University of Northampton
Institute for Social Innovation and Impact

Social Innovation & Higher Education Landscape

Regional & Indonesian Research Findings

Richard Hazenberg,
Institute for Social Innovation & Impact,
University of Northampton, UK.

Workshop Aims

University of Northampton
Institute for Social Innovation and Impact

- Identify the challenges and explore the opportunities in embedding social innovation subjects into the existing entrepreneurship curriculum and would be specified such as:
  - Identify the challenges and explore the opportunities of hybrid learning environment in the social innovation and social entrepreneurship curriculum and courses

- Provide recommendations as to how to improve engagement with social innovation in higher education.
  - Linked into the Kampus Merdaka framework.

- Going to explore this here empirically, in relation to data gathered across SE Asia focused on social innovation in higher education.

Research Overview

University of Northampton
Institute for Social Innovation and Impact

- ***SIHE Objective:*** is to understand the landscape of social innovation in Higher Education across East and South East Asia (Indonesia, Malaysia, Philippines, South Korea & Vietnam).

- ***Research Aims:***
  - analyse gaps in knowledge, capacity and future ambition of the academic community
  - Gauge the levels of trust and collaboration that currently exist in HE & beyond
  - identify the barriers to social innovation activities in research, teaching and incubation/community engagement
  - understand the key social challenges facing each of the five countries and how can these be addressed by social innovation (UN SDGs)

- Provide recommendations as to how to improve engagement with social innovation in higher education.

Methodology

University of Northampton
Institute for Social Innovation and Impact

1
- **In-depth Literature Review**
- Explore global & local literature in relation to SI

2
- **Online Survey (n = 253)**
- Capture data from SI academics working in HE across the 5 countries

3
- **Participant Semi-structured Interviews & Focus Groups (n = 193)**
- Explore perceptions of multi-stakeholder groups on the SI ecosystem

4
- **Ecosystem Mapping**
- Map SI research, teaching & knowledge exchange across East & SE Asia

5
- **Triangulation of Data**
- Triangulation of Stages 1-4 data into cohesive analytical discussion on SI

6
- **Develop Recommendations**
- Prepare recommendations for improving SI engagement in HE

Research Tools

University of Northampton
Institute for Social Innovation and Impact

- The survey captured data on:
  - respondent demographics
  - publications & research outputs
  - teaching activity (courses & modules)
  - perceptions of student experience
  - HEI positioning within society
  - government support for SI
  - collaboration & trust between HEIs & partners
  - social problems in each country & SI challenges

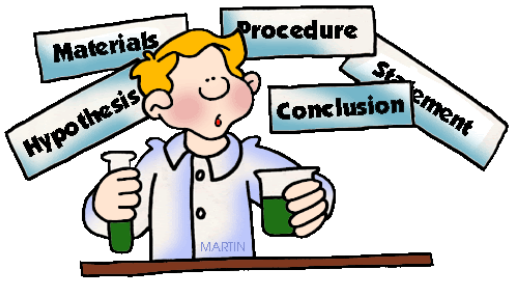
- The interviews & FGs explored the above areas in more depth, with nuanced questions for the four main stakeholder groups:
  - Academics
  - HEI Leaders
  - Policy-makers
  - Practitioners

BRITISH COUNCIL

University of Northampton
Institute for Social Innovation and Impact

Key Findings

Research



University of Northampton
Institute for Social Innovation and Impact

- Many positives related to the research base on SI:
  - ***growth:*** a total of 351 publications focused on social innovation were identified across the 5 countries:
    - 262 academic publications and 89 non-academic publications
    - No. publications increasing over time (+54% per year)
    - Increase in **Indonesia of +79%** annually.

- A number of barriers to SI research:
  - ***funding:*** lack of institutional funding for SI research, with significant proportions of non-funded/self-funded research (Vietnam = 66%; Malaysia = 48%; **Indonesia = 46%;** South Korea = 32%; Philippines = 21%)
  - ***impact:*** there remains limited applied research and a lack of recognition amongst HEIs (and funding bodies) of research impact

Teaching

University of Northampton
Institute for Social Innovation and Impact

- Teaching on SI is also one with positive outcomes:
  - ***growth:*** 311 modules/courses focused on social innovation were identified across the 5 countries:
    - SI teaching gives students communication skills, empathy, problem-solving, and analytical thinking
    - No. modules/courses increasing over time (+31% per year)
    - **Indonesian growth of 22%** annually.

- A number of barriers to SI teaching exist:
  - ***quality:*** curriculum quality is often poor, with accreditation processes within HEIs limiting innovation
  - ***side-focus:*** too much SI teaching is modular & embedded in non-SI courses.
    - In Indonesia, the majority of SI modules (79%) are **at the undergraduate level** and are compulsory.

Community Engagement

University of Northampton
Institute for Social Innovation and Impact

- HEIs are engaging with communities:
  - ***impact:*** 251 SI related community engagements across the 5 countries:
    - academics engage as board members, volunteers or officers (especially NGOs, schools and social enterprises)
  - ***collaborators:*** main collaborations are with NGOs, schools & public bodies
    - **Indonesia = 35%;** Malaysia = 74%; Philippines = 62%; South Korea = 50%; Vietnam = 75%
  - ***Policy:*** The Indonesian programme of *Tri Dharma Perguruan Tinggi also enables this.*

- A number of barriers to community engagement:
  - ***HEI support:*** lack of institutional support for community engagement, with most collaborations being informal & pushed by academics themselves
    - Concept of 'academic bricoleurs' driving these collaborations
  - ***government support:*** low-levels of government support for community engagement

Partnerships & Trust

University of Northampton
Institute for Social Innovation and Impact

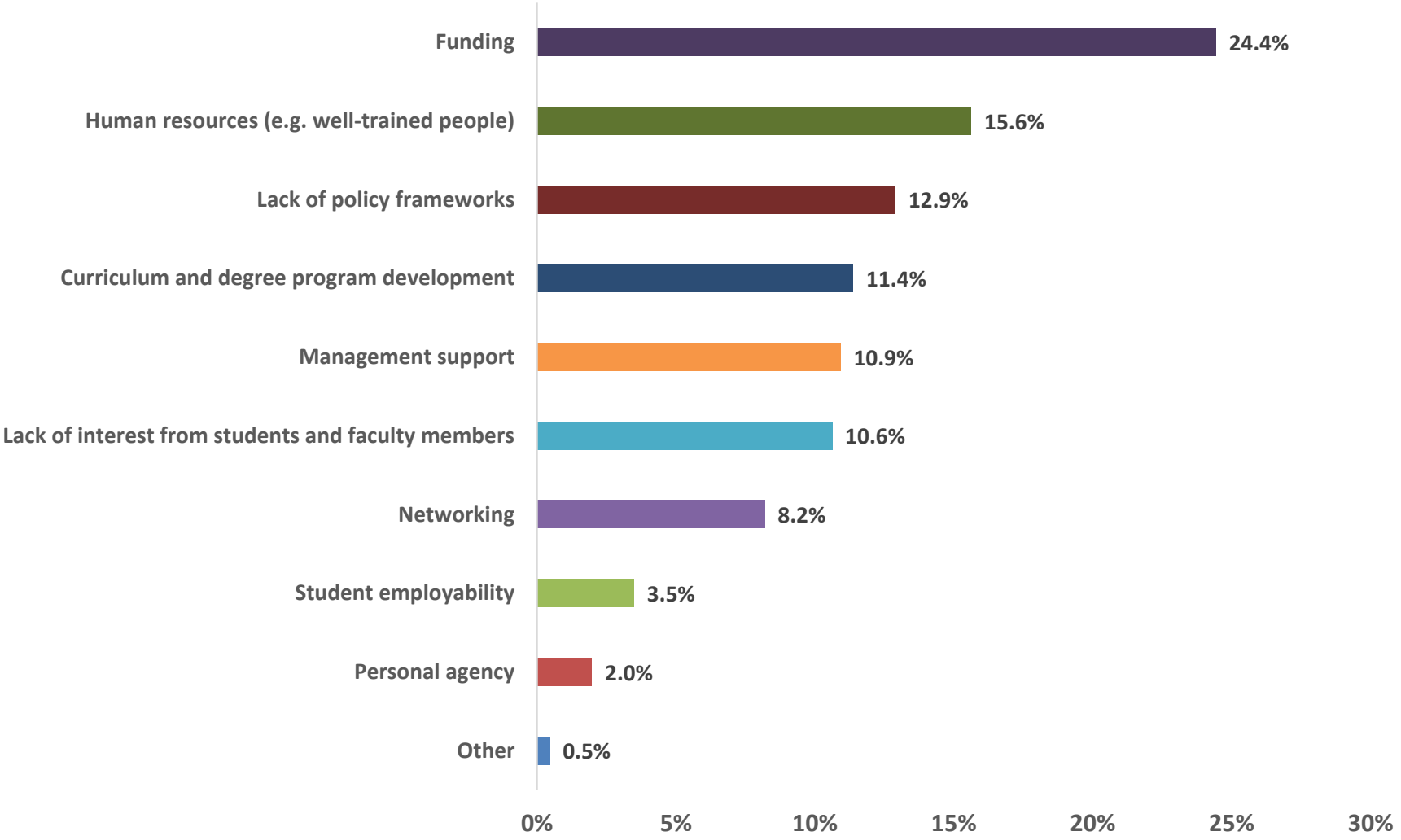
- Partnerships exist, but this remains an area in need of development:
  - ***focus:*** 220 partnerships/collaborations were identified:
    - NGOs again provided a key focus (19%)
    - partnerships/collaborations with other universities (17%)
    - partnerships with the community (15%)
  - ***support:*** partnerships can offer support to research/teaching development:
    - *'We helped to develop business and curriculum for entrepreneurship programme for campuses.'* (Indonesian practitioner)

- Scholar's trust of other stakeholder groups was explored:

Institution	Indonesia	Malaysia	Philippines	South Korea	Vietnam
Parliament	**5**	5	5	3	6
Legal system	**5**	6	5	4	6
National government	**6**	6	6	5	6
Local government	**6**	6	6	5	6
Police	**6**	7	5	4.5	6
Politicians	**4**	5	5	3	5
Political parties	**4**	5	4	3	6
United Nations	**7**	5	8	5	7
Own higher education institution	**8**	7.5	9	7	8
Partner institutions	**7**	7	8	6	8
Civil society	**7**	7	8	5.5	7
Other higher education institutions	**8**	7	9	6	8

Key Challenges for SI

University of Northampton
Institute for Social Innovation and Impact



Recommendations

University of Northampton
Institute for Social Innovation and Impact

1. **Community engagement and embedded research/teaching:**
   a. research and teaching should be embedded within the community, with co-design and collaborative principles (i.e. student projects involving real-life community issues)
   b. greater collaboration between universities and NGOs/social enterprises
   c. HEIs could also build in more experiential learning (i.e. work placements) into their curricula

2. **Increasing SI teaching competency through capability-building:**
   a. capacity-building training for academics on teaching SI, focused on place-based/experiential learning

3. **Higher education institution strategic engagement and career tracks:**
   a. SI education and awareness-raising to be carried out with senior university leaders
   b. introduce academic career tracks that reward research/teaching impact

4. **National/global HEI partnerships and benchmarking:**
   a. partnerships between universities nationally/globally, to ensure best-practice around SI is shared
   b. comparisons and benchmarking of impact performance between HEIs (i.e. Times Higher Impact)
      i. Times Higher Education Impact Rankings, which focus on higher education institution work around a minimum of four SDGs (including SDG 17: Partnership for Achieving the Goals)
      ii. assessments of research excellence nationally to include research impact in university scores (i.e. as is seen in the UK REF & Hong Kong's RAE)

Recommendations

University of Northampton
Institute for Social Innovation and Impact

5. **Embedding of social innovation across all academic disciplines:**
    a. government & HEI policy should support establishment of SI degree programmes:
        i. also elective/compulsory modules on SI embedded into wider curricula
    b. curricula accreditation & quality assurance frameworks focused on SI
    c. funding required for SI research & course/module development

6. **Cross-sector partnerships:**
    a. Universities could benefit from engaging in more cross-sector partnerships:
        i. with the private sector, including corporates & CSR programmes
        ii. with the public sector, including government agencies and public service deliverers
        iii. with the third sector, including NGOs, charities and social enterprises
    b. increased use of university incubators to support these partnerships

7. **Common definitional understanding of social innovation across higher education:**
    a. need within higher education ecosystems to define what constitutes social.
        i. This definition does not have to be top-down, but can be led by HEIs, communities and NGOs
    b. should be combined with awareness-raising on social innovation and related concepts.

Summary

University of Northampton
Institute for Social Innovation and Impact

- **Clear opportunities** for incorporation of hybrid social innovation curricula in Indonesia & across SE Asia.

- There has been **significant growth in SI research & teaching** in Indonesia in the last decade:
  - Special place of community engagement in Indonesian higher education is also an enabler for this.

- It could be argued that the **Kampus Merdaka** policy can act as a key enabler for the spreading of SI curriculum:
  - Especially in rural and disadvantaged areas.
  - Can also drive inter-HEI collaboration.

- https://www.britishcouncil.org/sites/default/files/sihe-country_report-indonesia_final.pdf

University of Northampton
Institute for Social Innovation and Impact

Thank you for listening

Any questions?

WE ARE NORTHAMPTON.AC.UK

Email: richard.hazenberg@northampton.ac.uk
Twitter: **@instituteSII**
LinkedIn: www.instituteforsocialinnovationandimpact.co.uk
Podcast: Talkin' Impact https://twitter.com/talkinimpact