



Global Advanced Research Journal of Management and Business Studies (ISSN: 2315-5086) Vol. 2(9) pp. 474-482, September, 2013  
Available online <http://garj.org/garjmbs/index.htm>  
Copyright © 2013 Global Advanced Research Journals

*Full Length Research Paper*

# **Service Learning and Social Entrepreneurship: Emerging Perspectives in Community Engagement and Sustainable Development in Nigeria**

**Dugguh, Stephen Ior-Amo.**

Centre for Entrepreneurship and Service Learning Federal University, Kashere-Nigeria  
Email: [sdugguh@yahoo.com](mailto:sdugguh@yahoo.com) Tel: 08036576506

Accepted 07 June 2013

**Several activities have been advanced in recent times to improve the quality of life of people by developing their communities. Institutions of learning, youths and experts are expected to provide leadership in this direction. The objective of this paper is access Service Learning and Social Entrepreneurship activities as emerging perspectives in community engagement and sustainable development in Nigeria. The paper reviews relevant literature on service learning, social entrepreneurship, community engagement and sustainable development. The paper found that while service learning is already practiced in the developed countries in Africa and indeed Nigeria have not fixed the concept into the academic curricula. The concept is an emerging one. The paper further suggests among others that service learning should be introduced in Nigerian Universities. The paper contributes to knowledge by drawing a theoretical link between service and social entrepreneurship as strategies for community engagement and sustainable development.**

**Keywords:** Community Development, Community Engagement, Reflection, Service Learning, Social Entrepreneurship, Sustainable Development

## **INTRODUCTION**

Researchers and Professionals have provided evidence to support the notion that the society in which people live, their lifestyles and behavior can influence the well being of the people living in that society. Hanson (1989) believes that when people get involved in their community and work together to effect a change, their long term health can even improve. This thinking about social change and more recently, re-emerging as a dominant notion stresses the importance of community engagement and development (especially in environmentally decayed society where poverty and illiteracy rate are high, where there is low infrastructural

development, where there is high mortality rate with a corresponding increase in corruption), an ineffective governance and community participation by all the able-bodied population. As a result of this renewed emphasis on community engagement and development, there seems to be a paradigm shift to envisioning many new opportunities, approaches and perspectives to engage people for meaningful community development. Some of such new perspectives may be captured in service learning (hands-on teaching and learning strategies that integrate meaningful service and classroom contents) and social entrepreneurship (organization that apply

commercial strategies to maximize improvements in human and environmental well-being, rather than profit maximization. The two emerging perspectives or concepts in the Nigeria context are geared towards community engagement-the process of working collaboratively with and through groups of people affiliated by geographical proximity, special interest, or similar situations to address issues affecting the well-being of these people. It is a powerful tool for both environmental and behavioral changes that will improve the “health” of the community and its members. It often involves partnership and coalition that help mobilize resources and influence system, change relationship among partners and serves as catalysts for changing policies, programs and to a large extent, practices, Fawcett et al, (1995).

Based on the proceeding therefore, the purpose of the paper is to make a theoretical assessment of service learning and social entrepreneurship as emerging tools or strategies that are capable of impacting positively on community engagement and development especially in the Nigerian context. Specifically, the paper attempts to link service learning and social entrepreneurship to community engagement and development in Nigeria. The paper contributes to knowledge in the sense that since the concept is an emerging one in Nigeria, the theoretical findings and recommendations would go a long way in bringing about the desired sustainable development.

## Service Learning

It is a common feature for students and their lecturers to leave the classroom and engage with their communities in order to make learning and entrepreneurship come alive and to experience real life connections between their education and every day issues in their villages, towns, cities, states or even travel to another country to “serve and learn”. This is the concept of service learning. In summary, service learning is a powerful, hands-on teaching (lecturing) and learning strategy that integrates meaningful service and classroom content. It is a process that creates authentic learning opportunities while teaching civic responsibility through service to others with reciprocal benefits for all involved. In service learning, students discover intrinsic motivation especially when they care about the subject matter and recognize a need they can fulfill. ([www.goloservicelearning.org/what-service-learning](http://www.goloservicelearning.org/what-service-learning))

The student receives more from service-learning experience than in typical classroom lessons (lectures), they are able to work with others and enhance their communication skills. They are also able to see working professionals when they go out to do their service. The definition of service learning is fluid. It may be defined as “a method of teaching that combines formal instruction

with related service in the community”. ([www.en.wikipedia.org/wiki/service-learning](http://www.en.wikipedia.org/wiki/service-learning))

In service learning, it is acclaimed that learning is enhanced through direct application in appropriate social content of principles and practices taught through formal instruction concurrent with guided reflection of the student’s experiences. It is regarded as an experimental education. Specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civil responsibility, and strengthen community for the common good. Service learning therefore offers immediate opportunities to apply classroom learning to support or enhance the process of effecting a positive change in the community. It is a teaching pedagogy that engages students in active participation in an integrated curriculum of learning and service that meets the needs of the community. It can be infused into the curriculum, or can be incorporated into an after-lecture program. It is therefore, a unique opportunity for young people to get involved with their communities in a tangible way by integrating service projects with classroom learning. For this paper, the definition of service learning as put forward by the American Association for Higher Education is relevant. The Association defined service learning as:

A method under which students learn and develop through thoughtfully organized service that is conducted in and meet the needs of a community, is coordinated with an institution of higher education and the community, helps foster civic responsibilities, is integrated into and enhances the academic curriculum of the students enrolled, and includes structured time for students to reflect on the service experience.

Therefore, the core principles of service learning are: engagement, reflection, reciprocity, and public dissemination. Furthermore, Service Learning is a form of experiential education in which youths apply knowledge, critical thinking and good judgment to address service community needs. In service learning, young people learn and are involved in the planning and direction of the projects as much as possible, reflect and evaluate the experience. It works best when it fits the ages and developmental abilities of the participants, including interesting and engaging service activities, explores the context of the underlying societal issues the service, the needs that are important to the community being served. Service Learning may address issues like disability awareness, cultural diversity, child abuse, child trafficking, drug abuse, teaching younger ones (students), developing good habits to be successful in life, learning about historical issues, community partnerships and so on.

## Characteristics of Service Learning

Authentic Service Learning, experiences have the

following characteristics:

- They are positive, meaningful and real to the participants
- They involve cooperative rather than competitive experience and thus promote skills associated with teamwork and community involvement and citizenship
- They address complex problem in complex settings rather than simplified problem in isolation
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service learning activities and community challenges rather than drawing generalization or abstracts knowledge such as might come from textbooks
- They promote deeper learning because the results are immediate and uncontrived
- Service Learning experiences are more likely to be personally meaningful to participants and to generate emotional consequences, to challenge value as well as ideas and hence to support social, emotional and cognitive learning and development. ([www.servicelearning.org/what\\_is\\_service\\_learning](http://www.servicelearning.org/what_is_service_learning))

However, it should be noted that service learning is not about the following:

- a. An episodic (occasionally) volunteer program. Volunteerism however, is an integral part of service learning program
- b. An add-on to existing University curriculum
- c. Logging at set of community service hours in order to graduate
- d. Compensatory service assigned as a form of punishment by school management
- e. Only for University students or college students
- f. A one-side affair, benefiting either the student or the community only

According to Eyler and Giles (1999), the distinctive element of service learning is that it enhances the community through the service provided but it also has powerful learning consequences for the students or other participants in providing a service to them “experience enhances understanding, understanding leads to more effective action” that is capable of effecting social, economic, cultural, political, ethical education and indeed developmental changes.

### Types of service learning plans

Research from Florida Department of Education found the following plans as useful in service learning.

- a. Direct Service Learning: This is a person-person, face-face projects in which service impacts on individuals who receive direct help from students.
- b. Indirect Service Learning: This plan includes projects with benefits to a community as opposed to

specific individuals such as environmental, construction, restoration, town histories, food or clothing drives.

c. Advocacy service Learning: This plan aims at working, acting, speaking, writing, presenting, informing etc. on projects that encourage action or create awareness on issues of public interest like care for environment, violence, drug prevention, disaster preparedness etc. In Nigeria, these types of public interest issues are common and prevalent.

d. Research Service learning: This includes surveys, studies, evaluation, experiments, data gathering etc to find, compile and report information on topics of public interest such as energy, public buildings, water testing and so on. From the preceding, it becomes clear that service learning “becomes a practice combined with learning or learning while practicing”.

### Service Learning Standards

These standards are based on a well researched NYLC K-12 Service Learning Standards that acts as guides to the lecturer in maximizing the experience for all involved and include the following:

- Meaningful Service: Participants are engaged in meaningful and personally relevant service activities.
  - Link to curriculum: Service Learning is intentionally used as an instructional strategy to meet learning goals / or content standards
  - Reflection: Service Learning incorporates multiple challenging reflection activities that are on-going and prompt deep thinking and analysis about oneself and one’s relationship to society.
  - Diversity: Service Learning enables an understanding of diversity and mutual respect among all participants.
  - Youth Voice: It also provides youths with a strong voice in planning, implementing, and evaluating service learning experiences with guidance from adult
  - Partnerships: These are collaborative, mutually beneficial partnerships that address community needs
  - Progress monitoring: Service Learning engages participants in ongoing process to access the quality of implementation and progress towards meeting specified goals, and uses results for improvements and sustainable development.
  - Duration and Intensity: Service learning has efficient duration and intensity to address community needs and meet specified outcomes. Other standards includes: project design, action, demonstration and recognition.
- In support of the K-12 Service Learning Standards, the Youth Community Service, California published the “Seven Elements of High Quality Service Learning”.

These elements are: integrated learning, high quality service, collaboration, student voice, civic responsibility, reflection and evaluation.

### **The value reflection in service learning**

Reflection distinguishes service learning from other concept like volunteerism, internship, practicum, community service and community based learning (Cress et al 2005), it is "a person's intentional and systematic consideration of an experience, along with how that person and others are connected to that experience, framed in terms of particular course content and learning objectives. Successful service learning involves reflection before, during and after the service experience (Toole and Toole, 2001)

Eyler, Giles and Schmiede (1996) had identified the characteristics of a successful reflection as:

a. Continues: Reflection must take place, during and after the completion of the service project to be fully useful

b. Challenging: Effective reflection involves pushing ourselves out of our comfort zone to make new connection between concept and to think in new ways

c. Connected: Successful reflection can serve as a bridge between the service experience and our discipline based academic knowledge.

d. Contextualized: This framed in a manner that is appropriate for the context in which the service experience take place.

Reflection also serves as a bridge for the back-and-forth connecting between what a student learns in the classroom and what he experiences in the community. Reflection within the context of a service learning can helps to integrate what has been absorbed through the course content with the community external to the institution (or University). In connecting reflection to service learning, Actman (1996) identified three distinct kinds of knowledge: content knowledge (which involve the route learning of facts), process knowledge or skills (that involve learning how to do something) and socially relevant knowledge (which connect one's personal perspectives with the content within particular social contexts). Service learning involves a kind of teaching and learning that promotes content and process knowledge as well as developing socially relevant knowledge. The key to making them possible is reflection.

As earlier stated reflection takes place before, during and after a project or service. Pre-service reflection includes: identifying a project (service), increasing awareness of the important community issues, and planning/preparation - imagining potential problems and possible solution to each problem. Reflection during

service include: meaningful service experiences (opportunity on how to connect course concept and academic, discipline knowledge with service experience), observation (guidance to describe the project in its social context, personal reaction etc.) and analysis (going beyond) description and applying academic knowledge and course concept as a means to better understand the service experience. At the post-service level, reflection helps to further analyze the current situation and make easier assessment of what has been accomplished especially in new understanding (promoting increased sense of self-awareness about how one understands his community issues and in new applications (assessing and evaluating the accomplishment of your learning and serving goals and to review the lessons of the service experience with "a bird's-eye view" perspective.

### **Tips for successful reflection experiences**

To discover best setting and environment for reflection and to develop best practices on reflection, the following tips as posited by Collier and Williams as outlined below are useful:

- Seek out quiet moment
- Be attentive to and mindful of the present moment
- Practice acute observation
- Figure out what matter most for the task being considered
- Make a conscious effort to focus on the experience you are experiencing on
- Permit yourself to feel emotional
- Go beyond your "self" and your personal perspectives
- Use the lens of your past experience to make link to the present
- Recognize the tension between being attached and involved and then stepping back to gain a detached perspective of the situation.

### **Social Entrepreneurship**

Social Entrepreneurship is the identification or recognition of a social problem and using entrepreneurial principles to organize, create, and manage a social venture to accomplish a desired social change. It takes into account a positive return to society. Social entrepreneurship typically furthers broad social, cultural, and environmental goals and is commonly associated with the voluntary and not-for-profit sectors (Thompson 2002). Beginning from the 1960's social entrepreneurship came into wide spread use in the 1980's and was promoted by the

founder of Ashoka: Innovators for the public, Bill Dryton, Charles Leadbeater, Mohammed Yunus and so on. Further, philanthropist, social activist, environmentalists and other socially oriented practitioners are referred to as social entrepreneurs.

Related to service learning and social entrepreneurship is youth social entrepreneurship which is increasingly a common feature or perspective in engaging youth voice in solving social problems. According to Kinkade and Macy (2011), youth organizations and programs promote these efforts through a variety of incentives to young people. Furthermore, social enterprises apply a number of commercial strategies to maximize improvement, in human and environmental well-being, rather than maximizing profit for external shareholders. They are structured either as for-profit or not-for-profit and may take the form of a cooperative, mutual organization, a social business or charity organization (Riddley-Duff and Bull, 2011). Social enterprise, as a subset of social entrepreneurship has a mixed and contested heritage. For example, it has philanthropic roots in the United States, Cooperative roots in the UK, EU and Asia. Kerlin (2009)<sup>[14]</sup> posits that in the US, the term is associated with "doing charity by doing trade" rather than "doing charity while doing trade" in other countries, there is stronger emphasis on community organizing, democratic control of capital and mutual principles, rather than philanthropy.

Historically, the use of the terms 'social enterprise' and 'social entrepreneurship' can be traced to Beechwood College, Leeds, England where educators helped worker cooperatives develop social auditing and where Dryton established the Ashoka program to support the development of social entrepreneurship. Traces of social entrepreneurship are also found in some African countries like Ghana, Kenya, Nigeria, and Zambia. For example, Ghana has a not-for-profit Trashy Bags social entrepreneur that buys, washes, dries sachets, sews them into fashionable bags and sells them in Ghana and other countries. In Kenya, KOMAZA, an NGO plants trees with small holder farmers and uses economies of scale to access high value market for processed trees. And in Zambia, social enterprises are often focused on the creation of sustainable employment. The Alive and Kicking – a social enterprise in Lusaka has employed over 50 stitches and produces over 2000 sport balls/month since 2007. Social entrepreneurship therefore combines the passion of a social mission with an image of business like discipline and determination commonly associated with high technology. Social entrepreneurship is determined in terms of social value, social change or both. To this end, Dees (2001)<sup>[15]</sup> sees social entrepreneurship from their roles as change agents. These roles are: Adopting a mission to create and sustain social values, recognizing and relentlessly pursuing new opportunities to serve that mission,

engaging in a process of continuous innovation, adaptation and learning, acting boldly without being limited by resources currently in hand and exhibiting heightened accountability to the constituencies served and for the outcomes created, (Bygrave and Zacharakis, 2010).

Social entrepreneurship therefore imbues entrepreneurship with social value as distinct from implied economic value as emphasized by (GEM 2009 Report). According to GEM, the major distinction lies in operations and the process content. The main operational areas of social entrepreneurship include: poverty alleviation through empowerment, health care, education and training, environmental preservation and sustainable development, community regeneration, welfare projects (employment, drugs and alcohol, advocacy and campaigning (fair trade, human rights promotion and so on).

In terms of process content, Carter and John-Evans (2006) emphasized that social entrepreneurs are primarily focused on social innovation and the opportunity recognition of new social value creation. They seek out opportunities to add social impact throughout their entire value chain, employ, and train groups as a part of delivering their primary, social entrepreneurship, as noted by Leadbeater (1978) also seeks to "identify under-utilized resources - people, buildings, equipment and find new ways of putting them to use to satisfy unmet social needs". Thompson et al (2000:328) further support this view when they stated that "people who realized where there is an opportunity to satisfy some unmet need that the state welfare system will not or cannot meet, and who gather together the necessary resources - people (volunteers), money, and premises and use these to make a difference". Social entrepreneurship has therefore impacted on social ventures - charities, not-for-profit organizations and NGOs and has helped the public sector to become more effective, more accountable and more flexible with approaches to social provision.

## Community Engagement

Service learning and social entrepreneurship are focused towards community engagement and refers to the process by which community benefits, organizations and individuals build ongoing, permanent relationships for the purpose of applying a collective vision for the benefit of a community. While community organization involves the process of building the grassroots movement involving communities, community engagement deals primarily with the practice of moving said communities towards change, usually from a stalled or otherwise similarly responded position. ([en.wikipedia.org/wiki/community-engagement](http://en.wikipedia.org/wiki/community-engagement))

Historically, community engagement is rooted in the

concept of community benefits, an out grow of English Common Law Concept that defined the types of charitable organizations: trusts for the advancement of religion, and trusts for other purposes beneficial to the community. A community benefits become more important (especially in the United States) as a method of institutionalizing ideals, methods evolved to effectively reach the communities those entities were meant to aid. This in turn led to the birth of community organization. Today, however, community engagement is used in most part of the world as an active method of implementing change just as it is the case in service learning and social entrepreneurship. It involves actively implementing a specific process towards activism. To achieve this process, Gottlieb developed an 8-step guideline to facilitate it implementation. The 8-Step guidelines are:

- Determine the goals of the plan
- Plan out who to engage
- Develop engagement strategies for those individuals you already know
- Prioritize those activities
- Create implementation plans
- Monitor progress and
- Maintain those relationships

## Community Development

Community Development, commonly known as CD, is defined in the Community Development Challenge Report as “a set of values and practices which plays a special role in overcoming poverty and disadvantage, knitting society together at the grass roots and developing democracy”. It is both an occupation and a way of working with communities. Its key purpose is to build communities based on justice, equality and mutual respect. It involves changing the relation between ordinary people and people in position of power, so that everyone can take part in the issues that affect their lives. It begins from the principle that within any community, there is a wealth of knowledge and experience which, if used in creative ways can be changed into collective action to achieve the community deserved goals. (Chigbu, 2012) Community development seeks to empower individuals and groups of people by providing them with the skill they need to effect change in their own communities. These skills are often created through the formulation of large social groups working for a common agenda.

Community Development specialists are expected to understand both how to work with individuals and how to affect communities positions within the context of larger social institutions. They have developed a wide range of skills and approaches for working within local communities in general and with disadvantaged people in particular. These skills includes: using less formal

education methods and community organizing and group work skills. They are also influenced by structural analysis as to the causes of disadvantages and poverty - inequalities in the distribution of wealth, income, land and so on and the need to mobilize people power to affect social change.

## Sustainable Development

The term sustainable development is fluid. It may refer to issues pertaining to environmental, economic and social well-being for today and tomorrow. For this paper and based on the Brandtland Report, sustainable development is defined as: the development that meets the needs of the present without compromising the ability of the future generation to meet their needs. This definition contains in it two major components: the concept of needs especially the essential needs of the world's poor, to which overriding priority should be given and the idea of limitation imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

Furthermore, the United Nations (1987) considered sustainable development as a mode of human development in which resource use aims to meet human needs while preserving the environment so that these needs can be met only in the present, but also for generations to come. It ties together concern for the carrying capacity of natural systems with the social challenges faced by humanity. The concept of sustainable development has in the past been broken into three parts namely: environmental sustainability, economic sustainability and social political sustainability. More recently, the domain of cultural sustainability was added to the parts mentioned above. All definitions of sustainable development require that we see the world as a system – a system that connect space and a system that connects time - the effect of something, say pollution in Nigeria may impact on quality in another country while the decisions our grandparents made (for example, about how to farm) will continue to affect agricultural practice today, and the economic policies we endorse today will impact on urban poverty when our children become adults in future.

## Theoretical Nexus

The paper anchors on two theoretical nexus: one on Service Learning and the other on Social Entrepreneurship. The Social Ecology theories they provide insights into elements of individual's live that contribute to health problem. Such theories, as put forward by Stokols (1996:286) seek to describe the concept of community in terms of a “dynamic interplay

among individuals, groups, and their social and physical environment". The social ecological perspective believes that the "potentials" to change individual risk behavior is considered within the social and cultural context in which it occurs. Goodman et al (1996.34) further emphasized that interventions that are informed by this perspective are directed largely at social structure of community norms, and the structure of community services including their comprehensiveness, coordination, and linkages, in addition to individual's motivation and attitude". The threshold of this theory is that change is more likely to be successful and permanent when the people it affect in initiating and promoting it. (Thompson et al 1996.46) In other words, a crucial element of community engagement is participation by the individuals (be they students of lecturers), community-based organization and institutions (education or otherwise) that will be affected by the effort.

The second theory relevant to this paper is Schumpeter's modern environmentalism. Albrecht and Gobbin (2001) posited that in terms of capitalism, social and democratic issues, Schumpeter presents a paradoxical thesis that capitalism will destroy its own foundation by its success. This is due to the emergence of unfavorable circumstances that will activate strong opposition from social cities and intellectuals. Lack of care for the environment, for example, may trigger strategies from academics and other people to address this issue. One of such strategies is found in Service Learning and or Social Entrepreneurship.

### **Service Learning, Social Entrepreneurship, Community Engagement and Development: Integration**

Service learning, social entrepreneurship, community development and sustainability are closely inter-related. An improvement in one, for example, may lead to improvement in the others. As more institutions teach service learning, the more social entrepreneurial activities increase and the more community engagement are embarked upon, the more sustainable development is enhanced in all its dimensions or domains. These four variables also aimed at social change, poverty reduction, community empowerment, environmental protection, human development and youth voice to mention but few a few. The neglect of any of the variables, as mentioned above, may not yield the desired social change and community improvement in Nigeria and indeed other African countries that are already characterized by poverty, high rate of youth unemployment, corruption, neglect of rural communities, inadequate access to quality education, low income, lack of savings, poor infrastructure, and malnutrition and so on. To improve this situation therefore, all these perspectives must be given adequate attention at all levels.

### **METHODOLOGICAL APPROACH**

The paper adopts a descriptive research approach which may provide clues for causal relationships. Relevant literatures were reviewed on Service Learning, Social Entrepreneurship, Community Engagement and Development and so on to assess the importance of the above-named variables to economic, political, cultural, educational and indeed social change especially in Nigeria. The paper draws largely from the works of National Youth Leadership Council (NYLC), Global Entrepreneurship Monitor (GEM), Carter and Jones Evans (2010) Cress et al (2005) and internet sources. The justification to this approach is lies in the nature of the paper and its objectives.

### **LITERATURE FINDINGS AND DISCUSSIONS**

First, the review of literature indicates that a number of world organizations and institutions have successfully implemented service learning projects, and programs and have to a large extent addressed business issues. Notable among them is the National Youth Leadership Council (NYLC). The NYLC has organized many conferences to bring thousands of youths and practitioners together to participate in relevant service learning activities. NYLC is a National non-profit organization (based in Minnesota, USA) that promote service learning in schools and universities through their "Generator" school network. Other institutions that actively promote service learning at the global level include many universities in the US, UK, Japan, and so on. The University of Chicago with its K-12 Guidelines, Florida State University and the State Department for Higher Education to mention but a few, are actively in the forefront in service learning activities.

At African level, the review also found that a number of service learning institutions exist especially in South Africa. The GEE in conjunction with the University of Cape-town and University of Western Cape gives the students the tools and necessary skills to interact and collaborate with the South African Community on social economic issues, research methods, and also learn related languages like Africaans, Bantu, isiXhosa and reflect on all the elements of community engagement and projects. There are other institutions in Botswana, Ghana, Morocco, Senegal, Tanzania, where service learning and its components are fused into some programs and courses.

In Nigeria, research indicates that the traditional system of education (where the Universities regards themselves as Ivory Towers - separate from the community in which they are located)- is practiced. Emphasis to a large extent is placed on Open, Distance and e-learning where community issues seem to have no place in University

curriculum. The universities may have not noticed that service learning activities are growing rapidly in other parts of the world and this might account for the world ranking of Universities. This is because service learning has powerful impact on young people, communities and their development. It is also a dynamic process through which students and social growth is tightly interwoven into their academic and cognitive development. However, some newly established Universities like the Federal University, Kashere, Gombe State, ABTI University, Yola to mention a few, have Service learning activities infused into the university curriculum.

Further, the paper found that social entrepreneurship is rapidly gaining ground in Nigeria especially in faith based organizations. By identifying the faith needs of individuals, social entrepreneurship has been able to effect a social change in the faith of many youths and communities youth activities are available in Nigeria. These activities include You-Win, Youth Entrepreneurial Africa, Youth Care Centers and so on.

Lastly, realizing the fact that government alone cannot cater for the well-being of her citizens, many individuals have chosen to develop their communities (on behalf of government): they build schools and hospitals, provide boreholes, construct roads, coverts and carry out other projects that are beneficial to their communities for sustainable development. They have also embarked on philanthropic and charitable activities aimed at poverty reduction especially in the rural areas. There are also several foundations that take care of the sick, physically challenged, widows and the old people.

## CONCLUSION

Service Learning and social entrepreneurship are fast becoming useful strategies in community engagement that may result to meaningful economic, political, cultural and rural development that is needed for social change and sustainable development. Since these concepts are emerging in some Nigerian Universities and other institutions, it becomes imperative for government, organizations and other individuals to actively support the institutions that have embarked on these programs. The experience and knowledge that is likely to be gained would further assist in community and sustainable development in Nigeria. Further, the paper considers service learning and its components, social entrepreneurship, community engagement and development, and sustainable development. The theories governing the above variables were also considered alongside the integration of service learning and social entrepreneurship and development in general. The paper further explained the methodology used and examined the theoretical findings.

Based on the preceding, the following policy recommendations are presented below:

Creates conducive environment for service learning and social entrepreneurship activities: The conducive environment will reduce barriers to service learning, innovations and social entrepreneurship activities in tertiary institutions in Nigeria. To achieve this, service learning and entrepreneurship should be integrated into university curriculum. This can be made possible by making service learning and social entrepreneurship part of the mission statement of universities and the establishment of the programs that target community and sustainable development.

Secondly, provide assistance for service learning and social entrepreneurship activities: Governments, NGOs, and well spirited individuals should offer incentives and assistance to institutions and individuals who are interested in promoting service learning and to encouraging social entrepreneurial growth and development. Access to funds, research and so on is essential to service learning projects and social entrepreneurial growth and sustainable development. A framework for motivating service learning practitioners and social entrepreneurs by providing grants and capital options to universities to enhance service learning and social entrepreneurship to strive should be formulated.

Thirdly, formulate clear guideline for the development of service learning and social entrepreneurship: In line with the NYLC K-12 Service Learning Standards and the Youth Community Service of California's Seven Elements of High Quality Service Learning, a similar guide should be provided by relevant bodies to enhance the smooth implementation of service learning programs in Nigeria. Such guides should ensure that knowledge, reflection etc. are produced with clear standards that are back up by relevant laws and accessible data for reference.

Fourthly, network activities in institutions: Universities and other organizations that have imbibed and those that are desirous of implementing service learning (and social entrepreneurship) should serve as important networking function to connect other service learning institutions, innovators and social entrepreneurs across the country. Universities serve as reservoirs of knowledge and talents and so this connection could be beneficial to those who are connected. This will further support academic and research activities that impact positively on universities and communities. Networking will also fuel a more knowledge-intensive perspective to community engagement and sustainable development in Nigeria.

## REFERENCES

- Hanson JE (2013). [en.wikipedia.org/wiki/JamesHansen](http://en.wikipedia.org/wiki/JamesHansen). Retrieved: 09.5.2013
- Fawcett SB, Schultz J, Watson-Thompson J, Fox M, Bramby R (2010).



- Building multi-sectoral partnerships for population health and health equity. *Public Health Research, Practice and Policy*, 7(6) 2010, 75-93.
- [www.goloservicelearning.org/what-servicelearning](http://www.goloservicelearning.org/what-servicelearning). (Retrieved 01.02.2013)
- [www.wikipedia.org/wiki/servivelearning](http://www.wikipedia.org/wiki/servivelearning). (Retrieved 02.02.2013)
- Eyler J, Giles D (1999). *Where is the learning in service learning?* San Francisco: Jossey-Bass, 1999.
- Cress CN, Collier PJ, Reitenauer VI (2005). *Learning through serving: A student guide book for service Learning across discipline.*(Virginia: Style publishing, 2005)
- Toole JR, Toole P (2011). *The Service Learning Cycle.*( Minneapolis: The Compass Institute, 2001).
- Eyler J, Giles D, Schmiede A (1996). *A Practitioner's guide to reflection in service learning: Students voices and reflections,*(Nashville, TN: Vanderbilt University, 1996)
- Altman I (1996). Higher education and psychology in the millennium, *American Psychologist*, 51, 1996, 371 - 98
- Collier PJ, Driscoll A (Provide year). Multiple methods of student reflection in service learning classes. *Journal of General Education* 489(4), 280-292.
- Thompson J (2002). The world of the social entrepreneur, *International Journal of Public Sector Management*, 15(5), 2002, 412-31.
- Kinkade S, Macy C (2011). Our time is now: young people challenging the world, 2011.
- Riddly-Duff RT, Bull M (2011). *Understanding social enterprise: Theory and Practice.* (London: Sage Publications, 2011).
- Kerlin J (2005). *Social Enterprise: A Global Comparison.* (London: University Press England, 2005).
- Dees JG (2013). *The meaning of social Entrepreneurship.*([www.caseatduke.org/documents/dees\\_sedef.pdf](http://www.caseatduke.org/documents/dees_sedef.pdf)) retrieved 29.1.2013
- Bygrave W, Zacharakis A (2009). *Entrepreneurship.* 2<sup>nd</sup> ed.,(New Jersey: John Wiley and Sons Inc.2010).[17] *Global Entrepreneurship Monitor, (GEM Report 2009)*
- Landbeater C (1997). *The rise of the Social Entrepreneur.*(London: Demos., 1997).
- Thompson JL (2000). The World of the Social Entrepreneurs. *The International Journal of Public Sector Management.* 15 (4/5) 2000), 413.
- Albrecht G, Gobbins J (2001). Schumpeter and the rise of Environmentalism: *FEEN Working Paper no. 18.*2001).  
[en.wikipedia.org/wiki/community-engagement](http://en.wikipedia.org/wiki/community-engagement). Retrieved 01.02.2013
- Chigbu UE (2012). "Village Renewal as an Instrument of Rural Development: Evidence from Neyam, Germany". *Community Development* 43 (20),2012, 209-224
- United Nations Report, 1987
- Goodman CA (2003). PschSciencepdf
- Thompson J (2002). The world of the social entrepreneur, *International Journal of Public Sector Management*, 15(5), 2002, 412-31.
- Carter S, Jones-Evans D (2006). *Enterprise and Small Business, Principles, Practice and Policy.* 2<sup>nd</sup> ed., (Harlow: England, Pearson Education Ltd, 2006)
- Cress CM, Astin HS, Zirmmerman-Oster K, Burkhardt J (2001). Developing outcomes of college students' involvement in leadership activities, *Journal of College Student Development*, 42(1) 2001, 15-17.

