НИЙГМИЙН ЭНТЕРПРАЙЗУУД НИЙГМИЙН ҮНЭ ЦЭНИЙГ БҮТЭЭХ НЬ, БОЛОВСРОЛЫН БАЙГУУЛЛАГЫН ЖИШЭЭН ДЭЭР

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How the social enterprise creates social value, in case of education

Хураангуй: Улс орны хууль эрх зүй болон эдийн засгийн хүчин зүйлээс шалтгаалан Монгол дахь ихэнх нийгмийн энтерпрайзууд ашгийн бус байгууллага гэж бүртгэгддэг. Ялангуяа, зах зээлийн эдийн засгийн хөгжилд, засгийн газар болон бусад талуудын яаралтай шийдвэрлэхэд хэцүү нийгмийн асуудлыг хангах тал дээр эдгээр нийгмийн нтерпрайзуудын үүрэг маш чухалд тооцогдоно. Байгууллагын түвшинд, нийгмийн энтерпрайзуудын тогвортой байдал нь тэд зорилтот зах зээлдээ үнэ цэнийг нэмэгдүүлсэн бүтээгдэхүүнийг хэрхэн хүргэж чадаж байгаа вэ гэдгээс ихээхэн хамаарна. Хэрвээ эдгээр байгууллагуудын үйл ажиллагаа амжилттай байж, зорилтот хүн амдаа хүрч чадах юм бол нийгмийн үнэ цэнийн үр нөлөө нь ач холбогдол өндөртэй байна. Тиймээс, энэ судалгаагаар Монгол дахь боловсролын салбарт ажиллаж буй нийгмийн нтерпрайзуудыг судалж, тэдгээрийн үйл ажиллагааны шинж чанарыг нийгмийн инновацийн контекстийн хүрээнд шинжилж авч үзсэн болно.

Түлхүүр үгс: Нийгмийн энтепрайз, нийгмийн үнэ цэн, боловсрол

Abstract: Due to the legal and economic characteristics of the country, most of social enterprises are **registered as not-for profit organizations, in Mongolia.** Especially, for the emerging market economy, the role of social enterprises is utmost essential to fill the gap of social issues which could not solved immediately by the government and other parties. As for organizational level, the sustainability of social enterprises depends on how they deliver proper or value added products to their target market. The impact on social value will be appreciable, if they implement their activities successfully and reach the target population. Thus, this study was examined the social enterprises in the education sector of Mongolia, and explored the characteristics of their activities in the context of social innovation.

Key words: Social enterprise, social value, education

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Introduction

Since 21st century dawned, the world achieved many great success including, health, wealth and the technological revolution. There are many more issues needed to be addressed urgently. Poverty is still high, rural to cosmopolitan immigration and the problems regarding the mistreatment of nature etc. Many measures are taken to solve the mentioned issues in different part of the world. Therefore, fundamental change should occur in human mind first. The education is the important tool to overcome the problems we are encountering these challenges after all.

"A fundamental change is needed in the way we think about education's role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. ... Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together ". Irina Bokova, Director-General of UNESCO

As UNESCO agenda highlighted the "sustainable education". Literally it spelled the global goal   it goal the "quality education and promote life". Almost one third of the population currently live in poverty zone in Mongolia. According to the 2016 statistics, the poverty rate reached 29.6%. Those who live in slum area are unqualified or undereducated for the jobs that are present. The access to the decent education differs in situation.

Even it considered that Mongolian literacy level has reached almost 100%, we should consider the quality of the education that are delivered to the children. The economically active population is 1.31 million, but unemployment rate is 8.8% and proportion of youth (aged 15-24) who are not in "educated, employed, and trained" classification is reached at 19.8%. Notwithstanding, there are 3578 active entities in education sector out of 85488, according to the national statistics office, Mongolia, (NSO, 2018). 915 NGOs or NPOs are running its business under the umbrella of education. This number nearly doubles by 871 companies registered as educational organization. The rest is considered as public organizations which provided by the government.

In *Graph 1* show the growth of entities in education sector. In the last 6 years, new companies number is tripled in the education sector. Also, numbers of NGOs and Companies equal to numbers of Budget organizations.

Graph 1. Numbers of active companies and NGOs, by education sector in Mongolia
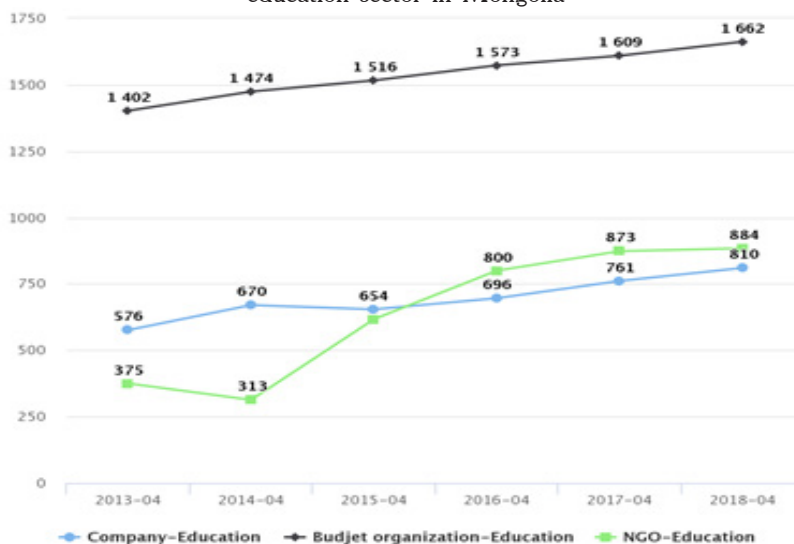
Source: National Statistics office of Mongolia, 2019

In 2019.01, there was registered 96 foreign NGOs in Mongolia Immigration Agency and 33 of them work in educational sector.

As for educational organizations, whether the status is profit or not for profit, their mission is always defined to create social value. In terms of the purpose of creating value in society, these organizations may have considered as social enterprises (Hoefer & Sliva, 2016). The entrepreneurship research is carried out by some universities, but not as logically relevant, and mainly it is not defined in large scale at the national level. Moreover, social enterprises are often registered as NGOs, in Mongolia. After all, the emerging idea of social enterprise is not legally recognized in Mongolia yet.

Literature review

Social enterprise

The conception of social enterprise have been dragged attention since the 1990s both the United States and Europe. Therefore, researchers had been trying to compare and contrast the results of expansion in social enterprise. One example of the first initiative to promote social enterprise was when Harvard Business School

launched the "Social Enterprise Initiative" in 1993.

A social enterprise can be a private, autonomous and entrepreneurial organization that provides goods or services for the benefit of community. Also, the organizations which the social entrepreneurs operate are called social enterprise (Weerawardena & Sullivan Mort, 2006). Mulgan et al. (2007) presented that social entrepreneurs and social enterprises are key players in social innovation. According to Alter's (2003) monograph, author highlighted that social enterprise is hybrid organization which is used market-based approaches to earn commercial income and has mixed combination of goals with social values and commercial business practices, and its particular ownership models, strategies, management and service systems designed to maximize social value (Alter, 2003).

Figure 1. Social enterprise at sustainability equilibrium
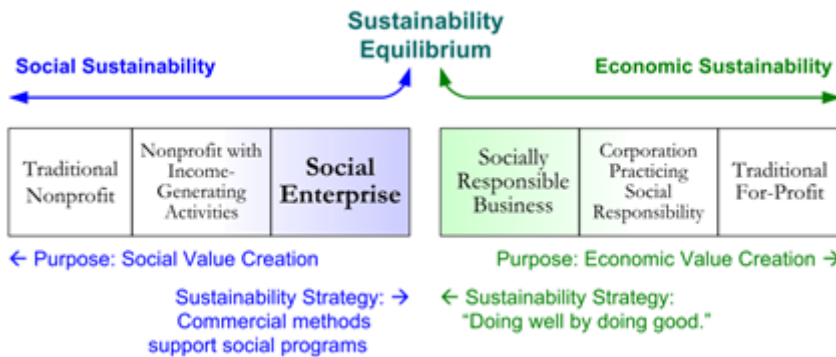
Source: Adapted from Kim Alter, 2006, Social Enterprise Typology, p.15

In *Figure 1*, traditional nonprofit organizations strive to create social value but through limited ways as donations or funding. On the other hand, for-profit businesses seek to create financial value, but do not directly address social needs despite social responsibility. Compared with these two types of organizations, social enterprises strive to work for a triple bottom-line objective of people, planet, and profit (Yunus and Weber 2007). These enterprises understand and work in field of the broad environment (planet), create new workplaces for certain employees (people), and seek revenue for social purpose (profit). In other words, social enterprises can be private sector business with social goals and they generate social value operating with the financial discipline and innovation (Alter 2006).

According to Alter (2006), social enterprises can be classified based on their mission orientation or the level of integration between social programs and business

activities. The classification based on the mission has three types. (1) Mission-centric social enterprise, which is central to the organization's social mission and using the self-financing model. (2) Mission-related social enterprise, which creating social value for programs and generating economic value to subsidize the organization's social programs and operating expenses. (3) Social enterprise Unrelated to Mission, which intended to advance the mission other than by generating income for its social programs and managing costs (ibid). Another classification based on the level of integration between social programs and business activities has also three types such as embedded, integrated and external social enterprises. When it is an embedded social enterprise, its social programs and business activities are one and the same; as for integrated social enterprise, its social programs overlap with business activities and most of them have funding mechanism; and about external social enterprises, its social programs are distinct from business activities (ibid).

Value creation of social enterprises

Value creation is popular idea that has been recognized in business field, where profit is revenues earned from customers minus the costs acquired. But, in studies within the social entrepreneurship context, issues of creating and measuring social value is a complex topic that has been reviewed (Auerswald, 2009). There are two main perspectives when researchers study the concept of value creation. One is mainly related to customer value creation as well as value co-creation which are the concept used within commercial business studies. Other is consider on social value as well as shared value creation which is used to terms within social innovation or social entrepreneur studies. Not only about social entrepreneurship, but wholly, entrepreneurship research within this field, researchers emphasize that the primary driver of entrepreneurial actors is social value creation (Mair & Martн, 2006).

Table 1. Forms of value

Forms	Descriptions
Economic value	Financial profit is the most common proxy for economic value at a firm level as well as for national wealth at a societal level (Nicholls 2006, Young 2006).
Social value	The value related to personal relationships, which may be acquisitive values that have the expectation of reciprocation, or expressive value, which is not concerned with what can be gained from the other but with what can be conveyed to others (Emerson 1987, Miczo 2002)
Natural value	Considered typically by economists as the value of natural ecosystems that can yield a future flow of valuable ecosystem goods or services, but also considered to reflect business activity that repairs or protects ecosystem repairs

Cultural value	Identified by individuals as possessing cultural capital if they had acquired competencies in 'high' culture, and economists have included the term in economic analysis (Bourdieu 1986, 1993, Throsby 1999)
Creative value	View of sacred objects, creative value is embodied in objects that: (i) have no practical use; (ii) abstract social relations and thought systems from everyday life; (iii) are beautiful, in the sense of valorizing, enhancing and glorifying the objects' owner and/or in the beauty of the object; and (iv) are unique and have their value increase over time (Godelier's 1999).
Customer value	Companies create it for customers paying for a product or service of value to them, and a proposition (Austin et al. 2006).
Public value	Organizations, communities, and/or individuals receiving the social/ environmental benefit (Austin et al. 2006).
Shared value	The integration and balance of public and private value, so that these apparently competing goals leverage each other to maximize operational efficiency and effective delivery of social/environmental value (Porter and Kramer 2011). Shared value can be defined as policies and operating practices that enhance the competitiveness of a company while simultaneously advancing the economic and social conditions in the communities in which it operates (Porter & Kramer, 2011: 66).

Source: Adapted from Ormiston, J., & Seymour, R. (2011), Florin, J., & Schmidt, E. (2011) and added some others by the researcher

In *Table 1*, the researcher collected the forms of value from different sources. Depending on the field of studies and from the viewpoints of researchers, economic and customer value are referred to for-profit companies, and social, public, shared values are ascribed to non-for profit companies. Since the value is stated differently from the point of people' understanding, because of their different perceptions of life goals and meaningful actions may determine value reflection (Davis, 2002). But as for organizational level, the commercial entrepreneurs' activities have an indirect social impact on social issues such as job creation and poverty reduction (Ahmad and Hoffmann 2008). This kind of impact is typically a by-product or service of their pursuit of economic value. In contrast, social entrepreneurs directly aspire for social value.

Scholars have agreed by their research results that the social entrepreneurs' objectives as creating social value which included poverty reduction, providing access to education or health care and providing employment to the disabled among other socially motivated ideas (Nicholls 2006). The mission to create social value is the dominant mission of social entrepreneurs (Dees 1998; Perrini 2006; Peredo and McLean 2006). From this point of view, any economic value that created by

social entrepreneurs can be considered a means for social well-being and is sought to ensure sustainability. Porter and Kramer (2011) discussed as shared value is not personal values, neither the value already created by firms. They stressed that is about expanding the total pool of both economic and social value. The main explanation of authors was that companies could simultaneously create economic value by creating social value by the result of linking competitive advantage and corporate social responsibility. Porter and Kramer contented that this concept illustrates the future of capitalism and profit which created social benefits is the focus. This term was seen by from the perspective of corporations and concentrates how those ventures could become more aligned with social progress.

As for shared value creation concept, Porter and Kramer (2011) explained it as activities of hybrid ventures which are organized by innovative modes that uniquely blend organizational and structural elements of for-profits and nonprofits. Those ventures have recently been developed for the simultaneous pursuit of public and private wealth creation. The challenge of strategy for hybrid ventures is how to balance and integrate the public and private value (Florin & Schmidt, 2011). In 2008, James A. Phills et al. discussed different view of social value in the article named "Rediscovering Social Innovation." They broaden the term social entrepreneurship to "social innovation," which defined as: "A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals." This perspective of value creation could define the big difference between social and private problems to be solved as well as the social and private value creation (Auerswald, 2009).

Research method

Case study

We selected the cases from educational enterprises in Ulaanbaatar for in-depth interview study. Regardless of the similarity and diversity, each case shows similar characteristics in comparison to obtain more detailed information (Lijphart, 1971). Analysis of published papers on social entrepreneurship revealed that 60% of total studies was done by qualitative method as case study and 68% of data collected by interviews (Short et al., 2009, 165).

Data collection

The research conducted seven semi-structured qualitative interviews. The interviews were conducted both face-to face or by online chatting (see Table 2) and took approximately one hour.

The interview guide was developed from three key themes (social goals, challenges and innovative tools, social value) based on literature review and open-ended questions were formulated. All interviews were noted by interviewer, then transcribed.

Table 2

Case	Interviewees	Interview method
NGO 1 (see appendix. I.1)	Founder of NPO	Face to face
NGO 2 (see appendix. I.2)	Representative of NGO	Face to face
High school (see appendix. I.3)	Training manager	Online interview
Private company 1 (see appendix. I.4)	Manager of company	Online interview
Private company 2 (see appendix. I.5)	General manager of Company	Face to face

The transcripts were all analyzed deductively, applying a method of qualitative content analysis. The deductive analysis of the literature on social enterprise and social innovation support enabled the initial identification of the following extended key themes for the analysis of social goals, innovative tools and social value.

Hypotheses and research questions

The hypotheses were developed based on three themes as organizations' social goals, innovative tools and social value which they are creating. The following hypotheses were developed.

Hypothesis 1: The organizations all have social goals despite their organizational types.

Hypothesis 2: The organizations have challenges and most of them are utilizing innovative tools in their activities.

Hypothesis 3: The organizations create social value in some degree.

The following open ended questions were formulated based on social enterprise and social value terms. Those were:
-   What is the mission of your organization? If your organization have any social goals, what are they?
-   What innovative methods do you use?
-   What value do you create for society?
-   Is there any public or government support?
-   How do you earn profit? Is there any possibilities to make it different way?

- How do you measure your overall output?

Results

The following common aspects were determined in result of the interview.

1. Hypothesis 1. Mission and social goals

The mission of the organizations conducting activity in educational sector stated as "preparing the future citizens, developing the young mind, positive attitude etc." We would merely conclude that out of the mission, the participated organizations are contributing to create the "social value".

2. Hypothesis 2. Challenges and innovative tools

The NPOs conducting activity in education sector are providing the content regarding the attitude, the formation of character, expressing or being aware of himself/herself. Basically the skills that public schools are not providing. They make the class efficient by having few students at a time and by interacting with every single of them. Utilizing the teaching method that approved internationally.

3. Hypothesis 3. Social value

Concentrate more on enhancing the children's' self-confidence, social skills, psychological virtue such as EQ. To measure the value they creating, NGOs use financial and other aspects such as the number of students, the positive development in child's attitude. The value they are creating is concentrated more in personal development and attitude.

In a nutshell, both cases have the following similarities and differences (*see Table 3*).

Table 3.

	Public school	NGO	Private company
Mission and social goals	Mission was oriented on organizational development.	Mission was oriented on social goals.	Mission was oriented both organizational development and social goals.
Challenges	No authority to renew the syllabus meeting the modern educational demand	Financial issues Teaching staff Pedagogy issues	Financial issues Costly marketing activity

	Curriculum Teachers have chance to update their knowledge or teaching skills funded by government	Updating contemporary knowledge Staffs devote themselves to the task	Upgrade outdated educational methods Use promotional techniques Actively use mobile and internet tools in training
Innovative tools			
Social value or Output	Outputs are measured by quantitative indicators such as graduates number and grade.	Outputs are measured by both quantitative and qualitative indicators. Concentrated more in personal development and attitude.	Outputs are measured by quantitative indicators such as graduates number and grade. Trying to use qualitative indicators further.

The non-public educational organizations focuses more on children's attitude and emotional discipline than public schools.

The organizations active on educational sector have similar goals. They've spelled the social regardless their type organization status. They have different funding background and all have financial issues except public school.

Conclusion

The aim of this research was examine and explain how social enterprises create social value in education sector. From the result of this research, we could conclude that, many organizations are responding to the social needs. They are contributing to the social value creation under the different organizational types. It is obvious that public schools considered more to develop hard skills while other educational organizations focus on developing soft skills. Most of them are not aware of the fact that they are creating the social value. In one hand they are doing well to society by providing the necessary skills that are not in the public school syllabus. On the other hand, to keep continue working, they have to take students or the payment. Therefore, the phenomena contradicts the moral principle of Kant's philosophy. We should never see the human being as "payment", for sake of respecting the Human dignity. Dignity is spelled as the right of a person to be valued and respected for their own sake, and to be treated ethically. To catch up the world, contribute the human society the policy makers of Mongolia urgently need to legalize the activities of social enterprises. It's about time for us get united and contribute the creating

the value in the society. We do believe that changing the mind into good is the sole measure to be taken to reduce the horrible crimes, increase the moral interaction towards each other and many other benefits. In this study, we focused on the educational sector only. We would encourage scholars to do the study in "social value creating" field, such as "waste management", "air pollution", "drought" etc.

We all agree that there's major reform needed in Mongolian education sector. As stated in this study there are several types of organizations creating the "social value" without being aware of it? It's necessary that those organizations classified as "Social enterprise". Moreover, make them aware of the fact that they are "social value" (not income oriented) oriented. For that, one make sure what kind of educational organization is called as "social enterprise" and legalized as such.

Appendix
The brief notes of interviews

<u>Interview #1</u>
Organization: NGO 1
Interviewee: Founder of NGO
Method: Face to face

What is the mission of your organization? If your organization have any social goals, what are they?
- Our mission is to provide both scientific and practical knowledge, which is needed to young generation, about sense of attitude, good social behavior, as well as how to become "citizen" in society. Information and knowledge provided by public education system today are too dominating and pupils are so busy on it. Chemistry and biology etc. Maybe it is essentials. But the utmost thing is children should have self-reliant, could understand others, communicate well in society as well as have positive attitude. In particular, girls' health education and social behavior should not be neglected. It would be the starting point that solve the problems such as single mothers and half-orphaned children issues.
What value do you create for society?
-Creating future value through children.
What innovative methods do you use?
-We do our best to update the syllabus as often as possible, try not to be late from the contemporary education in the world. We invited professionals such as doctor and make-up artists as part time teachers.
Is there any public or government support?
-We don't pay the income tax as business organizations. But, when we invite

part time teachers, we have to pay the social insurance. That's still becomes burden on us. It would be great if the government have some ways to take off burden from us, such using the internet and not ask too many papers (laughs).

Finances and monetary support. How do you earn profit?

-Basically from payment. But there are not many parents who'd think the issue is important and send to our class. They usually send their kids, when children got into problem, or don't know how to communicate with them.

Is there any possibilities to make it differently? For example, work with Government etc.

-I don't know about that. There's no collaboration yet. It would be great if government officially proposed us to teach the syllabus we've processes to the countryside or the slum area.We'd like to teach the skills that are not taught in public schools.

How do you measure your organization's output?

-By the number of children enrolled in given period.

Interview #2
Organization: NGO 2
Interviewee: Representative of NGO
Method: Face to face

What is the mission of your organization? If your organization have any social goals, what are they?

- We aim to teach to Mongolian children to understand three things: leadership, honesty, and positive attitude. Our headquarters has its own leadership school and has been implementing a project to train the first 10 needed behaviors. In general, since 2014, training which was focused on social change and positive attitude, has been organized in 21 aimags. In the first place, it is possible to provide professional training in order to provide these three behaviors with the ideal behavior of 52 children.

What value do you create for society?

- A person who has a leadership skills, honest and positive attitude will be successful in his or her future life as well as his country. Therefore, the value which we create for our society, is to make sense of the lives of young people's self-esteem and purpose as we understand.

What innovative methods do you use?

-We go to where youths stay and give them free presentation and training. The focus is on direct teaching, such as putting your presentations interesting and sharing

experiences. It is also different from the other training centers that we counsel and coach our students even after finished short-term training.

Is there any public or government support?

-Generally, our organization is funded through donations and external supports. Also, we present our projects to international funding organizations and get support from them. Sme other private companies also give support, but it's rare and mostly through private connections.

Finances and monetary support. How do you earn profit?

-There has not much profit we could gain, because all of our finances based on donations.

Is there any possibilities to make it differently? For example, work with Government etc.

-It would be helpful that if public schools will contribute with us such as deliver information to pupils and provide us by big halls etc. It might be better if the government supports us and approves our program for extracurricular events.

How do you measure your organisation's output?

-Number of trainings in a year and enrollment rate. Sometimes we conduct surveys, but not often use it. Generally, the results are measured in terms of quantitative terms, but would be better that outputs are measured by qualitative methods.

Interview #3
Organization: Public school
Interviewee: Training manager
Method: Online interview

What is the mission of your organization? If your organization have any social goals, what are they?

-Our vision is defined as follows: "Our school will be open school based on the international standard of science and technological and engineering education." Our Mission is "To become the best model school of advanced engineering and design as an international standard for general education training".

What value do you create for society?

-Our aim is to form a citizen in the society with good attitude, goes along with others, continuously develop himself/herself, and eager to achieve his/her goal

What innovative methods do you use?

-We introduce all subjects as Integration to pupils and use intensive summer and autumn training, and reinforce theoretical knowledge with practical knowledge.

What about taxes and legal issues or supports in your organization?

-State support is a variable cost funding. Generally, policy coordination is defined, and we work according to the annual plan.

What about financial issues? How do you earn profit?

-Self-funding by tuition fee.

What do you usually spend your profit?

-Tuition fees are usually spent on teachers' salaries, courses and practice seminar related expenses.

What else is needed to create value in society? What are the outside and inside conditions?

-In order to prepare qualified staff of STEM and Mon-Stream program, we need support from foreign and domestic projects.

How do you measure your organization's output?

-It is measured by quantitative indicators such as number of pupils and their grades.

Interview #4

Organization: Private Company 1

Interviewee: General Manager of Company

Method: Online interview

What is the mission of your organization? If your organization have any social goals, what are they?

- Promote comprehensive development of children based on scientific research and experiences. We understand that the contribution to children's intellectual and psychological development as our social goal.

What value do you create for society?

-The value which we create in society is building a citizen who can be confident, happy, expressing themselves as who they are and living in harmony with society.

What innovative methods do you use?

-Our specialty is teaching method which can fit every child. We can proudly say that no public schools can offer it to their pupils. Also, we are implementing internationally recognised training methodology. We teach them how to understand and express their emotions. We respect the child as an individual, listen to and answer them respectfully. One course is conducted with fewer children, so it is possible to work with each child.

Is there any public or government support?

We pay tax, because our legal status is private company. Currently, we haven't yet supported by state organizations. But, recently we have received an offer from one international funded organization.

Finances and monetary support. How do you earn profit?

-Our finance based on tuition fees. Training is our core product. Back then it is used to develop the teacher and increase the training base.

Is there any possibilities to make it differently? For example, work with Government etc.

-Focus on preparing professional teachers and improve their education. We train our teachers by our special program and teach them our technology. In other words, the teacher is constantly developing. It will be very helpful if state organizations give support to teachers.

How do you measure your organization's output?

-Financial indicators, number of children involved in the program. The most important thing is to measure the change in children. When measuring output, we ask following questions by ourselves. What kind of perception and background of children did enroll to our program? Then, what did they learn and how they changed? If it there will some positive changes, it would be our success.

Interview #5
Organization: Private Company 2
Interviewee: Manager of Company
Method: Online interview

What is the mission of your organization? If your organization have any social goals, what are they?

-We work for youth development and intellectual development. In general, our mission is to develop our organization while working for social development.

What value do you create for society?

-If one person gets good education, it will affect the quality of his or her life. So, we are helping to prepare successful people who are living in society.

What innovative methods do you use?

- Our approach focuses on educating the children in a way that does not bother and tired. In fact, it's more than just teaching the foreign language. It is all started preparing their psychology and mind. Well-trained mind would be easy-to-follow and acceptable new things. Then, deliver the right information and knowledge. It's much more effective to learn and to set longer.

Is there any public or government support?

-There is no support from others.

Finances and monetary support. How do you earn profit?

-The business loan is taken. As a training institution, tuition fees are the main source of income. In addition, our teachers are working on foreign books translation and other oral translations. Also, we help our students to get scholarships to study

abroad.

Is there any possibilities to make it differently? For example, work with Government etc.

-If government could reduce interest rate, it would be nice to many organizations like us.

How do you measure your organization's output?

-Of course, number of student enrollment and amount of profits. Also, we consider as important number of teachers and their education. Moreover, learners update of previous level.

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