

# Shaping Futures: South East Asian Social Innovation Network

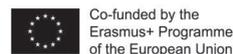
**Title** Shaping Futures: South East Asian Social Innovation Network

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## ERASMUS+ and Capacity Building for Higher Education

Southeast Asian Social Innovation Network  
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The European Commission believes that internationalisation of higher education, and in particular cooperation with non-EU countries, enhances the quality of education and training by promoting peer-to-peer learning and comparison with education systems worldwide. It boosts innovation and job creation through the mobility of individuals, and offers opportunities for staff and students to broaden their horizons and intercultural understanding.

To help higher education institutions build stronger cooperation, attract talent from around the world and develop comprehensive strategies that go beyond mobility and include other types of academic cooperation, the European Commission has created the Erasmus+ programme for education, training, youth and sport (2014-2020), which also benefits partner countries around the world.

One of its actions funds Capacity Building projects for Higher Education . These are multilateral partnerships between universities and other relevant partners, working towards modernising and improving capacities within each university, as well as at national/regional level. Since 2015, a total of 144 Erasmus+ Capacity Building projects have been granted in countries belonging to the Association of Southeast Asian Nations (ASEAN). The Southeast Asian Social Innovation Network project (SEASIN) is one of these partnerships, led by a consortium composed of higher education institutions from Thailand, Myanmar, Malaysia, Cambodia, the UK, Spain and Portugal. It is an excellent example of regional cooperation, effectively supporting and promoting social innovation.

SEASIN belongs to the generation of Capacity Building projects selected in 2016. The Erasmus+ programme will end in 2020, and be replaced by an even more ambitious programme for the years 2021-2027. We hope that this book will inspire many other, similar projects.

**Graham Wilkie**

**Head of the International Cooperation Unit**

Directorate-General of Education, Youth, Sport and Culture – European Commission

1

Introduction

**Mark Majewsky Anderson**  
 Director | Research and Innovation  
 GCU – Glasgow Caledonian University

Back in 2013, I heard the Brazilian philosopher Roberto Mangabeira Unger speak without a script and without pause but with a majestic, passionate eloquence about how democracy had stagnated under ‘the dictatorship of no alternatives’. Since then, of course, this failure of our systems to tackle our most pressing issues has led to the re-emergence of the kinds of extremist ideologies long since thought extinct. But Unger was not just making an insightful diagnosis. He was also making a plea for a new approach, one that he described as ‘social innovation’.

Innovation is a terrible word, appropriated and customised for so many different contexts, that its meaning has become blurred and practically unrecognisable. So let’s say, that what we are talking about is ‘making change happen’. In universities, we no longer talk about research alone, now it’s about research and innovation, and the funders expect universities to drive change through economic development, showing a good return on investment.

MIT and Stanford demonstrated how this could be done, and institutions across the world have been pushed into emulating their success. Ten years ago, I found myself working with universities in Colombia, Peru and Bolivia, helping them to develop their ‘innovation pipeline’. We talked to them about the importance creating a patent portfolio, developing spin-off companies, establishing incubation centres. But the more we worked with them, the more it became apparent that this was hardly relevant for the realities they faced, like poverty, climate change, poor health and social deprivation. And this model is not appropriate either for many universities and regions within the UK and elsewhere in so-called ‘advanced economies’ where social problems are still prevalent and the commercial potential of innovation fails to resolve them. If innovation is about making change happen through new knowledge, perhaps we should look beyond economic development.

It is inevitable then that universities are asking themselves the question, how can we make social change happen, how can we become more socially innovative? My own institution, Glasgow Caledonian University, began to ask this question some years ago. With Muhammed Yunus, and now Annie Lennox, as Chancellor, with a widening access agenda, and ‘For the Common Good’ as its driving motto, social innovation is within its DNA. GCU specialises in social innovation research through the Yunus Centre for Social Business

and Health, and all its research is driven by the UN’s Sustainable Development Goals. Students have social innovation introduced as part of their curriculum and an incubator, UHatch, specialises in support for social enterprises.

Internationally this led us to the idea of establishing social innovation support units in universities in other parts of the world, including Southeast Asia, developing ways in which we can help communities effect change directly. Much of this requires a new approach, both to applying the knowledge developed and to measuring its impact. At the end of the day money still matters and we need to demonstrate to our funders that social innovation is not just about altruism but is also effective and actually makes a difference to the bottom line.

In 2010 the study on Social Innovation prepared by SIX and the Young Foundation for the Bureau of European Policy Advisors underlined the problem: “Civil society and the grant economy have long been rich sources of social innovation, but they are not well-placed to develop rigorous methods for innovation, lack R&D capacity, and find it hard to spread risk.” The report categorised four key barriers to social innovation: Access to finance; Scaling models; Skills and formation; Networks and intermediaries. Clearly, universities represent ideal partners to help break down or at least mitigate against many of these barriers.

Currently, while social innovation is becoming increasingly recognised and rewarded as a relevant discipline within social sciences (just as other forms of innovation research became more prevalent in the 80’s and 90’s), it remains siloed within that narrow discipline. Social innovation needs to be supported across thematic areas, in health, engineering, sciences and humanities; the whole portfolio of knowledge produced by universities needs to be put at the disposal of social innovators for them to grow and flourish to their true potential.

Another area that is already demonstrating its effectiveness in providing instruments to help effect change is design, and in particular the emergence of techniques of ideation, design thinking and service design as a way of approaching so-called ‘wicked problems’ – apparently unsolvable and intrinsic to the ‘dictatorship of no alternatives’.

As policymakers become more convinced of the effectiveness of social innovation, universities are being given more opportunities to establish effective support in other areas. Just as technical expertise in specialised areas can support commercial businesses and give them the means to help grow and expand, the same technical expertise can be offered to social innovators. But in addition to this, Universities are providers of a range of logistical support to their community that can provide real added value to social innovation: through the exploitation of their tacit and codified knowledge; through capacity building, mentoring and training; through the use of specialised equipment; through the provision of real and virtual spaces for networking, hot-desking or more formal incubation facilities; through selection and evaluation expertise; through lobbying.

While social innovation has existed as an ill-defined, undervalued phenomenon for decades, universities have likewise always supported civil society through a variety of activities without necessarily being able to categorise them under a unified terminology. However, there are two interrelated, fundamental characteristics of university support for social innovation that need to change: i) social innovation support activities tend to be ad hoc and largely altruistic, universities have not recognised or systemised a process to measure the social return on investment; ii) as a result, while commercial innovation is recognised and institutionally supported by well-established knowledge exchange offices, there is no professional support function or physical space within universities for supporting social innovation. This function needs to understand the dynamics of the process and the challenges that social innovators and communities face in order to drive social change. And social innovators need to recognize the potential of universities as partners and facilitators for social innovation.

## Social Innovation support in southeast asia

The Southeast Asian Social Innovation Network (SEASIN) (<http://www.seasin-eu.org/>) is a three-year long project funded by the funded by the Education and Cultural Executive Agency of the European Commission, under the Erasmus+ Programme (2013-2020). It aims to support social innovation in Southeast Asia through a consortium of 15 international partners of Higher Education Institutes (HEIs) and social innovation practitioners, as a means to achieve sustainable and inclusive socio-economic growth, social cohesion and equity in Southeast Asia.

The core SEASIN partners include eight HEIs are from Southeast Asia: Royal University of Phnom Penh and National University of Management from Cambodia; Sunway University and Universiti Teknologi Mara from Malaysia; Cooperative University Thanlyin and Yangon University of Economics from Myanmar; and Thammasat University and Kasetsart University from Thailand. There are also three HEIs are from Europe: Glasgow Caledonian University from the United Kingdom; University of Alicante from Spain; and University of Aveiro from Portugal. Crucially, there are also four non-HEI partners: Mission & Co.

The four Southeast Asian partner countries present very different socio-economic realities: Malaysia and Thailand have undergone major industrial and social transformation amid rapid economic growth and development over several decades; Cambodia, on the other hand, still has a large proportion of the population below the poverty-line despite emerging as one of the highest growing economies in the world (7.7% between 1995 and 2018); the new Myanmar Government is committed to equitable development and has enjoyed recent growth of about 6.5%, but most of its institutions and public administration are still weak and the pace of the reform process is slowing down. In this context, the precise role of social innovation within each country also varies, from an intrinsic element in the equitable development of an emerging economy to a counter-balance to the inevitable consequences of rapid growth - increasing wealth inequalities and political challenges to fragile democracies. As such, universities play a particularly important role as the intermediaries between the often subversive nature of social innovation initiatives and an honest broker for governments – often fledgling democracies - trying to tackle increasing societal challenges in an effective but equitable way.

Despite the different national challenges, the SEASIN project has identified common ground in terms of the kinds of support social innovators might seek from partner universities. The Network conducted a survey among those involved in the Southeast Asian ecosystem, identifying 115 organisations across nine countries and selecting sixty social innovation projects in the partner countries, monitoring ten of them as case studies on the effectiveness of HEI support. 11.1% of respondents to the SEASIN survey felt that mentoring from industry experts would help build their capacities while 10.7% identified workshops, 9.7% identified funding and investment and 9.5% of them zeroed in on experiential training programmes as the support initiatives that could help improve the social innovation ecosystem in their region. In addition to this, the respondents also identified social innovation support units and networking events as relevant resources to help them implement their projects. 81% of the Intermediaries on the other hand, have identified promotion of social innovation across universities and knowledge sharing as the most effective initiative for building capacities followed by, policies that promote social innovation (78%), skills-building programmes (63%) and providing fiscal incentives such as tax incentives (56%).

The SEASIN State of the Art survey concluded with four recommendations to create a thriving social innovation eco-system:

- Government as both the facilitator and enabler: streamlining policy-making to support social innovation
- Institutionalise social innovation by transforming education: capacity-building to support social innovation
- Social impact/benefit bonds: financial innovation to support social innovation
- Catalyse civic participation and democratise information: create an environment that facilitates collaborations

In response to these recommendations, and the specific national challenges, the Network has established eight incubation units ('Social Innovation Support Units') each of which include fully equipped makers' spaces, co-working and incubation spaces as well as training programmes for students.

### Myanmar

One estimate puts the number of social enterprises in Myanmar at fewer than 500, with about 60% with profit-making initiatives and at most, 30% that are financially sustainable in the long term. It is stated that the majority of these social enterprises have revenues below USD50,000 a year, and very few can be scaled up. In Myanmar, most social enterprises work on providing access to finance, livelihood programmes, and vocational training. The visibility of the sector is growing, however there is no legal status for social enterprises as yet.

It has been observed that reliance on grants and donations is very high in the sector, as there is a widespread perception that initiatives serving the poor should not be profitable. On top of that, bank financing is complicated, as the regulatory system is complex and banks have low capacity to lend. According to researchers at Yangon University of Economics, social enterprises in Myanmar often do not have clear visions to support society effectively, with scalable and sustainable strategies.

While the Universities in Myanmar (Cooperative University Thanlyin and Yangon University of Economics) were clearly committed to embedding social innovation within their institutions, and enjoyed the support of regional stakeholders, thanks largely to the awareness raising initiatives carried out by organisations such as the British Council, the challenges of their unique socioeconomic meant that much of the support offered by their Units were different from other partners. For instance, the 3-d printers that had been installed within other Universities were not practical since they had neither the expertise nor the resources to ensure their long term usage by staff and students. On the other hand their workshops and seminars on the topic have been enormously popular and TCU underline the role of their university in creating awareness of social innovation at a policymaking level, through research papers and presentations at conferences to provide policy recommendations to government

### Cambodia

According to the Global Impact Investment Network, Cambodia garners a relatively high amount of impact investment, with about USD400.1 million coming from private investors and USD648.1 million from development finance

institutions. Most of the investment from private investors is in microfinance. The Cambodian economy has traditionally relied on donor funding and international development aid. There are 3,600 NGOs in the country which have the potential to pivot to social enterprises to diversify their income, especially with the trends of falling allocations of international aid.

As of 2017, Social Enterprise Cambodia estimates that there are 92 social enterprises that fall within the criteria of companies delivering social and economic value, and 260 non-profits that generate income through economic activities, which can potentially become social enterprises in the future. There is no specific law for social enterprise under Cambodian law, and the legal framework for incorporating businesses is challenging to navigate. For social enterprises unconcerned with shareholder profits, associations and NGOs are attractive structures as legal vehicles. According to partners from Mith Samlanh, more and more locally driven projects have emerged in the last five years in Cambodia, which is a welcome departure from the previous scenario of social innovation being a focal area for expatriates.

SEASIN's two Cambodian universities - National University of Management and the Royal University of Phnom Penh - take very different approaches, largely due to the priorities of the faculties involved. NUM are extremely entrepreneurial and have created a very dynamic, extremely well-equipped space for students, staff and external stakeholders. Much of this is thanks to private matchfunding which allowed them to offer state-of-the-art facilities. RUPP - through the Faculty of Development Studies - used the space for more curricular activities and centred it around creating a bank of virtual and physical learning resources, to raise awareness. The participation of the Cambodian branch of the French organization, Friends International, has ensured that the Universities' activities are well integrated within the Cambodian social innovation ecosystem, introducing a local network of stakeholders.

### **Thailand**

Thailand is aiming to become the innovation hub of the region. Its National Innovation Agency (NIA) together with the United Nations Development Programme (UNDP), is building a regional innovation centre and platform to support businesses that focus on social innovation within Thailand and also in other parts of Southeast Asia, particularly in the CLMV countries. There are

four main programmes to support these efforts, including a fund for incubation, a programme for scaling up, a social innovation competition, and research to monitor social impacts. As of mid-2018, NIA has supported 90 social innovation projects, with a total funding of 70 million Bahts.

Thailand has a vibrant social enterprise scene, due to strong governmental support and the establishment of the Thai Social Enterprise Office (TSEO) in 2010. A Social Enterprise Master Plan was implemented for five years, between 2010 and 2014. In 2019, the Social Enterprise Promotion Act was passed. It provides a comprehensive framework to promote social enterprises, including institutional structures such as the SE National Board, the SE Promotion Office, the SE Assembly, the SE Fund, the legal form of social enterprise, and a certification system for social enterprises or pre-social enterprises. Enabling measures provided under the Act include funding (start-up grants and loan programmes), research and education (scholarships and tuition fee waivers for social entrepreneurship programmes), a Social Innovation Research Fund, and financial incentives (e.g. social impact as a criteria for public procurement, and tax breaks).

The Prime Minister's Office of Thailand puts the current figure of Thai social enterprises at above 300, and forecasts that the Social Enterprise Promotion Act will stimulate the growth of the sector to 10,000 social enterprises across the country. At the moment there are also 25,000 NGOs and 80,000 cooperatives that can be potentially upgraded to social enterprise status. Any legal entity can be certified as a social enterprise, under Type A (a non-dividend SE) or Type B social enterprises (less than 30% of profits to be distributed as dividends to shareholders). A social enterprise is defined as any legal entity that has social objectives, with more than 50% of its revenue derived from selling products and services (except for Type A social enterprises), with environmentally and socially sustainable processes, and with less than 30% of its profits given as dividends. Social enterprises in Thailand are more often found to be start-up ventures rather than non-profit organisations that seek to diversify their income.

In Thailand, Thammasat University already had a degree of social innovation experience through its School of Global Studies and had even developed a Makers Space. Kasetsart University, on the other hand, enjoyed more limited experience within the field and much of their activities is focused around

awareness raising and especially research. Their SISU has been established as part of the Faculty of Social Sciences but is located as a part of the Center for International Affairs and International Studies Management, Both Universities have been directly supported by Ashoka Thailand which has wide experience of working in the Higher Education - Social Innovation space, especially through its Changemakers programme.

### Malaysia

Social innovation is highlighted in the Eleventh Malaysia Plan as one of the game changers that the country would focus on within the period of 2016-2020. Social financing was a key strategy to support social innovation, leading to policy initiatives such as the Social Outcome Fund and the Social Impact Exchange. Under the Social Outcome Fund, the government repays private investors the amount invested if their investment in social-purpose organisations brings about the outcomes envisaged, and saves the government at least 1.5 times the budget should a government agency deliver the same service. The Social Impact Exchange is Malaysia's first pay-for-impact exchange that works like a stock exchange for social financing. These initiatives are spearheaded by Agensi Inovasi Malaysia, a statutory body created to build and support the innovation ecosystem in Malaysia.

Similar to Thailand, social enterprises in Malaysia have enjoyed governmental support, as evidenced by the Malaysian Social Enterprise Blueprint (2015-2018) which was a three-year plan aiming to develop the social enterprise sector. The Blueprint aims to inspire a movement of social entrepreneurship, create an enabling environment, and affect systemic changes. The Ministry of Entrepreneur Development oversees the policy direction of social enterprises, while the lead agency that is in charge of its implementation is the Malaysian Global Innovation & Creativity Centre (MaGIC). At the moment, there is no specific legislation to govern social enterprises in Malaysia, but there is an accreditation for "impact-driven enterprises" by MaGIC. Estimates on the number of social enterprises in the country vary widely, based on the methodology used in their estimation. In a recently published study on the state of social enterprises in Malaysia, British Council estimates the number of social enterprises in Malaysia to be around 20,000, considering a spectrum of legal structures including micro, small and medium enterprises (MSMEs), co-operatives, and NGOs. Another report cites figures from MaGIC, putting the figure at 200 instead.

In Malaysia, the two partner universities are also very different: Sunway University is a young, private university, emerging from the Bandar Sunway district whilst University Teknologi Mara is Malaysia's largest public university in terms of size and student population. Sunway's mission is very much based around the SDGs and already had a recently established i-Lab to encourage entrepreneurship among students. In UiTM, the project is based within the Education faculty but involves students and staff from across the University. The two HEIs are supported in their activities by Mission & Co (previously the Scope Group) whose mission is to magnify social good by mobilising capital.

**2**

**Mission & Co:  
a local perspective**

## Mission & Co

Mission & Co Advisors is part of the Mission & Co group of impact-driven companies that believe in investing in people and the planet through supporting innovative partnerships and platforms for change.

Mission & Co has business operations globally, with a particular focus on Asia. Since establishment in 2007, Mission & Co have been innovating how social outcomes are achieved, working across sectors, by harnessing the capacities of people as agents of change and applying innovative, non-traditional approaches to transforming systems. They see themselves having a place in multiple local ecosystems because their work necessitates crossing from one ecosystem to another, sometimes bringing different ones together, and every so often, designing an ecosystem from the ground up.

## The Journey

Mission & Co Advisors started life as Scope Group in 2007, an innovation-for-impact lab with a vision that was simple, and ambitious: tackle the world's grand challenge of "Health For All", by starting on a health problem that was significantly complex (drug addiction), and one - if solved, would bring transformational results. The goal Mission & Co set in 2007 was to transform how drug users in Malaysia would be treated - from being seen as the "rubbish of society" who should be incarcerated in compulsory detention centres - to being seen as valuable human beings deserving of medical and psychological care and equal access to opportunities. Mission & Co applied tools from the world of business, design, innovation and systems thinking into a complex health challenge. They thought that if they achieved even 5% change, it would be worth the effort. The result after 3 years was so significant that there was no looking back. The intervention resulted in a complete transformation of the way drug users were treated in Malaysia. From zero medical treatment to a full suite of clinical care services, from being treated in a detention centre without rights as a patient, to being treated in clinics with full access to care options.

From "Health For All", which was their focus from 2007-2009, they discovered the complexities of unlocking collaboration in interconnected systems (the public, multilateral and non-government sectors) which were operating in different silos. Gaps in capacities and knowledge were identified, and the potential that each system held in its people which were untapped. They saw how trust was eroded, yet the success of interventions and policies hinged on the ability of different sector players to work together. It was also understood the importance of social determinants of health and saw each person as an asset whose value was yet to be discovered and unleashed.

Mission & Co's learnings shaped their work from 2010-2012, and "Innovative Societies" became the grand challenge they took on, necessitating them to work outside their comfort zone, collaborating with corporations and financiers across the continuum of capital (philanthropy to impact investors to traditional financial institutions). Different approaches were used during this time leading to a realisation of support systems for innovative societies ranging from leveraging technology as a tool for change to building entrepreneurial and empowered citizens through social enterprise and impact investing.

## Challenges

"Learning for Life" became the next grand challenge, from 2013-2015 and this focus led us to collaborate with multiple education partners both in schools and universities. It also marked the launch of their social entrepreneurship incubator, accelerator and fund, UnLtd Malaysia in 2014, which over the years saw them support and do business with 60 social entrepreneurs in Malaysia and 50 from Southeast Asia. They also launched a regional programme, the ASEAN Impact Challenge in 2015 across all 10 ASEAN Countries.

Mission & Co embrace obstacles as a necessary part of achieving any ambitious goal. One obstacle in particular in the early years of their establishment was financing and projects for financial sustainability. This challenge led them to innovate their business model and pivot multiple times, eventually leading them to commit to helping other social innovators like us, learn from their own challenges and deepen their own impact through scaling. Failure is not to be feared because many organisations benefit from testing many different approaches, and working with many unlikely collaborators, to be able to achieve their goals.

## The SEASIN Project

Universities have been central to Mission & Co's work across the years as they are collaborators in knowledge generation and dissemination; through research studies in population health, and social progress assessment and impact reporting. Universities have also been early collaborators in entrepreneurship development and active citizenship, particularly since 2013 and mainly with their student communities in Malaysia. This type of collaboration continues to this day.

In 2013, Mission & Co became interested in place-based investments and activation following a partnership with UnLtd, the foundation for social entrepreneurs in the United Kingdom in November 2013. In the same month, Mission & Co were commissioned by the National Endowment for The Sciences, Technologies and The Arts (NESTA) to build capacities for development innovation, working with the United Nations Development Programme (UNDP) in Bangkok. Mission & Co were appointed by UNDP to author a policy

note for the UNDP Centre for Public Sector Service Excellence in Singapore, on models for public sector innovation and citizen partnerships, including innovative financing and peer-to-peer mechanisms for supporting the delivery of public goods.

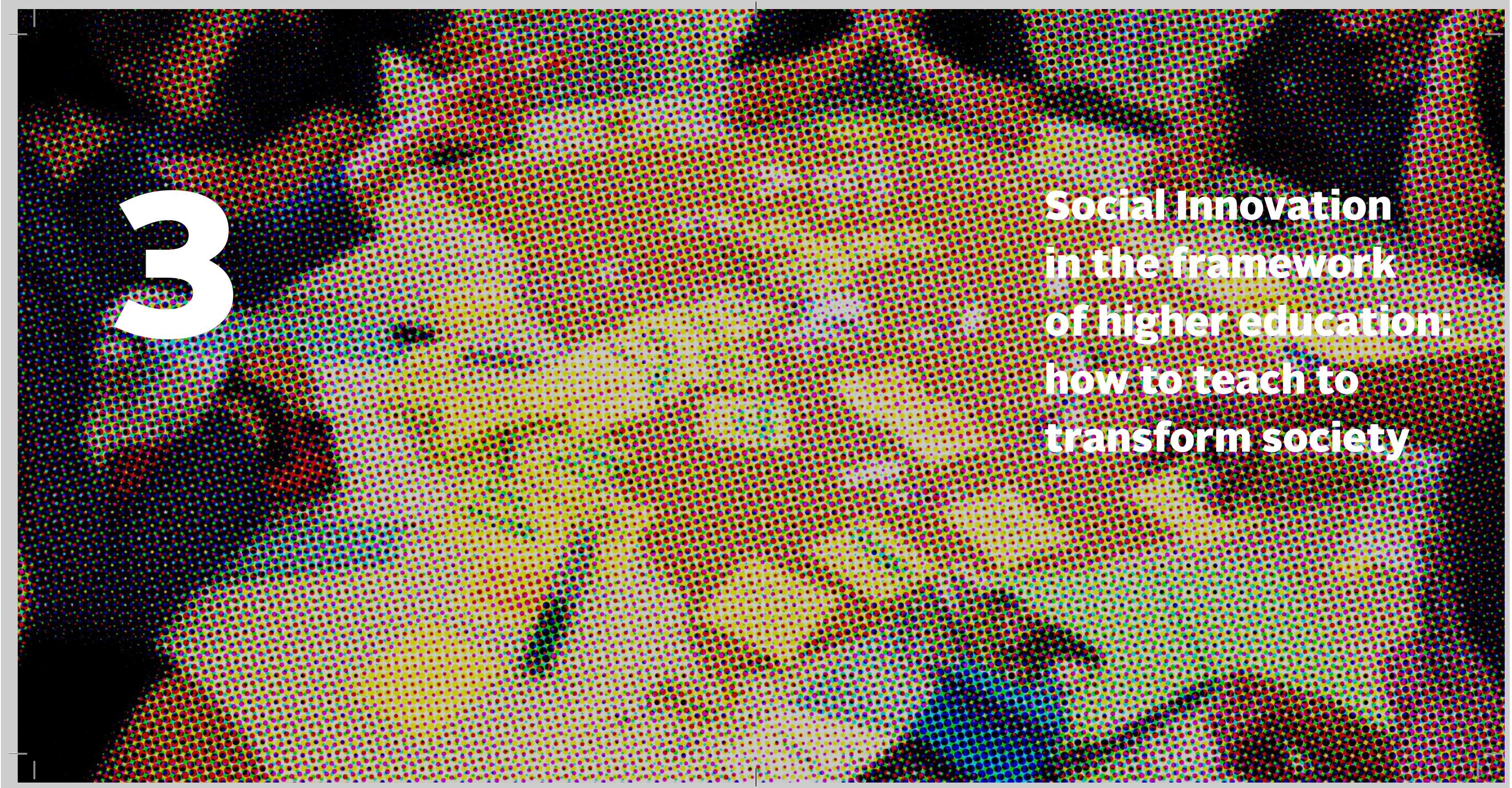
Mission & Co set about building a venture that would provide a “playground” for social innovators and changemakers in Kuala Lumpur to come together and support each other’s work. Impact Hub Kuala Lumpur became an organisation that helped test and validate the model of the importance of place and space to building community wellbeing and spurring civic action. Connected to a global network, Impact Hub KL helped to create a collective intelligence about placemaking and civic action through a social entrepreneurship approach and supports a growing movement of impact-driven entrepreneurs connected by a common goal.

“Collective Impact” became a core focus of Mission & Co’s goals and the SEASIN Project became one of their first collective impact projects in the region. The project has brought much learning about different interpretations of social innovation and entrepreneurship. It has also brought an understanding about the importance of the work Mission & Co do, particularly in Southeast Asia, which is still in the early stages of social innovation practice, despite being a region with huge potential for impact.

Some of the work involved on the project involved an opportunity to scan the landscape of social innovation in the region and map the maturity of the practice and ecosystems at the commencement of the project. The process was repeated at the end of the project, analysing the developments, culture and attitude change resulting from the project. A social innovation award programme, which was modelled on the ASEAN Impact Challenge programme was developed and tailored for universities. Regional connections to organisations like Entrepreneurship Education Network at UNESCO and ASEAN Business Incubator Network; helped to enable and facilitate local action in Malaysia.

The project has contributed to the social innovation ecosystem in the region, and given its network-based approach, will be able to bring continued value, provided there are new members and engaged partners joining - so that it

becomes a vibrant community. The project partners also have the potential to build their research capabilities even if they focus purely on the relationships they have created locally and follow them through for the next 3 years to ensure ongoing impact and development of each university’s approach to supporting social innovation.



**3**

**Social Innovation  
in the framework  
of higher education:  
how to teach to  
transform society**

# 1. Introduction

A reference to social innovation in recent years is essential when discussing the strategies that respond to the economic, political and social challenges that societies must address as the result of the most relevant changes that affect their structures.

As explained by Alonso and Echeverría (2016), this term appears in the late 20th century and beginning of the 21st century with the aim of highlighting social and human sciences as drivers of innovation processes. We must remember that its traditional acceptation prioritises technological innovations as a product of scientific research, linked to companies, the creators of wealth. It was introduced by Vannevar Bush in 1945 and was systematised and operationalised with the publication of the first edition of the Oslo Manual in 1992 (Echeverría, 2008).

If we look at the pragmatic aspects, social innovation consists of a set of practices that take place in a particular social, economic, cultural and political context. It also defines the process as the set of social agents that take part in it, namely the public administration, and the organisations, human groups and individuals involved, in their role as citizens, consumers or users. The output resulting from the interaction between the actors and the environment is no other than the products, services, action models and public policies that respond to needs defined by society itself. Along these lines, according to the European Commission (2013), social innovation would involve both the development and the execution of new ideas with the aim of creating new collaborations and social relations.

An example of these practices, their relevance and their objectives is reflected in the regulation developed by the European Union. Regulation No. 1296/2013 on the Programme for Employment and Social Innovation points out that it is a powerful tool for dealing with major social challenges such as ageing populations, poverty, unemployment, changes in work and personal practices, and the public's expectations regarding social justice, education and health care, among many others.

It cannot be ignored that innovation is a process that must be developed in an orderly manner and with methodological rigor. Innovation must respond to a specific demand from society, and to do so, we must first identify which new

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social needs have not yet been addressed or have been unsatisfactorily resolved. Starting from this diagnosis, we must determine and develop new solutions that respond adequately to the challenge in question, so that the design contemplates its evaluation according to criteria of effectiveness and the impact on society.

Some notable specific features of social innovation are: (1) design that is raised from open practices, where knowledge can be shared; (2) the formation of work teams that take a transdisciplinary configuration into account; (3) problem-solving carried out in an integrated manner, rather than delegating responsibility to specialised departments or professionals; and, (4) the involvement and empowerment of citizens, consumers and users; that is, the implementation of strategies driven from the bottom up and with processes and results adapted to regional needs.

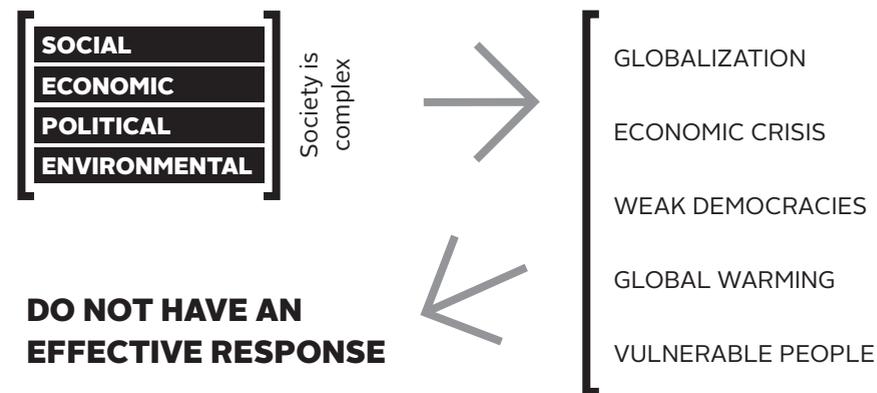
It is also important to highlight the relevance of the context in which social innovation occurs and the factors that determine its emergence, development, implementation and consolidation. Following this line of reasoning, there is one key idea to consider: the social innovation ecosystem. This can be defined as the set of relationships and flows of resources and knowledge around social innovation, which facilitate its cultural, political and technological assimilation (Vernis and Navarro, 2011).

Buckland and Murillo (2014) discuss the importance of the so-called antennas for social innovation, which are organizations that support these practices through funding, research or the creation of platforms for the generation and dissemination of social innovation. These entities establish action networks based on the collaboration and strategic alliance between the different actors to offer direct services, ranging from the availability of incubation spaces to training programmes.

In view of this, the existence of experts who can direct, coordinate or lead social innovation in organisations, of a public or private nature, is considered a priority. This framework gives rise to and promotes some of the training actions in Higher Education, such as the Master's Degree in Social Innovation and Dynamics of Change offered by the University of Alicante (Spain). This Master's Degree is committed to providing graduates and professionals with solid theoretical

training that allows them to perform complex, accurate and effective analyses of today's society; by providing mastery of social research techniques that give them the ability to plan, execute and evaluate innovative actions; and train students in the correct management of multidisciplinary teams.

This educational approach relies on the favourable ecosystem created by the "Sociology of Innovation and Social Change" (SOC-Innova) research group at the University of Alicante whose lines of research include, among others, the study of innovation processes and their management, the culture of innovation, social change, customer/user-centred innovation, and innovation for the creation of products, services or teams.



**Figure 1.** Social innovation in complex societies.  
Source: authors' own elaboration

## 2. Master in Social Innovation and dynamics of change of the University of Alicante: transdisciplinarity as a strategy

In the current context, Social Sciences, Law and Humanities graduates need to adjust their graduate training to the social needs and demands of the job market.

In recent years in the professional field, there has been an increasing demand for experts with the ability to, not only manage projects aimed at the creation of social value, but who are also capable of assessing their impact on the economic and community development of the contexts in which they are implemented.

Therefore, these professionals must be capable of, on the one hand, knowing and analysing the main processes of change that affect social institutions and companies from a sociological perspective and, on the other hand, they must dominate specific methodologies that enable the management and leadership of the innovation projects that are at the heart of these processes.

The Master's Degree in Social Innovation and Dynamics of Change aims to train students to become specialists with the perspective, training and scientific and interdisciplinary criteria to act in the resolution of community and business problems, combining entrepreneurial and creative perspective with social responsibility.

In this way, the specialisation process creates employment opportunities in the public, private and third sectors. The new degree prepares students to act as innovation directors for services and public entities and trains them, in turn, as company innovation managers, by incorporating the organisational and project management perspective aimed toward creating new concepts, products and value propositions.

The training proposal designed promotes the use of existing scientific evidence in professional work, while facilitating students' production of new and rigorous knowledge to diagnose, anticipate and direct the dynamics of change through creative and systematic processes that encourage efficient and responsible decision-making.

The Master's Degree in Social Innovation and Dynamics of Change aims to provide specific training to effectively develop activities in different areas related to social change and innovation, both in the professional field and in research.

Social change and innovation are the fundamental hallmarks of contemporary societies. Different theoretical and methodological perspectives are incorporated in the study of emerging social processes and social transformation. Sociology, as a discipline specialising in these dynamics, offers professionals the tools needed for the analysis of the processes of social change and the social structures in which it occurs.

The Master's Degree in Social Innovation and Dynamics of Change provides the training required to launch real innovation projects, applicable to business and commercial reality in the industrial field, as well as bring about improvement and change to the public administration and third sector institutions and services.

Students will acquire a deep understanding of the use of the theories, methodologies and techniques that constitute the operational core of these types of processes, graduating with the ability to meet the growing demand of companies, institutions and public services, in relation to their innovation teams. It also provides the necessary technical and strategic resources for the evaluation of the scalability and sustainability of social and business innovation projects or products. The general objectives are listed below:

- Provide the specialised training necessary to develop an expert professional activity in the different fields of public administration, business and the third sector, which require specialists in innovation and social change.
- Know and analyse, from a sociological perspective, the main processes of change that affect social institutions and companies; including social evolution, modernisation, development and globalisation, the processes of rationalisation and civilisation and social revolutions or transformations.
- Analyse the key players of an organisation and social dynamics in their historical and prospective evolution, using European society and, in particular, Spanish society as an empirical reference.
- Train professionals that can be integrated into interdisciplinary teams and manage, from start to finish, new projects, programmes and innovation strategies, as well as apply technological resources to the management of the dynamics of change and creation of new products.

- Train for information management in innovation and creative processes, properly designing systems for the acquisition and treatment of data.
- Learn to form and coordinate interdisciplinary teams for the execution of innovation projects in the public administration sector, private enterprise and the third sector.
- Learn how to create an Innovation Plan applicable to the professional activity and a creation scheme and apply innovation within an organization.
- Provide students with technical and strategic resources for the evaluation of the scalability and sustainability of social and business innovation projects or products.
- Promote rigorous training for the development of critical skills in the application of the Scientific Method.
- Train to work in a globalised and multilingual world, thus contributing to the knowledge society whose key to competitiveness is innovation.

## 2. 1. Social Demand

Social change and innovation are the fundamental hallmarks of contemporary societies. It is an extremely complex area whose analysis involves different theoretical perspectives and methodologies. Sociology, as a discipline specialised in these dynamics, offers professionals the necessary tools for the historical analysis of the processes of change and the social structures in which they occur. It also provides us with knowledge of the technical tools necessary to implement real innovation projects, applicable to the business and commercial reality in the industrial field, as well as improve and change public institutions and services.

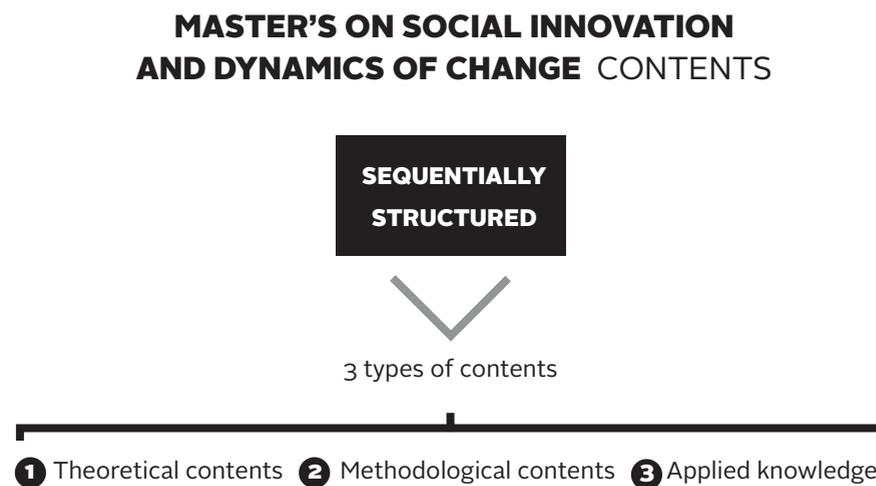
However, despite the prevailing need for professionals capable of diagnosing, guiding and directing processes of change through innovation, there are no graduate programmes aimed at training experts in this field. The Master's Degree in Social Innovation and Dynamics of Change specifically aims to cover these educational needs, expanding the potential for professionalisation for Social Science, Law and Humanities graduates.

The Sociology Department of the University of Alicante works in collaboration with different types of entities that insist on the need for this profile to

improve the training of their work teams. The objective of the Master's Degree is therefore to offer the necessary training to do so, promoting the management of the sociological methodologies and techniques that constitute the operational core of these types of processes and, ultimately, converting graduates into professionals capable of fulfilling this growing demand of companies, institutions and public services.

## 2. 2. Content

The Master's Degree includes a total of 60 European Credit Transfer and Accumulation System (ECTS) credits, 48 of the ECTS credits belonging to a common core block that consists of eight courses and 12 ECTS credits that correspond to the Master's Thesis for each student. The common core courses are divided into three blocks: theoretical, practical and applied knowledge (See Figure 2).



**Figure 2.** Content of the Master's Degree in Social Innovation and Dynamics of Change of the University of Alicante (Spain).  
Source: authors' own elaboration

## Block I. Theoretical content

### Social Innovation: Definition and Evolution

Social innovation, as such, has existed for more than 50 years. However, the essential principles that define it are a part of human essence with a long history, but with different names and characteristics. Its development, usually linked to times of crisis or difficult situations, has changed over time. In 1984, P. Drucker referred to the social responsibility of private companies and their duty to serve society, adding the concept of social entrepreneurship and extending the scope of application to social innovation of the business world. Social innovation is, therefore, a term used to refer to a broad spectrum of innovative solutions to social and/or environmental problems, prompting a growing discussion about the definition and scope of the term. This course will offer students a historical view of the concept and its evolution over time. The sociological basis of the concept of creativity will be addressed and studied in detail, and accompanied by practical examples, different interpretations and methodological approaches which have accompanied social innovation and entrepreneurship since their inception.

### Processes, Dynamics of Change and Social Action in Advanced Societies

A discussion about social innovation means paying special attention to the dynamics of change. Sociology provides tools that allow us to know and analyse the main processes of change that affect social institutions and companies. This course introduces a historical tour of the processes of social change of advanced societies, analysing their future in different areas, such as education, health, political systems and social structures and institutions.

The course also proposes the study of the economic dimension of social trust and its relationship with new emerging socio-economic dynamics. These new dynamics of change, on the one hand, lead to the emergence of new markets and new forms of economic activity based on the knowledge and use of technological platforms for the exchange of goods and services. On the other hand, they show the ability to develop collaborative and sustainable economic practices and resilience in the face of the challenges of economic crisis and the state's withdrawal from social protection.

The course will also address the knowledge of specific techniques for shaping these processes of change, as well as the social and economic impact of these changes and trends.

#### Inclusion, Participation and Intervention in Social Innovation Processes

The design processes of policies and intervention in complex societies, on a macro and micro level, are increasingly characterised by the inclusion of elements of community governance, considered to be desirable means for addressing problems, as well as an ideal methodological path to achieve strategic purposes in the resolution of these problems. In this sense, the shaping of innovative public and private management models in the social sphere incorporates the principles of inclusion and participation of all of the actors involved as essential premises in their conception and development. This requires professionals in the framework of the development of social innovation processes with reliable conceptual and technical skills for the incorporation of inclusive and participatory logics in the different phases and actions of the designing and implementation of actions.

## Block II. Methodological Content

### Social Research Methods and Techniques for Innovation I

Knowledge of social research methods and techniques is essential for placing the recipients of innovative programmes and products at the heart of the research process, ensuring that the proposals are adapted to the real needs of each context. Graduates' technical prowess will determine the strength of their projects in a business and industrial reality and in public institutions and services.

Thus, this subject will offer students a complete understanding of the research process and its different stages, analysing the specific problems of social research applied to innovation and its epistemological foundations.

To this end, students will be taught to take advantage of sources of information on lifestyles and living conditions, public opinion and consumption patterns in the current context of expansion of communication and information technologies. The available data will provide detailed information on the closest or most distant social context, quickly and cost-effectively. Decision-making based on

available empirical evidence requires the efficient management of such data sources (source selection, access and preparation of microdata files), their analysis and the ability to interpret and report the results. A critical analysis of data quality and potential biases and the correct interpretation and dissemination of the results are basic decision-making skills. The course includes, in addition to the study of the tools for the diagnosis and identification of opportunities, the preparation, analysis, interpretation and transfer of data from existing surveys and databases and the systematisation of unorganized data sources.

### Social Research Methods and Techniques for Innovation II

The second part of the Social Research Methods and Techniques for Innovation course will give students a more in-depth look at the procedures for the design and application of fundamental social research techniques, on a quantitative and qualitative level, applied to innovative environments.

The subject will not only focus on the management of classic sociology techniques and instruments but will place special emphasis on the adaptation of these tools for use in innovation projects, putting the recipients of new products and programmes at the centre of the research to ensure its adaptation to real needs, such as: specific User-Centred Design tools, Lean UX techniques for creating innovative products and projects, and transdisciplinary Design Thinking processes. The course will also examine Social Media Analytics (SMA), offering students information on the sources of information and the metric tools currently in use to analyse social media messages.

This way, the job market's demand is met, on a public and private level, providing experts who are capable of managing projects aimed at creating social value and assessing the impact of these projects on the economic and community development within the contexts in which they are implemented. It is therefore essential for these professional figures to be capable, on the one hand, of knowing and analysing the main processes of change that affect social institutions and companies from a sociological perspective and, on the other hand, be capable of mastering specific methodologies that enable the management and leadership of the innovation projects at the heart of these processes.

### **Tools for Team Management in Innovation Processes**

In addition to technical skills for the sociological analysis of changing contexts and their emerging needs, social innovation processes require transdisciplinary and united work teams that can complete all of the stages of the process in a satisfactory manner. Innovation teams have special features that ensure their success and specific operating modes that affect the projects' results. Self-management, horizontalism and training for information management are essential aspects that must be understood and managed. Organizational Sociology has addressed these issues and provides the necessary tools for the coordination of people in this field of work. This course will provide students with the knowledge and strategies they need to implement social innovation projects in competent and robust human teams, making the most of their teamwork.

## **Block III. Applied Knowledge**

### **Strategic Planning, Execution and Evaluation of Social Innovation Projects**

The proper planning of innovation projects is the basis of their success. Despite being a creative process, innovation requires precise organisation that limits risks during the development of its different phases.

The first objective of this course is to offer students the information and tools needed to control an innovation process from the start, addressing the mechanisms that enable: a) the generation of ideas and identification of opportunities, b) the structuring of a work plan and its different phases, c) the recruitment of partners to combine skills and increase synergies and d) obtain the financing that allows ideas to be converted into viable projects. All of the above will provide graduates with the ability to manage the strengths and contingencies of their projects, guaranteeing control during their development and anticipating solutions for any difficulties that may arise during their execution.

Secondly, and based on a circular concept of social innovation projects - in which these programmes can feed off each other and be modified using the information collected from the evaluation of their different phases (design, implementation and effects/impact). The objective is the acquisition of basic

instrumental skills to create and develop evaluative research proposals, linked to the private and public sectors (policies, plans, programmes and projects). Emphasis will be placed on the development of quantitative and qualitative evaluation indicators, as well as participatory evaluation. Gender perspective will not only be a cross-cutting issue with respect to the content of the course, the course will also include specific content for the assessment of gender impact.

### **Participatory Foresight for Social Innovation**

The new socio-technological paradigm based on global access, constant change, immediacy and social media is forcing organizations to be more empathetic and adopt a human-centred approach.

This change implies the need to search for new ways to make more flexible, creative and participatory foresight.

The concept of social innovation becomes particularly relevant in this context, since it involves addressing innovation as a “culture” (instead of “management”): an essential part of the code of values and collective identity that support and shape every society and /or human organization. This requires the concurrence of holist thinking, creativity and democratic processes in the identification of alternatives when using participatory foresight.

This course is proposed as a Practicum: a learning experience based on the resolution of specific problems, raised by different types of organisations (NGOs, public administration, private companies) as a case study.

## **2. 3. Career opportunities**

In the current context, Social Science, Law and Humanities degrees need to adjust their postgraduate training to society's needs and the demands of the job market.

In recent years, the demand for experts, capable of not only managing projects aimed at creating social value, but who are also able to assess the impact of these projects on the economic and community development of the contexts in which they are implemented.

The prevailing need to incorporate professionals capable of diagnosing, guiding and directing processes of change through innovation into the market justifies the implementation of this postgraduate degree, aimed at training experts in this specific subject matter.

The Master's Degree in Social Innovation and Dynamics of Change provides this training space, expanding the options for professionalisation of studies in Social Sciences, Law and Humanities.

To this end, these professional figures must be able, on the one hand, to know and analyse the main processes of change that affect social institutions and companies from a rigorous empirical perspective; and, on the other hand, be able to master specific methodologies for the management and leadership of the innovation projects that are at the heart of these processes.

This Master's Degree trains students to become specialists with vision and training, who use scientific criteria and an interdisciplinary approach to solve community and business problems, combining entrepreneurial and creative perspective with social responsibility.

This specialisation is aimed at creating job placement opportunities in the public sector, private sector and the third sector prepares students to act as innovation directors of services and public entities, and trains them, in turn, for innovation management in companies, incorporating an organisational perspective and project management geared toward to the creation of new concepts, products and value proposals.

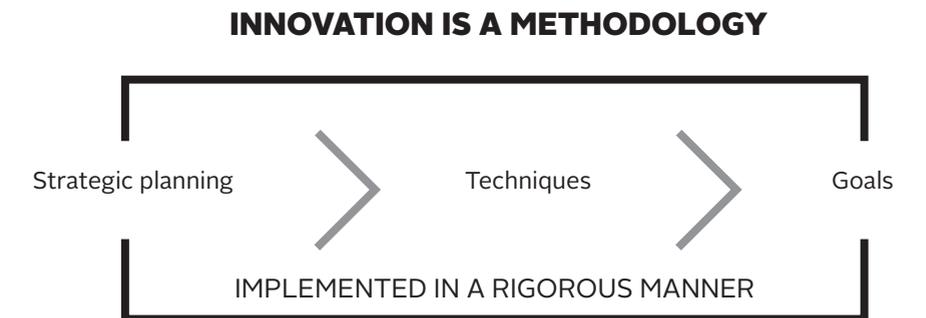
### 3. Innovation as a methodology: sequencing of the teaching-learning process for skill acquisition

The Master's Degree on Social Innovation and Dynamics of Change originates from a context of increasing social complexity as the result of social, economic, environmental and political processes, such as globalisation, economic crisis or the need to improve our democracies.

Companies, entities and institutions, and organisations in general, need to effectively answer new demands and innovation is the way to achieve this. However, it is believed that many organisations repeat exploitation, management or commercialisation process models to ultimately resist this change. We are confronted with a big problem when we consider that we have fully entered an era of permanent innovation.

Studies frequently show that the people responsible for these organisations seem to be aware of the need to introduce change in the decision-making and management processes, and in their product and service portfolios, to improve their life expectancy. The problem is that they do not know where to start. They know that they want to be innovative but do not know how to do so.

Many people think that innovation is reserved for the most creative, and that a successful idea is a stroke of genius at the most unexpected moment. Innovation is the result of a process, the application of a method; however the ingredients are different from those conventionally used.



**Figure 3.** Innovation as a methodology.  
Source: authors' own elaboration

Innovation is achieved with methodology. It consists of rigorously applying a set of techniques that will help organisations achieve their goals. Innovation is a part of the DNA of strategic planning and has become the philosophy of the production process. Therefore, qualified people are needed to manage these processes. For this reason, the Master's Degree in Social Innovation and Dynamics of Change was created, to train professionals who will join teams created to innovate.

The content of the Master's degree is sequentially structured to facilitate student learning. The programme is designed to focus on three types of subject matter: theoretical, methodological and technical and applied knowledge.

The first set of courses introduces students to the basic aspects of social innovation in a theoretical manner. It includes a short but necessary historical journey of the idea of social innovation before addressing the sociological bases that define the concepts of creativity and social enterprise.

In the same way, the idea of social change will be addressed as well as the processes that promote and drive it. Sociology is equipped with the tools to identify and analyse these processes in diverse spheres such as education, health, political organisation of society and new institutional structures. Special attention will be paid to the economical dimension of social trust and its relationship with the appearance of new markets. Interest will also focus on new sustainable and collaborative economic activities based on knowledge and the use of technological platforms for the exchange of goods and services.

To end the introduction of this first content block, the course will delve into the leading role of society in the design of public policies. Society's inclusion in these processes means an indisputable advance towards the modernisation of public administration management. The theoretical content that comprises this subject will be supplemented by the teaching of the methodology needed for community intervention and its application in technical and political actions.

Social innovation professionals should have a solid theoretical base for critical analysis in relation to the context of their activity but they must also be rigorous in their application of the instruments for the analysis of the reality that allow strategies to be designed for the organisation in which they work.

The students will be taught the phases of social research, the search for useful and necessary information for univariable and multivariable analysis in a research setting.

The content relevant to research methods and techniques will study activities in relation to the process of social innovation. The phases of the innovation process, defining elements and their orientation towards the creation of valuable proposals will be detailed throughout the course. Main innovation techniques such as Design Thinking will be presented as well as methodologies focused on User-Centred Design. Furthermore, students will complement their training in techniques with some of the most advanced and distinctive innovative environments such as Social Media Analysis.

The innovation agents are organisations, specifically, professional transdisciplinary teams. In this stage of the course, students will be provided with knowledge on innovation management, human resources, and innovation teams and procedures. For this, Organisational Sociology offers the essential tools for the start-up of social innovation projects.

The last content block will also emphasise the concept of praxis for social innovation professionals. To do this, tools such as Wild Cards, Weak Signals or Tipping Points, amongst others, will be used.

The quality of the programme is guaranteed with the preparation of an original syllabus adapted to organisations' needs to be more competitive and sustainable and to provide answers to the changeable demands of today's society. A proposal that includes professors with extensive professional experience in innovation projects in an organisational setting and within the SOC-Innova research team at the University of Alicante with the aim of uncovering all of the innovation techniques within organisations while they contribute to the knowledge transfer of this subject in the sphere of public and private entities. This team has participated in the design of the axiological profile of the international customers of a holiday resort to create innovative touristic products, as well as the diagnosis of territorial employment for the planning of public policies within the Smart Specialisation Strategy for the European Union's Horizon 2020 research programme.

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# 4

# Case Studies



# 4.1 CASE STUDIES MALAYSIA

**The Role of  
Higher Education  
Institution in the  
Social Innovation  
Landscape:  
Case Studies from  
Malaysia**

## Overview

SEASIN has been introduced to two universities in Malaysia – Sunway University and Universiti Teknologi MARA (UiTM) in Shah Alam. Sunway University is a leading private university in Kuala Lumpur while UiTM is a public university based in Shah Alam, Selangor. Both universities are committed to multi-disciplinary approach in research as well as teaching and learning. Launched in late 2017, SISUs at Sunway University and UiTM

The strength of SEASIN in Malaysia lies in the fact that SEASIN works with both private and public universities. The two have different characteristics but equally strive to become champion in relevant projects that would support Social Innovation.

Sunway University and UiTM SISUs have submitted 20 cases of social innovation projects. The strength of SEASIN in Malaysia is embedded in the strong collaboration between social innovation initiatives and Higher Education Institutions (HEIs) – nearly all social innovation initiatives work closely with HEIs.

### SISUs in Malaysia

#### Sunway University SISU

Sunway SISU is part of Sunway Innovation Labs (iLabs) which is a unique, not-for-profit concept here Sunway University, Sunway Group, and Sunway Ventures (Sunway's Corporate Venture Capital arm) work closely together in a collaborative space to foster entrepreneurship and stimulate market-driven ideas and social innovations.

iLabs syncs with the wider start-up and social enterprise ecosystem in Malaysia and abroad through collaborations and strategic partnerships. It enables social innovators or entrepreneurs to scale their impact or business faster. What's more interesting about Sunway SISU is that it has two physical spaces one that caters for startups and corporates which also doubles a co-working space (for strategic partners) and a second space called the *Makerspace* which supports budding entrepreneurs and social entrepreneurs in the university campus.

Sunway University is a leading not-for-profit private university committed to the pursuit of education through scholarship, research and enterprise and is one of only eight universities in Malaysia to be awarded the Premier Digital Technology University status by the Malaysian Digital Economy Corporation. The University is committed to multi-disciplinary research in sustainable development within an urban environment, and promoting health, well-being, and the development of new technologies in addressing some of the world's most pressing problems. They are establishing themselves on the global stage with some of their researchers being among the most highly cited globally and actively engaged in cross-border collaborations. The University is committed to investing in the next generation through research-led teaching and to this end, continues to equip our campus with state-of-the-art teaching and research facilities. Supported by the Jeffrey Cheah Foundation, the University has invested in excess of RM400 million in its infrastructure and continues to expand its teaching and learning, and research spaces.

Sunway SISU's greatest achievement thus far would be the network and relationship that it has built over the years with local social entrepreneurs since it got involved in the SEASIN project. Through the programs that has been conducted at iLabs and *Makerspace*, they have interacted with a variety of social change makers and have made an impact in supporting the ecosystem for social entrepreneurs.

There has been a tremendous change in the way students see social entrepreneurship, it used to be known as another non-government organisation or another non-profit organisation. Now, students are more aware about social entrepreneurship and the possibility of sustainable and even profitable financial models for social impact projects. This can be measured through the different ideas that students have submitted to our other entrepreneurial program that is not focused entirely on social innovation. Surprisingly, most entries that they received this year have some sort of focus towards the sustainable development goals and social innovation. They pride themselves on being able to steer the students to a direction that is in line with the global goals movement.

Sunway's strong partnership with names like PurpoSE, Impact Hub KL, Selangor Youth Community, United Nations Technology Innovation Lab and many others has increased the visibility of Sunway SISU and its vision to make an

impact to the community. In March, a “collective intelligence” movement was unofficially formed between active social entrepreneurs in Klang Valley.

Through this movement they have enabled a system where they could get connected to any individuals in the circle to push an agenda forward. Challenges faced by the different entrepreneurs are discussed in a collective environment and everyone is able to contribute. Each one of the SISU staff is providing their expertise to best advise the rest who are not so in the know. For example, Sunway SISU specialises in accelerators, and the use of technology in social innovation and they intend to continue providing their support through their network of students and connect them to social impact projects who are in need of assistance.

#### **UiTM SISU**

Social Innovation and UiTM has always been synonymous although there was a lack of awareness and recognition of relevant efforts and initiatives in the past. To begin with, the very establishment of RIDA Training Centre back in 1962 was meant to improve the quality of life of the rural Malays who were at that point of time formed among the poorest group of people in the country. The first group of students, a total of 50 of them, was selected among the rural Malay teenagers. Trained under RIDA Training Centre, the first group of alumni had proven that the education they received from RIDA Training Centre had leveraged their family social-economic status. Equipped with new skills and expertise, the students were able to secure decent jobs and expand their entrepreneurship abilities thus changing their family’s quality of life. At that point of time, the mission of RIDA Training Centre was ultimately to offer the kind of ‘Social Innovation’ deemed required by the selected group of Malaysians in the post-independence era.

Currently, driven by the need to produce more professional Bumiputera and give back to the community, several departments in UiTM have been tasked to steer and champion in relevant projects that would support Social Innovation. Some of the departments include the Office of Industry, Community, Alumni and Entrepreneurial Network (ICAEN), Research Innovation Business Unit (RIBU), Malaysian Academy of Small Medium Enterprise Development (MASMED) and Institute of Student Leadership in the office of Student Affairs. While the first two departments cater to the growing interest in supporting Social Innovation among the academics, the other two depart-

ments focus on the involvement of students in Social Innovation related activities.

However, just like the trend in many other higher education institutes in Malaysia, these departments are more academically inclined in conducting Social Innovation related projects. It is such the case since the departments are driven by Key Performance Indicators (KPIs) given to them by the university’s top management. Needless to say the KPIs are derived from the indicators in relevant ranking organizations such as Academic Ranking of World Universities (ARWU), Times Higher Education (THE) and Quacquarelli Synmunds (QS). Thus, the Social Innovation related projects and activities tend to be geared towards research and innovations with intellectual property (IP) and commercial values. Sadly, this strategy has somewhat overshadowed the spirit of Social Innovation. In other words, most academics tended to conduct their projects without truly embracing the essence of Social Innovation. In other words, although there was knowledge transfer and learning facilitation between the academics and the beneficiaries, the end product tended to focus on the academics’ KPIs rather than the betterment of the beneficiaries’ quality of life. The academics’ KPIs achievements were celebrated instead of the community’s or industry’s successes.

UiTM SISU when it was first launched in November, 2017 was seen as a potential solution in bridging the gap between fulfilling the university’s KPIs and supporting the true spirit and essence of Social Innovation. As awareness and recognition of Social Innovation projects were scarce among the academics despite their eagerness in conducting relevant projects, UiTM SISU became the one-stop centre to raise awareness and recognize true potential of Social Innovation projects in UiTM. In this instance, UiTM SISU acts as the balcony for Social Innovation initiatives in the university.

## SISU Malaysia Projects and Campaigns

Both SISUs at Sunway and UiTM have initiated many long-term projects and campaigns. There are 23 social innovation or enterprises projects so far.

The list of the current projects in Malaysia are as follows:

### 1. The Human Library

“The Human Library™ is a global movement designed to build a positive framework for conversations that can challenge stereotypes and prejudices through dialogue. It’s a place where real people representing stigmas and prejudices in society become Human Books that are available to be loaned, just as you would loan books in any library. The Human Library is a mobile set up as a space for dialogue and interaction. It challenges prejudice by facilitating a conversation between two people: Books and Readers.

The Human Library gives people an opportunity to see life from a different perspective and allows people to have a better understanding of others. It also provides a platform to have a conversation in a safe environment and a respectful manner. This innovative concept is designed to positively change people’s attitudes and behaviours towards each other, thus promoting acceptance and understanding.

The idea behind the Human Library is to create a positive, non-judgemental, learning environment where volunteers become “Human Books” and share their personal and unique stories with “readers” interested in learning more about that book title. In the long run we envision a community that embraces and fosters the true beauty of diversity and is better able to counter the collective”.

Currently, The Human Library is being run by students from Sunway Social Innovators Club with the help of Sunway SISU and Impact Hub KL.

### 2. The Good Tavern

The Good Tavern is more than a marketplace. It is a platform where you can discover and connect with social enterprises that are driving for social change. Every product, ranging from food, fashion, to lifestyle goods, is curated with care and love to ensure the best of economic quality while creating positive impacts on the lives of beneficiaries and well-being of the planet.

Every purchase enhances social, environmental, and economic sustainability. The Good Tavern welcomes communities to be a part of the change, to buy with greater values, and offer gifts with better meanings.

The Social Market has benefited from mentorship and coaching by faculty members of Sunway University and social entrepreneurs. The University has also benefited from testing out business models.

### 3. Pua Kumbu by Emporah PLT

Iban women weavers are encouraged to innovate, create and manage their own knowledge and to adapt other knowledge systems for sustainable production of pua. By managing their own tacit knowledge, not only they would benefit in the aspect of economy but also to preserve their meaning system. This meaning system gives their traditional pua value, unique in stories and folklores, and preserved in a modern environment. These weavers are empowered to continue their heritage and disseminate their knowledge to the younger generations by continue to weave and to market their pua so that pua to be known to outside of Iban world not just as sacred ritual clothes or expensive wall decorations or special collection item but also as a wearable and affordable shawls, skirts and jackets, just to name a few. Empowerment entails a process of change, and change is the vocabulary that these weavers need because it is an alternative for them to uplift their livelihood.

The Pua Kumbu Community project preserved and enhanced the community business of Pua Kumbu (a weaving tradition of Sarawak that is close to extinction) by launching its own sustainable social enterprise. International Fellows were engaged to achieve this mission by increasing awareness of Pua Kumbu and Emporah, involving the young generation of Rumah Gare in the Pua Kumbu

tradition, enhancing Emporoh's business model and setting up Knowledge Management System of the Pua Kumbu tradition. This project has resulted in positive reception by the public on Pua Kumbu and Emporoh, basic English vocabulary acquired by the beneficiaries, sustainability of the tradition and heritage of Pua Kumbu within the community, expansion of Pua Kumbu and Emporoh's visibility to other countries such as France, USA, UK and Romania. The Host Organisation, Emporoh, continues to sustain this project upon the end of VIP Fellowship Programme.

University Malaya funded this 'High Impact Research' to document and virtually preserve the 'Pua Kumbu' weaving traditions of Sarawak. Literally translated, 'Pua' in Iban means blanket and 'Kumbu' is to wrap, although it is rarely used as a blanket; much more a ritualistic object with spiritual values. The project will entail creative digital capture in various forms and innovative communication methods; of the processes of creating this exceptionally beautiful form of textile craft. The Centre's field researchers will venture deep into the Sarawak hinterland in an attempt to collect primary visual and oral data from the expert weavers.

## 5. SAY Empower

SAY Empower is an initiative for community-centric projects that are impact-driven. At SAY Empower, participants attempt to tackle real-life social problems through an intensive 12-week program through a step-by-step process of identifying, formulating, planning, implementing and evaluating impact-driven projects. Supported by content-partners and affiliates, the outcome of SAY Empower is to build and improve current and new initiatives that are sustainable. Participants will be selected based on SAY Empower's IdeaLab Competition. Winners of the IdeaLab competition will make it through to the SAY Empower Incubator. The program is a partnership with Selangor Youth Community (SAY) under the patronage of the state crown prince, PurpoSE Malaysia and Sunway SISU.

## 6. Tryte

Tryte is a proud product of the SAY Empower initiative. The members who started Tryte are young aspiring entrepreneurs from Bangladesh. The engineering students from University Malaya made an unforgettable mark when

they presented their social impact project and Sunway SISU has been continuously providing support to build their project. Tryte is in a mission to change the lives of marginalised youth by providing them with job opportunities through urban farming. They intend to utilise underused rooftops and urban spaces and convert them into microgreen farms operated by youths without jobs.

To validate their business model, Tryte managed to partner with a famous local burger chain, myBurgerLab to sell their microgreens. Even though it was a one-day validation partnership, Tryte did tremendously well to demonstrate the market for microgreens and has proceeded to work with existing microgreen culturists to develop a system to grow them in urban spaces.

## 7. Satirical Satin Project

Satin Project is a social initiative to promote youth inclusive development and sustainable environment in Malaysia in the pursuit to achieve sustainable development in Malaysia which is in line with the global goals fostered by the United Nations Development Program (UNDP). This project advocates fashion for a cause as a tool to address three main values which are youth social and economic empowerment, civic engagement through volunteerism and sustainable environment with upcycle fashion. They are also a product of SAY Empower.

The main focus of Satirical Satin Project is to develop youth, especially youth from the marginalized groups to become professionally employable and entrepreneurial for them to achieve economic independence. This objective is triggered by the poor development of youth especially youth from the marginalized communities due to the varying approach taken in the effort to empower different youth groups in Malaysia. As a result, the rate of development amongst youth vary by a huge difference.

## 8. Sekolah Belantara (Belantara School)

This project was also incubated through the SAY Empower program as with Satirical Satin and Tryte. The Belantara School is an Eco-school designed to bring the children community in urban areas to reach out to nature and be connected with other young communities who are closer to nature. They run many green based programs for kids coming from a variety of groups including

the marginalised urban poor. Their business model works in a way that each child who could pay for their programs would in return sponsor a child who comes from a poor income family. The school also intends to support the aboriginal community by bringing them closer to learn more about the city in exchange to them teaching the urban community about nature.

## 9. Life Origins

Life Origin, is a profit driven social enterprise focusing on delivering impact to the environment. They produce black soldier fly larvae as pet feed and livestock feed. They apply a close loop zero waste breeding process to turn food waste and disposable media into nutritious animal feed. Life origins work closely with experts in pets, poultry, fish, or any other animal. This helps them to ensure their success to create a sustainable feeding model for the market. They are confident on delivering healthy and nutritious black soldier fly larvae for the animals.

Life Origin was first noticed by Sunway SISU through the SAY Empower programme. Although they did not manage to get into the incubator programme they received an honourable mention from the Selangor State Crown Prince and the judging panels. Sunway SISU provided mentorship and connected students from the SISU community to help them develop an automated monitoring system to keep their black soldier fly larvae farm in optimised condition.

## 10. Grow

Grow consists of three young change makers who are passionate about modern ways of farming. Grow was incubated at Sunway SISU through the Global Goals Lab. Grow intends to carry out a sharing economy model or urban farming by connecting businesses with empty premises to retailers or eateries by providing the systems and materials necessary for its implementation. These entrepreneurs believe that food sustainability is of utmost importance as they realise that Malaysia has been importing a very high percentage of food every year. Recently, Grow took part in the Business Idea Challenge organised by iLabs and managed to win the pitching competition hands down earning them RM 1000 and an opportunity to pitch to the founder of Sunway Group, Tan Sri Jeffrey Cheah. They have shown a lot of potential and there's so much room for them to grow.

## 11. MRVR: Medical Rehabilitation Virtual Reality Platform

One of the projects supported by UiTM-SISU is helping patients with brain injuries by providing a rehab facility through the use of Virtual Reality platform. This project is led by Associate Professor Dr. Fazah Akhtar Hanapiah from the Faculty of Medicine, UiTM. She works closely with MotioFixo, a company that provides virtual reality platforms. The collaboration saw UiTM providing MotioFixo with the clinical expertise in designing a rehab programme, while MotioFixo provided the virtual reality platform for the execution of the rehab programme. It is hoped that the MRVR project will benefit many patients with brain injury by improving their quality of life.

## 12. Shelf-life Extension of Botok-botok

Another project supported by UiTM-SISU is the 'Botok-Botok with Longer Shelf-life' led by Dr. Eddie Tan Ti Tjih from UiTM Negeri Sembilan. This project is in collaboration with PearlJade Creative Marketing, a small medium food industry producing botok-botok, a Johor traditional cuisine made of fish, aromatic leaves and ulam (a type of salad), and wrapped in banana leaves before freezing storage. Prior to meeting Dr. Eddie, PearlJade Creative marketing had problems with the products' relatively short shelf-life (1 month). Upon meeting Dr Eddie, several weaknesses were discovered in the production of botok-botok which includes inappropriate raw material preparations, excessive cooking, unsuitable temperature reducing process, and incompatible storage conditions. With Dr. Eddie and team's help, several modifications were made on the sequence of the production to minimise enzymatic reaction from plants (ulam, aromatic leaves and banana leaves wrap) and microbiological load from cross-contamination. A series of sensory evaluations were also conducted to assure the sensory attributes of the product were not greatly affected after the processing modifications. To assure the modifications do help in prolonging the shelf-life of the dish, a normal shelf-life study was carried out. The duration of storage for the botok-botok was extended to 3 months, while maintaining the flavour of the dish. This has increased the marketability of the product, reduced the cost of rapid food spoilage and enhanced the enterprise's revenue to a greater extent.

### 13. Entrepreneurship Transformation of Marketing the Traditional Cookies

Entrepreneurship Transformation of Marketing the Traditional Cookies by the Community of Kampung Hilir, Merbok, Kedah, Malaysia is another project supported by UiTM-SISU. This project is a social innovation project, led by a group of academicians with various academic background, working hand-in-hand with Kampung Hilir's community located in the rural area near the location of the university. The leader for this project is Dr Marzlin Marzuki from Universiti Teknologi MARA Kedah, Malaysia. The aim of this project is to improve the packaging, branding and marketing of the traditional cookies developed by the community that may help to increase the income revenue of the community.

Prior to the project, the community (low income groups which include single mothers) produces traditional cookies as their means of living. However, they do not have access to packaging, branding, marketing and documenting procedures. This is the juncture where the academic's team plays a vital role to assist the community by providing the necessary professional knowledge and expertise to help them with the issues of packaging, branding, marketing and documentation. The community was also given the opportunity to get practical experiences on how to keep accounting records systematically. The lecturers came up with a few designs for packaging and branding of the traditional cookies in the effort to capture both high-end and low-end market. This project is also funded by the University Community Transformation Centre (UCTC) under the Malaysian Ministry of Higher Education. This project has helped solve the community's issues of poverty by increasing their income revenue and help to uplift the current economic state of the community.

### 14. Improvement of Bahulu Shelf-life

The fifth project supported by UiTM-SISU is the Improvement of Bahulu (traditional cake) shelf-life is a project led by Pn. Rohasmizah from UiTM Negeri Sembilan with the collaboration of several small medium food companies producing several types of food respectively. The small-medium food companies that was involved with this project faced similar issue with the 'Botok-botok' project, where their bahulu could not last for a long period of time. Hence,

they collaborated with Pn. Rohasmizah and team to tackle the problem by finding ways to extend the bahulu's shelf-life. In return, this has increased the marketability of the product, reduced the cost of rapid food spoilage and enhanced the enterprise's revenue to a greater extent.

### 15. SI @ 1EDU Book Project

One project that is the pride of UiTM-SISU is the SI @ 1EDU book project. This book captures relevant social innovation initiatives carried out by the staff and students of the Faculty of Education, UiTM, which involved various parties across the university, industries and communities. The featured social innovation projects in this book have the following criteria:

- a) bridging and sharing of knowledge between the university, community and industry
- b) encourage improvement to the quality of life in terms of newly applied skills or knowledge acquired through the projects
- c) sustainable that the projects could be replicated by others including the industries and communities involved

The book was launched by the Vice Chancellor on the 13th of December, 2018 during the Innovation Month celebration held at Dewan Agong Tuanku Canselor, UiTM.

### 16. Acid to Art Workshop with Prof. John Sabraw

This workshop was conducted as one of the activities celebrating the Innovation Month in UiTM. This workshop was part of a post-conference workshop hosted by the Faculty of Education, UiTM. Prof Sabraw's work focuses on environmental issues. Collaborating with a chemist, he managed to turn acidic elements into beautiful paints. The workshop was conducted to raise the awareness of the young generations about acidic residue in the river and how pollution could be curbed. A total of 40 students and 10 facilitators from three different faculties and institutions participated in this workshop. The workshop took place on the 30th November, 2018 at the Menara Foyer, UiTM and was featured in TV3, a prominent local TV channel.

### 17. 3D Printing Workshop

Another project supported by UiTM SISU is the 3D Printing Workshop which was conducted by Mr. Wan Zharfan and Mr. Fariza from NextGen Makers. Participants were exposed to the basics of 3D printing. The workshop also included some hands on learning on Tinkercad, an online software used in customizing and developing 3D designs.

### 18. 8. UiTM Celcom IoT Bootcamp

UiTM-Celcom IoT bootcamp was held in collaboration with Celcom, a leading telecommunication company in Malaysia from the 8th to the 10th of February 2019. A total of 60 secondary school students from 10 underprivileged schools were involved alongside with 12 school teachers. UiTM contributed resources and manpower with a total of 16 academic staffs and 20 voluntary student mentors from the Faculty of Electrical, Civil and Chemical Engineering. The IoT bootcamp aimed to expose the students to the wonders of the IoT and enhance the students' potential by exposing them to the concept of Design Thinking, hands on activities as well as introduction to innovation projects.

### 19. Young Digital Innovators Bootcamp

Another bootcamp-The Young Digital Innovators Bootcamp, is a training session conducted in two series, to provide hands-on Arduino at UiTM-MTDC Technopreneur Center (MTDI Space and Elab MASMED). Arduino is an open-source electronics platform that can be used to develop interactive projects. The programme participants were 60 secondary school students from two schools within the Shah Alam and Subang Jaya vicinity. The students were given the opportunity to try out and explore the platform, which may in turn help them in developing any interactive projects in the future. The logistics of this programme was handled by Dr Harnani Hassan, Dr Sukreen Hana and Mrs. Anees Abd. Aziz from the Faculty of Electrical Engineering, UiTM Shah Alam.

### 20. STEM: Math Challenge and Science of Clay

It is a common practice among UiTM students to conduct events that will encourage community participation. In this project, a group of Civil Engineering

students initiated sets of workshop related to STEM (Science, Technology, Engineering & Math). More than 100 students from various schools around Klang Valley came to participate. In this sets of workshops, the participants were guided and trained on how they could be creative by playing with numbers and clay. The outcomes of the workshops include raised awareness on STEM, ability to be creative and the ability to produce or create. The project took place on the 2 November, 2018 in UiTM.

### 21. The Foodtruck Transformation Programme at Sultan Idris Education University (SIEU)

The Sultan Idris Education University (SIEU) aims to transform the small food businesses around the District of Tanjong Malim into professional Foodtruckers. Currently, there are 287 small food businesses registered under the Muallim District Office and it is the hope of the University to transfer these businesses. Additionally, it is the aim to train 100 students on regular basis as professional Foodtruckers and event managers at the 1MYC Foodtruck Hotspot. The Tanjong Malim District Office and Muallim District and Land Office benefit from the transformation program. Previously, these small food businesses were unorganized and conducted in disarray manner around the District of Tanjong Malim. The transformation has assisted the Office in upgrading the business ecosystem around Tanjong Malim. Small food businesses are more organised and more importantly, cleaner.

The Sultan Idris Education University (SIEU) aims to transform the small food businesses around the District of Tanjong Malim into professional Foodtruckers. Currently, there are 287 small food businesses registered under the Muallim District Office and it is the hope of the University to transfer these businesses. The Ministry of Urban Wellbeing, Housing and Local Government under the 1MYC (1 Malaysia Youth City Project) has granted SIEU some fund to develop the infrastructure that could accommodate Foodtruck business in the District of Tanjong Malim. This infrastructure is named 1MYC Foodtruck Hotspot. Besides the Foodtruck Hotspot, Foodtruck Pitstops are developed at various locations in Tanjong Malim.

Foodtruck Pitstops will be operating from 11am to 2pm and 2pm to 6pm; while Foodtruck Hotspot will be operating from 6pm to 11pm daily. These locations

are developed to further develop the Foodtruck businesses at Tanjong Malim. Besides these small food businesses, 100 students will be trained as professional Foodtruckers and event managers. This project has propelled the entrepreneurial skills of the future graduates of SIEU. Once graduated, these graduates are able to start their own Foodtruck businesses at their own states of origin given the experience they gain from being involved in the students-based Foodtruck business in the campus. Some of the students will be developed as event managers as they are required to plan, manage and sustain the 1MYC Foodtruck Hotspot and the activities that are conducted at the venue. To develop these small businesses, the cooperation of the panel of advisors is pertinent. The panel will set the key performance index (KPI), the standard operating procedure (SOP) and knowledge transfer programs (KTP) that are required to transform these businesses. For example, SWCorp conducts knowledge transfer program on plans, strategies of waste management and recycling practices to these businesses so that a comprehensive, integrated, cost-effective and sustainable waste management can be implemented amongst the Foodtruckers and at the premises of 1MYC Foodtruck Hotspot and Pitstops. SMECorp, on the other hand, provides financial assistance, advisory services and support to develop these businesses to be more competitive and resilient in meeting the challenges of the business world. Additionally, these small businesses once transformed as Foodtruckers will be mentored by professional Foodtruckers from Komuniti Foodtrucker Malaysia. It is pertinent that these Foodtruckers work as a community for sustainable purposes.

## 22. Program Jom Bantu Rakyat Negeri Sembilan

The objectives of Program Jom Bantu Rakyat Negeri Sembilan are mainly to provide assistance for targeted people in Negeri Sembilan; to help improving livelihood of people in the state in terms of physical aspects and basic needs; and to run and organize activities to improve living standards of the population, and academic achievement of children who are the primary targeted beneficiaries. Services are made through NBOs among government agencies, private sector, NGOs and volunteer activities.

UiTM Negeri Sembilan were placed in the education cluster. The assistance/helps provided by UiTM Negeri Sembilan were through 'Jom Masuk U' and 'Selangkah ke UiTM'. As the PU for PD007 Pre Diploma programme (MDAB), UiTMCNS acts

to promote this programme in which the fees fully incurred by UiTM. This program gives Bumiputera with less merits the opportunity to improve the results and further their studies. Motivation programme by UiTM Negeri Sembilan give more opportunities to the children/students to continue their studies. School leavers who are interested and eligible may apply for various programs offered in all faculties in the campus of Kuala Pilah, Seremban and Rembau. The programs in Jom Bantu Rakyat are run in collaboration and joint ventures with various agencies in Negeri Sembilan (promoting volunteerism).

## 23. Sedimentation Reduction in Guava Juice

The goal of this project is to improve and to add value to the existing products of the company to the needs of the market through the implementation of a new or significant improved production process, sourcing components, warehouse, logistics and delivery method of service. Another long-term goal is to streamline production to make it more efficient and to make better use of state-of-the-art technology in order to scale up the overall production. Stakeholders and beneficiaries include the Ministry of Higher Education and SMEs in Malaysia.

## 24. Entrepreneurship Transformation of Marketing the Traditional Cookies by the Community of Kampung Hilir, Merbok, Kedah, Malaysia

There are 6 objectives behind this initiative; mainly to teach marketing strategies to the community, to design new packaging of the products, to design product branding, to guide the community on basic business knowledge as well as basic accounting, and finally to curb social and poverty problems.

# **4.2 CASE STUDIES** MYANMAR

**The Role of  
Higher Education  
Institution in the  
Social Innovation  
Landscape:  
Case Studies from  
Myanmar**

## Overview

SEASIN has been implemented in two universities in Lower Myanmar: Thanlyin Co-operative University (TCU) in Thanlyin and Yangon University of Economics (YUE). In late 2017, the first SISUs in Myanmar were officially launched at both universities to identify best practices in social innovation in Myanmar. The purpose of SEASIN is to promote the social innovation awareness and development by the Higher Education Institutions (HEIs) and to expand the international cooperation within the region. It also seeks to provide special shared incubation space for social innovators and develop tools and resources to build an ecosystem where social innovations can emerge and thrive.

Both SISUs in Myanmar have submitted 15 cases of social innovative initiatives. The strength of SEASIN in Myanmar is embedded in the strong collaboration between social innovation initiatives and Higher Education Institutions (HEIs): six projects have clear-cut collaborative relationship with local HEIs in terms of research collaboration, HEIs as the knowledge transfer/sharing point, HEIs as incubators; and HEIs as funder, supplier or customer. Two Social Innovation initiatives – **Recycle Myanmar** and **Career Enhancement Program for Social Enterprises/Entrepreneurs by Myanmar Business Executives Association** – are selected for further monitoring throughout the SEASIN project.

### SISUs in Myanmar

#### SISU TCU

Thanlyin Co-operative University (TCU) created the SISU as a specific project and as an incubator. The SISU was officially launched on November 2017 and is located at Uttara Estate, TCU. SISU TCU has been a research centre for social innovation, accelerating project, providing tools for lecturers and students to foster social innovation and acting as an interface between the universities, society, and nearby communities.

TCU SISU also acts as a meeting point and a comfortable co-working space for students and community meetings, talks and exhibitions related to innovation. The SISU is also responsible for front desk where users have access to generic information regarding SISU, Technological Exploration space equipped with computers, projectors, sewing machines and classroom for lectures, talks and other forms of workshop.

The specific objectives of the SISU are to foster social innovation as an integral part in the institutional activities in knowledge transfer and encourage a university- society engagement with local communities and in particular disadvantaged groups through a variety of means: new social enterprise, new participative and collaborative projects, new business model such as micro credit, collection of data on social issues and solutions, new initiatives for the communities.

#### SISU YUE

YUE SISU is situated in Building 1 at Yangon University of Economics, Padamya Campus. Since the Department of Management Studies of YUE has been given to take the responsibility to carry out the SESSIN projects, the SISU is established at the Management Studies Department. As trends in business studies progressed, YUE is constantly upgrading the curriculum to match the demands of the business world today. That includes trainings on issues such as social innovation and sustainable management since combining social issue solutions to the business context can solve many of the social problems we face today. Therefore, YUE can extend the objectives of SISU Project with its existing networks and additional support from international partners. Myanmar Women Entrepreneurship Association (MWEA), Myanmar Young Entrepreneurship Association (MYEA) and Myanmar Business Executives (MBE) are among SISU YUE's partners.

To fulfill the purpose of SEASIN to promote awareness and provide knowledge concerning social innovation and encourage the social innovation practices in Myanmar, many SISU projects have been implemented at YUE to combine universities, associations and the community on an international scale. SISU YUE contributes real-life experience to the learning process and connect the learning experience to the social context by engaging with the community, enabling students and academics to achieve the capacity, motivation and experience to boost innovation and maximize impact.

The initial step for implementing SISU Project in a HEI like YUE is to promote awareness and provide knowledge concerning social innovation and encourage the social innovation practices in Myanmar. The project ultimately seeks to become formal incubator or part of existing traditional incubators specifically dedicated to social innovation.

YUE SISU activities are based on the SISU activities guideline which are to launch Social Innovation Studios, Social Innovation Awards Programme and Doctoral Programme in Social Innovation. YUE SISU activities are carried out in 7 areas:

#### 1. Promoting social innovation awareness and development in Myanmar

Seminars:

- Social Innovation Awareness
- Social entrepreneurship for basic education
- Social entrepreneurship for higher education

Workshops:

- Social Innovation Development in Myanmar: Solving Social Needs in Innovative Way
- Encouraging Young Entrepreneurship

#### 2. Social Innovation Awards Programme

- Socio-Inno-Champs: Social innovation contests at Yangon University of Economics

#### 3. Research

- Research project: Social Entrepreneurship in Myanmar
- Research Project: Community Based Tourism in Myanmar
- Social innovation research paper conference
- Publishing social innovation research journal

#### 4. Mobile apps

- Learning
- Network for social entrepreneurs

#### 5. Community based activities

- Microcredit
- Sustainable income generation activities
- Business literacy

#### 6. Master Programme in Social Innovation

YUE has not provided any degree in social innovation yet.

Therefore, instead of providing doctoral programme, YUE should provide master programme in social innovation.

#### 7. Accreditation

Principle or Responsible Management and Education (PRME)

## SISU Myanmar Projects and Campaigns

The two SISUs in Myanmar have contributed to many sustainable projects and campaigns. There are 15 social innovation or enterprise projects. There are 2 initiatives – **Recycle Myanmar** and **Career Enhancement Program for Social Enterprises/Entrepreneurs by Myanmar Business Executives Association** – which have been selected for further monitoring throughout the SEASIN project. The comprehensive list of the current projects and is as follows:

### 1. Recycle Myanmar

Established by Pon Nya in 2013, Recycle Myanmar's aim is to raise awareness on waste management in the community level. Parallel to waste management, as the initiative was being implemented, it was found out that communities across Myanmar also face severe problems of the violation of child rights. Apart from their regular goal of driving Myanmar towards a rubbish-free country, Recycle Myanmar raises funds by means of processing of recyclables into final products and to care for street children and children who have dropped out from school. As the initiative began, it was found out that there is also a strong connection between environmental deterioration and poverty. Poverty can cause damage to the environment, and mutually, environmental degradation may cause poverty. Indiscriminate disposal of rubbish can harm natural resources and ecology.

Key stakeholders include donors, volunteering students of Co-operative University, Thanlyin, collectors and other persons concerned. Beneficiaries are the society at large, street children and the children who have dropped out of school. Recycle Myanmar's extensive work results in a strong relationship with HEIs, especially Co-operative University, Thanlyin. The leadership of TCU has worked with Recycle Myanmar to raise awareness of environmental preservation. TCU students are volunteers to collect waste and separate different type of recyclable materials both within the university campus and nearby townships.

#### Relationship with HEIs (Higher Education Institutions)

TCU and Recycle Myanmar join hand in hand to encourage students' work-based learning and education, improving health and safety, supporting environment, saving resources, helping mitigate global warming, generating an income source for the environment and for the children and benefiting the

wider community. For university students, work-based learning and education activities by participating in this project can support students' social entrepreneurship and social innovation intentions that enable the future development of nation.

Lastly, Recycle Myanmar existed before the partnership with the HEI. The founder and many other volunteering participants who have an interest in this project - created by themselves - social innovation projects to satisfy human social needs. They have two main challenges: these are lack of technical assistance and financial support to contribute for education, health care, civil society and various social awareness activities in Myanmar. There is a need to collaborate increasingly with HEIs, INGOs, NGOs, policy makers, public sectors, international donors and organizations.

#### **Activities and results**

Recycle Myanmar started with an idea to educate people on the benefit of recycling. It is obliged to do this because there is no formal recycling system in Yangon yet and there is no such business in Myanmar. This startup social enterprise defines their work as recycling – the process of transforming waste materials into reusable form which may or may not be similar to the original product. Nowadays, the amount of collected municipal waste from the living environment of all residents and business is threatening as it will become 14,000 tons per day in 2040. In addition to promoting the development of final disposal sites, the 3R policies for waste generation control will be advanced. One of the objectives of solid waste management is the application of feasible methods of waste management in terms of environment, society, economy, and technical aspects.

A new waste management initiative was introduced in December 2013 with a view to encouraging the people to cultivate a sense of responsibility to throw away garbage in a dump. In addition, the campaign is an innovative approach or a huge breakthrough in pursuing the people to make donations of their recyclables. Recycle Myanmar is now planning to extend the method to many other townships based on the success and experience we obtained during the previous period of more than three years. The campaign will be launched in one of the Townships in Yangon Region.

Recycle Myanmar collects recyclable materials such as water bottles, cans, glass bottles, paper and newspaper and sells them to raise funds to help street children and the children who have dropped out of school. Food is provided to the children and a space is created for them to learn with non-formal education. The initiative focuses on educating people on environmental conservation in order that they will get into a habit of throwing waste in the bin and dump.

There are two major challenges: these are lack of technical assistant and financial support. Recycle Myanmar thus implemented CSR activities to help raise extra fund for the campaign. While such businesses have made significant financial contributions to education, health care and various social awareness activities in Myanmar, this does not mean that their contributions necessarily align with international standards on what qualifies as CSR. So, they have worked with companies to collaborate in their CSR activities. Upon further analysis, it has been found that international donors and organizations provide different types of support including financial support and technical assistance in education, health and civil society. Recycle Myanmar wishes to get financial support from them too.

## **2. Career Enhancement Program for Social Enterprises**

This social enterprise is a joint effort by U Myin Maung Htun, the president of Myanmar Business Executives Association (MBE), and U Han Myint Maung, the chairman of Education Committee. It aims at Promoting the development of vocational education with proven Swiss model (Swissness) whilst taking into consideration local cultural realities as well as supporting dual training (integration of theory and practice) which has been neglected in the past 50 years. It also develops independent and future-oriented thinking after decades of indoctrination by authoritarianism in Myanmar. This leads the establishment of a civil society (inter alia with regard to ethnic and minority issues) in the sense of “empowerment” of democratic structures and supporting innovation, quality, efficiency and personal initiative. As a result, there will be higher job satisfaction as well as improved quality and efficiency in the work place while labour market will be improved with greater independence and employability.

Ultimately, the objective of this initiative is for capacity enhancement among Social enterprises/entrepreneurs for better delivery of efficient and effective

social goods with Career Enhancement Programme (CEP) for financial management, SME development and micro-financing.

Stakeholders include MBE, MBRC, HEI teachers, farmers and fishermen in the delta and coastal areas. Direct beneficiaries are all social enterprises/ entrepreneurs and civil society organization who are working for social benefit of the underprivileged population. Indirect beneficiaries are social enterprises' targeted beneficiaries. So far, over 1,000 participants have already completed the courses and received the certificates; and 15 YUE faculty members have participated in teachers' training.

#### **Relationship with HEIs (Higher Education Institutions)**

Most members of Myanmar Business Executives Association are graduates of HEI – Yangon University of Economics. MBE has currently implemented social development educational activities at HEI. Extensive range of activities were introduced to HEI by MBE, such as the provision of the training of learner-centred teaching approach to faculty members of YUE. HEI will understand challenges of Myanmar social entrepreneurs and social enterprises. Faculty members will gain learner-centered teaching (LCT) experience from the programme. Fresh graduates will have volunteer opportunities to contribute in Myanmar social enterprises. MBE's good reputation will be strengthened among Myanmar social enterprises. Women Empowerment seminars are also delivered by faculty members at Yangon University of Economics.

#### **Activities and results**

So far, the Career Enhancement Program for Social Enterprises has offered many trainings including SME development training, SME management training, micro-finance basic training and financial management basic and advanced training. There are two other activities that are underway: Training of Trainers Programme to become certified Career Enhancement Programme teachers, and internship programme for fresh graduates after completion of trainings. This will be implemented as soon as MBE secures formal collaboration with YUE in near future. The campaign also produced a teacher guide book which helps teachers understand how they can use story books in the classroom.

### **3. Lead Teacher Programme**

#### **Objectives**

The programme is conducted by Monastic Education Development Group (MEDG) under the leadership of Moe Myint Khaing. MEDG, a non-profit organisation based in Mandalay, aims at providing technical and development support for monastic schools across Myanmar. The objective of this programme includes:

1. Taking an active and leading role in the development of National level quality systems and the promotion of basic minimum standards for all Monastic Schools in Myanmar;
2. Networking with Government, local and International NGOs and donors to coordinate and mobilize support for the development of Monastic Schools;
3. Supporting the development of professional standards and training in order to promote teacher's capacity to provide creative and child centered education;
4. Leading the development of sustainable and systematic reform of Monastic Schools;
5. Prioritizing the role of schools in promoting access to quality education and responsible citizenship.

#### **Stakeholders and Beneficiaries**

600 monastic schools around the country, School Principal, School teachers and students from Monastic Education

#### **Relationship with HEIs (Higher Education Institutions)**

1. The case (social innovation) is Lead Teacher Program for Monastic Education Schools. Teachers from HEI can share their experience and they are specialists in their respective field. So, this social innovation is relationship with the HEI. Teachers from HEI can do training for the teachers from Monastic Education Schools. Students from HEI can participate in the project as volunteers.
2. This collaboration for the Monastic Education Schools and HEI can get mutual benefits.
  - Teachers from Monastic Education Schools can get new way for teaching methods and they can get more competent skill in their specialization.
  - HEI can link and implement basic education with higher education in Myanmar.

- Students from HEI can get leadership skills, collaboration spirit, willing to promote in basic education from training and participating as a volunteers with Monastic Education Schools.

#### **Products, results**

The project contributes the following.

- promoting teacher's capacity from Monastic Education Schools more effectively and efficiently
- acquire basic education for orphans and children of ethnic minority groups from remote areas
- supplementing the government elementary schools by providing underprivileged children all the basic educational needs.

#### **Impact and results**

If the HEI is able to support by monitoring and evaluating Monastic Education Schools; the programme will be able to improve its activities which will ensure they operate more effectively and efficiently than before for children in poverty, orphans, displaced children and children in remote areas.

### **4. Pact Global Microfinance Fund, Myanmar**

#### **Objectives**

The initiative aims at Increasing family income and achieving better living conditions through sustainable credit service with a reasonable interest rate and terms fulfilling capital requirement of the economically poor households. It also gives priority to making lives better by providing effective stewardship which leads to trust and change. Pact Microfinance Fund seeks the following three values:

1. The provision of local solutions
2. Partnerships with people and organisations which help to deepen their impact and to promote empowerment
3. Emphasis on results to transform livelihood and to make people's lives visibly better

#### **Stakeholders and beneficiaries**

Stakeholders and beneficiaries of this project are from low income situations in the region, local community and local authority.

#### **Relationship with HEIs (Higher Education Institutions)**

1. Pact has been helping people to improve their lives and use locally developed and owned social solution. In partnership with USAID, UNDP, Chevron, Coca-Cola, Ooredoo, Shell, local organisations and community groups. Pact's integrated approach to development puts the needs of communities first. It combines community education with grassroots governance through Village Development Committees (VDCs) and Higher Education Institution (HEI)
2. Mutual benefits of this collaboration the project and the HEI are encouraging, learning and education, improving health and well-being, providing microfinance services at a place where local people can meet and raising the knowledge of Co-operative University's students, Thanlyin
3. Support and encouragement of new ideas, social innovation and research students (such as social enterprise management major's students), local consultants training in small organisation management and development practice in educational courses aimed at students and the wider public

#### **Products, results**

##### **Background of the project**

- UNDP/UNOPS Micro-Finance project has started since 1997 in Myanmar. At first, UNOPS has subcontracted project implementation to three INGOs such as Grameen Trust for Delta Zone, PACT for Dry Zone and GRET for Shan Zone.
- In March 2006, PACT was selected as the single subcontractor for UNDP microfinance programming. The Microfinance Project has been looking after the provision of agriculture credit to many low income families in the three Project areas of the Delta, Southern Shan State and the Dry Zone. The majority of loans are meant for live stocks and agriculture which are in many of the Project areas.
- In 2011, Pact formed Pact Global Microfinance Fund to allow it to expand its services to more people in need of credit.
- At the present, it has become the dominant microfinance provider in Myanmar.

#### **Loan Products, Terms and Fee Policies**

Prior to the involvement of development agencies in micro enterprise support, the poor had to rely on the pre-existing financial service to try and meet their financial needs. These potential sources include informal sources such as Rotating Savings and Credit Associations (ROSCAs), moneylenders and

middlemen, and formal sources such as banks and cooperatives. All of these sources, however, suffer serious limitations in their ability to provide viable financial alternatives for the poor.

#### **Impacts and results**

In Yangon Region, there are 6 townships and 8 units within the year 2016; PGMF is managing about 562 villages as of end December 2016. The Project has also contributed to the enhancing their quality of life in terms of a better livelihood, a higher income, and an acquisition of certain skills learnt from the Project. The local people have learnt to form village credit associations and further learn to work and live with team-spirit. In other words, coordination and communication between the villagers have greatly increased. This in turn, also contributed to social and economic growth in the villages. In addition, the HEI would take place in poverty alleviation with microfinance project of the country. Whereas, the result shows the students and teachers from Co-operative University, Thanlyin are participating in microfinance projects for future development of the country.

### **5. New Village Movement (Saemaul Undong) Project in Tha Nat pin Village, Thanlyin Township, Yangon Region, Myanmar**

#### **Objectives**

1. To become a pleasant and modernized village such as: clean and healthy village, crime free village;
2. Sustainable development of mental and physical wellbeing in the population of the village;
3. To nurture the young generations to be educated persons;
4. To conduct training for local leaders, women and young generations;
5. To set up a successful Saemaul Undong village bank for the villagers;
6. To become a self-reliant village which can administer their own fund.

#### **Stakeholders and beneficiaries**

Stakeholder is Korea Saemaul Undong Organization (Korea Government) and beneficiaries of this project are the villagers in Tha Nat Pin Village.

#### **Relationship with HEIs (Higher Education Institutions)**

1. The word 'Saemaul Undong' comes from Korea. The term 'Saemaul' was coined by a combination of 'Sae', which means "Progressive renewal based on past experiences" and 'Maul', which refers to "regional and social communities". Thus, Saemaul Undong represents a continuous effort towards community renewal and modernization for a better future.

SMU projects have been starting since Tha Nat Pin village in 2012. From August to October in 2012, implementing the first year of the model village projects went successfully. Saemaul Undong consists of three main projects in thematic areas of the living environment, income generation and mental wellbeing projects.

All of these SMU activities in this village are implemented under the guiding of Ministry of Agriculture, Livestock and Irrigation and the Ministry re-assigned it to Co-operative University, Thanlyin as a main project coordinator for the village. The Ministry and the Korean Government gave the guidelines to Co-operative University, Thanlyin to implement the SMU model village projects which have run successfully from 2012 to until presently.

Rural development is an issue on the front-line of national activities, and the Government has encouraged any organization of any type, NGOs, INGOs and International Agencies that has a mission for rural development, which covers very comprehensive sector areas.

Income generating or extra income creation activities to increase of villagers' income are very comprehensive and very much people-centered. It is a kind of development program based on bottom-up approach to be carried out with a huge pool of fund.

In Myanmar, the Government has prioritised 8 development tasks to poverty alleviation. The development of co-operatives is one of these core tasks. Therefore, the Department of Co-operative has laid down two objectives and five main tasks to implement this. One project is the implementation of the microfinance project in order to get the needed capital for rural people to develop the agricultural, livestock and small-scale industries sectors in their community. This project is similar to the Korea Saemaul Undong Microfinance project. Co-operative University, Thanlyin also contributes the microfinance subject in its curriculum in order to share

the knowledge and principles of microfinance to the students who work in private and public sector.

Co-operative University has made it a priority to educate students to work as collaborators in social business in order to support community development. So, Co-operative University, Thanlyin serves not only academic duties but also community development from the role of Higher Education Institution. As well as Co-operative University, Thanlyin is undertaking the training and education program (mental wellbeing project) for the village.

2. Saemaul Undong develops and transforms community as well as a nation through villagers' own efforts and co-operation. Successful implementation of Saemaul projects in rural areas is based on adequate support from the government, voluntary participation and devoted saemaul leaders. Tha Nat Pin village enjoys so many benefits in their community both mentally and physically because Saemaul Undong is grounded on the awareness that Saemaul Undong is the driving force behind the rapid economic growth and eradication of extreme poverty in the short time for the villagers.

By serving as the co-ordinator, Co-operative University, Thanlyin can practically participate in community development and social innovation programs. Because of this project, they have set up the Youth Development Programme with the volunteer students who actively participated in this project and other social activities. Likewise, Tha Nat Pin village can implement their projects easily and rely on and manage their own finances with the encouragement and support of Co-operative University, Thanlyin.

#### **Products, results**

The different activities in Tha Nat Pin Village, such as microfinance, breeding hens and cows, the SMU market, supplying agricultural inputs, growing rice and other crops are able to be better implemented as income generating projects. Environmental projects such as building a village road, fitting zinc roofs on housing and digging the tube-wells have been implemented. The Social Wellbeing Project has resulted in training and education that have been carried out for the Saemaul leader and villagers under the guidance of Co-operative University, Thanlyin.

#### **Impacts and results**

Saemaul Undong is an important movement for the development of the rural community. Saemaul Undong is a national campaign that positively branded the government's major program of rural modernization and development and mobilized other villages.

The villagers can see the improvement of their living environment themselves. Their health and wellbeing are also improved. All villagers actively participate in SMU projects and increase their productivity. The increased collaboration with each other improves the feeling of community and the feeling of cohesiveness.

Because of the SMU projects the income and living standard of the villagers has been improved and will continue to do so. It has dramatically changed not only their economic and social situation but also the environment of the village. There has been greater solidarity among villagers and social cohesiveness. The value of this improvement for the villagers is greater than money.

### **6. Vocational Training School for Adult with Physical Disabilities**

#### **Objectives**

1. To provide relevant training for persons with physical disabilities who need these skills for work and daily life.
2. To train persons with disabilities so that they can acquire work and an independent income at the end of the training.
3. To provide resilience and skills for the person with a disability so that they may be more independent.

#### **Stakeholders and beneficiaries**

Stakeholders of this project are adults with physical disabilities, teaching and staff, managers, governors, community, government, Ministry of social welfare, Relief and Resettlement, department of Social Welfare. Beneficiaries are adults with physical disabilities and their families.

### Relationship with HEIs (Higher Education Institutions)

1. Both vocational training and higher education are within tertiary education system. Thus, they link with each other. Thus, HEI can participate in the functions and activities of vocational training so that they can form partnerships between them. HEI can also provide necessary equipment and techniques for vocational training.
2. The collaboration for the vocational training school and Cooperative University (CU or HEI) can get mutual benefits. There are many categories of vocational training in this school. They are (a) Radio, Electronic (b) Tailoring (c) Silk Screen Printing, (d) Photography (e) Hair Dressing (f) Computer training. CU can give support in these vocational trainings. In addition, there is not enough teachers in this school - so teachers and students in CU can participate in this training as the trainers. Certificates are provided to the trainees when they have successfully completed the course. After the completion of training, the trainees can set up their own business. Teachers and students in CU can gain practical experiences around building social capital, solving social problems, improving longevity, and social welfare. This collaboration can create and sustain better community, better environment and better world.
3. In 1958, the Physically Disabled Persons Welfare and Employment Organization was formed for veterans and civilians. In 1965, the Central Social Welfare Training School was set up by the Ministry of Social Welfare Relief and Resettlement. The present Vocational Training School for Adults with Physical Disabilities was established as a separate institution in 1978.

### Products, results

The main results are job opportunities for adult with physical disabilities.

### Impacts and results

If CU (or the HEI) has any participation in monitoring or evaluating the results, this SI initiative would lead to promotion of social economy of the person with physical disabilities, alleviating discrimination based on the grounds of disability, and enhancing the quality of life for disabled persons and their families. In addition, persons with physical disabilities will get better job opportunities. Persons with physical disabilities can fully participate in the working world as an employed person.

## 7. Mother Earth Mountain Experience

### Objectives

1. To help local people generate money, avoid deforestation, stop clearing land in the national parks for crops;
2. To give efficiency to Chin state and Chin people's livelihood, conserving the watershed areas of the river, the scenic beauty of the natural ecosystem;
3. To encourage tourism that preserves rare birds, species of Myanmar orchids, and attract tourists to Chin area, showcasing Chin culture, and the Chin ethnic group.

### Stakeholders and beneficiaries

82% of Chin Villagers at Sor Long Village, Chin state (due to community based tourism) and 18% Forever Top Travel & Tours.

### Relationship with HEIs (Higher Education Institutions)

This programme is partly funded by UKAID/DEFID and ActionAid. Teachers from higher education institutions take part in training and education regarding tourism management to develop the project.

The students also study tourism management through intensive program in this project area. This project benefit the development of social, environmental and economic needs of local communities that are met through the offering of a tourism product.

### Products, results

Mother Earth Mountain Experience (MEME) project is the product of travel industry and an effective package of eco-tourism. This project was implemented as "Sor Long Community Lodge" at sor long village near Khor Nu Sone Mountain (Mt. Victoria), Chin State.

### Impact and Results

MEME project have 5 main criteria such as Innovation, Benefits to people with low income, Viability, Sustainability and Do no Harm, Environmental impact.

The lodge was launched at a Grand Opening ceremony on 03-Jan-2017. This project is now operating and has had around 20 guests.

Now they are promoting on the market and advertising widely to the world's tourism industry.

Further on, there is a plan to develop this area and Chin people with training because the Chin state has high levels of poverty, most Chin people are have low education, high unemployment, high poverty yet a beautiful nature and culture.

## 8. Personal Advancement and Career Enhancement for Women in Villages

### Objectives

MCDC aims to provide various programs for youth, women and children to build-up their capacity at a low cost.

### Stakeholders and beneficiaries

This project is mainly for women from villages near Maubin Township. Especially women who cannot proceed their formal education and who are widows.

### Relationship with HEIs (Higher Education Institutions)

1. Currently, the project is run by nine graduates from universities, the project manager is graduate from Co-operative University, Thanlyin. Thus, the partnership is already between the university and the project since the manager is the university's alumni.
2. TCU graduates can take part in social innovation case study and the MCDC can expand their work scope to include more villages. In addition, TCU can provide marketing course to women who produce the product but has some marketing problems. Over time the project will lead to greater community development especially in rural areas.

### Products, results

The main products of the project are bags and flower decorations made with cloth. The village women now can sew various bags from small to large for both men and women. The activities of the project can be seen in the MCDC Facebook page. The main benefits for village women are: income generation, self-confidence, skills growth, enjoyment and wellbeing.

### Impacts and results

The initiative has led to greater community development than before, particularly the income of village women has increased and income equality between men and women is improving. In addition, TCU has plans to grow the project across the country for greater poverty alleviation. If graduates from other universities take part in the community development project of their respective regions, many communities will improve across Myanmar.

## 9. MWEA's Micro Finance Loan Project

### Objectives

1. To increase the income and living standard of people living in rural areas
2. To contribute partially to economic development of Myanmar
3. To upgrade business skills and productivity of women from rural areas
4. To contribute to Myanmar's poverty alleviation plan
5. To support rural development

### Stakeholders and beneficiaries

Stakeholders include women entrepreneurs, Women Organisation Network (WON), ASEAN Women Entrepreneurs Network (AWEN), Department of Social Welfare, USAID and Gender Equality Network (GEN). Beneficiaries include women in mostly rural community, businesswomen, schoolgirls, farmers and gardeners and livestock farmers.

### Relationship with HEIs (Higher Education Institutions)

1. Teachers from National Management Collage (NMC) and Yangon University of Economics individually come and provide training at trainings for development of members and non-member women;
2. Teachers can share the experiences of women entrepreneurs and issues of businesses owned by them. Trainees can get entrepreneurship education, and knowledge on how to develop business plan and basic functions of doing business;
3. The support from some universities and colleges is needed to provide vocational trainings and business-education trainings for women workers working at entry level and middle level of the firms, and training also for grassroots organisations.

**Products, results**

1. Loan for Farming;
2. Loan for Gardening and Cultivating;
3. Loan for Manufacturing and Trading;
4. Special Loan (e.g., loan to buy tools, equipment, and machinery needed for farming) (Loans are given with the system of repaying with 3% interest rate. From this 3%, 1% is given back for community development in respective villages).

**Impacts and results**

- Project was started in 2005 at a model village (Kayin Sate Village, Thanlyin Township, Yangon Division)
- At the start, only on type of loan (loan for gardening and cultivating) with loan amount 30 Lakhs Myanmar Kyat
- In 2016, project covers 6 villages of Yangon Division and Ayawaddy Division
- In 2016, loan amount is 3273 Lakhs Myanmar Kyat
- For rural development, the 29,874,000 (over 298 Lakhs) Myanmar Kyat are provided. (This amount is gained from 1% of 3% interest given by clients)
- Rural development fund is provided for electricity, water supply, education, health care, and social needs
- The awareness and interest of other villages has been increasing, and these villages also apply for loans

**10. UNIQUE QUALITY Micro-finance****Objectives**

1. To help in fighting poverty alleviation in Myanmar

**Stakeholders and beneficiaries**

Stakeholders include Farmers and the General Administration Department. Beneficiaries include people living in rural area, people living at outskirts of city and farmers living in rural area.

**Relationship with HEIs (Higher Education Institutions)**

1. To provide seminars for giving business knowledge and agricultural knowledge to people and farmers living in rural area. Would collaborate with Universities of Economics and University of Agriculture
2. Potential Benefits: farmers can get knowledge of business, thus they can manage their money effectively

**Products, results**

1. Micro loan with variety of loan types
2. Welfare activities

**Impacts and results**

- The project covers 6 townships in Yangon division with 11,000 clients
- 98% of clients are women
- Clients have opportunities to grow their businesses from micro to small, and then to medium enterprises
- Clients' income has increased due to significantly low interest rate for loan
- Clients are more familiar with saving habit

**11. Inle Heritage Foundation****Objectives**

1. To preserve & promote local tangible and intangible culture, art, cuisine and biodiversity;
2. To provide training to the youth of the country in the field of hospitality industry aiming to provide the skill and the knowledge of sustainable, responsible and to become a good citizen.

**Stakeholders and beneficiaries**

Stakeholders include tourism workers, CSOs & CBOs and social enterprises. Beneficiaries include young locals of high school level (drop-outs or graduates), and domestic and international visitors.

**Relationship with HEIs (Higher Education Institutions)**

1. Collaboration with Yangon University of Economics on the provision of skills and training activities

**Products, results**

1. Hospitality vocational level graduates
2. Tourism products such as cuisines at the Restaurants and Rooms
3. Souvenirs produced from social enterprises (We sell their products)

**Impacts and results****1. Students graduated from Inle Heritage Hospitality Vocational Training Centre**

|                  |    |
|------------------|----|
| 2013-2014 Intake | 42 |
| 2014-2015 Intake | 30 |
| 2015-2016 Intake | 39 |

**2. Students attending at IHHVTC for (2016 - 2017) academic year**

|           |    |
|-----------|----|
| 2016-2017 | 48 |
|-----------|----|

**3. Employee working with Inle Heritage Foundation now**

Employees (March, 2017) 74

**4. Number of Visitor to Inle Heritage Foundation (2014 - 2016)**

**2014-2015** Lunch Guests: 15681, Dinner Guests: 1387, Cat Show Room Guests: 15060, Cat Show Room Guide: 2903, Aquarium Guests: 3211, Aquarium Guide: 624

**2015-2016** Lunch Guests: 12319, Lunch Groups: 3294, Dinner Guests: 1338, Dinner Groups: 482, Cat Show Room Guests: 13027, Cat Show Room Guides: 2346, Aquarium Guests: 3633, Aquarium Guides: 553

**5. 25 Artisans and Women Empowerment Groups working with (Inle Heritage Foundation) IHF's Fair Trade Souvenir Shop****6. List of Art Exhibitions we hosted at Inle Heritage Foundation**

2011: 1 time, 2012: 2 times, 2013: 2 times, 2014: 3 times, 2015: 3 times, 2016: 3 times

**7. Water Results are collected and sent to Laboratory to do monthly records to monitor the water status of Inle Lake from 2012 (commencement of foundation)****8. 30 Kinds of Foods and Vegetables grow in Good Agriculture Practice (GAP) Farm, which produce fresh foods and vegetables for Inle Grandmother recipes's restaurant.****12. Third Story Project****Objectives**

1. To supply entertaining and educational children's literature to those with the least access
2. To create educational materials that address the important issues of peace and diversity
3. To provide an opportunity for sharing cultures across religious and ethnic divides to create better understanding of our communities
4. To foster a new generation of Myanmar authors and illustrators.
5. To create jobs for people who are interested in community development and storytelling

**Stakeholders and beneficiaries**

Stakeholders include international NGOs like Save The Children and Plan International Myanmar, as well as CSRs, local communities, volunteer groups and libraries. Beneficiaries are readers under 10 years old but adolescents and adults equally enjoy our books, and Many educators, volunteers and IDP camp leaders use our books in their communities to engage children.

**Relationship with HEIs (Higher Education Institutions)**

1. Working with Primary and Middle Schools

**Products, results**

1. Creating and producing children's storybooks addressing important issues (peace, diversity, tolerance, girl empowerment, environment, different abilities, and child rights)
2. Distributing free of charge to children around Myanmar including children with the least access (rural areas and IDP camps)
3. Filling boxes of libraries with story books and teacher's guide book
4. Providing storytelling awareness training, writing training and performing training
5. Selling storybooks at bookshops for children who can buy
6. The books are written by Myanmar authors and illustrated by Myanmar artists
7. They have been translated into eleven different Myanmar languages as well as into beginner English books. (Kachin, Mon, Rakhine, Mindat, Hakhar, Zomi, Sakaw Karen, Pwo Karen, Pa-O, Shan, Burmese, English, also with No-Word

- Produced a teacher guide book which helps teachers understand how they can use story books in the classroom

#### Impacts and results

- In three years, donated over 162,000 story books to children.
- Books are provided at 250 boxes of libraries
- Currently producing four new storybooks written by children from the child rights trainings provided in Kachin, Shan, Rakhine and Chin. This was one of major achievements in 2016.
- Provided eight child rights awareness and story writing trainings for adolescents where teaching how to write stories based on child rights. From that, collected 240 stories about child rights written by the participants.
- Four stories were selected to be transformed into new storybooks.
- In the two and a half years of operation, provided 43 trainings for adults who are from Yangon, Rakhine, Kayin, Mon, Chin, Kachin, Shan, Magway and Mandalay, Most participants are teachers from different backgrounds, including IDP camps.
- Provide storytelling tools for them to use in their community outreach because stories can help to discuss difficult topics in a fun setting.
- Some of the outcomes are really beautiful. For example, some of the participants in Taunggyi shared that when they have an event or forum, they start with a performance in order to connect with the audience.
- Also giving teachers and volunteers the confidence to write and perform their own original stories, giving voices to people who felt voiceless in the past.

### 13. Social Vision Services Association

#### Objectives

- To elevate income of poor households by assisting them in promoting livelihood based enterprise
- To increase outreach to 25000 households within 3 years, through microcredit delivery and livelihood enterprise training

#### Stakeholders and beneficiaries

Stakeholders include FRD (Finance Regulatory Department), local authorities, LIFT (Livelihood and Food Security Trust Fund) and PGMF (Pact Global Micro Finance). Beneficiaries are mostly women in the communities.

#### Relationship with HEIs (Higher Education Institutions)

- Business training for communities female population, some of them are low education level.

#### Products, results

- Micro loan for Agriculture (crop, paddy),
- Non-farming loan,
- Micro business loan.
- Beneficiaries' welfare program for clients

#### Impacts and results

- No. of active client – 5392
- No. of active borrower – 5025
- Loan outstanding amount – Ks 730 million
- Average loan disburse – 150,000

### 14. Community Based Tourism

#### Objectives

- To empower women and to apply alternative approach to livelihood improvement

#### Stakeholders and beneficiaries

Stakeholders include the Ministry of Hotel and Tourism, Actionaid Myanmar, General Administration Department (Magway Division), monasteries and Journey Adventure Travel. Beneficiaries include women, youth and children living in 4 villages of Myaing Township, Pakkoku District, Magway Division.

#### Relationship with HEIs (Higher Education Institutions)

- Individual relationship with Yangon University of Economics for having study tours of MBA Programmes of this University
- Through this collaboration, community people can gain hospitality and tourism skills
- Colleges can upgrade their reputation, and their students can share the experience and knowledge of people who are involving in CBTs

**Products, results**

1. Handicrafts and destination management for Community Based Tourism
2. Bicycling service for visitors
3. Local guide providing service
4. Dancing at nights for visitors
5. Breakfasts, Lunches and dinners
6. Accommodation service

**Impacts and results**

- Project was started in January 2017  
January, 2017 > Package Tour Group: 7 and Visitors: 76  
February, 2017 > Package Tour Group: 8 and Visitors: 107  
Estimate for the whole year 2017 > Package Tour Group: 64 and Visitors: 1064  
(based on records of Journey Adventure Travel Agency)
- Most of the guests are from UK, Australia, USA, Canada, New Zealand and Switzerland
- The fees are \$10 for accommodation, \$3 for breakfast, \$5 for lunch, \$5 for dinner, \$10 for community development fund (education, social welfare and health care), \$4 for hiring bicycle, \$3 for local guide, and \$10 for dance service at dinner time (totaled \$50 per person)  
Out of \$50, \$36 will go for development of villages  
Each and every visitor has to plant a tree (cost is \$5)  
Up to present, the project has covered 4 villages

**15. Sunflowers Group Social Enterprise****Objectives**

1. To protect and promote the traditional and cultural values of national races in Myanmar
2. To create the employment opportunities
3. To develop the family businesses (micro businesses), especially in rural area
4. To penetrate into global market with made-in-Myanmar handicraft products
5. To promote the art of Myanmar weaving

**Stakeholders and beneficiaries**

Stakeholders and beneficiaries include students and teachers at weaving vocational schools, local hand-loom weavers, professional weavers, costume

designers, textile artists, accessory designers and handicraft shops.

**Relationship with HEIs (Higher Education Institutions)**

1. Buying products produced by teachers and students of Weaving Vocational Schools to sell at local and international shops. Doing joint research with Weaving Vocational Schools for organic dye production. Giving jobs to students who have completed the courses of Weaving Vocational Schools
2. Schools can upgrade their image of giving job opportunities to students. Schools can sell the products, which come out from teaching the students practically, with market price. Schools can get more awareness from potential students. Sunflowers Group can achieve its objectives
3. Sunflowers Group would like to collaborate with higher education institutions like Universities of Economics, University of Technology and University of Computer Science to provide the trainings on computerized design, Basic English, basic principles of marketing, business ethics and small business management. Workshops and seminars on responsible business and social innovation related topics would also be jointly arranged.

**Products, results**

1. Longyies, Myanmar Ckeiks, shawl, and bags made with cotton, lotus fiber, and silk textiles (Both ready-made and custom-made)
2. Art exhibitions
3. Paintings
4. Organic Dye

**Impacts and results**

- Since 2007, the products made with own created organic dye have been selling
- Starting from 2013, every year, about 20 certificate holders (immediately after completion the course) of Weaving Vocational Schools are appointed at Sunflowers Group
- Starting from 2011, every year, the Art of Textile and Craft Exhibitions have been held
- In 2017, Products produced by Sunflowers and products bought from schools are sold at 14 shops (7 shops in Myanmar, 3 shops in Japan, and 1 shop in U.S.A)



# **4.3 CASE STUDIES CAMBODIA**

**The Role of  
Higher Education  
Institution in the  
Social Innovation  
Landscape:  
Case Studies from  
Cambodia**

## Overview

SEASIN has been established in two universities in Cambodia: National University of Management (NUM) and Royal University of Phnom Penh. Both universities are set in the heart of Cambodia's capital city, Phnom Penh. In late 2017, the first SISUs in Cambodia were officially launched at both universities to identify best practices in social innovation in Cambodia. The purpose of SEASIN is to promote the social innovation awareness and development by the Higher Education Institutions (HEIs) and to expand the international cooperation within the region. It also seeks to provide special shared incubation space for social innovators and develop tools and resources to build an ecosystem where social innovations can emerge and thrive.

The strength of SEASIN in Cambodia lies in the fact that the SISUs in both universities have a number of stakeholders both from within Cambodia and abroad including the Center for Social Enterprise and Innovation (CSENI), and NUM Social Innovation Lab (iLab).

### SISUs in Cambodia

#### NUM SISU

The SISU at National University of Management or NUM Social Innovation Lab (iLab) is part of the EU funded South-East Asian Social Innovation Network (SEASIN) with additional support provided by SMART Axiata. It serves as both a space for seminars and provide interactive workshops on topics related to social innovation and entrepreneurship, acting as an incubator to help developing and launching new social ventures. While the primary target will be university students in Cambodia, the NUM Social Innovation Lab is also opened to the wider social enterprise community. A maker space will also be available within the Social Innovation Lab so that students and outside community members can work to develop physical prototypes via the use of 3D printers. The NUM Social Innovation Lab will also serve as the main training venue for the National Business Model Competition which is an annual entrepreneurship competition open to all university students in Cambodia and focusing on startup ideas related to the following 5 sectors: Technology, Medical/Health Care, Education, Agriculture and General Business.

NUM SISU acts as an NGO to connect government, NGOs and corporate sectors together by focusing on cities where most of socio-economic problems in Cambodia converge. It is strongly believed that leaders with cross-boundary experience make cities work better; and cities that work better will be better off at dealing with their own problems and the world's. The establishment of Social Innovation Lab at NUM is a result of extensive work funded by the Erasmus+ Programme of the European Union, the United States Agency for International Development (USAID) and Asia Foundation. USAID plays an integral role in helping civil society organizations (CSOs), technology companies and social enterprises to design and use information and communication technology (ICT) solutions that address Cambodia's. Asia Foundation or TEK4Good is a nonprofit international development organization committed to improving lives across a dynamic and developing Asia. We address the critical issues affecting Asia in the 21st century by: strengthening governance, expanding economic opportunity, increasing environmental resilience, empowering women, and promoting international cooperation.

SISU NUM has partnered with Engineer Without Borders Cambodia – an NGO established by a group of Cambodian engineers and technicians to be a member-based community organisation that creates social value through engineering during the last 14 years. So far, SISU NUM has hosted and organized many workshops and seminars with external institutions, companies, and social enterprises. We participated in events like STEM Fair 2019 and Major and Career Fair 2019 in order to promote NUM iLab and NUM International College. Moreover, NUM iLab has organized and supported Business Model Competition Cambodia and Mekong Challenge by helping train the teams as well as providing a space for them to work on their social business idea.

SISU NUM will continue to design more interactive workshops and trainings related to social innovation, leadership and social enterprise. Besides, intern students will be joining SISU NUM for a specific project so that they can get a better understanding on what social innovation is and gain more practical skills. Book club will also be reintroduced and will be focusing on topics related to social entrepreneurship and social innovation.

One of the most noteworthy projects that NUM iLab has supported is Demine Robotic – a social start-up that has been created with the purpose to

diffuse landmines in Cambodia. Demine Robotics makes some changes to the products model and invent the new prototype of their robot called “Jevit” with the aim to create a landmine free world where everyone has the freedom to walk. Even though Demine Robotics received a lot of support from the government and gain popularity from media and audiences, the main challenges of their project is the financial situation as they are currently looking for more funding to push the project further. Therefore, it is also currently running a “Kickstarter” project to raise more financial resource.

NUM iLab has been supporting Demine Robotics by providing office space, internet access and equipment for them to work on their startup and prototype development process. In addition, Demine Robotics team has been involving a lot with us through workshop, training and seminars that are related to their field.

#### **SISU RUPP**

SISU at RUPP is powered by the Center for Social Enterprise and Innovation (CSENI). It is a hub for research, education and training, incubation and dialogue on social enterprise, cooperative, social innovation, corporate social responsibility and broader social economy organizations in Cambodia and the region. RUPP’s SISU was initiated to help social entrepreneurs, other social change markers (including government, non-government and private sector actors) to contribute to a sustainable and inclusive economy in Cambodia. It is managed and hosted by the Faculty of Development Studies, Royal University of Phnom Penh. SISU RUPP’s mission is to cooperate with other stakeholders to build the capacity of social enterprises and co-create social innovation.

## **SISU Cambodia Projects and Campaigns**

Both SISUs at NUM and RUPP have initiated many long-term projects and campaigns. There are 17 social innovation or enterprises projects so far. There are 15 social innovation projects. Two campaigns are handpicked to be further monitored throughout the SEASIN project: **Color Silk Enterprise Cambodia** and **Tree Alliance**. The list of the current projects in Cambodia are as follows:

### **1. Color Silk Enterprise Cambodia**

Vanntha Ngorn was born into a weaver family herself and was passionate in reviving the ancient silk weaving tradition in Cambodia while empowering women especially in isolated areas through economic development. She applied her idea in the competition at University of Singapore (NUS) in 2008. Vanntha won the grant and Color Silk Enterprise started in the year later. The Enterprise offers silk weave training to women in remote communities and provides fashionable and tailored wearables made with ancient techniques to the customers from around the world. Color Silk today works with 500 women and is moving forward to scale the business. The enterprise still seeks effective ways to increase weavers’ capacity in producing silks, to reduce productivity timeframe, and to penetrate into Asian Market. Vanntha and her enterprise saw HEIs as a supply of design students – local and foreign, to improve production and partners in overcoming these challenges.

#### **Relationship with HEIs (Higher Education Institutions)**

This idea was developed and presented for the National Business Plan Competition which was organized by the National University of Management, Phnom Penh, Cambodia in 2008. NUM helped to mentor Color Silk Enterprise and their founder is a frequent guest speaker in our university entrepreneurship programme.

#### **Activities and results**

They produce a wide range of silk scarves, dresses and fashion accessories. Please visit their website for more details. Color Silk Enterprise Cambodia has also won numerous social awards including a grant from Starbucks Share Planet Grant, Cambodian Social Enterprise of the Year Award 2015, etc. NUM has helped to monitor and assess the impact of this social enterprise in Cambodia. We have also helped to prepare and publish their case for teaching purposes.

## 2. TREE Alliance

A returning traveler Sébastien Marot from France saw children slept in the streets of Cambodia. He had cooked them rice but after some time he realized that the giving won't help them survive on the streets. In 1994, he started Friends-International with endowed money from himself and his friends and family to provide shelter, healthcare and education for the children. Later in 2001, Tree Alliance, the social franchising restaurants are founded. To achieve their objective "Saving lives, building culture", Tree Alliance work as intermediary between children on the streets with their family, future employer and the customers. They equip street children with the skills they need for employment in hospitality industry and individual social support necessary to ensure that students can graduate successfully and to not go back in the streets again. While customers at Tree restaurants get quality local foods and good services. Each year Tree Alliance work with 15,000 lost/working children in Cambodia and 50,000 more in eight countries in Southeast Asia, North Africa, and Latin America and the Caribbean. Today, this social franchising restaurant is scaling and hope to work with Royal University of Phnom Penh to share social model to wider group of audience like students, to learn from students and SEASIN partners, to network and connect to potential partners, and lastly to test, share, and get innovative ideas for social impact.

The main beneficiaries of TREE Alliance are marginalized youth, their parents, families and impoverished communities. By working extensively with both NGOs and INGOs like local government, the Ministry for Social Welfare, Ministry for Vocational Training, local hospitality industry platers, general public and other social enterprise, TREE Alliance could help many organisations to set up their own restaurants as a training ground for marginalized youth.

### Relationship with HEIs (Higher Education Institutions)

TREE Alliance has widely collaborated with local university, RUPP, on case study sharing in the context of conferences, workshops and student classes. It has also benefited from sharing its approach and communicate about its work, as well as indirectly growing its businesses and being involved in new concepts from the academic world; RUPP benefits from access to lively case studies, testing environment and interaction for students e.g. in site visits or research cases.

### Activities and results

Several conferences of social entrepreneurship conducted. Besides, TREE team/Friends-International developed a class on social entrepreneurship with RUPP, held with students every year. The SI has impact related indicators like 'number of beneficiaries places in employment' however this is not a direct impact of the collaboration with the HEI.

## 3. BMC Startup Accelerator

The BMC Startup Accelerator Cambodia is organized by CIESF (Cambodia International Education Support Foundation) in cooperation with the National University of Management (NUM) with Waseda University Japan serves as the main knowledge partner. The BMC Startup Accelerator Cambodia is affiliated with both the Mekong Business Challenge and the International Business Model Competition in the U.S.

The objective of the program is to help university students in Cambodia, graduated within the last 5 years and Cambodian students currently studying abroad, to launch new businesses and social ventures with a three-month training program, mentoring process and access to finance. The beneficiaries of the program are those University students in Cambodia, graduated within the last 5 years and Cambodian students currently studying abroad who win Business Model Competition Cambodia.

### Relationship with HEIs (Higher Education Institutions)

The program is organized by CIESF (Cambodia International Education Support Foundation) in cooperation with the National University of Management (NUM). Waseda University Japan serves as the main knowledge partner.

#### 4. Social Enterprise Cambodia

SEC is a mapping exercise for social enterprises in Cambodia. Through online platform we provide visibility about the work and impact of social enterprises operating in the country.

##### Relationship with HEIs (Higher Education Institutions)

SEC has collaborated with RUPP on organising the National SE Conference of Cambodia and is regularly working with NUS on receiving students for continuous research. SEC has been able to draw on the contact and the expertise of the university to widen its reach.

##### Activities and results

SEC is in the process of developing a matrix for impact measurement. Online platform to map social enterprises in Cambodia can be found at <http://social-enterprisecambodia.org>.

#### 5. My Dream Home

My Dream Home is a social enterprise addressing chronic shelter shortage in Cambodia through the production of affordable, eco-friendly and easy-to-construct interlocking brick homes. My Dream Home develops interlocking bricks similar to the concept behind the famous Lego bricks. They are made from local materials that are abundant in Cambodia. When put together to form a building, interlocking bricks which use less cement are less labour intensive, less time-consuming and, most importantly, they are 20-40% cheaper than traditional bricks. Products have been designed with client/beneficiary in mind. All costs have been reduced to a minimum to allow families living in poverty to have affordable home. Everyone should be entitled to have a decent home to live and to look after their family.

##### Relationship with HEIs (Higher Education Institutions)

MDH collaborates with ITC in Cambodia, National University of Singapore and has regular collaborations with universities in and outside Cambodia. MDH has improved product and developed resistant tests thanks to these collaborations.

##### Activities and results

Interlocking bricks that are 8 times stronger than traditional bricks, allow for up to 40% saving and are environmentally friendly, allowing for the construction of good quality affordable housing. The enterprise is currently developing a M&E and Impact measurement system.

#### 6. Impact Hub Phnom Penh

With more than 100 locations across 5 continents, in more than 50 countries, Impact Hub is an international network that supports local startup communities that are in need to fuel and mobilize amplified innovation. Impact Hub Phnom Penh was established in 2016 to support building ecosystems to drive collaboration and entrepreneurial innovation around the Global Sustainable Development Goals (SDGs) through locally rooted Impact Hubs, as well as partners and allied networks. In the rapidly changing world, it is important for people to take collaborative action for positive impact.

Impact Hub Phnom Penh consists of three distinct elements. First, it is a vibrant community of passionate and entrepreneurial people who share an underlying intention to bring about positive change and act as peers to cross-fertilize and develop their ventures. Second, it is a source of inspiration that provides meaningful content through thought-provoking events, innovation labs, learning spaces, programs and facilitated conversations that support positive impact. Third, an Impact Hub is a physical space that offers a flexible and highly functional infrastructure to work, meet, learn and connect. Impact Hub Phnom Penh is also a co-working space, a business incubator, a social enterprise builder and above all, a community of like-minded people who believe they can make the world a better place.

##### Relationship with HEIs (Higher Education Institutions)

Impact Hub Phnom Penh promotes collaboration at all levels – universities, NGOs, social enterprises, investors and passionate individuals to create an inspiring community of change makers. IHPP collaborates regularly with both local universities and international ones. In particular IHPP has organised various workshops to bring the concept of social entrepreneurship into universities. IHPP has been able to leverage on the network and expertise of universities, while it has contributed to bringing practitioners into university.

### Activities and results

Between 2016-2018, Impact Hub Phnom Penh hosted 20 social innovation programmes. Here is a few examples:

- LAB is a 6-week business model validation programme to turn ideas into viable ventures. The unique platform has given aspiring entrepreneurs the knowledge and resources they need to get their social venture off the ground.
- ChangeMakers is a programme to build awareness around the benefits of social entrepreneurship and positive leadership. It aims to instill confidence in youth from universities around Phnom Penh so that they can be the change they wish to see in Cambodia's future.
- Epic is a 1-year programme which supports aspiring entrepreneurs and startups to launch and grow their businesses. Supported by USAID and Development Innovations, this unique programme is the first in Cambodia to invest \$20,000 in prototyping budgets, consulting, workspace and stipends in 5 outstanding startups.

## 7. Futures Phnom Penh

Futures is a new initiative and approach for Cambodia, powered by Friends International, a leading social enterprise specialized in developing a better life for marginalized youth and communities across Southeast Asia. The programme has been implemented by partner NGOs Mith Samlanh and M'Lop Tapang with the tagline – “Together creating employment and entrepreneurs”.

Futures is about getting young people who lack opportunities access to dignified and gainful employment, so they can grow into productive citizens of their countries, whilst also nurturing successful entrepreneurship by welcoming those young people and their caretakers into the ‘Futures’ centers, friendly and welcoming environments where we connect them with real opportunities from reputable and supportive employers and support and encourage them fully through the process. We actively encourage entrepreneurship also, bringing those with ideas into contact with clients and supporting them to grow their businesses.

It's an innovative and high impact project where working together builds real futures for these youth, for their families, their communities, and ultimately for society as a whole, so they can benefit from employment or are better prepared to run their own business or to work within an existing company.

### Relationship with HEIs (Higher Education Institutions)

Collaboration with local university RUPP on case study sharing in the context of conferences, workshops and student classes. Futures benefits by having its approach shared and by receiving expert recommendations on improving its model, while HEI has access to real case studies.

### Activities and results

As Cambodia's capital, Phnom Penh is the country's center of economic activity and a magnet for migration from rural areas. Unprepared migration of poor rural families seeking higher living standards often results in poverty and marginalization. Currently, one quarter of the city's population of 1.7 million people live in slum communities. Children in these communities are highly vulnerable to falling into life on the street and becoming victim to abuse and exploitation.

Mith Samlanh (“Close Friends” in Khmer) works in Phnom Penh to respond to the harsh living conditions of street living and working children. Today, it works in seven zones of the city, providing holistic social support to over 18,000 children, youth and families per year so they can claim their rights to health, safety, family care and education.

Mith Samlanh runs a full child protection and social reintegration program that includes outreach on the streets and in marginalized communities, drop-in centers for street children, Transitional Homes for children separated from family, non-formal education and vocational training. It is the program's goal that every child access education and every youth have the skills to obtain stable employment. The program also supports at-risk groups, such as drug users and sex workers, to access rehabilitation and prevent sickness. In recent years, Mith Samlanh has increased its focus on youth employment, and provides specialized support through its Futures Offices.

The Si has both qualitative and quantitative indicators, such as “youth and caretakers placed in employment”. HEI has not participated in monitoring or evaluating the results. Replication of Futures model in 3 Cambodian cities and soon in Thailand and Indonesia. Training on employment readiness, which has been provided to partner organizations.

## 8. EDEMY

EDEMY is an ed-tech company working to equalize access to quality learning for everyone. EDEMY's philosophy believes that everyone can learn anything if they put an effort into it and are given enough time and support. We approach problems in education by tapping into the latest education and problem-solving methodologies such as Competency-Based Learning, Blended Learning, and Human-Centered Design & Research. EDEMY works with 11 social enterprises, schools, companies and NGOs to deliver online learnings. Their learning products and service include the Learning Management System (LMS), online learning tutorials for English, STEM, and Soft-skills, and Tesdopi. Tesdopi is particularly worth mentioning – it is the first mobile learning app in Cambodia that enables high school students to track their learning proficiency in math and science subjects. 5000+ users are using the app every day. The goal is to help prevent the students from falling behind in their learning and to grow an appreciation for learning especially for STEM subjects. Recently, Tesdopi App has won 3 awards back-to-back including “The Best Social Innovation of the Year 2019” Award of the Ministry of Post and Communication (MPTC), “Start-upper of the Year 2019” and “Top Female Entrepreneur” Award of Total Cambodia.

### Relationship with HEIs (Higher Education Institutions)

EDEMY has been perfecting its technology through the collaboration with ITC university in Cambodia as well as other institutions outside of the country.

### Activities and results

Edemy has taught more than 200 students working in some of the most resource-constrained areas where there are not even teachers available. They have also achieved more than 97% retention rate and more than 90% satisfaction rate. English curriculum (grade 1) and further material are currently being developed.

## 9. Smile Restaurant – BSDA

Smile restaurant is a training facility run by a Cambodian NGO, BSDA. The aim of the project is to teach orphans and vulnerable children a trade, thus giving them a chance on the job market while also providing them with a safe place to live and a community of peers. Currently, the students are trained in cooking, table serving, English and basic restaurant management for two years and will subsequently be assisted in finding jobs to support themselves. Another goal of the project is to inform visitors about the hardships our target group endure in present day Cambodia and enable them to contribute if they wish.

The restaurant was established in August of 2009 and has since come a long way. The restaurant is now completely self-reliant, able to provide food and housing to the trainees and will even help finance a new orphanage and vocational training centre for the participants of the Mekong Kampuchea Kid's project. With its great view of the Mekong River, free wireless, relaxed atmosphere and delicious food, the restaurant has quickly become a popular hang-out spot for locals, expats and tourists alike. Stakeholders include Local government, ministry for social welfare, ministry for vocational training, local hospitality industry players.

### Relationship with HEIs (Higher Education Institutions)

Collaboration with local university RUPP on case study sharing in the context of conferences, workshops and student classes. Smile and BSDA benefits from sharing its approach and communicate about its work, as well as indirectly growing its businesses and being involved in new concepts from the academic world; RUPP benefits from access to lively case studies, testing environment and interaction for students e.g. in site visits or research cases.

### Activities and results

Smile restaurant was established since 2006 but with SEASIN support, the restaurant is able to conduct several conferences of social entrepreneurship.

## 10. ChildSafe Alliance (CSA)

The ChildSafe Alliance's objective is to significantly improve the quality and impact of services to marginalized children and youth and related groups through an effective global and internationally recognized Alliance of NGOs and Government services in 12 countries in Asia, Africa and South America.

Further objectives include sharing experiences, good practices and lessons learned; build joint projects (pooled applications, joint researches and advocacy); coordinating services on the field; influencing policies at local, national and regional levels with public authorities and in coordination with International Organizations and Donor Agencies; and implementing specific projects such as the 3PC programme.

In Cambodia, ChildSafe has implemented group social programmes and social enterprises working with children, youth and families in a network across countries and facilitate the exchange of knowledge and the project-based sharing of best practice has been extensively working with a number of NGOs and INGOs, e.g. Buddhism for Social Development Action (BSDA), Children Futures International, Legal Aid of Cambodia, International Bridging Justice, Social Services of Cambodia, First Step Cambodia, Mith Samlanh, M'Lop Tapang and so on.

### Relationship with HEIs (Higher Education Institutions)

Collaboration of CSA with local university RUPP on case study sharing in the context of conferences, workshops and student classes. CSA benefits from sharing its approach and the opportunity to communicate about its work, as well as being involved in new concepts from the academic world; RUPP benefits from access to lively case studies, testing environment and interaction for students e.g. in site visits or research cases.

### Activities and results

Several conferences of social entrepreneurship conducted; CSA/Friends-International developed a class on social entrepreneurship with RUPP, held with students every year. The SI has impact related indicators like 'number of beneficiaries places in employment' however this is not a direct impact of the collaboration with the HEI.

## 11. Sustainable Green Fuel Enterprise (SGFE)

The aim of enterprise is alleviating poverty and reducing deforestation in Cambodia, as well as improving waste management in urban areas, by developing a local economic activity: manufacturing charcoal using organic waste. The stakeholders and beneficiaries are the staffs of the enterprise, raw material suppliers, shops/retailers selling SGFE's products, regular restaurants/businesses, and end consumers.

### Activities and results

The enterprise produces two types of charcoal, Diamond Charbriquette and Premium Charbriquette, which comply with EU NF 1860-2, the international standard for charcoal briquettes. The enterprise aims to have impacts on two sectors:

#### – Environmental impact

- 1kg of SGFE charbriquettes can replace 1.1kg of traditional wood charcoal, which results in saving up to 6.6kg of wood from forests.
- Green House Gases emissions are reduced at each and every step of the process.

#### – Social impact

- SGFE offers socially fair and secure jobs to the poor people living in the area of Steung Meanchey, one of the poorest districts of Phnom Penh.

## 12. 1001 Fontaines/Teuk Saat 1001

The objectives of 1001 Fontaines are to install 143 new water treatment kiosks in order to reach 250 kiosks by 2020, in at least 15 provinces of Cambodia, with 1 million beneficiaries; to increase 99% of awareness through social marketing, distribution channel, and academy training at national and commune level by 2020; and to ensure 99% sustainable activities at national and commune level in Cambodia through Grant-Fund, Organization, and Programme Sustainability. The enterprise also depends on donors or partners from Governments, Embassies, Local and International NGO Agencies, and Private Entrepreneur Sectors. The beneficiaries are the enterprise's employees and the consumers who are from rural communities.

**Activities and results**

The enterprise purify water and delivery to consumers' houses in 20 liter bottle by selling in 1,200 riel for 20 liters. The enterprise has impact on:

- Most vulnerable lives of rural community people.
- Most vulnerable lives of infant (0-5years old).
- Quality of basic education of children (6-12 years old).
- Rural economic enhancement.
- Environmental enhancement.

**13. Digital Divide Data (DDD)**

DDD's work targets at impoverished and underprivileged youth. It enables talent from underserved populations to access professional opportunities and earn lasting higher income, including youth from low-income families in developing countries, as well as military spouses and veterans in the USA.

**Activities and results**

DDD provides social impacts in:

- Transforming Lives: DDD's social enterprise enables young women and men from very poor families to gain work experience plus access to higher education
- Social Impact Pioneers: DDD pioneered the model of offering employment in the business process outsourcing (BPO) industry to people from disadvantaged families

**14. International Development Enterprise (iDE)  
– Hydrologic**

Hydrologic creates value for its customers—and for Cambodia as a whole—through improved public health, environmental benefits, stimulation of rural economic activity, and a commitment to ethical business practice. Beneficiaries are the base of the Pyramid customers in rural Cambodia. The stakeholders are microfinance, the distribution channels: NGOs, Retailers, and Direct sellers.

**Activities and results**

The enterprise produces ceramic water filters under brand name: Super Tunsai (super rabbit). The aiming impacts are:

- Environment — Reducing Deforestation & Carbon Emissions
- Rural Employment & Economic Activity
- Lower the risk of waterborne disease—which is highest in children under the age of five—and reduce or eliminate time-consuming and hazardous tasks often undertaken by women and girls

**15. Phare Circus Pelpak (PPS)**

PPS objectives and goals are to improves the lives of children, young adults, and their families with art schools, educational programmes, and social support. They work with children and teenagers from primary to high school levels. It is strongly believed that art is a powerful tool for human development and social change. Phare Ponleu Selpak is dedicated to providing a nurturing and creative environment where young people can access quality arts training, education, and social support.

**Activities and results**

PPS provides education from kindergarten and primary to high school, child development center, library, and tutoring. PPS also created the Child Protection Program. Additionally, PPS provides training on Visual and Applied Arts (Fine art, Animation, Graphic Design) and Performing arts (Circus, Music, Dance, Theater).

**16. Artisans' Association of Cambodia**

AAC's objectives are to strengthen member organizations so that they continue to increase the quality (and, therefore, marketability) of their products and develop greater organizational self-sufficiency; to increase the number of artisans and support staff from vulnerable populations so that more beneficiaries can be assisted by the project; and to increase the local and, especially, international sales of AAC member products so that resources are available to increase worker earning and to provide greater opportunity for others to become artisans and support staff in member organizations with the mission of creating a fair trade association providing commercial and capacity building services to social enterprises that work closely with disadvantaged people. Beneficiaries include landmine survivors, others with disabilities and other vulnerable groups.

**Activities and results**

It produces handicraft products: fashion, bags, gifts, scarves, purses, jewelry, deskware, household items and home decoration stuffs.

**17. PSE (Pour un Sourire d'Enfant)**

The mission of PSE is to help children escape from destitution and lead them to decent, skilled and well remunerated jobs; to provide food, health and protection, as well as education and vocational training. Beneficiaries are children from extremely poor families, children with disabilities, and their families.

**Activities and results**

PSE provides: Education, vocational training, nutrition and healthcare, protection and housing, family support.

# **4.4 CASE STUDIES THAILAND**

**The Role of  
Higher Education  
Institution in the  
Social Innovation  
Landscape:  
Case Studies from  
Thailand**

## Overview

SEASIN has been established in two universities in Thailand: Kasetsart University (KU) and Thammasat University (TU). Both KU and TU have a number of campuses in Bangkok metropolitan and suburban areas, as well as other campuses in many provinces of Thailand. In late 2017, the SISUs were officially launched at KU and TU to identify best practices in social innovation in Thailand. The purpose of SEASIN is to promote the social innovation awareness and development by the Higher Education Institutions (HEIs) and to expand the international cooperation within the region. It also seeks to provide special shared incubation space for social innovators and develop tools and resources to build an ecosystem where social innovations can emerge and thrive.

The strength of SEASIN in Cambodia lies in the fact that the SISUs in both universities have a number of stakeholders both from within Thailand and abroad. However, focus is put on stakeholders within Thailand.

Both SISUs in Thailand have submitted 18 cases of social innovative initiatives. The strength of SEASIN in Thailand is embedded in the strong collaboration between social innovation initiatives and Higher Education Institutions (HEIs): many projects have clear-cut collaborative relationship with local HEIs in terms of research collaboration, HEIs as the knowledge transfer/sharing point, HEIs as incubators; and HEIs as funder, supplier or customer. Two Social Innovation initiatives – **Local Alike** and **Pakdone** – are selected for further monitoring throughout the SEASIN project.

### SISUs in Thailand

#### KU SISU

KU SISU is located at the premise of the Faculty of Social Sciences, Kasetsart University. One of the Faculty's strength is therefore its capacity to provide services of academic and practical excellence in integrated manner. KU SISU's activities and projects are a collaborative works of all divisions within the faculty, in particular the Division of International Affairs, the Division of Research, and the Division of Academic Services.

KU SISU is located as the co-working space with the Centre for International Affairs and International Studies Management. It is at multipurpose area on

the third floor of Faculty of Social Sciences Building Four. This area is easy to access for students, staffs and outsiders. A space next to KU SISU can also be used for special events and exhibitions. During the period of establishing, all activities of KU SISU has been managed by members of KU SISU team. From February 2018, one fulltime staff has been hired to work at the office of KU SISU in order to coordinate with the KU SISU team responsible mainly for policy matters-, its partners, its users, and its stakeholders. Throughout the periods, the Advisory and Evaluation Committees have worked as consultants and evaluators for the team and full-time staff.

The mission of KU SISU is to enhance the capabilities of academic staff, students and the public through knowledge acquired by research, knowledge dissemination and the development of social innovation. KU SISU aims at supporting innovation projects and researches for its academic staff, students and the public through the research centre. Moreover, it emphasizes on collaborating with different groups of people, communities, enterprises and social actors to activate and manage social innovation projects. The end result is to disseminate the know-how of social innovation for better living, especially for those marginalized people. Currently, KU SISU has conducted 15 projects ranging from an initiative to promote art education in remote islands, community development projects to a breastfeeding support group.

#### SISU TU

SISU TU is affiliated with the School of Global Studies (SGS), Thammasat University in Rangsit Campus, Pathum Thani Province. Established in 2014, the School of Global Studies is a new and innovative academic initiative within Thammasat University and a front runner in global health and social innovation within Thailand, Southeast Asia and beyond with a track record of excellent research on determinants of the public's health, student centered teaching, and academic service relevant to community needs.

TU SISU occupies three physical spaces: *Makerspace*, co-working space, and media studio. Currently the *Makerspace* is being used by a faculty member to test produce 3D printer filament. As the safety and security aspect of the *Makerspace* has not yet been finalised, the space is not open to faculty, students, or anyone else lacking in experience and/or training to use heavy duty wood cutting equipment. The co-working space is used by students as a study space

for group work and brain storming sessions. The space is also used to host workshops. The media studio is seeing a lot of traffic from a combination of students, faculty, and staff alike. The space and equipment are being used to produce media content and for projects.

TU SISU has supported 8 social enterprises: namely, Pakdone, Lukmai, Echo, Fresh Coconuts, Hatch, NapLex, TTM and TukTuk. Details of these initiatives can be found further below.

## SISU Thailand Projects and Campaigns

Both SISUs at KU and TU have initiated many long-term projects and campaigns. There are 18 social innovation or enterprises projects so far. Two campaigns are handpicked to be further monitored throughout the SEASIN project: **Local Alike** and **Pakdone**. The list of the current projects in Thailand are as follows:

### 1. Local Alike

Vanntha Ngorn was born into a weaver family herself and was passionate in reviving the ancient silk weaving tradition in Cambodia while empowering women especially in isolated areas through economic development. She applied her idea in the competition at University of Singapore (NUS) in 2008. Vanntha won the grant and Color Silk Enterprise started in the year later. The Enterprise offers silk weave training to women in remote communities and provides fashionable and tailored wearables made with ancient techniques to the customers from around the world. Color Silk today works with 500 women and is moving forward to scale the business. The enterprise still seeks effective ways to increase weavers' capacity in producing silks, to reduce productivity timeframe, and to penetrate into Asian Market. Vanntha and her enterprise saw HEIs as a supply of design students – local and foreign, to improve production and partners in overcoming these challenges.

### Relationship with HEIs (Higher Education Institutions)

This idea was developed and presented for the National Business Plan Competition which was organized by the National University of Management, Phnom Penh, Cambodia in 2008. NUM helped to mentor Color Silk Enterprise and their founder is a frequent guest speaker in our university entrepreneurship programme.

### Activities and results

They produce a wide range of silk scarves, dresses and fashion accessories. Please visit their website for more details. Color Silk Enterprise Cambodia has also won numerous social awards including a grant from Starbucks Share Planet Grant, Cambodian Social Enterprise of the Year Award 2015, etc. NUM has helped to monitor and assess the impact of this social enterprise in Cambodia. We have also helped to prepare and publish their case for teaching purposes.

## 2. Pakdone

Manita Vivatsethachai, the founder of Pakdone, is the initiator of this organic waste management project. It is the result of her passion to build a complete waste management system where waste is turned into valuable resource, transformed through production process, and delivered as a value-added product. Vivatsethachai's motivation is from her passion to build food security and have her own food source. She started to plant and grow her own vegetables, but then found that the soil was lacking in necessary nutrients. In order to solve this problem, she spent time researching, and came up with an idea to effectively improve the quality of the soil. She started to collect food scraps from the markets and restaurants in her immediate neighbourhood, and fermented them to create organic fertilizer. The outcome from taking waste from the markets made her realize that she could help the municipality reduce the waste. Accordingly, she reached out to the municipality and asked for the waste amount record along with their waste management methods. She found out that waste in Thailand was not properly managed, and that the waste management system in Thailand was not relevant. In October 2016, Vivatsethachai received funding from the Thai City Farm Project by Sustainable Agriculture Foundation, Thailand to carry out her organic waste management project. Additionally, the project was later funded by Banpu Public Company Limited to develop the concept of social enterprise in Pakdone's products and services. Pakdone envisions the world practicing a culture of sustainable living through connecting waste back to resource. Its mission is to create an alternative waste management system that is driven by the people for the people through:

1. Raising awareness
2. Providing and developing tools for waste management
3. Increasing the value chain of waste with design

Pakdone hopes to reach 200 customers in 2018, which can imply that more domestic food waste is managed. It aims to raise awareness among people on the topic of waste management and enhance the understanding that waste management is everyone's responsibility.

Pakdone's main stakeholder is the NETWORK for Sustainable Development Association which aims to promote collaboration in sustainable development between non-profit organizations, private sectors, and government or local

government administrators through training, consulting, and coaching for CSR-Sustainable Development Course, workshops, and community conferences with the topic 'livable city from inspiration, vision, and team building.' Its beneficiaries are the urban dwellers (residents) who care about the environment and can appreciate the advantages of waste management. People who understand that they can turn their waste into valuable resources such as bio-fertilizer through the value chain of waste.

### Relationship with HEIs (Higher Education Institutions)

Pakdone is currently working with the Global Lab (GLab), the School of Global Studies, Thammasat University. It has received financial support of THB 300,000 and incubation support, personal coaches and workshops. No staff or students involved yet. However, plans on receiving interns from SGS-TU. Some of the benefits from working with GLab includes the following:

1. Increase knowledge on customer insights,
2. Help develop a better business model,
3. Develop customer information collecting methods, etc.

### Activities and results

Pakdone is current at the scaling stage of development. The number of customers has increased which results in the increasing of managed waste. The challenges that Pakdone is facing include people have this stubborn mindset that food waste is not valuable compared to other types of waste, and they lack waste management knowhow. Moreover, the government does not support the development of proper waste management system among people.

## 3. GLab

GLab partners with social entrepreneurs and key supporting players to build the capacity of social enterprises and co-create social innovation. They also provide workshops suitable for social enterprises and high impact (social purpose) organizations at various stages, ranging from incubation to scaling and growing stage. Private companies, social enterprises, government, public organizations, and NGOs, as well as students and people who are interested in social enterprises all benefit from GLab.

### Relationship with HEIs (Higher Education Institutions)

GLab, in association with the School of Global Studies (SGS), was founded to help social entrepreneurs turn their ideas into reality and sustain their social enterprises. GLab helps GSSE to become one of the Education institutes in the field of Social Entrepreneurs as GLab is a partner with many SEs. In the other hand, GSSE support GLab and work in association with GLab about knowledge and workshop activities.

### Activities and results

GLab was developed afterwards the partnership with GSSE and has since focused on capacity building, research, consulting, co-creation projects and workshops. Currently, there are 15 internship students who work with GLab. More than 100 people participated in SE101 workshop by GLab. More than 200 people join in Design Thinking workshop and 25 SEs join in incubation programmes.

## 4. Koh Glang Kitchen

This action research attempts to find out the model for collaboration between community businesses, small and medium Enterprises, and outside communities in developing agricultural products which are healthy. It also tried to create value-added to the products by telling community stories. The study was conducted according to the needs of the community by talking with local people in the communities, both informal groups (no legal registration) and formal group (legal registration). Special topics of interest involving with improvement of the Community's agricultural products and packaging. In addition, they have been working in collaboration with Small Medium Enterprises. The impact on environment and the society was also surveyed.

## 5. Green Net

Green Net is a Thai social enterprise working to link sustainable farmers and community enterprises with consumers. It focuses on promotion of organic agriculture and development of alternative fair markets. It works to build the participation of both farmers and consumers in this process, developing community enterprises that produce quality organic products that are safe for health and safe for the environment. This includes work to collect and distribute these products through fair trade channels. Green Net works as a market-

ing and distribution center for the diverse products of its farmer members including: rice, coconut milk, herbal teas, soybeans, and eco-textiles.

### Relationship with HEIs (Higher Education Institutions)

Greenet collaborates with two main HEIs: Sukhothai Thammathirat Open University and Maejo. As for Sukhothai Thammathirat Open University, Greenet has cooperated with Centre for Organic Agriculture Development (OAD) in order to give advice on marketing strategies for organic products such as understanding consumer behavior and advertising products. Coordinating with Centre for Organic Seeds at Maejo University, Greenet has provided knowledge for supply high quality seeds for Thai organic agriculture system.

### Activities and results

Green Net's mission is "To serve as a marketing channel for small-scale organic farmers, incorporating fair-trade principles in its marketing activities" by combining organic agriculture and fair-trade as its core policies. The main results of the campaign are organic products which are marketed domestically and internationally. The parallel mission is also to develop organic and fair trade farming network.

## 6. Hivesters

HiveSters is a social enterprise and travel company offering unique and sustainable travel experiences in Thailand. The social enterprise is a hub for Thai travel experiences with social twist. The main goal of Hivesters is to create fun and sustainable tourism which brings positive impacts to local communities in Thailand. The company strives to make a sustainable change in Thailand travel industry through bringing more income to the locals through inclusive travel, preserving disappearing culture and communities and taking care of the environment. Travel agencies that believe in sustainable tourism are the major stakeholders. With the help of Hivesters, the operators will be more known and generate more income to the community they work with. The culture that is likely to be disappear will be conserve and bring back life to the culture. Hivesters also helps create sustainable tourism plan including English version of tourism details and marketing to promote the community and sustainable tourism to the tourists. Tourists, both individual and organisations, play an integral role as beneficiaries. The tourists will have a better understanding of sustainable tourism and therefore change the behavior of travelling.

**Relationship with HEIs (Higher Education Institutions)**

Hivesters has partnered with the School of Global Studies at Thammasat University to launch 'Appear' project. With the help of GLab at Thammasat University

**Activities and results**

One of the more tangible results of Hivesters social enterprise are generating more income to the community; conserving culture and the community's traditional way of life; and creating environmentally friendly tourism. Hivesters works with United Nations Development Programme (UNDP) in a project 'Appeal'. Hivesters has been awarded 'Newcomer Prize' Golden Palm Award 2017 by the largest international travel trade fair ITB Berlin and GEO Saison, a top travel magazine in Germany.

**7. Socialgiver**

Socialgiver offers a 'giving ecosystem' by offering hotels, restaurants and experiences at discount prices to their customers. The social enterprise receives GiveCards from their partnered brands and they offer them to the customers – aka social givers. Because businesses don't always use their full capacity; they can pledge services on Socialgiver to support great causes. Socialgiver receives GiveCards free of charge; and you get prices that beats anywhere else.

All profits are donated to hand-picked social and environmental projects. 70% of the profit is donated to projects that are making a profound difference across Thailand while 30% of the revenue helps sustain and grow the giving ecosystem to ensure that every purchase can lead to even more impact.

**Relationship with HEIs (Higher Education Institutions)**

The relationship between Social Giver and Thammasat University is a customer relationship. Thammasat University facilitate Social Giver and prepare workshop for developing SE and Social Giver has attended. Social Giver is one of the social enterprises who join in GLab and SET networking program which called 'Social Impact Day' which aims to connect SEs with listed companies to expand demand and supply in the market for both SEs and listed companies.

The mutual benefits is that Social Giver is GLab customer and GLab provide knowledge and workshop for Social Giver to improve the business. Thammasat University gained needed funding, financial benefits and more recognition from the society and SE field. The students of Thammasat University get the chance to do an internship with Social Giver and other SEs.

**Activities and results**

Socialgiver is an award-winning social enterprise that fundraises for causes you care about through selling gift cards pledged by some of Thailand's most prominent brands: so that they can their customers you a better lifestyle while helping you change the world one experience at a time. The business sector can create CSR projects which are tangible, efficient in solving social problems and accountable. The customers get products and services with special and reasonable price. Also, the customer could follow the story of social impact they involved. Social Giver has over 70,000 subscribers, 1,000 paying customers, 15 charity projects which impact more than 10,000 lives.

**8. Nookhook Group**

Nookhook Group aims to work with variety network of Thai agriculturists and to be able to expand the network to be nationwide within 2020 and also to help better lives of the agriculturists who work together with Nookhook Group. Their mission is to promote and support Thai agriculturalists to produce organic products and sustainable agriculture for agriculturalists and customers alike for better, healthier and more sustainable living. The social enterprise puts emphasis on small agriculturalists and social enterprises that work on agriculture development, as well as urban customers.

**Relationship with HEIs (Higher Education Institutions)**

Thammasat University and Nookhook Group have a research collaboration which Thammasat University acts as an intermediary to form a group of researchers to work in the project of the SE. Since both HEI and SE are in each other supply chain, Nookhook group gets benefit for their product development and Thammasat earns more partner. Partner with Thammasat University helps them get the suitable researchers and knowledge for their project of developing new product which is also their innovation.

**Activities and results**

Nokhook Group produces processed food items from small agriculturalists. The impact Nokhook Group has been creating is to support the network of agriculturalists and social organization which support organic farming to have specific and sustainable market. More than 2,000 agriculturalists work together with Nokhook Group.

**9. Ma:D Club for Change**

Ma:D is a social enterprise that believes in the power of human being that join together to make changes in the society. The social enterprise creates a space for people to gather together to create cooperation and strong network also, create the programme to develop social entrepreneurs and activities to communicate and further inspire the society. Individuals and groups of people who are interested in creating social impact are the main stakeholders and beneficiaries of this initiative.

**Relationship with HEIs (Higher Education Institutions)**

Thammasat University has been working with Ma:D and using spaces at Ma:D for the purpose of creating social enterprise-related activities for students which enhance the students' learning experience. Thammasat University gets the creative space for activities and Ma:D has Thammasat University as a customer. Also, Ma:D is a place which accepts Thammasat University students to become their internship students.

**Activities and results**

Ma:D provides comfortable co-working space for everyone who aims to make a change in the society, to meet variety of people and exchange their thoughts freely under a comfortable atmosphere. Users can access the working space free of charge but donations are also accepted. Events under the themes of capacity building/community building, and social communication and inspiration are often held at Ma:D to Create community of the people who are interested in social problems and the space for them exchange thoughts and experiences. Besides, Ma:D also aims at creating incubation programme to incubate social enterprises. Ma:D has estimated 4,000 visitors within 2 years of operation, more than 100 social activities and events (only Ma:D is an operator itself) and many projects with social entrepreneurs.

**10. Relationflip: For better version of your organization**

Relationflip creates the potential developing process to develop working skills and personal lives. Therefore, this process is able to improve performance of employees in the organization and their work-life balance. By using the process of RF Analytical Counselling, Relationflip believes that if the employees are happy and efficient, their performance will be better and it helps the organization grows. Among stakeholders and beneficiaries, Relationflip focuses on creating relaxed environment which leads to better performance of the employees and the organization. The customers also receive better service and products.

**Relationship with HEIs (Higher Education Institutions)**

Thammasat University and GLab provide facilities for SE who wish to arrange activities within the university area. GLab also gives personal consulting for the SE. - Relationflip is GLab's customer for GLab workshop super series which the founder of Relationflip has often attended the workshop. Relationflip also provide the positions for internship students from School of Global Studies, Thammasat University. School of Global Studies (TU), GLab (TU), and Relationflip are in each other supply chain. HEIs provide knowledge and strategies for SE to improve and develop their business and social innovation. SE is giving the HEI the case of real social entrepreneurship so HEI could provide knowledge that suitable for future SE.

**Activities and results**

Relationflip uses RF Index, the metric which evaluates the ability and potential of employees in both working and personal life sides in 11 ways. The copyright belongs to Relationflip only. The social enterprise also provides RF Analytical Counselling, the process of giving counselling time with psychologists, as well as RF Action plan to develop the organization further.

**11. Learn Education: Learning solution for all**

Learn Education is an ambitious organization aiming at improving the quality of Thai education. It focuses on educational equality – every student in Thailand is able to access high quality education and achieve sufficient critical skills. Students should be able to incorporate knowledge of mathematics and science into their day-to-day life. The organization thus develops and prepares tools to

help mathematics and science teachers to improve their teaching techniques with state-of-the-art modern methodology which supports interaction between teachers and students.

#### **Relationship with HEIs (Higher Education Institutions)**

GLab, School of Global Studies, Thammasat University, is doing SIA research for Learn Education Thailand which is funded by the Thailand Research Fund (TRF). From this research partnership, Thammasat University benefits from gaining more academic research, financial service, needed funding and more recognition from the society. Meanwhile, Learn Education encounters SIA research and specific knowledge which GLab is equipped of and also the report for SIA which they could use for their annual report.

#### **Activities and results**

Having achieved traction in over 100 schools in Thailand, the goal of Learn Education is to reach 3,000 schools in the next 5 years, and to expand their social enterprise to other parts of Asia. Learn Education has come a long way, from identifying leverage points in Thai education, to developing technology that can increase student engagement, while lowering the drop-out rate.

### **12. Fisherfolk**

Fisherfolk creates new market and more choices for both fishermen and customer, this project aims to support and promote the fishermen to be able to manage their own fishery and life under the sea themselves. Also, this project will help the customer to get fresh and safe seafood. Finally, this project aims to spread the knowledge about marine resources. Main stakeholders and beneficiaries include fishermen who have generated more income with the help of Fisherfolk; customers who get fresher and toxic-free seafood; and better environment from sustainable fishery benefit local communities. Other organizations like Oxfam, Lemon Farm, Rak Talae Thai Association and Fisheries Association are also among beneficiaries of this project.

#### **Relationship with HEIs (Higher Education Institutions)**

GLab arranged SIA research for fisherfolk in associate with Sal Forest in 2016. Fisherfolk join in GLab events and activities and GLab works as a platform for SE knowledge for fisherfolk.

#### **Activities and results**

Fisherfolk mainly sells fresh and toxic-free seafood directly from local fishermen to urban customers. So far, 13 groups of fishermen from 3 provinces have joined this programmed. Many organizations are doing fund raising for Fisherfolk. This includes Oxfam, Rak Talae Thai Association and Fisheries Association

### **13. Trawell: When your travel makes a better city**

Trawell promote and support crowded communities in Bangkok to have better quality of lives such as better knowledge and livelihood by using tourism to enhance development both in individual level and community level. Residents in ancient communities over Bangkok which have potential and valuable cultural capital in their hands, get together and create products and new services in consistency with community tourism trend. This will be a strong point which make a better living and pride for their livelihood. Tourists and residents in the communities can both benefit from Trawell.

#### **Activities and results**

Trawell provides sustainable tourism in old communities in Bangkok. They help the community generate more income by developing the bag from what leftover in the community such as cloth bag from monk yellow robe. They also create new understanding about the image of the ancient communities around Rattanakosin Island so tourists will acknowledge the story of the communities. Four communities have joined Trawell: Nang Loeng, Mahakan, Wang Krom, and Ban Bat.

### **14. Folkrice**

Folkrice supports agriculturists to maintain native food and agricultural genetic and generate more profit for craftsmen and farmers. Society at large would also benefit from food products that come from safe and sustainable agriculture. Farmers and agriculturists can make more profit through our platform which help them reduce cost of transportation goods.

#### **Relationship with HEIs (Higher Education Institutions)**

Folkrice has partnered with GLab in incubating and workshop programme.

**Activities and results**

This initiative creates online market platform for agricultural products. Since the establishment of Folkrice, nearly 2,000 farmers have joined the project. - There are various customers both individual and organizations such as Amanda Hotel, Duangpradeep School, 5 schools in Chaing Mai, 1,000 - 5,000 per month for customers in Bangkok.

**15. Cul•Jour**

Cul•Jour is an immersive adventure for curious entrepreneurs to not only see, but experience living in someone else's shoes. Spark social and cultural empathy towards people and the world we live in, starting from local communities in Thailand. Tourists and cultural tourism operators or entrepreneurs both benefit from this initiative.

**Relationship with HEIs (Higher Education Institutions)**

GSSE - Bachelor of Arts in Global Studies and Social Entrepreneurship, Thammasat University is a 4-year international program that is designed for the unique changemaker. GSSE will equip learners with tools to create lasting and sustainable positive impact for the economy, society, and environment and prepare you for new careers of the 21st century. G-Lab - A Social Innovation lab that was founded to help social entrepreneurs turn their ideas into reality and sustain their social enterprises. Our mission is to support, build capacity and co-create social innovation. GSSE and GLab brought Cul•Jour to the society and also help tracking their performance and scale the enterprise from day one. Cul•Jour was developed afterwards as GSSE and GLab are incubators for this programme.

**Activities and results**

Cul•Jour emphasizes on tourism programmes for curious entrepreneurs who want to experience Thai culture. Foreign tourists got to experience real Thai culture such as Thai Boxing, growing rice and visiting and meditating at the temple.

**16. Blixpop**

Established in 2016, Blixpop designs products for children with disabilities & special needs to enhance early development. Blind children, schools and organizations with CSR projects can all benefit from this programme.

**Relationship with HEIs (Higher Education Institutions)**

Blixpop is an 'SE Newbie' from SE101 incubation workshop. GLab works as an incubator for Blixpop. With the partnership with GLab, Blixpop has got the knowledge and follow platform from GLab to scale their business. Blixpop has a new network and partnership with GLab partner such as SET (Stock Exchange of Thailand).

**Activities and results**

Blixpop creates toolkits, books and educational courses for children with visual disability. The product also concerns on safety issue by choosing a firm and toxic-free material. Such material forms a solid structure that the children can securely walk and play on it. On the other hand, the material has an elasticized quality to avoid extreme injury during performance. With easily set up concept, teachers or assistants can promptly guide blind children through the play.

Blixpop is attentively modeled guided by observation, studies and user testing. Therefore it impacts the core purpose of helping blind children enhance gross motor. Blixpop is an indoor playground design based on blind children's needs. This specific playground aims to help blind children strengthen large muscle tones by allowing them to create, explore and perform variety of physical actions within the play area.

**17. The Guidelight**

The Guidelight aims to help blind people, especially blind students, achieve higher education from dropout by providing toolkits, being a hub of learning materials, matching study and workshops. Like Blixpop, the focus of The Guidelight is towards children with visual disability, while other individuals or organizations like universities and blind communities can benefit from this initiative.

**Relationship with HEIs (Higher Education Institutions)**

As The Guidelight targeted to help blind people achieve higher education, they are directly working and partnering with HEI. The Guidelight needs to do research and propose HEI for an agreement before the implementation. Both gain from the collaboration as the Guidelight goals are blind students with successful career which academic achievements would bring positive recognition to collaborating universities.

**Activities and results**

Toolkits that is used to introduce blind students to the instructors and inform them how to develop an inclusive class. Learning materials for the blind and create community that regular and blind students help each other in studying. Matching study and commute buddies for the blinds. Running workshops that help develop potential and self-esteem in blind students. Now there are more blind students that want to complete their education as they are now studying in supportive environment and have better access to learning materials.

**18. Luk-Mai Project**

Mr. Witsaroot Srisuwanwattana (Aof), the founder of Luk-Mai, and Mr. Akrawat Techamaneesathit (Mawin), the co-founder, initiated their project of Innovative Toys in February, 2018. This was during the third year of their Undergraduate Studies in Engineering at Thammasat University. With the integration between their knowledge on mechanical engineering and interest in innovative toys, they started to create their first two models which were: hand sketching of a wind-up wooden car run by rubber band motor, and movable wooden keychain toys. Both of the models are in the development stage, the founders are anticipating more pragmatic prototypes, and scheduling testing sessions with children. Additionally, the products are going to be mainly created by using recycled wood, which is co-aligned with environmental concerns of resource allocation, this will enhance the value of the project, and can be a model for other types of toys created in the future.

Aof and Mawin are the champions of the project. The project is motivated by their infinite interest in innovation and development concerning toys. Their passion stems from their belief in the prevention of young children (and adolescents) being addicted to technology, and their hope that they are able to create an enjoyable learning process during play time. By developing new functions such as removable parts for cars to run faster and building blocks for both group and individual participation, they want their products to be an alternative tool for children in this new tech-oriented generation where the use of internet is sometimes completely unsupervised leading to potential problems.

Aof and Mawin used their own budget which covered the cost of materials which were necessary to create the prototypes, and transportation fee. However, they

were able to use equipment offered by the Faculty of Engineering, Thammasat University such as desktops with no charge. Its mission is to create innovative toys along with learning space which sustainably support children's development.

**Relationship with HEIs (Higher Education Institutions)**

TU SISU - TU SISU plays an important role in Luk-Mai project acceleration by providing them equipment access, services, and advisory counsel.

**Activities and results****Its objectives are as follows:**

1. To build toys with special and new functions to support children development and keep them away from technology addiction.
2. To raise awareness on the importance of realizing the danger of technology addiction among parents.
3. To enhance the innovative and sustainable way of using resources to their full potential. In this case, recycled wood to create innovative toys.

**Intended Outcomes/Impact**

1. Children who have developed both mentally and physically by learning through innovative toys.
2. Parents who have realized the importance and the danger of technology addiction (which can be caused by unlimited technology use).
3. More resources are used to its full potential which supports a sustainable goal.

**5**

**Social Innovation  
Support Unit  
Chapters**

# 5.1 SISU

UiTM  
Malaysia

**Universiti  
Teknologi Mara**  
Social Innovation  
Support Unit



## The University

Universiti Teknologi MARA (UiTM) is one of the most popular higher education institutions in Malaysia. It was first established in 1956 as RIDA (Rural & Industrial Development Authority) Training Centre with a specific aim of assisting the rural Malays. In 1965, due to the expansion in the programmes offered and linkages with external and international institutions, RIDA Training Centre became MARA College. In response to the crucial need for trained manpower in professional and semi-professional levels, MARA College was renamed as MARA Institute of Technology in 1967. Finally, due to its success and achievements in spurring the nation's economic growth through the internationally recognized academic and research activities, MARA Institute of Technology became University Teknologi MARA (UiTM) in 1999. To date, UiTM has more than 600,000 alumni some of whom are captains in their respective industry and political leaders. UiTM consists of its main campus in Shah Alam, 13 autonomous state campuses, and 21 satellite campuses. With a little over 17,000 academic and non-academic staff, UiTM offers more than 500 academic programmes to 168,000 Bumiputera (indigenous rural people) and international students in both full-time and part-time modes. UiTM academic programmes are all offered in English language. UiTM's motto is "Endeavour, Religious, Dignified".

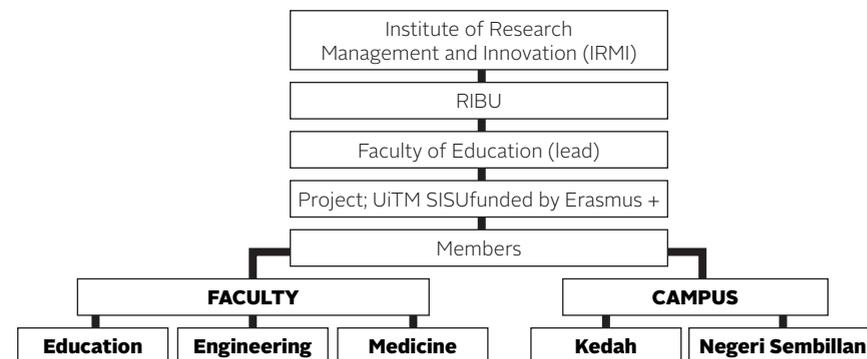
### 1. The SISU UiTM

SISU UiTM is part of Universiti Teknologi MARA (UiTM) and its activities and spaces form the scaffolding that builds awareness of social innovation and its potential across the University and beyond. While generating academic and student social innovation within the University, SISU UiTM also collaborates with members of the local community, stakeholders from the national Government, and internationally with other institutions.

Driven by the need to produce more professional Bumiputera and give back to the community, several departments in UiTM were tasked to steer and champion social innovation projects, including the Office of Industry, Community, Alumni and Entrepreneurial Network (ICAEN), the Research Innovation Business Unit (RIBU), the Malaysian Academy of Small Medium Enterprise Development (MASMED), and the Institute of Student Leadership in the office of Student Affairs. ICAEN and RIBU focus on growing interest and support for social innovation amongst academic staff, while MASMED and the Institute of Student Leadership focus on involving students in creating and delivering socially innovative activities.

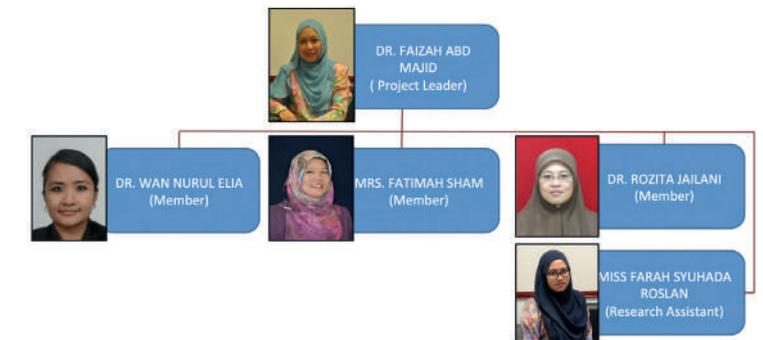
SISU UiTM is located within the University's Institute of Research Management and Innovation (IRMI), led by an Assistant Vice Chancellor. Within IRMI, the Research Innovation Business Unit (RIBU) manages projects related to social innovation, and this department has existing resources and physical spaces which complement SISU UiTM's mission. The organigram in Figure 1 shows SISU UiTM's position within the University's organizational structure.

**Figure 1.**  
SISU UiTM's Organisational Structure



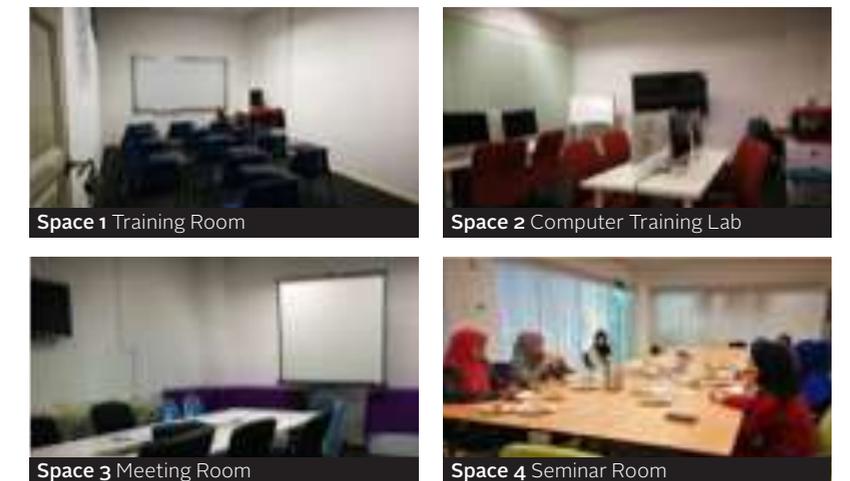
The SISU UiTM project leader is a member of the Faculty of Education, and this Faculty also supports the training and development aspects of SISU UiTM as shown in Figure 1. The full staffing structure of the space and activities is shown in Figure 2.

**Figure 2.**  
SISU UiTM's Management Structure



SISU UiTM has access to four rooms (see Image 1) which include 1) a training room with smartboard and 3D printing facilities; 2) a computer training lab with 3D printer; 3) a meeting room; and 4) a seminar space (see Image 1). It also offers an Ideation Cubicle to its users.

**Image 1.** SISU UiTM's four spaces



SISU UiTM purchased a number of computers, audiovisual equipment and a smartboard to furnish their training rooms. Two 3D printers were also purchased to enable SISU users to learn how to use them and create prototypes.

## 2. Services and activities

SISU UiTM primarily aims to support socially innovative initiatives developed within the university and increase awareness of social innovation amongst academic staff. UiTM staff and academics who were already involved in socially innovative projects prior to SISU UiTM starting up were invited to collaborate with the SISU team on the development of training and ideation sessions. External stakeholders from their projects were also invited to collaborate in sessions such as Impact Studio and 3D-printing.

SISU UiTM promotes and markets academic projects and expertise externally in a variety of ways, including occasional exhibitions (see Image 2) and through social media, including Facebook and WhatsApp groups.

Image 2. SISU UiTM Exhibitions



## 3. Users and Stakeholders

In addition to academic staff and student users, community members also engage with SISU UiTM through various activities. For example, schoolchildren and their teachers attend training sessions in STEM subjects and learn about 3D printing, while local Council members use SISU networking opportunities to enhance their networks. National and international visitors are invited to explore the SISU and its activities, and use the experience as a benchmarking opportunity. SISU UiTM uses every visit as an opportunity to share ideas on social innovation and to describe how the SISU functions as well as showcasing its achievements.

RIBU and ICAEN are key internal stakeholders in SISU UiTM, and they provide grants that fund the promotion of academic projects to external communities and industries. Neither RIBU nor ICAEN promote or market these projects as socially innovative initiatives, however, and hence SISU UiTM has an important role in conveying the importance of these projects as social innovations.

## 4. SISU Projects

SISU UiTM is currently involved in supporting a number of projects, from the technical such as the *Medical Rehabilitation Virtual Reality Platform (MRVR)* project to the practical application of business-related academic expertise as in the *Entrepreneurship Transformation of Marketing the Traditional Cookies* project.

### 4.1. MRVR: Medical Rehabilitation Virtual Reality Platform

SISU UiTM is supporting a project helping patients with brain injuries through providing a rehab facility in collaboration with MotioFixo, a company that provides virtual reality platforms. UiTM provides the clinical expertise in designing a rehab programme to improve users' quality of life, while Motio-Fixo provides the virtual reality platform (see Image 3).

Image 3.

MRVR: Medical Rehabilitation Virtual Reality Platform

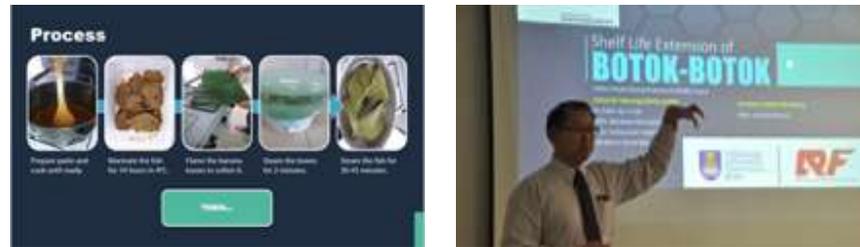


### 4.2. Shelf-life Extension of Botok-Botok

The SISU UiTM supported the 'Botok-Botok with Longer Shelf-life' project in collaboration with Pearljade Creative Marketing, and a small-to-medium-sized food industry that produces botok-botok. Botok-botok is a Johor traditional cuisine made of fish, aromatic leaves and ulam (a type of salad), wrapped in banana leaves and then frozen to store it. However, the product had a short

shelf-life (1 month) as a result of weaknesses in the production. These weaknesses were identified by the expert project team. The flaws included inappropriate raw material preparations; excessive cooking; unsuitable temperature reducing processes; and incompatible storage conditions. By modifying and improving production techniques, the project minimised enzymatic reaction from plants and the microbiological load from cross-contamination. This then increased the botok-botok storage period from 1 to 3 months, increasing the marketability of the product and reducing the costs of food spoilage (see Image 4).

**Image 4.**  
Shelf-life Extension of Botok-botok



**4. 3. Entrepreneurship Transformation of Marketing the Traditional Cookies**

Impoverished members of the rural Kampung Hilir community developed a small income from producing and selling traditional cookies. Using the expertise of a diverse range of academics, this project aimed to improve the packaging, branding and marketing of these traditional cookies to increase sales and hence revenue from the community's efforts. Co-funded by the University Community Transformation Centre (UCTC) under the Malaysian Ministry of Higher Education, this project has successfully achieved its aims, increasing the community's revenue through further training on accountancy, developing new packaging design, and creating branding to enhance the product's appeal across both high-end and low-end markets (see Image 5).

**Image 5.**  
Entrepreneurship Transformation of Marketing the Traditional Cookies



**4.4. Improvement of Bahulu Shelf-life**

Several SME food companies producing diverse products collaborated with SISU UiTM to create the Improvement of Bahulu (traditional cake) Shelf-life project (see Image 6). These companies faced similar issues as the 'Botok-botok' collaborators with the short shelf-life of Bahulu reducing its marketability and increasing food waste. This project presented the companies with advice on production and storage which will enable them to extend their product's shelf-life in future.

**Image 6.** Improvement of Bahulu Shelf-life



**4.5. Acid to Art Workshop with Prof. John Sabraw**

Innovation Month in UiTM included the Acid to Art workshop, part of a post-conference workshop hosted by UiTM Faculty of Education. Acid to Art was an awareness raising workshop focusing on environmental issues. Collaborating with a chemist, Prof. John Sabraw turns acidic elements into paint. Working with 10 facilitators from three different faculties and institutions, 40 students learnt about acidic residue in the river and were given insight into how to curb future pollution. The workshop was featured on TV3, a prominent local TV channel.

**4.6. 3D Printing Workshop**

NextGen Makers shared expertise in the 3D Printing Workshop which gave participants in hands-on learning using Tinkercad, an online software used in customizing and developing 3D designs (see Image 7).

Image 7. 3D Printing Workshop



#### 4.7. UiTM Celcom IoT Bootcamp

UiTM-Celcom IoT Bootcamp was held in collaboration with Celcom, a leading telecommunication company in Malaysia from the 8th to the 10th of February 2019. A total of 60 secondary school students and 12 teachers from 10 underprivileged schools participated, led by 16 academic staff and 20 voluntary student mentors from the UiTM Faculty of Electrical, Civil and Chemical Engineering. The Bootcamp introduced participants to the Internet of Things, and presented design thinking concepts, some innovation projects and gave them opportunities to participate in hands-on activities.

#### 4.8. Young Digital Innovators Bootcamp

The Young Digital Innovators Bootcamp provides hands-on experience of developing interactive projects using Arduino, an open-source electronics platform. These sessions are conducted at UiTM-MTDC Technopreneur Center (MTDI Space and Elab MASMED) and recently involved 60 secondary school students from two schools within the Shah Alam and Subang Jaya vicinity.

#### 4.9. STEM: Math Challenge and Science of Clay

UiTM students develop events to encourage community participation in the SISU. In the STEM: Math Challenge and Science of Clay project, Civil Engineering students led schoolchildren in an exploration activities based on STEM (Science, Technology, Engineering & Math) subjects. More than 100 students from various schools around Klang Valley participated, and learnt to harness their creativity through playing with numbers and clay. The workshops raised awareness of STEM amongst the schoolchildren, and encouraged their enjoyment of creative modelling.

#### 4.10. artSmart Programme Series 4: Making the Invisible Visible

The artSmart Programme is a series of workshops aiming to help secondary school students in their Visual Art Education projects (paper 3) for the national examination-Sijil Pelajaran Malaysia (SPM). The workshop provided the students with direct guidance and support in completing the project.

#### 4.11. MAVERICKS Language Games by EtHOS!

Mavericks is a creative English program that is designed by UiTM Bachelor of Education (TESL) students to train its participants to use the English language in a fun and interesting manner. Using drama techniques and fun games that are embedded in the activities, participants are encouraged to use the target language throughout the program. It is hoped that by the end of the programme, the participants have come to realize that learning English can be fun.

#### 4.12. Believing in Change

This programme was done in collaboration with Bengkel Daya Klang, where it aimed to expose the Bachelor of Education (Hons) Physical and Health Education students to people who are of special needs. The students carried out modified physical activities with the participants, in the hopes that the programme would instill the awareness of a healthy lifestyle among people with special needs.

#### 4.13. Games with IDEAS

Similar to the previous project, the students of Bachelor of Education (Hons) in Physical and Health Education organized a program for autistic children at the IDEAS Autism Center. The program was organized to provide experiences to the students and create intervention through games for social interaction for the autistic children.

#### 4.14. ArtReach Project

Artreach Project is the first collaboration between Faculty of Education and the Section 7 Mosque. The mosque funded the project, where the Art Education students volunteered to paint murals on the mosque walls. This project provided an opportunity for the students to reach out and collaborate with the local community.

#### 4.15. ScienceAttack at PPKKS

SCIENCE ATTACK@PPKKS is a community service program conducted by the Science Education and Education Department at the Faculty of Education, UiTM. The program emphasizes developing an interest in learning Science. Among the activities conducted were simple science experiments, Explorace Science, and Science showcase. The participants were underprivileged children aged between 13 and 17 from Pusat Perkembangan Kemahiran Kebangsaan Serendah (PPKKS), which is an institution managed by Jabatan Kebajikan Masyarakat (JKM).

#### 5. Achievements and Prospects for the Future

SISU UiTM has already accomplished a number of achievements, three of which are highlighted here, specifically the SI @ 1EDU Book project; an international benchmarking visit; and participation in the future-facing UiTM 2019 and Beyond: Earning Stripes at Greater Heights Conference.

The SI @ 1EDU book shares details of social innovation initiatives led by staff and students of the UiTM Faculty of Education. It involved collaborations with industry and communities, and each highlighted initiative demonstrated a) knowledge exchange between the university, community and industry; b) sustainable and replicable initiatives; and c) how the initiative enhanced the quality of life of the project beneficiaries through their acquisition of new skills or knowledge (see Image 8). The book was launched by the Vice Chancellor on the 13th of December, 2018.

Image 8. SI @ 1EDU Book Project



A group of academics from Ohio University visited SISU UiTM and were so impressed with the impacts of the project that they expressed an interest in developing a similar platform at their university (see Image 9).

Image 9.

Benchmarking Visit from Ohio University

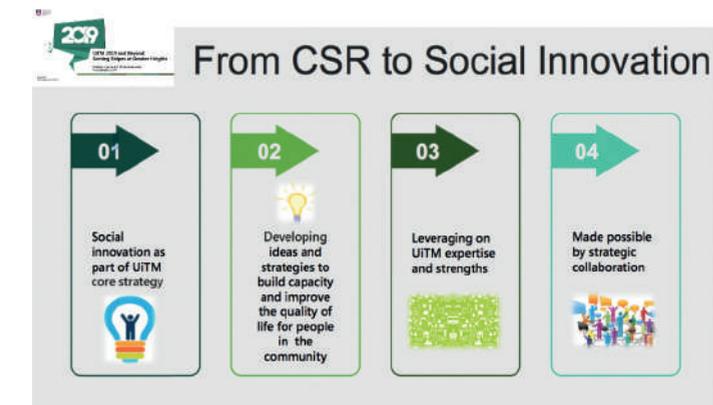


SISU UiTM was also visited by stakeholders from the Malaysian Technology Development Corporation (MTDC) and the Transfer of Technology and R&D Commercialization Division, Ministry of Energy, Science, Technology, Environment and Climate Change (MESTECC). This visit in turn promoted SISU UiTM amongst the government and its internal departments. UiTM is always open to external collaborations, and MTDC has been recognized as one of the university's strategic industry partners. Through MTDC, discussions have taken place to promote SISU UiTM to a wider audience including potential stakeholders such as MESTECC.

Every year, the Deputy Vice Chancellor of Academic Affairs and Internationalization Office hosts an Academic Conference, and in 2019 the Conference theme was "UiTM 2019 and Beyond: Earning Stripes at Greater Heights". At this event, the UiTM Vice Chancellor stated the University would embrace the social innovation agenda in future, marking renewed direction and support for SISU UiTM (see Image 10).

Image 10.

UiTM 2019 and Beyond:  
Earning Stripes at Greater Heights





**5.2 SISU**  
SUNWAY  
Malaysia

**Sunway University**  
Social Innovation  
Support Unit



## The University

Sunway University is a leading not-for-profit private university committed to the pursuit of education through scholarship, research and enterprise, and is one of only eight universities in Malaysia to be awarded the Premier Digital Technology University status by the Malaysian Digital Economy Corporation.

The University is committed to multi-disciplinary research in sustainable development within an urban environment, and promoting health, well-being, and the development of new technologies in addressing some of the world's most pressing problems. It is establishing itself on the global stage. Some of Sunway's researchers are amongst the most highly-cited in the world and are actively engaging in cross-border collaborations. The University is committed to investing in the next generation through research-led teaching and equipping the campus with state-of-the-art teaching and research facilities. Supported by the Jeffrey Cheah Foundation, the University has invested in excess of RM400 million in its infrastructure and continues to expand its research, teaching, learning and innovation spaces.

Sunway University is dedicated to championing sustainability within and around campus in a continuous effort to make the world a better and greener place. By instilling sustainable practices into the various aspects of university experience, the University is nurturing a community of socially and ecologically responsible individuals for today and tomorrow.

In ensuring high sustainability performance in studying, working and living, Sunway University is assuming a pioneering role not only in managing resources but also in supporting the government in realising the United Nation's Sustainable Development Goals (SGDs). The following sections describe activities which demonstrate just some of the University's initiatives in building a sustainable future for all.

### 1. Sunway University's SISU

Sunway SISU is part of Sunway Innovation Labs (iLabs), a unique, not-for-profit collaboration between Sunway University, Sunway Group, and Sunway Ventures (Sunway's Corporate Venture Capital arm). These organizations work closely together to foster entrepreneurship, stimulate market-driven ideas, and generate social innovation. iLabs synchronizes with the wider start-up and social enterprise ecosystem in Malaysia and abroad through collaborations and strategic partnerships. It encourages and assists social innovators or entrepreneurs to scale their impact projects or businesses more rapidly. iLabs follows the "Inspire, Build, Launch" approach to encourage more student involvement in problem solving, sustainable development and entrepreneurship.

The SISU Manager reports directly to the director of Sunway iLabs and Sunway iLabs is supervised by the Provost Office of Sunway University. The Provost Office reports to the University's Vice Chancellor (see Figure 1). The 'Makerspace' has a slightly different structure where students of the university have built a student community to run the *Makerspace*. These students hold the position dubbed as *Maker Wizard* (see Figure 2 and Image 1), and are appointed after being interviewed by the SISU Manager (also known as the Makerspace Coordinator).

Figure 1. iLabs Management Structure

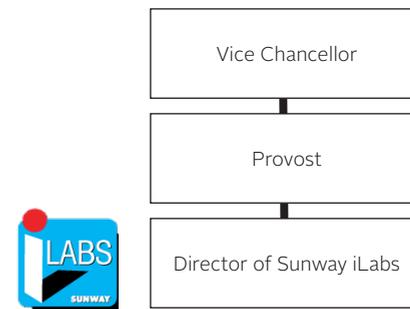


Figure 2. SISU's Organisational Structure

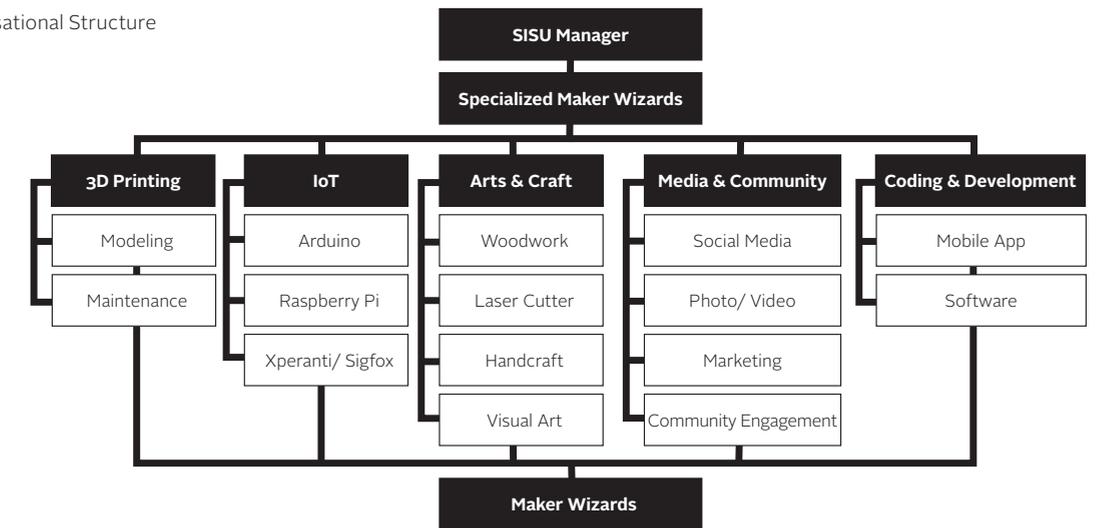


Image 1. The Maker Wizards



The Sunway SISU has two physical spaces. The first space is comprised of a large collaborative space, three medium sized meeting rooms, and one large meeting room for group meetings (see Image 2). The co-working space is designed to help students grow their ventures at any stage of development, and also accommodates startups and corporate strategic partners. The open plan area offers co-working facilities, an events space for training, seminars and workshops, and a 'hangout area' to relax, play games and network.

Image 2. The co-working space



Tables & Benches



Co-working Space



Hangout Area



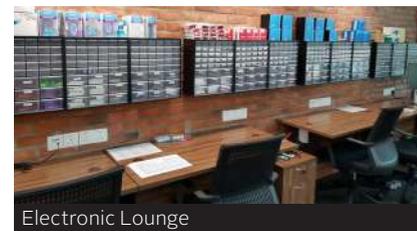
Event Space

The second space also known as *Makerspace* can host comfortably up to 70 people at one time. It has an elevated office for SISU staff, a storage space, two movable long lab tables with stools, floored benches, smaller movable tables and chairs (see Image 3).

Image 3. *Makerspace*



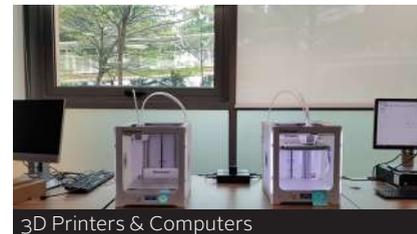
Entrance



Electronic Lounge



Project Display Cabinet



3D Printers & Computers

Image 4. The *Makerspace* configurations



Lab setting



Event setting

The *Makerspace* can be arranged into a lab configuration or an event space (see Image 4). The space is suitable for small meetings, practical 'making' activities, and for group work.

*Makerspace* provides users with a range of equipment and technologies purchased specifically to enhance users' understanding of social innovation, and to support them to generate their own socially innovative prototypes.

## 2. Services and activities

Computers and other hardware, including Raspberry Pi, Arduino, electrical components and 3D printers, are available to Sunway SISU users alongside appropriate software e.g. Fusion 360, giving users exposure to new technology and access to technologies that can enhance their programming and maker skills. Due to the sophistication of the SISU equipment, SISU staff train Unit users extensively prior to their interaction with the *Makerspace* resources.

Image 5.  
The Sunway-Cambridge Partnership  
Workshop



The SISU hosts professional skills development for the users including international research workshops, for example the Sunway-Cambridge Partnership Workshop, a workshop focused on Sustainable Development Goals led by Emeritus Prof. Sir Leszek Borysiewicz, designed to foster strategic research partnership between Sunway University and the University of Cambridge (see Image 5). Sunway SISU also runs startup accelerator programs as well as hosting international hackathons, such as the UN Technology Innovation Labs' Reboot The Earth, a social coding event that gave SISU users the opportunity to use open data and tech concepts to solve any local climate crisis that may be unique to each location and its community needs. (see Image 6).

**Image 6.**  
The UN Technology Innovation Labs' Reboot The Earth



### 3. Users and Stakeholders

Sunway SISU's users are predominantly students living in the local community. The Unit facilitates the growth of student social entrepreneurs and change makers, who then support the wider community through their individual initiatives. The Unit also welcomes a large number of external visitors each year, including members of the public, international speakers and local communities.

Sunway SISU also supports the activities of social enterprises by developing social innovation accelerators; providing event space; supplying volunteers; facilitating mentorship; and providing access to a wide network of investors and etc.

Sunway SISU has strong partnerships with other high profile organizations including Sunway Education Group (SEG), Sunway Group, NEXEA, and Sunway Ventures, enabling the Unit to support users from start-up to scaling up through partners' expertise and investment. The SISU also works closely with social enterprises such as PurpoSE, Impact Hub KL, Epic and Selangor Youth Community. These external collaborations have increased the visibility of Sunway SISU and strengthened its potential positive impact on solving social challenges. In March 2019, a "collective intelligence" movement was unofficially formed between active social entrepreneurs in Klang Valley to help support each other's organization through various initiatives with SISU being part of the network.

## 4. Projects

Sunway SISU provides resources to support a diverse range of potential enterprises and activities, and as a result, socially innovative projects addressing a number of different social challenges have emerged.

### 1. The Human Library

The Human Library, a global movement that exists in over 70 countries, seeks to promote dialogue, reduce prejudice and encourage understanding by bringing together a range of 'human books', all with a unique story to share. The project aims to positively change peoples' attitudes and behaviours towards each other through conversation. The Human Library is run by students from Sunway Social Innovators Club with the help of Sunway SISU and Impact Hub KL (see Image 7).

**Image 7.** The Human Library



Image 8. The Good Tavern



## 2. The Good Tavern

The Good Tavern is an ethical online social enterprise marketplace developed in Sunway SISU. Every product, ranging from food, fashion, to lifestyle goods, is carefully curated to ensure product quality while creating positive impacts on the lives of beneficiaries and the well-being of the planet. Every purchase enhances social, environmental, and economic sustainability (see Image 8).

## 3. Make it Challenge (MIC)

Make it Challenge (MIC) gives students the opportunity to solve real world problems in industry (see Image 9). Different stakeholders from Sunway Business Units provide 'problem statements' related to sustainability, and the students work together in groups to develop a solution. Participants attend a two month schedule of workshops to build their skill sets, including a three-day entrepreneurship boot camp facilitated by experts from the University of California, Berkeley. The program concludes with the top teams pitching their best ideas, which are then judged by the stakeholders who provided the relevant problem statement. The most viable top projects are then supported by the SISU for incubation and mentorship. In 2019, the MIC partnership has expanded to include United Nations Technology Innovation Labs & Lancaster University.

Image 9. The Make It Challenge (MIC)



## 4. Global Goals Lab (GGL)

Global Goals Labs (GGL) supports aspiring young entrepreneurs to actively participate in the global development agenda through implementing local projects. It aims to generate local action on the United Nations' Sustainable Development Goals. GGL is modelled on Scope Group's highly successful impact accelerator and lab methodology that has helped close to 50 ventures and innovations create rapid results within a short time frame. Sunway SISU has custom built a pre-incubator program for young people called Global Goals Labs 4 Youth. It aims to build capacity amongst young people in Sunway University and beyond, supporting them to create solutions to social problems within their communities, and in so doing equipping participants with the skills necessary to become a social entrepreneur (see Image 10).

Image 10. Global Goals Lab



## 5. Say Empower

SAY Empower is an initiative for community-centric projects that are impact-driven. Participants address social problems during their attendance at an intensive 12-week program that takes them through a step-by-step process of identifying, formulating, planning, implementing and evaluating impact-driven projects. Supported by content-partners and affiliates, SAY Empower builds and improves upon sustainable current and new initiatives. Participants are selected from SAY Empower's IdeaLab Competition. Winners of the IdeaLab competition make it through to the SAY Empower Incubator. The program is a partnership with Selangor Youth Community (SAY) under the patronage of the state crown prince, PurpoSE Malaysia and Sunway SISU (see image 11).

Image 11. SAY Empower



Image 12. Tryte



### 6. Tryte

Tryte successfully emerged from the SAY Empower initiative. Tryte aims to change the lives of marginalized youth by providing them with job opportunities through urban farming. They convert underused rooftops and urban spaces into microgreen farms operated by youths without jobs. Tryte works with existing microgreen culturists to develop a system to grow them in urban spaces, and has successfully demonstrated the market for microgreens through a one-day validation partnership with myBurgerLab, a famous local burger chain (see Image 12).

### 7. Satirical Satin Project (SSP)

Satirical Satin Project (SSP) also emerged from the SAY Empower project. It aims to support young people from marginalized groups to achieve economic independence through building their employment and entrepreneurship skills using an upcycling fashion initiative (see Image 13).

Image 13. Satirical Satin Project (SSP)



### 8. Sekolah Belantara (Belantara School)

This project was also incubated through the SAY Empower program. The Belantara School is an Eco-school designed to bring children in urban areas to connect with nature through green programs. Belantara School provides education to children from all economic backgrounds which is economically sustainable through its business model of asking those who can afford to pay to sponsor a child from a poor income family. The program also brings young people from different communities together by sharing knowledge between urban and rural dwelling populations, including the indigenous community (see Image 14).

Image 14.

Sekolah Belantara (Belantara School)



### 9. Life Origins

Another project that stood out from SAY Empower program, Life Origins, is a social enterprise producing black soldier fly larvae as pet feed and livestock feed. They apply a close-loop zero waste breeding process to turn food waste and disposable media into nutritious animal feed. Sunway SISU has provided mentorship and connected students from the SISU community to help Life Origins develop an automated monitoring system to keep their black soldier fly larvae farm in the optimal condition (see Image 15).

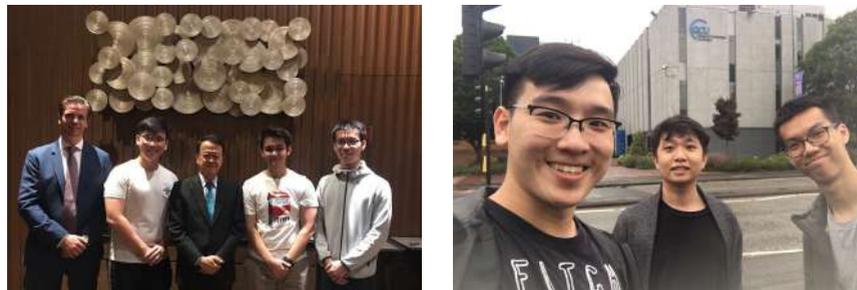
Image 15. Life Origins



### 10. Grow

Grow was incubated at Sunway SISU through the Global Goals Lab, and aims to connect urban farmers with their consumers through an e-commerce platform. Grow took part in the 'Business Idea Challenge' organized by iLabs and managed to win the pitching competition, earning them RM 1000 and an opportunity to pitch to the founder of Sunway Group, Tan Sri Jeffrey Cheah (see Image 16)

Image 16. Grow



### 11. Snuffles

This project came about from SISU's collaboration with Alibaba to be part of Alibaba's Global e-Commerce Talent program. Snuffles is a student run data analytics startup that aims to empower aspiring drop shippers with easily digestible data to select winning products for their e-commerce shops. Snuffles intends to get more unemployed youths to participate in the e-commerce industry by helping them gain a competitive edge through data analytics (see Image 17).

Image 17. Snuffles



### 12. Technalytic

Technalytic is another data-driven project that is supported by Sunway SISU. This project is focused on reinforcing the national sport development program by providing visual analytical tools to identify potential talents. The solution is also used to help coaches to monitor and analyze athletes' performance, especially in team games. (see Image 18).

Image 18. Technalytic



Image 19. Startup Speaker Series



### 13. Startup Speaker Series

The Startup Speaker Series is a structured program that was developed by SISU to be integrated with the university's Entrepreneurship course. The series is also opened up to all students and staff in campus. It aims to inspire more students to understand the entrepreneurship journey and be actively involved in entrepreneurial ventures by providing them the opportunity to interact with various individuals from the startup scene (see Image 19).

### 14. Aged Care Centre

This is a soon to be launched social enterprise venture wholly owned by Sunway University under the purview of the School of Healthcare & Medical Sciences. It aims to provide care for seniors aged 50 and above by applying progressive research findings and engaging in the use of aged cared technology.

### 15. 50+

50+ is a social enterprise that has designed a mobile application to empower adults aged 50 and above to live a more productive and meaningful life. The application will achieve this by providing knowledge and opportunity for them to be more financially independent, have a sense of purpose and a sense of belonging through community engagements.

## 5. Achievements and Prospects for the Future

Sunway SISU's current greatest achievements thus far are the networks and relationships it has developed and nurtured with local social entrepreneurs. Through these relationships, SISU staff and users have interacted with a variety of social change makers and made an impact in supporting the ecosystem for social entrepreneurs. One example of the success in partnership was the City Hack - Hackathon Smarter City for a Smarter You event, organized by the

Image 20.

City Hack - Hackathon Smarter City for a Smarter You



Sunway Tech Club, with the support of Malaysia Digital Economy Corporation, Jeffrey Cheah Foundation, IEEE, Sunway Property, and Sunway Innovation Labs. The Hackathon focused on working together to come up with creative new innovations for a smarter, more sustainable future for cities.

Sunway SISU has also generated a significant increase in students' awareness of social entrepreneurship and social enterprise. Further success is evident in its recent Business Idea Challenge where three out of four finalists pitched business ideas revolving around social impact, namely MyEmpty Plate which focuses on reducing food wastage in restaurants, Virtual Study which aims to provide free education to the underserved community, and Grow, which connects urban farmers with their consumers through an e-commerce platform (see Image 21).

Image 21. Business Idea Challenge



Sunway SISU will continue its mission to support the understanding, emergence and growth of social innovation regionally, nationally and internationally. With the Unit's vast network, it plans to work with social entrepreneurs to curate and develop an extensive support system for all organizations and individuals focused on social impact, regardless of experience. It is imperative that aspiring social innovators do not feel overlooked and they are able to identify and get connected to experienced mentors to help them in their journey. The Unit is also looking into becoming a sustainable development goals hub to further strengthen the ecosystem and gather like-minded businesses, corporations, universities, organizations, and individuals to push towards sustainable solutions.

**5.3 SISU**  
TCU  
Myanmar

**Thanlyin Co-operative  
University**  
Social Innovation  
Support Unit



## Thanlyin Co-operative University

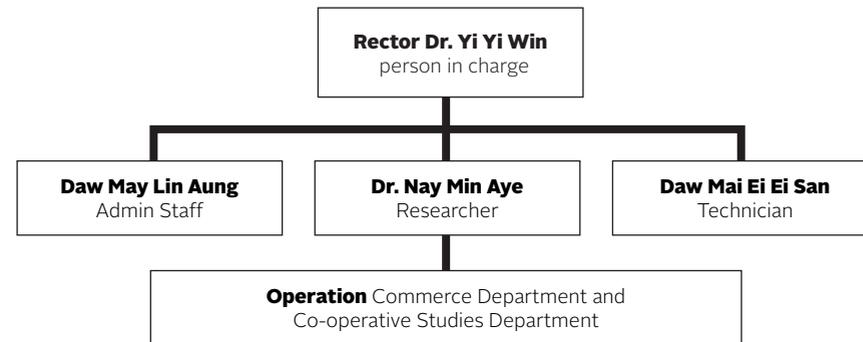
## The University

The University is located in Thanlyin Township, 45 minutes from central Yangon. The University is under the Ministry of Agriculture, Livestock and Irrigation. The University's mission is to innovate and advance knowledge in the pursuit of excellence through teaching, learning, and research, providing intellectual and skilled human resources that can fulfil the needs of socio-economic enhancement of our country. The University has 11 academic departments comprising of 132 faculty members, with an additional 103 support staff across 3 administrative departments. Currently, the University provides Bachelor of Business Science courses in Accounting & Finance, Marketing, Management, Applied Statistics, Regional Development, and Social Enterprise Management. In addition, it offers postgraduate courses and Master degrees in these five specialization fields. The University supports community development through the new village movement and other projects. As of August 2019, the University has produced 7202 bachelor degree holders, 34 postgraduate diploma holders and 68 Master degree holders.

### 1. TCU SISU

TCU developed the SISU as a specific project within the university with a dedicated unit management team. The operational and implementation responsibility for TCU SISU activities are managed by faculty members from the Commerce Department and Co-operative Studies Department. The SISU has a four-member management team, led by the Rector, whose responsibilities are additional to their current academic work (see Figure 2.1.1). The Operational Team is organized with faculty members from Department of Commerce and Department of Co-operative Studies and this team is responsible for collaborating and maintaining contact with relevant stakeholders. They must also manage TCU SISU's space and equipment.

Figure 1. TCU SISU Organisational Structure



TCU SISU has several dedicated spaces for its activities, including a classroom, a meeting space, and a front desk. TCU SISU can also access other university spaces as required. The TCU SISU classroom (see Image 1) is an open space with a capacity of 60 people. The space is used for community meetings and lectures related to social entrepreneurship and innovation. This room is equipped with moveable furniture, projectors and has free Wi-Fi access.

Image 1. TCU SISU Classroom



Image 2. The meeting space



TCU SISU has a meeting space (see Image 2) and a dedicated front desk (see Image 3). The meeting space can host a small group of users and is ideal for small group ideation and discussion. SISU users can use the PC in this room for searching information on the internet. The front desk enables users to access information about TCU SISU, including the Unit's objectives and contact information. A small resource library is hosted within the front desk, and 3D printers are also available there.

**Image 3.** The front desk

TCU SISU also have exclusive use of the Technological Exploration space, a room equipped with 31 sewing machines, computers and other equipment (see Image 4).

TCU SISU also shares a hall (see Image 5) and a lecture theatre (see Image 6) with the University. The Unit can use the space for seminars, talks and other forms of workshop as necessary. These spaces are well-equipped with sound systems, air conditioning, furniture, projectors, and free Wi-Fi access. The hall has a capacity of 300 and the theater can accommodate 200 people.

**Image 4.**  
Technological Exploration sewing machines**Image 5.** The hall

TCU SISU purchased 3D printers (see Image 7) and sewing machines to enable users to make prototypes, as well as a range of technologies to support users, including a colour printer, computers, audiovisual equipment, and pop-up stands.

**Image 6.** The lecture theatre

Image 7. 3D Printer



## 2. Services and activities

TCU SISU aims to be an incubator, nurturing the potential of existing social entrepreneurs, entrepreneurs, and scholars in Myanmar. It also aims to update TCU's Social Innovation Curriculum for its Master degree post-2019, and to develop Social Innovation Curriculum for PhD level.

The Unit's objectives focus on fostering social innovation as an integral part of institutional activities through supporting the development of new social enterprises, encouraging the adoption of innovative business models, and to work with partners to generate socially innovative collaborative projects. The Unit also supports the collection of data on social issues and innovative solutions to societal challenges.

TCU SISU provides seminars, workshops, and training to students, staff, and the local communities located near the university campus. Seminars are often hosted by external speakers, such as Social Enterprise and Social Innovation (see image 8), which involved presentations from TCU SISU social enterprise stakeholders including Dr. Aung Myat Lwin (Oriental Century Travel & Tour); Dr. Swan Saung Oo (Trust Oo Social Enterprise); Mr. Pone Nya (Recycle Myanmar); and Ms Saw Ni Thara (Forever Top Travel & Tour Company).

Image 8.  
Social Enterprise and Social  
Innovation seminar



TCU SISU also promotes social innovation in Myanmar through taking users on external visits, inviting guests to visit the Unit, and disseminating its project successes in a variety of ways, including through social media.

## 3. Users and Stakeholders

The main users of TCU SISU are students, academic staff, and local communities near the University. In addition to the aforementioned vocational training, seminars, and workshops, TCU SISU also shares expertise in social enterprise and raises awareness of social innovation through its operation as a research centre for social innovation. As well as an incubator for the development of social enterprise, the Unit also provides a library for users and acts as a conduit between the university and the wider community.

The stakeholders in the TCU Unit include the British Council and local citizens. In addition, it has a Memorandum of Understanding with a number of other organisations, including Myanmar Young Entrepreneur Association, Recycle Myanmar Social Enterprise, WISE College, LEORA social enterprise, Trust Oo M-health Enterprise, Oriental Century Travel Co., Social Enterprise Development Association Myanmar (SeDAM) and ESC Myanmar (see Image 9).

**Image 9.**  
Signing the Memorandums  
of Understanding



WISE College



Recycle Myanmar



LEORA Company Ltd.



Myamar Young Entrepreneur Association



Oriental Century Travel Co.



Social Enterprise Development Association Myanmar (SeDAM)



Trust Oo M-health Enterprise



Esc Myanmar

#### 4. TCU SISU Projects

A number of ongoing projects focus on training TCU SISU users in skills which can be applied to generating social innovation and assisting vulnerable people to support their own income generation.

##### 1. Social Innovation & Social Entrepreneurship Awareness Project

TCU SISU conducted a series of seminars, workshops and talks to increase the awareness of social innovation and social enterprise amongst students and the community (see Image 10), including:

- i) Social Innovation and Enterprises in cooperation with Oriental Century Travel & Tours, Trust Oo Social Enterprise, Recycle Myanmar, Forever Top Travel & Tour Company
- ii) Myanmar Young Entrepreneurs Association & Developing Social Enterprise Ecosystem in Myanmar in cooperation with BC and MYEA
- iii) Social Enterprise Landscape in Myanmar in cooperation with SeDAM Myanmar
- iv) Seminar on Entrepreneurial Idea for Youth
- v) Six Replications of Impact Connect Workshop
- vi) Business Model for Social Changes – a special talk by a professor from the University of Calcutta, India.

**Image 10.**  
Social Innovation & Social Entrepreneurship  
Awareness Project



## 2. Tour to Social Enterprises Project

In cooperation with Department of Co-operative Studies, TCU SISU organized the Tour to Social Enterprise Project for Social Enterprise Management students (see Image 11). In total, 82 students and 8 teachers from the University participated. The objectives of the study tour were to broaden the students' local cultural awareness; encourage team work through interaction; and to provide students an opportunity to relate their classroom learning to social enterprises' real world situations. During the tour, the following social enterprises were visited: Rain Tree (Demoso, Kayah State, Myanmar); Youth Life Formation Centre (YLFC) (Loikaw, Kayah State, Myanmar); Kayin Ni Women Organization (KNWO), (Loikaw, Kayah State, Myanmar); Community Tours in Kayah State, (Loikaw, Kayah State, Myanmar); and Myin Ma Hteat Natural Cave (Kalaw, Shan State, Myanmar).

Image 11. Tour to Social Enterprise Project



## 3. Nylon Flowers Project

TCU SISU supports ventures to increase the earnings of rural women in villages, who often have no regular income and must spend a considerable amount of their time on household chores. The making of nylon flowers offers entrepreneurial potential to these women, and so, in collaboration with the TCU SISU partner LEORA Co. Ltd., the Nylon Flowers Project was developed. In Myanmar, nylon flowers decorate living rooms, tables and are used at social events like graduations, weddings etc.

The project began with a four-day course to train the trainers, hosted within TCU SISU facilities. The trained teachers then travelled to Bayat village and shared their skills with the rural women. Five villages in Thanlyin Township were selected for this project, including Bayat, Tanatpin, Saylonegyi, Chaungsaut, and Bottapyawkan. In total, 61 women from these 5 villages participated in the nylon flower-making training (see Image 12).

After completing the course, trainees have the skills to develop their own home-based business and empower their neighbours by passing on their newly acquired expertise, cascading their training through peer-mentoring to improve the socioeconomic circumstances of their fellow villagers.

TCU SISU also supports the marketing of the nylon flowers made by the women. The marketing of nylon flowers depends upon the skills and innovation of the flower-maker, with innovative designs being more appealing to the consumer. Hence this training encourages the participants to be innovative and creative in their designs to maximise their market potential.

Image 12. Nylon Flowers Project



## 4. Paper Arts and Crafts

TCU SISU supports Paper Art and Crafts training, which encourages students' income generation and a social business mindset (see Image 13). Under this project, the training ran on two occasions and trained approximately 90 students. This training was done in cooperation with paper craft artist U Thi Há Tun. In Myanmar, paper arts and crafts are very marketable as a gift item. Following the training, the teams of trained students began receiving many orders from customers and so generated their own income.

Image 13. Paper Arts Training



### 5. Design and Sewing Project

TCU SISU offered training on tailor-made design and sewing to 30 women from villages located near the University. Like the Nylon Flower Making Project, the Design and Sewing Project's aim was to support rural women's entrepreneurship and income generation. This was done by training them in the skills necessary to create their own home-based design and sewing business (see Image 14). The women were given access to the sewing facilities in the Technological Exploration room in TCU SISU to enable them to practice their skills. Popular designers from Yangon were also invited to TCU SISU to share their experiences with the participants.

Image 14. Design and Sewing



### 6. Management Project

The Waste Management Project promotes environmental awareness, knowledge and understanding of waste issues amongst young people, encouraging sustainable use and recycling of resources. Project ideas are based upon effective innovations developed by Recycle Myanmar, a social enterprise partner of TCU SISU. Mr. Pon Nya, Founder of Recycle Myanmar, donated a recycling bin to Co-operative University, enabling TCU SISU to create this project using donated plastic waste which is then sorted and sold (see Image 15). Monies raised are donated to the Wai Lu Kyaw Foundation, which provides people in need with social welfare.

Image 15. Waste Management Project



### 7. Project on Innovative Creation of Handmade Accessories

TCU SISU supported this project, the Innovative Creation of Handmade Accessories, to encourage and develop the students' entrepreneurial mindset in cooperation with Handi's House Handmade Item Creation (see Image 16). In total, 5 teachers and 30 students from the University have participated in the project. TCU SISU used creative methods to deliver this training to the students and teachers from the University during three days of basic training. The trained students will go into high schools in the region to cascade their training and develop an entrepreneurial mindset amongst high school students.

Image 16. Hand Made Accessories



### 8. Research Projects on Social Entrepreneurs and Social Enterprise

The TCU SISU Team also support research projects, and organized a bespoke Research Paper Reading session to share research findings from work conducted by TCU SISU users (see Image 17). These users conducted academic research investigating social enterprise and social entrepreneurship. The event aimed to share research knowledge and ideas with SISU users who are interested in social entrepreneurial research. The following articles were submitted to the TCU SISU Research Paper Reading Session and Myanmar University Research Conference (MURC 2019).

- i) Personality Traits and Entrepreneurial Intention among the graduates of universities in South Yangon Region by Dr. Nay Min Aye (submitted to MURC 2019 and awarded the second prize);
- ii) Role of Social Innovation in Higher Education by Daw May Lin Aung (submitted to MURC 2019);
- iii) Social Entrepreneurship and Community Development; A Case study of Recycle Myanmar in Pyay Township by Ma Poe Ei Ei Soe;
- iv) Effectiveness of Community Based Tourism in Thalaepyar Village by Ma Zin Mar Thein;
- v) Motivation, Success Factors and Challenges of Social Entrepreneurs in Yangon City by Mg Zin Min Htwe;
- vi) Social Entrepreneurial Intention of Young Entrepreneurs in Yangon Region by Ma Thel Hsu Hlaing.

Image 17. Research Project



### 9. Weaving Nylon Baskets Project

TCU SISU supported the Weaving Nylon Baskets Project to enable students to exploit the popularity of nylon baskets and generate additional income for themselves during their studies without a significant capital investment (see Image 18). Nylon baskets are a popular fashion trend amongst Myanmar young people, especially amongst professionals with good incomes such as teachers and office staff.

The training course is led by an alumna of TCU, and its transferable skills are useful and valuable for students, faculty, and staff since they can apply the technical knowledge they acquire during the course in their daily lives. The students can weave the baskets in their spare time, building their own

businesses and gaining practical skills in entrepreneurship. Their efforts will contribute to the development of SMEs by the students and staff.

Image 18. Nylon Basket Weaving Training



### 10. Recycle Art Training

TCU SISU facilitated five days of training led by Artist Ko Ye, who taught participants how to create office and home accessories such as a pen cup, photo stand, tissue box, baby toys, etc. from waste products (see Image 19). At the end of training, the products produced by the participants were entered into a competition run by TCU SISU, with prizes for the top 3 presented by the Rector.

Image 19. Recycle Art



### 11. Social Business Plan Competition

TCU SISU hosted the Social Business Plan Competition with the aim of encouraging students to: a) plan effectively for the development of new business; b) address social issues and problems through the creation of social business and social innovations; c) develop the teamworking skills of the students; and d) encourage the social entrepreneurial spirit and mindset amongst participants.

TCU SISU opened the competition to the applications on 6th July 2019. To apply, each team, comprise of 5 members from different major specializations, submitted a written plan for their social business. These written plans were screened by the judging board, who selected six finalists. Each finalist made an oral presentation of their business idea on 16th August 2019. Team SOUL Nipa Juice (Shwe Yee Mya, Kay Khaing Thin, Sann Wai Lhyan, Htet Thu Thu Aung, Than Htike Aung) won First Prize. Second prize was won by Team Sophomore (Kyaw Kyaw Zin, May Thu Maung Kyi, Nyein Chan Aung, Wint Wah Eu, Phyu Than Sin), and Team Uni Store (Aye Myat Mon, San Thaw Tar Win, Phyo Kay Khaing Nwe, May Yin Win, Phyu Phyu Phone Tint) won third prize (see Image 20).

**Image 20.**  
Social Business Plan Competition



### 12. Project on Community Health Education for Social Changes

TCU SISU supports its partner, Trust-Oo M-Health Enterprise, in the delivery of the Community Health Education for Social Changes project. This rural project aims to increase knowledge about health and wellbeing amongst rural villagers, empowering them to reduce their health care cost.

The first phase of the project involved both TCU and Trust-Oo delivering a community health education program in Bayat Village, close to the university campus. The program will now expand into other villages where communities are known to suffer from health problems but have limited access to health care and information.

**Image 21.**  
Community Health Education  
for Social Changes



### 13. Upcoming activities

As TCU SISU grows and develops, it will continue to increase and diversify its projects and activities. At the time of writing, several TCU SISU projects are imminent, including a workshop on 3D printing; a Curriculum Development workshop for Master of Social Enterprise Management; and attendance at the Inno Fair 2020 to increase the students' innovativeness and exposure to successful entrepreneurs.

### 5. Achievements and Prospects for the Future

TCU SISU will build on its current initiatives and continue to support socially innovative entrepreneurship amongst students, staff and local people through the ongoing development of training, education and opportunities for all Unit users and stakeholders. Examples of previous achievements in supporting stakeholders include the Seminar on Social Innovation presented by Mo Lwin, Lecturer from the Social Enterprise Development Association Myanmar (SeDAM); further paper reading sessions; and the Seminar on Design Thinking. The Seminar on Design Thinking was attended by 300 participants and opened by Rector Prof. Dr. Yi Yi Win, manager of the TCU SISU team, before Prof. U Aye Kyaw, Founder and Principal of Myanmar Leadership & Management Institute, presented theories and applications of design thinking, and its role in addressing social problems (see Image 22).

The Unit will also continue to lead students and SISU users on informative visits to external events, such as the Exploring Maker Fest Myanmar 2019, held at the American Center, Yangon. Alongside attending talks and seminars, this event gave students and SISU users a chance to witness the practical application of the theoretical knowledge they received in class, and unique exposure to successful entrepreneurs and innovators (see Image 23). The participants also took advantage of hands-on experiences including basket weaving classes and soldering workshops.

**Image 22.** Seminar on design thinking



**Image 23.**  
Exploring Maker Fest Myanmar 2019



Future plans at the time of writing include continuing curriculum development; delivering a 3D printing workshop for the TCU SISU users to encourage their prototype production; and organising SISU Unit users' attendance at the INNO Fair 2020 to increase the students' innovativeness, enlarge their professional networks, and meet successful entrepreneurs.

# 5.4 SISU

YUE  
Myanmar

**Yangon University  
of Economics**  
Social Innovation  
Support Unit



## Yangon University of Economics

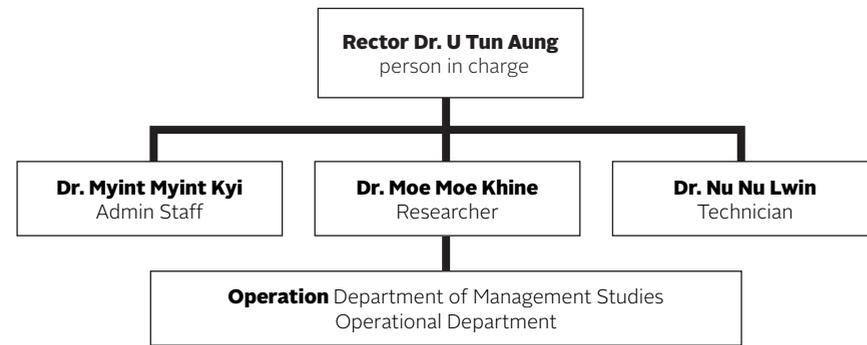
## The University

Yangon University of Economics originated from the Department of Economics in the University of Rangoon (Now Yangon) in 1924. In 1964, with the introduction of a new system of education, the Yangon Institute of Economics was established with three major departments, namely Economics, Commerce, and Statistics, and four supporting departments of Myanmar Language, English, Mathematics, and Geography. It was renamed as Yangon University of Economics in 2014. At present, it has three campuses with five major departments such as Commerce, Management Studies, Statistics, Economics, and Applied Economics.

**1. The Center for Social Enterprise and Innovation (CSENI)**

YUE SISU team was developed as an independent team within the Yangon University of Economics and is led by the Rector of YUE. Team members are responsible for managing operations and monitoring the projects, liaising with stakeholders, preparing the seminars, training the trainers, and planning competitions.

**Figure 1.**  
Organization Structure of Management Team



The location of YUE SISU is at Yangon University of Economics in the Department of Management Studies. YUE SISU has a dedicated space that includes a reception area; an office area (see Image 1); a conference room (see Image 2); and a lab for Unit users.

**Image 1.** YUE SISU Office



**Image 2.** YUE SISU Conference Room



The SISU team can also access other University spaces, including an auditorium for public seminars and conferences (see Image 3); a seminar room for training and workshops (see Image 4); and an open space for networking and group work (see Image 5).

**Image 3.** YUE SISU Auditorium



**Image 4.** YUE SISU Seminar Room



Image 5. YUE Open Space



YUE SISU purchased computers and audiovisual equipment for the Unit, and supplemented these technologies with a sewing machine for prototyping and training.

## 2. Services and Activities

YUE SISU raises social innovation awareness and supports social entrepreneurship development through encouraging social innovation practices in business and business education. It conducts research on social issues and supports the development of socially innovative solutions to societal challenges. YUE SISU also facilitates community-based social projects in collaboration with Unit partners from higher education, industry and the social enterprise sector. The Unit is also developing a Masters Programme in Social Innovation (Master of Sustainable Entrepreneurship and Social Innovation – MSESIN) which will be launched in 2022.

YUE SISU promotes its work and engages in projects with external users externally in a variety of ways, including delivering the Fundamentals of Business programme at local schools. The YUE team also attend external events with SISU Users, such as the Social Innovation Live Asia Research Conference, which was held in Kuala Lumpur, Malaysia in 2018, during which they participated in round table discussions entitled Social Innovation in Universities and People and System, as well as informally sharing the aims and progress of YEU SISU (see Image 6).

Image 6. Informal discussion group



## 3. SISU Users/stakeholders

YUE SISU users are primarily students, academic staff, members of the business community, and the Unit's partners. YUE SISU has developed strong partnerships and collaborations through networking across the Myanmar business community, amongst public sector organizations, and across non-profit associations in Myanmar.

Through these collaborations and the co-production of projects, YUE SISU has created a space for business sector stakeholders to network and learn from each other, building opportunities to share sustainably innovative ideas, practices and processes with their peers. In addition, a number of organizations have signed a Memorandum of Understanding with YUE SISU and bring additional expertise in business education and training to the Unit, including Myanmar Women Entrepreneurs Association (MWEA); Myanmar Young Entrepreneurs Association (MYEA); and Myanmar Business Executives (MBE); Third Story Children Book; and the Yangon Bake-house. The SISU also works closely with the Padamyar Foundation; and the Myanmar Society for Human Resource Management (MSHRM).

## 4. SISU Projects

YUE SISU supports socially innovative project development and is currently developing the DMS Mobile App for staff and students. The Unit also supports social innovation and entrepreneurship education, including training school pupils in the fundamentals of business seminars and running workshops on

Creating Shared Value: Competitive Advantage through Social Impact. YUE student contests on social innovation ideation and business planning are also hosted by the Unit.

### 1. The DMS Mobile App

Yangon University of Economics is developing a mobile app to support communication between students, staff and alumni, including additional functionality to enable students and staff to complete administrative tasks using the application (see Image 7).

Image 7. The DMS App



Image 8.  
Social Innovation Awareness Education



### 2. Fundamentals of Business Seminars at Middle and High Schools

YUE SISU team members deliver social innovation awareness education at three Basic Education High Schools (BEHS), namely BEHS (Chaung Zone), BEHS (Mu Don) and BEHS (Ywa Lutt) located on Belu Island, Chaung Zone Township, Mon State (Remote Area) of Myanmar (see Image 8). This training encourages pupils to think about social innovation and social entrepreneurship as they progress through their education.

### 3. Creating Shared Value: Competitive Advantage through Social Impact

YUE SISU's Creating Shared Value: Competitive Advantage through Social Impact project supports SISU users and YUE students to consider the impact of social business on the socioeconomic wellbeing of the wider community (see Image 9). The workshops are led by Dr. Myint Myint Kyi, Professor of Department of Management Studies, Yangon University of Economics.

Image 9.  
Creating Shared Value workshop



### 4. Social Innovation Idea Contest

After attending YUE SISU's seminar on Social Innovation and Entrepreneurship, 52 teams of third and fourth year students studying at YUE applied to participate in the Social Innovation Idea contest, of which 20 were subsequently shortlisted to go forward to the presentation stage. Each team included 7 to 10 members who had to collaborate on an application form outlining their idea, and the final 20 had to present a 10 minute pitch. Judges from MBE, MYEA, and YUE then selected 10 finalists (see Image 10) who were each presented with 100,000 Myanmar Kyats (see Image 11).

Image 10.  
2019 Social Innovation Idea Contest  
Selection Panel



**Image 11.**  
2019 Social Innovation Idea Contest  
– Presentation



#### 5. Business Plan Contest

The business plan contest is facilitated by the YUE SISU and builds upon the Social Innovation Ideas content, with prizes given to the top three: 300,000 MMK to winner team, 200,000 MMK to 1st runner-up team and 100,000 MMK to 2nd runner-up team (See Image 12).

**Image 12.**  
2019 Business Plan Contest winners



#### 6. Technology Week

External speakers were invited to share their expertise with students and YUE SISU users. During 2018, Logistics technology was presented by U Aung Htun Htun, Executive Director of MGL Express-Magnate G Logistics Co., Ltd; Green

**Image 13.**  
Food Technology Demonstration



technology was presented by Dr. Phyo Naing Zay, Consultant, E Guard Environmental Services Co., Ltd., while Food Technology was discussed by Dr. Yin Wint Thu, Managing Director of Myanmar New Technology Co., Ltd. (see image 13).

#### 7. Seminars

YUE SISU has developed a number of successful seminars on social entrepreneurship, social innovation and business training. YUE SISU hosts the Strategies for Entrepreneurs seminar, which introduces students to strategies for optimizing their entrepreneurial activities (see Image 14). The 2019 seminar was led by Visiting Professor Dr. Tin Win, Rector of Yangon University of Economics.

**Image 14.**  
The YUE SISU Strategies for  
Entrepreneurs seminar



### 8. Digital Marketing Seminars

YUE SISU hosted seminars in digital marketing for SISU users and students, at which U Wanna Kyaw, Creative Director and Executive Producer of Miracle Post Media Productions, and Dr. Kyaw Naing Lynn, Digital Marketing Manager of Zifam Co., Ltd shared their expertise (see Image 15).

Image 15. Digital Marketing seminar



### 8. Social Innovation Awareness at MBA Orientations

The department of Management Studies of YUE opens MBA and Executive MBA programmes year. It has the orientations for new comers to these two programmes. At the orientation week, one day is devoted to sections for awareness on YUE-SISU and Myanmar's social entrepreneurship. YUE-SISU is getting positive responses from new Students (see Image 16).

Image 16. Orientation Day of MBA



### 9. Panel Discussion of Professionals from Unit-Partners on Climate Change

Some of the members of unit partner associations are ICT professionals, environmentalists, professionals of disaster management. They are now arranging a panel discussion on climate change and its effect on Myanmar as a future project of YUE-SISU. As part of the initial scoping phase, some professionals from MBE participated in the 4th studio replication organized by YUE-SISU on 16th August 2019 (see Image 17). Since the Mon State of Myanmar suffered a natural disaster in August 2019, the 4th replication focused on generating ideas around the prevention of natural disasters in Myanmar.

Image 17. Participation of Environmentalists to 4th Studio Replication of YUE-SISU



### 10. Social Entrepreneurship Training Course at Myanmar-India Entrepreneurship Development Center (MIEDC)

YUE inaugurated Myanmar-India Entrepreneurship Development Centre (MIECDC) in 2009. This center is under the management of India Government and Ministry of Education, Myanmar. Since 2009, the Center has been providing courses supporting the development of entrepreneurship. Some example courses include Marketing Management, Project Management, and Strategic Management. The center will launch the new course in Social Entrepreneurship in December 2019 as part of YUE SISU.

### 11. Annual Survey on Socio-economic Development in Rural Areas

YUE-SISU has been providing business education to some schools located in rural areas and as a result of this, the YUE-SISU members and unit-partners will do an annual survey on socio-economic development in these respective areas starting in 2020.

### 12. Sharing Success Stories of Young Social Entrepreneurs

As a future project of YUE-SISU, members will invite successful social entrepreneurs to share their success stories with the public. This event will be hosted on the main campus of YUE and supported financially by Unit-partner associations.

### 13. YUE-SISU Social Business

A small social business will be formed in 2020. This social business will provide skills and supply resources (sewing machines) to women who have poor employment prospects. The products (clothes) made by these women will be marketed by YUE-SISU and its unit-partner associations. Most of the Myanmar Business Executives (MBE) members are business owners and can contribute to this project by participating in product distribution, promotion and marketing.

### 14. Supervising Social Innovation Projects

YUE will launch Master of Sustainable Entrepreneurship and Social Innovation (MSESI) course in 2022. The students must submit SIP (Social Innovation Projects) by groups to complete their degree. YUE-SISU members (teachers) have to supervise these groups. This supervising activity will be a project of YUE-SISU.

### 15. YUE-SISU Consulting Firm

A small consulting firm will be established with YUE-SISU members and unit-partners. This firm will provide consulting services (a marketing plan, business plan, financial control, organizational design, and so on) to businesses, especially to social businesses.

### 5. Achievements and Prospects for the Future

Amongst the many achievements of YUE SISU, including the DMS mobile app going live in August 2019, the Unit has launched the Sustainable Entrepreneurship and Social Innovation Masters Program, in collaboration with Eberswalde University of Sustainable Development from Germany, the Royal University of Phnom Penh and Yangon University of Economics (see Image 18).

Other achievements include the submission of research papers focusing on social innovation to international and national conferences such as Social Innovation Live Asia Research Conference, Malaysia on 8th October 2018; Myanmar Universities Research Conference (MURC) on 24th May 2019; and

the 2nd South-East Asian Social Innovation Network Conference, Shaping Futures on 8th October 2019 in Bangkok, Thailand. Research papers relating to social entrepreneurship have also been submitted to Myanmar Arts and Science Academy for Universities Research Journal, and to GIZ.

**Image 18.**

Launch of Sustainable Entrepreneurship and Social Innovation degree



To ensure the sustainability of current social innovation contests, MBE and MYEA will provide funding for prizes to be awarded at the annual Social Innovation Idea contest and Social Business Plan contest. Through supporting activities like these, the YUE SISU will continue to raise awareness of social innovation and social entrepreneurship in Myanmar. The Unit will maintain its focus on education and training, supporting nascent entrepreneurs and business students, and assisting in the development and implementation of the new Masters programme. YUE SISU will also sustain its national and international partnerships with other universities to ensure that knowledge of its activities is widely disseminated.

**5.5 SISU**  
NUM  
Cambodia

**National University  
of Management**  
Social Innovation  
Support Unit



## National University of Management

## The University

The National University of Management (NUM) is a public university which was founded in 1983. NUM is one of the leading public universities in the Kingdom of Cambodia. The university itself is located in the heart of the financial district of Phnom Penh.

NUM is firmly committed to follow its vision and mission as follows:

- Vision: to be the leading research university in advancing innovation and entrepreneurship.
- Mission: to cultivate innovative managers, leaders, and entrepreneurs for Society.

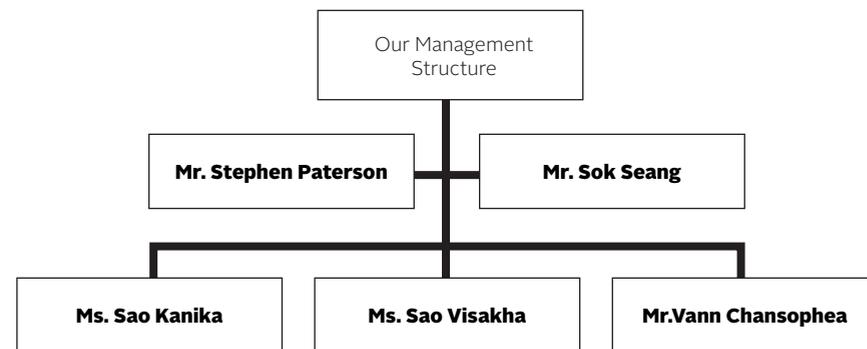
In addition, NUM also has been working very closely with various higher educational institutions, corporations, companies, and organizations. Each year, NUM sends a lot of students abroad through exchange programs and scholarships via its partner institutions and universities in Europe and Asia.

**1. iLab – NUM Social Innovation Lab (NUM SISU)**

The NUM Social Innovation Lab (iLab), which is also known as NUM SISU, is based inside the National University of Management. It was created after the launch of the EU funded SEASIN project which served as the catalyst for the creation of the NUM iLab (SISU). Additional private sector funding was also received from the telecom SMART Axiata which provided funding for the design work, renovation and furniture used in the space. iLab provides a space for seminars and interactive workshops on topics related to social innovation and entrepreneurship, and also functions as an incubator to help develop and launch new social ventures. While the primary target user group is university students, iLab is also open to the wider social enterprise community. A ‘maker space’ is also available within iLab to enable students and wider external community members to develop physical prototypes using iLab’s 3D printers.

The management team responsible for Social Innovation Lab are the Dean of NUM International College, Mr. Stephen Paterson, and Professor Sok Seang. At the administrative level it includes Mr. Vann Chansophea. Two full-time NUM iLab Co-Managers, Ms. Sao Kanika and Ms. Sao Visakha, facilitate the daily work of iLab (see Figure 1). Their work is supported by university student interns, who assist with activities and events held within iLab.

Figure 1. iLab’s Management Structure



iLab is based on the ground floor of the library building at National University of Management, and consists of two large rooms which connect internally via a large sliding door. One room is devoted to workshops, seminars, and training (see Image 1).

The furniture is mobile (on wheels) to facilitate different spatial configurations, enabling iLab to meet the requirements of different presentation formats.

Image 1. iLab’s event space



The second room, the Incubation Space, is accessible to the public and includes a small resource library stocked with books and other printed material relating to social entrepreneurship and innovation (see Image 2).

Image2. iLab’s incubation space



iLab has purchased a number of computers, audiovisual equipment and a smartboard to furnish their spaces. Three 3D printers were also purchased to enable iLab users to create prototypes (see Image 3). They also purchased an Oculus Rift to introduce users to the potential of virtual reality.

**Image 3.**

An iLab 3D printer and prototypes



## 2. Services and activities

iLab offers all users, including NUM students and external social enterprises and organizations, access to 3D printing and the opportunity to experience virtual reality. As well as Wi-Fi, those using the event space can also access event photography, colour printing, poster design services, and iLab's audio and visual equipment, including wireless microphones.

NUM iLab is an innovation space where people, especially students, can come and learn as a group or individually. iLab promotes social innovation and the technologies it offers. For example, the iLab team presented their Social Innovation Lab Booth at the Cambodia STEM 2019 event (see Image 4), displaying Virtual Reality and 3D Printing to high school students and other visitors during the 3-day Exhibition at Olympic Stadium.

**Image 4.**

Social Innovation Lab Booth at Cambodia STEM 2019



## 3. Users and Stakeholders

NUM Innovation Lab space is open to the public but its target audience is NUM students, providing them with opportunities to learn more about social innovation and entrepreneurship. iLab also welcomes a considerable number of visitors, including social entrepreneurs, NGOs, and startups.

SMART Axiata Co.Ltd., a large Cambodian telecommunications company and subsidiary of one of Asia's largest telecommunication groups, Axiata Group Berhad, is a stakeholder in the iLab through its corporate social responsibility (CSR) program. Another stakeholder is Engineers Without Borders Cambodia established by a group of Cambodian engineers and technicians after following discussions with other members of EWB-I categories.

## 4. iLab Projects

NUM iLab is supporting a number of diverse projects, from the highly technical Demine Robotic to hosting a social innovation competition, The 13th Mekong Challenge, and many other projects involve in education, innovation, entrepreneurship, and startups.

### 1. Demine Robotics

NUM iLab has been supporting Demine Robotics by providing office space, internet access and equipment for them to work on their startup and prototype development process (see Image 5). Demine Robotic is a start-up social enterprise that uses robots to defuse landmines in Cambodia.

**Image 5.**

The Demine Robotics Team



Demine Robotics has invented a robot which can defuse forgotten landmines, and have made a new prototype of their robot in iLab which they have called “Jevit” (see Image 6). Jevit’s mission is to create a landmine free world where everyone has the freedom to walk.

Image 6. Jevit prototype



Even though Demine Robotics received a lot of support from the government and has gained popularity in the media, the project continues to face financial challenges, and so remains based in iLab’s facilities. In return, the Demine Robotics team supports iLab through participating in workshops, training and seminars that are related to their field.

## 2. National Business Model Competition 2018

NUM Social Innovation Lab served as the main training venue for the National Business Model Competition which is organized each year by the National University of Management. In 2018, there were more than 20 student teams in the competition competing in 5 different categories including Technology, Education, Medical, Agriculture and General Business (see Image 7). About 50% of the teams were social business startups from universities across Cambodia, the details of which are below:

Technology: Data Market (Kyoto University, University of Queensland, Swinburne University of Technology), Go Soccer (Zaman), Eco-Plastic (Zaman, AUPP), We Local (Liger Learning Center), Cheang Household Mechanic (NIPTICT), Spare (Zaman), Event Unity (ITC).

Education: Khmer Alphabet Stencil (RUFA), Scan Seavphou (CamEd, RUPP), Book Bank (NUM, IFL), Dare & Dream (Thammasat University, University of Hawaii at Manoa, Brandeis University), Datatra HomeTutor (NUM), ReanKour Home Tutor (NIPTICT), ED FEED School Selection (RUPP, RULE, IFL).

Medical: SokhaKrom (PUC, SETEC, Zaman), Chez Senior Citizen (UHS), E-Help (AUPP), Online Pharmacy (NIPTICT, PUC, UHS), Health-C Community (UHS), FAKS (NUM, IFL), Private Psychological consultant Clinic (CamED).

Agriculture: Lime Trading (CamEd), M-LUE Garden (KIT), Vermicompost Organic Fertilizer (RUA), We Farm (NIPTICT), Instant Pumpkin Soup (ITC), Khmer Pumpkin Jam (PUC, ITC, RUPP)

General Business: Best Match (IFL, CamEd), Digital Marketing Agency (LUCT), Bookworm Planet (CamED), BLX – (KIT), Auction Estate Service (RULE), Book Publishing (NUM), 14 Cafe (LUCT)

## 3. Book Bank

Book Bank was a student startup social business which was based at NUM Social Innovation Lab for one year in 2018. Operated by one student from NUM International College and her teammate from the Institute of Foreign Languages, their social venture focused on promoting a reading culture among Cambodian students (see Image 8). Students were able to borrow books from Book Bank on a wide range of topics including entrepreneurship, innovation, leadership, self-development, etc. While the student startup has ceased to function since early 2019 as the two founders received scholarships abroad, NUM Social Innovation Lab still continues the book borrowing and exchange activity for both university students and also students from outside the campus.

## 4. National Business Model Competition 2019

NUM Social Innovation Lab served as the main training venue and also host for the Semi-Finals of the National Business Model Competition which is organized each year by the National University of Management. In 2019, there were 20 student teams in the competition competing in 3 different catego-



Image 7. Cambodian team won a silver prize in the national round



Image 8. Book Bank Team

ries including Technology, General Business and Clean Energy (see Image 9). About 50% of the teams were social business startups from universities across Cambodia, please see the details below:

Technology: Totte (PUC), VoiceWithMe (Norton), GreenRide (CamEd, RULE, IFL), Bond (IFL), Job-Seekers (Liger Leadership Academy), Education Online Sharing Platform (Liger), Franchise Services App (KIT, AUPP)

Clean Energy: Clean Energy Generators (ITC), Plastic Brick (ITC), Clean Energy Renovation (ITC), Animal Waste Biogas (ITC), HakaSrey (ITC) and Smart Tuk (National Polytechnic Institute)

General Business: Hobby Kit (CamEd), JOTT (CamEd), Click2Print (NUM), Express Box (IFL), Daily Fresh Organic Food (NUM), Chuol (NIPTICT) and Plong (Zaman).

**Image 9.**  
Team from NUM International College won a Bronze Prize



### 5. The 13th Mekong Challenge

On March 16, 2019, NUM Social Innovation Lab organized the 13th Mekong Challenge in Phnom Penh. With a total of 11 teams coming from 6 countries, namely Cambodia, Bhutan, Myanmar, Thailand, Vietnam, and Laos. The Gold Medal and Champion's Cup went to MM Tutors, an education startup from Myanmar. The Silver Medal was awarded to Happy Walk, a medical technology startup focusing on Parkinson's Disease from Mahidol University Thailand and the Bronze Medal was awarded to Job Seekers from Liger Leadership

Academy Cambodia (see Image 10). For MM Tutors, they advanced to the International Business Model Competition in US, where they came in 3rd place out of a total of 40 international university teams.

**Image 10.**  
Top Three Teams from Mekong Challenge 2019



### 6. Master's in Global Innovation Management

In February 2019, NUM Social Innovation Lab in partnership with NUM International College launched a new Master's degree program in Global Innovation Management. There are currently 21 students in the master's program (see Image 11). All classes are taught in the evening at NUM Social Innovation Lab.

**Image 11.**  
First Class Session Taught by a Fulbright Professor



**Image 12.** HR Design Challenge Activities

### 7. HR Design Challenge

Our Master's students in Global Innovation Management participated in a 5 week Design Challenge which was implemented by our partner organization Engineers Without Borders at NUM Social Innovation Lab (see Image 12). Four student teams presented on a topic related to Human Resources, trying to solve the problem of how to increase employee satisfaction and retention within public, private and social sector organizations in Cambodia.

### 8. Guest Speaker and Innovation Seminar Program

Starting in February of 2018, NUM Social Innovation Lab started a Guest Speaker and Innovation Seminar (iSeminar) program at NUM Social Innovation Lab. These sessions are open to both our students and the public. Guest speakers have included Srun Sovan, co-founder of the social education startup Edemy in addition to social game designer Chhourm Piseth from Direxplay. Other speakers have included a senior executive from Google Singapore, Joachim Ackermann, who delivered a talk on Future Technology Trends (see Image 13). Byran Andrianno, a Professor from George Washington University also conducted a talk on Jobs of the Future. For speakers who were not able to come to Phnom Penh, online sessions were conducted as a webinar on the Zoom platform.

**Image 13.**

A Senior Executive from Google Asia Pacific spoke to Master's students in Global Innovation Management



### 9. Community Workshops Program

Starting in early 2018, NUM Social Innovation Lab has also opened its space to the public. Organizations who have a social mission are able to use our event space for free. Organizations such as Women's Empowerment & Development Organization WEDO have conducted a two day Women's Leadership Seminar at NUM Social Innovation Lab in June and Agile has also conducted a series of design workshops in 2018 for Habitat for Humanity which involved designing physical facilities for persons with disabilities (see Image 14).

**Image 14.**

Engineers Without Borders Australia & Agile Development Group hosted a workshop called "Accessible Transport Design Challenge"



### 10. Classroom Design Challenge

In July/August 2019, NUM Social Innovation Lab organized a 30 Day Classroom Design Challenge. Twelve teams participated in the design challenge for an opportunity to win USD 1,000. in prize money. Each team had to prepare and present a new innovative classroom design to be implemented at NUM International College. The final team presentations were conducted at NUM Social Innovation Lab in front of a Judging panel which included architects, interior design experts and educational experts (see Image 15).

**Image 15.**  
Classroom Design Challenge Winning Team



### 11. NUM Social Innovation Lab Field Trip Program

NUM Social Innovation Lab operates a regular field trip program for university students to learn more about social entrepreneurship. Students can visit NUM Social Innovation Lab to register for the Field Trip Program. International students are also included on these regular visits. This includes two visits to Clean Energy Lab at The Factory Creative Space in Phnom Penh in May and August 2019 to learn more about solar and wind power startups. Another visit was conducted in June 2019 to Moo Moo Farms which is the first fresh milk dairy startup in Cambodia which is also classified as a social venture (see Image 16).

**Image 16.**  
Our Students Visited Moo Moo Farms



### 12. Bachelor's Program in Entrepreneurship & Innovation

In October 2019, NUM Social Innovation Lab in partnership with NUM International College will launch a new Bachelor's program in Entrepreneurship & Innovation. 35 students have registered for this program and classes will be conducted during weekday mornings at NUM Social Innovation Lab. A course in Social Entrepreneurship and modules related to design thinking and social innovation are also included in the program.

### 13. Online Entrepreneurship & Innovation Course

In October, 2019, NUM Social Innovation Lab will implement a pilot online course in Entrepreneurship & Innovation in partnership with Impact Hub and funded by Smart Axiata. Impact Hub is preparing all of the online materials in Cambodian language. It will also include videos of prominent social entrepreneurs in Cambodia.

### 14. National Business Model Competition 2020

From November 2019 to February 2020, NUM Social Innovation Lab will serve as the main training venue and also host for the Semi-Finals of the National Business Model Competition which is organized each year by the National University of Management. The competition categories will include Technology, Agriculture, Clean Energy, General Business and Health Care. It is expected that 20 teams from across Cambodia will be recruited in the training program. Kirin Beverage from Japan will also sponsor a special Social Enterprise Award and Smart Axiata will provide a special Smart Innovation Award.

### 15. Visit to Silicon Valley

In October 2019, NUM Social Innovation Lab will be bringing 20 students from the Master's program in Global Innovation Management to San Francisco and Silicon Valley for 10 days to learn more about the innovation ecosystem. Students will attend workshops in Design Thinking at both UC Berkeley and the D.School at Stanford University. They will also have an opportunity to visit companies such as Google and also social enterprises in San Francisco, including a Human Impact Investment Fund. They will also visit the Galvanize Co-Working Space in San Francisco which is operated by Global Endeavor. Two co-managers from NUM Social Innovation Lab, Ms. Sao Visakha and Ms. Sao Kanika, will also join this program so that they can learn more about Social Innovation Labs and Creative Spaces in the San Francisco Bay Area.

### 5. Achievements and Prospects for the Future

The iLab SISU has hosted many events, including the Business Model Competition Cambodia (BMC) 2019; talks from invited speakers, including Fulbright Professors from the USA and business leaders; information sessions; a training workshop for women called Design Your Career (see Image 17); as well as hosting many visitors from other universities.

**Image 17.**  
Participants in the Design Your Career workshop



Through participation in events like STEM Fair 2019 and Major and Career Fair 2019, iLab has promoted social innovation, social entrepreneurship, NUM iLab and NUM International College. Moreover, NUM iLab has organized and supported Business Model Competition Cambodia and Mekong Challenge by helping train the teams as well as providing a space for them to work on their social business idea.

**Image 18.**  
H.E. Hang Chuon Naron Visited iLab



iLab has also successfully launched its Newsletter series (<https://madmimi.com/p/cfda6e>). This newsletter will continue to regularly provide a list of iLab's achievements, activities and events. A selection of iLab achievements are listed as follows and include working with students from NUM and other universities to share knowledge and generate greater awareness of social innovation, social enterprise and social entrepreneurship. A particular highlight of iLab's achievements was the honor of having H.E. Dr. Hang Chuon Naron visit the NUM Social Innovation Lab (see Image 18).

Another achievement took place in June 2019, when iLab organized a study tour for NUM International College Foundation Year students to visit Teach For Cambodia's office to get a better understanding of what is a social enterprise and how it creates a positive impact on society (see Image 19).

**Image 19.** Teach for Cambodia's Office



A group of MBA students and faculty members from SKK Graduate School of Business in Seoul, South Korea attended a two-day session on social entrepreneurship at iLab in May 2019. During this visit, special guest speakers were invited to come and share their insights on Cambodia, Social Entrepreneurship, and their successful Startup stories (see Image 20).

**Image 20.**  
Social Entrepreneurship For MBA Students  
from SKK Business School



NUM iLab sent four students from NUM International College to join a SEASIN workshop in Glasgow, Scotland in May 2019 (see Image 21). The workshop is part of the SEASIN's project to promote social innovation among member universities.

**Image 21.** NUMIC Students in Scotland



**Image 22.** STEM Coca Cola Tour

In April 2019, NUM iLab organized a study tour for NUM International College students from Year 1 to visit the new Coca Cola Factory inside Phnom Penh Special Economic Zone (see Image 22). This was an exciting experience for the students to learn about the history of Coca Cola and observe the production line.



In the near future, the iLab team is planning more interactive workshops and training related to social innovation, leadership, and social enterprise will be designed and mapped on an event calendar. Student interns will work in iLab on a specific project to gain skills and increase their understanding of social innovation. Finally, the iLab book club will launch by the end of this year and will focus on topics related to social entrepreneurship and social innovation.

**5.6 SISU**  
RUPP  
Cambodia

**Royal University  
of Phnom Penh**  
Social Innovation  
Support Unit



## Royal University of Phnom Penh

## The University

The Royal University of Phnom Penh is a leading public university that has championed in social enterprise and social entrepreneurship in Cambodia. Since 2010, RUPP's Faculty of Development Studies has hosted four national conferences on social enterprise and one international conference on social entrepreneurship in 2017. The Faculty has also been running a postgraduate course on Social Enterprise and Non-Profit Management as part of its Masters of Arts in Development Studies since 2009 with the initial support from the British Council, under the program Development in Higher Education Partnerships (DePHE). The Faculty consists of national experts and faculty members specializing in teaching and research in social enterprise, the social economy, and cooperatives. The Center for Social Enterprise and Innovation (CSENI) supports further development of the graduate program at RUPP.

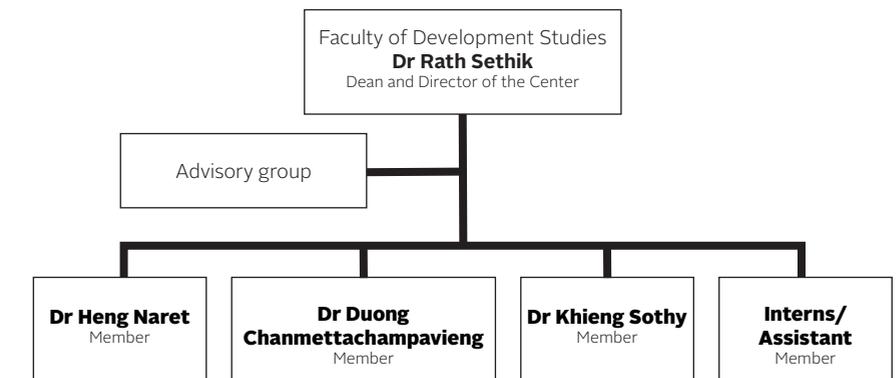
### 1. The Center for Social Enterprise and Innovation (CSENI)

The Center for Social Enterprise and Innovation (CSENI) is the Royal University of Phnom Penh (RUPP)'s Social Innovation Support Unit (SISU). CSENI is a hub for research, education, training, business incubation and networking for stakeholders from social enterprises, cooperatives, and NGOs. It fosters discussion and debate on social innovation, corporate social responsibility and broader social economy issues across Cambodia and beyond. CSENI aims to help social entrepreneurs and other social change makers (including government, non-government and private sector actors) to contribute to a sustainable and inclusive economy in Cambodia. Its mission is to cooperate with other stakeholders to build the capacity of social enterprises and co-create social innovation.

CSENI aims to be an incubator that facilitates the creation of new social innovations through cooperation among organizations i.e. private companies, social enterprises, government, public organizations, and NGOs. CSENI further aims to share University expertise, skills and research with the wider community in Cambodia, becoming a leading online resource centre for research and practice in social enterprise, social innovation, cooperatives, and corporate social responsibility. Finally, the Unit aims to be a centre point for international networking and collaborations in social enterprise.

CSENI is managed and hosted by the Faculty of Development Studies. The SISU's team consists of four faculty members and an intern who supports research and administrative functions. It is led by Dr Rath Sethik (Dean of Faculty of Development Studies) and has a team of three members, Dr Heng Nareth (Vice-dean, Faculty of Development Studies), Dr Duong Chanmettatchampavieng (Lecturer and Researcher, FDS, DCD), and Dr Khieng Sothy (Adjunct Lecturer and Researcher, RUPP and Head of Education Unit, CDRI). CSENI is also supported by an Advisory Group with members from academic, researchers, practitioners, social entrepreneurs and development partners.

Figure 1. CSENI Management Structure



CSENI aims to facilitate the development, piloting and implementation of innovative models and initiatives to solve social and environmental challenges. Its facilities include a computer lab (see Image 1) and a classroom (see Image 2), where lectures, talks and other forms of workshops and small events can take place without disturbing entrepreneurs and innovators working in other areas of the Unit. CSENI also has a virtual front desk where users have access to generic information about the SISU, including its objectives and contact information.

Image 1. CSENI computer lab



Image 2. CSENI classroom



Image 3. CSENI printer and books



CSENI purchased a number of laptops, audiovisual equipment, displays and books to furnish their training rooms (see Image 3).

### 2. Services and activities

CSENI is a multipurpose centre supporting research, education, training, and business incubation. CSENI promotes collaboration and co-production of social enterprise and social innovation. It offers activities and services to both undergraduate and postgraduate students, as well as providing resources to social enterprises, social enterprise researchers, and NGOs.

CSENI promotes social entrepreneurship and social innovation through collaborations and visits from international experts, workshops held in the SISU, attendance at external events, and through social media including Facebook.

### 3. Users and Stakeholders

In addition to supporting students as its main target user group, CSENI serves as a national and international hub for the wider university community, for government and non-governmental actors, and for social projects in Cambodia. Key stakeholders who both engage in and facilitate the development of socially innovative initiatives at CSENI include the RUPP community, e.g. professors and university technicians. The Unit's external stakeholders include government representatives; public services managers; social entrepreneurs; local communities and the private sector.

### 4. SISU Projects

Using the CSENI resources, the SISU users work in groups to create and develop socially innovative projects (see Image 4). Technical support from the CSENI team is readily available to users, who can access expert support to assist them as they develop, update and improve their projects (see Image 5).

Image 4. CSENI users work in groups



Image 5. Students receive technical support



Projects developed by CSENI and its users include the following:

#### 1. Investment Loan for Disaster Risk Reduction

This project aims to promote villagers' capacity to adapt to climate change by providing loans with a low rate of interest. The project connects the villages involved with consultants to advise on the best uses for the loan in strengthening resilience. The overall aim is to strengthen the village quality of life, health and education to support their plans to adapt the overall village life.

#### 2. Bamboo planting for Disaster Risk Reduction

This project aims to promote the cooperation between the University, business and local villages. The villages are provided with support for planting small scale bamboo on their land (see Image 6). This has several benefits for supporting DRR; it reduces flood water; mitigates against large scale deforestation; and it provides a local production industry when farming and other industry is affected by disaster.

Image 6. Bamboo Planting



#### 3. Hidden Indigenous Tourism – Por Community

Tourism is a large industry in Cambodia and the focus on eco-tourism is more and more important. This project aims to promote the eco-cultural and Indigenous heritage in Cambodia for the new generation of tourists; especially for students and scholars where they can engage with the communities' experiences. It provides job opportunities for people in these communities; as well as connections to the wider eco industry including NGOs, government, industry throughout the Mekong River area.

#### 4. Biodiversity Educational Tours at O'svay Community

The focus of this project is to develop local knowledge and education around biodiversity and conservation of local wildlife and fauna. The Ministry of Tourism has made ecotourism and conservation key areas to focus on across Cambodia and this aligns as an emerging trend. Once the community is trained in knowledge about local biodiversity they support the continuing education with a different kind of tourism; giving nature tours and talking about conservation efforts.

#### 5. Development of Cultural Resort of Oudong Era in Tek Jenh village

This project aims to build a cultural resort from the Oudong Era (a historic period in Cambodia) which uses local tourist attractions that provide cultural experience for tourists and traditional forms of living are constructed and staff will dress and demonstrate historic traditional activities. This aims to promote less well known periods in Cambodian history and preserve local traditions by empowering the communities to diversify into tourism that does not hurt their way of life.

#### 6. Kompong Phluk Hydroponic Farm

This project aims to help improve people's livelihoods and way of life by developing a floating farm. This supports farmers in areas where forest and land floods regularly without leaving them with no income until floods have passed. It also promotes food security into the future as flooding is becoming more frequent and weather patterns are more unpredictable. The farms will be encouraged to look at new models of farming such as organic methods and diversifying of their crops; which have local ecological benefits also.

#### 7. My Community, My Products

This project aims to promote community products which represent the Khmer culture and identity. My Community, My Products will run a series of events to showcase the many products available and provide a better wage to local craftsmen; bypassing the mass production markets, many of which are in Cambodia. It also raises awareness about cultural identity for the local population, and is able to support greater awareness among tourists.

#### 8. Phumin Potluck

Phumin Potluck is a project educating users through group dinners at the university about foods that are ready to be thrown away, to reduce waste and

Image 6. Working with the local community



save money for students, as well as create a community for new students to the city. The recipes and food promote healthy food and local food; with a reduction in wasted products.

#### 9. Green Gas waste

This project focuses on reusing and recycling paper, plastic, food waste, glass, aluminum and other forms of waste into useful resources and income sources. It aims to educate people on how to reuse items that otherwise would be throw away to reduce waste and promote a local circular economy. The project is beginning as a series of talks and awareness raising with information on local recycling resources and simple user guides.

#### 10. Ecosystem Educational Tour

This project aims educate tourists and provide an 'alternative' tour around Cambodia to raise awareness about the local environment; in particular Cambodian biodiversity and ecosystem (see Image 8). This tour will include information about the UN Sustainable Development Goals, focusing on three important components in Cambodia - society, environment and economy.

**Image 8.**  
Entrepreneur of Ecosystem  
Educational Tour



**Image 9.** Green RUPP Organiser



**Image 10.** Entrepreneur of Tampoun  
Collective of Women's Weaving Initiative

#### 11. Green RUPP

The project aims to decrease the use of traditional plastic bags on campus; which are still widely used across the university kiosks and food stalls, and mainly use a plastic that is unrecyclable (see Image 9). The aim is to reduce use by 60 percent and replace them with reusable or 'green' bags by the end of 2019. This will start with awareness raising campaign in student classes and across the university. It will expand to distribute 'green' bags to all the kiosks.

#### 12. Tampoun Collective of Women's Weaving Initiative

Tampoun Collective of Women's Weaving Initiative is social enterprise project that has a vision of seeing indigenous groups and their traditional activities in Ratanakiri province develop, rather than die out as is the current situation (see Image 10). Those in the community who still weave will be working across their local community, with support from CSENSI to promote weaving and teaching weaving.

#### 13. Community-Based Fish Market (CBFM)

Sustainable fishery resource management and improvement of fisher's livelihoods in the Tonle Sap Lake is very important. The project aim is to support sustainable fishery resource management at the lake through securing sustainable financing for community fisheries management. In the process a community-based fish market will be established that aims to ensure the price of fish products are fair for the community fishery members.

#### 14. Best friend App for students

This project is creating an app to support students at university; especially if they have moved away from home to attend. The app will provide mental health self-help support; as well as the chance to connect with other students who may be in a similar situation. The app will also provide information to the students to get involved with university life.

#### 15. Mobile Application for Immigrants

This project aims to help Cambodian immigrants to access support when they are living in other countries to help facilitate their work and life in a new country. The app will provide general information about the country, climate, as well as links to visa information, embassy support and local Cambodian links.

### 5. Achievements and Prospects for the Future

CSENI has organized and facilitated a number of workshops and events with external stakeholders, the government and social enterprises, engaging users in promoting the SISU and raising awareness of social innovation in Cambodia. For example, the Faculty of Development Studies hosted the Community Products Fair in 2017, attended by CSENI partners and other local social enterprises from various communities in Cambodia (see Image 6).

Image 11. Community Products Fair



In another activity, students from the Faculty of Development Studies discussed an innovative project on social enterprise in 2018 in order to come up with projects for participating competition with students from other universities (see Image 12 and 13).

Image 12.  
Competition workshop on social entrepreneurship



Image 13.  
Competition workshop on social entrepreneurship



Also in 2018, CSENI RUPP and Friends International organized the first in a workshop series developing social entrepreneurs, entitled Social Enterprise Marketing. The workshop series was jointly facilitated by Friends International and CSENI RUPP (see Image 14).

Image 14.  
Workshop One - Social Enterprise Marketing



Early in 2019, the second workshop, Developing a Social Business Plan, was held in CSENI. Students were mentored throughout the workshop to support them in identifying potential opportunities and challenges as they created their business plans (see Image 15).

**Image 15.**  
Workshop Two - Developing a Social Business Plan



One week later, the third workshop, Pitching, was held with renowned a social entrepreneur from Small World Cambodia (see Image 16). After a series of mentorship sessions by CSENI RUPP mentors on pitching, students pitched their business plan for 3 minutes each to the judge who then provided individual and group feedback both on their pitch and on each project presented.

**Image 16.**  
Workshop Three - Pitching



CSENI and the Faculty of Development Studies, Royal University of Phnom Penh travelled to Germany to work with university partners from Germany

**Image 17.**  
International curriculum development



and Myanmar to develop a join international Masters program on Sustainable Entrepreneurship and Innovation (see Image 17 and 18).

**Image 18.**  
International curriculum development



CSENI also has welcomed external visitors to learn about social innovation in Cambodia and the SISU, and also invited international experts to share their expertise with CSENI stakeholders and staff. For example, in 2018, Mark Anderson, Director of the Research and Innovation Office at Glasgow Caledonian University, delivered a special lecture on the role of youth innova-

tion and entrepreneurship (see Image 19). Dr. Isaac Lyne, a professor of social enterprise from Western Sydney University, conducted a workshop on Social Enterprises in Cambodia (see Image 20). Dr Lyne discussed the role of the social enterprise in rural development in Cambodia and described how social enterprise is working in local communities.

**Image 19.** Mark Anderson's lecture



**Image 20.** Dr. Isaac Lyne's lecture



CSENI proactively develops collaborations and partnerships. For example, members of the CSENI team met with Impact Hub to discuss building an entrepreneurship curriculum and developing an online learning course (see Image 21).

**Image 21.** Meeting with Impact Hub



Private sector stakeholders joined an expert from the Ministry of Education, Youth and Sport during a visit to CSENI in 2018, sharing their experience and knowledge on the impacts of ICT and social innovation (see Image 22).

**Image 22.** Government visit



In the future, CSENI users will continue to engage in developing innovative projects, taking advantage of the national and international expertise, technical support, and mentoring available to them as SISU users. The international joint Masters programme, Sustainable Entrepreneurship and Innovation, will begin in 2022 in partnership with universities in Germany and Myanmar.

Interactive workshops and training on social innovation and social enterprise will continue to be facilitated by CSENI, bringing key experts, practitioners, researchers, and students together to exchange knowledge, skills and experiences, creating opportunities for the development of socially innovative and sustainable solutions to societal challenges in Cambodia and beyond.



**5.7 SISU**  
TU  
Thailand

**Thammasat  
University**

Social Innovation

Support Unit

**Rangsit Campus**



## Thammasat University

## The University

Thammasat University is Thailand's second-oldest institute of higher education, and was officially established to be the national university of Thailand on June 27th, 1934.

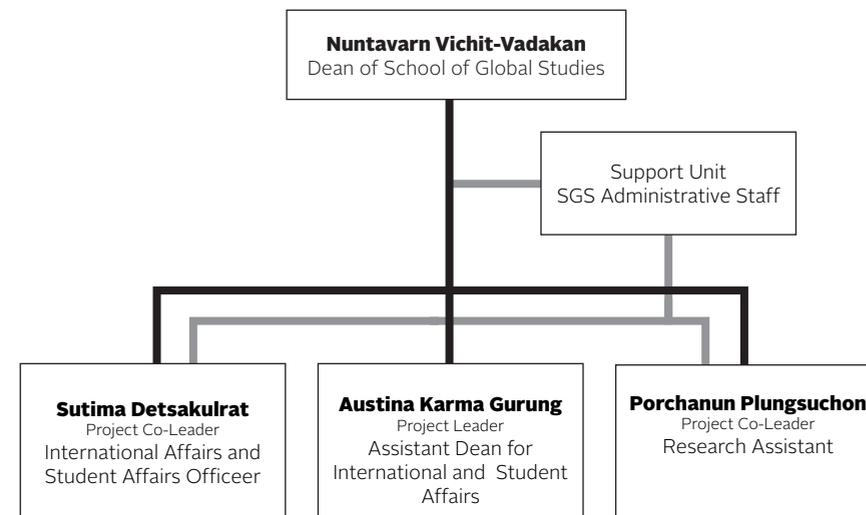
The School of Global Studies is a new (established 2014) and innovative academic initiative within Thammasat University and a front runner in global health and social innovation within Thailand, Southeast Asia and beyond with a track record of excellent research on determinants of the public's health, student centered teaching, and academic service relevant to community needs.

The School enjoys a unique position of being a national, regional and global focal point for global studies, human security and wellbeing with collaborative relationships with academic and professional communities. It provides international programs at undergraduate level through its BA in Global Studies and Social Entrepreneurship, and at postgraduate level with its MA in Social Innovation and Sustainability.

### 1. TU SISU

TU SISU is based within the School of Global Studies (SGS) on the Rangsit Campus of Thammasat University. The Dean of SGS leads the TU SISU team and manages its three project leaders and School-supplied administrative support (see Figure 1).

Figure 1. TU SISU's Management Structure



TU SISU occupies three physical spaces, the Makerspace (see Image 1), the Co-working Space (see Image 2), and the Media Studio (see Image 3). The Makerspace and Co-working Space are in a different building from the Media Studio.

Image 1. TU SISU's Makerspace



Image 2. TU SISU's Co-working Space



Image 3. TU SISU's Media Studio



The Makerspace is equipped with heavy duty wood cutting equipment for prototypes and manufacturing (see Image 4). The Co-working Space contains computer equipment, a printer, and a 3D printer, and is used as a study space for group work and brain storming sessions. The Co-working Space also hosts workshops. The Media Studio is fully equipped with lighting, cameras, an iMac, and sound recording equipment. It is well-used by SISU users, particularly

**Image 4.** Makerspace equipment

academic staff and students, both for media content production and for projects.

## 2. Services and activities

TU SISU aims to increase knowledge and understanding of social innovation and entrepreneurship. It actively promotes socially innovative activities and entrepreneurial behavior internally amongst students and staff, and externally through its networking, events, services and training of communities. The Unit strives to position social innovation as a driver for sustainable change in education and community-based challenges. Its aims are to (i) educate and empower the next generation of innovators (students and stakeholders) with the knowledge and skills required in today's globalized world; and (ii) create connections and foster impact from projects developed by and between innovators in Thailand and SE Asia.

TU SISU promotes its expertise, activities, services and training through events, workshops and social media including Facebook. For example, the unit has hosted an event exploring Experiential Immersion for Empathy Development (see Image 5); the TU SISU Design, Pitch and Prototype competition (see Image 6); and workshops on social enterprise (see Image 7).

**Image 5.** Experiential Immersion for Empathy Development**Image 6.** TU SISU Design, Pitch and Prototype competition**Image 7.** Workshop on social enterprise

## 3. Users and Stakeholders

The majority of SISU users are students, but the facility is also well-used by Faculty staff and other staff. The Unit's key stakeholders are staff and students, and the wider community. For example, one of the latest efforts initiated by the SISU is an inter-faculty collaboration with the engineering school SIIT (Sirindhorn International Institute of Technology) based on the makerspace equipment in order to facilitate HCD (Human Centered Design) classes for engineering students and hard skill classes for SGS students.

Other stakeholders include eight enterprises that are currently using the SISU as an incubation space, Pakdone; Lukmai; Echo; Fresh Coconuts; Hatch; Naplex; TTM; and Tuk Tuk.

## 4. SISU Projects

TU SISU supports a number of socially innovative projects, such as Pakdone, an alternative waste management system; Tuk Tuk, connecting talent to investors; and Echo, which offers marketing and business support to local Thai fabric manufacturers.

### 1. Echo

Echo aims to offer marketing and business support to local Thai fabric manufacturers to expand their market and build sustainable incomes for local people through a platform and sharing academic expertise. In addition, Echo plans to support small social enterprises that work with Thai local fabric, and promotes eco-friendly Thai fabric in an innovative way to preserve to the traditions of Thai local communities. The name of this particular project is Lagoon, a Thai word (pronounced Lah-moon) meaning 'soft, as well as balanced and in harmony'.



### 2. Tuk Tuk

Tuk Tuk plans to connect local talents to investors to generate solutions to social challenges and to support community development. Most rural young people migrate to Bangkok to find higher paying jobs; this causes an imbalance in rural areas where aging parents are left behind. In order to create a better society, Tuk Tuk aims to lessen this urban migration trend by creating lucrative jobs in rural areas. Using socially innovative approaches and social entrepreneurship as tools, Tuk Tuk will ensure reducing youth rural migration is sustainable through its development of an online presence and platform.



### 3. 6o3's

6o3's is a hub for people who have an unclear vision of their future, supporting them to reconnect with themselves through self-exploration sessions. Focusing on each individual's self-realization, 6o3's supports their life planning with the aim to create a ripple effect on a broader level through workshops and mentorship. The project will focus mostly on fresh graduates who are unsure of their next step. The next phase of the project, Hatch, will involve collaboration with provincial local bodies in order to create a more sustainable framework.



### 4. Pakdone

Pakdone creates an alternative waste management system that is driven by the people for the people through 1) raising awareness; 2) providing and developing tools for waste management; and 3) increasing the value chain of waste with design. The project utilizes the SISU for 3D printing, and the media room for high resolution photographs and other media content creation. Currently, the project has launched products that facilitate easy at-home composting processes.

### 5. Fresh Coconuts

Fresh Coconuts targets urban refugees in Bangkok. Its goal is to tackle malnutrition through food waste management. The project addresses the lack of access to nutritious food and food waste management in Bangkok by creating a network between different stakeholders who are partnered with the SISU (for example, Pakdone). Future plans include collaborating with existing agencies such as Courageous Kitchen to create better channels for food distribution within the urban refugee community in Bangkok. The project is called Gin Khao, a Thai phrase which means "to eat a good meal".



### 6. NapLex

NapLex aims to offer flexible and affordable napping spaces for university students through an online platform by lobbying University departments to allocate spaces for this purpose. In order to accomplish this, NapLex plans to partner with the TU SISU's inter-department network to generate the spaces necessary, as well as accessing the Unit's expertise in building online platforms. The project focuses on the holistic well-being of students, taking into account the mental and physical fatigue of students who have to travel a long distance to get to classes.



### 7. Lukmai

Lukmai offers alternative toys created from salvaged and recycled wood. The designs reflect the engineering background of the founders, who aim to engage young people in games that require dexterity and problem solving skills. The project plans to utilise the TU SISU 3D printer to create prototypes, after which the Makerspace equipment will be used to make the wood pieces. In addition, Lukmai plans to offer its products in tandem with another existing social enterprise that focuses on sustainable play.

### 8. TTM

TTM focuses on bridging the social disconnect found within urban Thai families. The project's solution comes in the form of a board game that will be used as a mediator to connect or improve conversation, and hence improve family members' relationships. The board game is to be called B-House and is designed to build empathy amongst the players, increasing the understanding of family members' different perspectives through questions and answers. The project's progress is being supported by the TU SISU, while the prototype pieces will be printed using the 3D printer.

### 9. Teen Pregnancy Awareness

This project will be an online platform based teen pregnancy awareness, prevention, and after care service. It will be designed to facilitate open conversations on the topic of safe sex practices and general sex education in Thailand. The project is designed to reach the Southeast Asian young people demographic within 9 months of its launch in November 2019.

### 10. Mental Health Help

This project will be both an online platform and an in-person support group where people with mental health issues can come together to talk about their daily lives. Starting as an in-department group in January 2020, the project aims to scale up to become a university-wide service before ultimately becoming a national level support system.

### 11. Inclusivity Plus

The project will start off as an offline open space to talk about the LGBTQAA community in SGS. The co-working space will be used as the headquarters for this group's weekly meetings. Launching in December 2019, there are



### Future Projects

currently there are no plans to take it online, but this will be revisited during the evaluation to determine whether the conversations could become digital storytelling pieces.

### 12. Well-being Wokeness

A student project aimed to tackle nutrition related problems on campus. Launching in November 2019, podcasts will disseminate up-to-date nutritional information and recommendations on where to find healthy meals. Through these activities, the project also aims to address eating disorders.

### 13. Relationships Related

This project will generate a podcast series aimed at addressing relationship myths in Thai society after its launch in December 2019. The podcasts will host a variety of guest speakers with counselling backgrounds, and share their experience in coaching couples, families, and communities with listeners.

### 14. Green World

This project will launch in March 2020 and aims to tackle the plastic packaging trend by offering a green alternative. The project will explore innovative ways in which leaves can be used for packaging purposes for certain types of goods and products.

### 15. Free Seas

Launching in 2020, Free Seas is an environment-oriented project whose main goal is to rid the oceans of plastic pollution.

### 5. Achievements and prospects for the future

As well as training students (see Images 8 and 9), TU SISU is currently working with academic partners in the University to develop online multimedia courses using the Media Studio (see Images 10 and 11). These educational multimedia courses will be made accessible to the general public as well as to students. In addition, through collaborations with the Engineering Department, SISU staff are developing training opportunities to ensure that Unit users and stakeholders are fully trained on the potential of the TU SISU equipment.

**Image 8.**

Design for a cause workshop with guest speaker from FabCafe Bangkok



**Image 9.**

Business Model Canvas for Social Enterprise with Dr Serdar S. Durmusoglu



**Image 10.**

Lecturer Dipendra KC filming for an online session as part of a wider TU initiative of creating content for life-long learning courses on the university MOOC



**Image 11.**

Audiobook recording with Naw Su Yadanar Oo (pictured front) and Saw Dar Bo for the SGS and UC summer program in their native language, Karen from Myanmar



TU SISU will continue its mission to support the understanding, emergence and growth of social innovation regionally, nationally and internationally. As the SISU is integrated into the syllabus of various curriculum courses within the school, these spaces are expected to incubate and foster many future projects. As seen in the example activities, the spaces are used for a variety of knowledge enhancement initiatives that are core to the mission of both the School and TU SISU.

# 5.8 SISU

KU

Thailand

**Kasetsart  
University**

Social Innovation

Support Unit



**Kasetsart  
University**

## **The University**

Kasetsart University main campus, the Bangkhen Campus, is situated on the Northern part of Bangkok, and comprises of 16 faculties and 2 affiliated academic institutes, the Irrigation Development Institute and Napparat Vajira Boromarajonani College of Nursing.

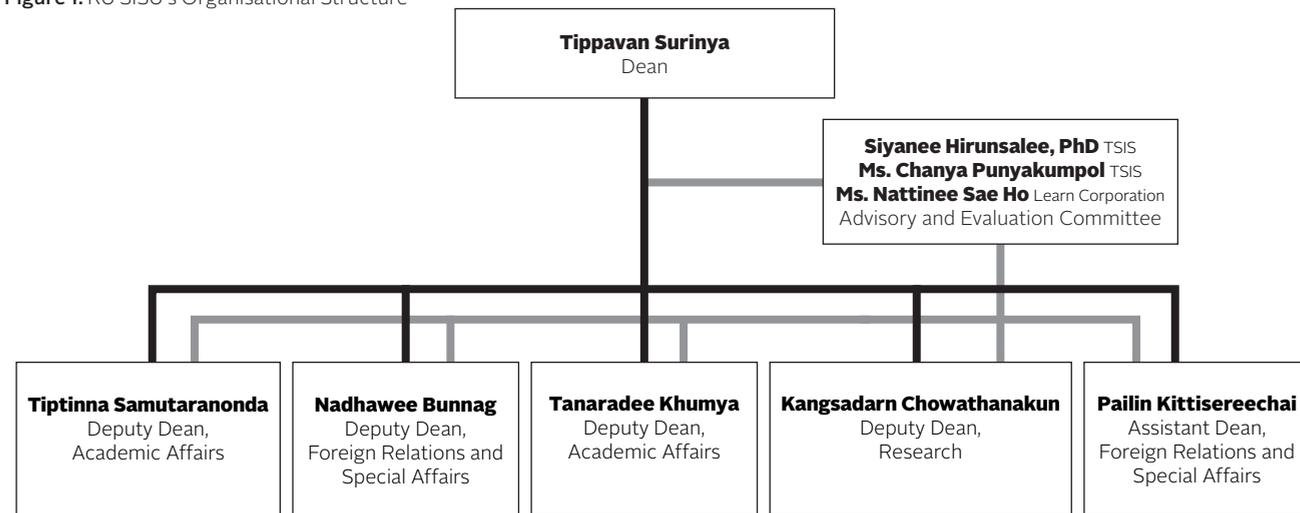
The multidisciplinary Faculty of Social Sciences delivers academic excellence in teaching, research and academic services to students at B.A., M.A. and Ph.D. levels, and engages the public in knowledge dissemination. The University facilitates community development and addresses social challenges to support a sustainable and inclusive Thailand.

### 1. Kasetsart University Social Innovation Support Unit (KU SISU)

KU SISU is based within the Faculty of Social Sciences at Kasetsart University. The Faculty has six departments: Psychology; Sociology and Anthropology; History; Political Science and Public Administration; Geography; and Law. The Faculty provides academic excellence and theoretical expertise, enhancing KU SISU's activities and projects. The Unit's events and projects are collaborative, multi-disciplinary initiatives involving a diverse membership of both internal and external stakeholders. They include staff from across the University's faculties, collaborators and partners from outside the university, and the practical expertise of staff from the Divisions of International Affairs, Research, and Academic Services.

KU SISU has a full-time member of staff dedicated to coordinating the KU SISU team responsible for policy matters, the Unit's partners, its users, and its stakeholders. The Advisory and Evaluation Committee oversees and supports KU SISU's staff (see Figure 1).

Figure 1. KU SISU's Organisational Structure



KU SISU has a dedicated Co-working Space located in the Center for International Affairs and International Studies Management, with additional adjacent areas available for larger events and exhibitions. The Co-working space contains computer workstations and a central table for discussions, group work and training (see Image 1).

Image 1. KU SISU Co-working Space



KU SISU furnished its space with a 3D printer for prototype production, audiovisual and computer equipment (see Image 2), and a smartboard for training and group work.

Image 2. KU SISU Equipment



### 2. Services and activities

KU SISU aims to enhance the capabilities of academic staff, students, and external stakeholders in the wider community through supporting the development of social innovation and social entrepreneurship by SISU users, raising awareness of entrepreneurship amongst students, staff and the wider community, and by disseminating findings from related academic research.

KU SISU acts as a catalyst in the social economy, fostering social innovations through providing new opportunities for stakeholders, exploring local social

needs and stimulating new ideas for solutions to societal challenges. In addition, KU SISU offers essential resources for users to test and prototype their new ideas, providing them with equipment, space, time, Unit team members' expertise, and access to professional networks (see Image 3).

Image 3. Developing KU SISU users skills



### 3. Users and Stakeholders

KU SISU collaborates with people, communities, enterprises and social actors to create and develop social innovation projects through research, training, supporting social innovators to develop their ideas, and by developing users' entrepreneurial skills. The Unit also assists entrepreneurs to find funding, and hosts social innovation competitions. Unit users and their enterprises gain exposure to large professional networks through KU SISU's networking support, including meeting different stakeholders from NGOs, local communities and groups, and the private sector. These external stakeholders offer expertise, opportunities and potential investment in users' ideas.

The KU SISU users are predominantly members of the public, students, and academic staff. The public participate in training, seminars and workshops in the Unit. Students learn about social innovation and are encouraged to develop projects using the SISU facilities, while academic staff are encouraged to put their research into practice through socially innovative projects.

### 4. SISU Projects

KU SISU supports a number of socially innovative projects through research funding and brings together academic expertise and stakeholders from a range of organizations to develop socially innovative initiatives.

### 1. Jaak's Story

Beginning with a local social needs analysis, Asst.Prof.Dr.Kangsadan Chow-athanakun built a narrative based on surveys and discussions with the local community. Using these stories of the history of Nipa Palm in the community, the project supports the community to creatively use Nipa Palm and support the production and marketing of products by Na Kluea Sub-District community enterprise (see Image 4).

Image 4. Jaak's Story



### 2. Platform for Breastfeeding Promotion

Based on academic research, Asst.Prof.Dr. Patrapan Tamdee has developed a platform to give advice and support to expectant mothers who are considering breastfeeding. This platform also disseminates the latest information on innovations and advances in understanding the importance of breastfeeding.



**Image 5.**  
Platform for Breastfeeding Promotion



**3. Legal Measure Protecting the Aging People’s Rights:  
A Case Study of Social Security Law**

Through academic research, including interviews with professionals and brainstorming workshops with older people in Ban Lad District, Phetchaburi Province (see Image 6), Dr. Warapat Rattanapanich has developed legal advice to support older people navigate Thailand’s social security legislation. This work was also assisted by the support of government agencies.

**Image 6.**  
A Case Study of Social Security Law



**4. Social Media Use to Promote Good Governance in Participation  
Collaboration and Transparency in Local Government.**

This project built an innovative platform and a model of social media communication between local communities and their Municipality. After studying social media interactions between communities and Sam Rong Nuea Municipality, Samut Prakan Province, Dr. Kevalin Silphiphat led a team exploring the communities’ communication problems and needs (see Image 7). The impact of the new medium of communication has also been evaluated.

**Image 7.**  
Social Media Use to Promote  
Good Governance



**5. Koh Glang Kitchen, the Model of Collaborations between Community  
Business and the Small Medium Enterprises, SMEs, Outsiders:**

**A Case study of Koh Glang Community Klong Teuy Sub – District**  
The Koh Glang Kitchen project is based on a model of collaboration between businesses in the Koh Glang Community Klong Teuy sub-district and enterprises outside the community (see Image 8). Building on a local social needs analysis, Asst. Prof. Dr. Tanaradee Khumya and her team have developed an entrepreneurial marketing strategy that uses the community’s story as the products’ unique selling point.

**Image 8.** Koh Glang Kitchen



**6. Let’s Get It**

The innovative Let’s Get It project uses online street maps to support children learning English in local communities (see Image 9). Tourism, particularly from English-speaking countries, is an important economic sector in these areas, and this teaching approach encourages children to use English in practical situations to build their communication skills. These skills will support them should they enter the tourism sector after their education

Image 9. Let's Get It



**7. A Process to Stop Stress in Women**

In this student project, stress arising from an unwanted pregnancy was investigated. The team organized group activities using counseling techniques to successfully reduce the stress levels exhibited by participants.

Image 10. A Process to Stop Stress in Women



**8. Tem Ruk Anchalee**

This student project aimed to create increased awareness of crime prevention. A focus group was conducted with community members of Anchalee

Image 11. Tem Ruk Anchalee

Village, Tha Sai Subdistrict, Mueang District, Nonthaburi to inform the design of community safety and crime prevention training for the community (see Image 11).

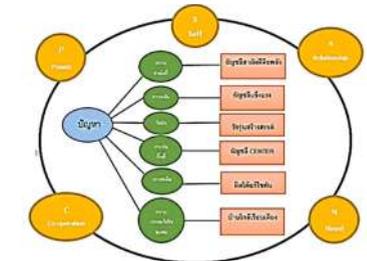


Image 12. Arts in Island

**9. Arts in Island (Changing the Perspective of Koh Klang Community)**

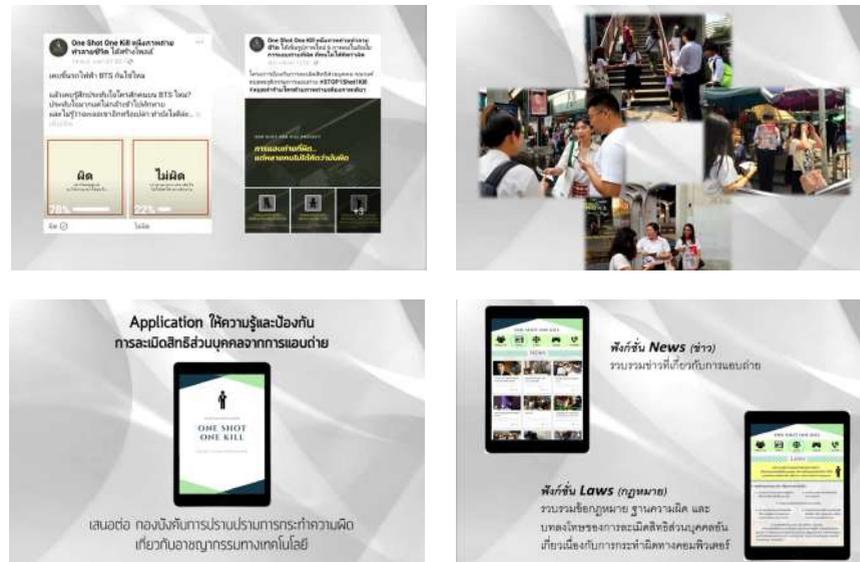
The Arts in Island student team conducted a focus group with members of the Koh Klang Community to assess their needs. The team encouraged the community to collaborate on activities which could improve their income and wellbeing, such as wall art to attract tourists (see Image 12).



### 10. One Shot One Kill Group

This student project campaigns for the prevention of human rights violations in the Bangkok public transportation systems (BTS Skytrain). The team has created a Facebook Fan page, viral media, videos and brochures to inform the public about infringement in privacy law and what they should do if they become victims (see Image 13).

Image 13. One Shot One Kill Group



### 11. Drug Resistance Group

Based on participatory needs analysis and a focus group method with 30 high school students of Wat Ladphrao School, Bangkok, this student project organized activities for the students to increase their drug knowledge and drug prevention (see Image 14).

Image 14. Drug Resistance Group



### 12. Children See Children Do Group (How to Copy Media Group)

Building on a previous study of problems and needs of high school students in communities near the Klongsongkrathiam, Ladphrao districts, Bangkok, this student project organized activities to increase the students' understanding of the negative effects of copying unwanted behavior from the media. The project's activities also supported parents and children to identify fake news. The tools included copy media behaviour's VDO and youtube broadcast, a rally, a role playing activity and free stickers (see Image 15).

Image 15. Children See Children Do Group



### 13. Give or Not Group

Based on its previous study with smokers in Kasetsart University main campus area, this student team created viral propaganda on social media to raise awareness of smoking risks amongst individuals, families and the community. Impact was measured qualitatively using comments on Facebook, Instagram, and Twitter, and quantitatively through measuring the number of views on the project's role playing VDO. The project was very successful, with positive comments on social media and double the number of predicted views of the role playing VDO.

#### 14. One Day One Way of Life Group

Using the results of a needs analysis conducted with the Koh Klang community, Khlong Toei district, Bangkok, this student team developed innovative ways to increase community product value in an attempt to increase the living standards of the people in this economically disadvantaged community (see Image 16).

Image 16. One Day One Way of Life Group



#### 15. Pradittorakarnraomroyang Group (Strengthen Health Prevention for Elderly with Youth Participation group)

This student project developed the “string rubber band for health” activity based on its prior survey with leaders and members of Pradittorakarn community. This activity focused on improving older people’s health and wellbeing, including strengthening intergenerational relationships in the community (see Image 17).

Image 17. Pradittorakarnraomroyang Group



#### 5. Achievements and Prospects for the Future

As well as supporting socially innovative research projects developed by SISU users, the Unit has also worked collaboratively with various partners to conduct training, workshops and lectures designed to support social innovators develop their ideas and entrepreneurial skills. In addition to basic training on equipment like the 3D printers, workshops events and activities delivered by the Unit focused on thematic issues. This included Miss Narumon Wichienwanicakul, Mr. Patorn Pattamayothin and Mr. Alongkorn Niyomdecha's lecture and workshop on how to use digital tools to promote academic and/or business activities among the general public in February 2018; and the Social Sciences Knowledge to Society Project: Social Innovation delivered by the Associate Dean of Academic Services, Assist.Prof. Thanaradee Khumya in November 2018. Other events involved international collaborators, like the Social Innovation Workshop with guest lecturers from the Social Innovation Exchange (SIX), Scope and University of Aveiro in March 2018 (see Image 18).

Image 18. The Social Innovation Workshop



KU SISU also combined the theoretical aspects of research methodologies with the practicalities of entrepreneurship through its Workshop on Participatory Action Research (PAR) for Social Innovation in May 2018 (see Image 19). This collaboration between the Unit and the research committee of the Faculty of Social Sciences, Kasetsart University, included theoretical insight delivered by Dr. Siyanee Hirunsalee and Miss Chananaya Prasartthai, and fieldwork experiences during which Mr. Anop Prasomkham gave participants important background knowledge about the Kudi Khao Community.

Other examples of this successful teaching and learning format include the Workshop on Innovation Development and Research delivered in partnership between the Unit, the Department of Foreign Relations and Special Affairs

of Kasetsart University, and TSIS Limited Partnership in July 2018; and the Workshop on Marketing Research for Innovation delivered by the same collaborative partners in August 2018.

**Image 19.**  
Workshop on Participatory Action Research (PAR) for Social Innovation



**Image 20.**  
First prize winners Will of Green team



External local, national and international guest speakers support KU SISU in delivering high quality education and training, like Ms Siyanee Hiransalee, who discussed Social Innovation Process and Case Studies in April 2019, in collaboration with the Division of Foreign and Special Affairs and TSIS Public Limited, and Dr. Patrik Oskarsson whose lecture in January 2019 explored The PM2.5 Crisis and Participatory Environmentalism: Experiences from India.

KU SISU embraces competitions in social innovation and social enterprise, and been successful in external competitions including Kasetsart University's Will of Green team winning first prize in The Comprehensive Course in Japanese Business Innovation at the Japanese Job Fair in June 2019. (see Image 20). Other successes include two Kasetsart University teams, Deje Vu and GIF, winning first and second prize in a national competition, resulting in them going forward to represent Thailand in the 2019 Monsoon SIM Enterprise Resource Planning Competition in Hong Kong Polytechnic University (see Image 21).

**Image 21.**  
Deje Vu and GIF win a national competition



**Image 22.**  
Spiritual & Ethical Development of University Students Project (Asst.Prof.Dr.Ratigorn Chongvisal)



KU SISU and the Faculty of Social Sciences have also successfully organized 2 competitions, the Social Innovation Awards 2017, won by Asst.Prof.Dr.Ratigorn Chongvisal's project entitled the Spiritual & Ethical Development of University Students (see Image 22); and the Social Science Knowledge Service Project to Society: Social Innovation (CSR Faculty of Social Science), won by the student project One Shot One Kill.

In the future, a 10-day course on Basic Knowledge on Social Innovation and Social Enterprise will be held annually by KU SISU and other higher educational institutions which are partners of Stock Exchange of Thailand, to incubate interested social innovators and/or start-ups in their early stages. Some of the innovators and/or start-ups finishing this course will then accelerate to the Social Innovation and Social Enterprise 102 Course hosted by the Stock Exchange of Thailand. They will present their product showcase and business plan at the annual Social Impact Day. The first SE101@University Course ran at Kasetsart University between 17 August and 21 September 2019. The course will now roll-out across other universities nationally including Thammasat University and Ubon Rachatani University.

To complement the above training, the KU SISU Social Innovator Club will be launched to maintain connections with the cohorts taking the SE101@University Course. The club will share members' experiences of socially innovative projects and their start-up journeys.

KU SISU and Department of Political Science and Public Administration, Faculty of Social Sciences, are currently working collaboratively to develop Social Innovation and Social Enterprise in the Globalized World Course. The Faculty of Social Sciences and KU SISU are also assessing the potential of an MA Program in Social Innovation and Social Entrepreneurship. A research project, the Survey on Role of Higher Educational Institutions to Enhance the Completeness of Thailand Social Enterprise Ecosystem is being conducted at the time of writing as part of this initiative. Further, the Faculty of Social Science plan to develop an MA in Social Innovation and Social Enterprise, with two members of academic staff currently completing PhDs in these areas.

Research in Thailand has shown that the national ecosystem of social innovation and social enterprise has lacked incubators. KU SISU aims to address this with activities supporting enterprise incubation. The Unit is working collaboratively with the Stock Exchange of Thailand, the School of Change Maker, and the TSIS Partnership Ltd. to develop the Unit's early stage incubating role. Nadhawe Bunnag joined the Social Incubator Workshop Series offered by the School of Change Maker and, in November 2019, the School of Change Maker, TSIS and Stock Exchange of Thailand will be invited to mentor and develop KU SISU's incubator activities.



6

**Conclusions**

**Mark Majewsky Anderson**  
 Director | Research and Innovation  
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All these projects seek to demonstrate the potential of universities to use their knowledge by developing new paradigms and tools for targeted exchange between actors from all societal sectors. At the same time, they have demonstrated how universities can learn from other organisations with more experience in supporting social innovation. The projects are forging alliances between universities and stakeholders across the social innovation ecosystem including business, local government, civil society organisations and community groups in order to develop a new concept for knowledge exchange, informed by a needs analysis and monitoring of local social innovations. By combining the different experiences from universities and non-HEI practitioners, a blueprint for a social innovation support unit has been developed that can be adapted by other institutions wishing to join the Network and emulate the experience of SEASIN partners, creating a physical space to bring together different stakeholders in order to support social innovation processes.

The Units offer training, policy-briefings and online tools as part of a suite of incubation and knowledge exchange services applying specialist research, equipment, outreach programmes and existing business support tailor-made to the needs of social innovators, whether they be students, academics or external stakeholders. A series of strategic recommendations and case studies, as well as online tools and teaching materials, are being produced to help other HEIs wishing to create similar units for driving social innovation through knowledge exchange.

The rationale behind all the projects is that to successfully support social innovation, it is not enough to rely on traditional methods and processes for knowledge exchange. A university needs to establish a specialised unit that is specifically geared towards the needs of social innovators. The approach argues that universities should support social innovation in a systematic way beyond ad hoc initiatives and sporadic activism. A Unit is the next step towards institutionalisation of social innovation through universities. Moreover, the explicit notion of this form of knowledge exchange clearly places universities as conscious actors within the social innovation ecosystem: they proactively assume the task of facilitating the exchange, flow and co-creation of knowledge.

Our ultimate goal is to create a global network for supporting social innovation within universities, to embed a culture of changemaking as a fundamental part of higher education, to be able to tackle the pervasive challenges of our age and combat the 'Dictatorship of no alternative'.

