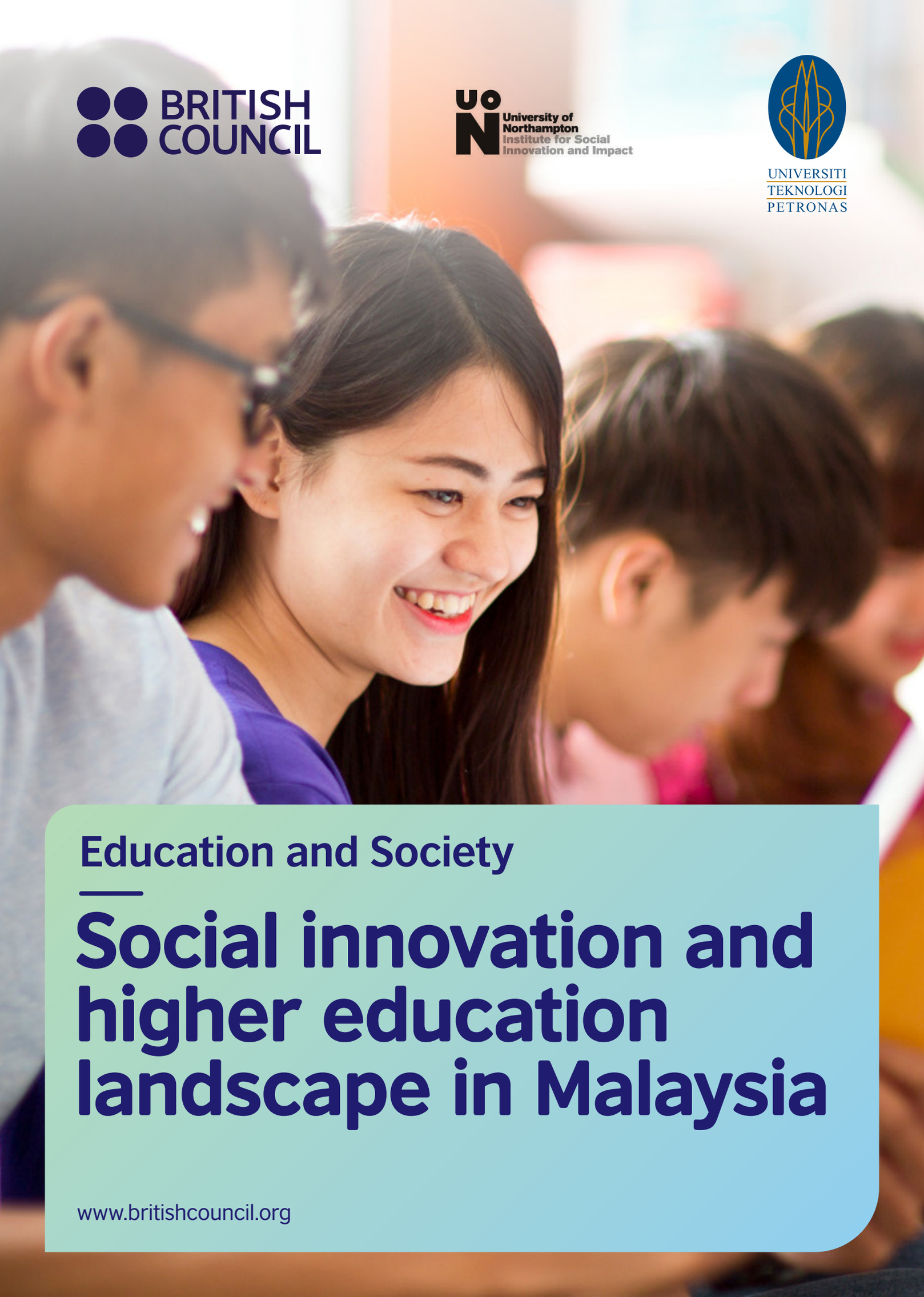

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Education and Society

Social innovation and higher education landscape in Malaysia

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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
British Council

Acknowledgements

The Malaysian Social Innovation and Higher Education Landscape (SIHE) research team would like to express our gratitude to the British Council Malaysia for this important research project. A special thanks is given to Ms Eisya Sofia Azman at the British Council Malaysia, for her support on the project. The growth of social innovation and social entrepreneurship in Malaysia in recent years makes this report vital in mapping activity, and assessing its' application in the context of higher education. Our heartfelt appreciation is also extended to the UK lead Social Innovation and Social Innovation and Higher Education Landscape researcher, Dr Jieun Ryu, who developed the literature review and provided guidance and support in the development of this report. The contributions of the participants were also essential for the development of the data comprising the report, and their continuing work to support social innovation in Malaysia (in all its forms) should be applauded. It is fair to say that the social innovation and social enterprise field would be poorer without their contributions. Finally, my special thanks to the research team, notably Associate Professor Dr Wan Fatimah Wan Ahmad, Associate Professor Dr Ting Ding Hooi, Dr Izzal Asnira Zolkepli and Mr Ammar Redza Ahmad Rizal.

Associate Professor Dr Shahrina Md Nordin
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Executive summary

Overview

In July 2019, the British Council commissioned Universiti Teknologi Petronas, Seri Iskandar, Malaysia as the lead local research partner for the 'Social Innovation and Higher Education Landscape Survey' (SIHE) in Malaysia. Universiti Teknologi Petronas partnered with the lead UK research team at the University of Northampton. This partnership has taken a cooperative research approach that includes co-management, co-design, co-research and joint dissemination of the project. The University of Northampton provided research training and mentoring (where required and appropriate), support with the fieldwork during their in-country visit to Malaysia, and supervision on the data analysis and report writing.

This report on social innovation and social enterprise teaching and research in Malaysia aims to assess the social innovation ecosystem in the country, 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 teaching and research, as well as recommendations for research agendas and higher education institution policy-makers. The online survey had a total of 50 respondents from higher education institutions across Malaysia. Purposive sampling was used in this study, to target academics in higher education institutions with existing curricula related to social innovation, social enterprise and social entrepreneurship; and higher education institutions with completed/current research projects on social innovation, social enterprise and social entrepreneurship. A total of 60 key stakeholders participated in individual interview and focus group sessions. These stakeholders included: 1) academics; 2) practitioners (social entrepreneurs, incubators, NGOs, investors/funders); 3) policy-makers and government; and 4) students (see Appendix A for a full methodological overview).

Findings

1.Social innovation research

Social innovation research has slowly gained the attention of scholars in Malaysia. The number of funded publications in social innovation research is growing. There are more empirical papers (59.7 per cent) in comparison to theoretical publications (40.3 per cent). More specifically, the respondents mentioned that there are limited theoretical discussions about conceptualisation of social innovation and social enterprise in the Malaysian context. Therefore, more research on context-specific definitions of social innovation and social enterprise using grounded theories should be conducted by scholars in Malaysia.

2. Social innovation teaching

In Malaysia, social innovation and social enterprise is often taught as a part of entrepreneurship degree programmes/ modules. There are a number of universities that actively run social innovation activities and programmes for undergraduate students and postgraduate students. In those universities, 40.8 per cent of social innovation activities were designed for degree programmes, and 59.2 per cent were for modules. While 53.2 per cent of social innovation teaching activities were compulsory, 46.8 per cent were elective courses. Various pedagogical approaches were used for teaching social innovation, including classroom and practice-based learning. In particular, students prefer project-based learning (45 per cent) than other teaching methods. There is, however, huge room for improvement as the respondents perceived that the quality and quantity of the social innovation curriculum were inadequate (mean score of 2.43). This calls for an intervention for a more structured social innovation curriculum at higher education institutions in Malaysia.

3.Collaborations

Malaysian higher education institutions are collaborating with key stakeholders – including universities, NGOs/ foundations, communities, government agencies and investors – for social innovation research and teaching. Often, the respondents' institutions collaborate with universities (31 per cent) and NGOs (28 per cent), with the purpose of training and capacity building (42 per cent). Meanwhile, a lack of funding is considered the biggest barriers to collaboration at higher education institutions. Academics were also inclined towards international collaborations for social innovation teaching and learning activities across national borders, as opposed to national collaborations within Malaysian higher education. Malaysian social innovation scholars are hoping to build more international platforms for collaborative teaching and learning activities, through Social Enterprise for Economic Development (SEED) and the ASEAN Learning Network, for example.

4.Policy support on social innovation research and teaching

Government departments and agencies such as the Malaysian Global Innovation and Creativity Centre (MaGIC), Ministry of Education (MoE) and the Ministry of Entrepreneur Development and Cooperatives (MEDAC) were identified as the major government stakeholders in supporting social innovation research and teaching at Malaysian higher education institutions. The respondents showed a high expectation of the role of government in the social innovation field. While government bodies are

implementing policies on entrepreneurship education at higher education institutions, the respondents emphasised that social innovation and social entrepreneurship education should be further supported by the government. This demonstrates a strong top-down focus in the Malaysian higher education ecosystem for social innovation development, which is not surprising as strong government support promotes effective social entrepreneurial activities, as well as economic growth (Wu, Zhuo and Wu, 2016). Therefore, while the global success of bottom-up social innovation was noted (Kruse et al., 2014), it is important to remember the cultural relativity of social innovation and social entrepreneurship, and acknowledge that top-down social innovation may be equally or even more effective in countries like Malaysia.

Recommendations

The following eight recommendations are outlined at three different levels (practice, institutional, and systemic).

1.Pedagogical approaches beyond the classroom (practice level)

More project-based and contextual teaching techniques should be adopted by social innovation educators at higher education institutions. In Malaysia, the most preferred teaching and learning activities are project-based and contextualised learning. Such pedagogical approaches are in line with problem-based learning that has multiple benefits and advantages to students for developing analytical thinking skills, creativity and design thinking skills. Diverse pedagogical approaches would also bring Malaysian social innovation teaching in line with best practice standards globally, where teaching is centred on place-based and experiential learning (Elmes et al., 2012; Alden-Rivers et al., 2015).

2.Global network and linkage for social innovation (practice level)

Higher education institutions should expand their networks across national borders, to widen their perspectives in social innovation. Exchanging social innovation research, teaching ideas and intellectual discourse with overseas institutions should be one of the key initiatives of higher education institutions. A social innovation expert pool of panels should be established within the country or at the regional level, which can provide useful suggestions and strategies for international collaborations.

3.Introducing social innovation as a career aspiration (institutional level)

Social innovation and social entrepreneurship career aspiration should be further introduced to students. Students should be made aware of and be provided with a wide range of social innovation career options. It is recommended that higher education institutions develop more courses/degree programmes that can expose students to skills and knowledge that they can utilise for their career development in the social innovation field.

4.Developing various options for financial support (institutional level)

Various options for financial support should be explored to enable and develop social innovation research and teaching at higher education institutions. If social innovation scholars receive more research funding, the possibility of conducting more social innovation research – which can contribute to social innovation teaching, as well as building a sustainable social innovation ecosystem – will increase. Therefore, it is anticipated that the government, corporate, third and private sectors further commit to sponsoring social innovation research and teaching activities.

5. Providing incentives for co-curricular development with practitioners (institutional level)

Higher education institutions should consider providing incentives for co-curricular development with social innovation practitioners. There should be a clear policy for social entrepreneurs to assist social innovation activities at higher education institutions in enhancing knowledge sharing among social enterprises and students. This policy development should look into how social innovation practitioners could make innovative practices possible, identify funding resources and grant opportunities, encourage awareness among students on social innovation and social enterprise activities, and its mission in communities.

6. Continuous institutional support and up-skilling opportunities to graduates (institutional level)

Alumni should also be tracked to instil continuity of efforts and impact in teaching social innovation at higher education institutions. Alumni will be able to provide insight irrespective of whether they pursued a social innovation career (e.g. social innovator, social entrepreneur, consultant, and corporate social responsibility team) after graduation. With this information, higher education institutions will be able to measure the impact of social innovation teaching in terms of providing social innovation career options. Furthermore, academics can use feedback from graduates to further develop their social innovation curriculum and extracurricular activities.

7. Embedding social innovation in the higher education system across disciplines (systemic level)

Social innovation should be embedded in the higher education system across different disciplines. Currently, social innovation and social entrepreneurship are being taught as a part of entrepreneurship courses and degree programmes in Malaysia. As social innovation is used in different disciplines across the world (Ville and Pol, 2008), the boundaries of social innovation in Malaysian higher education institutions can also be expanded to various disciplines rather than limited to business and entrepreneurship studies.

8. Building a sustainable ecosystem for social innovation education (systemic level)

A sustainable ecosystem for social innovation education should be developed. The formation of strategic partnerships between higher education institutions, social enterprises, NGOs, the private sector and government agencies will create opportunities to source strategic investment from social innovation funders. First, by collaborating with other social innovation stakeholders, higher education institutions can identify and validate societal needs, create the market for social innovation projects and connect to potential investors. Second, by creating strategic opportunities through the formation of a partnership with the private sector, higher education institutions could also secure funding opportunities for highly impactful social innovation projects. Third, by closely working with communities, higher education institutions will be able to provide 'real-life' examples to students who are willing to learn how social innovation works in practice. This practice-based learning experience will also enable students to discuss and contribute to solving social issues within the community in a more coordinated manner.

Further research opportunities

Overall, three areas requiring further research were identified.

1. Conditions of social innovation research and teaching in Malaysian higher education institutions

How can higher education institutions utilise their limited funding for further developing social innovation research and teaching initiatives? The cost-benefit analyses on the allocated budget and the possible 'returns' can be further explored to understand the values garnered from social innovation research and teaching activities.

2. The impact of a strategic partnership

How can students benefit from a strategic partnership between higher education institutions and other stakeholders (social innovators, social entrepreneurs, incubators, NGO/foundations and community stakeholders)? There has been limited research conducted related to these types of strategic partnership. Scholars should explore how students can benefit from pro-bono experiential coaching and guidance provided by practitioners. Furthermore, the symbiosis between higher education institutions, the private sector and the communities in the social innovation field can be explored.

3. Economic effects of social innovation

How can social innovation education initiatives create a ripple effect in marginalised communities? From the viewpoint of economics, scholars could examine whether the inclusion of social innovation would create a ripple effect to marginalised communities, and to the country's economy at the macro- and micro-levels. The quantification of social innovation initiatives and its socioeconomic and fiscal benefits would provide an indicator to policy-makers on the return on investment, and the scale of impact on marginalised communities, and the country at large.

1

Literature review

1.1 Overview

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). Nicholls and Ziegler (2014) define social innovation as development and delivery of new ideas and solutions – as products, services, markets and processes – at a different socio-structural level which intend to improve human capabilities and processes. 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'. Meanwhile, 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).

31,528,585

Malaysia is one of the fast-growing countries in South East Asia, with a population of 31,528,585 people as of 2018 (United Nations, 2019).

Malaysia is one of the fast-growing countries in South East Asia, with a population of 31,528,585 people as of 2018 (United Nations, 2019). Life expectancy in the country has continuously increased and stands at an average of 75 years (United Nations, 2019). Culturally, Malaysia reflects its diversity in ethnicity and religion. In Malaysia, the major ethnic group is Malay and indigenous people (62 per cent) followed by Chinese (20.6 per cent), Indian (5.7 per cent) and others (0.8 per cent) (CIA, 2019). The official religion of Malaysia is Islam, and 61.3 per cent of the population identifies as Muslim. Among other religions, 19.8 per cent of the population identify themselves as Buddhist, 9.2 per cent as Christian, and 1.3 per cent as Confucianist, Taoist and followers of other traditional Chinese religions (CIA, 2019). Since gaining independence from the UK in 1957, the economy of Malaysia has been expanding. Malaysia is expected to become a high-income economy from an upper-middle-income economy by 2024 (Word Bank, 2019a). Malaysia's average GDP growth rate is 5.4 per cent since 2010, with 0.4 per cent of the population under the absolute poverty line in 2015 (World Bank, 2015). Meanwhile, the level of income inequality is below 50 per cent, with a GINI coefficient of 46.3 per cent (World Bank, 2018).

Along with active economic development, the governance of Malaysia has continued to stabilise. Malaysians perceive that the government has done well in providing and implementing policies, with a percentile rank of 76.44 for the government effectiveness dimension of the Worldwide Governance Indicator (WGI) (World Bank, 2019b). A percentile rank for the regulatory quality is also relatively high at 74.52, implying that people perceive the government can formulate and implement effective policies and regulations which enable private sector development (World Bank, 2019b). Conversely, the perception of voice and accountability (34.48), political stability, absence of violence/terrorism (52.38), and control of corruption (58.17) were indicators that scored negatively (World Bank, 2019b).

In Malaysia, social innovation and social enterprise are relatively new concepts. Many stakeholders, including scholars, social entrepreneurs, civil society organisations, funders, government departments and government agencies, have been involved in developing the social innovation field in Malaysia, and their interest in creating a sustainable social innovation ecosystem has been growing. Accordingly, Malaysia has started developing an environment that is supporting social innovation and social enterprise with incubators and financial support (Kadir and Sarif, 2016). Moreover, growing interest in solving social issues and unemployment issues in an innovative way has inspired the emergence of social innovation and social enterprise (Kadir and Sarif, 2016). Recently, the Malaysian government provided a definition of social innovation and social enterprise, and recognised that social innovation can sustain the nation's economic growth, thus helping to solve social problems (Economic Planning Unit, Prime Minister's Department, 2015). Meanwhile, social enterprise is considered as one of the key organisations that can integrate social innovation into its business models and activities.

The review provides an overview of social innovation education in Malaysia, with a specific focus on research, teaching, and knowledge transfer within the higher education sector. Throughout this report the term social innovation, for simplicity, will be used to encompass social entrepreneurship and social enterprise. When these concepts are being specifically referred to, however, 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[1] revealed that only 2 per cent of universities have not engaged with a social enterprise. 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 the growth of the ecosystem.[2] Universities 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., 2012; Alden-Rivers et al., 2015). Prior research argues that social enterprise can play a vital role in the society and economy (Zainol et al., 2014; Akter et al., 2017; Kadir and Sarif, 2016; Adnan, Yusoff and Ghazali, 2018). Social innovation is often viewed in a similar way that can contribute to improving the socio-economic well-being of the people (Nasir and Subari, 2017).

Our research to date has identified 81 research publications focused on social innovation and social enterprise in a Malaysian context, including journal articles, book chapters, and conference papers between 2010 and 2019.

At the higher education level, research and teaching in social innovation and social enterprise are growing in Malaysia. Our research to date has identified 81 research publications focused on social innovation and social enterprise in a Malaysian context, including journal articles, book chapters, and conference papers between 2010 and 2019. Research in social innovation and social enterprise have been growing since 2013 in Malaysia. Since then, the research topics in this area have been diversified to comprises: 1) social innovation and the role of higher education institutions; 2) social innovation and poverty alleviation; and 3) conceptualising social innovation as well as social enterprise and social entrepreneurship. While the number and topic areas of research publications on social innovation and social enterprise 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 in Malaysia.

In terms of teaching, Rahman et al. (2016) found that the level of social entrepreneurial activities among undergraduate students in Malaysian higher education institutions is high; especially, as they are more committed to community development projects that involve social innovation. Meanwhile, Wahid et al. (2019) explored how different variables such as students' interest in social entrepreneurship – social entrepreneurship courses and teaching, examples of role models, outdoor activities, and career options – were emphasised. Othman and Wahid (2014) also found a positive relationship between personal characteristics and the level of social entrepreneurship. Through their research, they emphasised that the characteristics of social entrepreneurs can be developed through education, and that higher education institutions were expected to include more social entrepreneurship-oriented programmes. Said et al. (2015) also found that Malaysian higher education institutions are contributing to the development of social entrepreneurship. Still, financial support to higher education institutions is needed for further development.

More recently, Ladin et al. (2017) identified challenges in promoting social entrepreneurship in Malaysia. The research argues that the social entrepreneurship field is still undervalued even though the number of graduates who engaged with social entrepreneurship from the higher education institutions has increased. The research identified that there is a lack of: 1) awareness; 2) legal recognition; 3) policy structure; 4) quality of talent; 5) access to sizeable finance and; 6) excessive bureaucracy of government agencies. A need to introduce study courses on social entrepreneurship at higher education institutions was emphasised to gradually move towards introducing more all-round study programmes on social entrepreneurship.

The role of higher education institutions is not just in teaching. Universities can also establish and lead social innovation initiatives themselves.

The role of higher education institutions is not just in teaching. Universities can also establish and lead social innovation initiatives themselves. For example, as a partner institution of the South East Asian Social Innovation Network, Universiti Teknologi Mara (UiTM) established a Social Innovation Support Unit (SISU) to support social innovators and organise workshops, seminars and competitions. With the Social Entrepreneurship Initiative 2018 in particular, Universiti Teknology Mara (UiTM) and the Malaysian Academy of SME and Entrepreneurship Development (MASMED) provided RM 5,000 (approximately £940) per project, which can create social and sustainable impact (South-East Asian Social Innovation Network, 2019).

In Malaysia, the role of the government in supporting higher education institutions has also been emphasised to deliver social innovation research and teaching. Indeed, certain policies and appropriate government interventions can create an impact in the social innovation process (Moore et al., 2012). In Malaysia, the Malaysian Education Blueprint for Higher Education 2015 – 2025 emphasises the importance of entrepreneurship and innovation (Ministry of Education, 2015). Furthermore, the National

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

2 Examples of these institutional approaches can be found on the Ashoka U Network: https://ashokau.org/

Social Enterprise Blueprint 2015 – 2018, which acts as a part of Tenth Malaysian Plan 2010 - 2015 (Strategy), evaluated that the social enterprise field has the potential to improve students' outcomes. The Blueprint emphasises that, with support from the Ministry of Education, the social enterprise field can:

- 'provide better access to education for remote and isolated communities through enabling technology and relevant curriculum;
- supplement the current national curriculum with relevant industry and vocational skills to increase post-education options; and
- empower students to be more invested in their education through self-taught and peer-to-peer learning opportunities (Malaysian Global Innovation and Creativity Centre (MaGIC) Social Enterprise Unit, 2015: 27)'.

With government support, for example, University Malaysia Kelantan (UMK) was recognised as a leading university in the field of entrepreneurship (British Council Malaysia et al., 2018). University Malaysia Kelantan (UMK)'s Social Entrepreneurship Centre, which is approved by the Ministry of Education, provides a social entrepreneurship programme for 30 students from public universities. Throughout the programme, University Malaysia Kelantan trains students to develop a social enterprise business plan, which can create a positive impact on society (Baru, 2018). The Malaysian Global Innovation and Creativity Centre (MaGIC) is another example that the government is supporting social innovation education. As a government agency, the Malaysian Global Innovation and Creativity Centre runs several social entrepreneurship educational programmes for university students as well as faculty members who intend to teach social entrepreneurship.

1.3 Summary

This literature review has sought to provide an initial overview of social innovation research, teaching and policy involvement within Malaysian higher education. Although the concept of social innovation and social enterprise is relatively new in Malaysia, there are many signs that the field is growing fast. In particular, promoting social innovation has become a key strategy to achieve the nations' economic growth and social well-being. Moreover, the government is putting intensive efforts in creating a social innovation ecosystem by integrating social innovation and social entrepreneurship in its policy on higher education. At the higher education level, research and teaching in social innovation are also growing. There are several higher education institutions running programmes on social innovation, social entrepreneurship, and social enterprise. In terms of research, there is room for expansion, as social enterprise policies are well-established in Malaysia. Most previous research focuses on the role of social enterprise in contributing to the socio-economic well-being of the country and university students' aspiration concerning social entrepreneurship.

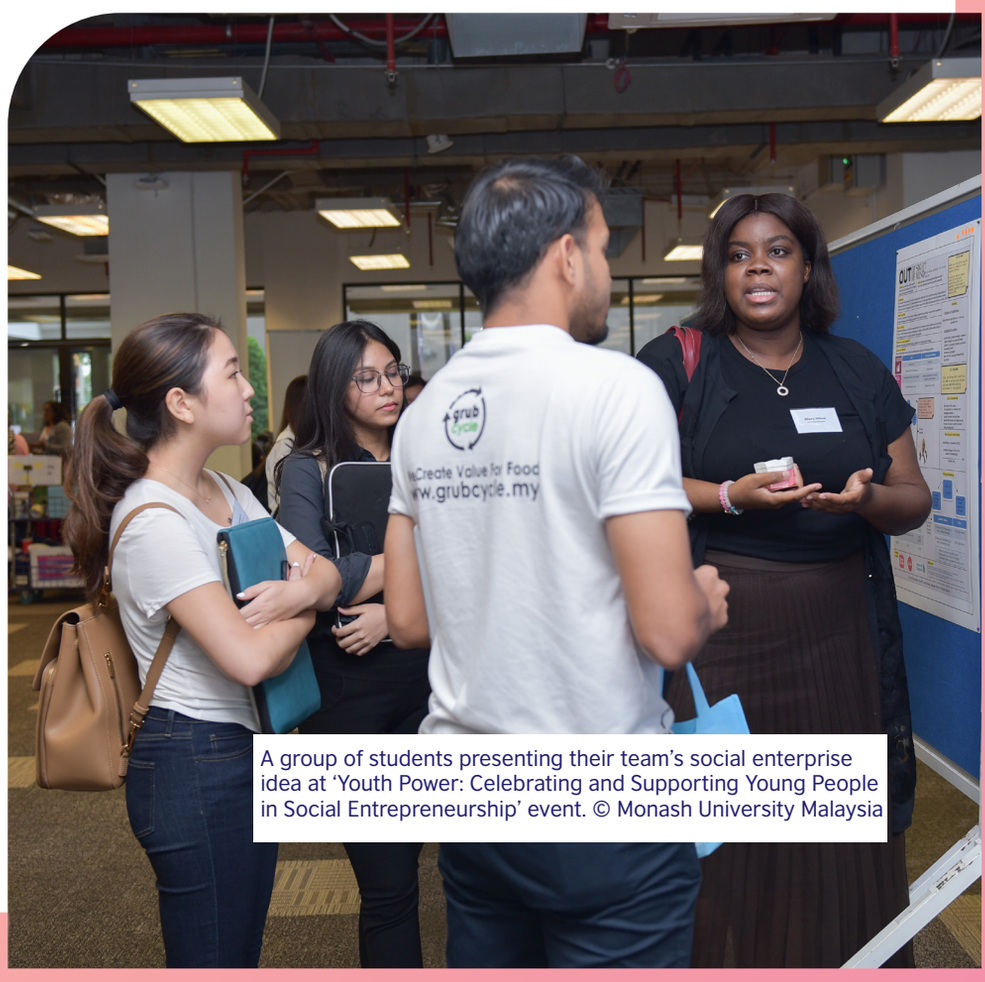
Social Business and Social Entrepreneurship development projects for villages in Perak © Centre of Social Innovation, Universiti Teknologi Petronas.

2

Research aims

This research is part of the global Social Innovation and Higher Education Landscape (SIHE) project initiated by the British Council. In Malaysia, this research has the following aims:

1. Understand the existing social innovation research and teaching landscape at higher education institutions.
2. Analyse gaps in knowledge, capacity and future ambition of the academic community in this area.
3. Measure proxies to gauge the levels of trust and collaboration that currently exist across academic disciplines, between universities, and between universities and society.
4. Assess the quantity of social innovation and social enterprise-related research in Malaysia, comprising of trends and future priorities among the academic community and collaboration barriers.
5. Examine the quantity and quality of teaching of social innovation and social enterprise and related courses and programmes that include credit-bearing and non-credit bearing/extra curricula programmes.



A group of students presenting their team's social enterprise idea at 'Youth Power: Celebrating and Supporting Young People in Social Entrepreneurship' event. © Monash University Malaysia

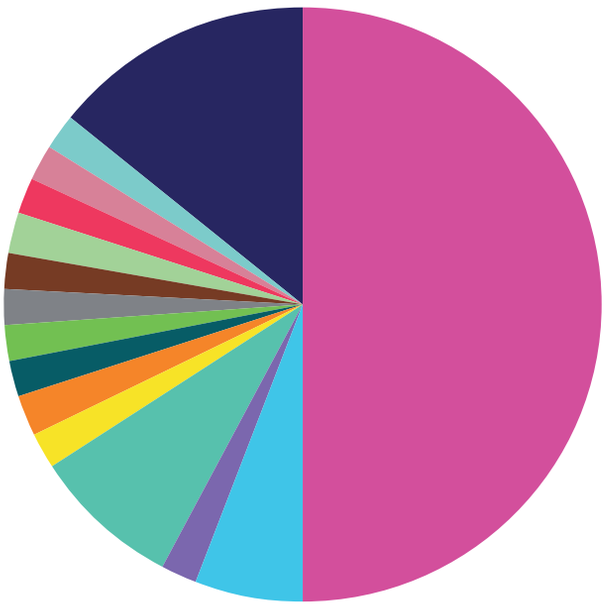
3

Quantitative results

3.1 Respondent demographics

A total of 50 respondents participated in the online survey in Malaysia with 86 per cent of these being academics and 14 per cent being practitioners. The median age of the respondents was 43 years old with an age-range of 28-60 years. The respondents were from 12 states and federal territories of Malaysia. The respondents were from higher education institutions in Johor (14 per cent), Perak (14 per cent), Selangor (12 per cent), Kelantan (10 per cent), Melaka (6 per cent), Sarawak (6 per cent), Kuala Lumpur (4 per cent), Penang (4 per cent), Negeri Sembilan (2 per cent), Kedah (2 per cent), Perlis (2 per cent), Terengganu (2 per cent), and Sabah (2 per cent). Figure 3.1 shows that the respondents were mostly academics with business expertise (50 per cent), followed by arts and humanities (14 per cent) and education (8 per cent).

Figure 3.1 - Academic expertise of the respondents



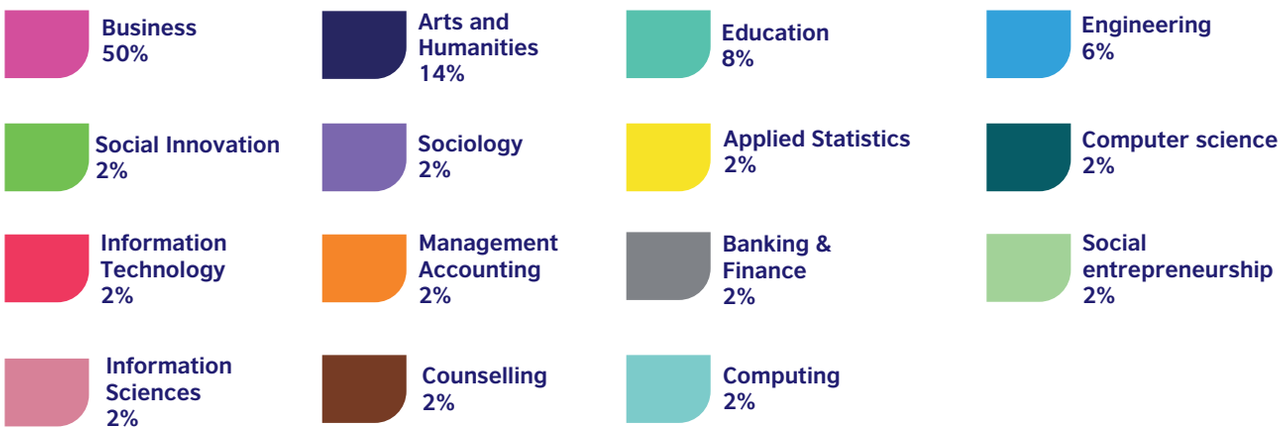


Figure 3.2 shows that majority of the respondents were on a research and teaching track (80 per cent), while 12 per cent of the respondents were on a research track and 8 per cent were on a teaching track.

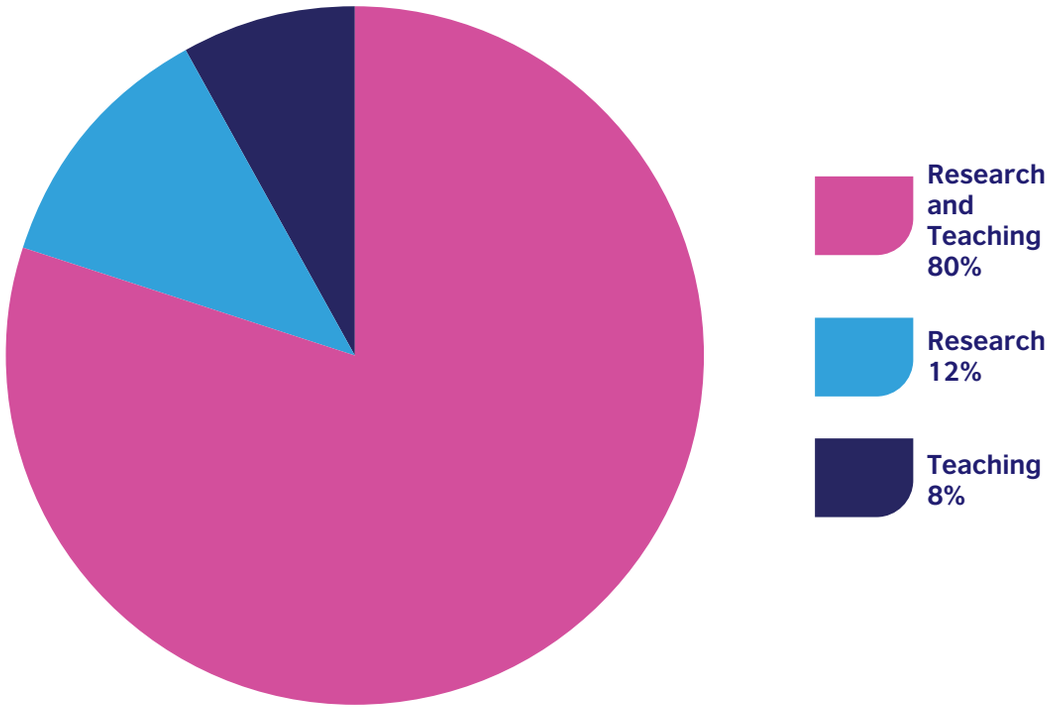


Figure 3.2 - Academic career track of the respondents

Most of the respondents were experienced academics in social innovation, with the majority (56 per cent) having between one to five years' experience in this field (see Figure 3.3).

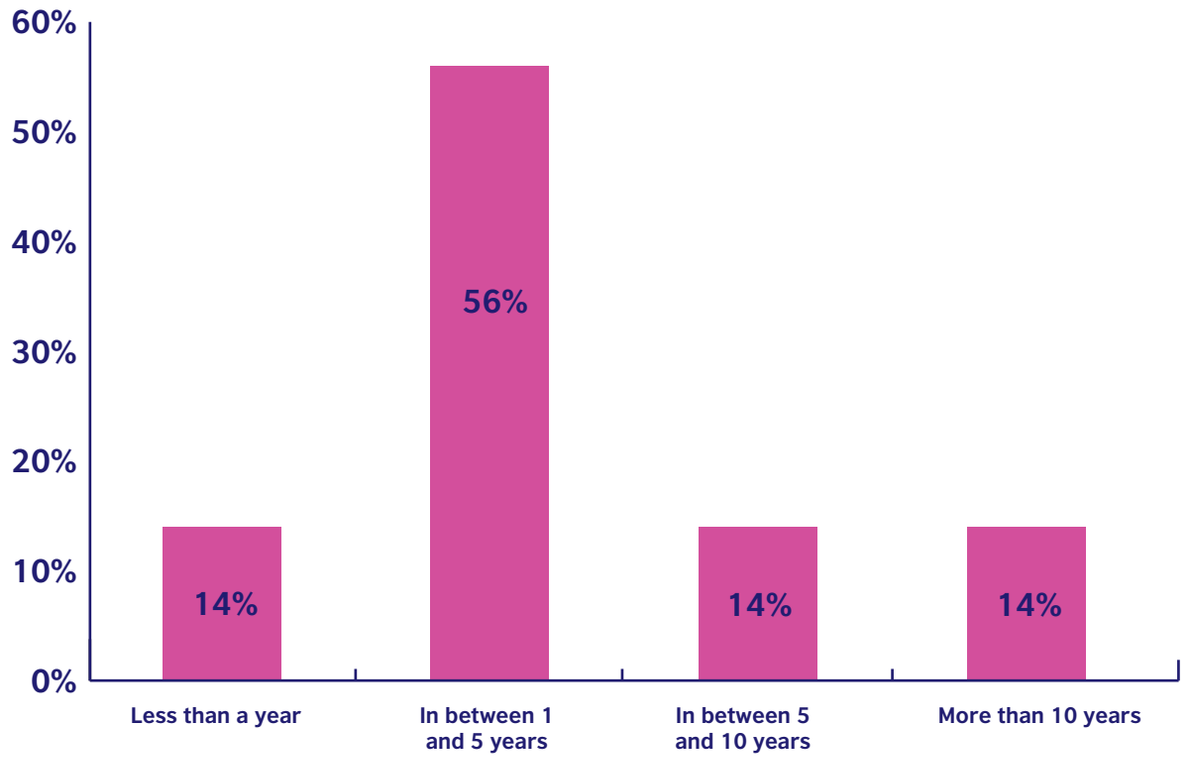


Figure 3.3 - Length of academic careers

As Figure 3.4 shows, 30 per cent of the respondents were lecturers/senior lecturers, while 14 per cent of them were researchers/senior researchers. Meanwhile, 12 per cent of the respondents were associate professors/assistant professors.

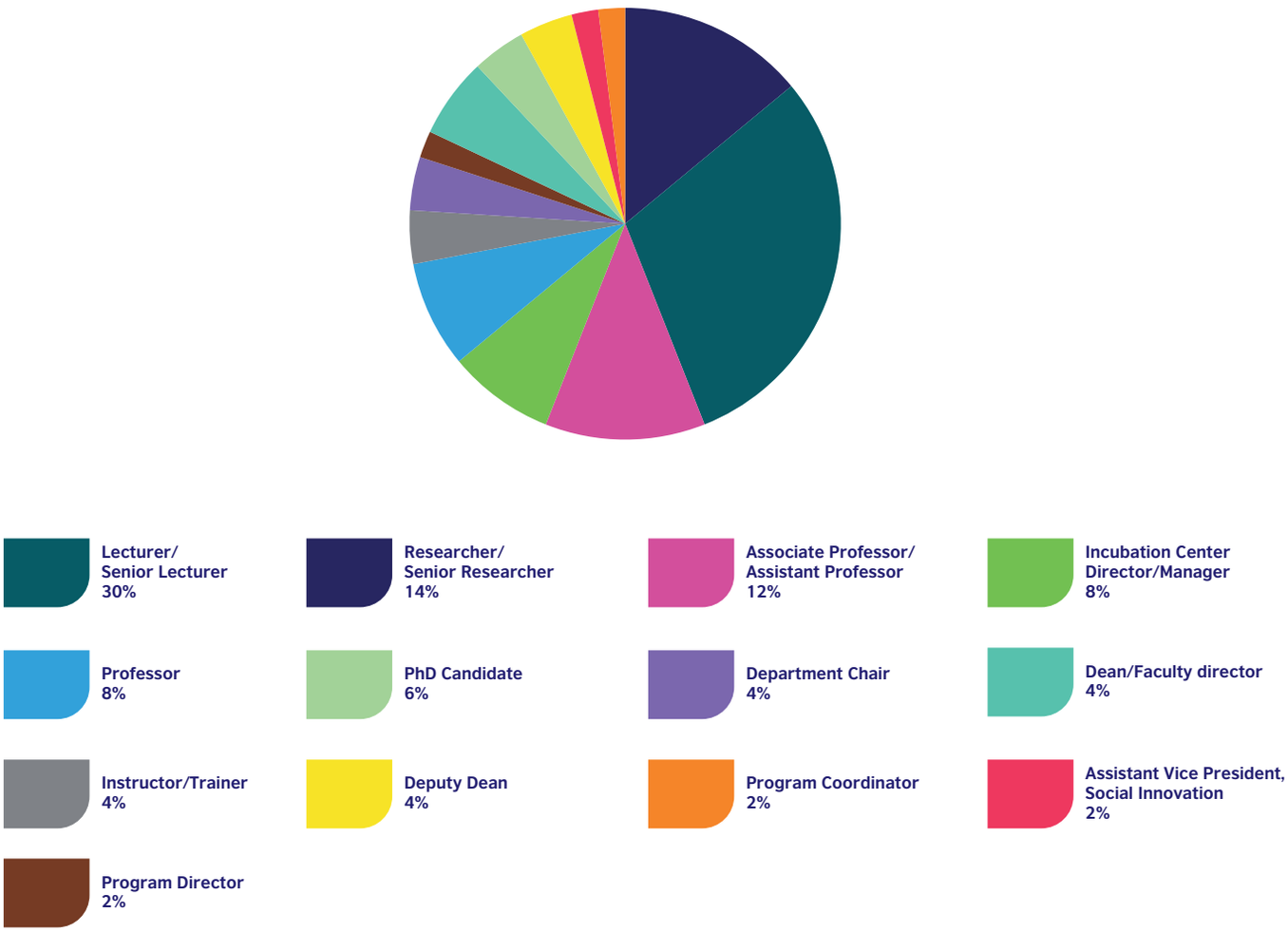


Figure 3.4 – Main roles / positions

In summary, the respondent demography shows that Malaysian social innovation scholars are early-career academics with less than five years' experience in this field. Most respondents are from a business studies background (50 per cent), while the survey analysis results also indicate that the majority of the respondents are on a research and teaching track (80 per cent). This result indicates that the respondents are therefore in a position to link research outcomes and teaching practices.

3.2 Academic publications

The respondents reported 68 academic publications in the survey (see Appendix D for relevant literature identified in the research). Table 3.1 illustrates the publications of the academics that have more and fewer publications. There were 13 academics with more (four to five) publications and only three academics with a few (one to two) publications, while 34 academics reported that they do not have any publications on social innovation. This result shows that there is a gap between academics who publish social innovation research and those who do not.

Table 3.1 – Academics with publications

More Publications (4-5 Publications)	Fewer Publications (1—2 Publications)	No Publications
13	3	34

Figure 3.5 shows changes in the number of academic publications over time, with a significant increase shown ($R^2 = 0.79$).

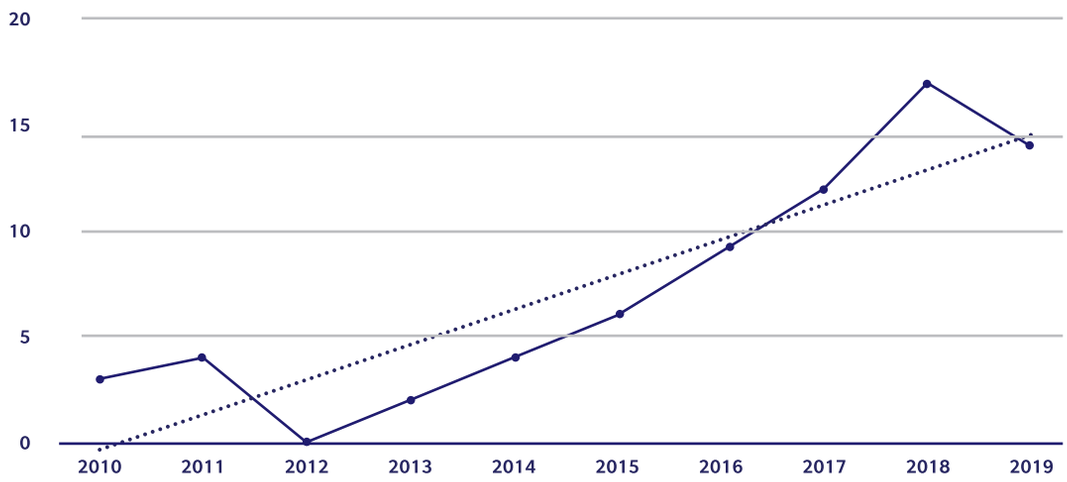


Figure 3.5 - Academic publications trend

Most respondents published both empirical and theoretical papers on social innovation and social entrepreneurship. More empirical papers (40 publications) were published than theoretical papers (27 publications) in Malaysia. Both quantitative (45 per cent) and qualitative (42 per cent) research methods were used at a similar rate. Mixed-method research was less utilised (13 per cent) but may generate more important insights for both academics and practitioners (see Figures 3.6 and 3.7).

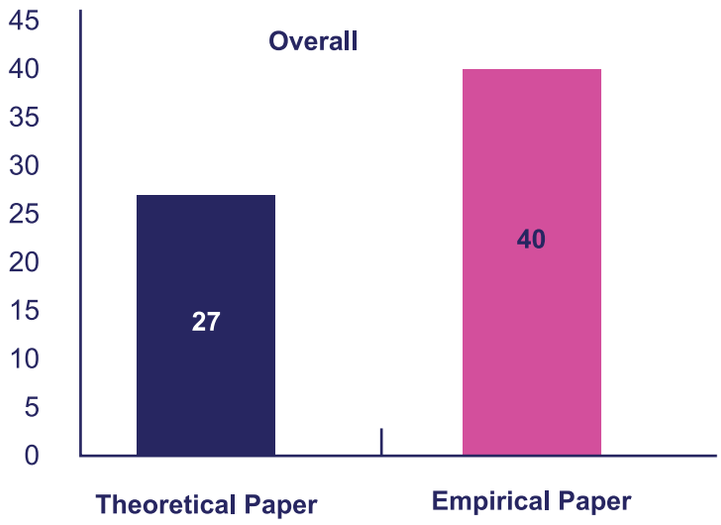


Figure 3.6 - Types of papers

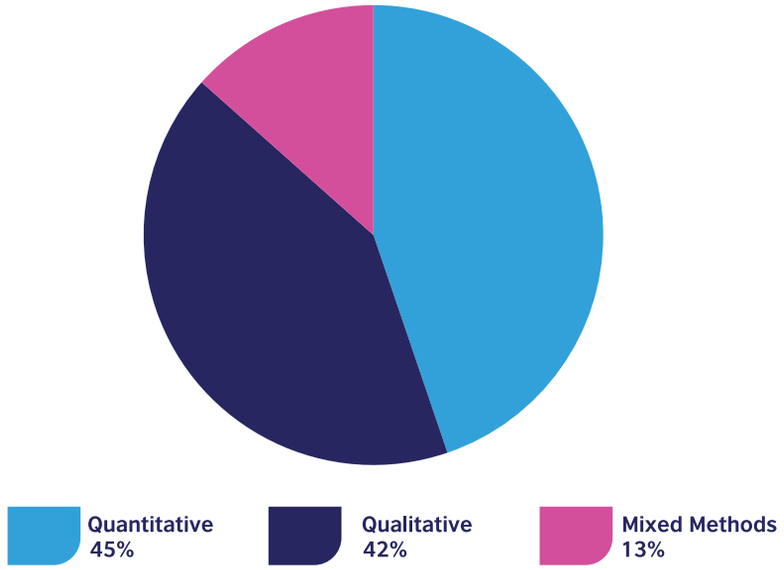


Figure 3.7 - Research methods

In terms of funding, 33.9 per cent of respondents received research grants, with self-funding (30.8 per cent), government funding (13.9 per cent), higher education institution funding (3.1 per cent), and other types of funding (1.5 per cent) also being identified. Interestingly, 16.9 per cent of the publications were published with no funding. Meanwhile, none of the respondents obtained NGO or foreign funding. Figure 3.8 shows funding sources over time, showing increases in research grant and self-funding in recent years.

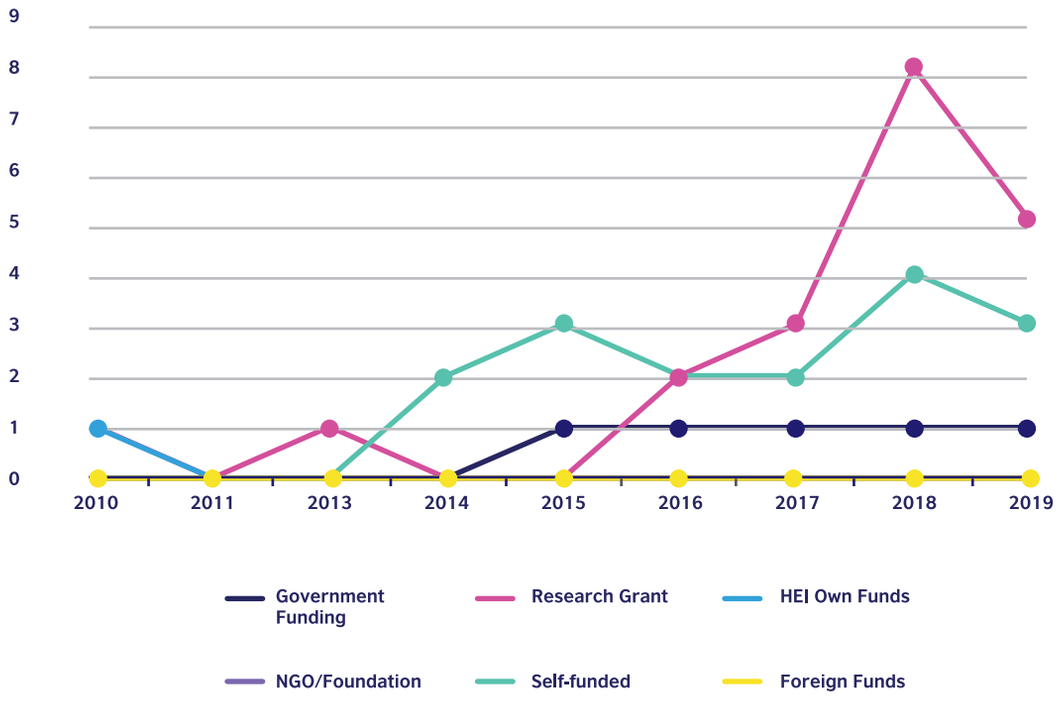


Figure 3.8 - Funding trends

In summary, the number of academic publications on social innovation and its funding opportunities have grown over the past few years in Malaysia. Most research is empirical, while both quantitative and qualitative research methods were used at a similar rate. This result reflects the need to develop theoretical and conceptual research to theorise practice in the Malaysian social innovation field. Moreover, funders' (notably research grant and government) interest in supporting research on social innovation is growing.

3.3 Non-academic publications/outputs

The number of non-academic publications was smaller than the academic publications, with the survey respondents reporting 14 publications. In Malaysia, there were only four respondents who reported between two and three non-academic publications, and four reported only one non-academic publication. Figure 3.9 shows changes in the number of non-academic publications over time, with a positive increase shown ($R^2 = 0.53$).

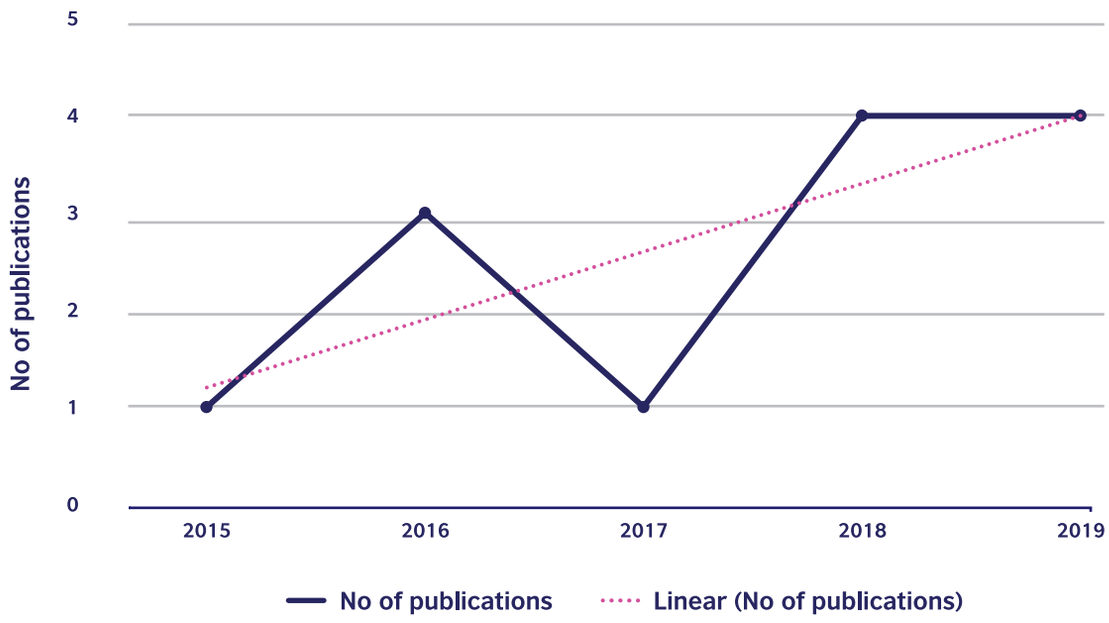


Figure 3.9 - Non-academic publication trend

In terms of non-academic publications, the highest percentages were in both report (31 per cent) and online media (31 per cent) formats, followed by print media (15.3 per cent). The least used were in non-academic conference presentations (8 per cent), PhD theses (8 per cent) and lecture notes (7.7 per cent) (see Figure 3.10).

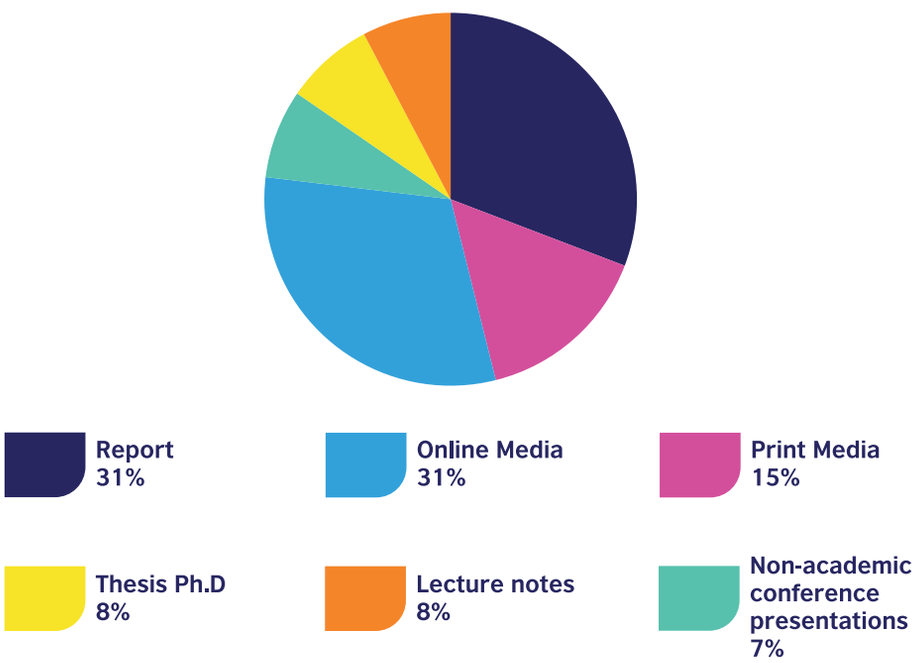


Figure 3.10 - Types of publications

In summary, non-academic publications were not prioritised by social innovation scholars in Malaysia. Still, reports, online media and print media might able to support scholars to generate wider impact by creating research outcomes to the general public more effectively.

3.4 Teaching activities

The respondents reported 55 teaching activities, with 59.2 per cent being a module/class and 40.8 per cent a social innovation focused degree programme. Further, 53.2 per cent of the teaching activities were compulsory, and 46.8 per cent were elective courses. Significantly, 58 per cent of the audience of the teaching activities were with undergraduate students, and 30 per cent were part of non-accredited courses (see Figure 3.11).

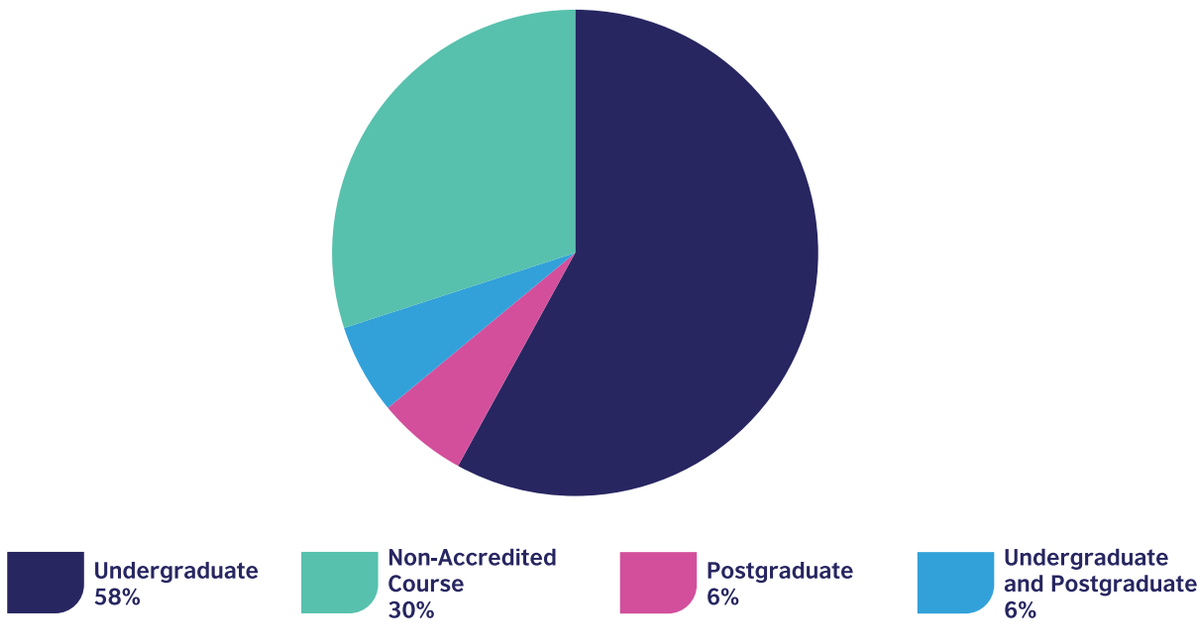


Figure 3.11 - Audiences for the teaching activities

In terms of class-sizes, the highest percentage was between 20-39 students (34 per cent) and 40-59 students (34 per cent) (see Table 3.2).

Table 3.2 - Comparisons between class sizes and audiences

Teaching activity class size	Frequency	Percentage (%)
1 until 19	6	12
20 until 39	17	34
40 until 59	17	34
60 until 79	7	14
100 until 119	1	2
120 until 139	1	2
140 until 159	1	2
Total	**50**	**100**

The number of teaching activities focused on social innovation overtime was also studied, with Figure 3.12 below highlighting positive increases ($R^2 = 0.346$) in the number of modules/courses, with a surge in such teaching activities between 2017 and 2018.

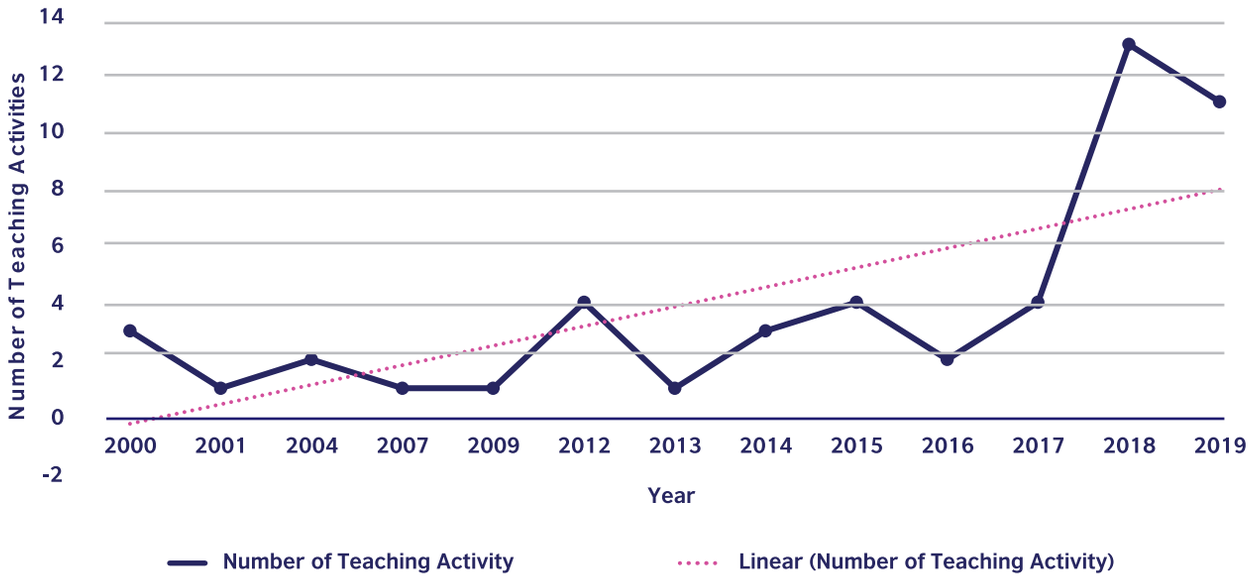


Figure 3.12 - Teaching activities over time

Figure 3.13 summarises the year in which the teaching activity started and teaching activity funding sources, in order to verify if funds are increasing through time. Although government funding increased between 2018 and 2019, there was no specific pattern in the funding for teaching activities. Self-funding did, however, significantly increase between 2014 and 2018.

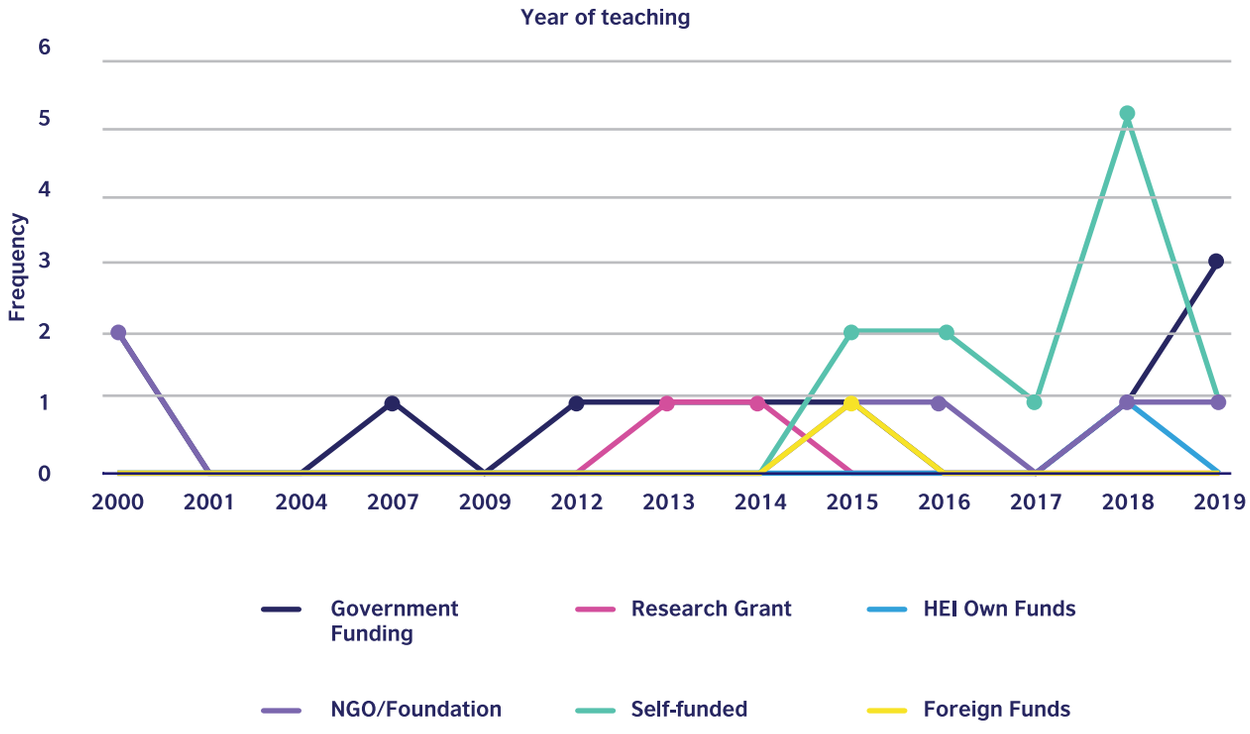


Figure 3.13 - Types of teaching funds

In summary, social innovation teaching has increased over time with undergraduate students. Most teaching activities involve module/class formats, implying that social innovation-related activities are embedded in the curriculum content or the pedagogical approaches. The number of compulsory (53.2 per cent) and elective courses (46.8 per cent) on social innovation were provided at a similar rate in Malaysia. Most social innovation classes were small and medium-sized (between 20-39 and 40-59). In terms of funding, self-funding for social innovation teaching was actively used between 2017 and 2018. Although government funding increased between 2018 and 2019, the number of other types of funding from NGOs, foreign organisations, and higher education institutions was limited.

3.5 Student experiences

The respondents were asked to report their observation on changes in students' reactions to social innovation activities, such as changes to their attitudes, interests towards social innovation, and overall participation. The respondents were asked to choose between one and five using a five-point Likert scale – with one signifying negative change, and five indicating positive change. The median score was 4.2, reflecting that the respondents believed that the students' reactions towards social innovation activities were positive. In terms of the quantity and the quality of the curriculum in the area of social innovation, the respondents reported that there were not enough modules/courses and their quality was inadequate, with a mean of 2.43. Further, the respondents reported that students have more preference for project-based learning (45 per cent), while 34 per cent of the respondents answered that students enjoy all approaches including classroom-based, practical support, and project-based learning when studying social innovation (See Figure 3.14).

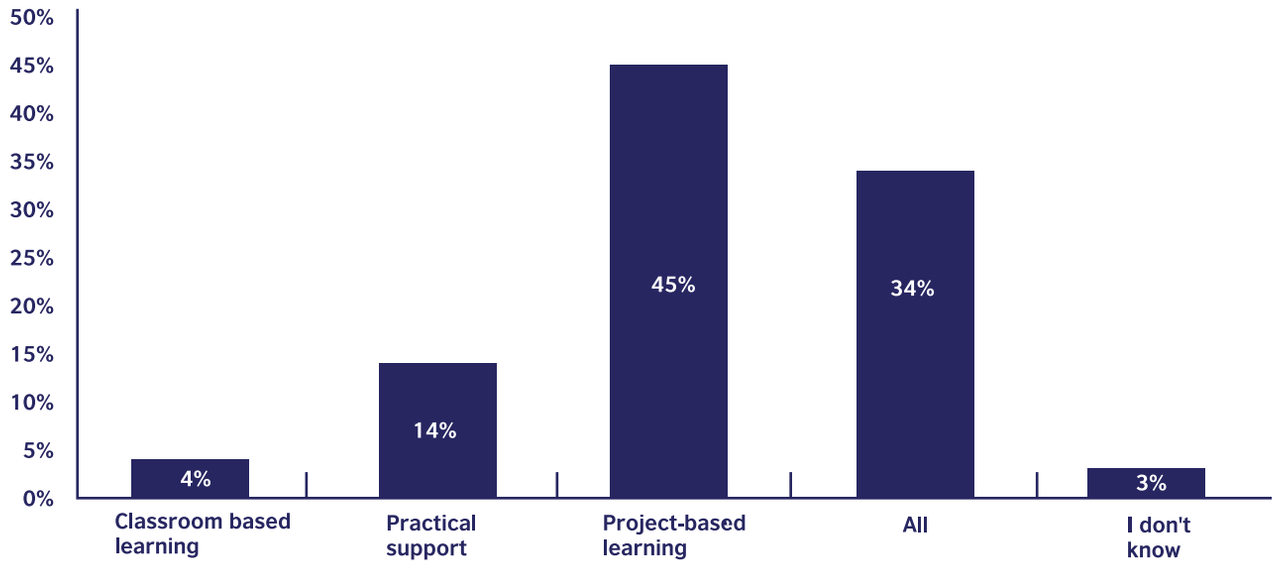


Figure 3.14 - Which learning modes do students enjoy the most in studying social innovation?

In summary, the results of the survey provide an interesting insight: although students in Malaysia enjoy learning social innovation from a student-centred perspective, the quality and the quantity of the social innovation curriculum is still not good enough. This result indicates that social innovation curricula could be further improved in terms of quantity and quality. Indeed, practical, place-based and experiential learnings are emphasised as a social innovation pedagogic practice globally (Elmes et al., 2015; Alden-Rivers et al., 2015). As students in Malaysia also prefer project-based learning as opposed to classroom-based learning, more practical learning could be embedded in the social innovation curriculum to provide a more positive learning experience for students in Malaysia.

3.6 Higher education institutions within society

In total, 52 community engagement activities were reported in Malaysia. The roles of the respondents in community organisations were centred on committee members (30 per cent), advisors (26 per cent), while some of them involved in volunteering (15 per cent) and being officers (7 per cent) (see Figure 3.15).[3]

3 Appendix F lists the community organisations that the respondents have been collaborating with.

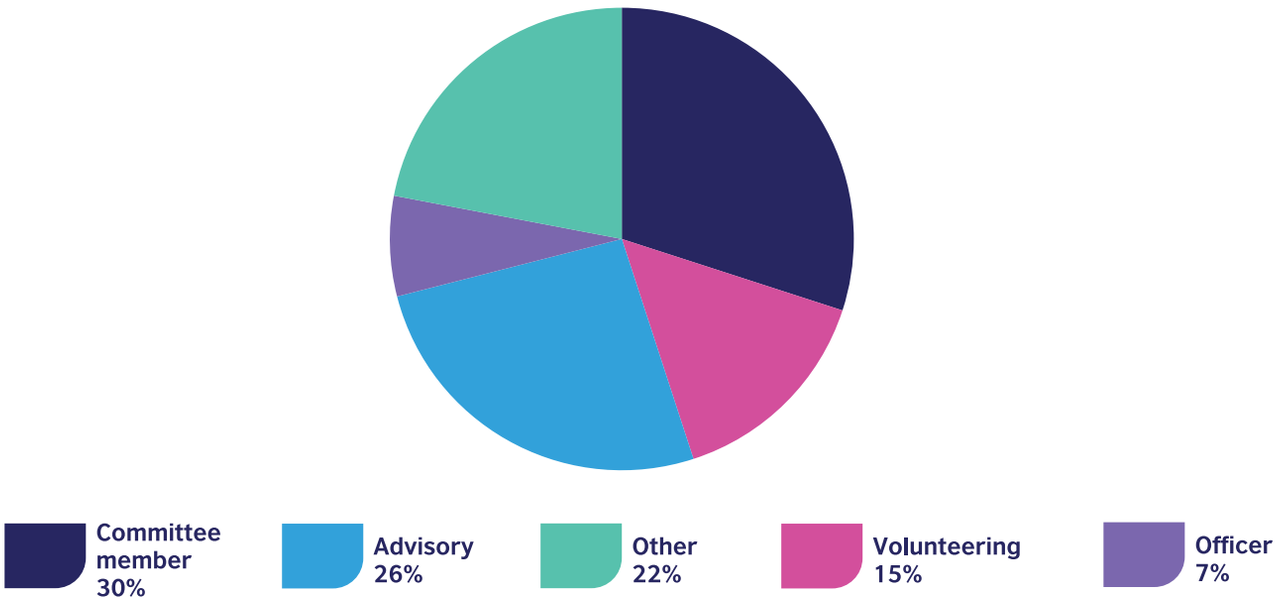


Figure 3.15 - Roles in society

The respondents mostly collaborated with NGO (41 per cent), schools (18 per cent), social enterprises (15 per cent) and public bodies (15 per cent) (see Figure 3.16).

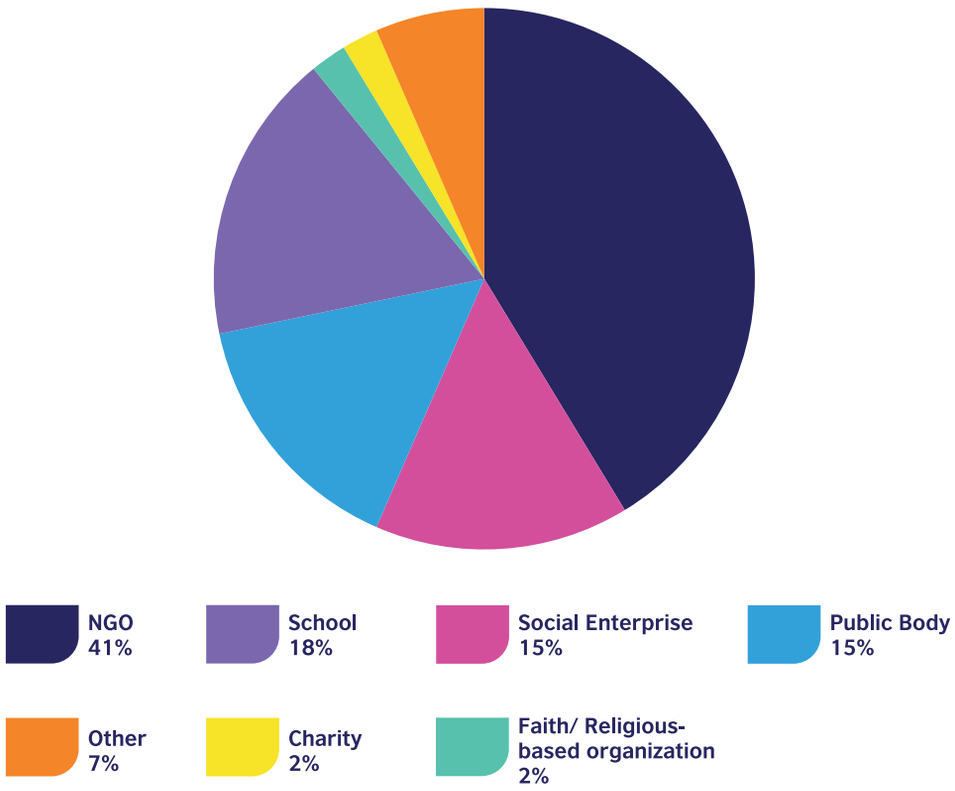


Figure 3.16 - Types of organisations

In summary, social innovation scholars engaged with various community organisations, including NGOs, schools, social enterprises and public bodies. This indicates a relatively high level of collaborative efforts by the respondents. The respondents also serve various community organisations in different positions as committee members, advisors, volunteers and officers.

3.7 Government support for social innovation

The respondents were also asked to provide their views on government support for social innovation in terms of research, teaching, finance, networking, community engagement, and policy support. A five-point Likert scale was used, ranging from one to five, with five being the highest. The mean scores for research (3.27), teaching (3.10) and community engagement (3.16) were moderate. On the other hand, the mean scores for finance (2.84), networking (2.94) and policy support (2.86) were relatively low. Generally, the respondents' view was that the government does not seem to provide strong support for social innovation-related activities.

3.8 Collaborations

The respondents also reported collaboration at the academic level. The respondents reported that they were collaborating with universities (31 per cent), NGOs (28 per cent), communities (15 per cent), others (13 per cent), social enterprises (8 per cent) and industries (5 per cent) (see Figure 3.17).

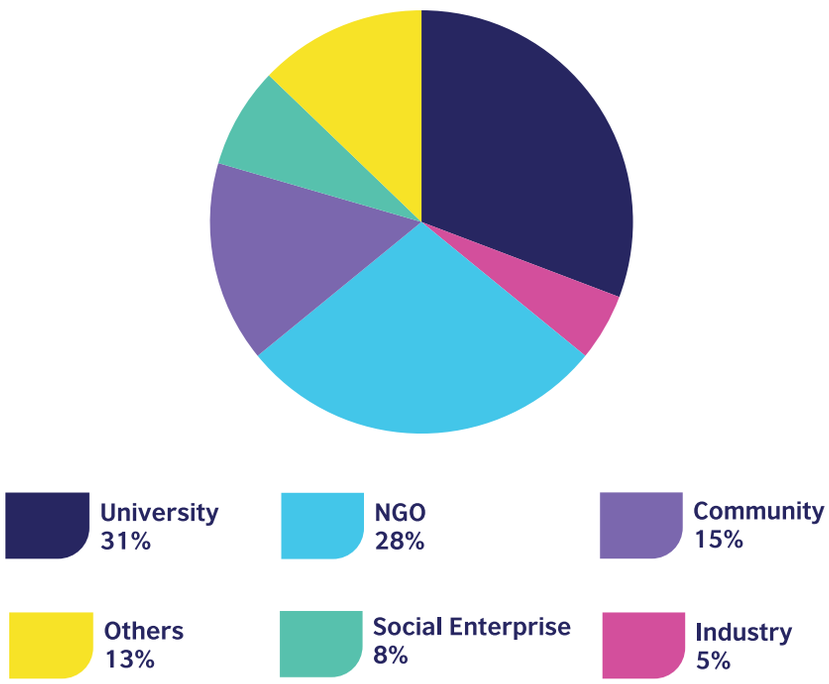


Figure 3.17 - Partner institutions

In terms of the United Nations' Sustainable Development Goals (SDGs) collaboration topics, most respondents believed that their activities were strongly aligned with SDG 8: Decent Work and Economic Growth (27 per cent), and SDG 4: Quality Education (23 per cent). Figure 3.18 highlights the relevant SDG focus of collaborative activities.

Figure 3.18 - Sustainable Development Goals alignment

The respondents also selected beneficiary groups who are closely related to a number of SDG topics. For example, SDG 8: Decent Work and Economic Growth is closely related to people with disabilities, communities, and socially economic disadvantaged groups. SDG 4: Quality Education is closely related to people with disabilities, children and youth, students, and communities. Table 3.3 highlights the relationship between SDGs and beneficiary groups.

Table 3.3 - Sustainable Development Goals and beneficiaries

SDG Numbers	SDGs	Beneficiary Group
SDG 1	No Poverty	Minor/indigenous ethnic groups
		Socially economically disadvantaged
		Women
SDG 2	Zero Hunger	Community
SDG 3	Good Health and Well-being	Minor/indigenous ethnic groups
		Community
		Children and youth
		Drug addiction
		Cancer patient
SDG 4	Quality Education	People with disabilities
		Children and youth
		Students
		Community
SDG 8	Decent Work and Economic Growth	People with disabilities
		Community
		Socially economically disadvantaged

SDG 9	Industry, Innovation and Infrastructure	Community
SDG 10	Reduced Inequalities	Socially economically disadvantaged
		Students
		Community
SDG 11	Sustainable Cities and Communities	Elderly
SDG 17	Partnerships for the Goals	Policy makers

Furthermore, Figure 3.19 summarises the types of collaboration activities engaged in, with significant activities being training/capacity building (42 per cent), advocacy and campaign (16 per cent) and product design (11 per cent).

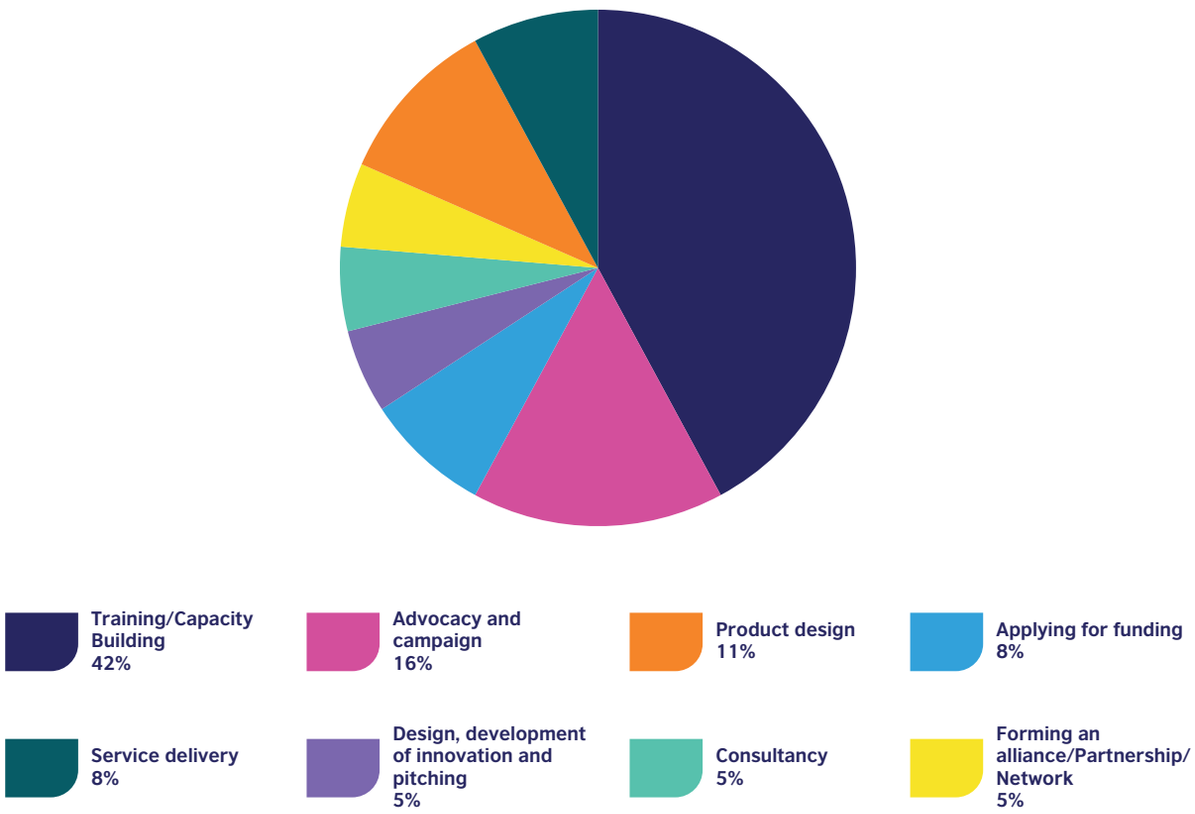


Figure 3.19 - Types of activities

Figure 3.20 illustrates the types of collaboration funding utilised, with the majority of funding coming from NGOs/ foundations (27 per cent), followed by research grants (19 per cent), government funding (17 per cent), and self-funding (15 per cent). The respondents also were asked to report relationships between government funding, research grants and the SDGs. Among them, SDG 11: Sustainable Cities and Communities was highly related to government funding (100 per cent); SDG 17: Partnership for Goals was highly related to research grants (100 per cent); and SDG 10: Reduced in Equality at 100 per cent and SDG 3: Good Health and Well-being at 80 per cent were related to NGO/foundation funding.

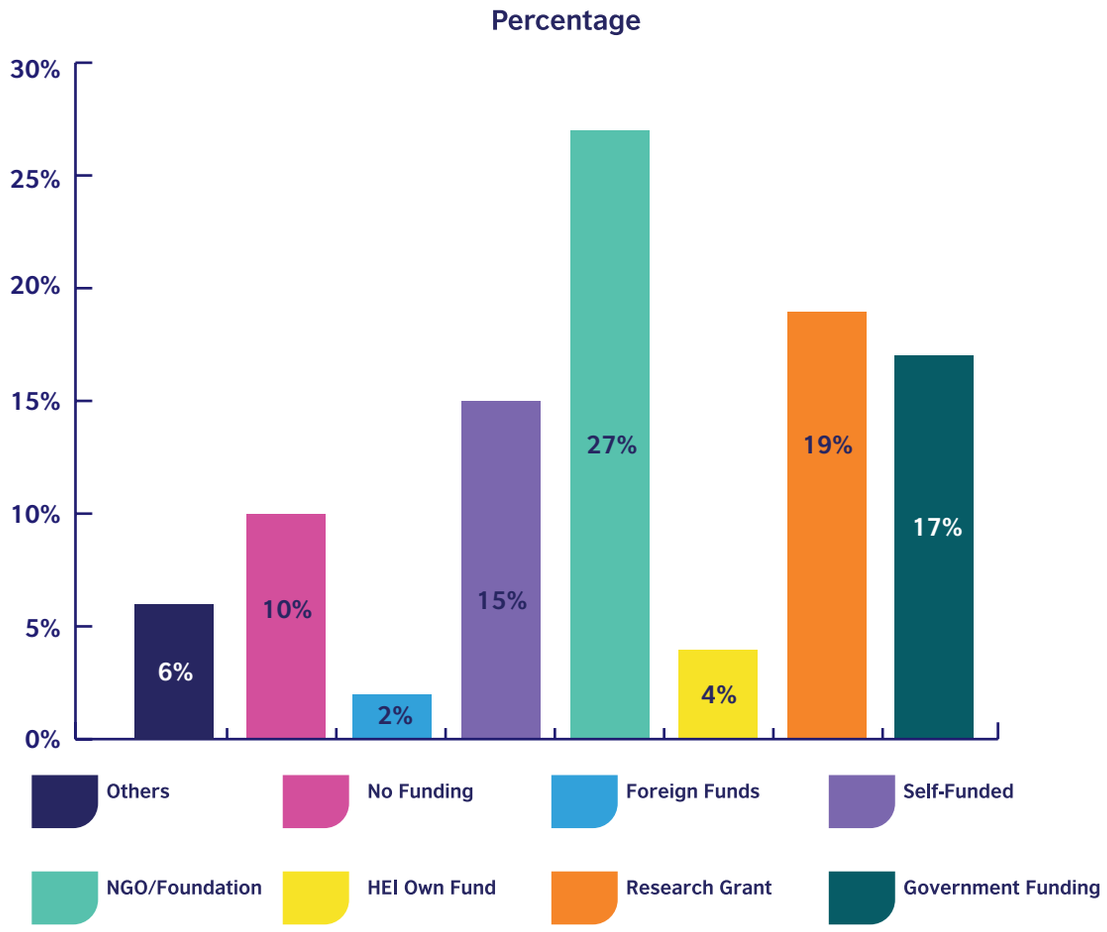


Figure 3.20 - Types of funding

The main collaboration barriers are identified in Figure 3.21. Most respondents reported that a lack of funding (42 per cent), a lack of engagement with communities (17 per cent), and a lack of university support (10 per cent) are the main barriers in collaboration.

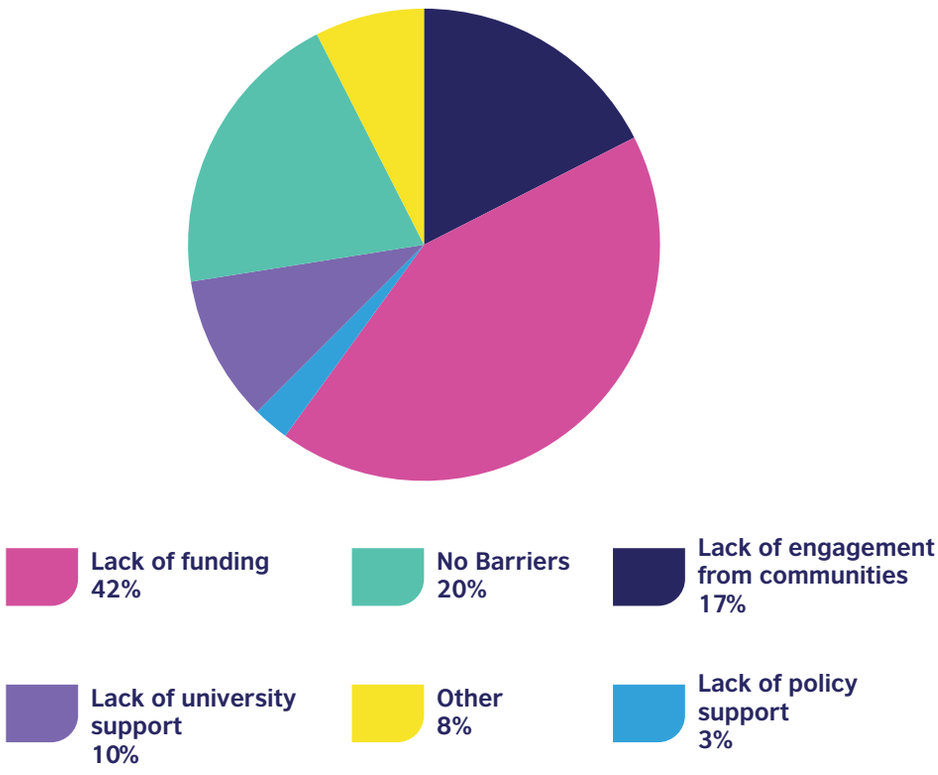


Figure 3.21 - Collaboration barriers

In terms of the relationships between collaboration barriers and alignment to SDG topics, it was revealed that a lack of funding (41.5 per cent) and a lack of engagement from communities (19.5 per cent) were the biggest barriers to SDG alignment. A lack of funding is mostly related to SDG 4: Quality Education (29.4 per cent); a lack of university support is mostly related to SDG 3: Good Health and Well-being (50 per cent); and a lack of engagement from communities is mostly related with SDG 1: No Poverty (50 per cent). This result shows that different barriers exist to social innovation activities related to different SDGs.

In summary, academic collaborations in the Malaysian higher education institution sector are mostly conducted with universities and NGOs. SDG 8: Decent Work and Economic Growth and SDG 4: Quality Education, are the most focused upon themes in academic collaborations in Malaysia, while funding for collaboration is mainly driven by NGOs/foundations. The respondents also engage with community organisations in various ways – mostly training/capacity building and advocacy/campaigning. The Malaysian respondents reported that a lack of funding is the main collaboration barrier to working on SDG 4: Quality Education.

3.9 Trust

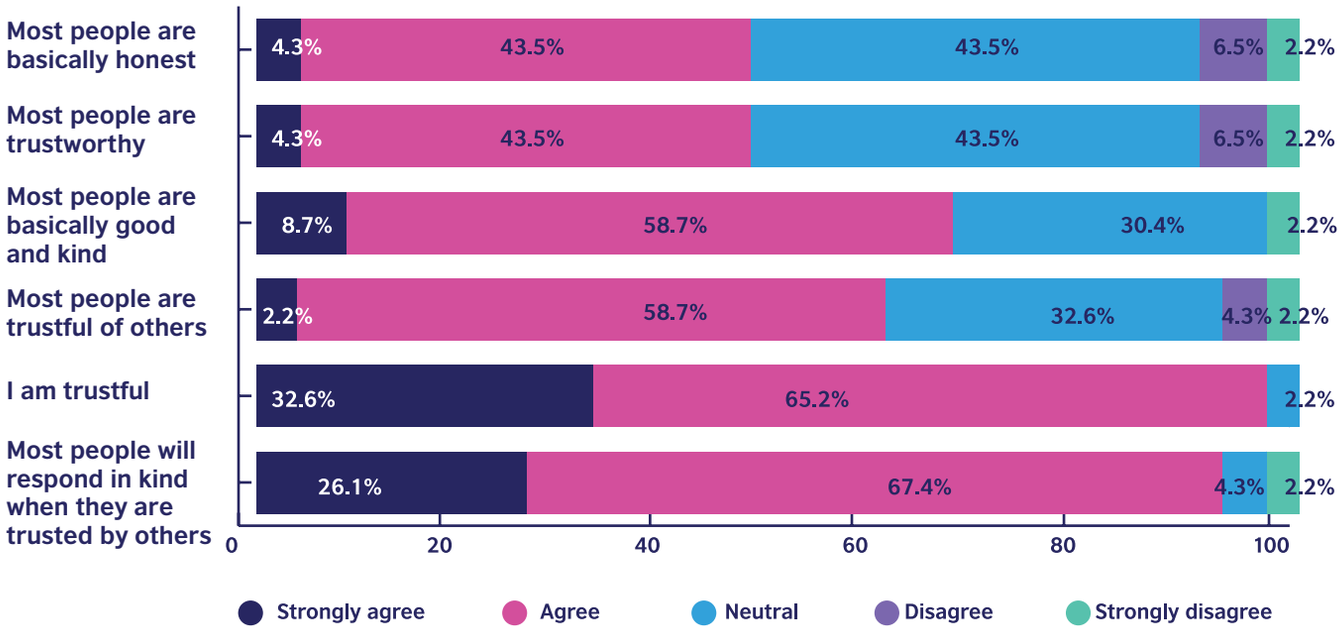
The survey also asked the respondents to report their levels of trust in various institutions, including parliament/congress, the legal system, national government, local government, policy, politicians, political parties, the United Nations, their own higher education institutions, partner institutions, civil society and universities. The respondents were asked to rate their trust towards these institutions using an eleven-point Likert scale ranging from 0-10, with zero meaning that they do not trust an institution at all, and ten 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, political parties and the United Nations (median of 5). Meanwhile, the respondents showed the highest level of trust toward their own institutions (median of 7.50, see Table 3.4).

Table 3.4 - Level of trust in institutions

	Median	Std. deviation	Range	Minimum	Maximum
Country's Parliament/ Congress	5.00	1.757	7	2	9
Legal system	6.00	1.974	8	1	9
National government	6.00	1.847	7	2	9
Local government	6.00	1.993	8	2	10
Police	7.00	2.100	8	2	10
Politicians	5.00	2.202	8	0	8
Political parties	5.00	2.323	8	0	8
United Nations	5.00	2.215	10	0	10
Their institution	7.50	2.033	8	2	10
Partner institutions	7.00	1.942	8	2	10
Civil society	7.00	1.971	7	2	9
University	7.00	2.016	7	2	9

The respondents also reported their trust levels in relation to trust-related statements. Table 3.5 summarises this data analysis results, identifying that there were generally high levels of trust within civil society and towards other people and themselves.

Table 3.5 - Different trust statements



In summary, the respondents have average levels of trust in major national institutions, except for the police (higher level of trust). The respondents also have high levels of trust in their own institutions, as well as civil society and partner institutions. In addition, the respondents showed a high level of trust to others and themselves. This is important for understanding the likelihood of collaboration between different stakeholder groups and institutions. If low-levels of trust exist, collaboration is less likely. The findings here support the previous findings on why academics collaborate more with other universities, NGOs/foundation (high levels of trust), instead of the government and state institutions (low/average levels of trust).

3.10 Challenges in promoting social innovation

This section describes the challenges in promoting social innovation. The respondents could select up to three challenges that they and their organisation are facing in promoting social innovation research/teaching. The respondents reported that funding (36 per cent) is the biggest challenge in promoting social innovation. Next, policy framework (20 per cent), networking (19 per cent), human resource (19 per cent), management support (16 per cent), a lack of interest from students and faculty members (15 per cent), curriculum and degree programme development (11 per cent), and student employability (5 per cent) were identified as challenges in promoting social innovation. None of the respondents perceived personal agency as a challenge (see Figure 3.22).

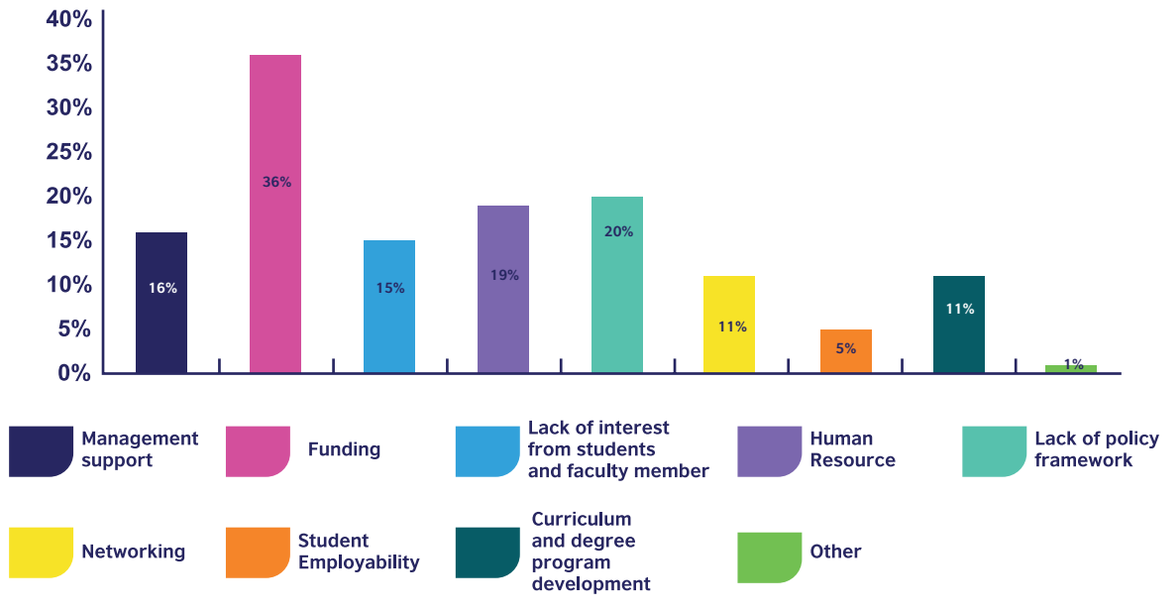


Figure 3.22 - Challenges in developing social innovation

The respondents reported that the government should be the main actor in assuming responsibility for overcoming all the listed challenges (see Table 3.6). The respondents felt that social enterprise and social entrepreneurs should be leading responsibility to overcome management (50 per cent), funding/finance (37.5 per cent), a lack of policy frameworks (16.7 per cent), human resources (15 per cent), a lack of interest from students and faculty members (10.5 per cent) and student employability challenges (9.1 per cent). In terms of a lack of interest from students and faculty members (42.1 per cent) and curriculum and degree programme development (46.7 per cent), the respondents answered that higher education institutions should be responsible for overcoming these challenges.

Table 3.6 - Lead responsibility for overcoming the challenge

	Government	Social enterprise	HEIs	Intermediate	NGOs
Management support	50%	25%	12.5%	6.3%	6.3%
Funding/finance	50%	37.5%	-	6.3%	6.3%
Lack of interest from students and faculty members	42.1%	10.5%	42.1%	-	5.3%
Human resources	40%	15%	25%	5%	15%
Lack of policy frameworks	66.7%	16.7%	8.3%	8.3%	-
Networking	53.3%	-	20%	13.3%	13.3%
Student employability	72.2%	9.1%	18.2%	-	-
Curriculum and degree programme development	53.3%	-	46.7%	-	-
Other challenges	100%	-	-	-	-

The respondents were also asked to select the top three key social issues linked to the SDGs. In Malaysia, SDG 4: Quality Education (29 per cent), SDG 1: Poverty (26 per cent) and SDG 3: Good Health and Well-being (23 per cent) were identified as the most important SDGs by the respondents. The respondents felt that the government should be leading responsibilities for overcoming challenges related to those SDGs. Meanwhile, higher education institutions were perceived as not responsible for overcoming those challenges, except for SDG 4: Quality Education (100 per cent). The respondents perceived that social enterprise, intermediaries and NGOs/charities are not responsible for overcoming barriers related to SDGs. In summary, funding and a lack of policy frameworks are the most important challenges that social innovation scholars perceived. The respondents stated that the government is most responsible for solving these challenges, followed by social enterprise.

3.11 Summary

Generally, the respondents were well distributed in terms of age, the length of experience, and positions. The respondents' institutions were also well represented with a good ratio of the northern, central, southern and east regions of Malaysia. A considerable percentage of the respondents were from a research and teaching track, while most respondents were from the business area. The majority of scholars have not published papers on social innovation in any of its forms, while for those that have, there was an even split between quantitative and qualitative methodologies. It is noticeable that the number of academic publications has significantly increased between 2012 and 2018, with a total of 68 publications. The number of non-academic publications began to increase more recently since 2017. However, research funding remains a challenge for academics with nearly one-third of research being self-funded and with limited use of the research grants and government funding that are available. There is also a gap in co-authorship between social innovation researchers, which may be due to limited funding opportunities.

There is a positive outlook and growth in social innovation teaching, with an increased number of social innovation teaching activities, particularly for undergraduate students. Students showed a positive reaction to project-based social innovation learning activities involving the communities. The findings, however, emphasised the need for improvement in social innovation curriculum in terms of its quantity and quality, with a greater focus required in relation to place-based and experiential learning (Elmes et al., 2012; Alden-Rivers et al., 2015).

A positive trend was also observed with regards to the collaboration formed between higher education institutions and other parties in society. The most common form of collaboration was between higher education institutions themselves, as well as with NGOs. Most social innovation collaborative projects were capacity building related projects, with higher education institutions supporting NGOs to produce social innovation. As the general public sees social innovation and social entrepreneurial activities as non-profit making activities, the tendency to put the burden onto NGOs becomes higher. Nevertheless, NGOs represent a strong partner sector for higher education institutions that wish to engage in social innovation (and social responsibility) more widely, but that are currently stifled by the lack of government funding and research grant opportunities centred on the topic.

British Council hosted a panel discussion on Entrepreneurship Education at MaGIC Entrepreneurial Nation (E-Nation) Symposium in 2019. From left: Danial Rahman as moderator with the panel speakers: Ms May Wong from Taylor's Education Group, Professor Dr Nik Maheran Nik Muhammad from University Malaysia Kelantan, Dr Jieun Ryu from University of Northampton, and Dr Rofina Yasmin Othman from University Malaya © British Council.

Further, a lack of funding and lack of engagement are two of the main collaboration barriers and challenges for achieving the SDGs. The findings showed that there is a significant relationship between collaborations with NGOs, research grants and SDGs, and that barriers vary with SDG focus. For instance, a lack of funding is mostly related to SDG 4: Quality Education (29.4 per cent); a lack of university support is mostly related to SDG 3: Good Health and Well-being (50 per cent); and a lack of engagement from communities is mostly related with SDG 1: No Poverty (50 per cent). This aligns Malaysia with other developing countries in relation to the focus of social innovation activity, with research showing that in developing countries, social innovation tends to focus on 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 Malaysian higher education.

In terms of trust, the respondents have the highest level of trust towards their own institutions (median of 7.5), while they have the lowest level of trust towards parliament/ congress, politicians, political parties and the United Nations (median of 5). Furthermore, the respondents had generally high levels of trust within civil society and towards other people and themselves. Even though the respondents seem a little reserved in term of their trust level towards the government, they believe that the government should play a leading role in solving social problems. This creates clear tensions, as trust is a key element in driving collaboration, but yet it does not exist with the systemic institutions that the participants believe are most responsible for changing the status quo. This therefore suggests that academics and higher education institutions might wish to recalibrate their thinking on how social innovation can be driven not from a top-down approach, but through bottom-up social innovation in partnership with communities. Indeed, globally, research has identified the high impact that can be delivered through bottom-up led social innovation (Kruse et al., 2014).

4

Qualitative results

4.1 Qualitative analysis summary

The qualitative data was collected from 27 November to 15 December 2019 with eleven focus group discussions and nine in-depth interviews. In total, 60 academics, policy-makers, and practitioners participated from the northern, central, southern and east of Malaysia. Each interview and focus group discussion session was between 90 – 120 minutes long. A focus group discussion was formed with three to five participants. Every interview and focus group discussion was recorded and transcribed for analysis. Units of analysis were first identified to generate categories and themes based on the responses received throughout the interviews and focus group discussions using thematic analysis. The details of the qualitative research methods are explained in Appendix A.

4.2 Thematic outline

12 themes were generated using thematic analysis as below and, in this section, each theme will be fully introduced with relevant quotes:

- Conceptualising social innovation
- The aspiration and motivation for teaching social innovation
- Growing dynamics in teaching social innovation
- Co-curricular activities to supplement formal teaching and learning of social innovation
- Continuous capacity building of academics
- Start-up, spin-off and incubation at an early stage
- Key government stakeholders and strengthening of integrated ecosystem enablers
- Role of related stakeholders in strengthening the social innovation ecosystem
- Resources and funding opportunities for social innovation projects
- Non-specific policies for social innovation
- Various and diverse approaches for impact measurement
- Collaboration with key stakeholders.

4.2.1 Theme A: Conceptualising social innovation

Many participants acknowledged that social innovation and social enterprise have started to gain attention among higher education institutions in the country. Most respondents reported that the nature of social innovation is related to a social cause.

> '[Both social innovation and social enterprise are the same], but innovation is more on how they find a solution towards some social problems, specifically that. But for social enterprise, it is more on how they become the owner of an enterprise. And that they do not, not only looking at how they can earn income.'
> **Academic**

> 'Social enterprise is like a business that had been made to help others. Because right now, business is like only gaining the revenue, the profit but do not give back to society.'
> **University Leader**

> 'The way I look at how I would define social enterprise ... as a profitable business that creates a strong impact to society, community or the environment.'
> **Policymaker**

The respondents also mentioned that a clearer and more consistent definition of social innovation, as well as social enterprise, is needed. Several respondents highlighted that the terms social enterprise, community works and corporate social responsibility (CSR) are used interchangeably in the field.

> '...there is a little bit awareness of this thing called social enterprise. But my personal opinion is people are still silent on this, there are different interpretations of this, this concept of social enterprise.'
> **University Leader**

> 'I think that most of us, not most of it, most people don't understand what social enterprise is. It is a new phenomenon either you become a pure entrepreneur or just make money out of people or become an entrepreneur or you become a corporate social responsibility.'
> **Academic**

The respondents mentioned that social innovation and social enterprise are not clearly defined yet because social innovation is still in its infancy in Malaysia.

'I think it's still decent, I mean, still fresh and the definition will be like, for example, a social entrepreneur is also like some say it's like this, some say it's like that.'
Policymaker

'So, with regards to social enterprise, per se, in terms of the application still at an early stage, knowledge wise awareness, still early stage.'
University Leader

The participants also mentioned that a social enterprise business model should be developed to further conceptualise social enterprise and social innovation in the Malaysian context.

'The business model is very important the rest will come in because we are trying to solve a local problem using a different kind of technology, but the problem is still there.'
Academic

'We can follow the model that technopreneurship does, one is awareness, second one is through ideation process, and third one is actually facilitating them to create their business or products with the effected community as a beneficiary. And the fourth one would be elevating it to the next level in which instead of focusing on one community.'
Academic

Obstacles and challenges of implementing new concepts were also mentioned. Even though social innovation is a relatively new concept that needs further deliberation, the respondents emphasised that quick implementation of social innovation projects and initiatives are necessary.

'Stop doing just awareness. Again, it is about 20-80. 20 per cent is the talking and 80 per cent is the action. People will need to be engaged or people need to be participating in the activity.'
Academic

4.2.2 Theme B: The aspiration and motivation for teaching social innovation

Among the social innovation scholars who participated in the interviews and focus group discussions, the overall aspiration and motivation for teaching social innovation was two-pronged. One aspiration for teaching social innovation is cultivating an entrepreneurial mindset, while another is solving social challenges and issues. Cultivating an entrepreneurship mindset among the graduates in Malaysian higher education institutions hinges on the drive for 'job creation' instead of relying on 'job-seeking'. Entrepreneurship courses are offered as compulsory across the faculties in all public universities in Malaysia, with the purpose of job creation as mentioned below.

'Last week meeting we do, all these 20 IPTA's (All public higher education institutions), we do discuss that we have a compulsory course, students set their courses like the compulsory subject. For my university, we embedded entrepreneurship elements in every faculty in one solid subject. For the public universities, they have one subject, Kursus Asas Keusahawanan (Basic Entrepreneurship course), which is compulsory.'
University Leader

Many participants' higher education institutions were fostering an entrepreneurship mindset and culture, with a significantly growing interest in embedding social entrepreneurship in the curriculum.

'... we embed a few chapters in social entrepreneurship when teaching entrepreneurship subject. But we are working to actually create an elective subject for social entrepreneurship.'
University Leader

On the other hand, a number of higher education institutions such as Taylor's University, University College Sedaya International (UCSI), Universiti Utara Malaysia (UUM), Universiti Teknologi Malaysia (UTM) and The Universiti Malaysia Kelantan (UMK) use social entrepreneurship to instil the spirit of impact-driven or purpose-driven projects. The respondents emphasised that social enterprise projects provide the students with an opportunity to learn how to solve social challenges and issues.

'For example, one of my students try to address the issue of Orang Asli (indigenous people) in Semenyih. And other few projects that I can show you later on. But by participating in the project, they eventually help to uplift the standard of the people. At least to certain degrees. That's how we encourage our students to be involved with the community through social enterprise.'
University Leader

'... bring our students to open up their heart to really understand the circumstances ... for students to get exposure and to get more ideas.'
University Leader

As teaching social innovation is about motivating and cultivating entrepreneurial mindsets, as well as solving social challenges and issues in Malaysia, then community engagement was also emphasised to create a wider impact.

'It is quite persuasive nowadays, that they (higher education institutions) want their students to go and experience real life in the community kind of innovations with social entrepreneurship.'
Policymaker

'We develop a business proposal during the programme. We have to create business proposal, we have to help the villagers, the people which is very poor and create a business proposal and give it to them (villagers). And they (students) will show it to someone who want to help them and fund them.'
University Leader

The social innovation academics who participated in the interviews and focus group discussions use experiential learning techniques to create relevant skills, including problem-solving and analytical thinking skills in helping the communities solve their social problems and challenges. The respondents also mentioned that teaching social innovation strengthens students' communication skills.

'...so, what we do is that we instead of teaching them the normal, like the classroom methods to encourage people to come up with entrepreneurship ideas, we use a mix of design thinking, and also a theory of inventive problem solving.'
University Leader

'I also have seen that having a social entrepreneurship course or whatever skews the discussion, especially in business, that, you know, doing business is not just for, for profit sake. Right. So, so I think having a course, having a programming, social entrepreneurship, you know, it influences the conversation, that when we teach business, you know, it's not supposed to be just for the money, see, and I also want, also my opinion of social entrepreneurship, because it's not that we don't think about the money.'
University Leader

4.2.3 Theme C: Growing dynamics in teaching social innovation

Even though social innovation is at an infancy stage in Malaysian higher education, there are well integrated and coordinated efforts to embed social innovation in Malaysian universities. One of the universities, for instance, has a highly holistic approach to embedding social entrepreneurship into their curricula and programmes.

'Our MBA has a course called "Social Entrepreneur", and in this course, the students have to participate in a programme for five days to two weeks.'
University Leader

'We will do programmes during the enrolment of students. So, all the students, we will give them an introduction from the forum. Okay, so they are exposed.... nobody can graduate without taking the subject.'
Academic

Some other universities position social innovation as a thematic basis for their programmes. A university, for example, set social innovation as a theme in their engineering team project that cuts across all their engineering programmes at the university. Other universities also have their social entrepreneurship courses residing within a faculty or school.

'...from our engineering team project approach, those picking up in which we start giving the theme of social innovation a lot these days.'
Academic

'But then in terms of social entrepreneurs, certain universities have them embedded in their business schools.'
Policymaker

There is also a new emerging pedagogical approach in social innovation education. Some social innovation teaching and learning approaches go beyond the four walls of the classrooms; while others provided and designed platforms to encourage ideation among the students; there are also forums organised outside of the formal classroom. As a way to developing a teaching philosophy of social innovation education, social innovation courses incorporate community participation or experiential learning.

'I'm also part of a programme that I joined in early 2014 and we do many things like social enterprises like go to Sabah.'
University Leader

'Ok...this is how we practice... what we are trying to do, is to get the students to try to employ entrepreneurship as a tool to empower the community. Practically, what they are supposed to do is to identify issues or problems in society and try to bring that element of entrepreneurship to helping to address the issues.'
University Leader

Public universities in Malaysia also introduced a course that is designed for community service called the 'Service Learning Malaysia – University for Society (SULAM)'. The participants shared that social innovation intention is very much ingrained in this course.

'The service programme is branded as SULAM, a learning service in Malaysia. So, it is parked under academic whereby students conduct social entrepreneurial activities.'
Academic

The social innovation academics do collect feedback from their students to understand the effectiveness of their teaching and learning approaches on social innovation. One of these approaches is using a feedback diary, and many students express their appreciation for these dynamic teaching and learning approaches.

'The impact on students is very clear. We have a learning diary that is written by students, when they join our programmes. We give them a learning diary. They have to write and tell us what they go through every day. And they can put in negative and positive comments then the executable learns.'
University Leader

'From the feedback of our students, they seem to enjoy studying and involving in the social enterprise projects and this is what we are trying to do now, trying to make social enterprise be more interesting to the students.'
University Leader

4.2.4 Theme D: Co-curricular activities to supplement formal teaching and learning of social innovation

Apart from formal classroom curriculum and programmes provided by higher education institutions, students were also given exposure through various co-curricular programmes and club activities. For example, most Enactus student clubs in Malaysian universities conduct extra co-curricular activities. As Enactus's vision is to create a better and more sustainable world, they provide an experiential learning platform dedicated to creating a better world, while developing the next generation of entrepreneurial leaders and social innovators.

'So normally what we do so in our university, we have clubs that are active in doing these community services, we roll them, we push them to these clubs. And of course, we have the Enactus. We ask them to get involved in this club to actually think of more ways to serve the community and more ways to think of more social enterprising ideas.'
University Leader

Student clubs are also taken as one of the platforms to create awareness and advocate social enterprise in Malaysia.

'In terms of the level of awareness right, we do seek help from the students from the clubs to spread the campaign of the social entrepreneur. Then, once we have the feedback, they are seeking for information, training and briefing. We go to the grassroots to deliver the information, this is why we try to cover the area's surroundings, right. So, there we try to be the champion, right in disseminating information from other social entrepreneurs.'
University Leader

4.2.5 Theme E: Continuous capacity building of academics

Higher education institution's capacity-building efforts for academics are in line with the 'National Social Enterprise Blueprint 2015 – 2018'. The blueprint includes strategies to embed social enterprise in the educational curriculum of public and private academic institutions in Malaysia. Academics participated in capacity-building initiatives: 1) workshops and training and 2) collaborative research endeavours. A number of the interview participants were aware of workshops, programmes and courses organised by The Malaysian Global Innovation and Creativity Centre (MaGIC). The government body offers social enterprises, as part of their programmes, learning sessions on how to discover new ideas, build prototypes and how to achieve growth and scale. The participants acknowledged these programmes.

> 'Some of us go to the masterclass in order to become certified trainers. We all met during the MaGIC programme and we all disbursed and disseminated the knowledge to the respective community.'
> **University Leader**

Academics at higher education institutions also provide training to other agencies in the effort for knowledge dissemination and capacity building.

> 'I also do training for entrepreneurs. Currently, my partner and I actually we are doing training for entrepreneur under MARDI – Malaysian Agricultural Research Development Institute for the past three years, so we will train more than 1,000 entrepreneurs for the past three years. And we also have entrepreneurs under Jabatan Kebajikan Masyarakat Kuala Lumpur to actually enhance their knowledge on entrepreneurship.'
> **University Leader**

Apart from attending training and seminars, the academics also see research as imperatively fundamental for capacity-building, as well as for contributing to the body of knowledge in the social innovation field.

> 'Yes, of course, because a lot of research these days, you see that it's very fundamental. Everything is important. You need research because you want to understand the behaviour.'
> **Academic**

> 'The biggest interest is about how to help them. If we have to do research that can in a long-term benefit them. That is the biggest interest for us to help them because we want to make the poor become rich.'
> **University Leader**

Some respondents perceive that collaborative research with NGOs is useful for capacity-building with social innovation academics.

> 'A more specific example will be... we are working towards a new agenda, a new vision of ageing. So, what we have in place is NGO that's done a little bit of measurement in terms of research because the research... the idea is to do research with community hand in hand at the same time.'
> **University Leader**

4.2.6 Theme F: Start-up, spin-off and incubation at an early stage

The respondents said that start-up, spin-off and incubation at higher education institutions are still at a very early stage. During the interviews and focus group discussions, the interviewees emphasised the role of incubators in raising awareness of social innovation at higher education institutions.

> 'We need to follow proper procedures in order for us to create the start-up or spin-off. So, with regards to social enterprise, per se, in terms of the application still at an early stage, knowledge wise awareness, still at an early stage.'
> **University Leader**

> 'I believe somebody currently is still mentoring on this project, here incubating it. But has it been launched by a group of other universities like some of the other private universities already have some of the students that setup social enterprises.'
> **University Leader**

Even though generally social enterprise incubations are still not pervasive enough at Malaysian higher education institutions, one university reported that it had started a social enterprise incubation programme.

> 'There is a programme that functions as an incubator which focuses on social enterprise, social innovation that is related to 4.0 industry.'
> **University Leader**

4.2.7 Theme G: Key government stakeholders and strengthening of integrated ecosystem enablers

The interviewees mentioned that government departments and agencies are key stakeholders for the Malaysian social innovation ecosystem. Among others, the Malaysian Global Innovation and Creativity Centre (MaGIC) and the Ministry of Entrepreneur Development and Cooperatives (MEDAC) were repeatedly mentioned. The respondents referred to MaGIC several times as a key stakeholder in strengthening social innovation knowledge across the country. As MaGIC's vision is to empower the spirit of entrepreneurship, creativity and innovation, the participants perceived that MaGIC supports the creativity and innovation development in Malaysia through dynamic programmes and capacity-building initiatives.

> 'A few years ago, the Malaysian government through MaGIC did quite good here in Penang as well. They launched a few seminars. I attended a few seminars on as well.'
> **Academic**

The interviewees acknowledged MaGIC as a key stakeholder for the social innovation ecosystem in Malaysia, as they provide training and seminars for various groups of people for knowledge dissemination. MEDAC's efforts in building the social enterprise accreditation initiative were also complemented by the interviewees, especially for acknowledging the existing social enterprises.

> 'I think the government has that now given everything to MaGIC. MaGIC is the centre that will accurately take enterprises to be social in the social enterprise field.'
> **Academic**

Many participants expressed the need for heavier ministerial and governmental involvement in strengthening the social innovation ecosystem in Malaysia.

> 'To be honest, the government has completely forgotten about it [social innovation], they got so involved in the [inaudible] programme, now that it is peaking up, if you look at it, the government is not providing many benefits in according to social enterprises. In fact, I think they just forgot about them.'
> **Policymaker**

4.2.8 Theme H: Role of related stakeholders in strengthening the social innovation ecosystem

Apart from the government, the interviewees also emphasised the role of other key stakeholders, including universities and communities, for further strengthening the social innovation ecosystem in Malaysia. They mentioned different roles that need to be played by different key stakeholders to generate significant impact through social innovation.

> '...the university, the community and the government must like to have an ecosystem like the university have the knowledge. Most of the time, the knowledge is not being transferred to the community. The government must also have, specifically, things or plan what they want to increase for the country in terms of economy. Basically, if they do in agriculture or technology, so basically what they have to do is to plan.'
> **University Leader**

The interviewees stated that higher education institutions play a significant role in capability building, knowledge dissemination and advocacy in mainstreaming social innovation in the country. A sound, well-integrated and orchestrated collaboration within a good social innovation ecosystem could result in a bigger impact.

> 'So, I guess what I'm trying to say is one of the challenges is in order to promote social innovation in the university, I think there should be more integrated collaborations, not just between universities, but within universities themselves.'
> **University Leader**

> 'What we do here is we polish up the entrepreneurial skills and move these students into studying up business in the campus, and also for these students or a big group of students to actually choose entrepreneurship as a career choice for moving from a job-seeking framework to a job-creating framework.'
> **Academic**

4.2.9Theme I: Resources and funding opportunities for social innovation projects

According to the interviewees, one of the biggest challenges in promoting social innovation in Malaysia is that there are very limited funding opportunities.

> 'That's very challenging even those students who mostly have this mindset, they think that going into innovation programmes is expensive, we know because of some brands, I cannot say that brand, but some brands will have like robotic to require thousands and thousands to start.'
> **Academic**

> 'Okay, this is something that we as lecturers we can do as trainers, we can do what we need to find the right group to actually deliver our message and whatnot. So that's why it triggered the idea of our future social enterprise. Okay, which is still in work. Second is that when it comes to encouraging students to start start-ups, okay, and when it comes to getting funding for ventures, the most common question that the venture capitalists will ask is that – How soon can you make money?'
> **University Leader**

There are, however, agencies and institutions that are provided with allocation and budget from the government on social entrepreneurial activities for socioeconomic empowerment activities.

> 'Social Outcome Funds, the SOF, [where] We were given [RM] 3 million (approximately £564,700). From the government so the projects that currently under our Social Outcome Fund is kind of like a pilot project to test the idea or the new financing model.'
> **Policymaker**

> 'So basically because of this problem we setup this project also we get grants from the government which is the Knowledge Transfer Grant.'
> **University Leader**

A few institutions managed to get funding through a strategic partnership for increasing their opportunities for financial support.

> 'I would usually have collaborations to ensure that I have funding.'
> **Practitioner**

> 'So, to create social innovation, you need that funding. So, to my mind is to get external funding coming, whether it's government funding or corporate funding. [...] We are ready for our students for what we need to scale it up. Right? We can actually scale it up whereby we don't just look at our own university, we can have funds with other universities, scale up to schools. What if, you know school going, students start talking about what's their purpose in life, but to scale it up so yeah, to me it's these partnerships and funding.'
> **University Leader**

Most universities adopt the Quadruple Helix model, a model for a strategic partnership introduced by the Ministry of Education, in establishing a strategic partnership, particularly in securing funding for their social innovation projects and programmes. Several public universities have adopted this model to secure funding collaboratively.

> '... when we do projects with the communities, it would involve the need for funding. Hence, the quadruple helix model is a good approach as it involves the industry. The industry has the financial capability.'
> **Academic**

4.2.10 Theme J: Non-specific policies for social innovation

The interviewees mentioned that social innovation policies in Malaysia are still at a developing stage.

> 'I think don't have yet unless the government gazetted those who are involved in social enterprise, the exemption tax is higher compared to the normal entrepreneur. Maybe that can attract entrepreneurs to be really serious, claim themselves as social entrepreneurs.'
> **University Leader**

> 'Policies – I don't think so. But guidelines or maybe some kind like the DKN (Dasar Keusahawanan Nasional4).'
> **Academic**

4 The Ministry of Entrepreneur Development (MED) published its first policy document (DKN) which provide strategies and objectives targeted to transform the Malaysian economy to be sustainable, inclusive, progressive and driven by knowledge and innovation. Please see http://www.smecorp.gov.my/index.php/en/policies/2015-12-21-09-09-50/about-dkn2030

In terms of policy support for higher education institutions in researching and teaching social innovation, the interviewees stated that there are some relevant policies on higher education, but not specifically focused on social innovation.

> 'Under the entrepreneurial policy in education we have six strategies. Whereby the first strategy is to establish an entrepreneurial centre in each higher education institution in Malaysia. We have to provide a plan and holistic entrepreneurship plan. We have to develop entrepreneurship development and programmes conducted in or implement in the university...and also have to establish measurement mechanism throughout the university when we conduct the programme...and also to strengthen the competency of the entrepreneur educator throughout the university.'
> **University Leader**

4.2.11 Theme K: Various and diverse approaches for impact measurement

The interviewees mentioned various tools to measure the success rate of social innovation projects, including a Customer Service Index[5], Key Performance Indicator (KPI) methods, the United Nations Sustainable Development Goals (SDGs) and interviews.

> 'We measure right after the programme. For example, we always do CSI, the Customer Service Index. So, the best one is actually measuring what is before and after, what is the retention of knowledge they have after they attended the programme.'
> **Academic**

> 'For the time being, we get feedback. We get feedback from students that normally, some of them we do interviews'
> **Academic**

> 'We are working very closely with what our factors emissions regarding SDGs. So, which is our centre holding very tightly about is SDG AIDS, which helps in economic growth. So social enterprises or social entrepreneurs is a part of our Key Performance Indicator.'
> **University Leader**

The Ministry of Entrepreneur Development and Cooperatives (MEDAC) and the Malaysian Global Innovation and Creativity Centre (MaGIC) have been developing the social enterprise accreditation, which also measures the impact of social innovation and social enterprise. The focus, however, is very much on social enterprises rather than universities.

> 'The Ministry MEDAC, together with MaGIC, are working on developing accreditation. Agensi Inovasi Malaysia (AIM) is also working on something like this. Like myself, registered with MaGIC, once recognised, we would get acknowledgement and trust.'
> **Practitioner**

4.2.12 Theme L: Collaboration with key stakeholders

As mentioned in Section Three, collaboration with key stakeholders is crucial in promoting and implementing social innovation at higher education institutions in Malaysia. Collaboration serves a number of purposes,such as securing funding, developing curriculum, delivering community-based projects and supporting stakeholders with a common interest to serve a social purpose. The interviewees showed their willingness and openness to have collaborations with other universities, social enterprises, NGOs and communities.

> 'There will be people who are willing to come and collaborate with us. For example, any social enterprise I know we reach out to them are very welcome to work with us.'
> **University Leader**

> 'We try to expand the project which is right now involving an NGO.'
> **University Leader**

> 'We are just doing the business proposal during the S programme. We have to create a business proposal, we have to help the villagers, the people which is very poor and create the business proposal and give to them. And they will show it to someone that wants to help them and fund them.'
> **University Leader**

The interviewees also stated that they develop social innovation curriculum and programmes based on collaborations with the government departments and other subject groups within their own higher education institution.

> 'For polytechnic and community college, we have a curriculum department to develop the curriculum. They work with MEDAC. We just run the programme.'
> **University Leader**

> 'Our university, entrepreneurship is champion by three entities. The first one, is the one offer liberal arts education to all undergraduate. They offer a foundation or entry level. Then we have a faculty of management for formal entrepreneurship programme that leads to conferment of a degree from undergraduate up to PhD. Of course, we have our centre that specialises in training students to become experts. We have collaboration with the three entities when conducting the programme.'
> **University Leader**

International collaborations and networking are also growing in the social innovation field at higher education institutions, according to the respondents:

> 'I was the one who was with professors from Indonesia and Switzerland, designed this programme, improve and contextualise and get the different universities and the network to run what we call a S programme. So, the network is called ASEAN Learning Network. So, you will see Malaysia, Indonesia, the Philippines, Thailand and Vietnam.'
> **University Leader**

> 'So basically, before this for the B project, this project collaborates with the US Embassy in Kuala Lumpur and in 2015, I also got the chance to go to Babson College in the USA.'
> **University Leader**

4.3 Summary

The qualitative data shows that higher education institution's attention to social innovation research and teaching is growing in Malaysia. Although there is an official definition of social enterprise provided by the Social Enterprise Accreditation (SE.A) Guidelines (2019), the respondents mentioned that a clearer and more consistent definition of social enterprise and social innovation is needed. As the concepts of social innovation

5 Customer Service Index measures overall satisfaction among customers. In this context, customers are students, and service is an educational programme.

are relatively new in Malaysia, often, social innovation, social enterprise, community works, and corporate social responsibility are interchangeably used.

In terms of motivation for teaching social innovation, the respondents emphasised the trend of nurturing job creators instead of job seekers at higher education institutions. Students were also expected to be creative in solving social challenges and issues. Therefore, many Malaysian higher education institutions are embedding social entrepreneurship in the curriculum to teach entrepreneurial mindsets and culture to their students. Often, higher education institutions collaborate with the community to provide real-life examples to the students and to provide an opportunity to solve real social problems around them. Such community collaboration is critical to helping to drive social innovation, as has been demonstrated in previous research (Nichols et al., 2013).

Naturally, various pedagogical approaches are employed to teach social innovation more effectively. Some social innovation teaching and learning approaches go beyond the four walls of the classrooms, while others provided and designed platforms to encourage ideation among the students. Sometimes, social innovation forums are organised to discuss social innovation with students. Students at some higher education institutions also have access to extracurricular programmes or students club activities to further study social innovation. Additionally, the impact of social innovation teaching is measured in various ways using a Customer Service Index, Key Performance Indicators, the UN's SDGs and interviews. Social innovation scholars continuously attend training and relevant events to develop their capacity for teaching social innovation. For the capacity-building of social innovation academics, the importance of collaborative research with NGOs was emphasised, as it can provide a networking opportunity with communities. Apart from NGOs and communities, the respondents also stated that incubation in higher education institutions can contribute to social innovation research and teaching by raising awareness of social innovation and social enterprise.

Similar to the findings from the quantitative data, government departments such as the Malaysian Global Innovation and Creativity Centre (MaGIC), the Ministry of Entrepreneur Development and Cooperatives (MEDAC), and the Ministry of Education were identified as major stakeholders for building a sustainable social innovation ecosystem in Malaysia. Other key stakeholders, including universities, social enterprises, NGOs and communities, also play important role in further strengthening the social innovation ecosystem in Malaysia. Maintaining a good relationship with these stakeholders is important for higher education institutions as they may be able to generate a funding opportunity by collaborating with other stakeholders. As limited funding opportunities were classified as one of the main challenges in promoting social innovation in Malaysia, the respondents showed a high level of interest in building a strategic partnership for seeking funding for social innovation research and teaching.

The first focus group for Social Innovation and Higher Education (SIHE) study was conducted with lecturers of social entrepreneurship.

5

Discussion

The overall aim of this study is to understand the existing social innovation research and teaching landscape at higher education institutions in Malaysia. In this section, we will discuss the key findings revealed from both the quantitative and qualitative approaches of the study.

5.1 Social innovation research activities and publications (practice)

The findings show that in Malaysia, the popularity of social innovation research has escalated. As discussed in Section 3.2 and illustrated in Figure 3.7, a number of the publications used research grants (33.8 per cent) and almost the same percentage of publications are self-funded (30.8 per cent). This growing number of funded publications (see Figure 3.7) is an indicator of researchers' growing interest in understanding how social innovation helps to find solutions to tackle the challenges and issues in societies.

There is no apparent preference for research methodology in social innovation research. There is almost an equal balance between quantitative methods (45 per cent) and qualitative methods (42 per cent) employed in published articles (see Figure 3.5). There are, however, more empirical papers (59.7 per cent) in comparison to theoretical publications (40.3 per cent). This finding reflects that there is a need for a sound theoretical and conceptual development of social innovation and social enterprise.

Recently, the Malaysian government introduced a working definition of social enterprise in the Social Enterprise Accreditation (SE.A) Guidelines (2019). Still, there is a need for a clearer and more consistent definition and conceptualisation of social innovation and social enterprise in Malaysia among scholars. According to previous research, tensions between bottom-up and top-down initiatives are often observed especially when the government strongly promotes their own definition of social enterprise (Bidet, Eum and Ryu, 2019). Therefore, observing how the government and field-level actors communicate to develop a shared definition of social enterprise could generate a theoretical and conceptual research opportunities for social innovation scholars.

5.2 Social innovation teaching and learning (practice)

In Malaysia, 'entrepreneurship' seems to be the main focus of higher education, while social entrepreneurship is beginning to be a 'preferred option' (Wahid et al., 2019). As mentioned in the Malaysian Social Enterprise Blueprint 2015 – 2018, the social enterprise field in the country requires significant human capital investment for quality talent development in the field. Hence, social innovation teaching and learning activities across higher education are essential in developing the necessary knowledge and capability of students to build careers in the social innovation field.

There is a positive outlook in social innovation teaching and learning activities. Several public universities in Malaysia are actively running social innovation programmes for their students who are mostly undergraduate students (58 per cent). The respondents also indicate that 53.2 per cent of the teaching activities in the social innovation-related courses that they teach are made compulsory. The findings also indicate that a big part of their teaching activities (59.2 per cent) are part of a module/class while 40.8 per cent are degree programmes. The respondents observed the majority of the students as having a higher preference for project-based learning (45 per cent) when learning social innovation. This is supported by the qualitative finding of this study that many students and academics share projects, whereby they go into the community to find solutions for said communities. This real-life experience provides insights to students, as they benefit from hands-on experience to understand and empathise with the community. Moreover, students are able to work together to serve the community better. Hence, social innovation teaching is seen as very dynamic with various pedagogical approaches and aligns with the place-based and experiential learning identified as best practice in research globally (Elmes et al., 2015; Alden-Rivers et al., 2015).

There is, however, room for improvement as respondents felt that the quantity and quality of curricula in the social innovation ecosystem within higher education were not meeting expectations. The respondents indicated that the quality of social innovation curricula was not good enough and/or poor (mean of 2.43), while 14 per cent responded that universities did not provide good enough curricula in the social innovation area. This calls for more structured curriculum development to develop higher quality social innovation teaching. As a way to strengthen the teaching philosophy in discussing social problems, students undertaking social innovation courses are commonly taken into the communities for real-life experience. The BeeHIVE[6] and their activities are carried out in many places, and the outreach potential of this could be significant.

6 The BeeHive, championed by UMK, is a space for social innovation programmes, encompasses of intersectoral collaboration. The programme aims to increase economic power and opportunities for marginalised youth population in Malaysia.

5.3 Collaborations and strategic partnerships (practice/institutional)

The findings of the study indicate that the Malaysian higher education institutions have a very high tendency for collaboration. Many higher education institutions use the Quadruple Helix[7] for a collaborative effort in promoting and implementing social innovation activities. Most universities adopt the Quadruple Helix model when establishing a strategic partnership, especially in securing the funding for their social innovation projects and programmes together with their partner institutions.

In Malaysia, the need for additional funding for collaborative research and teaching was emphasised. There are only a few collaborative research projects and publications that are run together for the benefit of the community. Inversely, a collaboration for social innovation-related activities at higher education institutions can secure additional funding opportunities. Universities and NGOs could be good collaboration partners for higher education institutions. According to our findings, the respondents' institutions collaborate with various types of organisations: universities (31 per cent), NGOs (28 per cent), communities (15 per cent), others (13 per cent), social enterprise (8 per cent) and industries (5 per cent). This result also supports our findings about the respondents' levels of trust toward other institutions. The respondents showed a higher level of trust towards their partner institutions (median of 7), universities (median of 7) and civil society (median of 7) than to national institutions such as government. Collaborations between higher education institutions and other stakeholders would further develop a social innovation ecosystem in Malaysia, as collaboration is a significant factor in developing social innovation (Nichols et al., 2013).

Among the most relevant SDGs identified by the respondents for collaborative social innovation works are SDG 8: Decent Work and Economic Growth (27 per cent), SDG 4: Quality Education (23 per cent) and SDG 1: No Poverty (9 per cent). The respondents also were asked to identify the target beneficiary groups of each SDG. The findings indicate that SDG 3: Good Health and Well-being targets the most various types of beneficiaries – minor/indigenous ethnic groups, community, children and youth, drug addiction and cancer patients. This aligns Malaysia 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 SDG1: No Poverty, SDG 3: Good Health and Wellbeing, 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 Malaysian higher education.

The primary type of collaborative activities indicated in the findings is training and capacity building (42 per cent). Conversely, the findings of the qualitative data analysis show that collaborations and strategic partnerships are imperative in ensuring higher probabilities of winning funding. A few higher education institutions managed to get funding through a strategic partnership with other institutions in order to increase their opportunity of having financial support. If any additional financial support could be provided, higher education institutions and researchers will be able to find the right people to carry out social innovation research and activities. The qualitative findings also lend a degree of support on this. For example, as discussed in Section 4.2.12, the thematic analysis results show a positive trending on the establishment of an international network and partnership in advocating and implementing social innovation projects. Some collaborative projects have gone beyond Malaysia into other countries. For example, the Social Enterprise for Economic Development (SEED) programme has established a network with other countries called ASEAN Learning Network, that comprises of members from Malaysia, Indonesia, Philippines, Thailand and Vietnam. Collaborations with international scholars and institutions will create more opportunities for exchanging social innovation curriculum and teaching techniques, as well as comparative research agendas.

5.4 Promoting social innovation with key stakeholders (practice/institutional)

Accountability in implementing social innovation research and teaching at higher education institutions seems to rest on the shoulders of a few key stakeholders in Malaysia. Other than the identified government related agencies as key stakeholders (e.g. MaGIC, AIM and MEDAC), higher education institutions and civil society are considered as key stakeholders in initiating and implementing social innovation. In many instances, the respondents would make references to MaGIC whose role becomes pertinent to social innovation research and teaching. MaGIC seems to be well acknowledged by the academic fraternity (See Section 4.2.7). This is in line with the purpose of establishment of MaGIC, as the government set up a social enterprise unit under MaGIC to spearhead the social entrepreneurial community agenda. The findings in this study indicate that this effort is seen as crucially necessary in creating awareness and disseminating knowledge of social innovation in higher education and building the capability of academics who are interested in researching and teaching social innovation. With the establishment of such agencies, initiatives on social innovation become more visible to the community including higher education institutions. A more widespread promotion and advocacy could help to further strengthen the social innovation ecosystem in Malaysia. This role could be taken up by higher education institutions with a more structured approach in promoting social innovation through their curriculum, co-curriculum and extra-curricular activities.

5.5 Need for heightened awareness and increased accessibility to funding (institutional)

The findings indicate that there is a need for heightened awareness on the availability of direct funding available to run social innovation projects in higher education institutions in Malaysia (e.g. loans, grants and investment for Malaysian social enterprises). Although funding is not the only factor which can motivate social innovators, funding from NGOs/foundations can help developing social innovation ideas (Mulgan, 2006). In Malaysia, there is a perception that social enterprise is more related to the non-profit making initiative (or they blend for-profit goals with generating a positive 'return to society').

7 The Quadruple Helix model is often used to identify key stakeholders of innovation and involve them in innovation processes (Schütz, Heidings felder and Schraudner, 2019). In Malaysia, the Ministry of Education introduced this model for establishing a strategic partnership between higher education institutions and other stakeholders.

However, social enterprise is an organisation which uses their surplus (revenues) to achieve its ultimate social objectives, rather than distributing its income to the organisation's shareholders, leaders, or members (Defourny and Nyssens, 2007). Social entrepreneurship, in principle, combines the concept of attaining profit to aid social causes (Social Enterprise Malaysia, 2014). Therefore, obtaining and managing finance are important for social enterprises to sustain their activities.

In the higher education institution context, the lack of access to finance can also discourage students to continue their social innovation activities. Some students' social innovation projects are investment ready, even though they are still at a learning phase in the universities. With additional funding opportunities for students' social innovation projects, the students will be able to learn more about social innovation and to explore more social innovation career options. In this way, teaching activities could effectively act as incubators in their own right, with growth in socially innovative student start-ups further accelerating the growth of the ecosystem. A policy or guideline to connect the dots between the higher education institutions and potential funders could help boost and catalyse social innovation activities at higher education institutions.

5.6 National policy and government support in promoting social innovation (institutional/systemic)

The Malaysian government recognises that social innovation and social enterprise could help induce economic and social development by addressing social challenges (Economic Planning Unit, Prime Minister's Department, 2015). The Eleventh Malaysia Plan 2016 – 2020 mentioned that the government supports social innovation related activities across the country to further economic and social development. Furthermore, the National Social Enterprise Blueprint 2015 – 2018 provides strategies to build the human capital of social entrepreneurs by embedding social enterprise in the educational curriculum of public and private academic institutions.

Significant emphasis and effort have been placed on entrepreneurship education at higher education institutions and this has become a significant agenda that is centrally coordinated by the Entrepreneurship Unit under the Ministry of Education. The Entrepreneurship Unit at the Ministry of Education is responsible for developing the entrepreneurship education agenda and strategies for higher education. Its strategic action plan for entrepreneurship education (Pelan Tindakan Keusahawan IPT 2016-2020) includes the establishment of entrepreneurship units in all public higher education institutions to drive the entrepreneurship education agenda. The emphasis is on shaping and encouraging university graduates towards becoming job creators rather than job seekers. Hence, many programmes are being placed and organised with a great deal of focus on creating, developing and training students into becoming young entrepreneurs. While the effort is highly commendable, the emphasis, however, is lacking a focus on social entrepreneurship.

The findings of this study indicate limited institutional support and policy structure in supporting social innovation and social entrepreneurship at higher education institutions. As the findings revealed in Section 3.7, the limited government support was indicated by the relatively low mean scores (a rating between 1-5) in respondent perceptions of government support for social innovation, for example in research (3.27), finance (2.84), policy support (2.86) and teaching (3.10). There is no direct support from the government to the respondents' career tracks and areas of expertise in research, teaching, finance, networking, and engagement. The respondents perceived that a lack of policy framework is a challenge in promoting social innovation research/teaching in Malaysia (20 per cent), which is second biggest challenge after the lack of funding (35 per cent) (see section 3.10).

Similarly, only 13.8 per cent of the respondents utilised government funding for their social innovation publications and 19 per cent of social innovation related teaching activities were funded by the government. Limited policy support in social innovation research and teaching does not incentivise higher education institutions to engage in social innovation and undermines efforts to grow social innovation in higher education. Indeed, social innovation research and teaching have the potential to grow significantly if they receive more policy attention and support.

The respondents see the government as the most responsible for overcoming social problems, such as poverty, health and well-being, education, a lack of decent work and economic growth, which require interventions of social innovators. Although social innovation is often understood as a bottom-up process, it is not surprising that the Malaysian respondents emphasise the role of the government and policies in supporting social innovation. Social innovation can be generated differently in different national contexts (Mulgan, 2006; Bacq and Janssen, 2011). Furthermore, social innovation involves multiple stakeholders, not only social entrepreneurs, civil society, NGOs, but also the government and higher education institutions (Murray, Caulier-Grice and Mulgan, 2010). Especially in emerging economies, strong government support promotes effective social entrepreneurial activities, as well as economic growth (Wu, Zhuo and Wu, 2016). Therefore, while earlier in the report the global success of bottom-up social innovation was noted (Kruse et al., 2014), it is important to remember the cultural relativity of social innovation and social entrepreneurship, and therefore acknowledge that top-down social innovation may work in countries like Malaysia.

A stronger social innovation ecosystem more broadly is imperative, including by higher education institution led incubation platforms, which are still at an early stage at higher education institutions (as discussed in section 4.2.6). There is also a need for a pool of social innovation experts, who can coach, guide and lead students towards successful ventures in the social innovation field. However, it is a positive outlook as the Eleventh Malaysia Plan 2016 – 2020 mentioned that the government is supporting social innovation related activities across the country to induce economic and social development. In general, the unemployment rate in Malaysia stood at 3.2 per cent in January of 2020, compared to 3.3 per cent in the corresponding month the previous year. The number of unemployed increased by 0.8 per cent from a year earlier to 511,700, while employment went up 2.1 per cent to 15.83 million. Also, the labour force rose 2.1 per cent to 15.83 million. The Eleventh Malaysia Plan acknowledges that increasing support for industrial and social innovation activities is essential for strengthening macroeconomic resilience and supporting sustained growth. Yet, in general, the active participation from higher education institutions needs to be accelerated.

Taylor's Education Group organised Social Enterprise Knowledge Day for participants from their 'Program Keusahawanan Taylor's - CIMB Islamic' © Taylor's Education Group.

Nevertheless, the respondents perceived that a lack of policy support poses the least collaboration barrier (3 per cent) (see Figure 3.21). This finding indicates that while the respondents do acknowledge the challenge in promoting social innovation in their research and teaching due to the lack of policy framework, however, this challenge does not hinder forming collaboration with others. As discussed earlier in Section 5.4, the respondents have a high tendency for collaboration and partnership formation in promoting and implementing social innovation activities.

6

Recommendations

The following eight recommendations highlight the ways social innovation stakeholders in Malaysia 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 Embedding social innovation in the higher education system across disciplines

First, social innovation should be embedded in the higher education system across different disciplines. Currently, social innovation and social entrepreneurship are being taught as a part of entrepreneurship courses and degree programmes in Malaysia. Indeed, academics interests in social innovation and social entrepreneurship have grown since entrepreneurship education was introduced in Malaysian higher education institutions. However, social innovation is used in different disciplines across the world (Ville and Pol, 2008). Hence, the boundaries of social innovation in Malaysian higher education institutions can also be expanded to various disciplines rather than limited to business and entrepreneurship studies.

In doing so, educating students on innovative approaches to solving social challenges can create a wider impact. Embedding social innovation curriculum or extracurricular activities in higher education could serve two main objectives: 1) channelling graduates towards job creation; and 2) addressing societal challenges where innovative approaches are imperative. The university administration should identify and plan the best approaches for inculcating social innovation and social entrepreneurial values among students through the curriculum, co-curriculum and extracurricular activities.

6.2 Building a sustainable ecosystem for social innovation education

Second, a sustainable ecosystem for social innovation education should be developed. This ecosystem for social innovation education can be built in several ways. Forming a strategic partnership between higher education institutions, social enterprises, NGOs, the private sector and government agencies is one way of creating opportunities for gaining strategic investment from social innovation funders. By collaborating with other social innovation stakeholders, higher education institutions can identify the societal needs, create the market for social innovation projects and connect to potential investors. As revealed in the findings, one of the major challenges for higher education institutions to move forward with social innovation-related projects is the lack of funding. Financial support is one of the critical enablers for long-term success. By creating strategic opportunities through the formation of a partnership with the private sector, higher education institutions could lead to funding opportunities for highly impactful social innovation projects.

Incubation can also contribute to building a sustainable ecosystem for social innovation education at higher education institutions. higher education institutions tend to concentrate on the curriculum, but when it comes to stimulating innovative creations and ventures, opportunities for incubation would be highly beneficial. The findings of this study revealed that there are minimal opportunities for incubation at higher education institutions. It is recommended that higher education institutions establish formal incubation programmes to create successful cases of social innovation and social enterprise. In addition, collaborative projects with the communities can contribute to building a sustainable ecosystem for social innovation education by mobilising students to serve a social purpose through their social innovation and social enterprise projects. By closely working with the communities, higher education institutions will be able to provide real-life examples to students who are willing to learn how social innovation works in reality. This practice-based learning experience will also enable students to discuss and solve social issues within the community and contribute to solving these issues in a more coordinated and sustainable manner.

6.3 Introducing social innovation career aspiration

Third, social innovation and social entrepreneurship career aspiration should be further introduced to students. Students should be made aware of and be provided with a wide range of social innovation career options. Knowledge and skills that students gain from social innovation and social entrepreneurship courses will provide them with more career options, such as working for a consultancy firm or a company's corporate social responsibility programme. Therefore, it is recommended that higher education institutions to develop more courses/degree programmes, which can expose students to skills and knowledge that they can utilise for their career development related to social innovation and beyond.

6.4 Developing various options for financial support

Fourth, various options for financial support should be explored to employ social innovation research and teaching at higher education institutions. Most social innovation research projects identified were self-funded. If social innovation scholars receive more research funding, a possibility of conducting more social innovation research that can contribute to social innovation teaching, as well as building a sustainable social innovation ecosystem, will increase. Therefore, it is expected that the government, corporate, third and private sectors further commit to sponsoring social innovation research and teaching activities.

6.5 Developing policies and incentives to connect social innovation practitioners in developing curriculum

Fifth, policies and incentives to connect social innovation practitioners in developing curriculum should be considered. There should be a clear policy for social entrepreneurs to assist social innovation activities at higher education institutions in enhancing knowledge sharing among social enterprises and students. The policy development should look into how social innovation practitioners could make innovative practices possible, identify funding resources and grant opportunities and encourage awareness to students on social innovation and social enterprise activities and its mission in the communities. Connecting social innovation practitioners to higher education institutions could greatly benefit students for knowledge and experience-sharing. This could further equip students with real-world knowledge and skills in venturing into social innovation.

6.6 Continuous institutional support and up-skilling opportunities to graduates

Sixth, alumni should also be tracked to instil continuity of efforts and impact in teaching social innovation at higher education institutions. Alumni will be able to provide information on whether they pursed any social innovation career (e.g. social innovator, social entrepreneur, consultant, and corporate social responsibility team) after graduation. With this information, higher education institutions will be able to measure the impact of social innovation teaching in terms of providing social innovation career options. Furthermore, academics can use feedback from graduates to further develop their social innovation curriculum and extracurricular activities.

6.7 Pedagogical approach beyond the classroom

Seventh, more project-based and contextual teaching techniques should be adopted by social innovation educators at higher education institutions. As indicated in the finding section, the most preferred teaching and learning activities are project-based and contextual learning. Such pedagogical approaches are in line with problem-based learning that has multiple benefits and advantages to students. Through project-based learning, students are able to develop analytical thinking skills, creativity and design thinking skills. By going into the community, students will be allowed to delve into real challenges faced by society and could begin gearing their thoughts towards social innovation ideas.

6.8 Global network and linkage for social innovation

Eighth, higher education institutions should expand their networks across national borders to widen their perspectives in social innovation. Exchanging social innovation research and teaching ideas and intellectual discourse with overseas institutions should be one of the key initiatives of higher education institutions. There should be establishment of a social innovation expert pool of panels within the country or at the regional level, that can provide useful suggestions and strategies. The social innovation experts could further help on the advocacy initiatives and scholarly development of knowledge in social innovation.

7

Further research opportunities

This section details areas for future research, with three main research opportunities emerging.

7.1 The social impact of social innovation research and teaching

Future studies should explore the conditions of social innovation research and teaching in the Malaysian higher education institutions. One of the possible avenues that could be examined is how higher education institutions can channel their limited funding into social innovation initiatives. The cost-benefit analyses on the allocated budget and the possible 'returns' can be further explored to understand the values garnered from these social innovation research and teaching activities. The contributions of incubators, the size of investment (to the marginalised communities) and the values generated (and re-invested into social innovation and social enterprises) should be further studied. In addition, how these research outcomes can be transparently communicated to the general public should be discussed.

7.2 The role of strategic partnerships in scaling social innovation

There is also a need for future studies to examine the impact of a strategic partnership. Scholars should explore how students can benefit from pro-bono experiential coaching and guidance provided by practitioners. Furthermore, the symbiosis between higher education institutions, the private sector and the communities in the social innovation field can also be explored.

7.3 Reducing social disadvantage and inequality

Third, from the viewpoint of economics, scholars can examine how social innovation education can create a ripple effect to the marginalised community, and the country's economy at macro and micro levels. The quantification of social innovation initiatives and the returns of social innovation would provide an indicator to policy-makers on the rate of return and the size of the impact of social innovation to the marginalised community and the country.

Universiti Teknologi Petronas's Centre for Social Innovation empowered female villagers in Perak with sewing skills so they could improve their livelihoods. © Universiti Teknologi Petronas

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Appendices
Appendix A – Methodology

Research design

The methodology is broken down into qualitative and quantitative designs for triangulation purposes. There was a total of 50 respondents in the quantitative survey (online questionnaire), and the questionnaire takes no more than 20 minutes to complete. The questionnaires were divided into 13 parts, that comprises of demographic, academic publications, non-academic publications, teaching activities, students experiences, higher education and society, government support, collaborations, trust, challenges and problems addressing social problems. For the qualitative data collection, policymakers, agencies, academics and universities representatives were invited for in-depth interviews and focus group discussion sessions. For the focus group interviews, altogether, 60 people participated, and the data was collected within a total of 16.2 hours. The sessions were conducted through probing interview/focused group discussion sessions of between 90-120 minutes with the participants (a group of between three to five informants). The informants were taken from the north, central, south and east of peninsular Malaysia as well as from the east and west of Malaysia. Ethics adhered throughout the entire process of data collection.

The detailed methodology development plan and approach for the research are broken into different sections below:

Desk-based research

First, a desk-based review on the status of the social innovation research and teaching landscapes was undertaken to explore country-specific trends and issues such as: identifying the leading HEIs for social innovation in each of the four countries; identifying the research that has/is taking place from academic, practice and policy perspectives; discerning what government support is available for promoting social innovation/social enterprise research/teaching in higher education (and the education system at large); and pinpointing what additional support is available to support social innovation/social enterprise research/teaching in higher education, including from foundations, impact investors, corporates and NGOs.

Methodology development

Based on the desk-based research, a methodology for the study was developed. During this stage, an online survey and semi-structured interview questions were prepared to explore social innovation research and teaching trends at higher education institutions. On top of that, a survey questionnaire was also designed based on the literature review. 50 respondents participated in the online survey. We also developed questions for semi-structured focus groups/interviews, which helped the researchers to identify additional themes not covered in the survey and explore deeper understandings of those themes that emerge. The focus group interview questions were developed based on probing questions related to: collaboration examples, collaboration barriers, future collaboration and support.

Sampling procedure

The coverage of the survey shall be 20 public universities and three government-linked universities (GLU) – (census of public and GLU). First, a list of universities involved social innovation were identified. Based on an area sampling procedure (broken into the south, central, north, east coast and Borneo), 50 respondents were identified. They were asked to fill up an online survey, which took them approximately 20 minutes to fill up.

The coverage of the focus group discussions and in-depth interviews is ten public universities and two government-linked universities. Selection of the sampling is based on the rigorousness of social innovation and social enterprise at the universities. Based on an area sampling procedure (broken into the south, central, north, east coast and Borneo), we have purposefully selected 60 informants who are highly involved in social innovation to be our informants.

The measure used and participant

Table A1 – Interview breakdown			
Interview No.	**Stakeholder type**	**Participant numbers**	**Interview length (minutes)**
1	Academics and social enterprise practitioners	12	66 minutes
2	Ministry of Education	8	62 minutes
3	Government agency - Agensi Inovasi Malaysia (AIM)	1	42 minutes
4	Malaysian Global Innovation & Creativity Centre (MaGIC)	1	35 minutes
5	Academics	3	64 minutes
6	Academics	4	90 minutes
7	Academic	1	38 minutes
8	Students	3	26 minutes
9	Students	2	32 minutes
10	Social enterprise practitioners	4	45 minutes
11	Academics	5	49 minutes
12	Academic/Head	1	38 minutes
13	Academic	1	50 minutes
14	Academic/Head	1	56 minutes
15	Academics	3	64 minutes
16	Academics	4	82 minutes
17	Academic/Director	1	56 minutes
18	Academic/Director	1	42 minutes
19	Students	4	40 minutes

Analysis

The quantitative data outlined in Section 4, was analysed using descriptive statistics to explore population averages, using Microsoft Excel software and the Statistics Package for the Social Sciences (SPSS) version 22.0. The qualitative data in this report was analysed using constant comparative method (Glaser and Strauss, 1967; Lincoln and Guba, 1985), a method based on 'grounded theory' (Glaser and Strauss, 1967). Constant comparative method allows for the qualitative analysis of text (in this case interview transcripts) through an iterative analysis procedure. The process inherent to constant comparative method involves the inductive identification of emergent units of analysis from the researcher's transcript analysis, rather than through coding based upon predetermined codes (Maykut and Morehouse, 1994). Constant comparative method involves five main stages and these are listed below:

- Immersion – 'units of analyses' are identified from the data
- Categorisation – 'categories' emerge from the 'units of analysis'
- Phenomenological reduction – 'themes' emerge from the 'categories' and are then interpreted by the researchers
- Triangulation – support for researcher interpretations of 'themes' is sought in additional data
- Interpretation – overall interpretation of findings is conducted in relation to prior research and/or theoretical models (McLeod, 1994).

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 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 development of social innovation and social enterprise 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 can 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 University of Northampton may also use the research data 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**

Interview questions for academics

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/ social enterprise?

1-2. Are 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 the 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 the 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 the 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 do 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/ 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/social enterprise field in [insert country name]?

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

4-3 (IF APPLICABLE) What are your main challenges in relation to social innovation/social enterprise research?
- Funding
- Publishing
- Collaboration
- Others

5. Education and teaching

5-1 What are teaching trends in the social innovation/ 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, social enterprises, 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/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/social enterprise in universities?

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

5-6 Please tell me how you and your university measure the quality of social innovation/social enterprise courses and programs.
- Qualitative or quantitative?
- What are the 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/social enterprise research and teaching in universities in [insert country name]?
- If yes, can you please name the policy?
- How is the policy supporting social innovation/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/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/social enterprise research and teaching in [insert country name]?
- Is 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 have not asked you that you think is essential or wish to discuss?

Interview questions for policy maker or implementer – government departments and agencies

1. Information about the participant and their organisation

1-1. Please tell me about your department.

1-2. Please tell me a little about your role at your organisation and your work on social innovation/social enterprise?

2. General questions about social innovation/social enterprise

2-1. Can you describe how social innovation/social enterprise are defined in Malaysia?

2-2. Can you describe the social innovation/social enterprise ecosystem in Malaysia?

2-3. Who are the main stakeholders of the social innovation/social enterprise ecosystem in Malaysia?

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

3-1 What role do you think universities can play in boosting social innovation/social enterprise?

3-2 Which role is most important to boost social innovation/social enterprise? Why?

4. Research

4-1 How can research best support policy in Malaysia?

4-2 What are the areas of policy focus most urgently in need of research focus in Malaysia?

5. Education

5-1 [IF APPLICABLE] Do you think there are enough number of curriculums to teach social innovation/ social enterprise in universities? Why or why not?

5-2 [IF APPLICABLE] What kind of curriculum should be developed to teach social innovation/social enterprise in universities?

6. Policy

6-1 Are there any government policies supporting social innovation/social enterprise research and teaching in universities in Malaysia?

Regarding the policies mentioned earlier:

6-2 What is the purpose of the policy?

6-3 As a part of the policy, what support does the government provide in boosting social innovation/social enterprise research and teaching in universities (Please provide details)?

6-4 What are field-level reactions and feedback on the policy?

6-5 What are the limitations of the policy?

6-6 How will the policy be improved or developed in three/five years to support social innovation/ social enterprise research and teaching in universities?

7. Community engagement

7-1 [IF APPLICABLE] Please tell me about government policies to encourage universities to deliver community engagement work?

Regarding the policy mentioned earlier:

7-2 As a part of the policy, what support does the government provide in encouraging universities to engage more with communities?

7-3 What are the outcomes and impacts of the policy?

7-4 What are the limitations of the policy?

8. General challenges

8-1 In relation to your expertise and perception of what is the most pressing social problem facing Malaysia, please pick one and tell me how you think the social innovation/social enterprise ecosystem can be used to solve/reduce the issue?

9. Closing question

9-1 Is there anything that I have not asked you that you think is important or wish to discuss?

Interview questions for practitioner / social entrepreneur / incubator / intermediary / non-profit professional

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. Are 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 the outcomes and impacts?

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

2. General questions about social innovation/social enterprise

2-1. Can you describe how social innovation/social enterprise are defined in [insert country name]?
- What is the source of the definition that you provided?
- How social innovation/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 the 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/social enterprise

3-1 What role do you think universities can play in boosting social innovation/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/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/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 the 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 the incubation programmes?
  - What are the outcomes – how many students are participating in the incubation programmes?
  - How do you measure the success of your incubation centre and incubation programmes? What are the key performance indicators?
- If not, could you please tell me what main challenges to work/collaborate with universities are?

6. Policy

6-1. Are there any government policies supporting social innovation/social enterprise in [insert country name]?
- If yes, can you please name the policy?
- How is the policy supporting social innovation/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 collaborating 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/social enterprise research and teaching in [insert country name]?
- Is 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 have not asked you that you think is important or wish to discuss?

Appendix C – Areas of expertise

1. Applied Statistics
2. Arts and Humanities
3. Banking & Finance
4. Business
5. Computer Science
6. Computing
7. Counselling
8. Education
9. Engineering
10. Information Sciences
11. Information Technology
12. Management Accounting
13. Social Entrepreneurship
14. Social Innovation
15. Sociology

One of the British Council's Active Citizens workshops was conducted at Sunway Innovation Labs (iLabs) . © British Council

Appendix D – List of publications (academic and non-academic)

Published journal papers:

1. Ahmad, Wan Fatimah Wan; Sarlan, Aliza; Jainlabdin, Fathin Suraya (2018), "The Retelling of Malaysian Folktales: CERITERA", *Advanced Science Letters*, Volume: 24, Issue: 2, pp. 990-994.
2. Amalia Madihie, Sidek Mohd Noah, Maznah Baba, & Wan Marzuki Wan Jaafar (2015), "Effects of psychoeducational group applying resilient therapy counseling intervention (RT-I) on self-concept among orphaned-adolescents at orphanage", *International Journal of Emergency Mental Health*, 17(2), 56.
3. Azan, Z. & Sarif, S.M. (2017), "A Contemporary Theory of SE from Tawhidic Paradigm: A Conceptual Study", *International Journal of Academic Research in Business and Social Sciences*, Vol 7, 2/3, 392-400.
4. Cheah, J., Amran, A., & Yahya, S. (2019), "External oriented resources and social enterprises' performance: the dominant mediating role of formal business planning", *Journal of Cleaner Production*, 236, 117693.
5. Conley, TG & Galeson, DW 1998, 'Nativity and wealth in mid- nineteenth century cities', *Journal of Economic History*, vol. 58, no. 2, pp. 468-493.
6. Denni-Fiberesima, D., & Rani, N. S. A. (2011), "An evaluation of critical success factors in oil and gas project portfolio in Nigeria", *African Journal of Business Management*, 5(6), 2378-2395.
7. Jeffrey Cheah, Azlan Amran, Sofri Yahya (2019), "Internal oriented resources and social enterprises' performance: How can social enterprises help themselves before helping others?", *Journal of Cleaner Production*, Volume 211, pp. 607-619
8. Mohd Adib Abd Muin, Azizi Abu Bakar & Shuhairimi Abdullah. (2014), "Model usahawan berjaya dalam amalan nilai-nilai murni keusahawanan sosial Islam", *Journal of Human Development and Communication,* Vol. 3. 2014: 129-141.
9. Mohd Adib Abd Muin, Shuhairimi Abdullah & Azizan Bahari. (2015), "A conformity tool for Islamic SE: Towards Muslim social entrepreneur", *Journal of Human Development and Communication*, Vol. 4. 2015: 21-36.
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11. Mohd Ali Bahari Abdul Kadir, Suhaimi Mhd. Sarif (2016), "SE, social entrepreneur and social enterprise: a review of concepts, definitions and development in Malaysia", *Journal of Emerging Economies and Islamic Research*, 4 (2), pp. 54-70.
12. Muhamad Nizam Jali, Zakaria Abas and Ahmad Shabudin Ariffin (2016), "Addressing social inovation in the Malaysian University-Industry-Community knowledge transfer partnership: A preliminary empirical insight", *Journal of Business Management and Accounting,* 6 (2), 11-26
13. *Muhamad Nizam Jali, Zakaria Abas, Ahmad Shabudin Ariffin* (2016), "SI: A new paradigm of innovation outcome strategy in the context of strategic knowledge management processes", *Sains Humanika*, 8 (4-2)
14. *Muhamad Nizam Jali, Zakaria Abas, Ahmad Shabudin Ariffin* (2017), "SI in the Context of Strategic Knowledge Management Processes for Supply Chain Performance Enhancement", *International Journal of Supply Chain Management*, 6 (1), 233-237
15. Muhammad Iqmal Hisham Kamaruddin & Sofiah Md Auzair. (2018), "Classification of Islamic Social Enterprises (ISE) in Malaysia Based on Economic Sectors", *Management & Accounting Review*, 17(2), 17-42
16. Muhammad Iqmal Hisham Kamaruddin & Sofiah Md Auzair. (2019), "Integrated Islamic Financial Accountability Model in Islamic Social Enterprise (ISE)", *The Journal of Muamalat and Islamic Finance Research*, 16(1), 17-36
17. Muhammad Iqmal Hisham Kamaruddin, Sofiah Md Auzair & Nurul Aini Muhamed. (2018), "Accountability in Islamic Social Enterprise (ISE) from Stakeholders' Perspective", *International Journal of Engineering & Technology,* 7(3.35), 253-256
18. Nawi, N. R. C., Arshad, M. M., Krauss, S. E., & Ismail, I. A. (2018), "Social Entrepreneur as Career: Why it Attracts Youth in Malaysia?", *International Journal of Academic Research in Business and Social Sciences*, 8(6), 24–36.
19. Nur Raihan Che Nawi, Mohd Mursyid Arshad, Ismi Arif Ismail & Steven Eric Krauss (2019), "Makna Profesion Sebagai Usahawan Sosial Dalam Kalangan Belia Di Malaysia", *Malaysian Journal of Youth Studies*, Edisi Khas YOURS'18 Agenda Sosial (3), 141–163.
20. Nur Raihan Che Nawi, Mohd Mursyid Arshad, Ismi Arif Ismail & Steven Eric Krauss (2018), "Potensi Pembangunan Keusahawanan Sosial Dalam Kalangan Belia Di Malaysia", *Malaysian Journal of Youth Studies*, 18 (6), 45-63.

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22. Radin R.A.S.A, Rahman, A., Othman,N. and Pihie, Z.A.L. (2017), "Social entrepreneurial intention among students of different status and university category", *International Journal of Economic Research*. 14(15);377-394.

23. Raihani Zainol and Lukman (2018), "Scaling Organisational Capabilities and Organisational Support towards SI in Malaysian Social Enterprise, "*International Journal of Accounting, Finance and Business*", 3(11), 1-13.

24. Rani, N. S. A., Hamit, N., Das, C. A., & Shaikh, J. M. (2011), "Microfinance practices in Malaysia: from 'kootu' concept to the replication of the Grameen Bank model", *Journal for International Business and Entrepreneurship Development*, 5(3), 269-284.

25. Rasmah Othman & Hariyaty Ab. Wahid (2014), "SE among participants in the Students in Free Enterprise program", *Education+ Training,* 8/9 (58)

26. Siti Razilah Mohd Said, Nisha Nurshazwani Baharom, Shaira Parveen Hamilin, Amalia Madihie, & Salmah Mohamad Yusoff. (2017), "Development of Mindfulness Module for Promoting Healthy Lifestyle among 2 Students in Higher Education Institution", *International Journal of Business and Society*, 18(4), 854-861.

27. Suhaimi Mhd Sarif & Yusof Ismail. (2013), "Developing The Ulū Al-Albāb Model for Sustainable Value and Wealth Creation Through SE", *International Journal of Business, Eco2mics and Law (IJBEL)*, Vol. 2 Issue 1, 28 – 34

28. Suhaimi Mhd. Sarif (2019), "Strategic ta'awun and fastabiqul khairat partnerships for sustainable competitive advantage among small and medium enterprises in the Muslim world", *Asian Academy of Management Journal*, 24 (Supp. 1), pp. 125-139.

29. Sylvester, D. C., Rani, N. S. A., & Shaikh, J. M. (2011), "Comparison between oil and gas companies and contractors against cost, time, quality and scope for project success in Miri, Sarawak, Malaysia", *African Journal of Business Management*, 5(11), 4337-4354.

30. Wan Mohd Zaifurin Wan Nawang & Ibrahim Mamat. (2019), "The determinant factor an entrepreneurship inclination among secondary school students", *Journal Akademika*, 89 (2) July: 3-15.

31. Wan Mohd Zaifurin Wan Nawang, Ibrahim Mamat dan Nor Hayati Sa'at (2018), "The relationship berwewenang predictor factor and career inclination of entrepreneurship among Program Tunas Niaga members", *Journal Akademika*, 88 (3): 19-31.

32. Wan Mohd Zaifurin Wan Nawang, Nor Hayati Sa'at, Sabri Ahmad & Ibrahim Mamat. (2016), "The intention entrepreneurship among secondary school students in state of Terengganu", *Journal Education Malaysia*, 41 (1): 87-98.

33. Wan Mohd Zaifurin Wan Nawang, Nor Hayati Sa'at, Sabri Ahmad dan Ibrahim Mamat (2016), "Kebaikan pekerjaan keusahawanan sebagai pengantara antara faktor-faktor peramal dan kecenderungan pelajar menceburi kerjaya keusahawanan", *Journal Sains Humanika*, 8 (1): 23-29.

34. Zainol, N., Zainol, F., Ibrahim, Y., & Afthanorhan, A. (2019), "Scaling up social innovation for sustainability: The roles of social enterprise capabilities", *Management Science Letters*, 9(3), 457-466.

35. Zaliza Azan, Suhaimi Mhd. Sarif (2017), "The chronological development of the theory of the firm, theory of entrepreneurship and theory of SE", *International Journal of Academic Research in Business and Social Sciences*, 7 (3), pp. 713-720.

Conference papers and reports:

1. Ahmad, W. F. W., Sarlan, A., & Rauf, N. A. (2018), "ESCAPE: Interactive Fire Simulation and Training for Children Using Virtual Reality", International Conference of Reliable Information and Communication Technology, pp. 670-679.

2. Amalia Madihie, Salmah Mohamad Yusoff, Siti Norazilah Mohd Said, Riziandy Nawawi, Roseini Mohtar, & Remy Syarmila Mohamed Sebli. (2016). SCS-ESP: Self-Value Excellence Module, Poster Presentation, InTEX 2016 Universiti Malaysia Sarawak, 23th May 2016

3. Amalia Madihie, Sidek Mohd Noah, Maznah Baba and Wan Marzuki Wan Jaafar. (2017). Resilient Therapy Intervention. The IAC International Conference 2017, 20th -23rd April 20, Bue2s Ares, Argentina. (accepted as workshop presentation)

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5. Corporate social responsibility and corporate SI: a conceptual understanding, SHS Web of Conferences 34, 01001

6. Evaluation of Video Modeling Application to Teach Social Interaction Skills to Autistic Children Conference: International Conference on User Science and Engineering, pp. 125-135 Publisher: Springer, Singapore

7. Jali, Muhamad Nizam and Abas, Zakaria and Ariffin, Ahmad Shabudin and Baluch, Nazim Hussain (2016) *SI and strategic knowledge management processes: a critical conceptual overview.* In: Knowledge Management International Conference (KMICe) 2016, 29 – 30 August 2016, Chiang Mai, Thailand.

8. Mohd Adib Abd Muin, Shuhairimi Abdullah, Abdul Jalil Ramli, Noor Salwani Hussin, Jamsari Jamaluddin, Zainab Ahmad & Nur Suriaty Daud. (2018). Model of Islamic SE: A Study on successful Muslim social entrepreneur in Malaysia. MATEC Web Conf. Malaysia Technical Universities Conference on Engineering and Technology (MUCET 2017). Vol. 150. 2018 (05093). doi.org/10.1051/matecconf/201815005093.

9. Nur Raihan Che Nawi, Mohd Mursyid Arshad, Steven Eric Krauss & Ismi Arif Ismail (2019). Career Transition to Become a Social Entrepreneur: The Challenges Faced by Youth Social Entrepreneur in Malaysia. Proceeding of The 5th International Conference On Educational Research and Practice (ICERP)2019 Educating The Digital Society: Integrating Humanistic and Scientific Values. Pp 520-528. ISBN 978-967-960-453-5."

10. Raudah Mohd Adnan, Wan Fauziah Wan Yusoff, Norliza Ghazali, Sivan Rajah and 2rsuhaida Awang (2018), Preliminary Study On the Current Status of SE Practices in Malaysia: An Exploratory Case, International Business Information Management Association (IBIMA), 2205, ISBN:9780999855102

11. Sarlan, A., Hashim, A. S., Ahmad, R., Ahmad, W. F. W., Mahamad, S., Basri, S., & Astrini, S. (2016, August). An interactive Islamic mobile application for children "Hidup Cara Rasullullah". In 2016 3rd International Conference on Computer and Information Sciences (ICCOINS) (pp. 579-584). IEEE.

12. Sarlan, A., Xiong, F. K., Ahmad, R., Ahmad, W. F. W., & Bhattacharyya, E. (2015, May). Pre-hospital emergency 2tification system. In 2015 International Symposium on Mathematical Sciences and Computing Research (iSMSC) (pp. 168-173). IEEE.

13. Sheng, Y. T., Rani, N. S. A., & Shaikh, J. M. (2011). Impact of SMEs character in the loan approval stage. In International Conference on Business and Eco2mics (Vol. 1, pp. 229-233).

14. Wan Mohd Zaifurin Wan Nawang, Nor Hayati Sa'at, Sabri Ahmad & Ibrahim Mamat (2016), "Kecenderungan kerjaya keusahawanan dalam kalangan pelajar Program Kokurikulum Keusahawanan sekolah menengah di Negeri Terengganu", *Jurnal Pendidikan Malaysia,* 41(1)(2016): 87-98

Books and book chapters:

Theses:

1. Cheah, Sau-Seng (2018). The determinants of social enterprises performance in Malaysia and Singapore, (Doctoral dissertation, Universiti Sains Malaysia, Penang). Retrieved from http://eprints.usm.my/id/eprint/43631

Media:

1. Muhammad Iqmal Hisham Kamaruddin (2019). Challenges in Islamic Social Enterprise (ISE) in Malaysia. Malaysian Business, April 2019, Kuala Lumpur, Malaysia. Pp. 56-57

2. Wan Mohd Zaifurin Wan Nawang @ W. Ahmad (2015), Kecenderungan kerjaya keusahawanan di Negeri Terengganu dalam kalangan ahli Program Tunas Niaga

3. Muhammad Iqmal Hisham Kamaruddin (2019). Islamic Social Enterprise for Community Empowerment and Enhancement. ISFIRE Review, February 2019, London, United Kingdom. Pp.15-19

Appendix E – Undergraduate and postgraduate courses

The following is the list of courses captured with the survey and through additional sources:

No.	Course name	No of participants	Type of teaching activity	Level	Module type	Year	HEI	Funds
1	Social Enterprise	120	Degree programme	Undergraduate	Compulsory	2012	UMK	Government
2	Workshop and carnival on Social Enterprise	30		Non-accredited course		2019	UTeM	Government
3	Methodologies Research	10	Module / class	Undergraduate	Compulsory	2018	Etiqa Takaful	Self-funded
4	Documentary "Jejak Usaha-wan Sosial" (Tracking Social Entrepreneurs)	60	Module / class	Undergraduate	Compulsory	2018	UTHM	No Funding
5	Course assessment	8	Degree pro-gramme	Undergraduate	Compulsory	2017	UMS	Self-funded
6	Social Enterprise: Doing Well by Doing Good	60	Module / class	Non-accredited course	Elective	2018	USM	Corporate
7	Social Business: The Impact on Management and Accounting	23	Module / class	Undergraduate	Compulsory	2018	USM	No Funding
8	Social Enterprise: Doing well by doing good	15	Module / class	Non-accredited course	Elective	2019	USM	Vistage expert sharing
9	Entrepreneur-ship Course	40	Degree programme	Undergraduate	Compulsory	2001	UniKL	UTAR
10	Kursus Asas Keusahawanan (Basic Entre-preneurship course)	30	Module / class	Non-accredited course		2007	UniKL	Government Funding
11	Small Business Management, New Business Venture, Entre-preneurship	40	Degree programme	Undergraduate	Elective	2009	UniKL	Curtin University
12	Small Business Management, New Business Venture	10	Module / class	Postgraduate	Elective	2012	UniKL	Other
13	Small Business Management	40	Degree programme	Undergraduate	Elective	2014	UniKL	Other

14	One of the juries for NBOS Competition					2016	Govt. Statutory Body.	
15	Social Innovation Seminar (SIS)					2016	Govt. Statutory Body.	
16	Inaugural Social Economy & Investment Conference (SEIC)					2017	Govt. Statutory Body.	
17	Keynote Speaker at the 1st International Islamic Social Economic Conference (1st IISEC)					2017	Govt. Statutory Body.	
18	Malaysia's Social Inclusion & Vibrant Entrepreneurship (MasSIVE)					2018	Govt. Statutory Body.	
19	Lecture	30	Module / class	Postgraduate	Compulsory	2018		No Funding
20	Abnormal Psychology	30	Degree programme	Undergraduate	Compulsory	2019	UniMaS	No Funding
21	Resilient Therapy Intervention	25	Module / class	Non-accredited course	Elective	2019	UniMaS	Government
22	Coffee Talk by Dr Emma and the Gang	60	Module / class	Non-accredited course	Elective	2019	UniMaS	Self-funded
23	Startup Essentials: Value Proposition Design	50	Module / class	Non-accredited course	Elective	2017	UTP	No Funding
24	Engineering Team Project	30	Degree programme	Undergraduate	Compulsory	2018	UTP	HEI Own Funds
25	Social Entrepreneurship	100	Degree programme	Undergraduate	Compulsory	2013	UMK	Government & Research Grant
26	PROSPEK	50	Module / class	Non-accredited course		2014	UMK	Government
27	REMODE	50	Module / class	Non-accredited course	Elective	2014	UMK	Research Grant
28	Teroka Baru untuk Golongan Asnaf	45	Module / class	Non-accredited course	Elective	2019	UMK	Government
29	MOST	15	Module / class	Non-accredited course	Elective	2019	UMK	NGO / Foundation
30	Basic Online Marketing	30	Module / class	Undergraduate and postgraduate	Elective	2015	DeAlami	Self-funded
31	Basic Digital Marketing: From Zero to Hero	30	Module / class	Undergraduate and postgraduate	Elective	2016	DeAlami	Self-funded
32	Introduction to Online Business: Textile & Fashion	35	Module / class	Undergraduate and postgraduate	Elective	2018	DeAlami	Self-funded
33	Beehive	30	Module / class	Undergraduate	Elective	2015	UMK	Foreign Funds

34	Be Still. Children Cancer Outreach Program	40	Degree programme	Undergraduate	Compulsory	2018	UTM	NGO / Foundation & Self-funded
35	Corporate Social Responsibility and Social Enterprise	15	Module / class	Postgraduate	Elective	2017	USM	No Funding
36	Creativity and Innovation	150	Module / class	Undergraduate	Elective	2000	School of Marketing and Media	No Funding
37		25	Module / class	Non-accredited course	Elective	2018	UKM	Government
38	Jalinan Kasih Bersama Rumah Anak Yatim Baitul Hijrah	20	Module / class	Undergraduate	Compulsory	2018		Self-funded
39	Entrepreneurship, Love and Community	32	Module / class	Undergraduate	Compulsory	2018		Self-funded
40	Engineers & Society	60	Module / class	Undergraduate	Compulsory	2004	UTHM	No Funding
50	Creativity & Innovation	60	Module / class	Undergraduate	Compulsory	2004	UTHM	No Funding
51	Islamic Business Ethics and Social Responsibility	40	Degree programme	Undergraduate	Elective	2012	UUM	No Funding
52	Theory and Practice of Islamic Business	40	Degree programme	Undergraduate	Compulsory	2012	UUM	No Funding
53	Zakat Management	40	Degree programme	Undergraduate	Compulsory	2018	UUM	No Funding
54	Qawaid Fiqhiyyah for Muamalat	44	Degree programme	Undergraduate	Compulsory	2017	UUM	No Funding
55	Theory and Philosophy in Takaful	30	Degree programme	Undergraduate	Compulsory	2018	UUM	No Funding
56	Teaching mathematics using a developed courseware	30	Module / class	Non-accredited course	Elective	2015	UTP	Government
57	Design thinking	30	Module / class	Non-accredited course	Elective	2016	UTM	NGO / Foundation & Self-funded
58	Microcontroller Development	50	Module / class	Non-accredited course	Elective	2019	UTM	Other
59	Project based	60	Degree programme	Undergraduate	Compulsory	2000	UniMaS	Government & NGO / Foundation
60	Consultation Approach	60	Degree programme	Undergraduate	Compulsory	2000	UniMaS	Government & NGO / Foundation
61	Design Thinking	50	Degree programme	Undergraduate	Compulsory	2019	UTM	No Funding
62	Business Model Canvas	50	Degree programme	Undergraduate	Compulsory	2019	UTM	No Funding
63	Experiential Learning Activities	50	Degree programme	Undergraduate	Compulsory	2019	UTM	No Funding

64	Social Entrepre-neurship	50	Degree pro-gramme	Undergraduate	Compulsory	2015	UTM	NGO / Foundation & Self-funded

Taylor's Hourglass Impact Measurement workshop, organised by Taylor's Education Group, was participated by NGOs, corporates, individual enterprises and social Enterprises. © Taylor's Education Group

Appendix F – Community engagement

The following describes the community engagement captured with the survey with all the sub-information collected, among which: Name of the Organisation, role, type of organisation and target SDGs.

Name of the organisation	Role	Type of organisation	HEI	Target SDGs	Main beneficiary group / target group	Type of activity	Funding	Main barrier
Bridge Bakti	Committee member	NGO						
EPIC Homes	Volunteering	Social Enterprise						
International Association of Social Enterprise Economic (IASEE)	Other	NGO	Bluebear Holdings Sdn Bhd	Other	Children and Youth	Applying for funding	Research Grant & Self-funded	
Special education	Committee member	Public Body		Quality Education	People with disabilities	Training / Capacity Building	Government Funding	Lack of funding
UTHM	Volunteering	School						
Universiti Malaysia Sabah	Advisory	Social Enterprise		Good Health and Well-being	Minor/Indigenous ethnic groups	Training / Capacity Building	No Funding	Lack of funding
Stroke survivors	Committee member	Other	Hospital Rehabilitasi Cheras	Decent Work and Economic Growth	People with disabilities	Forming an alliance / Partnership / Network	Government Funding	Other
Habitat for Humanity	Volunteering	NGO	Universiti Putra Malaysia (UPM)	Other	Other	Other	Research Grant	
Community	Committee member	NGO	KTP-USM	Industry, Innovation and Infrastructure	Community	Product design	Government Funding	Lack of engagement from communities
Yayasan Sarawak	Committee member	NGO		Quality Education	Children and Youth	Service delivery	Other	Lack of university support
Persatuan Kaunseling Malaysia Antarabangsa (PERKAMA International)	Other	NGO						
University of Third Age	Other	NGO	UPM	Sustainable Cities and Communities	Elderly	Training / Capacity Building	Government Funding & NGO / Foundation	Lack of funding
University Voluntary Program	Volunteering	Other	NGO	Quality Education	Children and Youth	Training / Capacity Building	No Funding	Lack of funding

Startups Developer	Officer	School	Mechanical Eng. Dept, Universiti Teknologi PETRONAS		Socially economic disadvantaged	Product design	HEI Own Funds	Lack of engagement from communities
PROSPEK (Amanah Ikhtiar Malaysia)	Other	Public Body	University in Switzerland	Good Health and Well-being	Community	Training / Capacity Building	NGO / Foundation	Lack of funding
KPM	Committee member	Public Body	KUWAK	No Poverty	Socially economic disadvantaged	Training / Capacity Building	Research Grant	Lack of engagement from communities
Universiti Malaysia Kelantan	Volunteering	Social Enterprise		Decent Work and Economic Growth		Training / Capacity Building	Research Grant	Lack of engagement from communities
beehive	Advisory	School		Quality Education	Students	Training / Capacity Building	Advisory	School
Motivational Courses for Schools	Advisory	Public Body	Yayasan Ibnu Hayyan	Reduced Inequality	Socially economic disadvantaged	Training / Capacity Building	NGO / Foundation	Lack of funding
Be Still. Children Cancer Outreach Program	Advisory	Public Body	Hospital Sultan Ismail Johor	Good Health and Well-being	Children and Youth	Applying for funding	NGO / Foundation & Self-funded	Lack of funding
Taman Negara Teluk Bahang	Committee member	NGO	University Technology Petronas	Reduced Inequality	Students	Advocacy and campaign	NGO / Foundation & Self-funded	Lack of funding
SI Movement Association	Committee member	Faith/ Religious-based organisation	UPM	Other	Students	Training / Capacity Building	Research Grant	
Cafe-Halal process in Cafeteria (UUM)	Committee member	School	UUM	Quality Education	Community	Service delivery	Research Grant & Self-funded	Lack of funding
Universitas Islam Indonesia	Advisory	NGO						
Ikram	Committee member		schools	Quality Education	Students	Advocacy and campaign	NGO / Foundation	Other
Kampung Aji	Advisory	School	UTP	Quality Education	Students	Product design	Government Funding	
Schools and within state of Johor	Officer	School	DREAM-CATCHER SDN BHD	Quality Education		Design, development of innovation and pitching	NGO / Foundation	Other
PUSPEN Kuching	Advisory	Other	AADK	Good Health and Well-being	Other	Training/ Capacity Building	NGO / Foundation	Lack of university support
“Pembangunan Usahawan Muda”	Advisory	School						
SEAMEO Sen	Committee member	NGO	UUM	Quality Education	Community	Service delivery	Research Grant & Self-funded	Lack of funding
Dialogue in the Dark	Other	Social Enterprise						

International Association for Counselling (IAC)	Other	NGO	US EMBASSY IN KL, USM, UNIMAP, UMK, UMS, UNIMAS	Equal access for B40	B40 students	Design, development of Innovation prototype and pitching	Other	Lack of policy support
PAWE	Officer	NGO	Child Cancer Association	Good Health and Well-being	Cancer Patient	Training/ Capacity Building	NGO / Foundation & Self-funded	Lack of university support
WISE (SME)	Other	Social Enterprise						
KPM, MAIK	Advisory	Public Body	KUWAK	No Poverty	Socially economic disadvantaged	Training/ Capacity Building	Research Grant	Lack of engagement from communities
Dewan Perniagaan Melayu Malaysia Negeri Kelantan	Committee member	NGO		Decent Work and Economic Growth		Training/ Capacity Building	Research Grant	Lack of engagement from communities
Mosque in Changlun, Kedah	Advisory	Charity	UUM	Quality Education	Community	Service delivery	Research Grant & Self-funded	Lack of funding
Majlis Daerah Pangkor	Advisory	Public Body						
B40 groups in schools all over Malaysia	Other	School	US EMBASSY IN KL, USM, UNIMAP, UMK, UMS, UNIMAS	Equal access for B40	B40 students	Design, development of Innovation prototype and pitching	Other	Lack of policy support
Sarawak Mental Health Association	Volunteering	NGO	Child Cancer Association	Good Health and Well-being	Cancer Patient	Training /		
Capacity Building	NGO / Foundation & Self-funded	Lack of university support						
Digital Marketing	Committee member	Social Enterprise						
KOMITED	Other	NGO	Universiti Putra Malaysia (UPM)	Other	Other	Other	Research Grant	
Mental Health Association of Sarawak	Committee member	NGO						
SEED PROGRAM	Other		University in Switzerland	Good Health and Well-being	Community	Training/ Capacity Building	NGO / Foundation	Lack of funding
Yayasan Sejahtera	Advisory	NGO	KUWAK	No Poverty	Socially economic disadvantaged	Training/ Capacity Building	Research Grant	Lack of engagement from communities
Persatuan Cina Muslim Malaysia Negeri Kelantan (MACMA)	Volunteering	NGO		Decent Work and Economic Growth		Training/ Capacity Building	Research Grant	Lack of engagement from communities
Telco Shop at Changlun	Advisory	NGO	UUM	Quality Education	Community	Service delivery	Research Grant & Self-funded	Lack of funding

Appendix G – Units of analysis

The unit of analysis identified during the data collection is as follows:

1. A certified design thinking trainer
2. Achievements and challenges
3. Do training for entrepreneurs
4. Awareness regarding social enterprise
5. Beneficiaries are older than students posing a challenge for acceptance
6. Capability building training by magic social enterprise exposure program
7. Capability building one of the alumni which they have sent to Stanford
8. Capability building, we were brought by MaGIC to visit Stanford University under their Entrepreneurship Education Program.
9. Challenges in community engagement
10. Challenges in conducting social enterprise
11. Challenges in teaching social enterprise
12. Challenges in teaching social innovation and social enterprise
13. Co-curriculum and curriculum entrepreneurial activities
14. Collaboration to support social innovation and social enterprise
15. Collaboration trend in social innovation and social enterprise projects
16. Collaboration with agencies
17. Collaboration with MDEC to develop curriculum
18. Combination of social
19. Community engagement
20. Competition, building empathy
21. Entrepreneurship is more of money-making in the context of university education
22. Current curriculum structure
23. Current curriculum
24. Empowerment
25. Curriculum
26. Creating an elective social innovation/social enterprise subject
27. Current curriculum and future
28. Empathy
29. Embedding into social clubs
30. Definition of social innovation and social enterprise
31. Definition of social enterprise
32. Economic empowerment through knowledge transfer from university
33. Importance of collaboration, but it is only superficially attempted
34. Introducing credited social enterprise subjects to undergraduate
35. How to measure social innovation and social enterprise?
36. Giving knowledge on entrepreneurship
37. Having IP but lacks collaboration with NGOs
38. Internal collaboration for curriculum development
39. Impact on students
40. Focus on entrepreneurship in university
41. Global program conducted by higher education institution
42. Government policies in supporting social innovation and social enterprise
43. Experience with community
44. Funding
45. Government support for entrepreneurship activities
46. Funding from government
47. Funding through smart partnership
48. Financial returns to business ventures
49. Main stakeholders in social innovation and social enterprise ecosystem
50. Money minded policymaker
51. Not knowing the right community
52. Political influence in social innovation and social enterprise
53. Left out by the government
54. Lecturers initiative to promote social innovation and social enterprise
55. Making the activities known to the public
56. Policy implementation could be challenging due to different disciplines
57. A privileged student in a private university
58. Looking at their own privilege and using that to help others who are less privileged

59. Knowledge transfer project to increase community income
60. Leveraging on each other
61. No deeper understanding of the social innovation/social enterprise context
62. No collaboration
63. Lecturers initiative to promote social innovation and social enterprise
64. Launch a few seminars
65. Strengthening social innovation and social enterprise ecosystem
66. Research collaboration with community and government
67. Research collaboration with community, NGOs, and government
68. social innovation and social enterprise ecosystem
69. Strengthening social innovation and social enterprise ecosystem
70. The role that universities/organisations can play in boosting social innovation and social enterprise
71. Research trends in social innovation and social enterprise
72. Support from alumni
73. The role that universities can play in boosting social innovation and social enterprise
74. Support from social entrepreneurs
75. Running an incubator
76. social innovation/social enterprise not in the minds of students
77. Role of government and policies in supporting social innovation and social enterprise
78. Putting one's privilege over the others and help those who are not so lucky
79. Student activities with community
80. Role of government and higher education institutions
81. ocial enterprise to solve a community problem
82. ocial enterprise to help community problem through revenue generation
83. Social innovation to address the societal problem
84. Start-up and spin-off still at an early stage
85. Social enterprise incubator
86. Role of agencies
87. Teaching collaboration with the community, NGOs, overseas university and US embassy
88. Taboo topic to discuss with external people as it is about asking for help
89. Teaching collaboration with local incubation centres.
90. Teaching trends
91. The teaching of social enterprise
92. University and community engagement
93. University role in developing knowledge
94. The quality and quantity of incubation
95. The continuity of social innovation/social enterprise
96. Teaching trends in social innovation and social enterprise
97. Teaching social enterprise in university
98. Teaching trends and challenges in teaching social innovation and social enterprise
99. Teaching social enterprise involves community
100. Teaching students entrepreneurship to empower community
101. To measure social innovation and social enterprise
102. The traditional approach to the study
103. University role in developing knowledge
104. Willingness to assist and support
105. Working closely with supporting parties
106. Working with the NGOs
107. The wrong platform to focus on social innovation/ social enterprise

Find out more about our work to support social enterprise at
https://www.britishcouncil.org/society/social-enterprise