering formal educational opportunities to the marginalized community

who may not have access to formal education due to financial barriers. Interviewee explained “Especially as I told you for such people who cannot afford to educate their children.”

Poverty limits families' ability to invest in their children's education. Education is a basic necessity for humanity. They believe nobody should be deprived of education for any reason. Interviewee mentioned “His goal was that no children should left out of education due to charges.”

### ***5.2.2 Affordability of education:***

Even when parents recognize the importance of education, the costs associated with it, such as uniforms, books, and fees, can be prohibitive for families living in the poverty line. Interviewee explained “Some parents do not educate their children because they cannot pay their fees.”

So, some of these social enterprises provide free books, uniforms, stationery and other necessary resources. Interviewee mentioned “The majority of the students are those who are economically deprived. We provide books, notebooks, and stationery things free of cost to children.”

### **Overcoming Socio-Cultural and Economic Barriers:**

This section highlights the journey of social entrepreneurs that brings the transformative power of education and employment in removing the chains of poverty and exploitation. These projects aimed at removing child labor and offering formal education, vocational training, and, job placement services, these initial steps enable individuals to acquire skills, and securing jobs, and help them to improve their socio-

economic status. The achievements of former child laborers who completed their schooling and entered the workforce serve as an example of the effectiveness of these interventions in enabling people to reach their best potential. One of the interviewees mentioned about the objective,

This enterprise's main objective was to provide quality education to those children who lived in village areas and backward areas of the cities and make them able to be the children of the developed area.

### **5.3 Inclusive Education:**

It emphasizes inclusive education and ensures equal opportunities for all students irrespective of their background and ability. By incorporating special needs children into mainstream schools and providing training to the teachers, these initiatives promote inclusive practices that promote a supportive and inclusive learning environment. One of the interviewees mentioned,

We are providing special education up to BA level. Now from February, I am trying to shift it to vocational education as well, where we will teach graphic designing, computer training, and other small courses related to computers to students. Besides this, we will focus on teaching girls tailoring as well so that in the future, they will not become dependable on others and earn on their own.

Efforts to raise awareness and remove societal stigmas surrounding disability reflect a broader commitment to promoting acceptance and inclusion within society.

#### ***5.3.1 Integrating special need children into mainstream education:***

This section focuses on integrating special needs children into mainstream schools so that they also receive the same educational opportunities as their peers. This inclusive

approach breaks down barriers and promotes acceptance within society. The interviewee mentioned,

This includes inclusive Education where we want that every normal school that deals with normal children should also provide education to special children in their area.

Some social entrepreneurs accommodate both special needs children and economically deprived children in their schools. They provide education to them with minimal cost and shed light on the inclusivity of their model. One of the interviewees said “We accommodate both (special and economically deprived) children. We provide education with minimal cost.”

### ***5.3.2 Training of teachers:***

This project also involves training teachers to give support to inclusive practices and adjust to the diverse needs of students. By providing teachers with the necessary skills and resources, the project promotes a more inclusive educational system. Interviewee mentioned, “ Our Institute provides the training for Inclusive Education to these Special children teachers.”

### ***5.3.3 Innovative teaching approaches:***

Social enterprises focus on providing academic and vocational training tailored to the abilities and interests of special needs children. They focus on the importance of individualized learning plans and vocational training programs in fostering a supportive and inclusive learning environment. Interviewee stated

I have different categories of children like ID (Intellectual Disability), Down



Syndrome, Autism, CP (In which children's hand activities are not proper), and we arrange balance activities for them. They vary in age and mental level. We also arrange academic activities as well as vocational activities.

#### ***5.3.4 Quality Education:***

Social entrepreneurs working on inclusive education have a strong desire to provide quality education to students. Some social entrepreneurs working on special needs children face financial constraints but still they emphasize the importance of offering education and training to students. One of the interviewees mentioned, “ We thought to provide these children with good education, and training, and develop good habits in them.”

#### ***5.3.5 Institution building:***

The journey of community development of these social entrepreneurs began with their initiatives to address the needs of economically deprived ones in their region. Some get inspiration from their family, others by their relatives or by the influence of people who are already working on these sorts of projects. Some of them initiated the welfare institutions from their own homes. Others spend their savings to start this venture. One of the interviewees mentioned,

So I started to develop the institute from my own house. I have a house of 1.5 marlas. One room is at ground level and one is on the first floor. There I started it. Initially there I opened a sewing center for the girls. I started teaching girls about sewing and hired teachers for them.

While few elaborate that they have spent their savings to develop this venture.

### **5.4 Transforming Community Perception through Engagement:**

It emphasizes that community engagement and awareness reflect a recognition

of the importance of building trust and collaborating with stakeholders to support inclusive practices. Efforts to engage parents and the community in education initiatives underscore a commitment to fostering a supportive ecosystem that values diversity and inclusion. By raising awareness about the capabilities of differently abled individuals and combating stigmas, these initiatives produce a more empathetic and inclusive society. Interviewee explains:

A girl told me that my father used to beat me a lot that they are disabled and what can I get from them? And now that girl told me that Sir, my decisions are followed in my house today. The reason is that with the earnings she gets from this institution, she paid back the loan of 3 lac of her family by her earnings. She is making this money from this social enterprise and now she also bought an auto for her brother and bought them a sewing machine and also able to arrange the marriage ceremony. Today that child is not only empowered but now is a model for her family. Today she only gets respect because she has the money. This is the reason we are promoting the empowerment of the special ones.

This section highlights the venture's efforts to alter the mindset and attitude of parents and community members regarding the importance of education. The following are the subthemes:

#### ***5.4.1 Community Engagement:***

These social enterprises have a positive impact on their communities. The majority of the schools serve specific neighborhoods while one of the respondents showed that they provide virtual assistance. Interviewee mentioned

They are in contact with me by phone. Their mother told me about their activities and I am not bound by physical interaction. If somebody asks for virtual assistance I provide it to them. If somebody asks for weekly sessions I provide them too.

This focuses on the various strategies employed by the venture to engage the

community actively, bridging the gap between their values and beliefs of education.

Interviewee mentioned

We visit their homes sometimes to see if things are going in the right direction. One of our kid's mothers trusted our institution more than her husband. According to her, this institute works for her kid betterment than their father.

Positive Community engagement addresses misconceptions builds trust and facilitates educational institutions. The character of Social entrepreneurs set an example through their noble deeds. It highly influenced the community's perception and eventually played a role in contributing to the school's growth and sustainability.

Interviewee mentioned,

His great character impacted people. Sometimes they brought people to the lunch which I didn't want to see, they told me this is my Passion. If this person became angry with me, he surely remembered the gesture that I gave at the end.

The following aspects are evident from the context.

#### ***5.4.2 Counseling Parents:***

Social entrepreneurs not only provide education but also emphasize parental counseling and awareness to advance a supportive environment for children's education. They put great efforts into counseling parents who may be hesitant or resistant initially to sending their children to school due to various reasons. Parents do not encourage their children to be taught with special ones. They do not encourage inclusive education.

Interviewee mentioned:

There is a problem we face initially the parents who have normal ones. They asked me if our kids would copy their behavior and would act like that. We were not accepting it.

Then we called them, did counseling, and motivated them as well. We told them to fear from God. What would they do if they had such a child?

Social Entrepreneurs want the satisfaction of students' parents. They provide them with a free hand whether they want to take children out of school or not. They promote their inclusive model. Interviewee mentioned, "Our priority is the satisfaction of parents too. If you are not satisfied then you can take your children. We want these kids' (Special one) betterment too."

These ventures counsel parents also on the practical gains of education for their children's future, even in the context of traditional jobs. One of the Interviewees mentioned: "We told them, for running any particular business need, children should know about financing, counting, etc."

#### ***5.4.3 Home Visits:***

Social entrepreneurs visited homes to encourage the community towards education. For this purpose, some Social entrepreneurs who are working in developing regions visited the residence area where people are deprived of resources. Interview stated,

We visit the community, suppose our percentage of students is going down, then we go from house to house with vans and teachers go to every house. She goes and motivates the parents

It indicates that the venture conducts home visits to directly engage with families and motivate them toward education.

#### ***5.4.4 Community Meetings:***

These ventures organize community meetings to facilitate dialogue and address

concerns regarding education. Interviewee mentioned,

We used to have meetings with teachers and principals, Then the meetings were held with the community people, those from the areas used to hold meetings with the seconds.

#### ***5.4.5 Trust building with stakeholders:***

Building trust with stakeholders these initiatives mobilize society's support and maximize their impacts. This collaborative approach ensures diverse voices are heard and that initiatives are customized to meet the needs of the communities they serve. The interviewee mentioned, “We do sessions and brainstorming with parents and people. We encouraged parents' involvement. We do daily meetings with parents and we gain their trust.”

Partner coordination becomes very crucial for them because this helps Social entrepreneurs expand educational access and foster equity. Schools were able to provide free education and resources to an enormous number of students when affiliated with external entities. The interviewee mentioned,

We had a small number of students in all classes, but gradually the number of students increased. This happened because we are affiliated with PEF, As we provide free education, and give free books. You can say that the number of students becomes 3 times after affiliation. From 300 to 900, there was a shift. You can say we touched 1175.

#### ***5.4.5 Perception Change Initiatives:***

We live in the 21<sup>st</sup> century and 75% of the people of Lahore are educated. But still, the majority of the parents having special children face different kinds of stigmas from their society. They face this negativity due to their children's disabilities. One of the interviewees mentioned,

A woman came to me a few days ago, her 3 children are special. She faces many problems that people instead of giving her courage, support, or guidance, discouraged her, and taunted her. She started crying bitterly in front of me because of that. She told me that people give so negative responses that I know how I am bearing it. People are illiterate and heartless.

So it becomes a high need to develop various programs and initiatives implemented by the venture to change the perception and mindset of the community towards education. The following aspects are evident from the context:

#### ***5.4.6 Agahi Program (Awareness Program):***

It aims to create awareness and enable parents to understand the importance of education for their children interviewee mentioned, “There is a program of TCF which is called the Agahi program in which we not only teach the children but also make the parents capable of thinking.”

Efforts are also made to raise awareness and remove societal stigmas regarding disabilities which demonstrates a broader commitment to promoting acceptance and inclusion within society. By challenging the stereotyping and encouraging positive attitudes these initiatives contribute to building a more inclusive and empathetic society. Interviewee mentioned

We insist on empowering women economically. Do not incarcerate them. Let them escape but do not allow them to cross the barrier. We started this project by considering all these concepts

Irrespective of changing perceptions their focus is also to promote acceptance for the special needs through advocacy efforts and awareness campaigns. Interviewee mentioned

I think Inclusive education must be present in every institution according to my view. When a special one has interaction with the normal one in the institution like eating talking etc., then it would create a positive impact on children. If a family has a single special kid and others are normal then the other normal are disturbed by him too both mentally and physically. They can not go to some functions or marriage ceremonies because their kid throws tantrums at the function. After all, he is used to the environment of the house. But Inclusive education makes an adaptable environment for them and I have seen children developing behavioral changes. They become adaptable to the environment. Inclusive education should be present but our normal institutions are not in favor of inclusive education and are not promoting it. I think monthly interaction should be present in every institution of these special ones. Awareness should be available to normal kids and teach them not to tease them instead you have to teach them to share and help them, show affection, and take care of them as well.

#### ***5.4.7 Motivating Children:***

Social entrepreneurs working on special education provide personalized support that is adapted to each student's specific needs and talents is crucial for their model. Interviewee mentioned,

90 % of our kids are hearing impaired, 1 to 2 are blind and some are physically handicapped and have minor mental problems as well. But these students provide output or learn things when somebody puts effort into them. The level of output is not that great like normal do but we get better output from them.

While other social entrepreneurs work on the inclusive model by accommodating and adjusting the students who are deprived economically and can't afford their education, these ventures encourage them to pursue education by highlighting its long-term benefits and ensuring their support to those children throughout their journey of gaining an education. Interviewee stated “[Children are motivated that the institute will support them

in the future.”

#### ***5.4.7.1 Providing resources (Fee waiver, books uniforms):***

Ventures provide resources and fee waivers to motivate parents and remove financial burdens from parents. Interviewee mentioned, “ We told parents that you don’t have to buy books or pay the fees.”

### **5.4 Holistic Approach to Educational Access and Empowerment:**

A strong sense of empathy and support for disadvantaged people, especially children without guardians and people with impairments, is the central focus of these institutions. Their focus is on providing emotional support and comprehensive treatment showing their dedication to meeting the many needs of disadvantaged ones. By cultivating the feeling of community and a familial atmosphere, these programs give people the resources and assistance they require to flourish. Interviewee mentioned, “ We thought to provide these children with good education, and training, and develop good habits in them.”

This section highlights the venture’s comprehensive strategies to not only provide educational opportunities but also support student’s overall development and empowerment. The following sub-themes support this theme:

#### ***5.4.1 Facilitating educational Access:***

It focuses on multiple measures taken by the venture to ensure that education is accessible to children particularly those coming from underprivileged backgrounds. The following aspects are evident from the context:



#### ***5.4.1.2 Scholarships:***

These social entrepreneurs provide scholarships, and support to the children. They never discouraged children on the basis of their ability. They encouraged the students and respected their choice, irrespective of their marks. They never judged students on their marks and other resources. Interviewee mentioned,

It is written outside our college that college is for everyone, for all. Doesn't matter what a student's marks are, if he wants to enroll in sciences and barely pass before, we never discourage them from doing arts. It is his choice whatever subject he opts to.

The other Interviewee mentioned, "Scholarships are also given to them, and they have full financial help."

It indicates the venture provides scholarships and financial assistance to enable children to access education

#### ***5.4.1.2 Career Guidance and Skill Development:***

Venture provides career guidance and skill development workshops to help students explore and prepare for their future professions and to equip students with practical knowledge and techniques for their future professions. Interviewee illustrated "They also get the first workshop of their professions as to what will be better for them in the future and which technique will be better."

#### ***5.4.1.3 Emotional Support:***

These enterprises provide emotional support and holistic care for marginalized individuals and foster a sense of belonging and security. It also addresses the practical needs of vulnerable ones such as food, and clothing, and ensures that their basic needs

are met. The interviewee mentioned, “We put efforts into providing practical support and emotional care for the vulnerable.”

#### ***5.4.2 Empowerment and Holistic Development:***

This subtheme highlights the venture’s efforts to empower students and contribute to their holistic development, beyond just academic education.

The following aspects show more about it.

##### ***5.4.2.1 Access to Higher Education:***

Every social entrepreneur working on inclusive education has a desire for their students to shine brightly. They are willing to support them, to encourage them but only a few social enterprises are successful in reaching their goal. They encouraged their students in indifferent ways, not only financially. Interviewee mentioned,

Their higher education is ahead of them, up to university level, whatever we can do for bright children. We support them completely.

It indicates the venture facilitates access to higher education for deserving students, enabling them to pursue higher studies.

##### ***5.4.2.2 Alumni Support:***

The venture provides ongoing support and resources to alumni and promotes their student's long-term success and empowerment. Interviewee mentioned,

We have an alumni department that takes care of them

##### ***5.4.2.3 Advocating for their rights:***

These enterprises promote a more inclusive and equitable society by supporting the rights of all individuals irrespective of their ability and background. These initiatives

give empowerment to marginalized individuals to advocate for themselves and get their rights within the communities. The interviewee working on the special persons mentioned

The government makes disability certificates for such kids and these kids did not have such certificates. We spread this message and now every kid has. Now Baitul Maal gives 30k every year to them. We give them lunch, fashion, and clothes on occasions like Eid. Our motto is to bring happiness to their lives.

These entrepreneurs stand up against discrimination and advocate for the needs of children especially those who are differently abled. They remained committed to advocating for the well-being and rights of children. Interviewee mentioned,

When Somebody said something to these children, I wanted to treat them harshly. The reason this is my child He is in my school. Instead of giving their parents courage and encouraging them, these people tried to lose their hearts.

### **5.5 Catalyzing Positive Social Change for Education**

Their focus on social entrepreneurship sheds light on their innovative approach to addressing social issues while encouraging sustainability and self-reliance. By developing social enterprises that fund social initiatives, these projects also highlight a commitment to a leveraging business model for social impacts. They emphasize partnership and community support by bringing a collaborative approach to sustainable development whereby these stakeholders address social challenges and promote positive change by working together.

This section highlights the venture's broader mission of using education as a catalyst for transforming society and fostering positive change. The following

subthemes support it.

### **5.5.1 Changing mindsets and Societal norms:**

This subtheme focuses on how the venture aims to change mindsets and societal norms through education thereby, contributing to positive social change. The following are the aspects:

#### ***5.5.1.2 Breaking Cultural Barriers:***

The venture actively works to break cultural barriers and norms that hinder education, particularly for girls. The interviewee stated

A lot of work has been done to break this thing, if your child is willing to study then wherever he wants to study, we will help him completely.

#### ***5.5.1.2 Reducing Societal Issues:***

Ventures contributed to reducing societal issues such as violence and crime in the communities they serve Interviewee mentioned

Right now in this area, we have 100 schools. It spread to a large extent and the number of murders also reduced to 65 percent now the stealing rate started vanishing and now people consider education as wealth.

#### ***5.5.1.3 Fostering Positive Change:***

This section highlights the venture's aspiration to bring positive change in society through education. The following aspects are evident from the context:

#### ***5.5.2 Motivation for Positive Change:***

These projects involve establishing social enterprises that fund social initiatives that show their commitment to using a business as a force for good. These enterprises generate revenue to support social programs and promote positive change in

communities. The interviewee mentioned

Now we start this social enterprise. Now we sell 40 different kinds of products. Here the rate of production is faster than the others. Now we include a new project that these children after getting the training of sewing, make different uniforms and the companies purchase this from us and then give us again to send those uniforms to far-off places and gift these uniforms to that native child by these special children. We made this uniform for you and it is free of cost for those who are deprived economically. We have provided 13000 uniforms to the children. Every month we provided 200 uniforms to the children free of cost. It does not matter which school uniform is recommended to us.

The founders were motivated to create a positive change by providing opportunities for underprivileged one. Interviewee stated

Whenever we have researched about them, whatever we have in our knowledge, these were five friends who studied together in one school and whenever they had free time they used to play and see the economically deprived ones who wanted to study but did not have resources to manage these expenses. They wanted to do something for them.

Motivation develops from the deep-rooted sense of commitment and passion for a cause.

The interviewee mentioned, “I have inner satisfaction when I work with these children and their parents also smile to see their kids smiling. I feel that I am made for this.”

#### ***5.5.2.1 Personal Inspiration:***

The motivation to establish this social entrepreneur venture comes from personal inspiration. They are inspired by the work of their ancestors, and relatives, and seeing them, they also contributed to perform this task. Their relationships and experiences inspire these entrepreneurs. One of the interviewees mentioned by recalling her incident:

My sister-in-law was doing a job in special education. She has an MA in Special Education. When I got married I was MBA at that time. She said to me that nobody is working in this field, so you must join this

One of the social entrepreneurs was inspired by the growth of Europe and how it is growing so speedily. Social Entrepreneur shared the incident that sparked up to do more and more for the society 45 years before. The interviewee mentioned with endurance,

I have been closely connected to Dr. Tahirul Qadri since before the Minhajul Quran. He asked me to build trust institutions for economically deprived people in your area and at that time people used radios and there were programs on radio channels that discussed how Europe is developing. They have developed trustee institutions on every corner of their streets. Both of these things developed a spirit in me to do something.

This spark made him able to run different social enterprises which include Inclusive education, treatment of physical illness, food distribution centers, and funding centers.

#### ***5.5.2.2 Humanitarian value:***

Social Entrepreneurs are humanitarian by nature which serves as a persuading force behind these philanthropic efforts. They remained steadfast in their mission to provide essential services and help to those who are in need, despite having different kinds of challenges. Their beliefs in the intrinsic value of humanitarian service and their conviction, that acts of compassion are worthy of divine recognition. It can be explained by the interviewee's sparkling gesture:

Serving Humanity selflessly is the only work that Allah will accept as Namaz, Quran is an independent deed, which may or may not be accepted by Him In the Judgement Day but devoting yourself without greed of wealth, fame, or reputation is accepted in His Court.

#### ***5.5.3 Mission of positive change:***

These ventures are driven by a strong sense of creating a social impact,

particularly by empowering students to become independent and contributing members of society. Interviewee mentioned

By the grace of Allah, In Sapphire my 2 children are working and in Nishat 4 are working. Many of my students are working at McDonald, Cheezious as well. They earn a good amount of money. Now I feel so happy for them that they are independent.

These entrepreneurs not only bring personal satisfaction but also positively impact the lives of children and their community Interviewee described joyously,

Whenever I saw smiles on their faces, I felt that I justified my day today. The interviewee described, “Our logo is to bring positive change.”

The venture logo shows the interviewee's motivation to bring positive change. Positive change is not a secondary objective but a core part of the venture's identity and purpose.

#### ***5.5.4 Encouraging Community and partnership Support:***

These projects emphasize partnership and community support in achieving sustainable development goals. By collaborating with stakeholders and mobilizing community resources, these initiatives maximize the impact and promote collective action for social change. The interviewee mentioned

Collaboration with stakeholders and mobilizing community resources to maximize the impact and promote collective action for social change

Support for partnership is necessary because these projects cannot be run single-handedly. Nobody can afford all those expenses unless he belongs to the elite class. So they have to encourage them. The interviewee mentioned confidently,

Nobody can afford all these things single-handed or individually. It is a very expensive and most difficult project single-handedly, but if we work on it, then you become happy and satisfied.

This collaboration allows them to share resources, expertise, and responsibilities to serve the community. One of the Interviewee exclaimed satisfactorily:

We teach special children here. We are teaching those children whose parents are economically deprived or work at meager wages. This is also due to the partnership with Amin Maktab. We have a teacher MSKhawar Sultana. She had two sons. One of his sons got a scholarship in Islamabad, coming from the mosque, Jibran Khalid, who died in a road accident. When I purchased this building, I named one hall after Jibran as he was a very hardworking and full of humanity person and helped me in different camps including a heart operation camp. This time our institute is run by their partnership.

Financially whatever expense we have, is contributed by them.

These institutions rely on the funding. Their goals are achieved when they get the resources from the stakeholders. Interviewee mentioned,

We bought 300 kennels area. Then we needed buildings on it so we contacted different donors, and built buildings on them which included a school, college, library, and auditorium.

## **5.6 Challenges:**

Social Entrepreneurs meet a broad range of challenges including those that come with being involved in initiatives that try to make a positive social impact as individuals and organizations.

### ***5.6.1 Financial Constraints:***

Social entrepreneurs often face financial challenges which include their limited access to capital, lack of funding sources, and high costs associated with launching and scaling social



ventures. These financial constraints impede the ability to sustain operations and expand impact.

The interviewee mentioned

My whole savings were spent on my marriage although it was not great. But I thought if I took this step after marriage then I would face more problems

And the other social entrepreneurs explained it by mentioning,

The biggest problem is the financial problem. Nobody is willing to help out even who can do it. Sense of belongingness is affiliated with own kids and not caring about others. Recently the rent of the building increased. Then I face problems regarding salaries, Billing, machinery, flex, etc. Nobody can afford all these things single-handed or individually.

So, these entrepreneurs highly rely upon external support, both from organizations and individuals. Interviewee mentioned:

I have 2 daughters. The elder one is MPhil and her friend sends me 10k per month. The younger daughter is a software engineer. Her friend is working in Google, America. She sent me 40k per month. She said to me not to close this institution. I will support you and whatever I can do for it I will do it.

Sometimes the parents also contribute and these social entrepreneurs receive support from them. They also receive support from the individuals within the community. Interviewee mentioned,

Some Parents are also contributing by paying a 500 or 1k fee. From that money, I managed to provide staff salary.

But some mentioned that whenever they face problems, people are willing to help them. They contribute a large deal whenever they need to. Interviewee mentioned with a bit of confusion:

Financially I face some problems but many people are willing to contribute and support me.

### ***5.6.2 Resource limitations and management:***

Limited resources, including human capital, technology, and infrastructure pose significant challenges for social entrepreneurs. Resource constraints hamper innovation, and limit the reach and scalability of social ventures. Interviewee mentioned

We are trying to build a vocational site, a massive one. Today we have only two 14-year-old Special children (out of forty). We are having meetings so that we can have a huge building next to our school. This is only done because many Community societies are contributing to it. This could never be done single-handed.

This shed light on the value of collaboration and resource mobilization to address infrastructure and resource gaps in social entrepreneurship. However, some social entrepreneurs do other work to run their social enterprises so that they can meet their expenses for the institution. They are so devoted to their work. One of the interviews mentioned,

After purchasing a building in 1998, my husband worked on a contract basis with the government for 2 years. He was a well-known math teacher. He gave tuition for math after 1995 was more than enough. After school timing, he gave tuition to children for maths. He even did not care to eat. This was his source of income. He gave tuition up to the BS level. From these earnings, he wanted to do more for these kids and constructed buildings only for them. This tuition struggle was only for the construction of school buildings. We did not take any kind of aid. We never asked any chief guest for such acts. We only wanted to acknowledge our work.

### ***5.6.3 Regulatory and Legal Hurdles:***

Regulatory complexities, legal barriers, and bureaucratic hurdles pose a significant challenge, particularly in navigating compliance requirements and adhering to regulatory standards. Interviewee mentioned

I received many calls where people mentioned that Amin Maktab is far from our house and Rising Sun did not provide us with admission. Can you help us?

Social entrepreneurs are also encountering bureaucratic hurdles due to government regulation, particularly regarding the renewal of registrations and government institutions seizing their accounts. Social entrepreneurs just visit their centers for the renewal for 6 to 7 months but they are not willing and give to them the next call. These bureaucratic inefficiencies also do not allow them to run their model. They do not have anything to claim against us. Now they just delay us and One of the Social Entrepreneur exclaimed frustratingly,

I face a problem regarding Govt. Social welfare department. After the Govt. of the ex-president, the state bank is handed over to the IMF. They put tough conditions on us and seized our account. 18 to 19 lac Rs is in our account. We are struggling with it for almost 2 to 2.5 years. Many of our projects are still pending. Our ration was seized. We never raise funds internationally; we are facing this problem now. But before that, we did not face such a problem.

#### ***5.6.3.1 Punjab Charity Commission Role:***

PCC is not playing its role diligently. They only delayed the date of renewal. Social entrepreneurs working on inclusive education wandered for the renewal certificate from department to department. Most of the social entrepreneurs working on Inclusive education at the micro level leave these ventures. Interviewee mentioned:

There are 66 NGOs/institutes that are working on them but now only 16 are left. All are closed just because of this order. The social welfare department told us that PCC is not in our control and we are unable to figure out its purpose of seizing accounts. They know who is taking incentives as every month we have visitors and we fulfill all their requirements and even check

our identity too by our CNIC. Whatever they ask, records, etc. I always provide them, but still, they tease them. Institutions that are working on a smaller scale are closing

Social entrepreneurs who are elderly lose hope now and have mere strength to cope with these organizations due to their elderly age. One of them mentioned hopelessly:

All these funds are generated by society members, in local areas. Now our Social welfare registration has expired. Then we renew it. Then Punjab Charity Commission was another one where we had to register again. This registration is for only 1 year. We have sent a case for almost 6 to 7 months for renewal in Punjab Charity Commission but it is not done yet. Its certificate is not issued, sometimes it is handed over to the police, and sometimes they say it is said to the Commissioner. We just wander for the certificate from department to department. They inquire about our 21 persons. We gave each and every piece of information to them including property, profession, members of family, etc. but still State Bank has not handed over our amount. Now I feel disappointed in this age, that at the Governmental level, people don't want to welfare the people at the street level.

#### ***5.6.4 Scaling Impact:***

Achieving Sustainability and scaling is a persistent challenge for social entrepreneurs. Scaling impact requires effective strategies for replication, partnership building, and resource mobilization while ensuring financial viability and long-term sustainability. The interviewee mentioned “ I am planning to work on it more as a mega project.”

They are not able to scale up and expand because they are unable to meet the basic requirements of the institutions. They can't afford the salaries and other bills. This is the reason their quality of education cannot be sustained. The interviewee mentioned,

The biggest challenge we face is the financial challenge. We are unable to pay teachers to an equal level of Government teachers. For the quality of

education, experienced teachers are necessary which are not available for such private institutions. They shift themselves to another institution after gaining experience of 2 to 3 years from here.

#### **5.6.5 Societal reactions:**

Some of these entrepreneurs who are working on special education received negative attitudes and stigmas from members of their society. Some institutions face opposition from their neighbors who complain about the noises and disturbance of children. One of them reported,

Last year we had a problem and we had to leave the building as that building had sold out and we had to move to some other place but those people did not allow us to stay there and said that these children made a lot of noise or these children were troublesome. We cannot allow you to build this institution in our area.

Even Social entrepreneurs working on the inclusive model (Special Children) face more stigmatization from society. It appeared that does not matter which place this venture was established. Some of the entrepreneurs encounter their neighbors who deliberately refer to the institutions as a “mental school”. One of the social entrepreneurs narrates an incident where he is verbally abused, but the social entrepreneur is committed to his mission despite the opponents. The interviewee mentioned it,

She usually shouted outside the school that it was a school for the handicapped, or named our institution as a mental school. The next neighbor abused me by coming inside my house.

Some social entrepreneurs showed that they get the support from the community. The community not only encouraged them but also provided support to them. These social entrepreneurs are those who are working on the project for the deprived children economically. The interviewee mentioned,

People contributed to everything from the electricity bills to the availability of water. In backward areas of cities and Villages areas, people contributed a great deal. Initially teachers, also taught in school free of cost. People funded us a lot. Huge Personalities ( Tariq Sindhu's father, who remained a Supreme Court lawyer)served voluntarily as a Headmaster and General Secretary here. Chaudry Noor Ahmad also served voluntarily.

## 6. DISCUSSION

The Socio-cultural barrier stressed includes resistance from gender biases, parents, and the commonness of child labor. These barriers are also found in previous literature which indicates that cultural beliefs and practices hinder educational access, especially for marginalized people. For instance, the resistance from parents towards educating their children, especially girls, connects with studies of gender disparities in education (Brown, 2016). Financial constraints especially poverty and affordability for education are also noteworthy barriers. Previous literature discusses the reasons for the limitation to access to education by poverty and how the poverty cycle is perpetuated (García-Pérez et al., 2020). The initiative focuses on providing vocational training in tailoring specifically for girls and aims to make them financially independent. This approach to gender empowerment has not been documented.

The initiatives taken by social entrepreneurs offering free education, fee waivers, and resources align with recommendations from research on addressing economic barriers to education (Jones, 2019). Efforts towards inclusive education are emphasized, focusing on integrating special needs children into mainstream schools and providing training to teachers. This is also linked with research that advocates for inclusive practices to promote equitable access to education for all students (Messiou, 2017).). Training teachers and adopting innovative teaching approaches align with studies that emphasize the importance of teacher training in inclusive education (Lindsay, 2003).

Our findings also emphasized the quality of education which reflects the commitment of social entrepreneurs to educational excellence despite financial constraints. It aligns with literature that emphasizes the importance of quality education in breaking the cycle of poverty and empowering individuals. (Psaki et al., 2022). Efforts including home visits and community meetings for community engagement align with previous research that stresses the importance of community involvement in educational initiatives (van Stam, 2013) and building trust with partner coordination resonate with recommendations for effective community engagement in education (Mtawa et al., 2016). The role of institutional affiliation in resource mobilization by partnership and collaboration offers new insights by this research. Some social entrepreneurs-initiated welfare institutions from their homes or spent their savings to start ventures. This grassroots approach to institution building, driven by personal sacrifices and initiatives, offers unique insights into community development that are not discussed in previous literature. Similarly, Virtual Assistance to the Community showcases a modern approach to community engagement. This way of using technology to bridge physical barriers and engage with communities is an innovative practice not explored before. Initiatives to change the perceptions towards education and disabilities resonate with literature advocating for awareness programs and advocacy efforts to promote acceptance and inclusion (Fung et al., 2022). Social entrepreneurs providing counseling to parents stressed the practical gains of education for their children's future, such as business skills. This approach is practical for parents counseling which focuses on the tangible benefits beyond academic learning and offers novel insights into educational outreach strategies that have



not been discussed before. Motivating children and providing resources to lower financial burdens align with studies on effective strategies for encouraging educational participation among marginalized groups (Bornstein, 2007). Some social ventures motivate children by assuring them of future support, indicating a long-term commitment beyond education. This holistic approach represents a unique aspect of the initiatives as it encompasses educational, emotional, and financial support.

The challenges faced by social entrepreneurs like financial constraints, resource limitations, and regulatory hurdles, show common obstacles identified in previous literature on social entrepreneurship and education (Roslan et.al., 2022). The challenges Social entrepreneurs face by regulatory complexities, legal barriers, and bureaucratic inefficiencies, especially regarding government regulations and institutional renewal certificates, present a significant obstacle that hinders the smooth operation and scaling of social entrepreneurial ventures and this finding has not been discussed before. These ventures have a sustained commitment to the individuals even after completing their education from the institute as these ventures ensure students' long-term success and empowerment by the provision of ongoing resources and support to alumni. Despite this, they also advocate for the rights of marginalized individuals such as differently abled ones and the tangible impact of these efforts is obtaining government support and resources. This finding is also not mentioned before in the literature.

## **7. Conclusion**

This research highlights the transformative power of education and social entrepreneurship in overcoming socio-cultural and economic barriers. The initiatives undertaken by social entrepreneurs stress providing quality education, vocational training, and job placement services to marginalized communities, especially highlighting issues like child labor, resistance from the parents, poverty, and affordability of education shows the nature of the social entrepreneurship research question. This research aims to empower individuals economically and struggle to break cultural barriers, promote gender inclusivity, and integrate special needs children into mainstream education. It also highlights the importance of community engagements, trust building, and changing societal thoughts towards education and disabilities representing the findings for the research question regarding perceived challenges and barriers in initiating inclusive education. By offering counselling to the parents, community meetings, home visits, and virtual assistance, these initiatives actively involve the community in educational endeavors by fostering a supportive environment of learning. The holistic approach adopted by social entrepreneurs which includes scholarship, emotional support, carer guidance, and alumni support, reflects a commitment to long-term empowerment and positive social change and answers research questions related to changing perceptions and attitudes of people regarding

inclusive education. These entrepreneurs are motivated by having personal experience (seeing their relatives, ancestors) already working in this field or by having the passion to serve humanity, and God-fearing attitude, and a desire to create a social impact in society. In this way, it answers the research question regarding motivation of the social entrepreneurs.

Previous research has only been incarcerated by the gender disparities and gives general findings regarding motivation, and challenges. These findings give me more in-depth knowledge by explaining the details with reasons related to its nature, challenges, motivation, and changing perceptions. These findings are related to the institutional theory as they provide core information regarding the process of social enterprise formation, its vision and mission, its identity and culture, and its way of achieving goals.

Future research should conduct in-depth case studies to explore the challenges faced by social entrepreneurs in more detail, including regulatory hurdles, financial constraints, and sustainability issues. It should also include the perspectives of stakeholders like students, parents, teachers, and government officials to provide a more holistic view.

There should be some policies that provide financial support to social entrepreneurs focusing on education, especially those targeting marginalized communities and special needs children. This would enable them to scale their impact and reach more individuals effectively. Streamline regulatory processes and reduce bureaucratic inefficiencies that hinder the smooth operations and scaling of social

entrepreneurial ventures in the educative sector.

We should make such policies that prioritize integrating special needs children into mainstream schools and provide resources and adequate training for teachers to support diverse learning needs and also ensure gender inclusivity in education, address resistance from parents towards their children's education, and focus on breaking cultural barriers to education and promote policies that encourage active community engagement in educational initiatives including home visits, community meetings, and virtual assistance to build trust, address misconceptions and cultivate a supportive environment for learning. It should also support initiatives that involve stakeholders in decision-making processes, and ensure that community voices should be heard and educational programs are tailored to meet the specific needs of the communities they serve. We should establish policies that ensure sustained support for individuals even after completing their education, providing ongoing mentorship, resources, and alumni support to empower individuals for long-term success and advocate for policies that secure the support of the government and resources and initiatives that advocate for the rights of marginalized individuals, including differently-abled ones to ensure their continued empowerment and inclusion.

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## **Appendix A: Interview Guide**

### **RQ1: What is the nature and magnitude of social entrepreneurial ventures in the field of inclusive education in Pakistan?**

1. Please explain the nature of your social entrepreneurial venture.
2. What is the impact region of your venture.
3. How does your venture promote inclusive education?
4. Are you aware of other social ventures working in the field? How significant is the role of SE in inclusive education in your area?

### **RQ2: What are the perceived challenges and barrier they face in initiating and sustaining their educational venture?**

1. Please highlight any hurdles or challenges you faced regarding the establishment of your social entrepreneurial venture.
2. Do you think the challenges are common to all social entrepreneurs?
3. Do you think there are unique challenges that only inclusive education initiatives have to face?

### **RQ3: What role do they play in changing perception and attitude towards inclusive education in the broader community?**

1. What was the initial reaction that you received from the community regarding your venture.
2. Do you feel that your venture has altered the opinions regarding inclusive education in any manner?

### **RQ4: What were the motivations of social entrepreneurs behind developing their venture of in the field of inclusive education?**

1. How did this idea pop up in your mind?
2. What was your motivation behind this venture?

## Appendix B: Demographic Information

Institution	Gender	Age	Experience	Education
Rising sun institute Ghose Afiyat	Male	45	5 years	MBA finance
Amin Maktab	Female	29	5 years	MPhil Psychology
HS School for Special Education	Female	30	7 years	Mphil Psychology
Pearls Special Education Campus	Female	45	25+	Master in Special education + MBA finance
Jibran Khalid School	Male	64	45+( 5 year in present institute)	BA islamiyat
Ikhwan school	Male	63	30+	MSc geography, 2 years of law and education.
Laraib School System	female	60+	19years	BA
Muslim Model school	Female	52	30+	M.E.d
The citizen Foundation School	female		13	Master in history and B.E.d
Ikhwan College	male	65	1.5 year	Master in English
Forza School	Male	43	11years	Graduation in education
Haseeb School	male	30+	2 years	Mphil Zoology
Bluebells	female	30+	7 years	BA continued

School				
Al Masoom School	Male	44	20+	Mcom
Star School	female	40	9 years	MPhil Islamic Education

**Appendix C: Thematic Analysis Table**

<b>Themes</b>	<b>Codes</b>
Overcoming Socio-Cultural and Economic barriers	<p>Socio-Cultural Barriers</p> <ul style="list-style-type: none"> <li>• Lack of education Prioritization</li> <li>• Child labor</li> <li>• Resistance From parents</li> <li>• Vocational training</li> </ul> <p>Economic Barriers</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Affordability of education</li> </ul>
Inclusive Education	<p>Integrated Special needs children into mainstream education</p> <p>Training of teachers</p> <p>Innovative teaching approaches</p> <p>Quality education</p> <p>Institutional Building</p>
Transforming Community Perception Through Engagement	<p>Community Engagement</p> <ul style="list-style-type: none"> <li>• Counselling parents</li> <li>• Home visits</li> <li>• Community Meetings</li> <li>• Trust building with stakeholders</li> </ul> <p>Perception Change Initiatives</p> <ul style="list-style-type: none"> <li>• Aagahi (Awareness Programs)</li> <li>• Motivating Children</li> <li>• Providing resources ( fee waiver, books, and uniforms)</li> </ul>
Holistic Approach to Educational Access and Empowerment	<p>Facilitating Educational Access</p> <ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Career guidance and Skill development</li> <li>• Emotional Support</li> </ul> <p>Empowerment and Holistic Development</p> <ul style="list-style-type: none"> <li>• Access to Higher Education</li> <li>• Alumni Support</li> <li>• Advocating For their Rights</li> </ul>

<p>Catalyzing Positive Social Change for Education</p>	<p>Changing mindsets and Societal norms</p> <ul style="list-style-type: none"> <li>• Breaking Cultural Barriers</li> <li>• Reducing Societal Issues</li> </ul> <p>Fostering Positive Change</p> <ul style="list-style-type: none"> <li>• Motivation for Positive Change</li> <li>• Personal Inspiration</li> <li>• Humanitarian value</li> <li>• Mission of Positive Change</li> <li>• Encouraging Community and Partnership Support</li> </ul>
<p>Challenges</p>	<p>Financial Constraints  Resources Limitation and Management  Regulatory and legal Hurdles</p> <ul style="list-style-type: none"> <li>• Punjab Charity Commission role</li> </ul> <p>Scaling impact  Societal reactions</p>