Education & Inclusive Communities

Social Innovation and Higher Education Landscape

Country Report - Indonesia

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Foreword

I am delighted to present this comparative report which explores the intersection of higher education and social innovation in higher education institutions in East Asia. Developing high quality research and evidence is a key component of the British Council's Social Innovation programme, which supports higher education institutions (HEIs) in their efforts to identify innovative solutions to the social problems faced by communities in East Asia and the UK. The programme aims to achieve this through brokering innovative partnerships between HEIs, NGOs, business, and governments.

HEIs play a critical role when it comes to finding responses to complex local and global problems, increasingly they are being forced to re-examine their traditional roles as centres of knowledge and learning and adapt to rapidly changing external circumstances. The global pandemic has further intensified the need for HEIs to reimagine their role in communities and to forge new and innovative collaborations and partnerships.

The Sustainable Development Goals (SDGs), which have been agreed by all UN member states, highlights the urgency of the challenges that are faced. The report highlights how HEIs are collaborating with communities to directly contribute to the SDGS in areas such as health and well-being, quality education, decent work and skills and rising inequality. These trends are a positive sign and highlight the high levels of social innovation already happening in the region, but there is still much to be done.

It is our hope that this report, the findings and recommendations will provide the impetus for further collaboration to take place between HEIs and the social innovators who are at the forefront of delivering positive social change in communities across the region.

On behalf of the British Council I would like to thank the University of Northampton in the UK, BINUS University in Indonesia, the Centre for Social Enhancement Studies in South Korea, the Universiti Teknologi Petronas in Malaysia, the University of the Philippines and the University of Economics Ho Chi Minh City in Vietnam for collaborating with us on the study.

We hope that this research proves useful and that it can both help to guide the strategic direction of HEIs in promoting social innovation across East Asia, and address the shared challenges faced by communities in the UK and East Asia.

Andrew Pearlman, Director of Society East Asia

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Dr Ari Margiono, Lead Researcher and Head, Center for Innovation, Design, and Entrepreneurship Research, Binus University – International

Executive Summary

Overview

In July 2019 the British Council commissioned Binus University, Jakarta, Indonesia (https://binus.ac.id/) as the local research partner for the 'Social Innovation and Higher Education Landscape (SIHE) in Indonesia'. Binus partnered with the lead UK research team at the University of Northampton. This partnership utilises a cooperative research approach that includes co-management, co-design, co-research and joint dissemination of the project, with the University of Northampton providing research training and mentoring (where required and appropriate), support with the fieldwork during the in country visit to Indonesia, and supervision on the data analysis and report writing. This report on social innovation and higher education landscape in Indonesia aimed to assess the social innovation ecosystem in Indonesia through a survey and a series of in-depth interviews and focus group discussions with academics, higher education institution (HEI) officials and social innovation practitioners. This report also identifies knowledge and capacity gaps in creating vibrant social innovation research and teaching, as well as recommendations for research agendas and higher education institution policymakers. The online survey had a total of 55 respondents from higher education institutions across Indonesia. Purposive sampling was used in this study, to target academics in higher education institutions with existing curricula related to social innovation and social entrepreneurship and higher education institutions with completed/ongoing research projects on social innovations/social entrepreneurship. A total of 29 interviews/focus groups were also conducted with key stakeholders and these stakeholders included: 1) academics; 2) practitioners (social entrepreneurs, incubators, non-governmental organisations (NGOs) and investors/funders); 3) policymakers and government; and 4) students (see Appendix A for a full methodological overview).

Findings

The research led to the emergence of five key findings related to the social innovation ecosystem in higher education in Indonesia:

1. Limited strategic focus on social innovation research and teaching

There is a limited strategic focus on how social innovation research can be supported within Indonesian higher education institutions and how this can inform the development and delivery of modules and degree programmes focused on the topic. This lack of strategic direction occurs at all three levels of the ecosystem (practice, institutional and systemic) to limit the emergence/growth of social innovation research and teaching. Specifically:

1) Practice: There remains narrow understanding of the concept of social innovation amongst Indonesian scholars, while much of the research conducted is qualitative and case study based. There is also a disconnect between research and teaching, with the former not regularly used to inform the design and delivery of new/existing social innovation modules/courses.
2) Institutional: There is little support for social innovation research in higher education institutions, with a lack of funding and centralised focus on social innovation impeding development. Institutional focus on global higher education institution rankings and traditional academic metrics (i.e. perceived journal quality), as opposed to the impact delivered by research, discourages scholarly engagement with social innovation research. While greater institutional support exists for social innovation teaching through funding, the breadth and quality of the existing curriculum is not evaluated as high. Higher education institutions need to engage more strongly with the United Nation's Sustainable Development Goals (SDGs) in informing their strategic direction.
3) Systemic: Wider systemic factors including government funding/policy are not conducive to enabling social innovation research and teaching. In relation to research, a lack of government higher education institution performance evaluation frameworks with some focus on impact, does not encourage higher education institution engagement with social innovation. Further, funding streams for social innovation research from government/research councils do not exist. Restrictive policy and regulation around curriculum development also hinder the development of innovative modules/courses focused on social innovation. However, NGOs are increasingly becoming involved in funding social innovation research/teaching and could support the future growth of the ecosystem.

2. Social innovation as an enabler of gender equality

Social innovation focused academic careers are a key enabler of reducing gender inequality in academia in Indonesian higher education at the practice/institutional levels and can act as a crucial development support in relation to SDG5: Gender equality.

1) Practice: At the practice level, female academics are acting as agents of change in the social innovation domain in Indonesia. Female academics are leading the development of social innovation curriculum in higher education institutions and are also leading enablers of social entrepreneurship in Indonesia.
2) Institutional: At the institutional level, social innovation is a field where enables greater female academic engagement than other scientific fields. Notably, while only 28 per cent of scientists involved in science, technology, engineering, and mathematics (STEM) research are female (UNESCO, 2015), this figure in social innovation in Indonesia is 59 per cent. This demonstrates that social innovation offers a field of study for female academics that is women dominated across higher education institutions.

3. Scholar's entrepreneurial mindset

The personal agency of scholars can be critical to better understanding how social innovation ecosystems develop within Indonesian higher education institutions. The agency actively shapes the ecosystem at the practice and institutional levels, while being shaped itself by systemic factors:

1) Practice: The 'entrepreneurial' mindset and attitude that many social innovation scholars demonstrate as a modality in establishing a robust social innovation higher education institution ecosystem, is key to the development of the ecosystem. As noted above, this is led in the main by female scholars, albeit an entrepreneurial mindset as opposed to gender remains the key factor in predicting social innovation engagement.
2) Institutional: The nexus of mindset, personal agency, and practice level activity, shapes higher education institutions at the institutional level, particularly when academics can reshape institutional rules on research/teaching activities, acting as changemakers. Conversely, institutional expectations around academics undertaking community engagement activities (Tri Dharma Perguruan Tinggi[1]) as a key element of professional development and career advancement, does encourage socially innovative activity.
3) Systemic: Nevertheless, the barriers that exist to social innovation research and teaching at the systemic level (Finding 4 for more detail), still constrain even the most entrepreneurial academics. Indeed, macro level factors envelope the practices within higher education institutions and the structures of the institutions themselves (see Figure ES1);

[1] In which academia is seen to have three pillars (education/teaching, research, and community engagement) (Siregar et al., 2016).

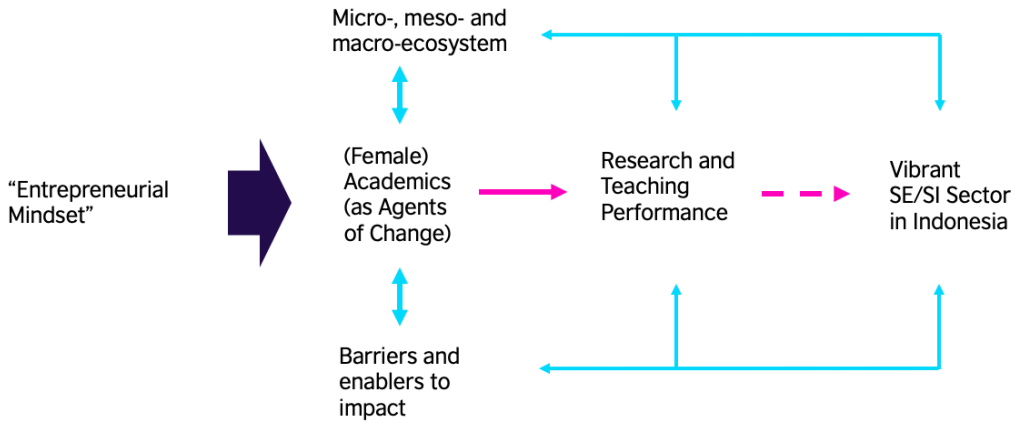

Figure ES1 - Entrepreneurial mindset and social innovation research and teaching

4. Social innovation ecosystem barriers and enablers

The barriers and enablers in the micro-, meso-, and macro-ecosystem that many social innovation scholars encounter when trying to deliver impact at the societal level, also constrain scholarly engagement in social innovation, with such barriers occurring at all three levels of the ecosystem. These linkages and relationships are summarised in Figure ES2.

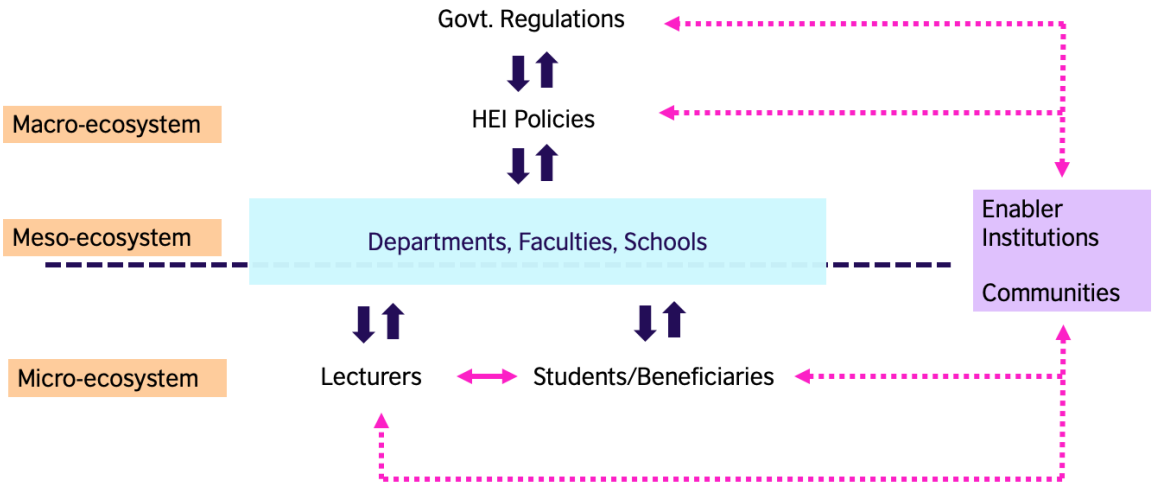

Figure ES2 - Micro-ecosystem, meso-ecosystem, and macro-ecosystem in social innovation higher education institutions

5. Social innovation typology for Indonesian higher education institutions

The findings lead to the creation of a social innovation higher education institution typology for Indonesia, that includes four main institutional types, namely: Type A – Centralised; Type B – Pockets of excellence; Type C – Community changemakers; and Type D – Amorphous. Each of these types demonstrates different characteristics and these are summarised below in Table ES1.

Table ES1 - Classification of the social innovation research and teaching ecosystems in higher education institutions

HEI variable	Type A	Type B	Type C	Type D
Configuration summary	HEIs establish centralised ecosystem support for social innovation research and teaching	Individual departments and schools foster the development of localised social innovation research and teaching; partial HEI support	Active champion and vibrant local social innovation communities catalyse the development of the embryo of social innovation HEI ecosystems	Externally supported academics develop individual social innovation research and teaching; very little HEI support
Examples of HEI from the data	Universitas Surabaya, Atmajaya University, Prasetya Mulya University	Airlangga University, Widya. Mandala University, Trisakti University	Padjadjaran University	Universitas Hassanudin, Universitas Sumatera Utara, Universitas Medan Area
Social innovation teaching	Centre a provides social entrepreneurship course for all departments and schools	Scattered in different faculties; common entrepreneurship course	Scattered in different faculties; common entrepreneurship course	Academician/lecturer-driven
Social innovation research	Individual-focused	Individual-focused	Individual-focused	Individual-focused
HEIs	Top-down approach in developing and delivering social innovation teaching	Structural challenges (knowledge silo); social innovation champions of a higher level influence the HEI policy	Structural challenges (knowledge silo); provide spaces for individual activities	Structural challenges (knowledge silo)
Academicians/lecturers	Centralised	Sporadic	Active champions	Sporadic
Ecosystem	Top-down/designed ecosystem within HEI boundaries	Champions influence higher-level HEI policies, scattered engagement beyond HEI boundaries	Communities serve as a vehicle to kick-start the HEI social innovation ecosystem beyond HEI boundaries	Sporadic and scattered

Recommendations

The research findings have led to four main recommendations for developing the social innovation ecosystem in Indonesian higher education:

1. Development of a social innovation Indonesia research agenda support

There is a need for research into social innovation in Indonesia that develops understanding of the different levels of the ecosystem and approaches this from a collaborative and multistakeholder perspective. In order to achieve this the following four key elements should be developed:

1) Higher education institutions as community hubs: Higher education institutions need to provide funding, facilities, leadership and policy support to enable multidisciplinary working environments. The creation of centralised research hubs focused on social innovation, increased pursuit of community engagement and partnerships with corporates/NGOs, and a strategic focus on the SDGs can all support this.
2) Government focus: The government can introduce policy that rewards higher education institutions for delivering impactful research. Aligning this impact focus with the UN SDGs would also provide global resonance.
3) Partnerships: Multistakeholder partnerships to develop social innovation should be encouraged, with higher education institutions acting as the lead partner/network hubs. This is particularly important in developing relationships with the community, corporates and NGOs.
4) Bottom-up social innovation: Community led (bottom up) approaches to social innovation, that eschew top down theory driven solutions, provide more successful (namely more impactful) solutions to complex social problems (Kruse et al., 2019). Communities must be made the key stakeholder in higher education institution partnerships and networks (informing research, teaching and impact initiatives), as a key element of local empowerment.

2. Social innovation research and teaching linkages

A systematic approach to linking research and teaching in many higher education institutions should be established. For example, higher education institutions can develop a system to ensure that social innovation scholars have integrated research and teaching tasks. higher education institutions should further empower lecturers to align social innovation research, teaching and community projects. higher education institutions should provide incentives through Tri Dharma Perguruan Tinggi by clearly and explicitly embedding social innovation work in communities within career progression tracks and tenure models. NGOs should be engaged as an alternative source of support, to help develop/fund innovative, place based and experiential learning programmes (Elmes et al., 2015; Alden-Rivers et al., 2015).

3. Social innovation scholars' capacity building and empowerment

There is a need to continuously build the capacity of social innovation scholars, as has been demonstrated through previous programmes delivered by organisations including the British Council. These should include:

1) Targeted support: Empowering the role of female, rural, and/or ethnic minority academics (including those from marginalised communities) is pertinent to avoid an academic discourse that is skewed towards urban- and Jakarta-centred ideas.
2) Academic secondments/exchanges: Encouraging/funding academic exchanges between different universities in Indonesia (and globally).[2]
3) Digital technology: Encouraging the use of digital technologies in capacity building, as well as in delivering social innovation courses through MOOC (Massive Open Online Course)[3] schemes.
4) Scholarships: Government/NGO funded degree scholarships centred on social innovation can support leading social innovation scholars to develop their skills.

4. Fostering micro-, meso-, and macro-ecosystems (barriers and enablers)

Higher education institutions must also help to establish macro- and meso-ecosystems, as well as to foster the emergence of micro-ecosystems to ensure that social innovation scholars can develop and deliver high quality research and teaching. This should include:

1) Removing siloes: Higher education institutions need to break-down knowledge, faculty and departmental siloes and provide incentives for social innovation scholars to collaborate and work across different knowledge disciplines.
2) Social innovation centres: Higher education institutions should develop social innovation coordination centres at the university level to ensure that social innovation activities are standardised, monitored and evaluated appropriately.

[2] Such as those supported through ASEAN. For an example https://www.dfat.gov.au/people-to-people/foundations-councils-institutes/australia-asean-council/grants/Pages/grants

[3] An interesting example is provided by an Erasmus+ funded social innovation MOOC developed in Poland by Collegium Civitas (https://www.civitas.edu.pl/wp-content/uploads/2015/12/IO_6_COURSE-IN-SOCIAL-INNOVATION_SOC..pdf)

Further research opportunities

There remain gaps in our understanding, with four further research opportunities.

1. Gaps in the social innovation research and teaching

The literature review, the survey, as well as the interviews and focus group discussions illustrate that social innovation/social entrepreneurship research and teaching are still in their infancy. This is also reflected in the diverse (and often conflicting) understanding of social innovation and social entrepreneurship among Indonesian scholars. This requires further research in order to understand the typology of social innovation in an Indonesian context and what this means for the social innovation research agenda. This could be developed around Sukhemi and Maisaroh's (2019) community development model, built upon six main pillars: industry structure, entrepreneurship spirit, human capital/social capital factors, local institutions, infrastructure, and a conducive environment. This could provide underpinnings to explore key questions including:

1) How do higher education institutions use existing industry connections to help leverage social innovation community engagement?
2) Can the private sector and industries help build appropriate infrastructure to establish a social innovation ecosystem?
3) Can NGOs be better engaged to support community engagement and fund social innovation research and teaching?
4) Can the SDGs provide an international framework for the areas of social impact that social innovation should focus on, and provide a coalescing and focusing force on the major stakeholders in higher education and government?

2. Gaps in the role of social innovation academicians as agents of change

Further investigation is required in order to examine what it means to be a social innovation academic. Specific questions here for exploration include:

1) Which individual logics are in driving a social innovation academic's behaviour?
    a) How are these shaped by institutional factors and wider ecosystem pressures?
    b) What are the required capacities and capabilities for social innovation academics?
2) How does social innovation differ across the many different regions/islands of the Indonesian archipelago (Java, Sumatra, Sulawesi, Papua and Nusa Tenggara)?
3) How do social innovation academics develop effective policy engagement in Indonesia? What is the social impact of higher education institutions' and academics' social innovation work in the community and how does this relate to the key indicators within the SDGs?

3. Gaps in the entrepreneurial mindset of social innovation scholars

There is a need to better understand how individual researchers obtain the opportunity to explore social innovation topics, and what makes them interested in these areas. In particular, how do entrepreneurial mindsets mediate this and the scholar's ability to identify social innovation opportunities? Furthermore, understanding the roles of external institutions (including the British Council) in fostering an entrepreneurial mindset and enabling social innovation activities is also essential.

4. Gaps in the barriers and enablers in establishing a vibrant social innovation ecosystem

The role of external enablers on the social innovation ecosystem in academia remains poorly understood. How do non-traditional stakeholders such as corporates and NGOs enable/constrain the development of the social innovation higher education institution ecosystem in Indonesia? In particular:

1) What role do corporates and corporate social responsibility policies play in developing social innovation in Indonesia?
2) How can NGOs better support social innovation research, teaching and community engagement?
3) What is the role of international movements/frameworks (such as the SDGs) in encouraging the growth of social innovation in Indonesia?

1. Literature Review

1.1. Overview

The social innovation ecosystem in Indonesia is nascent in its development and hence there are limited scholarly outputs focused in this area and consequently narrow conceptual understanding. Social innovation can be defined as 'changes in the cultural, normative, or regulative structures [or classes] of the society which enhance its collective power resources and improve its economic and social performance' (Heiscala, 2007:59). It can be argued that in Indonesia social entrepreneurship and social enterprises represent the oldest forms of social innovation, but in Indonesia there have been multiple government and market led social innovations that have changed the structures of society (Section 2 for a further discussion about this). Zahra et al. (2009:519) stated that social entrepreneurship '… encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organisations in an innovative manner' while social enterprises can be viewed as independent, self-sustainable entities that deliver social and environmental (i.e. non-economic) outcomes (Dart, Clow and Armstrong, 2010), utilising market based approaches to reduce social inequality and improve social mobility through access to opportunities (Nicholls, 2007). Within an Indonesian context, the historical nature of social enterprise and the tendency of social entrepreneurs to seek to change structures within Indonesian society means that they can be viewed with Zahra et al.'s (2009:519) typology as 'social engineers' who seek 'revolutionary changes' to the embedded 'systemic problems'. The review provides an overview of social innovation education in Indonesia, with a specific focus on research, teaching, and knowledge transfer within the higher education sector. Throughout this report for simplicity the term social innovation will generally be used (as this can also encompass social entrepreneurship and social enterprise) however, when these latter two concepts are being specifically referred to, they will be used as appropriate so as to allow for differentiation in the social innovation activities being undertaken.

1.2 Higher education and training for social innovation

The role of the higher education sector globally in supporting social enterprises is now relatively well developed in academic literature. Research by the British Council (2016) covering 200 universities across 12 countries[4] revealed that only two per cent of universities have not engaged with a social enterprise at some point. However, there is a significant difference between limited engagement and institution wide commitments to social innovation and social enterprise. Focusing on social innovation and social enterprise in research, teaching and community engagement provides a university with a much more holistic approach to supporting

[4] These countries being: Hong Kong, India, Pakistan, Thailand, Kenya, South Africa, Greece, Slovenia, UK, Mexico, Canada and the USA.

the growth of the ecosystem. Examples of these institutional approaches can be found through the Ashoka U network[5], and do not need to be explored here. Nevertheless, they constitute creating research centres of excellence focused on social innovation and social enterprise. They also involve developing approaches to teaching that allow for place based and experiential learning that include networks between higher education institutions and communities (Elmes et al., 2015; Alden-Rivers et al., 2015). Within Indonesia, the historical role of social enterprises and its focus on community embedded and localised social value creation aligns well with higher education institution's own roles as institutional leaders in regional/local areas. Indeed, the process of decentralisation that has been occurring in Indonesia politically since 1999 (Zainal, 2015) means that large institutions such as universities have a significant role to play in enabling localised, community led social innovations.

In research terms, Sengupta et al. (2018) identified 122 research publications focused on social enterprise in an Indonesian context, a relatively small number for a country of such size (both in population and geography). Our research to date has identified 112 outputs, and while this number will change over the course of this project as more papers are published, there is certainly a need for further in-depth research to develop knowledge and intellectual capital around social innovation and social enterprise. With regards to teaching, this is an area that this project will also map out through a survey and desk-reviews of higher education institution's curricula, with specific regard to identifying those higher education institutions that deliver the experiential learning outlined above (Alden-Rivers et al., 2015), which can also allow students to problem-solve (Cederquist and Golüke, 2016). Within an Indonesian setting, Zainal et al. (2017) argued that the success (or otherwise) of social entrepreneurship education lies in the way that young people are taught and how they learn; but also, critically through the embedding within this education of moral and business ethics and values. Indeed, research in both Indonesia and the Philippines identified that experience with solving social problems (or experiencing them) was predictive of them becoming social venture creators (Lacap, Mulyaningsih and Ramadani, 2018). This study identified that universities should therefore seek to incubate a social entrepreneurial spirit, develop students' social entrepreneurial self-efficacy, and deliver social value in their communities (ibid).

Youth engagement is an emergent factor within Indonesian social entrepreneurship, with examples of youth led social enterprises emerging to solve housing, health, and environmental issues through youth empowerment (Palesangi, 2012). Suyatna and Nurhasanah (2017) acknowledged that with young people's grasps of new technologies, their ability to develop innovative solutions to social problems (i.e. through social enterprises) makes them ideal candidates for advancing Indonesia's drive to reduce social problems. Departing from this, students are increasingly being viewed as potential social entrepreneurs with competitions designed to encourage the development of socially innovative solutions being launched at the Institut Teknologi Bandung (Pratiwi and Siswoyo, 2014). Data from a British Council (2018) report on social enterprises in Indonesia showed that 75 per cent of social enterprise leaders are under 44 years old, while the social enterprise workforce is also female dominated (69 per

[5] https://ashokau.org/

cent), with females also equalling men in leadership positions (40 per cent female; 41 per cent male; 19 per cent both) (British Council, 2018).

However, the role of educators in social enterprise education is not solely limited to higher education institutions, with social entrepreneurship and cooperatives also being shown to be emerging in Islamic boarding schools (Reginald and Mawardi, 2014), again showing the role that religion (and specifically Islam) can play in social enterprises in Indonesia (Sengupta et al., 2018). The combination of university leadership and religious institutions has also been used in Indonesia to support social innovation, with campus mosques being supported to develop social entrepreneurial solutions to problems (Rachim, Dudi and Santoso, 2018). The research (ibid) also demonstrated how critical senior leadership support is for growing such initiatives and empowering the mosques (and hence social entrepreneurs) on campuses.

The role of higher education institutions is not just in teaching, however, as universities can also lead social enterprise initiatives themselves by establishing socially innovative initiatives. An example of this can be found at Universitas Ciputra Surabaya, which through its 'River Clinic' is seeking to protect the water supply for the city of Surabaya (Rani and Teguh, 2016). Furthermore, non-traditional learning approaches can be adopted in developing social entrepreneurship, such as 'dynamic learning' as a means of empowering citizens by allowing them to learn through doing (Saputra, 2018). This embedded learning approach can be very powerful in developing mastery techniques and improving an individual's self-efficacy (Bandura, 1997). This makes such practical courses very powerful in furthering social entrepreneurship (or wider social innovation) initiatives. Furthermore, innovative methods of disseminating knowledge about social enterprise and social innovation, such as storytelling, can also be powerful tools in expanding public knowledge (Margiono, Kariza and Heriyati, 2019).

Finally, Vikaliana and Andayani (2018) identified that in order to foster social entrepreneurship, there is a need for awareness raising and training for entrepreneurs to enable them to recognise and implement socially innovative solutions to the problems facing them. Using a case study example of handicrafts to empower women, they argued that community service/training can enable this growth (ibid). Indeed, while such training is not the sole remit of universities, they can have a central role to play in driving measures such as education initiatives. Saleh, Sehabudin and Warcito (2015) found that there were training needs amongst social entrepreneurs and that incubation and mentoring were required for financial management, marketing, and specific technical support. Undeniably, boosting public knowledge about the concept of social enterprise is a critical area of development (Qonita, Romli and Budiana, 2016).

Within the Indonesian higher education institution sector, there is therefore a need to understand that the emergence, support, and scaling of social innovations can only be achieved through both institutional frameworks and personal agency. The latter is often crucial when establishing initial connections between higher education institutions and communities, as academics become the critical nodes who enable the transfer of intellectual capital. They not only identify social innovators (be they individuals or communities), but they then present these social innovators with access to the institutional resources that their higher education institutions can offer. An example of this relates to the establishment of the 'Jatinangor Creative Hub Model' and 'Local Enablers' social enterprises at Padjadjaran University, which foster young people to

create employment and opportunities in their communities (Purnomo, 2019). Further, examples of academics supporting the growth of local social enterprise ecosystems can be found in prior literature (Bunyamin, Purnomo and Taofik, 2016). These engagements can transcend the traditional institutional boundaries of higher education institutions, but if institutional frameworks are created to enable the full resources (and power) of higher education institution institutions to be brought to support these initiatives, the scale and impact could be greatly increased. Such community led models highlight the many ways that universities can support and foster social innovations and social enterprises.

1.3 Summary

This literature review has sought to provide an initial overview of social innovation research, teaching and community engagement within Indonesian higher education. With regards to social entrepreneurship, Indonesian social entrepreneurs can be aligned with the 'social engineer' type identified by Zahra et al. (2009) in their typology, with Indonesian social entrepreneurs having a focus on revolutionary changes to societal structures. Social innovation presents an area that universities and the education system more broadly can begin to support, both through cutting edge research and embedded teaching and learning. It is the empowerment of the business leaders of tomorrow that can drive social transformation, and universities that engage with their communities can become the engine of this change. For Indonesia, universities can act both institutionally and through the personal agency of their staff to direct resources locally to fuel this engine and create socially innovative changes and impacts in communities across the country.

2. Research aims

This research is part of the global Social Innovation and Higher Education Landscape (SIHE) project initiated by the British Council. The research is the first of its kind in Indonesia and it has the following aims.

1) The SIHE survey aims to provide a comprehensive analysis of existing social innovation and social enterprise activities in research and teaching.
2) The SIHE study analyses gaps in knowledge and capacity and future ambitions of the academic community in this area.
3) The SIHE study proposes a future agenda, which provides a blueprint for future academic research of an applied nature, offers recommendations to strengthen the quality of teaching of social innovation both for curricula and extra curricula programmes, and sets out a strategy to support more graduates to pursue career pathways that are related to social innovation.

3. Quantitative results

3.1 Respondent demographics

Quantitative data was collected from 55 Indonesian academics (94 per cent) and practitioners (6 per cent); while 2 per cent of the respondents did not report their affiliations. The respondents were mostly female (59 per cent), with a median age of 39 years old and an age-range of 25–65 years. The respondents were mostly from higher education institutions in Java (69 per cent) – the most populated island in Indonesia – while 24 per cent were from higher education institutions outside Java. Figure 3.1 shows that the respondents were mostly academics with business expertise (39 per cent), followed by art and humanities (13 per cent). Figure 3.2 highlights the academic track of the respondents, with the majority on a research and teaching track (84 per cent).

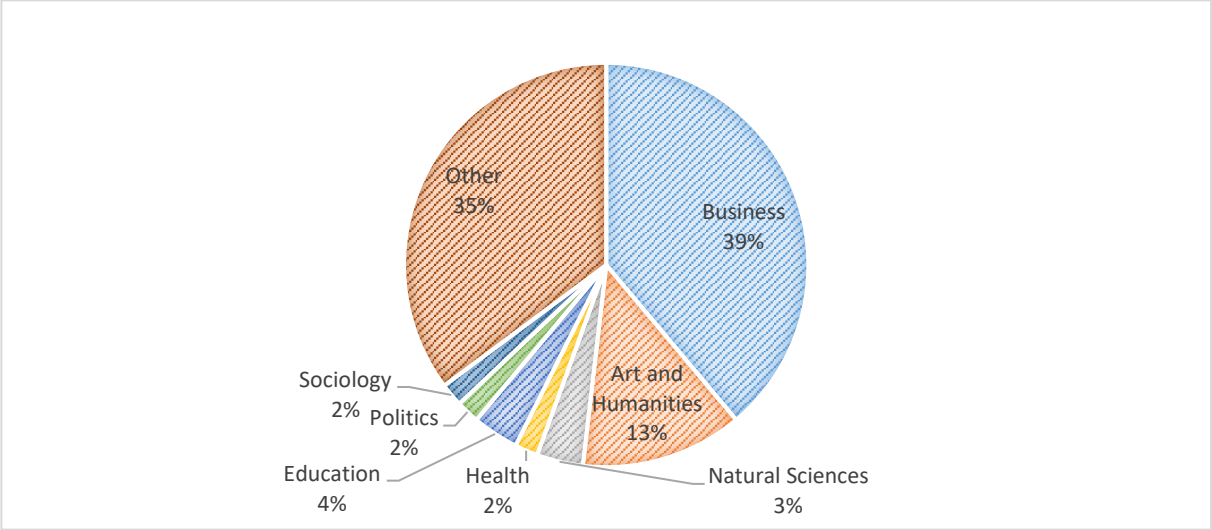

Figure 3.1 - Academic expertise of the respondents

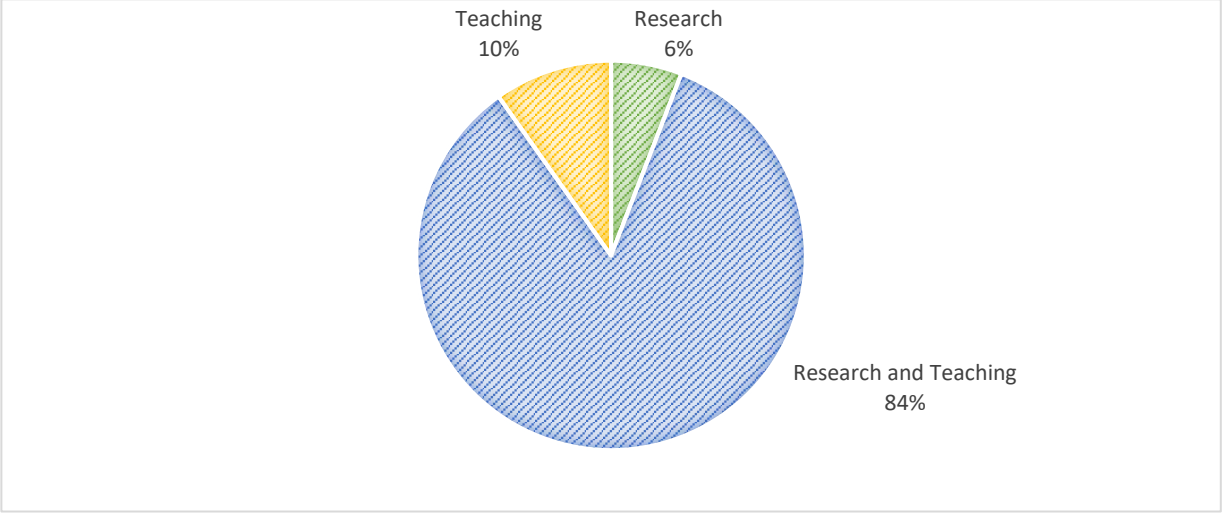

Figure 3.2 - Academic career track of the respondents

Most of the respondents are relatively new to social innovation, with the majority (72 per cent) having less than five years' experience in this field (Figure 3.3).

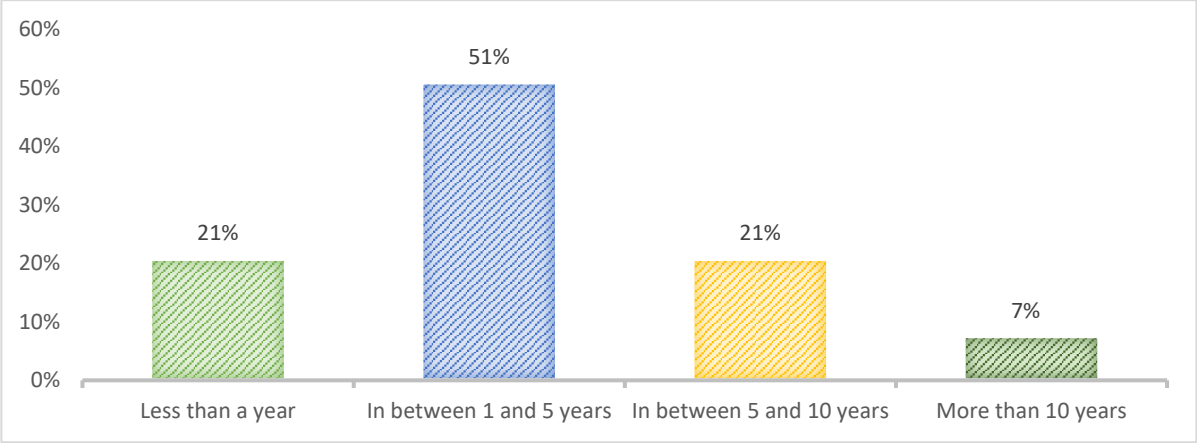

Figure 3.3 - Length of academic careers

Most of the respondents have lecturer (58 per cent) and senior lecturer (13 per cent) academic positions (Figure 3.4). Thus, many of them are junior academics who are beginning their careers in the social innovation domain in Indonesia.

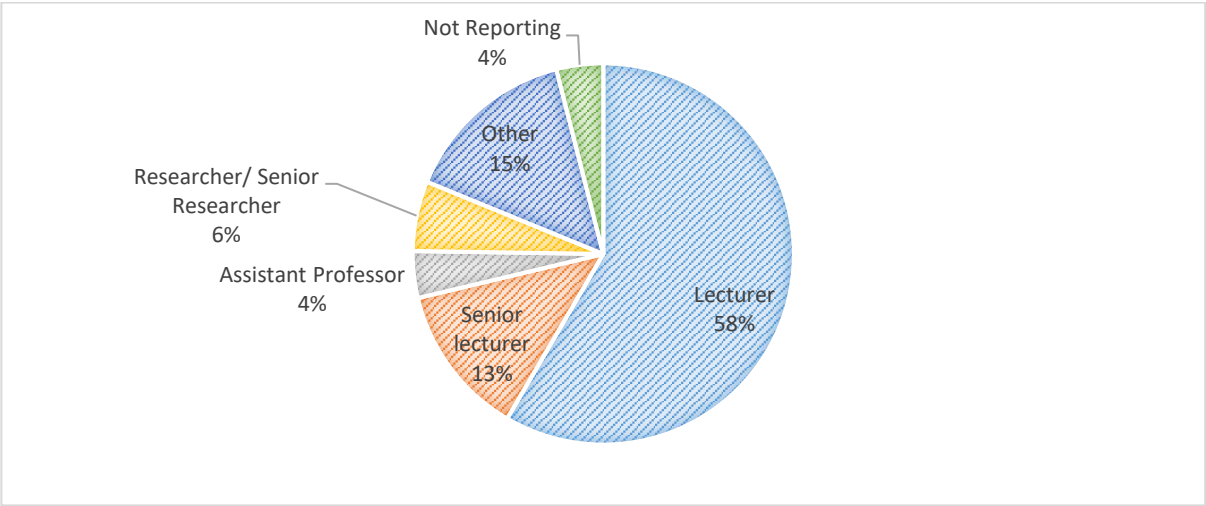

Figure 3.4 - Academic positions

In summary, the respondent demographics show that Indonesian social innovation scholars are mostly young, female academics. This is interesting as it demonstrates that social innovation research offers early career researchers an opportunity to develop their academic career, and further that it can support the overcoming of entrenched gender gaps. Indeed, the data reported here reveals that 58 per cent of respondent scholars were female, compared with global averages in other fields (notably STEM subjects) of only 28 per cent (UNESCO, 2015). It can be argued therefore, that in Indonesia social innovation research is delivering social impact by being gender inclusive.

3.2 Academic publications

The respondents reported 74 academic publications in the survey (Appendix D for relevant literature identified in the research). Figure 3.5 highlights the number of academic publications over time, demonstrating a strong increase ($R^2 = 0.788$) in publications over time that is predicted to increase in the future.

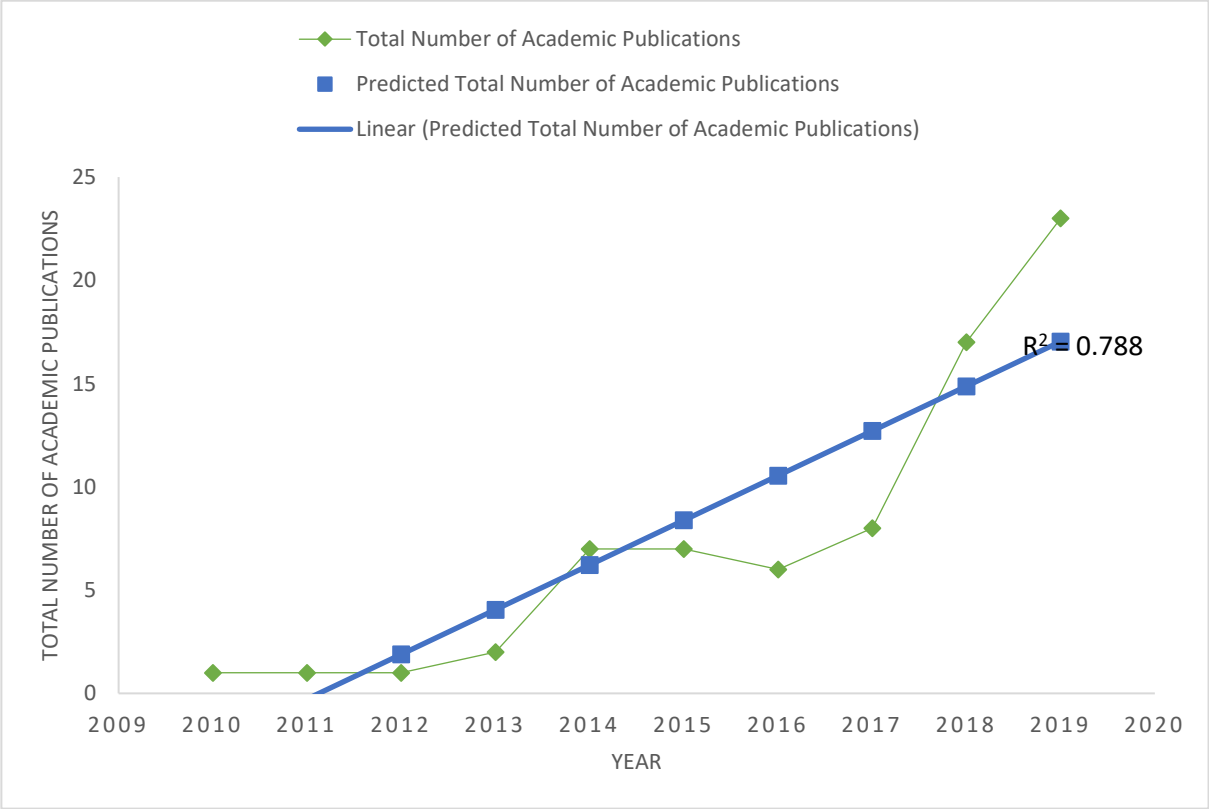

Figure 3.5 - Academic publication trend

Furthermore, most respondents published both empirical and theoretical/conceptual papers related to social entrepreneurship and innovation. More empirical papers (73 per cent) were published, with most of the respondents utilising qualitative methodologies (52 per cent) when investigating social innovation phenomenon in Indonesia. Mixed methods research (27 per cent) was the next preferred method for the respondents – as combining quantitative data and qualitative explanations may generate more meaningful insights for both the academics and practitioners (Figures 3.6 and 3.7).

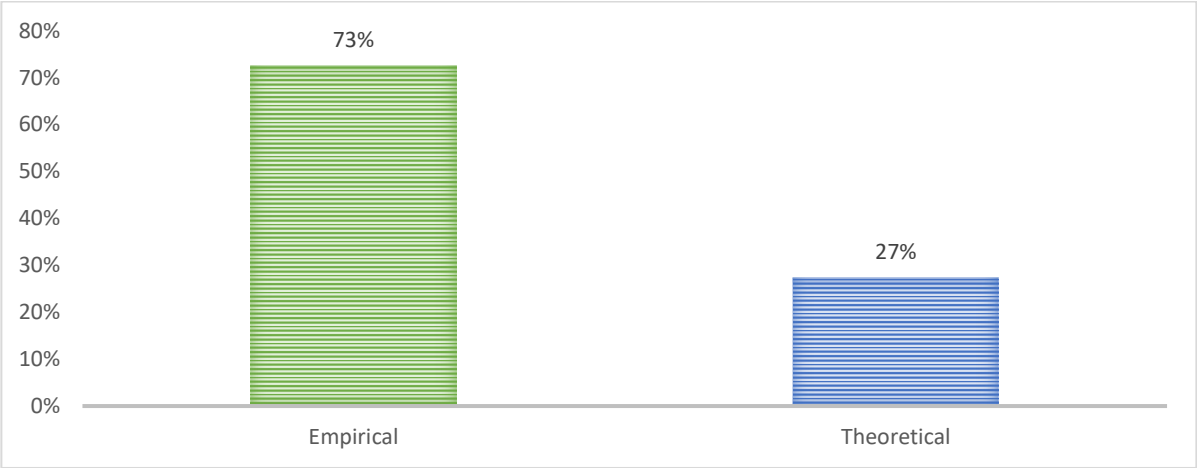

Figure 3.6 - Types of papers

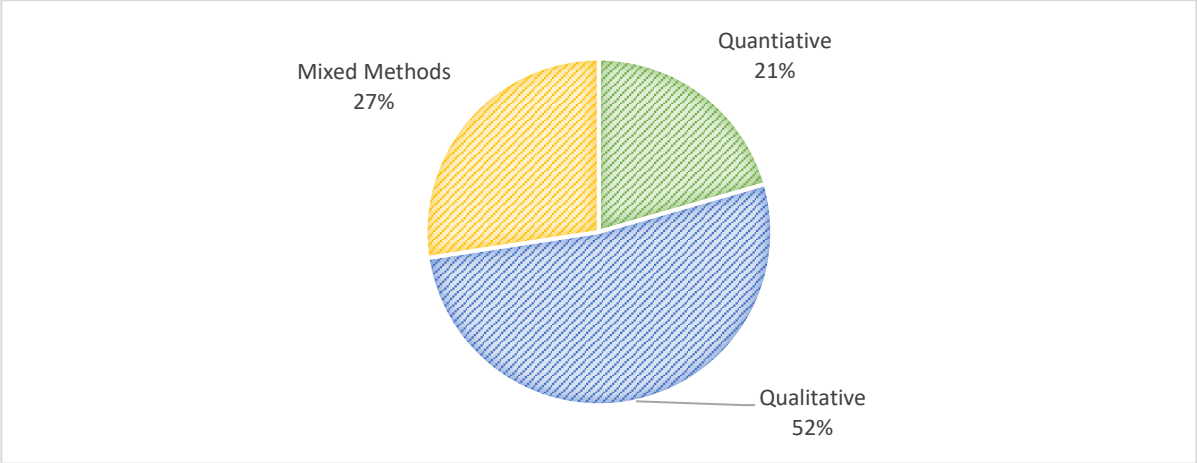

Figure 3.7 - Research methods

In terms of funding, the respondents mostly self-funded their research (33 per cent), with higher education institution funds (30 per cent), research grants (15 per cent), and government funding (9 per cent) also being identified. None of the respondents obtained foreign funding. Figure 3.8 displays funding sources over time, showing increases in government and higher education institution funding in recent years.

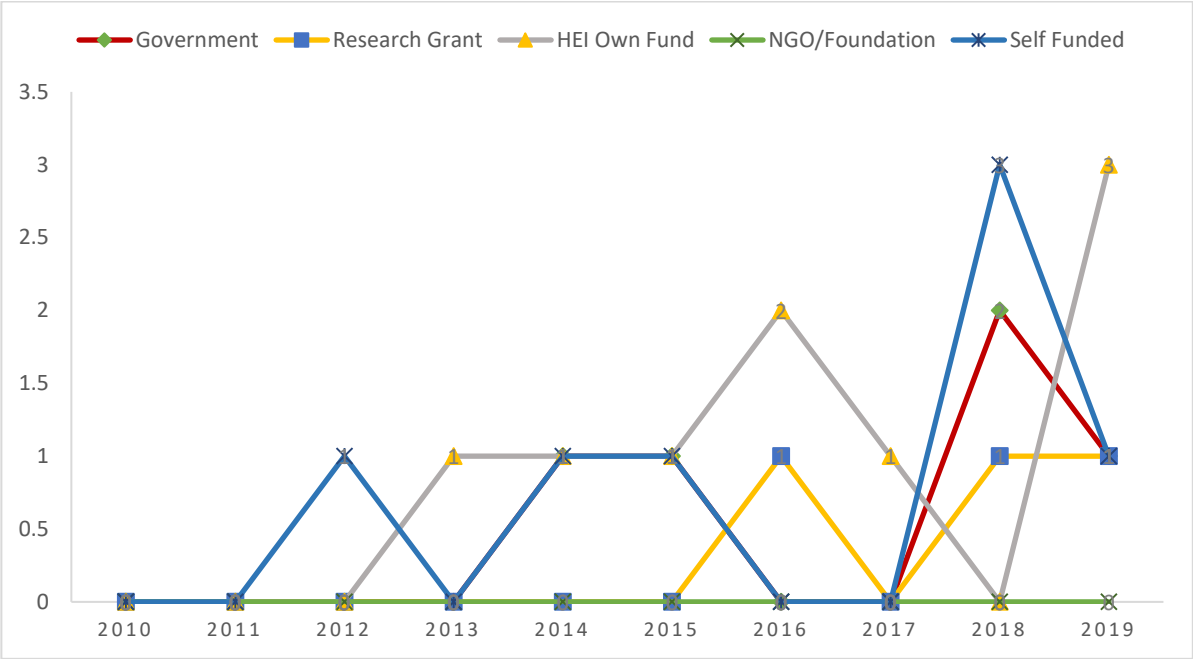

Figure 3.8 - Funding trends

In summary, academic social innovation publications have grown rapidly in the last few years. Much research is empirical and qualitative, while there is a growing number of mixed method studies emerging. This reflects the need to also utilise quantitative methods to ascertain generalisable trends in the social innovation ecosystem, as well as a potential desire from funders (notably government and higher education institutions) to support larger-scale research.

3.3 Non-academic publications/outputs

The number of non-academic publications was significantly smaller than the academic publications, with the survey respondents reporting 14 publications. Figure 3.9 shows changes in the number of non-academic publications over time, with a positive increase shown (R^2 = 0.303). In terms of the types of non-academic publications, most of the respondents used online media (36 per cent) as a vehicle for disseminating their research, with reports (21 per cent) also providing a significant medium (Figure 3.10).

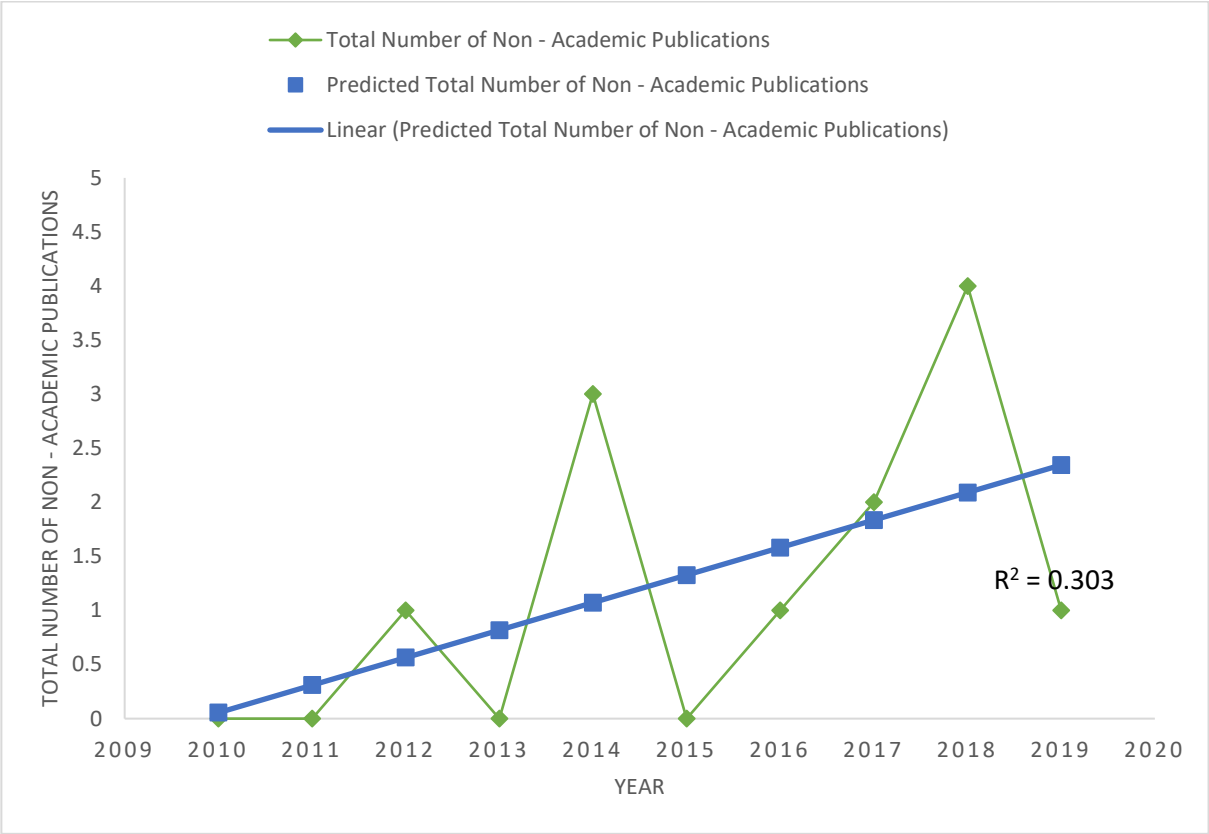

Figure 3.9 - Non-academic publication trend

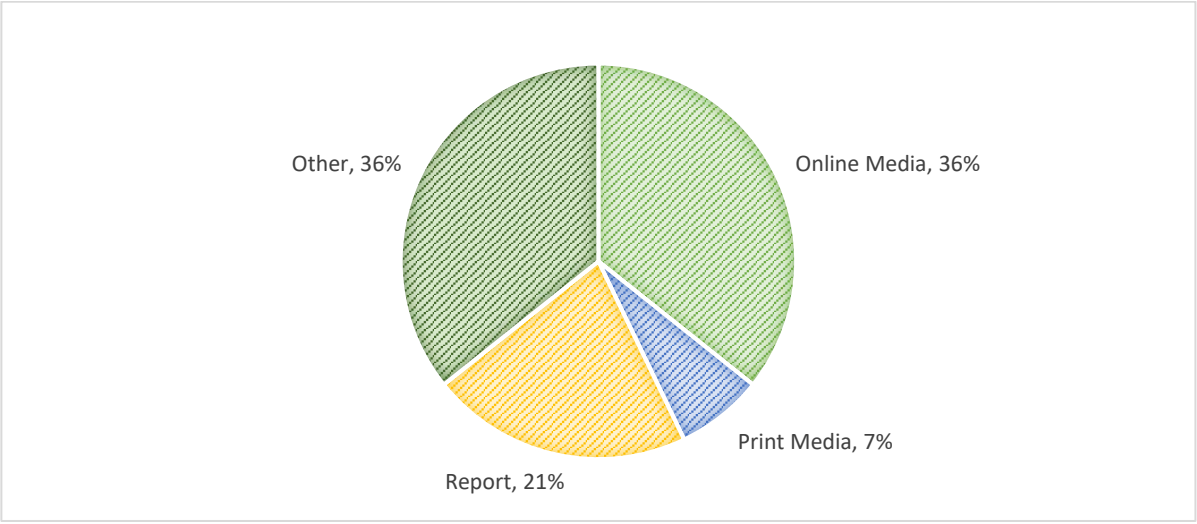

Figure 3.10 - Types of publications

In summary, non-academic publications are not prioritised by social innovation scholars. However, the use of online media might offer scholars wider impact, as the internet has now become the most utilised form of media accessible to many types of audiences. A growing number of non-academic publications on the internet, therefore, might help social innovation scholars to disseminate information and knowledge to the general public more effectively.

3.4 Teaching activities

The respondents reported 77 teaching activities, with the vast majority (91 per cent) being delivered as a module/class, with only 9 per cent being a social innovation focused degree programme. Significantly, most of the teaching activities are compulsory (78 per cent), while the rest are elective (22 per cent). The audiences for the teaching activities are mostly undergraduate students (80 per cent), followed by a combination between undergraduate and postgraduate students (11 per cent) (Figure 3.11).

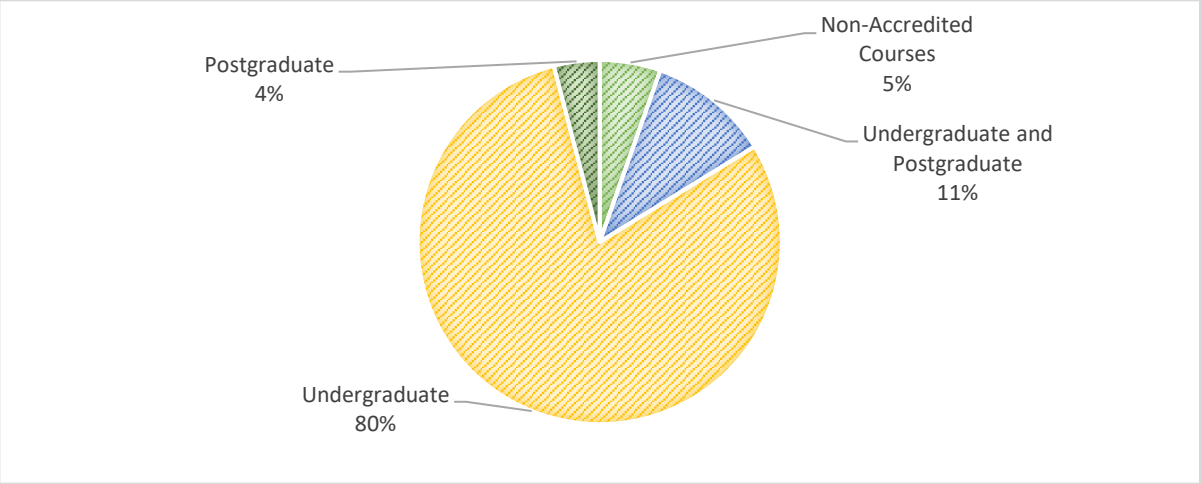

Figure 3.11 - Audiences for the teaching activities

Median class size was 40, but with widespread class sizes. Therefore, to ensure that the class sizes are comparable, the data is classified into three categories: small class size (<40 students), medium class size (41–100 students), and large class size (>101 students). Based upon this split, 49 per cent of the classes are small. 34 per cent are medium sized, and 16 per cent of the classes are large. Furthermore, Table 3.1 shows the comparisons between the sizes of the classes, their audience and accreditation status. Medium sized classes mostly catered to undergraduate students (83 per cent) and non-accredited courses (13 per cent), while small classes seem to cater to all audience types: undergraduate and postgraduate (16 per cent), undergraduate (75 per cent), and postgraduate (6 per cent). Large classes were focused on undergraduate (82 per cent) and both undergraduate and postgraduate (18 per cent).

Table 3.1 - Comparisons between class sizes and audiences

Type	Class size	Non-accredited course	Undergraduate and postgraduate	Undergraduate	Postgraduate
Small	<40	3%	16%	75%	6%
Medium	41-100	13%	4%	83%	-
Large	>101	-	18%	82%	-

The number of teaching activities focused on social innovation over time was also explored, with Figure 3.12 below highlighting positive increases ($R^2 = 0.219$) in the number of modules/courses, with a surge in such teaching activities in 2018-2019.

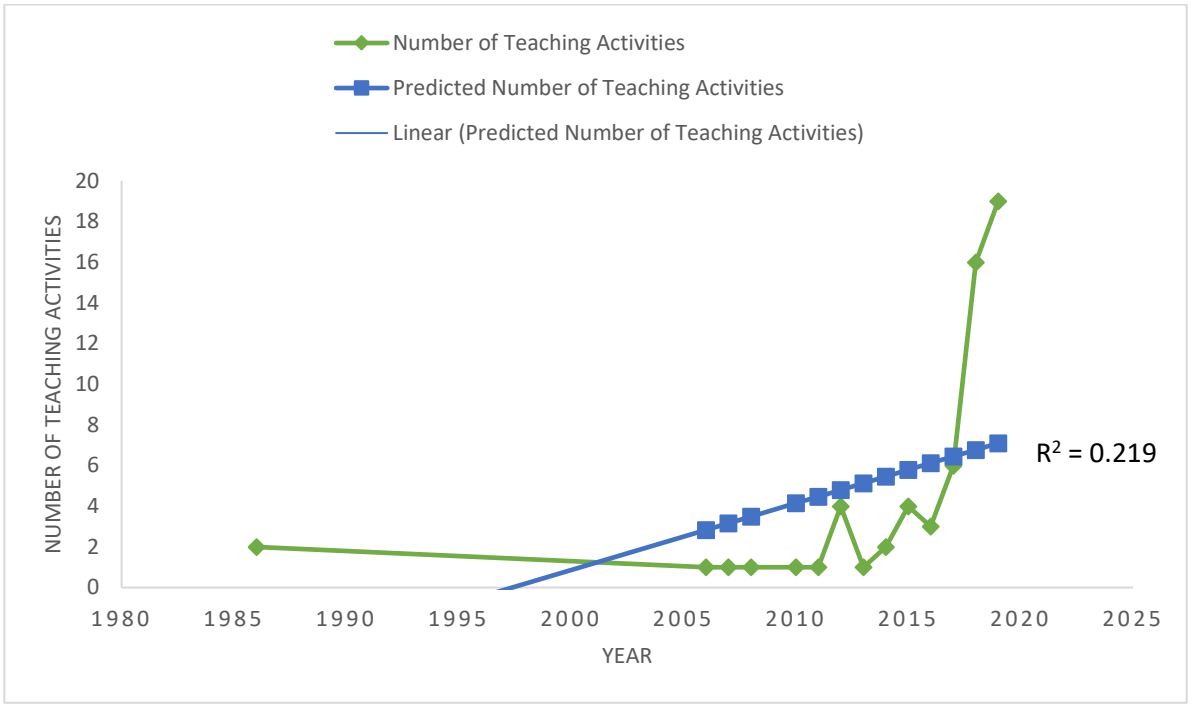

Figure 3.12 - Teaching activities over time

Teaching funding was also explored, with the main sources of funding being higher education institution funds (38 per cent) and government funds (24 per cent). NGOs/foundations provide 10 per cent of teaching funds, while 5 per cent of social innovation scholars are self-funded. Figure 3.13 highlights trends in teaching funds over time, with fluctuations in different sources of funding and a recent decline in government and higher education institution funds, which has been replaced by NGO and research grant funding in recent years.

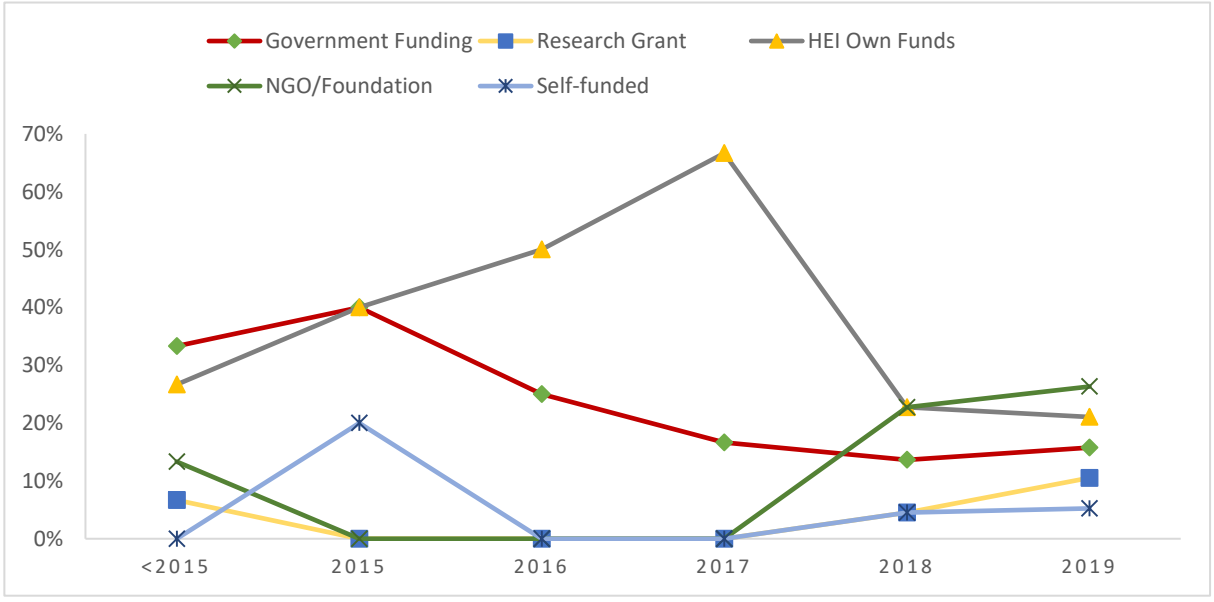

Figure 3.13 - Types of teaching funds

In summary, social innovation teaching has increased over time with undergraduate students serving as the primary audiences. Most social innovation classes are medium sized (40-100) and mostly cater to undergraduate students, on accredited but compulsory modules. Further, while social innovation teaching funds have been mostly driven by higher education institution funds over time, the use of NGO and research funding to drive teaching activities has recently emerged (since 2017), demonstrating the growing role of development and research funding in driving social innovation education.

3.5 Students' experiences

The respondents reported that they observed changes in students' reactions to social innovation activities, such as changes to their attitudes, interests towards social innovation, and overall participation. When they were asked to rank these on a five point Likert scale ranging from one (negative change), to three (no change), to five (positive change), the median score was four, reflecting that the respondents believed that students experienced changes, but that they were hesitant to identify all changes as positive.

In terms of the quantity and the quality of the curriculum, the respondents seemed to have diverse opinions. They were asked to rank these on a five point Likert scale ranging from one (not enough and poor quality) to five (enough and of good quality), with a median value here of three. This diversity in opinions regarding the curriculum might reflect the variety of the quality and the quantity of the social innovation curriculum in Indonesian higher education institutions. Moreover, a cross tabulation between teaching frequency (compulsory and elective) and quality was undertaken and revealed no statistically significant relationship. This shows that there is no perceived difference in teaching quantity and quality, irrespective of the compulsory nature of modules/courses.

The survey respondents were then asked what students liked most in terms of social innovation learning. The respondents reported that students liked project-based learning most (41 per cent), some students preferred practical support (20 per cent), while 28 per cent liked to have a combined approach (project, practice, classroom). Figure 3.14 displays a bar chart of the learning modes that students enjoy when studying social innovation.

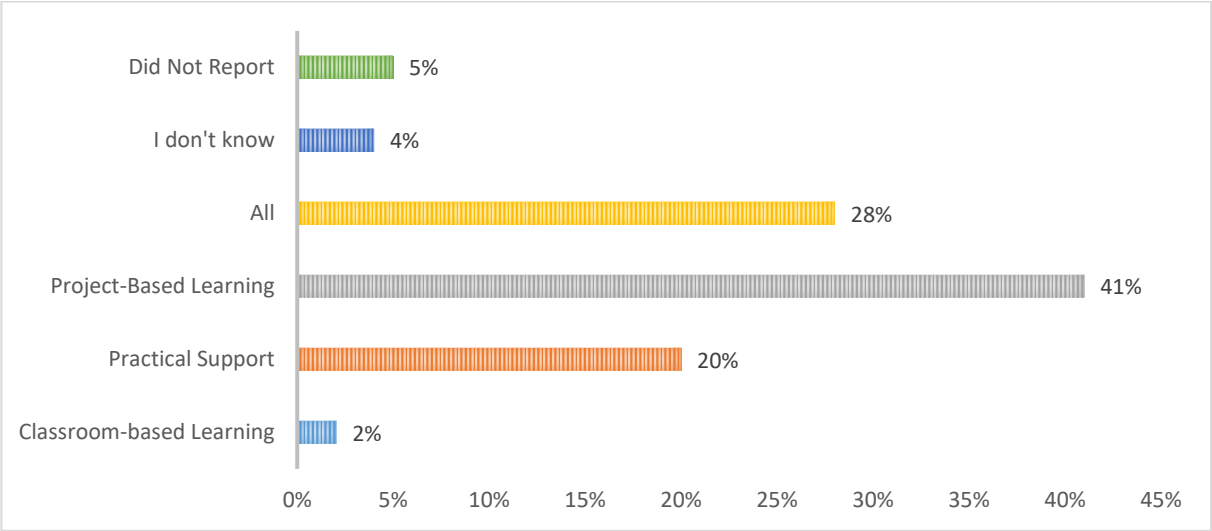

Figure 3.14 - Which learning modes do students enjoy the most in studying social innovation?

In summary, the results of the survey provide an interesting insight: even though students enjoy learning social innovation from a student-centred perspective, the quality and the quantity of the social innovation curriculum still varies across different higher education institutions. This gap might serve as a barrier for students in engaging with and having positive experiences of learning centred on social innovation in Indonesia. Indeed, the lack of perceived popularity of classroom based approaches, combined with the large number of compulsory social innovation modules identified earlier, suggests a teaching environment that is not necessarily conducive to effective student engagement with social innovation. Indeed, when comparing this with social innovation pedagogic practice globally, which emphasises practical, place based and experiential learning (Elmes et al., 2015; Alden-Rivers et al., 2015), the student experience in Indonesia is lacking in pedagogical innovation. This is an area that NGOs can now bring their influence, through their increasing influence in funding teaching.

3.6 Higher education institutions within society

The respondents reported that they conducted community engagement as part of their activities, with 52 community engagement activities reported. Most of these roles were centred on volunteering (40 per cent), while some of them involved being committee members (13 per cent), advisors (8 per cent), and board members (8 per cent) (see Figure 3.15)[6].

[6] Appendix F lists the community organisations that the respondents have been collaborating with.

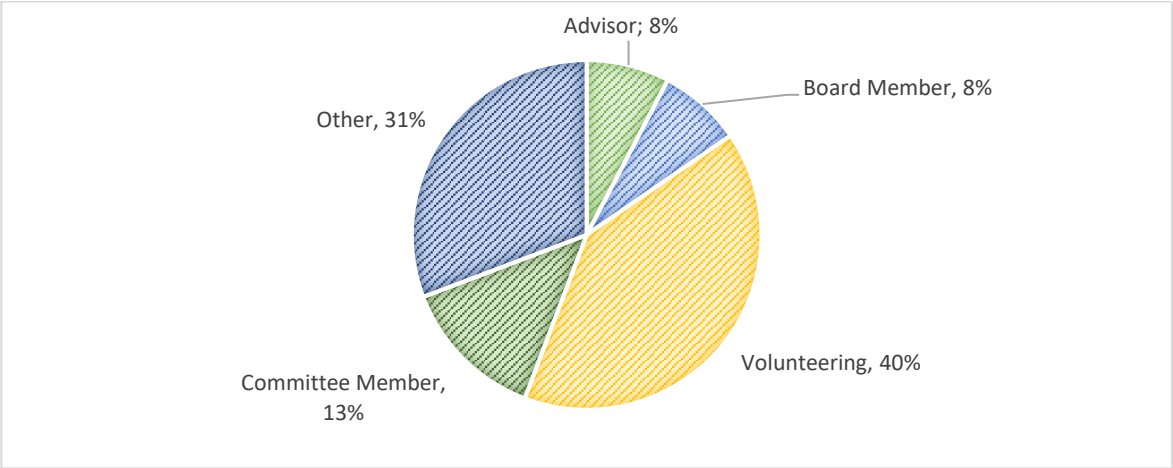

Figure 3.15 - Roles in society

The respondents also reported the types of organisations that hosted community service activities. Most of these organisations were NGOs (23 per cent) and social enterprises (17 per cent), but the list also included schools (10 per cent), charities (4 per cent), and faith/religious-based organisations (4 per cent) (see Figure 3.16).

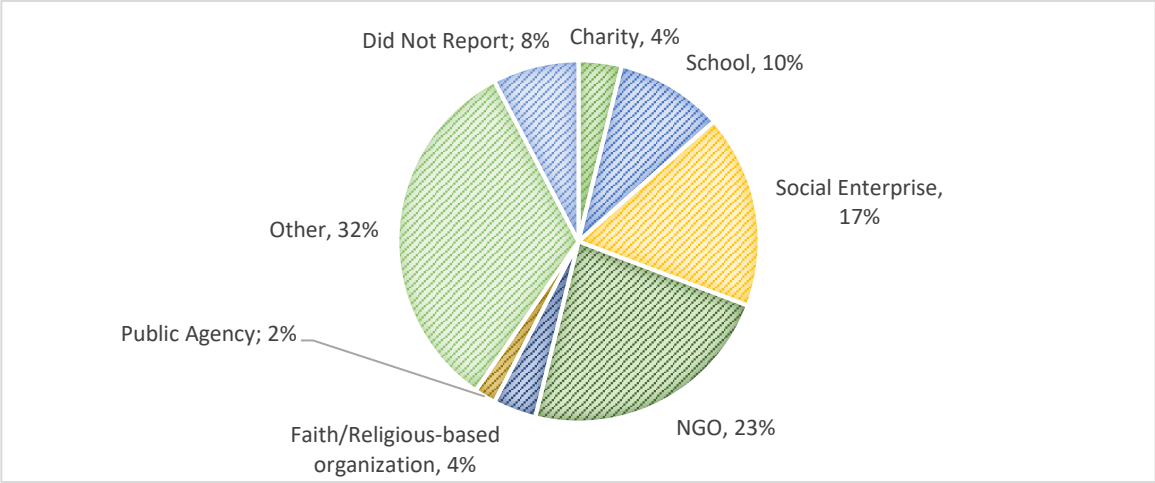

Figure 3.16 - Types of organisations

In summary, social innovation scholars were present in various communities, mostly as volunteers in NGOs. This may be due to the obligations that Indonesian lecturers have in serving the community, as a prerequisite for progression in their academic careers. Indeed, within Indonesian higher education, scholars are expected to engage their communities (i.e. through volunteering) as part of their professional development and ultimately career progression. This programme of principles is called '*Tri Dharma Perguruan Tinggi*' and comprises of education/teaching, research and community service as the three central pillars of academic life (Siregar et al., 2016). While community engagement is built into academic career tracks around the world, Indonesia perhaps represents a unique ecosystem in that this is codified within specific policy and form a central pillar of academic life (as opposed to be a

fringe element for career progression as would be seen in the UK for instance). It also suggests an opportunity for the expansion of social innovation research and teaching, by actively linking it to '*Tri Dharma Perguruan Tinggi'* to gain traction.

3.7 Government support for social innovation

Government support for social innovation was also explored within the dataset. Participants were asked to rank on a five point Likert scale ranging from one to five (with five being the highest) government support for various sectors including: research, teaching, funding/finance, networking, community engagement and policy support. The respondents' answers revealed that the median for all sectors was a score of three, except for policy support (a score of two) (range one-five). A score of two in policy support might indicate that the respondents felt that government policy support is the weakest among other provided support mechanisms. Indeed, further investigation of the mean shows that in all sectors the median and the mean seem to overlap (a score of three) showing symmetrical distributions, except in relation to policy support, which conveys a mean of three and a median of two. This reveals a skewed distribution of respondents' opinions that indicate a low satisfaction in relation to government policy support for social innovation. However, further analysis using an analysis of variance (ANOVA) technique, identifies that the sectors do not differ significantly [$F(5,300) = 1.04$, $p = 0.39$)], indicating that the difference among policy support and other sectors is qualitative; and that there is no significant difference in the way respondents feel regarding government support in these various sectors. In summary, this finding seems to imply that the respondents in this survey might feel policy support is needed more than other areas from the government.

3.8 Collaborations

The survey respondents also reported collaboration at the academic level. In total, there were 44 reported collaboration activities. The participants reported the types of partner institutions that they were collaborating with, with the main institutions being NGOs (27 per cent), communities (23 per cent), universities (18 per cent), and social enterprises (14 per cent) (see Figure 3.17).

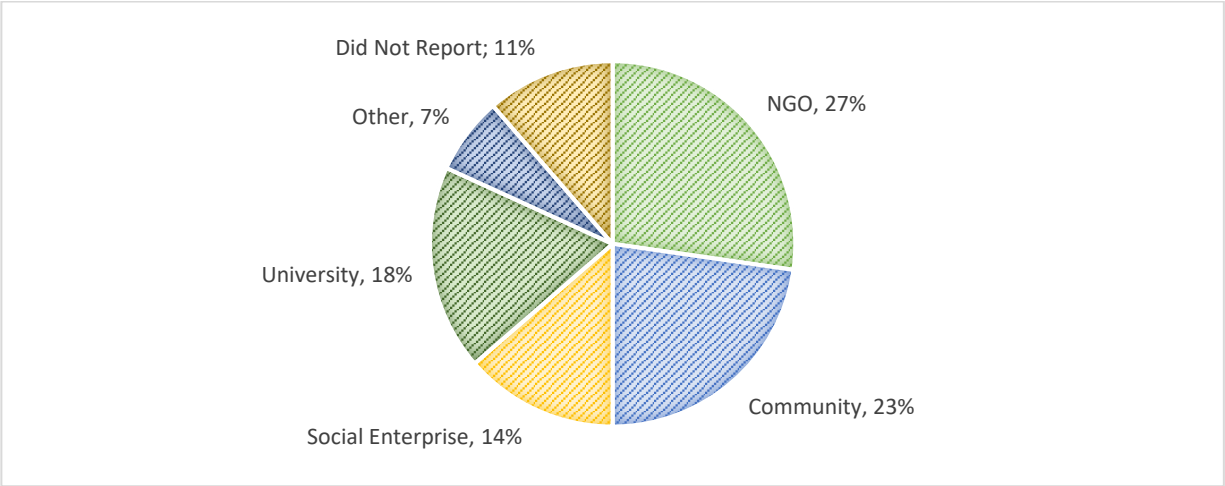

Figure 3.17 - Partner institutions

Furthermore, in terms of the United Nation's Sustainable Development Goal (SDG) collaboration topics, most of the respondents believed that their collaboration activities fell under SDG 4: Quality Education (20 per cent), followed by SDG 3: Good Health and Well-Being (14 per cent), and SDG 8: Decent Work and Economic Growth (14 per cent), as well as SDG 1: No Poverty (14 per cent). Figure 3.18 highlights the relevant SDG focus.

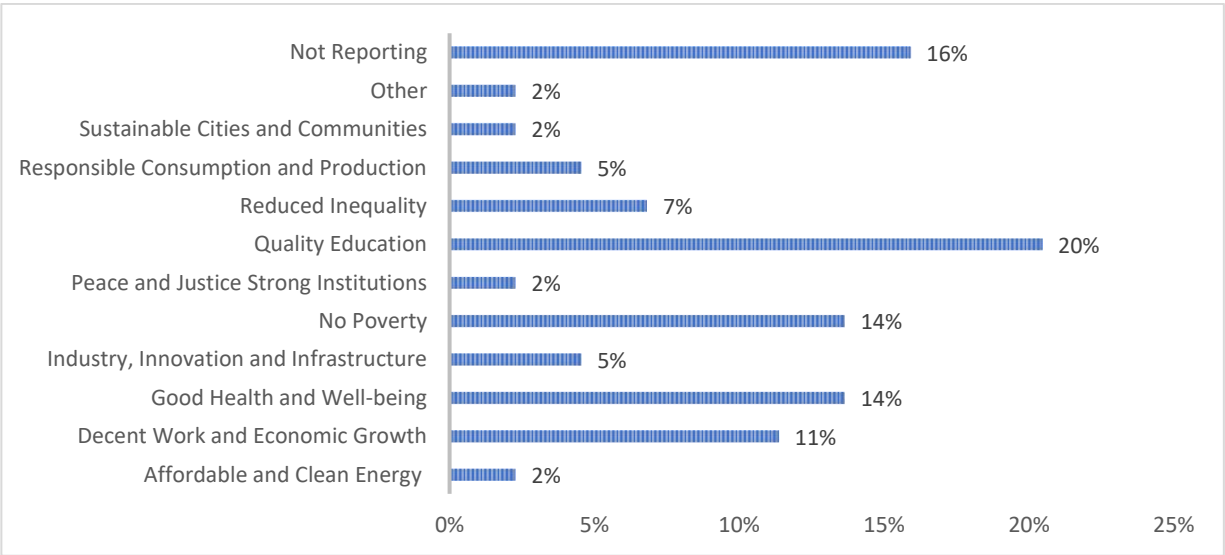

Figure 3.18 - Sustainable development goals

Further inspections of the relationship between SDG topics and beneficiary groups shows that some beneficiaries are closely related to several SDG topics, for example, children and youths with affordable and clean energy (100 per cent), and community and sustainable cities and communities (100 per cent). Table 3.2 highlights the relationship between SDGs and beneficiaries.

Table 3.2 - Sustainable development goals and beneficiaries

	Children and youth	Socially economically disadvantaged	Students	Women	Community	Minor/indigenous	Other
Affordable and clean energy	100%	-	-	-	-	-	-
Decent work and economic growth	67%	-	-	33%	-	-	-
Good health and well-being	14%	14%	14%	14%	-	-	43%
Industry, innovation, and infrastructure	-	50%	-	-	-	50%	-
No poverty	-	40%	20%	-	20%	-	20%
Peace and justice strong institutions	-	-	-	-	100%	-	-
Quality education	11%	11%	56%	-	11%	-	11%
Reduced inequality	-	-	-	-	33%	-	67%
Responsible consumption and production	-	-	-	33%	67%	-	-
Sustainable cities and communities	-	-	-	-	100%	-	-

Moreover, Figure 3.19 illustrates the types of collaboration activities, with significant activities being advocacy and campaigning (27 per cent), product design (11 per cent), and forming an alliance (9 per cent). The focus on advocacy and campaigns further exemplifies the fact that most social entrepreneurs in Indonesia fall into the ‘social engineer’ types in Zahra et al.’s (2009) social enterprise typology. Indonesian social enterprises aim to change social structures. Therefore, many scholars seem to support these movements through volunteering towards advocacy and campaigning. Figure 3.20 displays the types of collaboration funding utilised, with most of the funding coming from NGOs (25 per cent), followed by government funding (20 per cent) and research grants (18 per cent).

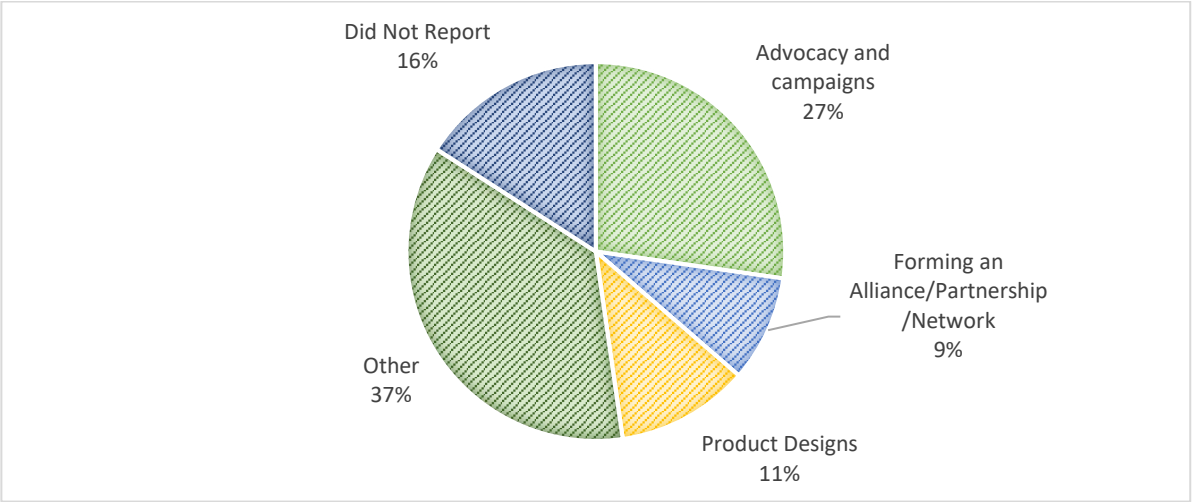

Figure 3.19 - Types of activities

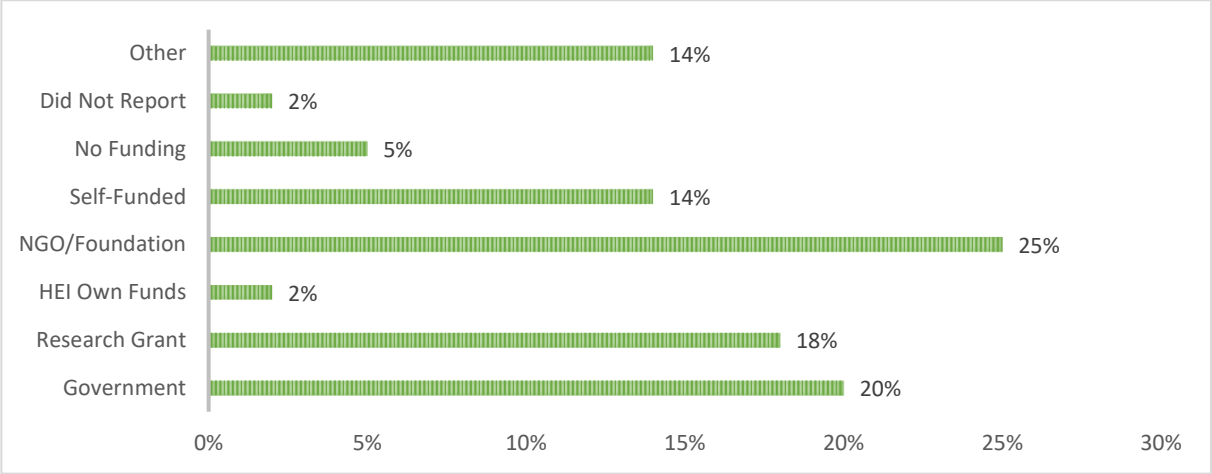

Figure 3.20 - Types of funding

Figure 3.21 highlights the collaboration barriers experienced by the survey respondents. Most of them felt that a lack of policy support (33 per cent) is responsible for preventing collaboration activities. A lack of funding (11 per cent) and a lack of engagement from communities (11 per cent) are two other factors that hinder collaboration. Given that government support for academic collaborations accounts for one-fifth of funding as outlined above, this lack of policy support indicates that while the funding exists, there remains little policy direction behind how to best spend this, pointing to a disconnect between government and higher education around social innovation (which will be built upon through an exploration of trust in section 3.9).

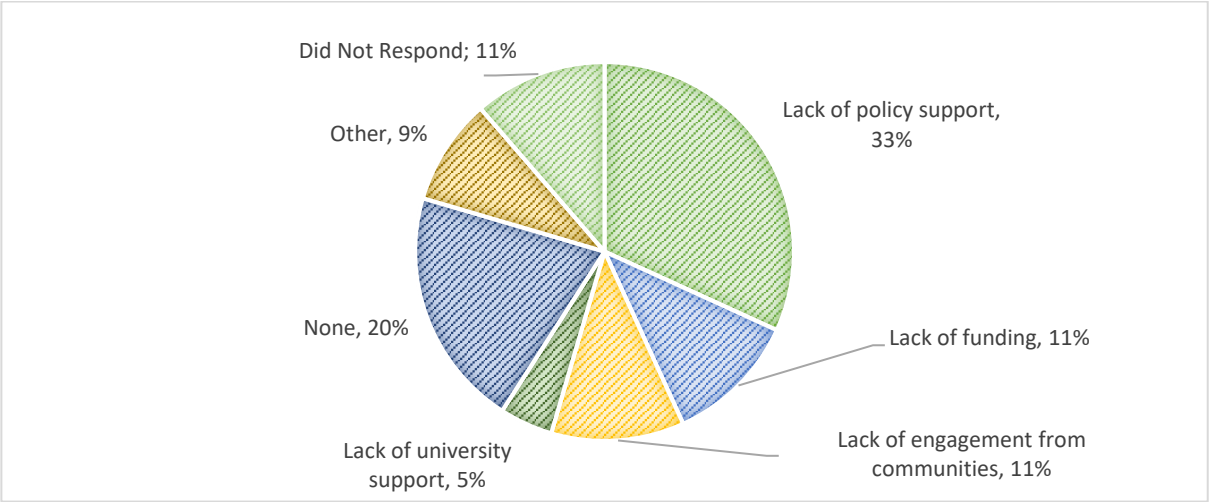

Figure 3.21 - Collaboration barriers

When juxtaposed with the SDG topics, it was revealed that a lack of funding is mostly related to good health and well-being (40 per cent), the lack of engagement from the community is mostly related to responsible consumption and production (40 per cent), the lack of policy support is mostly related to sustainable cities and communities (14 per cent), quality education (14 per cent), reduced inequality (14 per cent), and poverty (14 per cent); while the lack of university support is related to quality education (100 per cent). This points to different barriers existing to social innovation activities related to different SDGs.

In summary, academic collaborations in the higher education institution sector are mostly conducted with NGOs, communities and social enterprises. These collaborations are focused on SDG issues related to the quality of education, with students mostly benefiting from these activities, while funding for collaboration is mainly driven by NGOs. However, despite the importance of higher education institutions and the government in supporting the delivery of quality education, the respondents identify that the lack of policy support and the lack of university support serve as major hindrances for collaborations. This suggests that what is required to deliver impact through successful social innovation collaborations within higher education is a multi-stakeholder approach to the design, funding and assessment of academic collaborations (Hazenberg et al., 2014). Indeed, given the emerging prominence of NGOs in Indonesian higher education, it could be argued that NGOs could act as key facilitators for building engagement between higher education institutions and communities, sourcing government funding (and shaping policy), and in driving collaborations with other higher education institutions and third sector organisations. Therefore, NGO funded programmes designed to deliver this, could help in significantly boosting social innovation in Indonesian higher education.

3.9 Trust

The survey also asked respondents to report their levels of trust in institutions. They were asked to rate their trust towards these institutions using an 11 point Likert scale ranging from 0-10 with

zero meaning that they do not trust an institution at all, and 10 meaning that they have complete trust in an institution. The data reveals that the respondents have varying levels of trust across key institutions, with the lowest trust levels reserved for politicians and political parties (median of 4):

- Parliament/Congress (Median = 5)
- Legal system (Median = 5)
- National government (Median = 6)
- Local government (Median = 6)
- Police (Median = 6)
- Politicians (Median = 4)
- Political parties (Median = 4)
- United Nations (Median = 7)
- Own higher education institution (Median = 8)
- Partner institutions (Median = 7)
- Civil society (Median = 7)
- University (Median = 8).

Furthermore, the respondents also reported their trust levels in relation to trust-related statements. Table 3.3 summarises this data, identifying that there were generally high levels of trust within in civil society and towards other people.

Table 3.3 - Different trust statements

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Did not respond
Most people are basically honest	9%	57%	24%	2%	4%	4%
Most people are trustworthy	6%	39%	37%	11%	4%	4%
Most people are basically good and kind	15%	52%	22%	7%	-	4%
Most people are trustful of others	6%	39%	43%	7%	2%	4%
I am trustful	30%	56%	7%	4%	2%	2%
Most people will respond in kind when they are trusted by others	24%	54%	11%	4%	4%	4%

In summary, the respondents seem to medium to high levels of trust in major national and international institutions, except for the legal system, political parties and politicians. The respondents also have a high level of personal trust as, on average, most of them (64 per cent) showed their agreement with different trust statements. This is important for understanding the likelihood of collaboration between different stakeholder groups and institutions, as if low levels of trust exist, collaboration is less likely. The data here shows that collaboration between academics and civil society/third sector is likely (high levels of trust), but that collaboration with the government and institutions of state is less likely (low/average levels of trust).

3.10 Challenges in promoting social innovation

The survey respondents reported that funding (30 per cent) serves as the biggest challenge in promoting social innovation. This is followed by curriculum and degree programme development (17 per cent) and a lack of policy frameworks (15 per cent) (see Figure 3.22). The survey respondents felt that the government (30 per cent) and all parties (40 per cent) should be responsible for management support challenges (see Table 3.4). This is also true for finance/funding challenges where the government (66 per cent) and all parties (17 per cent) should be responsible, while higher education institutions (80 per cent) and all parties (20 per cent) should be responsible for the lack of interest from students and faculty members. In terms of personal agency, the respondents felt that the public is responsible (100 per cent), while higher education institutions (38 per cent) and all parties (23 per cent) should be responsible for human resources challenges. The government (75 per cent) and all parties (15 per cent) should be responsible for taking care of the lack of policy framework challenges. The government (27 per cent), the public (20 per cent) and all parties (20 per cent) are responsible for tackling the networking challenge, while social enterprises (50 per cent) are responsible for student employability and all parties (50 per cent) should also be equally responsible. Finally, higher education institutions (71 per cent) and government (21 per cent) should be responsible for curriculum and degree programme development.

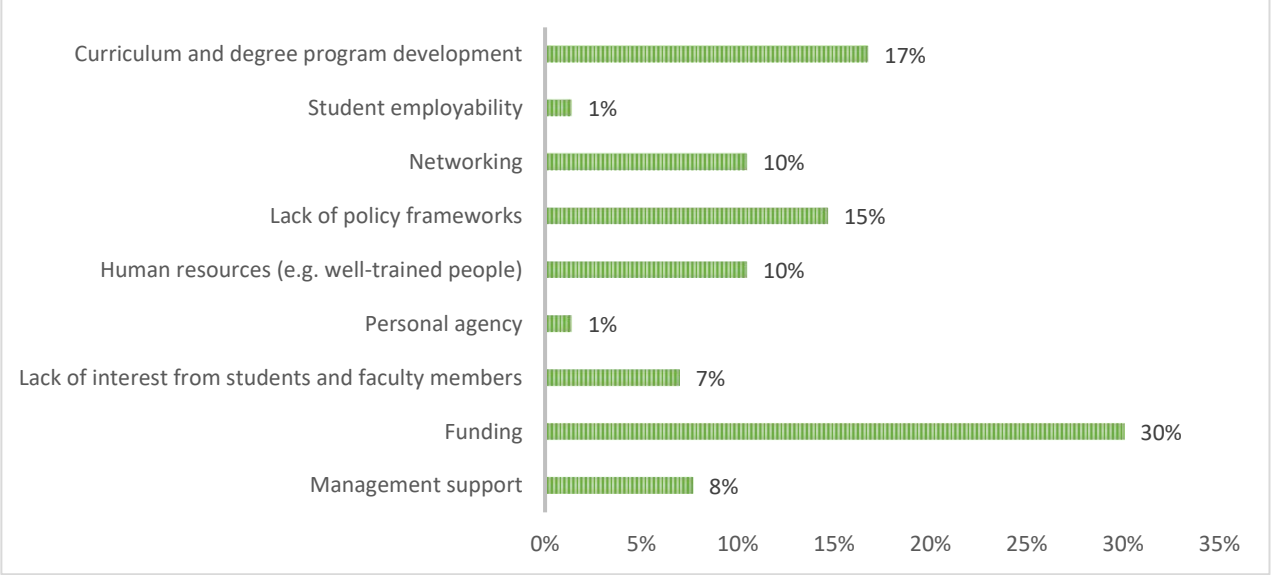

Figure 3.22 - Challenges in developing social innovation

Table 3.4 - Lead responsibility for overcoming the challenge

	Management support	Funding/finance	Lack of interest from students and faculty members	Personal agency	Human resources	Lack of policy frameworks	Networking	Student employability	Curriculum and degree programme development
Social enterprise	10%	2%	-	-	8%	-	13%	50%	-
Government	30%	66%	-	-	15%	75%	27%	-	21%
HEIs	20%	2%	80%	-	38%	5%	-	-	71%
Public	-	-	-	100%	15%	-	20%	-	-
Private sector	-	10%	-	-	-	-	-	-	-
Intermediaries	-	-	-	-	-	-	7%	-	-
NGOs/charities	-	-	-	-	-	5%	7%	50%	-
All the above	40%	17%	20%	-	23%	15%	20%	-	8%

In summary, funding, curriculum and degree programme development, as well as the lack of policy frameworks are the most important challenges that social innovation scholars perceived. Indeed, given the low numbers of social innovation focused degree courses and the relatively high number of social innovation modules lying within existing programmes, funding for the design and delivery of new teaching materials remains a challenge, especially when coupled with the low-levels of policy support for social innovation in Indonesia. Given the earlier focus on NGOs as funders of research, teaching and academic collaborations, as well as the data here related to their key role in student employability, it could be argued that NGOs could play a key role in supporting social innovation curriculum development. Indeed, new curriculum focused on social innovation that included experiential, place-based learning (Elmes et al., 2015; Alden-Rivers et al., 2015) would offer community engagement opportunities for students that could raise employability and entrepreneurship skills (including social entrepreneurship) across Indonesia.

3.11 Summary

The respondent demographics show that social innovation scholar respondents are mostly young (37 per cent were aged 35 years or under), female (59 per cent) academics; and the data illustrates that academic social innovation publications have been growing rapidly in recent years (2010-2014 = 12 publications; 2015-2019 = 61 publications). This growth rate of 508 per

cent aligns with international trends in which interest in social innovation research has grown over the last 10 years, with searches of academic databases revealing that peer-reviewed journal papers focused on social innovation experienced a 346 per cent increase between 2011-2015 and 2016-2020.[7] Much of this emergent Indonesian research is empirical and qualitative, albeit there is an increasing trend towards mixed methods studies utilising quantitative techniques that allow for greater generalisation. This growth in the use of quantitative measures may be due to government and higher education institution funding focus but is also probably related to the growth in the social innovation ecosystem more generally (in that there is now a critical mass of social innovations/innovators that allow for larger-scale studies). Indeed, British Council (2018) data shows that there was a near seven fold increase in social enterprise[8] start up alone between 2012-2017, providing richer potential datasets for academics. This growth can also be attributed to the Indonesian specific concept of Tri Dharma Perguruan Tinggi, in which academia is seen to have three pillars (education/teaching, research, and community engagement) (Siregar et al., 2016). Social innovation research therefore offers academics a way of engaging in community support projects, while aligning with their roles within higher education institutions and potentially contributing to their career track progression.

Non-academic publications (online media and reports) do not seem to be prioritised by social innovation scholars, as the trend tends to be lower than for academic publications. While traditional academic engagement with publishing has always been focused on peer reviewed journals, there is a growing need to also engage in other forms of media that can disseminate research findings in a way that non-academic stakeholders can understand. Again, there was growth in these types of publications observed, with a doubling of non-academic publications observed for the periods 2010-2014 and 2015-2019. The use of online media provides a promising avenue for creating impact, as the internet has now become the most utilised form of media and one that is accessible by many types of audiences. A growing size of non-academic publications on the internet, therefore, might help social innovation scholars to disseminate information and knowledge to the general public faster and with a wider scope. This can raise awareness of concepts such as social innovation and social entrepreneurship and therefore create growth across the whole ecosystem. Indeed, elsewhere we are seeing increasing use of infographic reports, podcasts, blogs and social media to drive interest in social innovation within higher education.[9]

The quantitative data shows that social innovation teaching increased over time (338 per cent increase between the periods 2010–2014 and 2015–2019). Most social innovation classes are medium sized (40-100 students) and cater to undergraduate students, with most teaching activities being compulsory modules within existing courses, as opposed to whole degree programmes focused on social innovation. Social innovation teaching funds were mostly driven by higher education institution funds, albeit there was a growth in recent years in funding from

[7] Based upon a search of academic databases for the term 'social innovation', with filters applied for social innovation by topic, and two time periods (2011-2015 and 2016-present). The results revealed 205 publications between 2011-2015 and 710 publications between 2016-present).

[8] Social enterprises represent merely one type of social innovation initiatives.

[9] For example, the University of Northampton's 'Talkin' Impact' podcast explores topical issues with social innovators, with a recent episode (March 2020) focused on the Local Enablers incubator in Bandung, Indonesia.

NGOs to support teaching activities, an area that could offer further growth for social innovation education, especially around innovative curriculum development towards teaching models that incorporate experiential, place based learning (Elmes et al., 2015; Alden-Rivers et al., 2015). Such a move could have benefits in engaging and growing student interest, given that the data also identified student enjoyment of practical and project based learning approaches (only 2 per cent of respondents identified classroom based teaching as positive). However, currently the academic respondents see the curriculum as under-developed in both quantity and quality and so innovative, new pedagogical approaches to teaching social innovation in higher education is required. Finally, the quantitative data highlights that social innovation scholars were present in various communities, mostly acting as volunteers in NGOs or board members for third sector organisations. This may well be a result of the obligation (Tri Dharma Perguruan Tinggi) that Indonesian lecturers have in serving the community, as a prerequisite for progression in their academic careers.

The findings of the survey also demonstrate that academics have low trust in politicians, and government institutions (national and local, as well as legal), especially when compared to the higher levels of trust observed in relation to higher education institutions, international governmental organisations (UN) and civil society/NGOs. This carries through to respondents viewing government policy to support social innovation as being insufficient, with a lack of strategic direction even where funding exists. This is exemplified by the fact that most collaborations reported in the higher education institution sector were conducted with NGOs, communities and social enterprises. These collaborations are mostly focused on SDG 1: No Poverty, SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. This aligns Indonesia with other developing countries in relation to the focus of social innovation activity, with research showing that in developing countries, SDG/social innovation alignment is centred upon SDG 1: No Poverty, SDG 3: Good Health and Well-being, and SDG 4: Quality Education, and SDG 8: Decent Work and Economic Growth (Eichler and Schwarz, 2019). These thematic areas can provide avenues of exploration for higher education institutions that can be linked to international funding streams, as well as providing tangible ways to frame the impact of social innovation activities with Indonesian higher education.

4. Qualitative Results

4.1 Qualitative analysis summary

The qualitative research gathered data from 21 in-depth interviews and seven focus group discussions with academics and practitioners in six large cities (Jakarta, Bandung, Medan, Surabaya, Makassar and Yogyakarta) in Indonesia. These locations were purposively selected due to the large number of higher education institutions located in these cities. The scholars and the universities in the cities were selected based on a snowball sampling approach. Appendix A highlights the methodology in conducting the qualitative research. As indicated in Appendix A, the qualitative data analysis processes were started by transcribing the interviews and focus group discussion recordings. Following the coding of the transcripts, a thematic analysis and triangulation were employed to generate insights.

The analysis resulted in three emergent themes related to 'the agency of social innovation scholars', to the 'variety of teaching and research', and to the 'complexity of social innovation ecosystems'. A further analysis of the themes, utilising a comparing-and-contrasting technique, suggests a synthesis of four types of higher education institutions that display distinctive characteristics of social innovation research and teaching activities. This classification offers an overview of the different ways higher education institutions in Indonesia organise and manage social innovation research and teaching activities. The insights generated from qualitative research will be used to inform recommendations in the discussion and recommendations section and to build upon and offer insights to the findings already presented in section three in relation to the survey data.

4.2 Thematic outlines

The analysis of the interview and focus group discussion transcripts generated several themes that represent the patterns in the data. The first theme focuses on 'the agency of the social innovation scholars' in research and teaching social innovation in higher education institutions. The data shows the important role of scholars in the development of the social innovation sector in Indonesia. The second theme (variety of research and teaching), highlights the diverse knowledge of social entrepreneurship and social innovation among social innovation scholars in Indonesia and the variety of research and teaching that occurs. The qualitative data indicates different understandings of social innovation, as well as research and teaching patterns. The third theme reveals the 'complexity of the social innovation ecosystem' in higher education institutions in Indonesia. Indeed, the success of social innovation research and teaching depends on a supportive ecosystem. The data in this third theme highlights the interlinking roles of micro- and macro-ecosystems in higher education institutions, with social innovation scholars relying on micro-ecosystems when the macro-ecosystem is absent.

4.2.1 First theme: The agency of social innovation scholars

Many scholars in the interviews highlighted their roles in advocating change in the ways in which social innovation teaching is conducted within higher education institutions. Some scholars actively changed the curriculum and the syllabus of their courses to accommodate social innovation teaching or established non-academic activities that allowed students to experience social innovation, depending on their roles in higher education institutions. One respondent highlighted the inspiration that he gained from joining a British Council event; and he was motivated to teach social entrepreneurship to students through non-academic activities, because he was the supervisor of student activity clubs.

> ‘I am under the impression that students … [need] … social innovation and social enterprises because they are going to be in the society … I [teach social innovation] by asking students to contribute to society in every activity [sic] they have.’ – (BB9 – Practitioner)

Scholars also used their positions to influence change. In many cases, social innovation scholars in administrative positions often use their power to influence the introduction of social innovation schemes into higher education institutions. Indeed, one respondent in an interview fostered the development of a university-wide taskforce to establish a social innovation course.

> ‘My university formed a taskforce to establish a social enterprise course in the Business Administration Department.’ – (BA23 – Academic)

> ‘I was asked by the rector [to become] the head of team [that design social entrepreneurship] … university-wide courses.’ – (BA29 – Academic)

Other social innovation scholars developed a scholarly community within their universities and advocated for higher education institution change through extensive community engagement. Social innovation scholars involved different stakeholders, including different communities, to ensure that the university would adopt social innovation research and teaching.

> ‘We try to involve everyone, including the Penta Helix, so we can get the message across [to the university systems].’ – (BA2 – Academic)

However, despite the active role of scholars, higher education institution and government regulations often provide barriers and inhibit the development of social innovation research and teaching. The salient barriers that scholars raised in the interviews and focus group discussions are the siloed mentalities of academics and the consequences that this brings.

> ‘One of the most difficult challenge is the university bureaucracy.’ – (BB13 – Practitioner)

> ‘The main challenge is the misconception of the entrepreneurship teaching [in many campuses]. I see that people tend to think that at the end of the classes, students should open a reseller business. What should be taught is the ability to think critically for the social entrepreneurial aims … they become agents in society who have critical thinking.’ – (BA14 – Academic)

> ‘Multi-department and multi-campuses, there is a challenge how to manage [the resources] because our campuses are scattered. There is a facility being developed for [campus-wide] courses.’ – (BA21 – Academic)

As another example on this issue, one respondent articulated a concern that the focus of universities on ranking and quantitative metrics meant that social innovation was pushed to the side of university priorities.

> ‘Global ranking shouldn’t be the only objective … it is wrong …. [we need to have] policies that [promotes] lecturers with movements and great impacts … [we need to agree on] the measurements and the principles …’ – (BA2 – Academic)

4.2.2 Second theme: Variety of social innovation research and teaching

The interviews and focus group discussions with the social innovation scholars revealed that there is a diverse understanding of social entrepreneurship. For example, one respondent understands social entrepreneurship as a movement, while another views social entrepreneurship as belonging in the ‘soul’ of every person.

> ‘Social enterprise is an enterprise … organisation … so it is included in the third sector [movement] … [it is aiming to] solving social problems … with business approaches.’ – (BA27 – Academic)

> ‘Social entrepreneurship does not always refer to social workers. Social entrepreneurship needs to be associated with everyone’s role, because [every person always has] a social impact. You can be an employee with a social entrepreneurship “soul”; it is good.’ – (BA2 – Academic)

> ‘We developed our own definition of social enterprise … different from the UK because the UK is inclined towards community … we see social entrepreneurship from 5i … intention … innovation … impact … inclusive … (re)invest.’ – (BA28 – Academic)

The diversity in making sense of social entrepreneurship is also reflected in the ways social innovation research and teaching are conducted. In a few universities, social entrepreneurship teaching is delivered as part of broader entrepreneurship teaching. Some higher education institutions apply social innovation schemes university wide, while some others localise social innovation teaching in particular departments. However, in many cases, social innovation was only given through examples and highlights within various non entrepreneurship courses.

> ‘So, we can have different [course] names, but what is important is the content … So, in engineering department, the name [of the course] can be social innovation but we’d make sure that social entrepreneurship contents are included in the course.’ – (BA29 – Academic)

> ‘…a few [of the classes] invited entrepreneurs, not only social entrepreneurs, to deliver genera lectures … and competitions … develop business models … and provide feedback.’ – (BA18 – Academic)

> ‘There is no [specific] social entrepreneurship course. We have general entrepreneurship course.’ – (BB7 – Practitioner)

> ‘It depends on the faculty. We have management in the economics department.’ – (BA6 – Academic)

In a few universities, social entrepreneurship teaching is developed and taught as a course that is managed centrally at the university level, ensuring that social entrepreneurship teaching is delivered across the faculties. Moreover, many social entrepreneurship classes do not take the form of traditional face-to-face classes. One respondent highlighted the linkages and the engagement between students, lecturers, and communities in teaching social entrepreneurship.

> ‘We gathered a number of people who own social entrepreneurships, and then there are students … the point is that we gathered youths and farmers … so [there is a connection between] social entrepreneurship and change …’ – (BA13 – Academic)

Social innovation scholars in many universities also conduct social innovation related research. Much research focuses on the individual level; there are very few scholars aiming at the organisational or macro levels. One respondent argued that the focus on the individual level (social entrepreneurs) was important due to the potential demographic future (where the working age population is larger than other population segments) that Indonesia will face in the next few years. Helping the working-age population to become social entrepreneurs, and therefore deliver social impact to society, is important for Indonesia.

> ‘What’s important is to focus [the research] on the human capital [of social entrepreneurship]. How do we develop a more creative human capital [of social entrepreneurship]?’ – (BA6 – Academic)

> ‘We have to focus [our research at] the individual level of analysis … because of the demographic bonus.’ – (BA2 – Academic)

> ‘In Indonesia [the research] is more on the social entrepreneurs.’ – (BA7 – Academic)

Social innovation research and teaching rely heavily on collaborations with partners. External parties often help social innovation scholars to develop syllabi, curricula, and even research. In higher education institutions where social innovation scholars encounter limited support, collaboration with external partners helps them to develop and sustain social innovation teaching (especially with NGOs and international development agencies). This is also true in higher education institutions where there is a high degree of support for social innovation teaching. Indeed, external parties and communities play an important role in developing, establishing, and sustaining social innovation teaching.

> ‘We [did] collaboration because we have friends … and ideas … [Our] collaboration was based on friendship [with friends who are] committed.’ – (BA7 – Academic)

> ‘The British Council helped us to develop the curriculum.’ – (BA23 – Academic)

> ‘There is one component [of the collaboration with the Australian Agency for International Development (AusAID)] where universities need to disseminate research from the campus to private sector. So, usually related to knowledge emerging from farming research … rural economic development. Our activities are to bridge campuses and the private sector so there will be diffusion of innovation.’ – (BB13 – Practitioner)

> ‘We helped to develop business and curriculum for entrepreneurship programme for campuses.’ – (BB6 – Practitioner)

4.2.3 Third theme: Complexity of social innovation ecosystems

Many respondents in the interview and focus group discussions highlighted the importance of the support that they need in developing and conducting social innovation research and teaching. This implies the importance of the role of higher education institutions in supporting scholars to deliver high quality social innovation research and teaching, to provide social impact to society.

> 'Universities need to create knowledge and help to identify problems to offer solutions.' – (BA28 – Academic)

In some higher education institutions, social innovation scholars need to develop micro-ecosystems to advocate for social innovation teaching. Micro-ecosystems consist of individual lecturers supported by external parties and communities, including NGOs such as the British Council, in delivering social innovation research and teaching in a higher education institution. Micro-ecosystems allow individual lecturers to deliver social innovation teaching with minimum higher education institution support.

> 'I joined British Council training … and I asked the students to develop social activities that have an impact in societies.' – (BB8 – Practitioner)

Meso-ecosystems are more challenging to develop. As social innovation is a multidisciplinary field, attempts to teach in departments, faculties, or schools require continuous effort. In one institution, the initiative to teach social innovation as a compulsory subject in a management degree did not last because of resource difficulties.

> '… the concern that we have is that … even we have tried [to develop] a compulsory social entrepreneurship course … it is difficult to execute …' – (BA19 – Academic)

In another university, the initiative started slowly, from a free elective class in one stream to a compulsory course in another, and then a few years later it became a compulsory course for all students. Although it is the locus for higher education institution policy changes, the meso environment is fragile. It needs to accommodate the exploration of champions, while at the same time it needs to sustain infrastructure for effective course delivery, such as budget allocations and networking within and between institutions.

> 'At the moment, it is under vice rector for student activities … [social entrepreneurship] is extracurricular activities … I agree that it should be under vice rector for academics [for better integration with existing resources].' – (BA6 – Academic)

The macro-ecosystem is necessary to ensure that social innovation research and teaching is sustainable and impactful. The macro-ecosystem includes the overall higher education institution support and government regulations. In some cases, the macro-ecosystem can be supportive of social innovation teaching, yet in most cases the macro-ecosystem serves to hinder the development of social innovation teaching.

> '[Government supports] are sporadic, overlapping … in ministry of youth, sometimes … if they did not request collaboration with us [we didn't know] … yes [it is not comprehensive].' – (BA21 – Academic)

> ‘That’s it, just like what I said. [social innovation ecosystem] was not supported because the [higher education institution and government] system didn’t … hmm, not yet supporting … when it’s supporting [social innovation teaching] … it’s going to remarkable …’ – (BD1 – University Leader)

The qualitative data indicates that there is a relationship between micro- and macro-ecosystems as summarised in Figure 4.1. The change that happens at one level (e.g. micro-ecosystem) can influence or spill-over to a higher level (e.g. meso- or macro-ecosystem). In an interview with a higher education institution official, it was acknowledged that scholars that deliver social innovation research and teaching in the micro-ecosystem often influence the macro-ecosystem by changing the centralised courses or influencing other departments to deliver social innovation teaching.

> ‘Correct … the teaching [that was conducted by a scholar together with communities] filled in the [policy] gap at the university-level …’ – (BD1 – University Leader)

> ‘We look [the social innovation ecosystem] like seed, from the ground … it grows … we’re still far from [a robust] ecosystem … but there are [micro-ecosystem components such as] demands, supply, and regulators … regulations [or macro-ecosystems] are yet to cover the whole Indonesia … [but] there are [day-to-day] learnings from different private companies … investor awards … we are growing.’ – (BA29 – Academic)

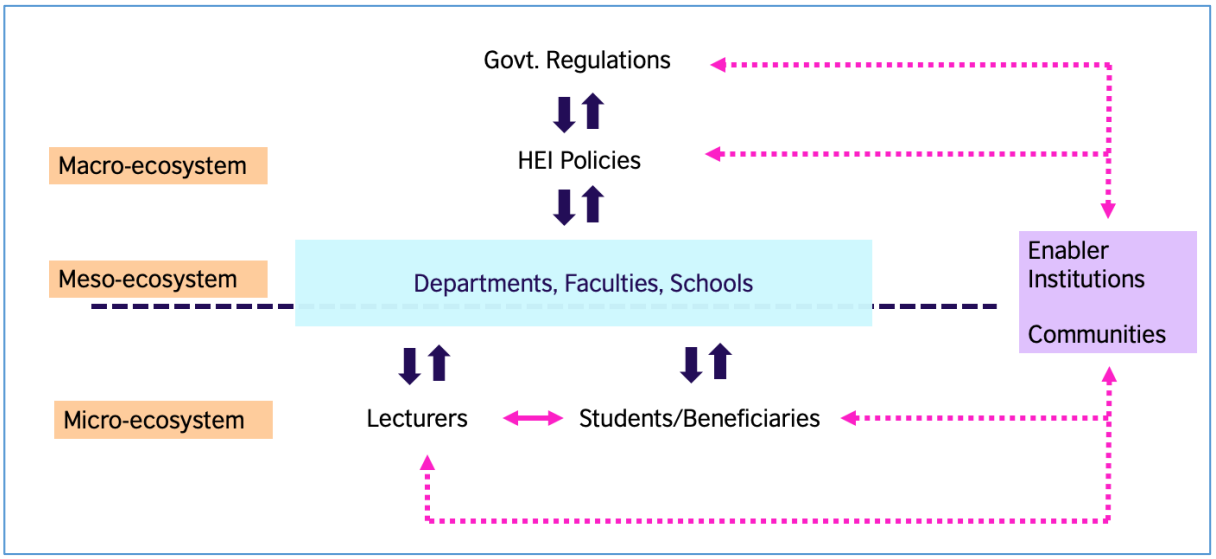

Figure 4.1. Micro-ecosystem, meso-ecosystem, and macro-ecosystem in social innovation higher education institutions

4.3 Classification of social innovation higher education institutions

Based on the themes generated in the qualitative analysis (the agency of social innovation scholars, the variety of social innovation research and teaching, and the complexity of social

innovation ecosystems), there is a synthesis of four emerging types of higher education institutions in relation to the ways in which they arrange social innovation research and teaching within their ecosystems. Table 4.1 highlights the classification of social innovation research and teaching ecosystems in different higher education institutions, based on the qualitative data.

Table 4.1. Classification of the social innovation research and teaching ecosystems in higher education institutions

HEI variable	Type A	Type B	Type C	Type D
Configuration summary	HEIs establish centralised ecosystem support for social innovation research and teaching	Individual departments and schools foster the development of localised social innovation research and teaching; partial HEI support	Active champion and vibrant local social innovation communities catalyse the development of the embryo of social innovation HEI ecosystems	Externally supported academics develop individual social innovation research and teaching; very little HEI support
Examples of HEI from the data	Universitas Surabaya, Atmajaya University, Prasetya Mulya University	Airlangga University, Widya. Mandala University, Trisakti University	Padjadjaran University	Universitas Hassanudin, Universitas Sumatera Utara, Universitas Medan Area
Social innovation teaching	Centre a provides social entrepreneurship course for all departments and schools	Scattered in different faculties; common entrepreneurship course	Scattered in different faculties; common entrepreneurship course	Academician/lecturer -driven
Social innovation research	Individual-focused	Individual-focused	Individual-focused	Individual-focused
HEIs	Top-down approach in developing and delivering social innovation teaching	Structural challenges (knowledge silo); social innovation champions of a higher level influence the HEI policy	Structural challenges (knowledge silo); provide spaces for individual activities	Structural challenges (knowledge silo)
Academicians/ lecturers	Centralised	Sporadic	Active champions	Sporadic
Ecosystem	Top-down/designed ecosystem within HEI boundaries	Champions influence higher-level HEI policies, scattered engagement beyond HEI boundaries	Communities serve as a vehicle to kick-start the HEI social innovation ecosystem beyond HEI boundaries	Sporadic and scattered

4.3.1 Type A higher education institutions (centralised)

This higher education institution type is characterised by a centralised ecosystem for social innovation research and teaching. higher education institutions in this type tend to have a centre or a unit that is responsible for offering social innovation courses to all departments and schools. In some cases, this role might be given to a department or school, but with a central mandate given at the university level. Since higher education institutions usually establish university infrastructure to deliver social entrepreneurship teaching, the process is usually top-down with policies and guidelines put in place for the delivery of social entrepreneurship courses. Resources are also usually managed at the university level.

4.3.2 Type B higher education institutions (pockets of excellence)

The Type B higher education institution is characterised by the promotion of social innovation research and teaching by individual departments and schools. In this type, although the higher education institutions usually have a common entrepreneurship course that is managed centrally at the university level, the social innovation research and teaching are scattered depending on the initiatives of each department and school. The challenges that higher education institutions in this type face are usually related to knowledge siloes or separation between disciplines and faculties in the university. Social entrepreneurship is often seen as part of the broader entrepreneurship and management discipline and therefore it ‘belongs’ to economics. These results in sporadic support of social entrepreneurship research and teaching, and the higher education institutions in this type rely heavily on the role of champions and influencers in making sure that there is buy-in towards social entrepreneurship research and teaching beyond disciplines. The policy for social innovation research and teaching usually arises from the individual department. Therefore, social innovation teaching tends to be scattered and sporadic beyond higher education institution boundaries. Individual departments and scholars also often have linkages to external enablers, such as the British Council and other organisations. Indeed, the support of NGOs and international development agencies can also be important to this type of higher education institution.

4.3.3 Type C higher education institutions (community changemakers)

This type of higher education institution usually has an academic champion that advocates for change and actively engages with different communities and external parties. In many instances, Type C higher education institutions have many similarities with Type B; however, social innovation scholars in Type C work closely with communities and external enablers. In fact, communities serve as the catalyst for changes in the university policies and for the creation of a social innovation ecosystem beyond higher education institution boundaries. This type of higher education institution, therefore, offers perhaps the most bottom-up form of social innovation activities, due to the close links with communities.

4.3.4 Type D higher education institutions (amorphous)

Type D higher education institutions are characterised by the sporadic and individual social innovation activities that are mostly driven by individual lecturer initiatives in conducting social innovation teaching. These individual lecturers might be connected to external enablers and institutions. There may be no centralised innovation/entrepreneurship teaching, as knowledge siloes present structural challenges that prevent collaboration across different disciplines. Further, a lack of horizontal networks across the higher education institution can also hinder this type of collaborative working.

4.4 Summary

The qualitative data indicates that there is a lack of quality standards in the teaching/research of social innovation in most higher education institutions in Indonesia. Both the interview and focus group data highlight the fact that there is a diverse, if not sporadic, understanding of social innovation and social entrepreneurship. The respondents subscribe to different definitions of social innovation and social entrepreneurship, as well as different focuses and priorities regarding social innovation research agendas. This lack of clarity is also exacerbated by a lack of institutional support and engagement with social innovation.

Furthermore, the data reveals that higher education institution bureaucracies inhibit the development of vibrant social innovation research and teaching. higher education institution bureaucracies and ‘knowledge-siloes’ among different departments and schools constrain and, to some extent, inhibit multidisciplinary collaboration. Some higher education institutions established centres that offer social innovation courses to departments and schools to overcome this structural constraint; however, ‘knowledge-siloes’ remain a challenge. Further, a wider focus on traditional conceptions of university ‘quality’, as assessed through international rankings (especially in relation to research) can also deter engagement with social innovation, which as a nascent field is seen as ‘riskier’ in terms of building an academic career. This is not helped by government regulation around university performance that does not reward social impact at an institutional level (despite the potential individual rewards through Tri Dharma Perguruan Tinggi discussed in section three).

Despite these challenges, there are champions and potential champions to support social innovation research and teaching in most higher education institutions in Indonesia. Due to the knowledge silo challenges, there seems to be limited appreciation regarding the interdisciplinary nature of social innovation/social entrepreneurship among higher education institutions in Indonesia. Despite this, social innovation champion academics and lecturers constantly voice the need to approach social innovation from an interdisciplinary, as well as multidisciplinary perspective. These social innovation champions could be crucial in helping to further develop the social innovation ecosystem in higher education, as they can act as the focal points for bring together diverse stakeholder groups, including NGOs and international development agencies that may be key in supporting growth in social innovation research and teaching.

The research found that there is support from officials from different higher education institution levels; it is a matter of degree, not kind. In a few universities, the relatively ‘agnostic’ role of higher education institutions in relation to social innovation/social entrepreneurship provides a ‘safe space’ for individuals within the higher education institution boundaries (academics and lecturers) to promote social innovation/social entrepreneurship. The insights from the qualitative data reveals a classification of four types of higher education institutions that summarises the characteristics of social innovation research and teaching in different higher education institutions across Indonesia. A further analysis of the themes generated four types of higher education institutions. These types reflect the ways in which different higher education institutions organise social innovation teaching and highlight the opportunities to develop social innovation research and teaching. Such a framework can offer government, NGOs, international development agencies and higher education institutions themselves with the ability to identify what types of institutions they want to support/become, and where they currently reside (and hence what their development needs are).

5. Discussion

5.1 Overview

Social entrepreneurship is the most prevalent form of social innovation in Indonesia, as the social entrepreneurship movement existed long before the country's independence (Idris and Hati, 2013). Given the contextual nature of social entrepreneurship (both geographically and culturally, but also time limited), it is questionable whether the socially entrepreneurial behaviour pre-1945 would be recognised as social entrepreneurship today. Nevertheless, this gives us an indicator of the historical importance of social innovation and community engagement within the Indonesian context. After independence, the social entrepreneurship movement continued to respond to government failures. Therefore, many social entrepreneurs in Indonesia can be considered as 'social engineers', referring to one type in Zahra et al.'s (2009) typology of social entrepreneurs; engineers who are aiming to fix systemic problems. In doing so, social entrepreneurship attempts to catalyse systemic change. Consequently, the roles of personal agency and communities are important in the social entrepreneurship field in Indonesia. Many social entrepreneurship activities in Indonesia are individual, localised, and community based. As a result, strategic institutions such as higher education institutions (HEIs) may play an important role in linking social entrepreneurship activities with communities to achieve the systemic objectives.

Against this backdrop, this report on social innovation and social entrepreneurship research and teaching in Indonesia aimed to assess the social innovation research and teaching in Indonesia through a survey and a series of in-depth interviews and focus group discussions with academics, higher education institution officials, and social innovation practitioners. This report also identifies knowledge and capacity gaps in creating vibrant social innovation research and teaching, as well as recommendations for research agendas and higher education institution policymakers. In doing so it seeks to present a holistic analysis of the types of social innovation research and teaching occurring in Indonesian higher education, but also to understand how further growth and impact in these areas is currently being enabled/constrained, and how the ecosystem can be supported to become more enabling.

5.2 Social innovation and social entrepreneurship research and teaching in Indonesia

The qualitative and quantitative data generated several insights with regards to the existing social innovation and social entrepreneurship research and teaching in Indonesia. The highlights of the findings were those related to:

- the sporadic social innovation research topics and the lack of connection between research and teaching that affect research and teaching performance in higher education institutions;

- (female) academics as agents of change in the social innovation domain in Indonesia;
- the ‘entrepreneurial’ mindset and attitude that many social innovation scholars demonstrate as a modality in establishing a robust social innovation higher education institution ecosystem; and
- the barriers and enablers in the micro-, meso-, and macro-ecosystem that many social innovation scholars encounter in achieving an impact at the societal level.

The four insights are interlinked and interdependent in creating a vibrant social innovation ecosystem that supports Indonesian higher education institutions, which is conversely supported by the Indonesian higher education sector. The following diagram displays the interconnection between these insights. The findings indicate that at the practice level, academics play an important role as they have the personal agency to drive social innovation activities. These academics are often female (59 per cent), but the data also shows that male academics play important roles in these processes too. Indeed, as was noted in section three, this rebalancing of gender norms in the field of social innovation represents one if its strengths in Indonesia, especially when compared to global trends in other scientific careers, especially science, technology, engineering, and mathematics (STEM) subjects where only 28 per cent of academics are women (UNESCO, 2015). Indeed, this demonstrates how social innovation in Indonesian higher education could be a key contributor to the government’s focus around SDG 5: Gender Equality; while also suggesting that it is an academic discipline that early-career female academics can develop successful careers in. Further, it also demonstrates opportunities for NGOs and development agencies that are focused on gender, as an area of potential engagement and investment.

The ‘entrepreneurial’ mindset and attitude of the academics serves as fuel for their transforming activities. These dynamics between mindset, personal agency, and practices influence the institutional level, particularly because as agents of change, academics have the potential to (re)define the institutional rules that govern research and teaching activities. Furthermore, micro-, meso-, and macro-ecosystems, as well as the barriers and enablers that are embedded in these ecosystems operate at a systemic level that envelopes the practices in and the institutions of the social innovation sector. Figure 5.1 below outlines how research and teaching performance is mediated by barriers/enablers in the micro-, meso-, and macro-ecosystems, as well as the ‘entrepreneurial mindset’ of social innovation scholars in facilitating impactful research and teaching.

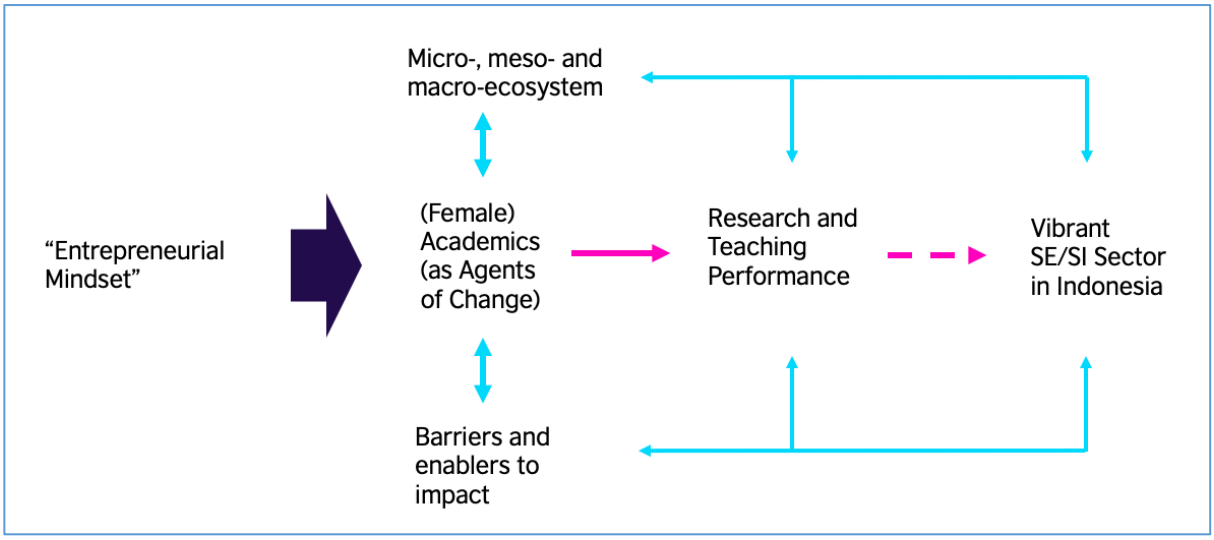

Figure 5.1. Entrepreneurial mindset and social innovation research and teaching

This particular understanding of the relationships between the practice, institutional level, and systemic level of social innovation in Indonesia as depicted in Figure 5.1 may open possibilities to explore insights that highlight the ways scholars are constrained and yet enabled at the same time by the institutions and systems that they operate in (Giddens, 1984). As there is a limited understanding of the emergence, support, and scaling of social innovation in Indonesia, organising the findings of the research as depicted in Figure 5.1 allows scholars in Indonesia to reflect and exercise their agency to distance themselves from the dis-embedding tendency that is common among practices, within institutions, as well as in various social and economic systems in Indonesia, due to the dominance of the market rationality paradigm (Nurshafira and Alvian, 2018). Finally, the role that Tri Dharma Perguruan Tinggi (academic career tracks that must focus on research, teaching and community engagement) plays in the ecosystem should also not be understated (Siregar et al., 2016), as this acts to encourage engagement with social innovation.

5.3 Sporadic research topics and the lack of connection between research and teaching (practice/institutional)

The literature review highlighted that social entrepreneurship and social innovation research in Indonesia is limited and that narrow understanding exists in relation to both phenomena. This is further validated by the results of the survey, in-depth interviews, and focus group discussions with social innovation scholars. At the practice level, much of the research conducted by academics was exploratory and qualitative, a typical research approach in the emerging domain, as well as sporadic. There does not seem to be an overarching research agenda, even at the higher education institution level, in social innovation research; this seems to show that there is a lack of support and direction at the institutional level (Mustapha, Zapata and Jung-Kim, 2007). Indeed, the data shows that not all higher education institutions engage in social

innovation research. Much research is case study based, highlighting the role of social entrepreneurs in transforming societies. This resembles similar trends in the early emergence of the global social entrepreneurship domain, where most studies were cases and focused on the social entrepreneurs themselves.

At the institutional level, social innovation teaching was mostly scattered and embedded within broader courses, such as economics, international relations, or even medicine. There remain limited programmes that specifically focus on social innovation. Moreover, there also seems to be a disconnect between social innovation research topics and teaching, with social innovation researchers not necessarily also teaching social innovation in universities. The lack of connection between research and teaching raises a concern, as Zainal et al. (2017) argued that the success of social entrepreneurship education lies in the way young people are taught, including how morals, ethics, and values are embedded in social innovation education. Furthermore, this disconnect means that students are less likely to engage in the experiential, place based research that Elmes et al. (2015) argue as being central to social innovation education.

One interesting area within Indonesian teaching of social innovation in higher education, related to the compulsory nature of most modules, and the funding support that has been emerging from NGOs and international development agencies in recent years. Indeed, NGOs seem to be occupying an increasingly prominent role in Indonesian higher education, especially when the focus is on social innovation and/or the SDGs. This growing support offers academics an opportunity to gain support for their scholarly activity, which lies outside traditional higher education institution and government funding sources. This could be particularly useful in research, where the data shows very limited funding opportunities, but also in curriculum development where higher education institutions do not have the resources to develop new programmes focused on social innovation. Certainly, this can particularly beneficial to Type B and Type C higher education institutions, as identified in section four, while academic/community collaborations have been shown in prior research to be significant drivers of social innovation (Nichols et al., 2013). Given the high levels of trust between academics and communities/civil society, this also offers a promising avenue for potential future collaborations.

5.3.1 (Female) Academicians as agents of change (practice/institutional)

The second insight refers to the finding that many social innovation scholars are young women acting as agents of change. This resonates with the findings of the *State of Social Entrepreneurship in Indonesia Report* (British Council, 2018), which highlighted the leading role of young females in the social entrepreneurship sector. The data showed that female academics play an important role in influencing the ways in which higher education institutions deliver social innovation teaching. As was noted earlier, this places social innovation ahead of other scholarly areas such as science, technology, engineering, and mathematics (STEM), where comparably less than half (social innovation = 59 per cent; STEM = 28 per cent) of scientists are women (UNESCO, 2015). The findings from the quantitative and qualitative studies in this report provide evidence that female academics therefore exercise an important role at the practice level.

The prior literature indicated that the personal agency of social innovation scholars is important (Purnomo, 2019; Bunyamin, Purnomo and Taofik, 2016). The data from the current research shows that social innovation academics demonstrate their personal agency by creating a micro-ecosystem to support their objectives, as well as changing meso- and macro-ecosystems in higher education institutions. In the absence of supportive higher education institution ecosystems (such as those in Type D higher education institutions), social innovation academics create micro-ecosystems that are favourable for social innovation research and teaching (often, with the help of external institutions). The data indicates that micro-ecosystems can affect meso- and macro-ecosystems and vice versa. As an example, an academic established a community organisation outside a higher education institution boundary that helped to shape the curriculum and the ways in which the higher education institution delivered its courses. Some of the activities were similar to embedded learning approaches, where students engaged in learning by doing and collaborating (Saputra, 2018) and thus increased their self-confidence and self-efficacy (Bandura, 1997). Most interestingly, these students tell their experiences and learning stories to others, including to higher education institution officials; in doing so, they use storytelling techniques to alter meso- and macro-ecosystem barriers (Margiono, Kariza and Heriyati, 2019). Thus, they exercise their agency in breaking the barriers (such as knowledge silos or constraining government policies) at the institutional level that prevent higher education institutions from serving as hubs in facilitating social innovation stakeholders. In some cases, communities become the catalyst for change in the macro-ecosystem, while academics engage with and deliver an impact in the community (Alden-Rivers et al., 2015). Type C higher education institutions, for example, rely on the role of active champions, i.e. the personal agency of social innovation scholars, in catalysing change in higher education institution structures through community engagement.

5.3.2 Entrepreneurial mindset and attitude as a modality for change (practice/institutional)

In exercising their personal agency, social innovation academics develop an 'entrepreneurial' mindset and attitude in influencing and finding workarounds to achieving their research and teaching objectives. At the practice level, being entrepreneurial means that they are opportunistic and that they are using the resources at their disposal in achieving their objectives. This is what Sarasvathy (2001) termed entrepreneurial effectuation and is in fact a modality for change. Many scholars were able to find opportunities to change the syllabi, despite a lack of support, to incorporate social innovation teaching. They embed social innovation teaching in any courses that they currently teach and ask their students to participate in social activities (place based and experiential learning) (Elmes et al., 2015; Alden-Rivers et al., 2015). Thus, social innovation can be a subject that is taught in various departments. In other cases, scholars went beyond the syllabus and found an opportunity to advocate for change by becoming higher education institution officials, introducing changes through their structural influence and power, thus acting as social intrapreneurs[10] themselves (Kistruck and Beamish, 2010).

Despite different institutional contexts in enabling and constraining social innovation academics in performing their tasks across different higher education institution types, social innovation

[10] Defined here as individuals within organisations who restructure previously separate institutional boundaries while maintaining legitimacy (Kistruck and Beamish, 2010).

scholars demonstrate persistence and perseverance. This provides a foundation for a robust social innovation ecosystem in higher education to emerge. For example, Type D higher education institutions tend to have individual scholars that actively engage with external enablers in developing social innovation teaching within an individual course. Conversely, Type B and Type C higher education institutions tend to have champion scholars that help to establish social innovation teaching. One respondent argued:

> ‘Lecturers need to have courage to break the boundaries … this is what an academic should do.’ – (BA12 – Academic)

Thus, while Cederquist and Golüke (2016) postulated that social innovation teaching is about making students become problem solvers; in this case, social innovation scholars themselves seem to firstly become ‘social intrapreneurs’ (Kistruck and Beamish, 2010) and push the institutional envelopes as problem solvers when opportunities arise, before teaching students to provide sustainable solutions to solving societal problems.

5.3.3 Barriers and enablers to having an impact (institutional/systemic)

The data indicates that social entrepreneurship scholars in Indonesia face different types of institutional and systemic level barriers simultaneously: resource barriers (e.g. funding), institutional barriers, and policy barriers (systemic level). These barriers prevent social innovation scholars from developing and achieving impactful social innovation research and teaching. Resource barriers obstruct social innovation scholars from obtaining sustained access to social innovation research and teaching funding, while institutional barriers restrain social innovation scholars from working in a multidisciplinary manner. Social innovation needs to be approached from a multidisciplinary perspective in order to be impactful. The data from qualitative interviews showed that faculties in higher education institutions tend to be organised into siloes. This may hinder scholars in developing the multidisciplinary research and teaching that is necessary for social innovators to emerge and grow. As a result, the understanding and teaching of social innovation and entrepreneurship in Indonesian higher education institutions remains scattered and sporadic, as identified within Type D Amorphous higher education institutions.

Despite this, social innovation teaching can be enabled to establish vibrant social innovation outcomes in Indonesia. For example, Type A higher education institutions develop structures that enable multidisciplinary social innovation teaching. The higher education institutions in this category tend to have dedicated budgets and resources to ensure that social innovation teaching can be implemented across the board. In some higher education institutions, a specific unit is even responsible for managing social enterprise teaching. Furthermore, as Mustapha, Zapata and Jung-Kim (2007) conveyed, the lack of government support for training, education, funding, as well as deficiencies in the legal system, often hinder higher education institutions in developing a social innovation ecosystem. In this case, Type A higher education institutions may act as institutional innovators within a political/government ecosystem that is not overly supportive, in a manner like the way lecturers innovate to counter unfavourable institutional conditions in Type D higher education institutions.

Policy barriers are closely related to institutional barriers when it comes to teaching social innovation. The survey respondents argued that the government has yet to design or implement clear social innovation policies. Indeed, as has been shown in sections three and four, low levels of trust in government and politicians, a lack of policy and/or funding specifically aimed at social innovation, and higher education regulatory frameworks that prioritise global higher education institution rankings, perceived journal quality and citation counts all combine to limit social innovation within higher education. Policies and regulatory frameworks within higher education that focus on the impact of research, student satisfaction and employability, and community engagement would help to foster a growth in social innovation research and teaching. Global examples of this can be found in the UK and Hong Kong ecosystems, where the Research Excellence Framework (REF) 2021 and the Research Assessment Exercise (RAE) 2020 focus on the impact of research in higher education institution rankings (accounting for 25 per cent and 15 per cent of a higher education institution's overall score respectively). Furthermore, institutional and policy barriers often prevent researchers from moving beyond their 'core' discipline. One respondent mentioned that he finds it difficult to publish his social enterprise research because he 'belongs' to the science, technology, engineering, and mathematics (STEM) faculties, while social entrepreneurship is associated more with the economics department. This may discourage researchers from conducting more multidisciplinary and 'practice-oriented' studies to help propel the social innovation sector in Indonesian higher education to move forward.

6. Recommendations

The following four recommendations highlight the ways social innovation stakeholders in Indonesia can partake in efforts to support a better social innovation ecosystem, as identified from the data and prior literature presented in this research report.

6.1 Social innovation Indonesia research agenda and research support

The development of social innovation research in Indonesia requires a comprehensive effort. There is a need to develop an overarching research agenda and systematic support from the government, higher education institutions, communities and the private sector. The research agenda should cater to multistage, multilevel approaches in social innovation to cover the social innovation processes comprehensively. Therefore, scholars need to examine social innovation phenomena from individual, process, organisational and ecosystem levels. With regards to the stakeholders responsible for this, first and foremost higher education institutions themselves need to take the lead, recognising the intrinsic value that can be obtained from engaging in social innovation research, both in the development of state of the art knowledge that can be used in teaching (and hence creating a better product offer for students), but also in fulfilling their roles as community hubs. In doing so, higher education institutions need to provide appropriate resources, such as funding and facilities and institutional and policy support, as well as appropriate policies to enable multidisciplinary working environments. Further, the government can facilitate greater focus on social innovation in Indonesian higher education, by introducing policy that rewards higher education institutions for delivering impactful research, in the same way that we see through the Research Assessment Exercise (RAE) in Hong Kong and the Research Excellence Framework (REF) in the UK (Research England, 2020; University Grants Committee, 2020). Aligning this impact focus with the UN SDGs would also provide global resonance and nudge the higher education sector towards using social innovation to meet development goals.

In developing a coherent research agenda, partnerships between social innovation scholars and other stakeholders are critical. These stakeholders should include national government (as identified above), local government and local communities (through co-research and community engagement models), the private sector (especially in relation to corporate social responsibility engagement), and NGOs. Indeed, as was identified earlier in the report, NGOs (and international development agencies) could provide crucial funding, capacity building and community engagement support, that would lead to growth in social innovation research. However, such processes of support need to be bottom-up and inclusive, to ensure that local academics and community based stakeholders are fully involved in the development of the overarching research agenda. Certainly, prior research has suggested that such bottom-up approaches to social innovation, that eschew top-down theory driven solutions, provide more successful (namely more impactful) solutions to complex social problems (Kruse et al., 2019).

6.2 Social innovation research and teaching linkages

Strengthening the linkages between research and training is important as many social innovation researchers did not teach social innovation subjects and many social innovation lecturers did not conduct social innovation research; therefore, a systematic approach to linking research and teaching in many higher education institutions should be established. For example, higher education institutions can develop a system to ensure that social innovation scholars have integrated research and teaching tasks. There is an opportunity to pursue this since many Indonesian higher education institution lecturers are expected to conduct aligned research, teaching and community projects as part of Tri Dharma Perguruan Tinggi. However, in day-to-day practice, this is often overlooked since lecturers in Indonesia often need to complete significant administrative tasks (Rakhmani, 2016). Thus, higher education institutions should further empower lecturers to align social innovation research, teaching and community projects. Higher education institutions should provide incentives for lecturers to do so that take Tri Dharma Perguruan Tinggi further by clearly and explicitly embedding social innovation work in communities within career progression tracks and tenure models. In addition, the tight regulation of curriculum development administered by the government, should be relaxed to allow for the place based, experiential teaching so essential to social innovation to be implemented (Elmes et al., 2015; Alden-Rivers et al., 2015). NGOs here should be engaged, as the data reveals that they are taking an increasing interest in supporting and funding curriculum development in Indonesia, and the nature of their work and focus makes them well-placed to support such innovative teaching models.

6.3 Social innovation scholars' capacity building and empowerment (agents of change and an entrepreneurial mindset)

One important issue raised in the analysis is the fact that external institutions (such as the British Council) have played an important role in increasing the capacity and capability of social innovation scholars in researching and teaching social innovation in many higher education institutions. This should be sustained, and this reflects the need to continuously build the capacity of social innovation scholars. Furthermore, since social innovation is a local phenomenon in Indonesia, local external institutions need to be identified and engaged to further help higher education institutions in raising the capacity of social innovation scholars. Empowering the role of female, ethnic minority academics (including those from marginalised communities) is pertinent to avoid an academic discourse that is skewed towards urban- and Jakarta-centred ideas. Utilising academic secondment schemes, including academic exchanges between different universities in Indonesia to conduct social innovation research and teaching (as well as international exchanges) is one way that higher education institutions in Indonesia can further develop. The use of digital technologies in increasing capacity and capabilities of social innovation academics, as well as in delivering social innovation courses through MOOC

(Massive Open Online Course)[11] schemes may also need to be explored. The government should also facilitate the process of capacity building of social innovation scholars by providing social innovation specific opportunities through various schemes. Offering degree scholarships is one opportunity, but social innovation scholars can also benefit from further collaborations with different stakeholders from other countries including academic exchanges (such as those supported through ASEAN).[12]

6.4 Fostering micro-, meso-, and macro-ecosystems (barriers and enablers)

Higher education institutions must also help to establish macro- and meso-ecosystems, as well as to foster the emergence of micro-ecosystems to ensure that social innovation scholars can develop and deliver high quality research and teaching. One of the important issues raised in the qualitative data was that higher education institutions need to be more proactive and help to establish environments that help break down knowledge, faculty and departmental siloes. This seems to be the first important step prior to other systemic activities that higher education institutions can engage in. In fact, higher education institutions should provide incentives for social innovation scholars to collaborate and work across different knowledge disciplines. This can be done, for example, through the development of a social innovation coordinating centre at the university level to ensure that social innovation activities are standardised, monitored and evaluated appropriately. This would provide a vibrant ecosystem not only for social innovation scholars, but also for graduates, so that all benefit from high quality social innovation education in Indonesia.

[11] An interesting example is provided by an Erasmus+ funded social innovation MOOC developed in Poland by Collegium Civitas (https://www.civitas.edu.pl/wp-content/uploads/2015/12/IO_6_COURSE-IN-SOCIAL-INNOVATION_SOC..pdf)
[12] For an example https://www.dfat.gov.au/people-to-people/foundations-councils-institutes/australia-asean-council/grants/Pages/grants

7. Knowledge and Capacity Gaps

The insights provide cues in identifying the knowledge and capacity gaps in developing vibrant social innovation research and teaching in Indonesia. The knowledge and capacity gaps presented here are therefore organised according to the insights generated in section 5.3.

7.1 Gaps in the social innovation research and teaching

The literature review, the survey, as well as the interviews and focus group discussions illustrate that social innovation/social entrepreneurship research and teaching, despite the presence of social entrepreneurship before the country's independence (Idris and Hati, 2013), are still in their infancy. This is also reflected in the diverse (and often conflicting) understanding of social innovation and social entrepreneurship among Indonesian scholars. This requires further research in order to understand the typology of social innovation in an Indonesian context and what this means for the social innovation research agenda. While it is important to understand the micro foundations of social entrepreneurship, equally important is a focus on the processes, organisational levels, and wider ecosystem levels. Saebi, Foss and Linder (2018) emphasised the importance of conducting social entrepreneurship research beyond individual levels. They called for a greater examination of the multistage and multilevel processes in understanding social entrepreneurship phenomena. The same arguments can be made for social innovation research, where the structural societal barriers that social innovation seeks to reconstruct (Heiskala, 2007), require multidisciplinary, multilevel research and analysis to better understand.

At the ecosystem level, a comprehensive identification of the building blocks of the social innovation ecosystem needs to be conducted. At the moment, knowledge is sporadic and scattered; while understanding of the social innovation ecosystem is often confused with the civil society sector. While there is obviously an overlap between the social innovation ecosystem and the existing civil society sector, an appropriate identification is necessary to ensure that policies and regulations are supportive towards the development of the social innovation sector in Indonesia. Sukhemi and Maisaroh (2019) presented a community development model that is built upon six main pillars: industry structure, entrepreneurship spirit, human capital/social capital factors, local institutions, infrastructure, and a conducive environment. These pillars can serve as a starting point to develop a higher education institution ecosystem that is engaged and linked with communities. For example, how do higher education institutions use existing industry connections to help leverage social innovation community engagement? Can the private sector and industries help build appropriate infrastructure to establish a social innovation ecosystem? Can NGOs be better engaged to support community engagement and fund social innovation research and teaching? Can the SDGs provide an international framework for the areas of social impact that social innovation should focus on, and provide a coalescing and focusing force on the major stakeholders in higher education and government? These are all questions that need to be answered moving forwards.

7.2 Gaps in the role of social innovation academicians as agents of change

The literature review and the research indicate that academics play an important role in the social innovation ecosystem. However, as Nurshafira and Alvian (2018) identified, many social innovation academics also fall into dis-embedding tendencies, focusing on the economics of the market (rationality), as opposed to serving society's interests (re-embedding). Therefore, further investigation is required in order to examine what it means to be a social innovation academic. Indeed, it is significant to identify what the individual logics are in driving a social innovation academic's behaviour, how these are shaped by institutional factors and wider ecosystem pressures, and what the required capacities and capabilities are for social innovation academics? Being a social innovation academic means breaking the boundaries. Therefore, they should inherently represent the minor, marginalised, and the disadvantaged in the society through a process of empowerment that can help lead to social action (Weber, 1978). Furthermore, by challenging societal structures in this way, better understanding can be cultivated as to how such behaviours may lead to disenfranchisement from institutional and government resources, which typically are crucial to funding research/teaching and hence developing one's career. These are the types of barriers that could prevent social innovation academics from becoming senior scholars in higher education institutions, whom could then drive even broader change.

While there is limited understanding in Indonesia on how social innovation can encourage more females to become scholars, the data reported here does show that compared with other disciplines such as science, technology, engineering, and mathematics (STEM), social innovation has twice as many female scholars (59 per cent versus 28 per cent) (UNESCO, 2015). At the same time, there is also a need to further understand how local academics can play a more active role in the social innovation domain, as many social innovation activities in Indonesia are localised and community based. The concept of Tri Dharma Perguruan Tinggi, and its focus on community engagement as a key element in career progression (Siregar et al., 2016), could play a role here. Higher education institutions need to be more engaged with local communities, especially by playing an important role as local institutional leaders (Alden-Rivers et al., 2015). This role is important, particularly because of the decentralisation that has occurred since 1999 (Zainal, 2015). Furthermore, as was demonstrated in the data, NGOs could become a key feature in supporting this engagement.

Many social innovation academics are currently based in universities on Java Island. Java is the most populated island in Indonesia; thus, it presents opportunities for higher education institutions to offer sustainable solutions for most of the population in Indonesia. Yet, disparities between Java and other islands, such as Sumatra in the western part of Indonesia, and the Sulawesi, Papua, and Nusa Tenggara Islands in the eastern part of Indonesia, are high. Therefore, there is an urgent need for social enterprises and social innovations to tackle the problems in these neglected areas (Santos, 2011). This is an issue that is reflected across all academic disciplines in Indonesia, in which heavy bias is applied to the urban population centres of Java Island, with less attention paid to other islands and rural provinces. However,

the benefit for social innovation in this respect is that there is growing interest in social entrepreneurship across these other provinces in Indonesia, and so social entrepreneurship could be used as a means to spread interest in social innovation within the higher education ecosystems of the four other main island groupings outside of Java.

Moreover, there is a need to further understand the effectiveness of the role of academics in social innovation policy processes. How do academics develop effective policy engagement? What are the issues that need advocating? Most importantly, how do academics – as 'organic' intellectuals, a term coined by Gramsci (1975) to reflect on academics who deliberately take sides with the marginalised – influence and change government and private sector policy processes and policy direction? Finally, it is essential to measure the effectiveness of academics and higher education institutions in community engagement to see how academics play an important role in effective community engagement. Both the literature review and the data indicate that academics exercise personal agency to transform social innovation ecosystems. Yet, how should they do this effectively?

7.3 Gaps in the entrepreneurial mindset of social innovation scholars

The qualitative data demonstrates the importance of having an entrepreneurial mindset for academics in catalysing macro-ecosystem changes. However, there is a limited understanding on the opportunities that social innovation scholars need to seize. There is a need to better understand how individual researchers obtain the opportunity to explore social innovation topics and what makes them interested in these areas? Thus, having a better comprehension of how academics recognise opportunities for change would help scholars to create appropriate higher education institution ecosystems to improve social innovation research and teaching. Furthermore, since entrepreneurial activities are also affected by external factors (Davidsson, 2015), knowing the roles of external institutions, such as the government, the private sector, communities, and external institutions (such as the British Council) in fostering an entrepreneurial mindset and activities is also essential.

7.4 Gaps in the barriers and enablers in establishing a vibrant social innovation ecosystem

The data gathered in this study highlighted the presence of resource, institutional and policy barriers that inhibit the development of a social innovation ecosystem in higher education institutions. At the same time, there are enablers that help to establish a vibrant social innovation ecosystem. As an example, the respondents repeatedly mentioned the role of external enablers (such as the British Council) in helping them to design and deliver social

innovation research and teaching. Despite this, the role of external enablers is still not well understood. Can other external enablers, such as private sectors (through their corporate social responsibility activities), play an active role in developing a social innovation higher education institution ecosystem in Indonesia? Zainal (2015) argued that corporate social responsibility in Indonesia often is ineffective due to poor enforcement. There might be an opportunity for higher education institutions to facilitate this through a multi-stakeholder approach (Yaumidin, 2013), so that corporate social responsibility can enable social innovation and social entrepreneurship. In addition, the role of NGOs in driving the development of social innovation research and teaching should not be underestimated. Indeed, their role in funding curriculum development has grown in the last two years in Indonesia, while they could also be well placed to support social innovation research, community engagement, and the embedding of SDGs into higher education (as could international governmental organisations like the UN).

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Appendices

Appendix A – Methodology

Quantitative (design, participants, and analysis)

- The quantitative data was collected from the list of Indonesian academic and non-academic authors identified in the literature review as the sampling frame. The online survey link was sent via email to 380 respondents.
- The analysis of the collected data involved the Indonesia research teams carrying out descriptive statistical analysis on the online survey data gathered, as well as quantifying other research data (e.g. the publication lists). The analysis included relational statistical analysis including analysis of variance (ANOVA).
- The UK research team was responsible for cleaning the raw survey data and supplying it to the Indonesia research teams in .csv/.xls format.
- Quantitative analysis was completed by the Indonesia research teams in Excel and using the Data Analysis tool pack for the relational statistical analysis.

Appendix B – Consent Form and Interview Questions

a. Consent form: Research being conducted as part of the SIHE project

This research is being conducted as part of the 'Social Innovation and Higher Education Landscape' research being carried out in Malaysia, Indonesia, Philippines, Vietnam and South Korea. The project provides an innovative and impactful approach to supporting the support the development of social innovation and social entrepreneurship in universities across the five countries. The research is being conducted by the Institute for Social Innovation and Impact at the University of Northampton, UK. The Institute is an external research partner.

Your participation in today's interview that is part of the research is voluntary, and you have the right to withdraw at any time. The interview will be audio recorded to ensure that we are able to obtain the richest dataset from the session. The recordings will be transcribed for analysis. All data will be stored in a confidential manner, which means that no-one outside of the research team will have access to the transcriptions or recordings.

The information from today's interview will be used to compile a report exploring the wider social innovation/social enterprise ecosystems in Malaysia, Indonesia, Philippines, Vietnam and South Korea, that will be presented at conferences and also published publicly. The research data may also be used by the University of Northampton for the production of journal papers. All quotes provided by yourself will be presented only in an anonymous form in the report, so that you are not identifiable in the wider research. This means that it will not be possible to identify you by name or connect the information you have given to any of your personal details. However, it is important to be aware that given the context of what you discuss, some people within the SIHE project may be able to identify you from the quotes.

Should you wish to access the findings from this research then you can contact a member of the research team at their email below. Your participation in this research is very much valued and is extremely important to the research team in allowing them to understand the impact of the programme.

If you are happy to take part in this research and proceed with the interview, then please complete the section below.

Name: ……. Signature: ……..……..

Date ……..

Professor Richard Hazenberg richard.hazenberg@northampton.ac.uk, Dr Toa Giroletti toa.giroletti@northampton.ac.uk and Dr Jieun Ryu jieun.ryu@northampton.ac.uk at the University of Northampton.

b. SIHE interview questions [academic]

1. **Information about the participant and their organisation**
   - 1-1. Please tell me a little about your role at your university and your work on social innovation and social enterprise?
   - 1-2. Is your work and department also related to a health issue?
     - If yes, which key health issue is addressed?

- Who is the partner organisation?
- What are outcomes and impacts?

2. General questions about social innovation/social enterprise

2-1. Can you describe how social innovation and social enterprise are defined in [insert country name]?
- What is a source of the definition that you provided?
- How social innovation and social enterprise are related to each other?
- Any keywords?

2-2. Can you describe how you see the social innovation/social enterprise ecosystem in [insert country name]?
- Is it new or mature? Why?
- Is it a growing sector? Why or why not?

2-3. Who are main stakeholders of the social innovation/social enterprise ecosystem in [insert country name]?

- Government departments and agencies
- Universities
- Social enterprises/social entrepreneurs
- Finance sector (social finance organisations and investors)
- Networking organisations
- Local communities
- Others

3. The role of higher education institutes in boosting social innovation and social enterprise

3-1. What role you think universities can play in boosting social innovation and social enterprise? Is one more important than the others?
- Research
- Teaching
- Community engagement
- Policy recommendations
- Others (e.g. connecting stakeholder, raising awareness, and others)

3-2. Do you work/collaborate with other organisations or stakeholders for boosting social innovation and social enterprise in [insert country name]?
- If yes, can you please give an example?
    - Which organisation/stakeholder?
    - Which topic? (social innovation, social enterprise, social impact…)
    - What purpose?
        - Research: data collection, data analysis, writing publications
        - Teaching: curriculum development and design, curriculum delivery

        - Incubation: incubating and accelerating students or faculty established social enterprises
        - Others?
    - How long have you collaborated on this project?
    - Outcomes/impacts

4. Research

4-1. What are the current/future research trends in the social innovation and social enterprise field in [insert country name]?

4-2. (IF APPLICABLE) What are your main research interests in relation to social innovation and social enterprise?

4-3. (IF APPLICABLE) What are your main challenges in relation to social innovation and social enterprise research?

- Funding
- Publishing
- Collaboration
- Others

5. Education and teaching

5-1. What are teaching trends in the social innovation and social enterprise field in [insert country name]?

- Innovative teaching methods

5-2. (IF APPLICABLE) In relation to teaching, what are your main challenges in relation to:

- Utilising research to inform teaching?
- Collaborating with other partners (HEIs, NGOs, SEs etc.)?
- Engaging students with social innovation/social enterprise?
- Measuring the quality of teaching?

5-3. Do you think there is sufficient/high quality curriculum to teach social innovation and social enterprise in universities? Why or why not?

- If yes, could you please give some examples of the curriculums?
    - Which university?
    - What topic?
    - Developer/lecturer?
    - Teaching method?
    - Outcomes/impact?

5-4. What curriculum should be developed in the future to teach social innovation and social enterprise in universities?

5-5. Please describe how students engage with social innovation and social enterprise education and how this has changed.

5-6. Please tell me how you and your university measure the quality of social innovation and social enterprise courses and programs.
- Qualitative or quantitative?
- What are criteria?
- Student satisfaction measurement
- Job placement: number of students who are working in the social innovation/social enterprise field after graduation?

6. Policy

6-1. Are there any government policies supporting social innovation and social innovation research and teaching in universities in [insert country name]?

- If yes, can you please name the policy?
- How is the policy supporting social innovation and social enterprise research and teaching in universities?
- When did it start?

6-2. Please provide, if any, recommendations for the policy developments on social innovation and social enterprise research and teaching.

7. Community engagement

7-1. (IF APPLICABLE) Please tell me about your community engagement work?

7-2. (IF APPLICABLE) In relation to community engagement, what are your main challenges in relation to:
- Funding?
- Securing partnerships?
- Linking knowledge exchange to teaching/research?

8. External funding and financial support

8-1. How do you see the financial landscape of social innovation and higher education research landscape in [insert country name]?
- Are there enough external funding available for the sector?
- Do you think external funds are well distributed within the sector?
- Please consider the type of funds:
  - Government funding
  - Private funding
  - Religion-based funding
  - Donation
  - Others

9. General challenges

9-1. In relation to your expertise and perception of what is the most pressing social problem facing [insert country name], please pick one and tell me how you think the social innovation/social enterprise ecosystem can be used to solve/reduce the issue?
- Student education
- Elderly/ageing
- Children/youth
- People with disabilities
- Gender
- Unemployment
- Minority ethnic groups
- Social/economic disadvantage

10. Closing question

10-1. Is there anything that I haven't asked you that you think is important or wish to discuss?

c. SIHE interview questions [policy maker or implementer – government departments and agencies]

1. Information about the participant and their organisation

1-1. Please tell me about your organisation.
- Industry/sector
- Main social objective
- Main business activities
- Age of the organisation
- Size of the organisation
- Main customers/target beneficiaries

1-2. Is your work and organisation also related to a health issue?
- If yes, which key health issue is addressed?
- Who is the partner organisation?
- What are outcomes and impacts?

1-3. Please tell me a little about your role at your organisation and your work on social innovation and social enterprise?

2. General questions about social innovation and social enterprise

2-1. Can you describe how social innovation and social enterprise are defined in [insert country name]?
- What is a source of the definition that you provided?
- How social innovation and social enterprise are related to each other?
- Any keywords?

2-2. Can you describe how you see the social innovation/social enterprise ecosystem in [insert country name]?
- Is it new or mature? Why?
- Is it a growing sector? Why or why not?

2-3. Who are main stakeholders of the social innovation/social enterprise ecosystem in [insert country name]?
- Government departments and agencies
- Universities
- Social enterprises/social entrepreneurs
- Finance sector (social finance organisations and investors)
- Networking organisations
- Local communities
- Others

3. The role of higher education institutes in boosting social innovation and social enterprise

3-1. What role you think universities can play in boosting social innovation and social enterprise? Is one more important than the others?
- Research
- Teaching
- Community engagement
- Policy recommendations
- Others (e.g. connecting stakeholder, raising awareness, and others)

3-2. Do you work/collaborate with universities for boosting social innovation and social enterprise in [insert country name]?
- If yes, can you please give an example?
  - Which universities?
  - Which topic? (social innovation, social enterprise, social impact…)
  - What purpose?
    - Research: data collection, data analysis, writing publications
    - Teaching: Curriculum development and design, curriculum delivery
    - Incubation: incubating and accelerating students or faculty established social enterprises
    - Others?
  - How long have you collaborated on this project?
  - Outcomes/impacts

4. Research

4-1. How can academic research in [insert country name] best support your work?

4-2. (IF APPLICABLE) What are your main challenges in engaging academics to support you with research?

- Funding
- Collaboration
- Academic interest
- Others

5. Education

5-1. (IF APPLICABLE) Do you think there is sufficient/high quality curriculum to teach social innovation and social enterprise in universities? Why or why not?

- If yes, could you please give some examples of the curriculums?
  - Which university?
  - What topic?
  - Developer/lecturer?
  - Teaching method?
  - Outcomes/impact?

5-2. (IF APPLICABLE) How could higher education institution curriculum better support social innovation/social enterprise organisations?

5-3. (IF APPLICABLE) If you are an incubator, do you work/collaborate with universities to attract participants to the incubation centre?

- If yes, could you please give some examples of collaborations?
  - Which university?
  - How do you advertise incubation programmes?
  - What are outcomes – how many students are participating the incubation programmes?
  - How do you measure the success of your incubation centre and incubation programmes? What are key performance indicators?
- If not, could you please tell me what are main challenges to work/collaborate with universities?

6. Policy

6-1. Are there any government policies supporting social innovation and social innovation in [insert country name]?

- If yes, can you please name the policy?
- How is the policy supporting social innovation and social enterprise?
- When did it start?

6-2. Please provide, if any, recommendations for the policy developments on social innovation/social enterprise.

7. **Community engagement**
    7-1. (IF APPLICABLE) Please tell me if you or your organisation is involved in community engagement work with a university.
        - If yes, can you please give an example?
        - If not, would you consider collaborate with a university for community engagement activities? Why or why not?
    7-2. (IF APPLICABLE) In relation to community engagement with universities, what are your main challenges in relation to:
        - Funding?
        - Securing partnerships?
        - Others?

8. **External funding and financial support**
    8-1. How do you see the financial landscape of social innovation and higher education research landscape in [insert country name]?
        - Are there enough external funding available for the sector?
        - Do you think external funds are well distributed within the sector?
        - Please consider the type of funds:
            - Government funding
            - Private funding
            - Religion-based funding
            - Donation
            - Others

9. **General challenges**
    9-1. In relation to your expertise and perception of what is the most pressing social problem facing [insert country name], please pick one and tell me how you think the social innovation/social enterprise ecosystem can be used to solve/reduce the issue?
        - Student education
        - Elderly/ageing
        - Children/youth
        - People with disabilities
        - Gender
        - Unemployment
        - Minority ethnic groups
        - Social/economic disadvantage

10. **Closing question**

10-1. Is there anything that I haven't asked you that you think is important or wish to discuss?

d. SIHE focus group questions

1. **Introduction:** Please briefly introduce yourself and your organisation and how you are linked to social innovation and social enterprises.
   - **Academic focus group:** what are your research and teaching interests?
   - **Practitioner focus group*:*** have you involved in any research and teaching activities at a university in your country?

2. **Collaboration examples:**
   - **Academic focus group:** Have you or your university collaborated to teach or research social innovation and social enterprises with each other?
   - **Practitioner focus group:** have you or your organisation collaborated with a university to teach or research social innovation and social enterprises in your country?
     - If yes, how did the collaboration started and when?
     - Which specific topic have you worked on together?
       - Social innovation/social enterprise/social entrepreneurship/social impact…
     - In which area?
       - Research: data collection, data analysis, writing publications
       - Teaching: curriculum development and design, curriculum delivery
       - Incubation: incubating and accelerating students or faculty established social enterprises
       - Community engagement
       - Others
     - What are outcomes and impacts of the collaboration?
     - What are limitations and challenges of the collaboration?
     - Do you plan to improve or expand the collaborated project?

3. **Collaboration barriers:**
   - **Academic focus group:** If you haven't, why not? What were challenges to collaborate with each other?
   - **Practitioner focus group*:*** Why haven't you or your organisation collaborated with a university in terms of research and teaching social innovation and social enterprise?
     - What were the challenges/barriers?

4. **Future collaboration:**
   - **Academics and practitioners:** Would you and your organisations look for (more) opportunities to collaborate with other organisations for teaching and researching on social innovation and social enterprise?

- If yes, do you have any specific interest?
  - Research
  - Teaching
  - Incubation
  - Community engagement
  - Others
- Do you prefer a certain type of partner organisations?
  - Universities
  - Social enterprises
  - Non-profit organisations
  - Incubators
  - International organisations
  - Private organisations
  - Others
- If no, why not?

5. **Support:**
   - **Academics and practitioners:** What kind of support would be needed in supporting collaborations between universities and other stakeholders for teaching and researching on social innovation and social enterprise?

6. **Finish:**
   - **Academics and practitioners:** Are there anything that we haven't discussed that you think is important or wish to discuss?

Appendix C – Areas of Expertise

1. Accounting
2. Administration
3. Agro-business
4. Agriculture Technology
5. Animal Husbandry
6. Art and Humanities
7. Business
8. Business, Law, and Politics
9. Citizenship
10. Cooperative Planner
11. Community Development
12. Economics
13. Education
14. Food Technology
15. Health
16. Islamic Economics
17. Linguistics
18. Management
19. Natural Science
20. Politics
21. Public Policy
22. Sociology
23. Tourism Management
24. Urban Planning

Appendix D – List of Publications (Academic and Non-academic)

Published papers

1. Anindya D. A. 2017. *Pengaruh Etika Bisnis Islam Terhadap Keutungan usaha Pada Wirausaha di Desa Delitua Kecamatan Delitua*. At-Tawassuth, 2(2) 389 – 412.
2. Anggadwita G. and Dhewanto, W. 2016, *Women's entrepreneurial intentions in micro and small enterprises (MSEs) in Indonesia: The influence of environmental factors on perceived behavioral control*. Journal of Administrative and Business Studies 1(1) 1-7.
3. Ardianti, R.R. and Atmadja, A.S. 2011. *Microfinance and Womens Micro-enterprises: Assessing the Impacts of Microfinance on Business Performance and Standard of Living.* Doctoral dissertation, Petra Christian University, http://repository.petra.ac.id/15912/.
4. Ardianti, R. 2018. *Entrepreneurship Education in Indonesia's Higher Education Institutions A solution for Problems Faced by The Next Generation.* http://repository.petra.ac.id/15201/1/retno_ardianti_indonesia.pdf.
5. Asfiah, N. 2019. *Model Islamic Social Entrepreneurship Perempuan Pengusaha Jawa Timu*r. Doctoral Dissertation, Universitas Airlangga.
6. Asfiah, N., Anshori, M. and Mawardi, I. 2018. *Analysis of Women Social Entrepreneurship on Micro and Small Enterprises*. Journal of Innovation in Business and Economics, 201, 1-12.
7. Asful, F. 2008. *Analisis Pengembangan usaha Kerajinan Anyaman Sebagai Komoditi Unggulan dalam Kerangka Pemberdayaan Ekonomi Rakya (Studi Kasus di Taratak (Kecamatan Guguk Kabupaten Lima Puluh Kota)*. Jurnal Agribisnis Kerakyatan, 1(2) 57 – 72.
8. Dhewanto, W., Lantu, D.C., Herliana, S. and Permatasari, A. 2016. *The obstacles for science technology parks in a developing country*. International Journal of Technological Learning, Innovation and Development, 81, .4-19.
9. Fanthi, R., Hendrassukma, D., Nediari, A. and Latif, F. 2018. *Insipirasi Gerobak Makanan Tradisional Betawi Pada Desain Counter Makanan Betawi di Area Pusat Jajan*. Jurnal Dimensi Seni Rupa dan Desain, 151, 17-30.
10. Firdaus, N. 2014. *Pengentasan Kemiskinan melalui Pendekatan Kewirausahaan Sosial*. Jurnal Ekonomi dan Pembangunan, Vol. 221.
11. Gumulya, D. 2019. *Kajian Studi Kasus Social Enterprise dari Sudut Pandang Konsep Design for Happiness*. Jurnal Desain Idea: Jurnal Desain Produk Industri Institut Teknologi Sepuluh Nopember Surabaya, 181, 11-19.
12. Gunawan, S. and Kusmulyono, M.S. 2016. Aksesibilitas *dan Modal Sosial dalam Menunjang Kinerja Individual Pengusaha Mikro Pedesaan*. Jurnal Kewirausahaan dan Usaha Kecil Menengah, 12.
13. Hadi, M.I. and Rudiarto, I. 2018. *The Role of Social Entrepreneurship on Kampong Development in the City of Semarang*. The Indonesian Journal of Planning and Development, 32, 76-83.

14. Hempri S., Santosa, A., Naryono I., and Nugroho, A. 2018. *Model Inkubator Kewirausahaan Hijau: Studi Kasus di Desa Nglanggeran, Kabupaten Gunung*, Jurnal Penelitian Kesejahteraan Sosial, Kidul DIY.
15. Katoppo, M.L. 2019. *Desain Sebagai Strategi dan Inovasi Sosial*. Jurnal Strategi Desain dan Inovasi Sosial, 11,1-6.
16. Katoppo, M.L. 2019. *Desain Sebagai Pendorong Terjadinya Inovasi Sosial, Mungkinkah.* Jurnal Strategi Desain dan Inovasi Sosial, 11, 114-117.
17. Katoppo, M.L. & Sudradjat, I. 2015. *Combining Participatory Action Research PAR and Design Thinking DT as an alternative research method in architecture*. Procedia-Social and Behavioral Sciences, 184, 118-125.
18. Katoppo, M.L., Triyadi, S. and Siregar, M.J. 2017. *Memory, Hope, and Sense—Design as Generator DAG Premises for Empowering Community*. Advanced Science Letters, 237, 6095-6101.
19. Kusmulyono, S.M. 2017. *Peran Pendidikan Kewirausahaan dan Dukungan Orang Tua pada Siswa SMA*. Asian Journal of Entrepreneurship and Family Business 1(10), 25-38
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27. Neubert, M. J., Bradley, S. W., Ardianti, R. and Simiyu, E. M. 2017. *The role of spiritual capital in innovation and performance: Evidence from developing economies.* Entrepreneurship Theory and Practice, 414, 621-640.
28. Oppusunggu, R.E., Tjoeputri, M. & Katoppo, M.L. 2019. A *Study of Urban Placemaking Evolution Changes at Pasar Santa Jakarta*. International Journal on Livable Space, 31, 35-52.
29. Permatasari, A. RJPM 2014. Ekonomi Kreatif, Kekuatan Indonesia menuju 2025.
30. Permatasari, A. 2015. A *Strategic Policy Initiative for the Post-relocation of Street Vendors: Case of Surakarta, Indonesia*. Journal of Social and Development Sciences, 64, 104-110.
31. Prabawanti, B. E. and Nugrahiingtyas, B. S. A. 2019. *Edukasi Bank Sampah di Lingkungan Kampus Sebagai Salah Satu Gerakan Menuju Kampus Bersih dan Hijau* in Seminar Nasional Hasil Pengabdian pada Masyarakat, Jakarta.

32. Prihanto, J.J.N. and Siahaan, D. 2019. *Transformasi Digital Industri Perhotelan: Studi pada Industri Perhotelan di Daerah Istimewa Jogyakarta*. Manajemen Bisnis Kompetensi, 132.
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Appendix E – Undergraduate and Postgraduate Courses

No	Course Name	Size	Level	Elective/ Compulsory	HEI	Type of Teaching Activity	Funding	Notes
1	Social entrepreneurship	20	UG	Compulsory	Unika Atmajaya	Lecture + field work	HEI	
2	Social entrepreneurship	100	UG	Compulsory	Unika Atmajaya	Lecture + field work	HEI	Future (2020)
3	Entrepreneurship	100	UG	Compulsory	Universitas Katolik Widya Mandala	Lecture + Guest lectures	HEI	Social entrepreneurship as a part of Entrepreneurship course
4	Social Technopreneurship	>150 students	UG	Compulsory	Universitas Padjajaran	Lecture + field work	HEI	
5	Social Entrepreneurship and Communication	540	UG	Compulsory	Universitas Prasetya Mulya	Lecture + field work	HEI	
6	Social Entrepreneurship	40	UG	Compulsory	Diponegoro University		HEI	
7	Design, Community and the Environment	30	UG	Compulsory	UPH		Research Grant	Module in a course
8	Design for community	30	UG	Compulsory	UPH		Research Grant	Module in a course
9	Social Entrepreneurship	140	UG	Compulsory	Universitas Sanata Darma		HEI	
10	Community Development	40	UG		Universitas Praseiya Mulia	Fieldwork	HEI	
11	Agrobusiness Institution Innovation	30	UG	N/A	Wilodra University		HEI	

12	Social Innovation	15	UG	Elective	Universitas Prasetiya Mulia		HEI	
13	Empowerment of Agricultural Community	30	UG	Compulsory	Wilodra University		HEI	
14	Social Innovation and Entrepreneurship	25	UG	Compulsory	Andalas University		Government	
15	Entrepreneurship	750	UG	Compulsory	Surabaya University	Project-based learning		Social entrepreneurship as a part of Entrepreneurship course

Appendix F – Community Engagement

No.	Name of the organisation	Role	Type of organisation	HEI
1	Sacita Muda	Leader	Social enterprise	Padjajaran University
2	Griya Kinoysan	Member of board	Social enterprise	Gadjah Mada University
3	The Local Enabler	Founder	Social enterprise	Universitas Padjajaran
4	Umbrella Wisdom	Volunteer	Charity	BINUS
5	Banur Foundation Lampung	Director	NGO	Indonesian Moslem University Makassar
6	Komunitas Topi Bambu	Volunteer	NGO	UPH
7	The Local Enabler	Volunteer	Social enterprise	Bhakti Kencana University
8	Kampus Diakonia Modern	Volunteer	NGO	President University
9	Kridha Rahardja Credit Union	Board Member	Social enterprise	Sanata Darma University
10	Kelompok Wanita Tani	Volunteer	Other	Andalas University
11	Sekolah Pasar	Director	Social enterprise	Mercu Buana University Jogjakarta
12	Banur Foundation Makassar	Board Member	Social enterprise	Indonesian Moslem University Makassar
13	Puragasedaaya	Advisor	NGO	Bhakti Kencana University
14	Sahabat Anak	Volunteer	NGO	President University
15	Bulema	Mentor	Social enterprise	Padjajaran University
16	Silec Lubuak Pageh	Consultant	NGO	Andalas University
17	Rumah Singgah Ramah Anak Deli Serdang	Advisor	NGO	Medan Area University
18	Sekolah Buruh	Advisor	NGO	Mercu Buana University Jogjakarta

19	Bandung Local Evides	Volunteer	NGO	Bhakti Kencana University
20	Research Addicted	Founder	Social enterprise	President University
21	Agriculture Voluntary School	Founder	NGO	Andalas University
22	Sekolah Koperasi Indonesia	Chairman	Social enterprise	Mercu Buana University Jogjakarta

Appendix G – Units of Analysis

1. Inspiration
2. Link with extracurricular
3. Student contribution
4. Change syllabus
5. Head of Department
6. Rules and regulations
7. Task force
8. Assignment to lead
9. Opportunity to influence
10. Use the power
11. Involve anyone
12. Student committee
13. Persuade other higher education institution officials
14. Discussions
15. Showcases
16. Silo mentalities
17. Bureaucracy
18. University ranking
19. Critical thinking
20. Movement
21. Soul
22. Social enterprise associated with everyone
23. Intention
24. Innovation
25. Impact
26. Inclusiveness
27. Invest
28. Embedded
29. Attached
30. Localised
31. Content-focused
32. Centralised
33. Individual level
34. Demographic bonus
35. Social entrepreneur-focused
36. External partners
37. Support
38. Facilitation
39. Syllabus development
40. Role of higher education institutions
41. Impact in societies

42. Training
43. Phases
44. Resource constraints
45. Compulsory teaching
46. Department roles
47. Overlapping policies
48. Not supportive
49. Expectation towards academics
50. Spill over
51. Copying
52. Replication
53. Growing
54. Organic development

Appendix H – Higher Education Institution Social Innovation Research Centres/Institutes Globally

The below list outlines some of the more prominent research centres/institutes regionally and globally focused on social innovation and related topics. The list is not intended to be exhaustive and merely provides a snapshot of some of the institutions that are now actively building social innovation into their research base.

Regional (in alphabetical order)

1. ANGIN (Angel Investment Network Indonesia) http://www.angin.id
2. Center for Entrepreneurship, Change and Third Sector (Trisakti University). http://www.cectcsr.com
3. Center for Innovation, Design, and Entrepreneurship Research (Binus University). http://international.binus.ac.id/cider
4. Creative Hub FISIPOL (Gadjah Mada Univeristy). http://chub.fisipol.ugm.ac.id
5. PLUS (Platform Usaha Sosial). http://usahasosial.com
6. Sacita Muda (Padjajaran University). http://thelocalenablers.id

International[13]

1. Jockey Club Design Institute for Social Innovation (Hong Kong PolyU) https://www.polyu.edu.hk/disi/en/
2. Skoll Centre for Social Entrepreneurship (University of Oxford, UK)
3. Centre for Social Innovation (University of Cambridge, UK) https://www.jbs.cam.ac.uk/faculty-research/centres/social-innovation/
4. Institute for Social Innovation and Impact (University of Northampton, UK) https://pure.northampton.ac.uk/en/organisations/institute-for-social-innovation-and-impact
5. Yunus Centre for Social Business and Health (Glasgow Caledonian University, UK) https://www.gcu.ac.uk/yunuscentre/
6. Centre for Evidence and Social Innovation (Queen's University Belfast, UK) https://www.qub.ac.uk/research-centres/cesi/
7. Center for Social Innovation (Stanford University, USA) https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi
8. Sol Price Center for Social Innovation (University of Southern California, USA) https://socialinnovation.usc.edu/

[13] This list first appeared in Hazenberg, R., Wang, N., Chandra, Y., & Nicholls, A. (2019) Surveying the Social Innovation and Higher Education Landscape in Hong Kong.

9. Social Innovation and Entrepreneurship Faculty Learning Institute (Duke University, USA) https://entrepreneurship.duke.edu/news-item/duke-social-innovation-entrepreneurship-faculty-learning-institute/
10. Institute for Social Innovation (Carnegie Mellon University, USA) https://community-wealth.org/content/institute-social-innovation-carnegie-mellon-university
11. Institute for Corporate Social Innovation (Rutgers Business School, USA) https://www.business.rutgers.edu/ricsi
12. Institute for Social Innovation (Fielding Graduate University, USA) https://www.fielding.edu/our-programs/institute-for-social-innovation/
13. Social Enterprise Institute (Northeastern University, USA) https://www.northeastern.edu/sei/
14. Social Innovation Institute (University of California Riverside, USA) https://socialinnovation.ucr.edu/social-innovation-institute
15. Social Innovation Institute (MacEwan University, Canada) https://www.macewan.ca/wcm/SocialInnovationInstitute/
16. Institute for Social Innovation and Resilience (University of Waterloo, Canada) https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/about
17. Centre for Social Impact (University of New South Wales, Australia) https://www.csi.edu.au/
18. Social Innovation Research Institute (Swinburne University, Australia)
19. Institute for Social Innovation (ESADE Ramon Llull University, Spain) https://www.esade.edu/en/faculty-and-research/research/knowledge-units/institute-social-innovation
20. Social Innovation Institute (Consortium of Academics, Lithuania) http://www.sii.lt/ekspertai.htm