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Education and Inclusive Communities

Social innovation and Higher Education Landscape

Country report – Philippines

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Contents

Foreword

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

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

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

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

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

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

Andrew Pearlman, Director of Society East Asia

Executive summary

Overview

In July 2019 the British Council commissioned the University of the Philippines[1] as the local research partner for the Social Innovation and Higher Education Landscape (SIHE) in the Philippines. University of the Philippines partnered with the lead UK research team at the University of Northampton. This partnership has taken a cooperative research approach that includes co-management, co-design, co-research and joint dissemination of the project, with the University of Northampton providing research training and mentoring (where required and appropriate), support with the fieldwork during their in-country visit to the Philippines, and supervision on the data analysis and report writing.

This is a report on the Social Innovation and Higher Education Landscape in the Philippines. The project assesses the social innovation ecosystem in the country by drawing on survey data and a series of in-depth interviews and focus group discussions with academics, higher education institution officials and social innovation practitioners. The report also identifies knowledge and capacity gaps in delivering vibrant social innovation research and teaching, as well as recommendations for research agendas and higher education institutions policymakers.

The online survey had a total of 46 respondents from higher education institutions across the Philippines. Purposive sampling was used in the study, so as to target academics in higher education institutions with existing curricula related to social innovation and entrepreneurship and/or related research projects. A total of 16 interviews and focus groups were also conducted with 25 key stakeholders. These included: academics, practitioners (social entrepreneurs, incubators, NGOs, investors/funders), policymakers and government, and students (see Appendix A for a full methodological overview).

[1] https://www.up.edu.ph/

Findings

By means of a desk review, quantitative and qualitative data analysis, and data triangulation, this report provides a picture of the social innovation ecosystem in higher education in the Philippines. The five key findings are presented below.

1. Research

In the Philippines, there is growing interest in social innovation research led by academics in the fields of business, economics, management, science and engineering, community development, and the social sciences. Such research has been boosted by hubs and specialised centres within universities. This study identified 32 relevant academic publications which are mostly empirical studies and often use qualitative and mixed methods research. Aside from social innovation and related topics, the publications focus on a range of subjects, such as local transformation, community development, urbanisation and smart cities, microenterprises, public goods and governance. The publications are mainly funded by research grants, higher education institutions funding or are self-funded by the academic. Despite the growing interest, academics continue to face difficulties in conducting research, especially with regards to balancing this with their existing teaching loads. This is true in all academic fields but especially in emerging ones such as social innovation. Creating an enabling environment for research continues to be a key endeavour within the academic community.

2. Teaching

A total of 73 teaching activities relating to social innovation were identified, composed mainly of modules, courses and other activities (such as non-accredited courses, workshops and conferences), as well as two degree programmes (Bachelor of Science Degree in Social Entrepreneurship and Master's Degree in Disaster Risk and Resilience). Aside from social innovation and entrepreneurship, the topics of these courses include sustainable development, social change, political awareness, transformative education, leadership and management, qualitative methods, service learning, and community organising. Most of the modules and courses are offered at the undergraduate level or are non-accredited courses, and the majority of them are offered in private higher education institutions. Whereas one of the barriers to teaching activities and new curricula is the rigidity of public higher education institutions, private higher education institutions seem more likely to understand and respond to the opportunities provided by social innovation teaching activities.

3. Community engagement

When it comes to community engagement, higher education institutions have programme offices or social action units that provide leadership and oversight on the university's community programmes and outreach activities. Academics usually serve as officers or volunteers in these offices or units, or in NGOs and social enterprises. A number of universities have established centres aimed at advancing and supporting social innovation such as Humanitarian

Engineering, Entrepreneurship and Design (University of the Philippines Diliman), Hub of Innovation for Inclusion (The College of St. Benilde), and Centre for Social Entrepreneurship (The University of San Carlos). These centres incubate innovative ideas, mentor social innovators and entrepreneurs, co-create with communities, and collaborate with different sectors. There are also examples of universities providing direct support to social enterprises, such as the partnership between Central Mindanao University and Coffee for Peace.

4. Collaborations

Formal collaborations with various institutions (73 in total) were identified and found to be mainly for training or capacity-building and advocacy purposes. higher education institutions have different mechanisms of engagement with fellow universities, government agencies, NGOs, social enterprises and local communities. Almost a third of survey respondents reported no problems or barriers in collaborating. However, when barriers were reported these mainly included a lack of funding and a lack of policy support. The findings highlight how the financing for collaborations are mainly bound to higher education institution's own funding, government funding and NGO/foundation funds. There is a need to seek out other innovative funding streams that would focus on more impactful collaborations.

5. Social innovation ecosystem and systemic issues

Despite considerable growth in awareness and use of social innovation and social entrepreneurship concepts in the Philippines, there is still no legal definition of a social enterprise. Although a legal definition is not always necessary or positive, the insights from the interviews and focus groups suggest that there remains a need for definitional clarity to guide promotion and strategic action.

Furthermore, the interviews revealed only broad and loose definitions of both social innovation and social entrepreneurship. Participants often connected social innovation to corporate social responsibility and livelihood programmes. A better understanding of social innovation will help change the misperception that social enterprises are not viable, thus reducing the negative impact on investment and support. A clear definition of social innovation will also guide education, as well as further research and its application in the community.

There are existing policies that aim to support social innovation and social entrepreneurship in general, such as the Innovative Start Up Act (Republic Act 1137) and the Youth Entrepreneurship Act (RA 10679). The implementing rules and regulations for both laws were signed in 2019, but the actual implementation is yet to be observed and evaluated. An important step forward would be made by the Poverty Reduction through Social Entrepreneurship (PRESENT) Bill, which defines social enterprises as 'social mission-driven organisations that conduct economic activities providing goods and/or services directly related to their primary mission of improving the well-being of the poor, basic and marginalised sectors and their living environment', however, this is still pending in Congress (British Council et al., 2018).

Recommendations

Based on the findings of this research, the following eight recommendations are made. These aim at contributing to the development of the social innovation research and teaching ecosystem in the Philippines.

1. **Facilitate community engagement (practice)**

In order to develop meaningful and innovative solutions, communities and grassroots actors should be involved in the assessment of their own needs, as well as in research design and implementation. Where possible, higher education institutions should include communities in their research and extension work, as well as assist social enterprises to scale up or to build networks. A step forward would be to put into practice more participatory and community-oriented approaches, that not only investigate the opinions of different stakeholders, but also embed them in processes from the beginning and use their views to define the aims and the scope of the research.

2. **Research and extension funding (institutional)**

Higher education institutions and external funding should be allocated to support the completion of social innovation research and projects. Although funds from the government are available, the recipients are currently concentrated within Metro Manila. Therefore, steps should be taken to ensure better distribution of traditional research grant funding and explore alternative, less traditional research funding sources such as NGOs and international development agencies.

3. **Supporting an enabling environment for innovations agenda (institutional)**

An array of activities to support youth in social innovation and social entrepreneurship already exist in the Philippines, typically in the form of Hackathons, incubation hubs and accelerator hubs. The British Council should support universities and organisations in these types of initiatives to build awareness amongst young people and the general public.

4. **Higher education institutions to lead in research on social innovation and social entrepreneurship (institutional)**

Higher education institutions should be at the helm of research studies promoting the development of social innovation, including social innovation mapping, impact studies, monitoring and evaluation, and product innovation. To encourage such research and maximise its impact it is necessary to increase funding, as well as improve linkages between the different ecosystem stakeholders. Encouraging exchange between academics from different higher education institutions would promote the development of social innovation academia. Moreover, encouraging dissemination activities (such as online media articles, podcasts or free online courses) for a non-academic audience would help in diffusing insights captured from academic research more widely. Coordination of higher education institutions with regional development

councils is imperative to guide research and community extension agendas, as these actors have a pivotal role as regional coordinators and promoters of social innovation. It is through these extension programmes that the universities participate in community development and outreach activity, and that students and staff are able to engage in social innovation initiatives.

5. **Higher education institutions to ensure the integration of social innovation and social entrepreneurship in teaching, research and community extension agendas (institutional)**

Social innovation should be embedded in curricula aimed not only at business or commerce students, but also at a broader student population. Openness and collaboration between departments (and between universities) are encouraged for the development of social innovation modules. Capacity-building opportunities should be promoted by the government and higher education institutions not only for academics, but also for social innovators and local communities to help direct research towards relevant and emerging themes. In addition, opportunities to develop certified training courses and workshops in collaboration with NGOs and practitioners should be explored. By promoting accessible research outputs and teaching activities through online courses that not only speak to academics, but also to social innovators, NGOs, practitioners and community organisations, would help to disseminate the knowledge acquired by academic research.

Social innovation should be a part of the research agenda and community extension agenda. In the Philippines, universities often have an Office for Community Extension Services, which already implements community development programmes. Nonetheless, universities should incentivise more social innovation research and extension work, making it part of the tenure track. An increase in the number of courses focusing on social innovation could help to strengthen student's interest in social innovation. On the other hand, a greater focus on social innovation in multidisciplinary degrees would help to increase awareness of this concept and strengthen understanding of the links between social innovation and other disciplines.

6. **Supporting policy agenda (institutional)**

The Commission for Higher Education (CHED) and the British Council are collaborators in the organisation's work in education. Supporting the Commission for Higher Education in their policy making agenda by engaging academic researchers or initiating policy research will help provide the groundwork for institutionalising research and teaching of social innovation and social enterprise in the country. Supporting the passing of the Poverty Reduction through Social Entrepreneurship (PRESENT) Bill – which gives credence to social entrepreneurship – must be an ongoing endeavour. A policy specific to research and teaching social innovation and social entrepreneurship would complement the PRESENT Bill. The British Council should look to engage their existing networks such as the Philippine Social Enterprise Network (collaborating for Reaching the Farthest First with Civil Society Organisations – Social Enterprise Education and Development (CSO-SEED)), and/or the Institute for Social Entrepreneurship in Asia (ISEA) headed by Dr Lisa Dacanay to assist in the development of a research and teaching policy.

7. Facilitate cross-sectoral engagement (systemic)

Involvement of all sectors (government, private, civil society, academia) in strategic actions could build a more socially innovative country. Moreover, stronger links across different sectors (e.g. higher education institutions and private sector) through long-term engagement (formalised with a memorandum of agreement or understanding) would also ensure sustainability of social innovation initiatives. Promoting exchange where academics take on non-academic roles within social innovators could help to improve their knowledge and guide research towards relevant topics. Similarly, ensuring that social innovators, the private sector and civil society are invited into higher education institutions to teach and share insights will improve higher education institutions' understanding of the opportunities provided by social innovation.

8. Addressing the siloes in the ecosystem (systemic)

Bringing together stakeholders for collaboration and engagement will help strengthen the social innovation ecosystem, and the British Council is in a strategic position to do so. Bridging academics and practitioners together in a meaningful way will foster a unified network in helping promote and support social innovation with measurable outcomes. Finding champions in different sectors will also further facilitate linkages. Collaboration with institutions in the UK who are working in mature social innovation environments will allow for meaningful knowledge exchange. Further, establishing or supporting the creation of a repository of social innovation initiatives in the country will help join working siloes into a more cohesive ecosystem. This sharing platform will allow practitioners to access research they may not have before; for academics to look into scientific studies of innovations and enterprises; and for policymakers to champion the potential of social innovation to deliver social impact. Investigating how existing British Council programmes, such as the Creative Economy or Hong Kong's Building Research Innovation for Community Knowledge and Sustainability (BRICKS) project, which involve collaboration between academics and practitioners in co-designing research proposals, may be replicable in the Philippines (or at a regional level) should also be considered.

Further research opportunities

This research offers a starting point for mapping the ecosystem of social innovation research and teaching in the Philippines. Further work is needed to increase our understanding of social innovation and we suggest three future study areas below.

1. **Needs assessment of social enterprises**

There is a need to identify problems faced by social enterprises ensure the policymakers can build an enabling environment. Our research suggests the main challenges relate to a lack of funding as well as the lack of a clear policy framework that supports social innovations. Social entrepreneurs also highlight difficulties in participating in the research agendas of higher education institutions and in accessing the knowledge produced by them.

2. **Youth in social innovation and social entrepreneurship**

This study reveals young people as major actors in the social innovation ecosystem. Building on this, important findings would emerge from research capturing the voices of youth, in particular students and practitioners. Future research should seek to explore current motivations, practices, challenges and perspectives of young people in relation to social innovation.

3. **Impact of teaching and training courses**

This report maps the current social innovation teaching landscape in the Philippines, but it does not delve into the quality of these programmes, courses and subjects. Future research should explore the impact of teaching social innovation in universities, including through student perceptions after graduation and outcomes for them. This may also be extended to graduates of certified training courses or modules outside of higher education institutions.

1 Literature review

1.1 Wider social innovation system

Social innovation can be defined as 'changes in the cultural, normative or regulative structures [or classes] of the society which enhance its collective power resources and improve its economic and social performance' (Heiscala, 2007:59). Notwithstanding this in much of South East Asia social innovation takes the form of social entrepreneurship and social enterprise. Zahra et al. (2009:519) state that social entrepreneurship '…encompasses the activities and processes undertaken to discover, define and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organisations in an innovative manner'. Social enterprises, on the other hand, can be viewed as independent, self-sustainable entities that deliver social and environmental (i.e. non-economic) outcomes (Dart, Clow and Armstrong, 2010), using market-based approaches to reduce social inequality and improve social mobility through access to opportunities (Nicholls, 2007). Throughout this report, given that it encompasses social entrepreneurship and social enterprise, the term social innovation will be used. However, the terms social entrepreneurship and social enterprise will also be used whenever the specific social innovation activities being undertaken will have to be distinguished.

Historically, the Philippines has a strong civil society tradition (Sahakian and Dunand, 2014). The cooperative movement, long established in the Philippines, has given rise to different actors, including cooperatives, not-for-profit organisations, fair-trade organisations, and social enterprises. The concept of social enterprises has spread in the Philippines since the 1990s (Bidet and Defourny, 2019). Although there is currently no legal definition of what a social enterprise constitutes, related concepts and practices are becoming more widespread in response to the level of deprivation in the country (British Council, the Thomson Reuters Foundation, and the ESCAP, 2018).

In policy terms, a bill entitled 'Institutionalising the Poverty Reduction through Social Entrepreneurship Program and Promoting Social Enterprises with the Poor as Primary Stakeholders' (PRESENT Bill), submitted by the PRESENT coalition, is pending in the Congress of the Philippines. It defines social enterprises as 'social mission-driven organisations that conduct economic activities providing goods and/or services directly related to their primary mission of improving the well-being of the poor, basic, and marginalised sectors and their living environment' (British Council et al., 2018:159).[2]

Several institutional forms make up the social enterprise ecosystem in the Philippines: sole proprietorships, NGOs, social cooperatives, corporations, stock corporations, non-stock corporations, and foundations (British Council et al., 2018). A specific sub-group within the ecosystem are 'Social Enterprises with the Poor as Primary Stakeholders (SEPPS)'. Social Enterprises with the Poor as Primary Stakeholders are defined as 'social mission-driven wealth creating organisations that have at least a double bottom line, explicitly have as a principal

[2] Please consult the Philippine Social Enterprise Network web page for additional information on this definition of the social enterprise http://philsocialenterprisenetwork.com/poverty_reduction.html

objective poverty reduction or improving the quality of life of specific segments of the poor, and have a distributive enterprise philosophy' (Dacanay, 2013:51). Social Enterprises with the Poor as Primary Stakeholders were defined within research implemented by the Institute of Social Entrepreneurship in Asia and Dr Dacanay (British Council, 2015; Dacanay, 2019; Inter-American Development Bank, 2016). These are seen as a sub-group of social enterprises because the primary stakeholders and the major decision-makers in the social enterprise are the poor (Ballesteros and Llanto, 2017).

The above-mentioned social enterprise framework is set in the context of a country undergoing economic expansion, but with a relatively high level of deprivation. In the last five years for which data are available (from 2012 to 2018), the average annual Gross Domestic Product growth rate for the Philippines has been equal to 6.5 per cent and in 2018 the Gross Domestic Product was approximately 320 billion in constant 2010 US$[3] (The World Bank, 2018a). In 2018, the Gross Domestic Product in absolute terms was among the lowest relative to other countries in the same area such as Indonesia, Malaysia, Thailand, and Vietnam. However, in the same year the Gross Domestic Product growth rate was the second highest in the area, second only to Vietnam (The World Bank, 2018a).

These basic indicators show how the Philippines is undergoing rapid economic growth. However, these measurements also hide important issues. The Gini measure of inequality[4] ranks the Philippines among the most unequal countries in the region. For much of the past 50 years, the Gini index for the Philippines has been around 0.44 (Valenzuela et al., 2019), with an improved value of 0.40 in 2015 (The World Bank, 2018b). The Multidimensional Poverty Index, which consists of four dimensions (i.e. education, health and nutrition, employment, housing, and water and sanitation), shows that education is the area characterised by the highest level of deprivation in the Philippines (Philippine Statistic Authority, 2018). In 2017, this dimension contributed 36.9 per cent of the country's Multidimensional Poverty Index value, while the health and nutrition dimension contributed 27.5 per cent, housing, water and sanitation contributed 27.4 per cent and employment accounted for 8.3 per cent (Philippine Statistic Authority, 2018). Moreover, in the Philippines 17.3 per cent of individuals are considered multidimensionally deprived[5] (Philippine Statistic Authority, 2018). These additional indicators enrich the picture showing that, notwithstanding the economic growth of the Philippines in recent years, severe levels of inequality and poverty remain significant social challenges.

It is within this context that social innovations and social entrepreneurship are growing in the Philippines. In 2017, as many as 164,473 social enterprises were mapped across the country (British Council, 2018), often operating with the purpose of tackling unemployment and poverty, as well as empowering local communities and marginalised groups (British Council, 2018). In

[3] Data are in constant 2010 U.S. dollars. This means that figures for Gross Domestic Product are converted from domestic currencies using 2010 official exchange rates (World Bank, Development Research Group, 2019).
[4] The Gini index is a means of inequality or statistical dispersion used to investigate the income or wealth of countries (in this specific case). The values can range from 0 to 1, values closer to 0 are signals of lower inequality while values closer to 1 are symptoms of high inequality.
[5] An individual is considered multidimensionally deprived when is deprived in at least one third of the 13 indicators that define the four dimensions.

particular, the role of a social enterprise (and social innovation) is to support and empower the disadvantaged and most vulnerable in society.

Alongside the growth of social enterprises, a more complex ecosystem is emerging. In 1999 a group of NGOs, development institutions, people's organisations, and cooperatives established the Philippine Social Enterprise Network.[6] This network aims at:

> *'…enhancing capacities of member organisations through subsector analysis, value chain analysis and market studies, business planning and monitoring, business development services, social entrepreneurship capacity building, markets and products development, including micro-finance/savings and credit.' (The Philippines Social Enterprise Network, 2017).*

In 2012, the PRESENT 2015 coalition was established for institutions supporting social entrepreneurship, including academics, microfinance institutions, small producers, and service providers (Dacanay, 2019; British Council, 2015). This coalition seeks to support Social Enterprises with the Poor as Primary Stakeholders (SEPPS) and their work in tackling deprivation by creating an institutionalised framework. Within this framework, a dedicated agency, a programme and a fund were proposed. The PRESENT Bill launched the Social Enterprise Development Agency with the purpose of ensuring a positive environment that will safeguard the growth and the development of social enterprises (British Council et al., 2018).

[6] For further information, please consult the Philippine Social Enterprise Network web-page http://philsocialenterprisenetwork.com/about.html

1.2 Wider policy on social innovations and social enterprises in higher education

Regional coordination mechanisms, such as university and research council networks, are playing an increasingly important role in fostering knowledge and dissemination of social innovations (Ng, et al., 2016; Jenkins, 2016). Research has shown that regional coordination mechanisms are supported by a central institution in which are based, in this case the government of the Philippines (Ng, et al., 2016). In the Philippines' ecosystem, connections between social innovation and higher education institutions are thus intensifying.

A strong early signal of support for social innovation in higher education was the placement of the Institute for Social Entrepreneurship in Asia (ISEA) within the Ateneo de Manila University. Alongside this, the University offers a diploma on social entrepreneurship (British Council, 2015). This partnership has produced very positive experiences, including the hosting of the National Social Enterprise Conference in November 2014 by the Ateneo de Manila University, ISEA and other partners, where features and difficulties for social enterprises concerned with women's empowerment and poverty reduction were discussed (British Council, 2015).

An Intercontinental Network for the Promotion of Social Solidarity Economy (RIPESS) symposium on social and solidarity economics was hosted by the University of Manila in 2013, during which several Filipino organisations discussed and supported the solidarity economy (Sahakian and Dunand, 2014). An increasing number of universities and business schools have also introduced social enterprises modules in their undergraduate and post-graduate programmes. Several are based in Manila, but other higher education institutions are also implementing programmes, including Cebu and Davao (British Council, 2015). Alongside higher education programmes, universities are providing direct support to social enterprises. An example is the partnership between Coffee for Peace and Central Mindanao University, developed around the theme of coffee production (British Council, 2015).

Several higher education institutions are implementing educational programmes. The report 'Reaching the Farthest First: The State of Social Enterprise in the Philippines' (European Union et al., 2017) presents a quasi-comprehensive list of higher education institutions, researchers and ecosystem support organisations relating to social innovation in the Philippines. The list below contains these, as well as additional courses or electives collated from desk research:

Higher education institutions programmes (undergraduate/postgraduate degree courses)

- The Ateneo de Manila University offers a Master Degree in Social Entrepreneurship and an undergraduate programme that includes social innovation. As mentioned above, it also hosts a variety of seminars, forums, initiatives, and training;
- The Ateneo Center for Social Entrepreneurship (ACSEnt), within the Ateneo de Manila University, aims to boost social transformation through the creation of research and training programmes that promote social entrepreneurship;

- University of the Philippines Manila hosts the Philippines' Social Innovation in Health Hub, launched in 2017;
- The De La Salle University offers the Lasallian Social Enterprise and Economic Development Programme, which aims at promoting social innovation and social entrepreneurship to boost community engagement. Moreover, the De La Salle-College of Saint Benilde hosts an incubator facility for social innovation;
- Within University of the Philippines, the College of Social Work and Community Development has courses on enterprise at the communitarian level and cooperative development that aim at engaging practitioners, policymakers and academics;
- University of the Philippines offers a Massive Open Online Course (MOOC) for social entrepreneurship;
- University of the Philippines Diliman – Extension Program in Pampanga with the University of the Philippines Foundation Inc. and the University of the Philippines Citi Foundation have developed courses to improve the capabilities of entrepreneurs relating to micro and small enterprise;
- Father Saturnino Urios University, within its business administration undergraduate programme, offers a bachelor's degree in social entrepreneurship;
- The University of Santo Tomas offers a Bachelor of Science in Entrepreneurship, which aims at combining entrepreneurship with social consciousness and ethics education. In particular, it focuses on innovation management and social entrepreneurship;
- Mindanao State University – Iligan Institute of Technology acts as a business incubator that aims to create a progressive entrepreneurial ecosystem while providing education and training programmes;
- The Philippine Women's University offers a Master's in Business Administration in Social Entrepreneurship and Management;
- Far Eastern University (FEU) hosts the Institute of Technology Innovation Center which it describes as a 'leading ecosystem of learning support for students, alumni, faculty, and employees who aim to incubate their business ideas or social enterprises. It fosters entrepreneurial prospects by providing access to co-working spaces and a community of educators, industry mentors, professional service providers, and potential angel investors.'
- The MBA programme of the University of the East offers the elective module in social entrepreneurship;
- The MBA programme of Colegio de San Juan de Letran offers a specialised elective in innovative entrepreneurship;
- San Beda University's Office of Research and Innovation (ORI) and Research Development Center (RDC) aims to 'nurture a productive and competitive innovation-

based entrepreneurship culture that uplifts community livelihood and affords a high quality of life to all Filipinos.'

Non-degree courses run by non-higher education institutions

- The Institute for Social Entrepreneurship is, in part, established as a learning network providing courses and learning activities;
- The Innovation for Social Impact Partnership also supports new and talented social entrepreneurs through the training of social entrepreneurship, faculty staff and students on innovations and social entrepreneurship;
- The British Council is implementing several training programmes and workshops such as the partnership with Department of Trade and Industry (DTI)'s Philippine Trade Training Center for Filipino Creative Entrepreneurs, the Active Citizens programme, and the Civil Society Organisations – Social Enterprise Education and Development (CSO-SEED) Programme;
- Go Negosyo, a non-stock and non-profit organisation of the Philippine Center for Entrepreneurship, provides entrepreneurship-related training programmes and other activities aiming at promoting social entrepreneurship as a driver for decreasing poverty and inequality;
- The Pamulaan Center for Indigenous Peoples Education is an educational institution that provides training for indigenous communities, including a Bachelor's Degree on Science in Social Entrepreneurship;
- The Bayan Academy for Social Entrepreneurship and Human Resource Development is an organisation that provides entrepreneurship, management, and education training programmes (such as the Grassroots Entrepreneurship and Management Program). Moreover, it delivers training courses for other clients (institutions, cooperatives, banks, educational institutions, and micro and small enterprises);
- Ashoka[7] is implementing a teaching programme in secondary schools about social values (British Council, 2015).

The above-mentioned represent positive examples of social innovation in the Philippines higher education ecosystem. Alongside these, educational programmes that spread social entrepreneurship values and provide examples of successful social enterprises are needed (British Council, 2015). For example, the current lack of trained professionals shows that these educational programmes should be promoted (Japan Research Institute and Multilateral Investment Fund, 2016). Furthermore, while this report focuses on higher education, more educational programmes should be implemented at lower levels (e.g. secondary and tertiary)

[7] Ashoka is 'a network addressing the world's most pressing problems. We identify and accelerate cutting edge social innovation: whether in social entrepreneurship, education or business. By bringing together these communities across sectors we are building a world in which everyone is equipped and empowered to be a Changemaker'. Ashoka website last accessed 16/08/2019 https://www.ashoka.org/en-US/story/what-ashoka

since access to university education is highly unequal in the Philippines (British Council, 2015). Alongside this, there is a growing need to understand the role of academics and research council networks as both regional coordinators and promoters of social innovations (Ng, et al., 2016).

1.3 Summary

The presented literature gives an introduction to the social innovation ecosystem in the Philippines with a focus on higher education (HE) and non-higher education providers of education and training. Within a growing but persistently unequal and poor country, several actions have been implemented to institutionalise and support social enterprises. Most of these actions are delivered and supported by grassroots organisations and/or higher education institutions, and less by the government of the Philippines. The Poverty Reduction through Social Entrepreneurship (PRESENT) Bill, which will promote social enterprise that serve the poor, is pending in the Congress of the Philippines. Alongside this, research implemented by the Institute of Social Entrepreneurship in Asia defines social enterprises with the poor as their primary stakeholders as a particular sub-group of social enterprise, specifically Social Enterprises with the Poor as Primary Stakeholders (SEPPS). Funds, collaborations, an agency, and programmes have also been implemented to boost the number and development of social enterprise. Within higher education institutions, several actors are working towards supporting the social innovation ecosystem by implementing courses, research projects, supporting hubs, and learning networks. These involve students, academics, social entrepreneurs, institutions, cooperatives, banks and educational institutions. In spite of these positive examples, several researchers have shown the need to increase the number and diversity of programmes including those that spread social entrepreneurship values.

2 Research aims

This study is part of the Social Innovation and Higher Education Landscape (SIHE) initiative funded by the British Council.

The aim of this research is to understand the existing landscape of social innovation and higher education research, teaching and community engagement at higher education institutions in the Philippines. It is guided by the following research objectives:

- Assess the quantity and quality of social innovation and social entrepreneurship related research, teaching and community engagement in the country, including looking into trends and future priorities
- Analyse gaps in knowledge, capacity and future ambitions of the academic community in this area
- Gauge the levels of trust and collaboration that currently exist across academic disciplines, between universities, and between universities and wider society
- Identify the barriers to social innovation and social entrepreneurship activities in research, teaching, incubation and community engagement in relation to:
  - Funding
  - Policy
  - Networks and collaboration
  - Skills development
  - Scale projects (number and impact).

Understand the key social challenges facing the country and how these can be addressed by social innovation and social entrepreneurship.

3 Quantitative results

3.1 Respondent demographics

Quantitative data was collected through an online survey from the end of October 2019 to December 2019. It was designed to investigate social innovation related research and teaching activities, to assess academic, practitioner and policy-oriented research and to understand social innovation research trends. Moreover, it was designed to explore academic involvement in the community.

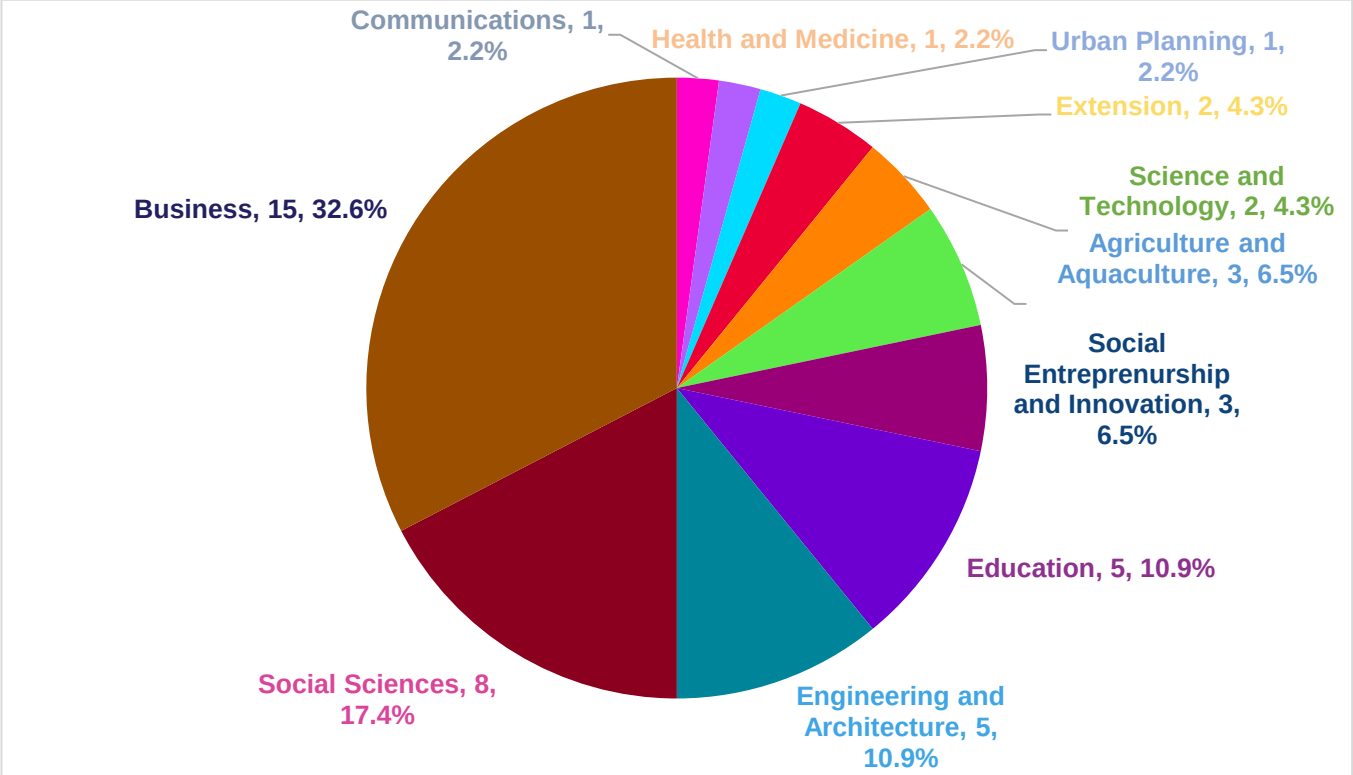
A total of 46 respondents completed the online survey. Most of the respondents were female (59 per cent). The respondents' age ranged from 24 to 70 years old, with a median age of 49 years old and mean age of 46.8 years old. Table 3.1 illustrates the institutional affiliation of respondents and their geographic location. Half of all higher education institutions represented are located in Metro Manila, the capital of the Philippines. Higher education institutions were the largest institutional respondents, with 47.8 per cent from private higher education institutions and 43.5 per cent from public higher education institutions.

Table 3.1 – Institutional affiliation by geographic location

Institutional affiliation	Metro Manila	Luzon	Visayas	Mindanao	Unspecified	Overall	
Private higher education institutions	72.7%	9.1%	4.5%	13.6%		**22**	**47.8%**
Public higher education institutions	30.0%	30.0%	10.0%	30.0%		**20**	**43.5%**
Technology business incubator				100.0%		**1**	**2.2%**
Inter-institutional consortium	100.0%					**1**	**2.2%**
Unspecified					100.0%	**2**	**4.3%**
Overall	**50.0%**	**17.4%**	**6.5%**	**21.7%**	**4.3%**	**46**	**100%**

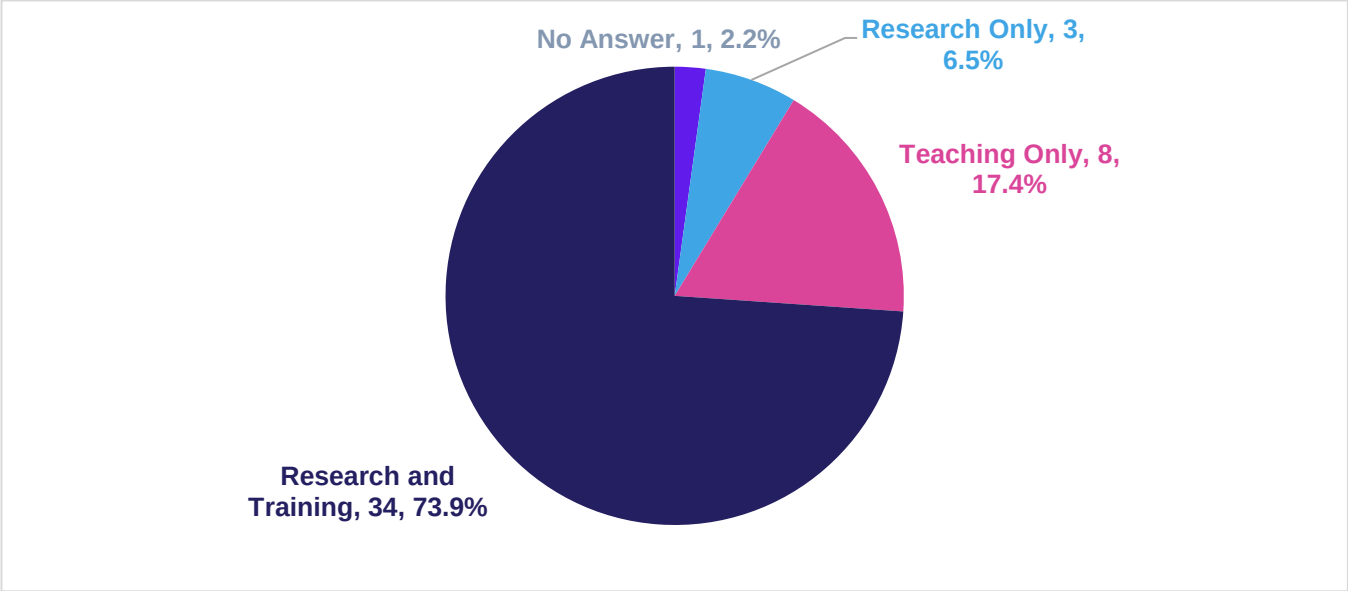
Respondents were asked about their main field of academic expertise (Figure 3.1). Nearly one-third of all respondents indicated business (32.6 per cent), followed by social sciences (17.4 per cent), engineering and architecture (10.9 per cent), and education (10.9 per cent).

Figure 3.1 – Respondents' field of academic expertise



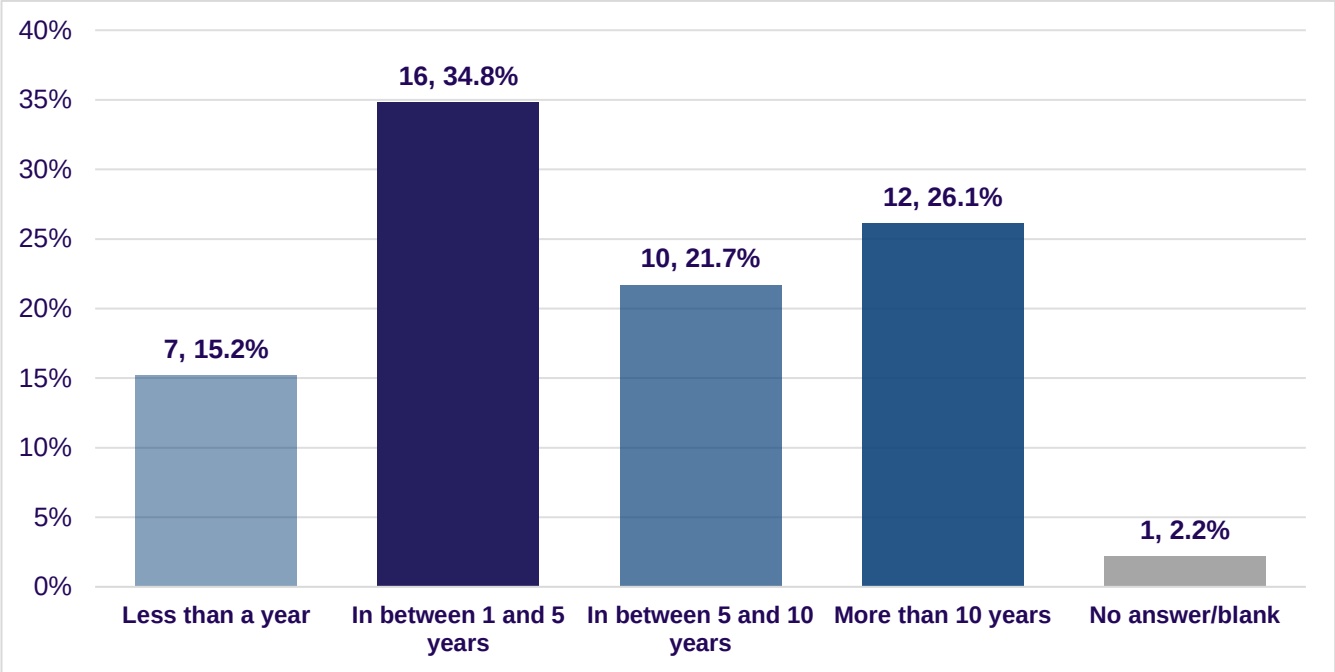
In terms of their career track, the majority of the respondents (73.9 per cent) stated that they are on both research and teaching tracks, while 17.4 per cent are on a teaching track only and 6.5 per cent are on a research track only (Figure 3.2).

Figure 3.2 – Respondents' career track



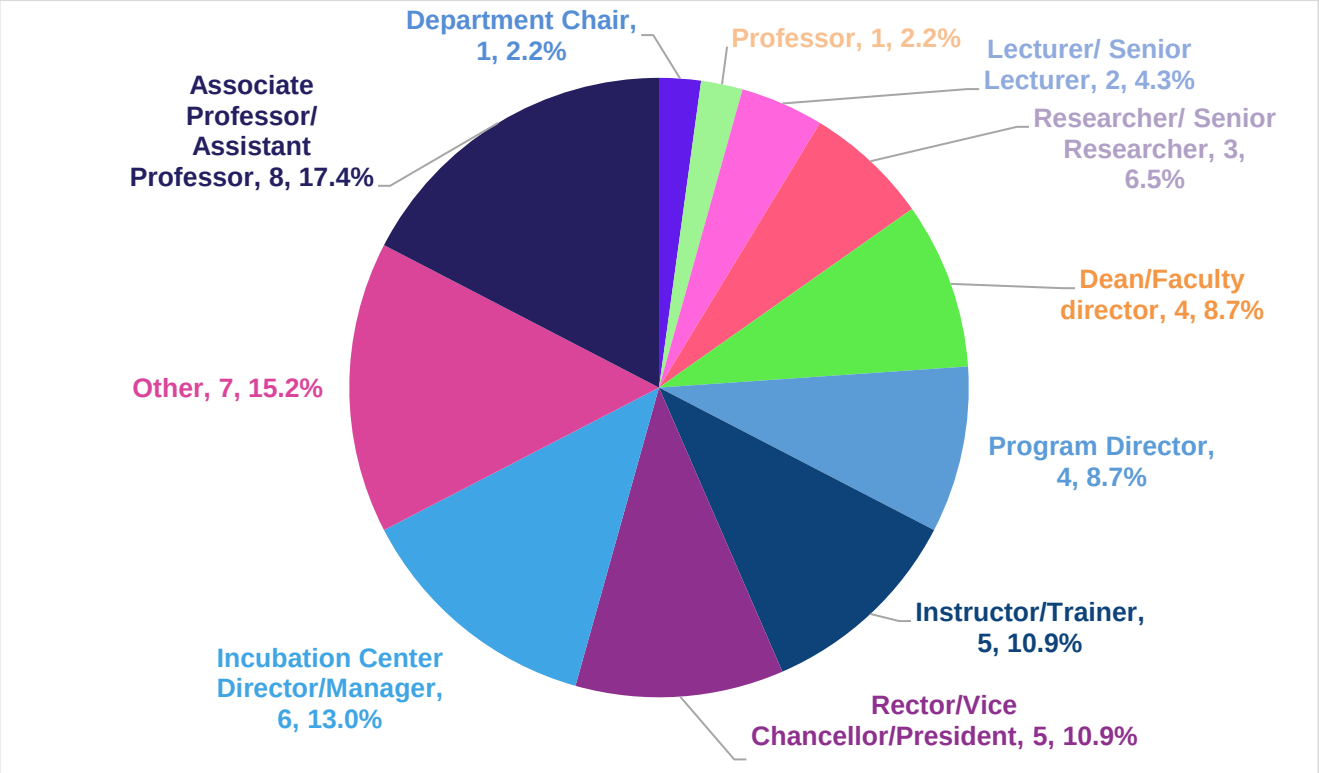
When asked how long they have worked in the social innovation field, more than one-third of the respondents indicated that they have worked between one and five years (34.8 per cent), followed by those who have worked for more than ten years (26.1 per cent), and those who have worked between five and ten years (21.7 per cent) (Figure 3.3).

Figure 3.3 – Respondents' length of career in social innovation



The respondents were asked to identify their roles and positions within their respective institutions. Associate/assistant professors comprised 17.4 per cent of the respondents, with Incubation Centre managers and directors making up 13.0 per cent, rectors, vice chancellors and presidents 10.9 per cent, and instructors and trainers 10.9 per cent of the respondents.

Figure 3.4 – Respondents' main role or position

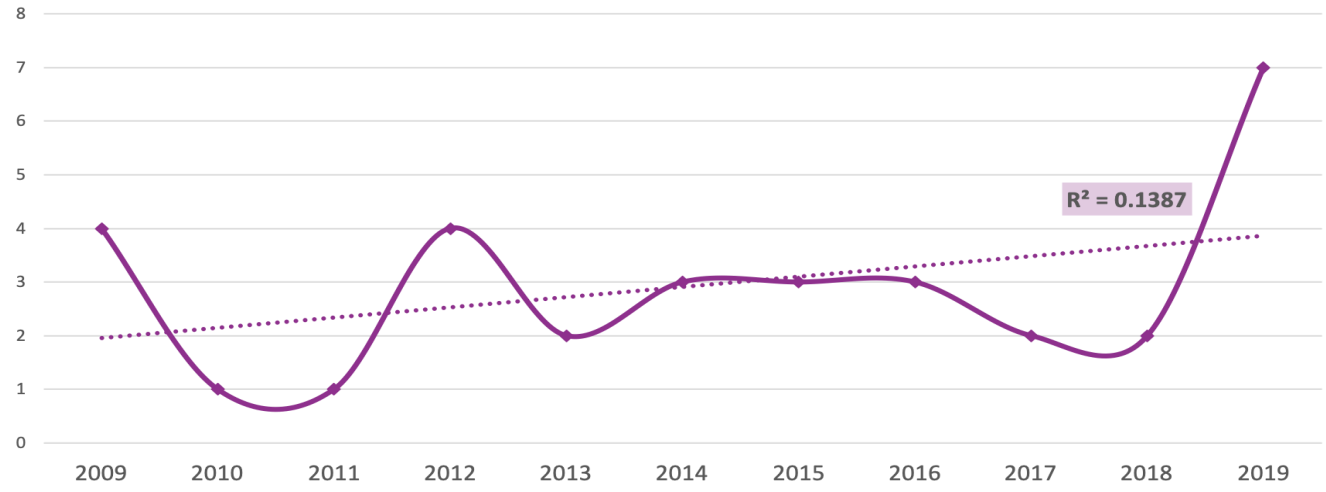


Interestingly, the demographic data reveal that most of the respondents are female (59 per cent). Compared with global averages of only 28 per cent in other fields (notably science, technology, engineering and mathematics subjects) (UNESCO, 2015), this finding suggests that social innovation research and teaching can help to overcome gender gaps and therefore deliver positive social impact. The institutional affiliations are mostly higher education institutions, in particular private higher education institutions located in Metro Manila. Public higher education institutions are more spread out across the country's three principal geographical divisions – Luzon, Visayas and Mindanao. Business and social sciences make up half of all the fields of expertise, indicating greater research and/or teaching activities relating to social innovation within these departments in universities.

3.2 Academic publications

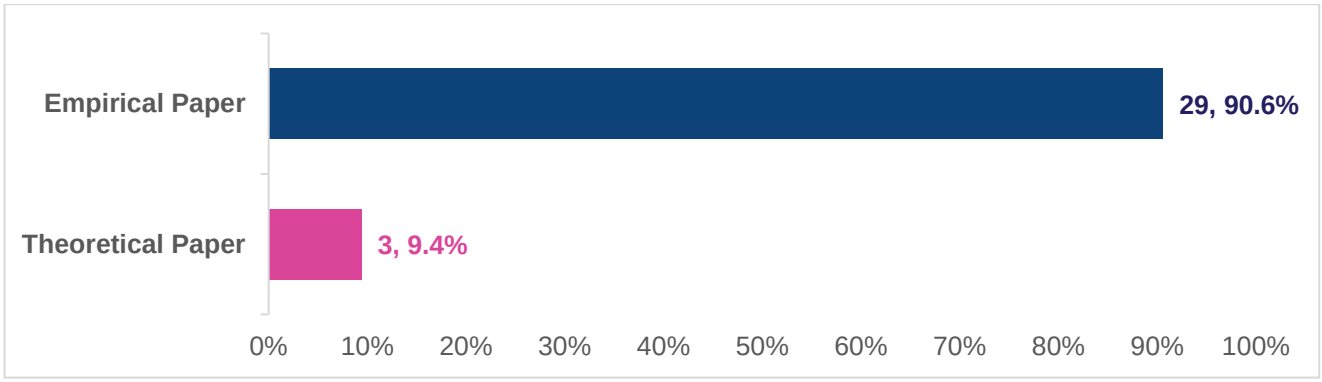
Respondents were asked to list up to five of their most relevant academic publications pertinent to social innovations. In total, 32 academic publications were identified. For the complete list, please see Appendix D. Data showed that academic publications started in 2009, with the highest number of publications in 2019. Figure 3.5 indicate an upward trend over the last decade ($R^2 = 0.13$). However, the low value of R^2 shows that there is limited growth in the number of academic publications over time.

Figure 3.5 – Academic publications per year



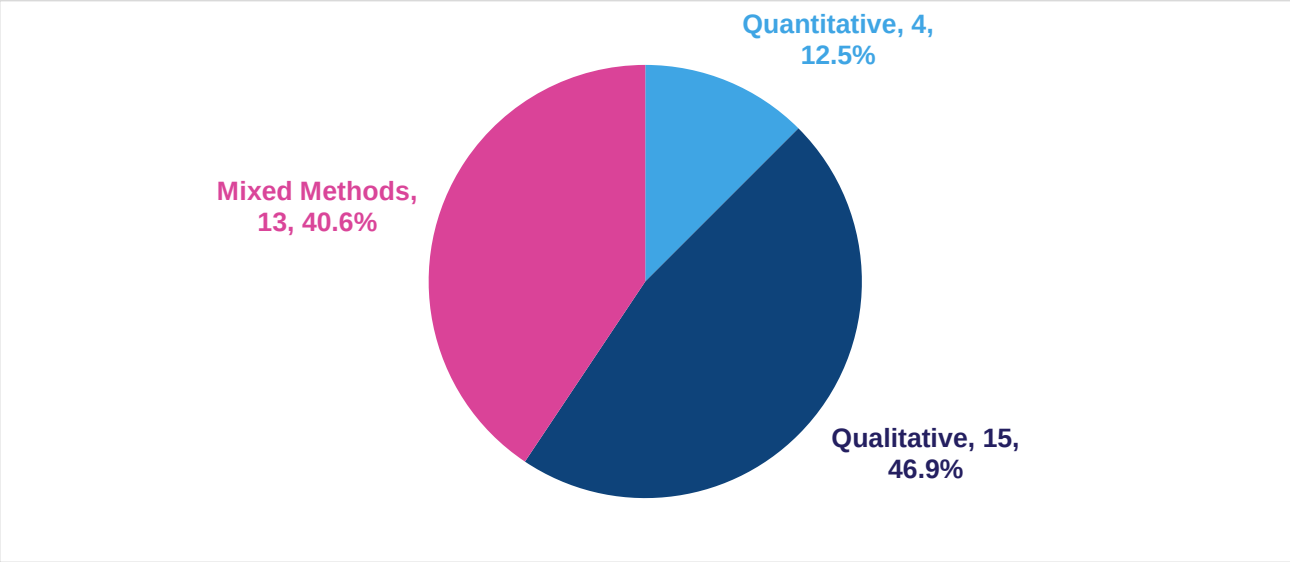
Of all academic publications collected, 34.4 per cent were international journals, 34.4 per cent were working papers or conference papers, 18.8 per cent were books or book chapters and 12.5 per cent were local journals. The great majority of the academic publications were empirical papers (90.6 per cent) and only three (9.4 per cent) publications were identified as theoretical papers (Figure 3.6).

Figure 3.6 – Academic publications by type



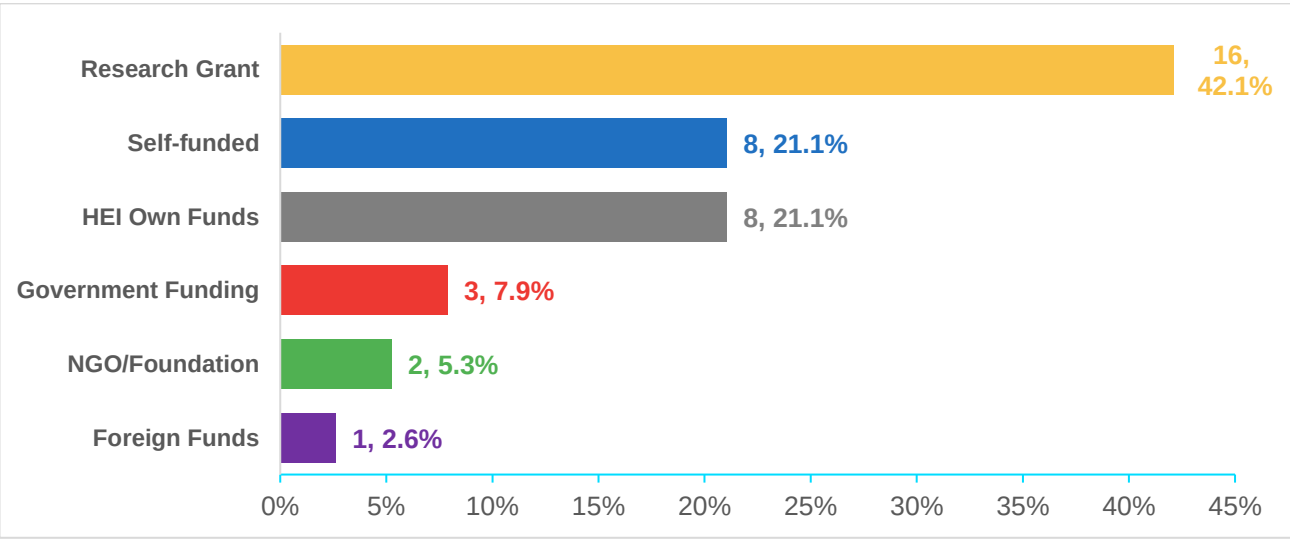
Most of the publications used qualitative (46.9 per cent) or mixed methods approaches (40.6 per cent), while only 12.5 per cent implemented quantitative approaches (Figure 3.7).

Figure 3.7 – Academic publications by research method



Overall, research grants were reported to be the main source of funding for academic publications (42.1 per cent), followed by self-funding and higher education institutions funding (both 21.1 per cent). Only 7.9 per cent of academic publications were funded by the government, and even less by NGOs (5.3 per cent) or foreign funds (2.6 per cent) (Figure 3.8).

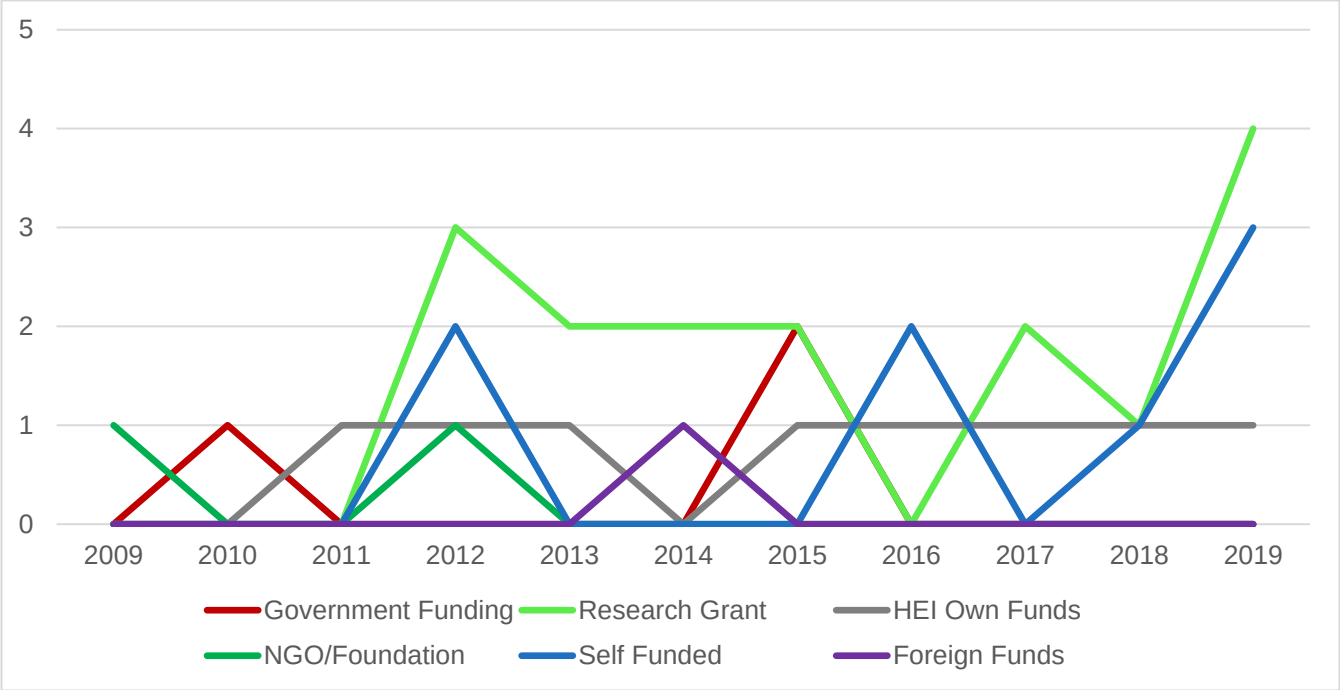
Figure 3.8 – Academic publications by sources of funding - overall[8]



[8] Note that respondents could choose up to two sources of funding.

Figure 3.9 illustrates the funding sources of academic publications from 2009 to 2019. No definitive trend can be observed – there are variations across all six funding sources.

Figure 3.9 - Academic publications by sources of funding - over time[9]



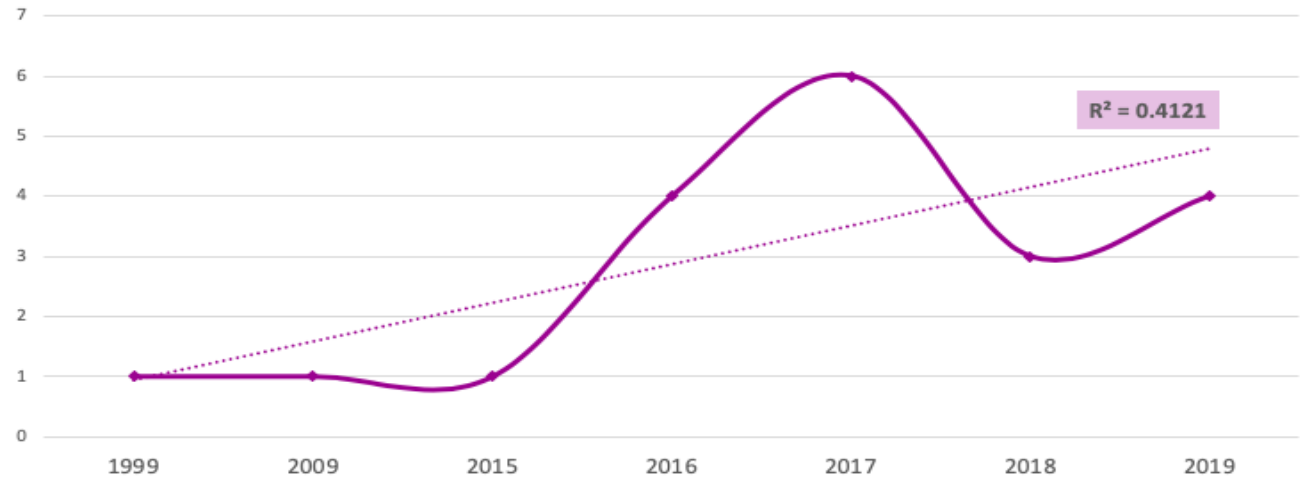
The results show that the academic publications were mainly published over the last ten years but that the trend is not statistically significant. It is interesting to note that almost all academic publications were empirical papers. Most publications utilised either a qualitative or a mixed methods research approach indicating that social innovation studies in the Philippines usually integrate a qualitative component in their analyses.

[9] Ibidem.

3.3 Non-academic publications and outputs

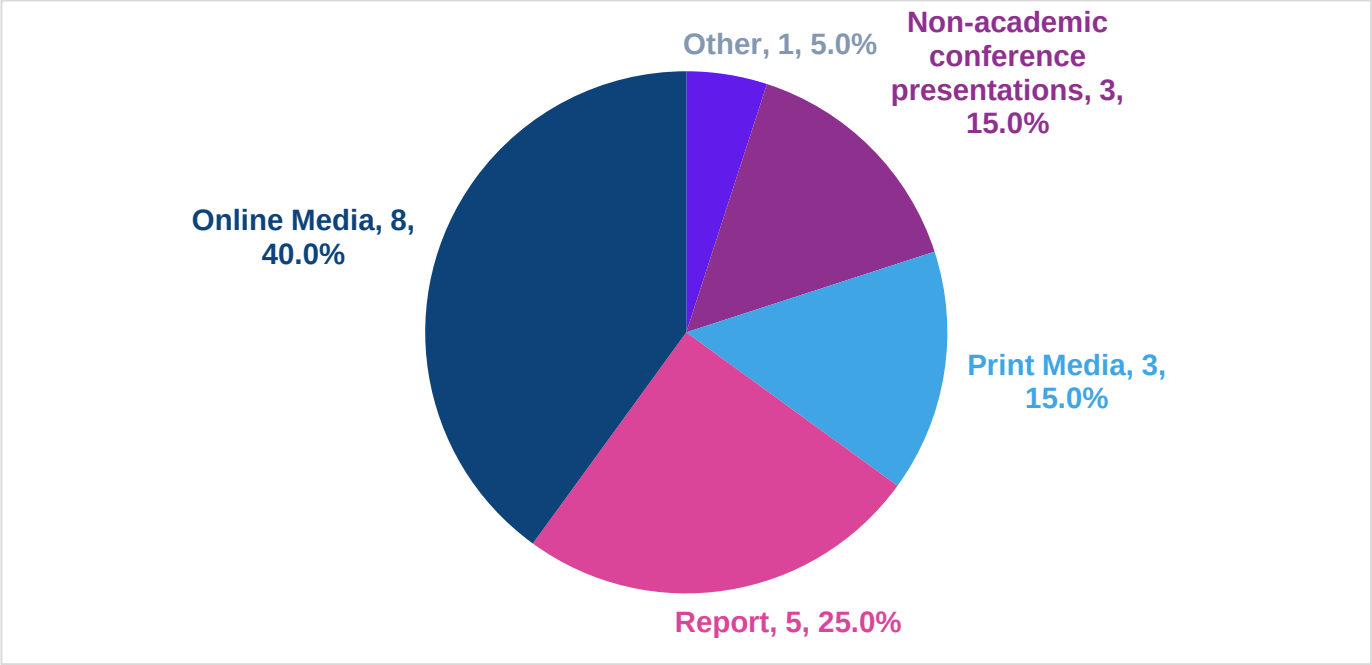
Alongside academic publications, this study investigated non-academic publications relevant to social innovations. These included newspapers, radio programmes and think tank reports. In total, 20 non-academic publications were reported. The publications increased over time after a stagnant period (from 1999 to 2015), with a total of 85 per cent of the publications produced in the last four years (2016-2019). Figure 3.10 shows an upward but not statistically significant trend ($R^2 = 0.41$) over the last two decades.

Figure 3.10 – Non-academic publications by year



A high proportion of non-academic publications are online media (40 per cent), followed by reports (25 per cent), print media (15 per cent), and non-academic conference presentations (15 per cent) (Figure 3.11).

Figure 3.11 – Non-academic publications by type



In summary, an upward trend over time was observed in relation to the number of non-academic publications, but this was not statistically significant. With the rise of digital platforms, it is unsurprising that the majority of non-academic publications are online media, which represents a growth opportunity area for social innovation scholars.

3.4 Teaching activities

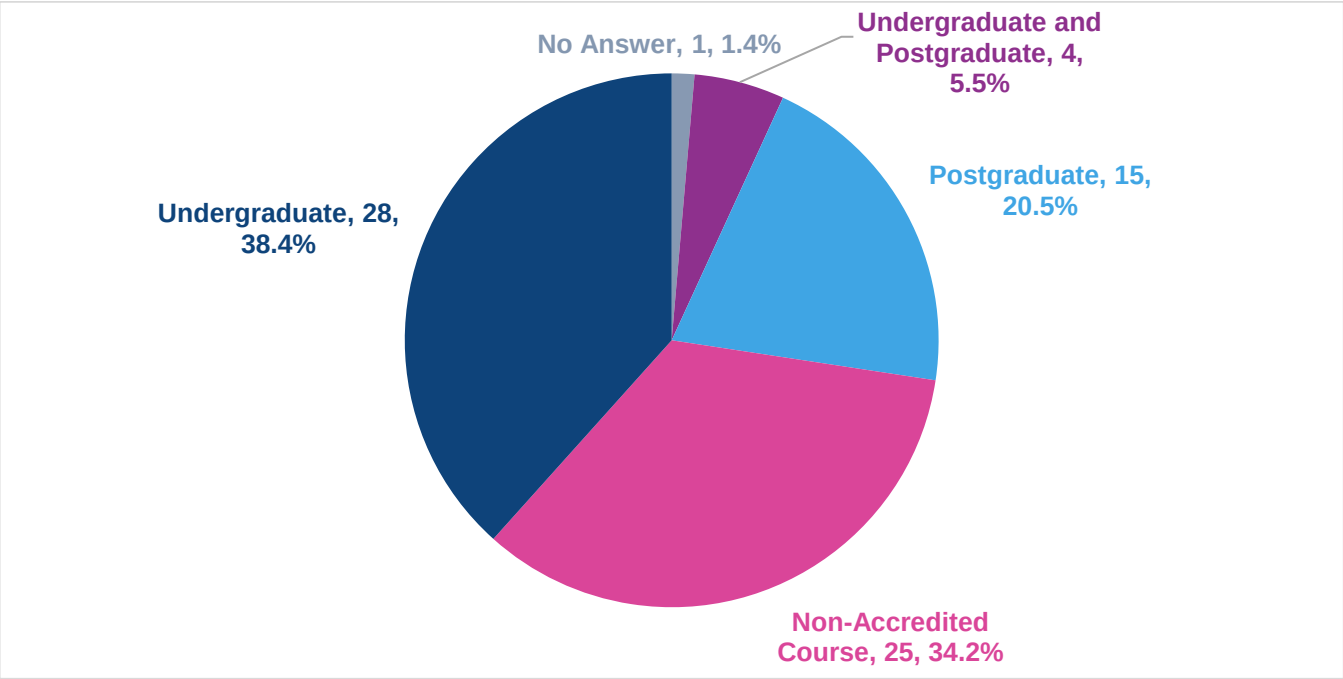
Respondents were asked to list their teaching activities pertinent to social innovation, including degree programmes, undergraduate and postgraduate courses, and non-accredited courses. In total, 73 teaching activities were identified from 18 different institutions (see the full list in Appendix E). Overall, 73 per cent of the teaching activities are provided by private higher education institutions, with the Ateneo de Manila University and De La Salle University the leading institutions (with a combined percentage of 41 per cent). Table 3.2 provides an overview for each institution.

Table 3.2 – Teaching activity by institution

Institution	Teaching activity
Ateneo De Manila University (ADMU)	1 degree programme, 18 classes
De La Salle University Manila (DLSU)	11 classes
Mindanao State University – Iligan Institute of Technology (MSU-IIT)	6 classes
Catanduanes State University	5 classes
Philippine Women's College of Davao	5 classes
University of San Carlos	5 classes
University of Santo Tomas (UST)	5 classes
Mindanao State University Main Campus	3 classes
Philippine Normal University (PNU)	3 classes
Miriam College (MC)	2 classes
University of the Philippines Diliman (UPD)	2 classes
Father Saturnino Urios University (FSUU)	1 degree programme
Benguet State University	1 class
Philippine Christian University (PCU)	1 class
University of the Philippines Diliman – Extension Program in Pampanga	1 class
West Visayas State University	1 class
Xavier University – Ateneo De Cagayan	1 class
South Manila Educational Consortium (SMEC)	1 class

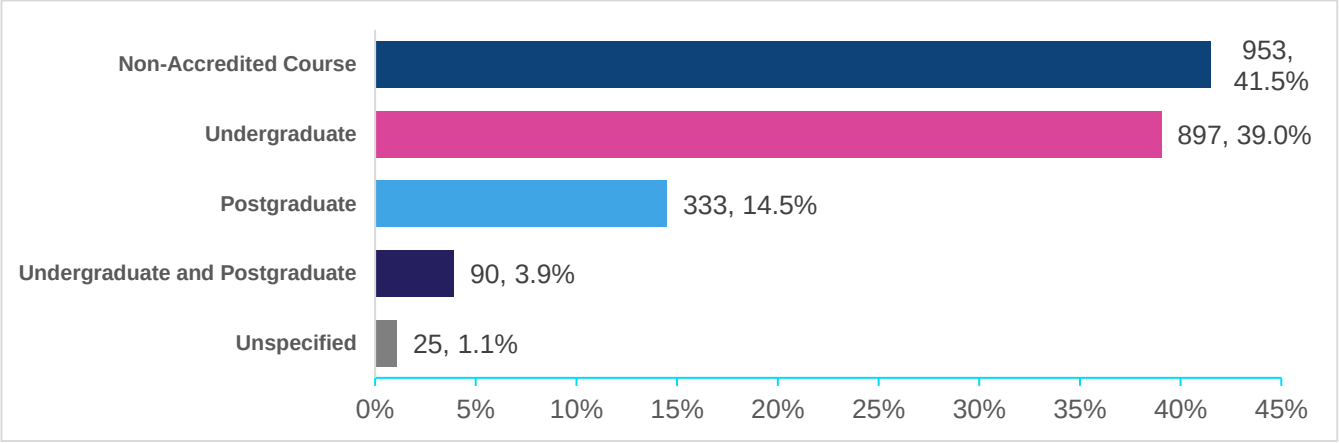
Out of the 73 identified teaching activities, only two (Bachelor of Science Degree in Social Entrepreneurship and Master's Degree in Disaster Risk and Resilience) are confirmed degree programmes associated with social innovation, while the remaining activities are non-degree classes and other activities (e.g. non-accredited, workshops, conferences). Most of the teaching activities are either taught to students at the undergraduate level (38.4 per cent) or are non-accredited courses (34.2 per cent) (Figure 3.12).

Figure 3.12 – Teaching activity by audience



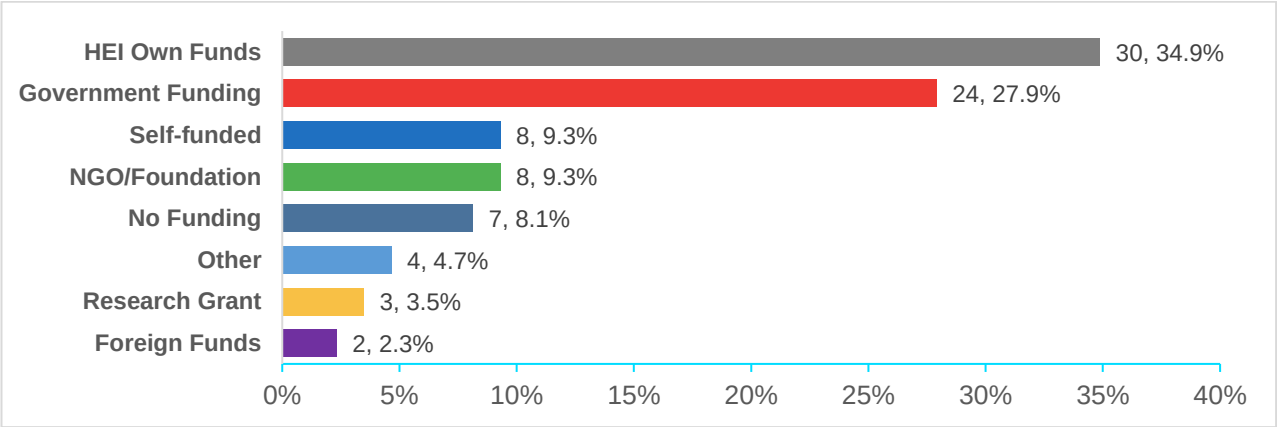
For each teaching activity, respondents were asked to provide their estimated number of students. The average class size is 31 students. Out of the 73 teaching activities, 57.5 per cent are compulsory and 35.6 per cent are optional. If we combine the class size with the type of courses, results show that 41.5 per cent of students took a non-accredited course related to social innovation, while 39.0 per cent of students took undergraduate courses and 14.5 per cent took postgraduate courses.

Figure 3.13 – Teaching activity by class size [number of students]



Courses related to social innovation existed as early as 1975 and have increased over time, particularly over the last decade (Figure 3.14). In fact, 84 per cent of all teaching activities have been implemented since 2012, with 50 per cent of these created in the past three years. This shows an increasing, but not statistically significant, trend ($R^2 = 0.35$) over the past five decades.

Figure 3.14 – Teaching activity by year[10]



Higher education institutions' own funds were identified as the main source of funding for teaching activities (34.9 per cent), followed by government funds (27.9 per cent) and NGO funds (9.3 per cent). Meanwhile, 9.3 per cent of the teaching activities are self-funded and 8.1 per cent have not received any funding. The remaining activities were subsidised by research grants and foreign funds (Figure 3.15).

[10] Note that one respondent did not include the date/year of teaching activity, hence the respondents numbered 72.

Figure 3.15 – Teaching activities by sources of funding - overall

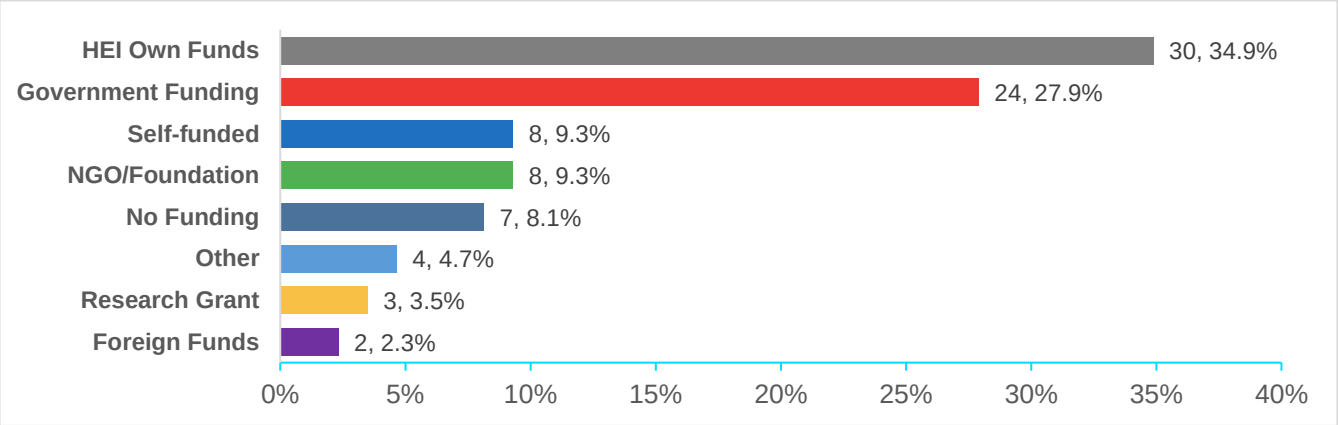
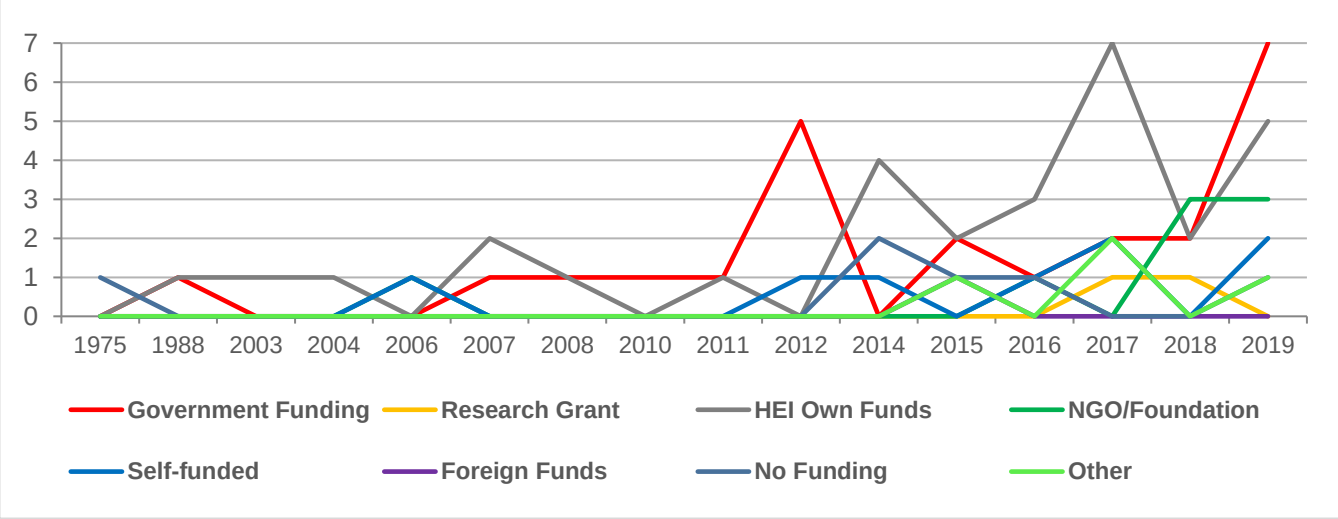


Figure 3.16 illustrates trend in sources of funding for social innovation related teaching activities from 1975 to 2019. Overall there appears to be an increase in funding of teaching activities from 2012. Higher education institutions funding began in 1988, with the highest number of funded teaching activities (seven) in 2017. Government-funded activities have also increased in the past decade, with the highest number of funded teaching activities (seven) in 2019. Meanwhile, numbers of self-funded and NGO-funded activities have been sporadic through the years.

Figure 3.16 – Teaching activities by sources of funding - over time[11]



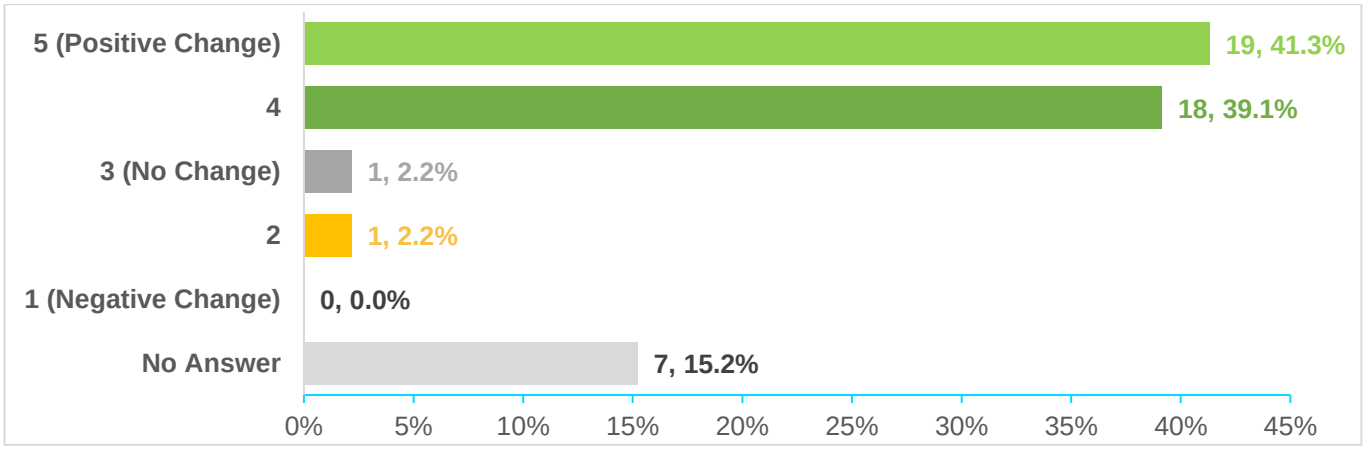
Undergraduate and non-accredited courses constitute the majority of all teaching activities. Overall, there has been an observable increase in the number of teaching activities since 2012 with a total of 68 activities compared to 15 teaching activities between 1975 and 2011. Higher education institutions and the government are the primary funding bodies.

[11] Note that one respondent did not include the date/year of teaching activity, hence 72 respondents.

3.5 Students' experience

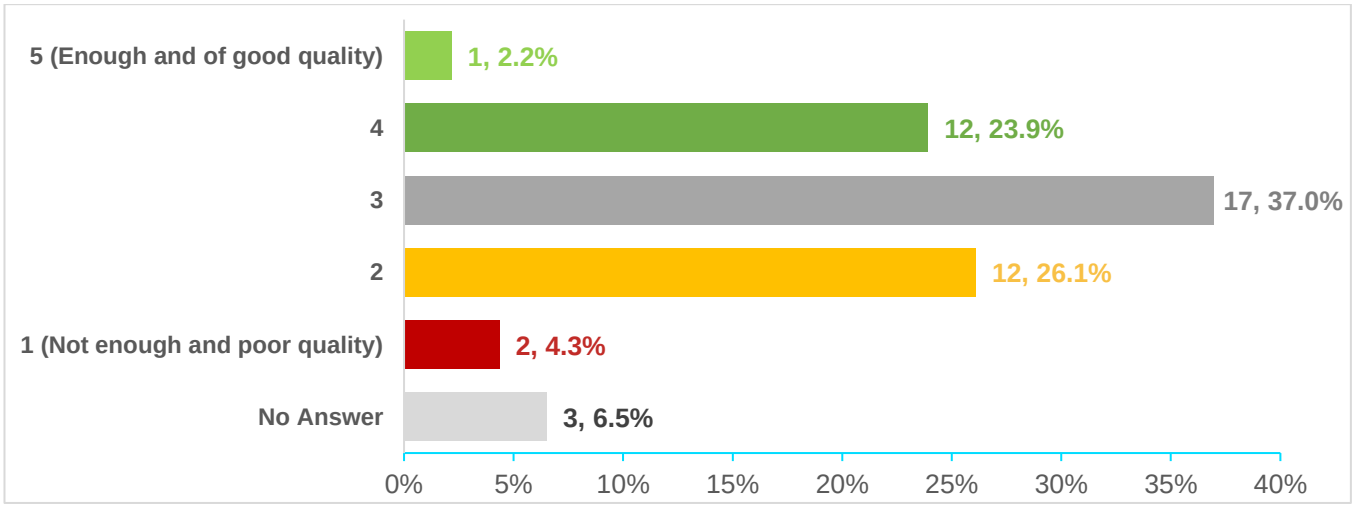
To explore students' experience of social innovation activities, the respondents were asked to rate students' change in perception of social innovation on a scale from one (negative change) to five (positive change). The responses they provided ranged from two to five, and there was very little difference of opinion among the participants (median = four). Most of the respondents reported a positive change in students' perception of social innovation, with 41.3 per cent giving the highest possible answer of five (Figure 3.17).

Figure 3.17 – Student perceptions of Social Innovation



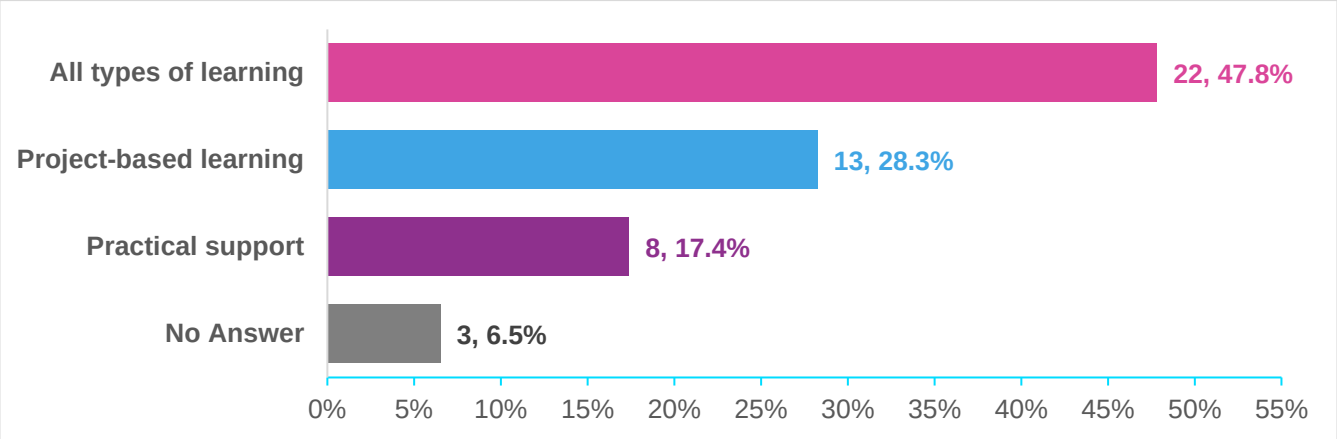
Respondents were also asked to give their opinion about the quantity and quality of curricula in the area of social innovation. Responses were given on a scale from one (not enough and poor quality) to five (enough and of good quality). Overall, the responses leaned towards the middle (mean=2.74) (Figure 3.18).

Figure 3.18 – Perceptions of quality and quantity of social innovation curricula



When it comes to the students' preferences in approaches to teaching social innovation, nearly half of the respondents (47.8 per cent) reported that all types of learning are preferred by students (Figure 3.18). This is followed by project-based learning (28.3 per cent), and practical support (17.4 per cent). No participants selected class-based teaching alone.

Figure 3.19 – Learning approach by student preference



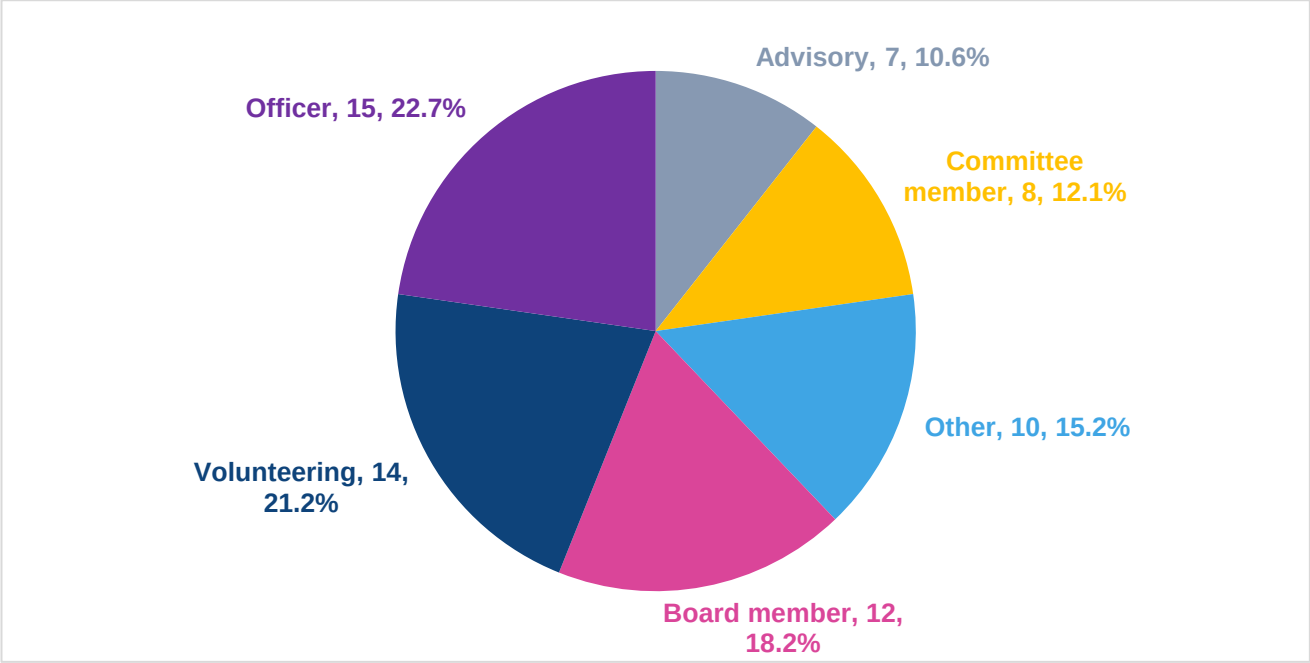
Overall, the respondents observed a positive change in students' perceptions towards the field of social innovation, with 80 per cent answering either four or five (on the scale where one represents negative change and five represents positive change). This indicates that they observed an increase in students' interest to venture into, or appreciation of, the field of social innovation. As for the current quantity and quality of social innovation curricula, around one-third of the respondents believe that the curricula provided by higher education institutions are just adequate in number and quality. Moreover, almost half of the respondents reported that students appreciate all types of learning methods, followed by project-based learning and practical support.

3.6 Higher education institutions within society

Respondents were asked about their community service and informal collaborations within wider society. They provided the names of organisations, as well as the type and role of their community engagement activities. A total of 66 community service activities were reported, with 61 organisations identified.

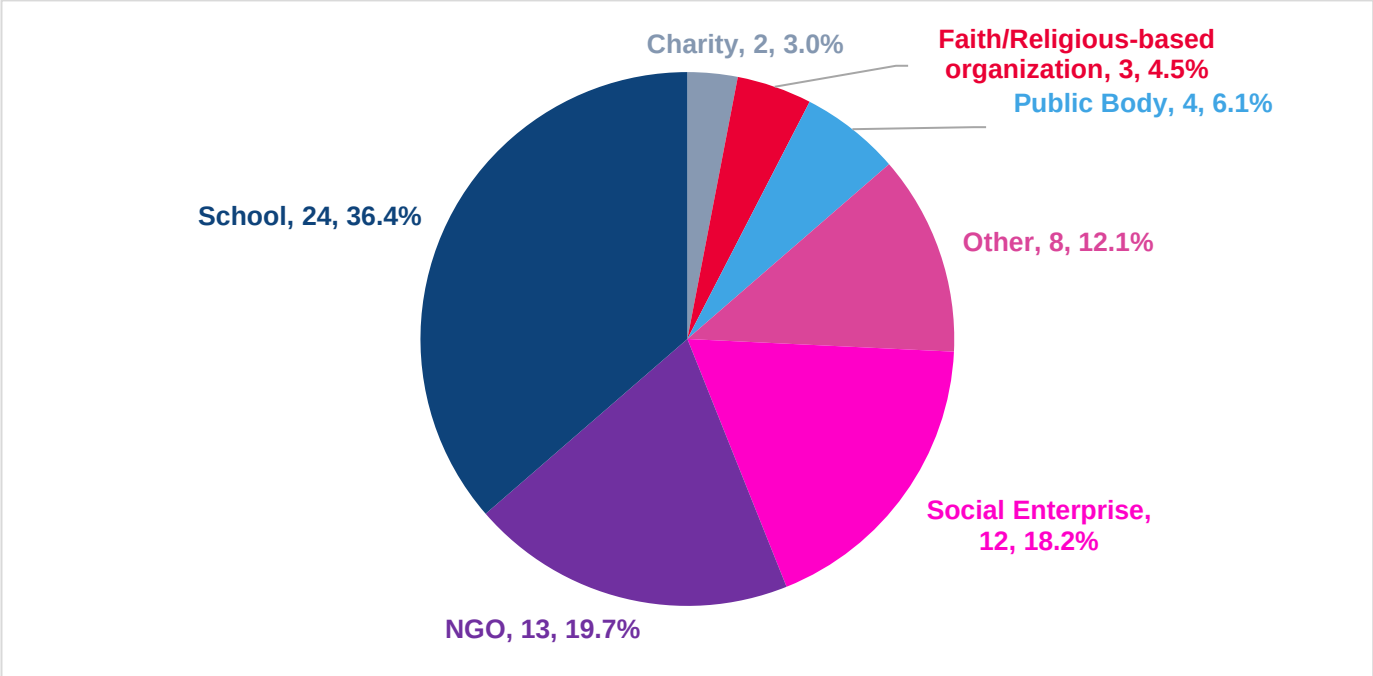
The primary roles taken by academics in community service activities were officer (22.7 per cent), volunteer (21.2 per cent) and board member (18.2 per cent) (Figure 3.20).

Figure 3.20 – Community service by role



In identifying the type of organisation that hosted the community service, one-third of respondents answered schools (36.4 per cent), followed by NGOs (19.7 per cent), social enterprises (18.2 per cent), and ‘others’ (12.1 per cent), which included a farmers’ association, women’ association, lobbying group for policy, transdisciplinary action research group, and university-based volunteer programme run by students and alumni (Figure 3.21).

Figure 3.21 – Community service by organisation type



In summary, 66 community engagement activities were reported. The respondents reported their primary roles as officers, volunteers and board members. One-third of the respondents' community service activities are in schools, which are likely to be affiliated with their academic institution.

3.7 Government support in social innovation

The survey explored respondents' perceptions of government support for social innovations. Respondents were asked to rate from one to five (with five being the highest) how much the government is providing support for: 1) research, 2) teaching, 3) finance, 4) networking, 5) community engagement, and 6) policy support. Table 3.3 shows the range, median and the standard deviations for each area.

Table 3.3 - Government support for social innovation

	Research	Teaching	Finance	Networking	Community Engagement	Policy Support
Range	Min=1, Max=5					
Median	3	3	3	3	3	3
Standard Deviation	1.22	1.11	1.15	1.13	1.06	1.14

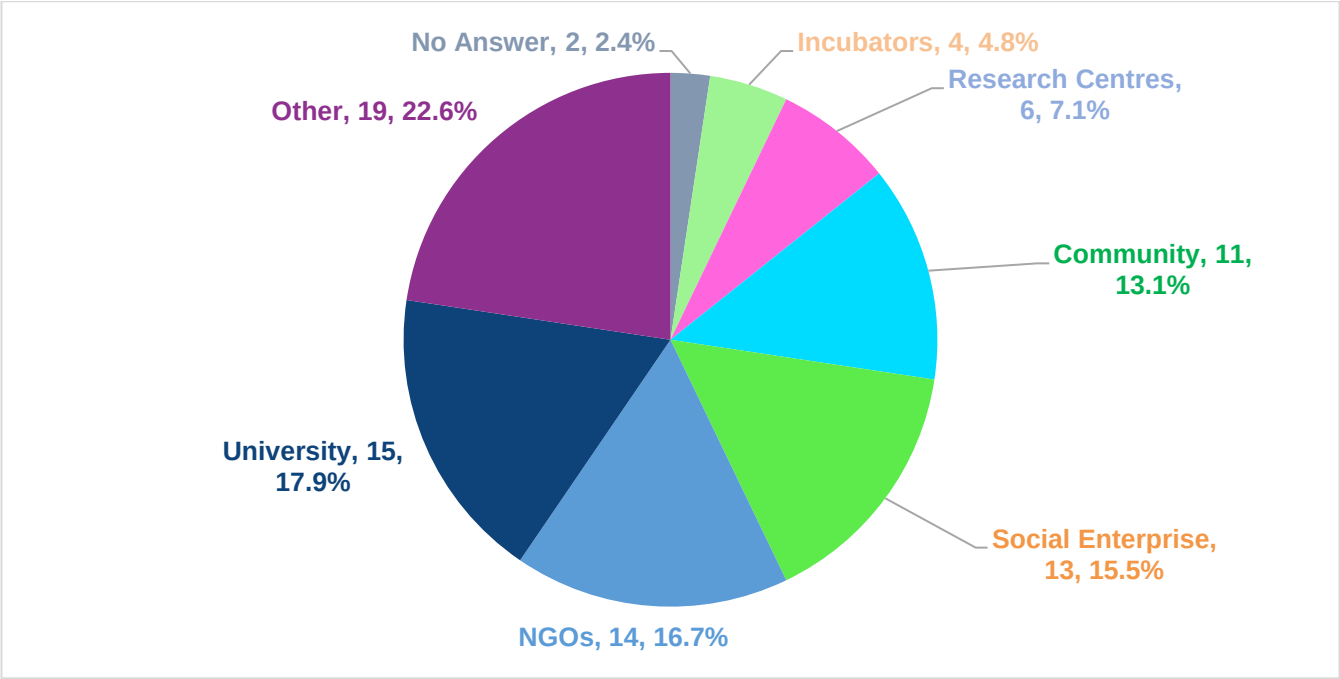
For all six areas, the responses ranged from one to five, with a median of three. This indicates that respondents perceived government support for social innovation activity as neither high nor low. Furthermore, the results do not show any significant difference in perceptions of government support between the different response areas. This ambivalence could relate to the finding reported on academic publications, in particular that only 7.9 per cent of the publications identified were funded by the government.

3.8 Collaborations

The respondents were asked to provide information about their academic collaborations, wherein they are partnered with a group or institution to deliver a product/programme/service or otherwise support each other. A total of 84 academic collaborations were identified (see Appendix F for the full list of collaborations).

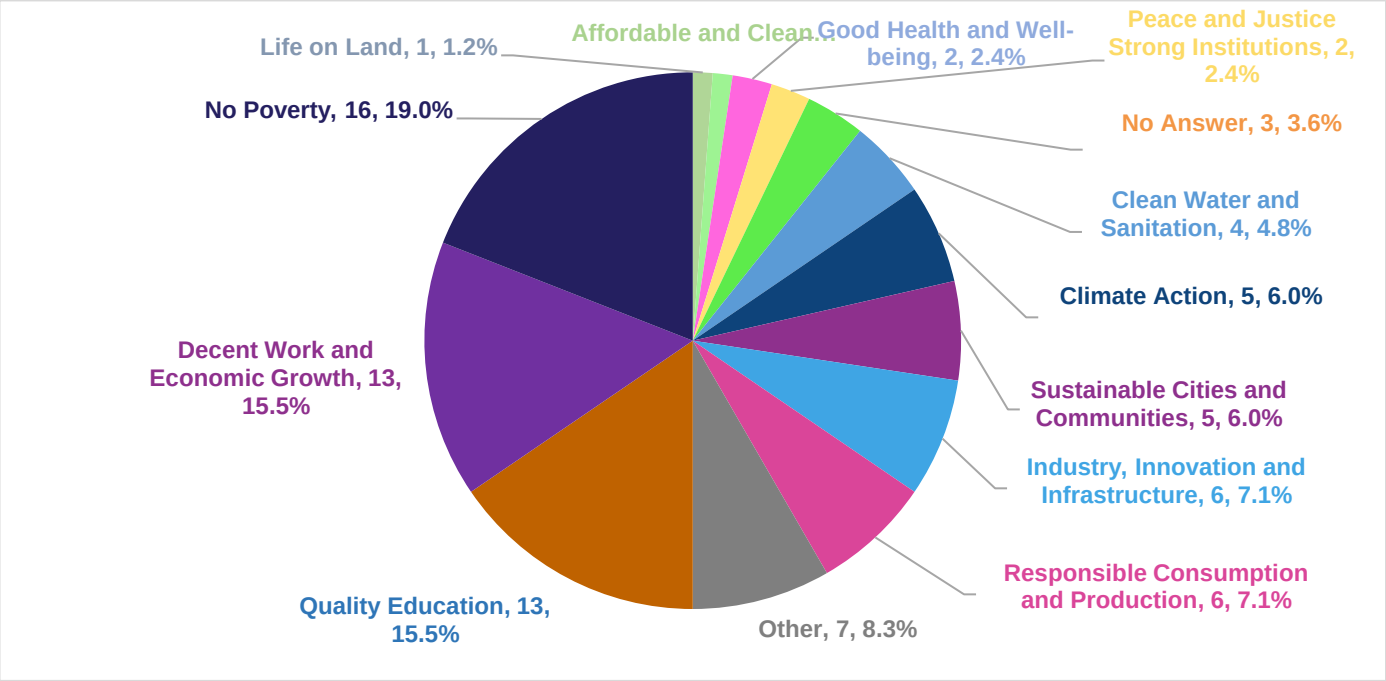
Collaborating institutions include universities (17.9 per cent), NGOs (16.7 per cent), social enterprises (15.5 per cent), and communities (13.1 per cent). Moreover, 22.6 per cent of the respondents reported 'other' institution types, such as the government, local and national government agencies, university networks, international organisations, banking institutions, cooperatives, private water service providers, and the United Nations (Figure 3.22).

Figure 3.22 – Collaborations by institution type



The United Nation's Sustainable Development Goals (SDGs) were used as a proxy to investigate the focus of collaborative work. The most relevant SDGs reported by the respondents were SDG 1: No Poverty (19 per cent), SDG 8: Decent Work and Economic Growth (15.5 per cent) and SDG 4: Quality Education (15.5 per cent) (Figure 3.23). This aligns the Philippines with other developing countries in relation to the focus of social innovation activity on the SDGs. Research shows that in developing countries social innovations tend to focus on SDG 1: No Poverty, SDG 3: Good Health and Wellbeing, and SDG 4: Quality Education, and SDG 8: Decent Work and Economic Growth (Eichler and Schwarz, 2019).

Figure 3.23 – Collaborations by SDG



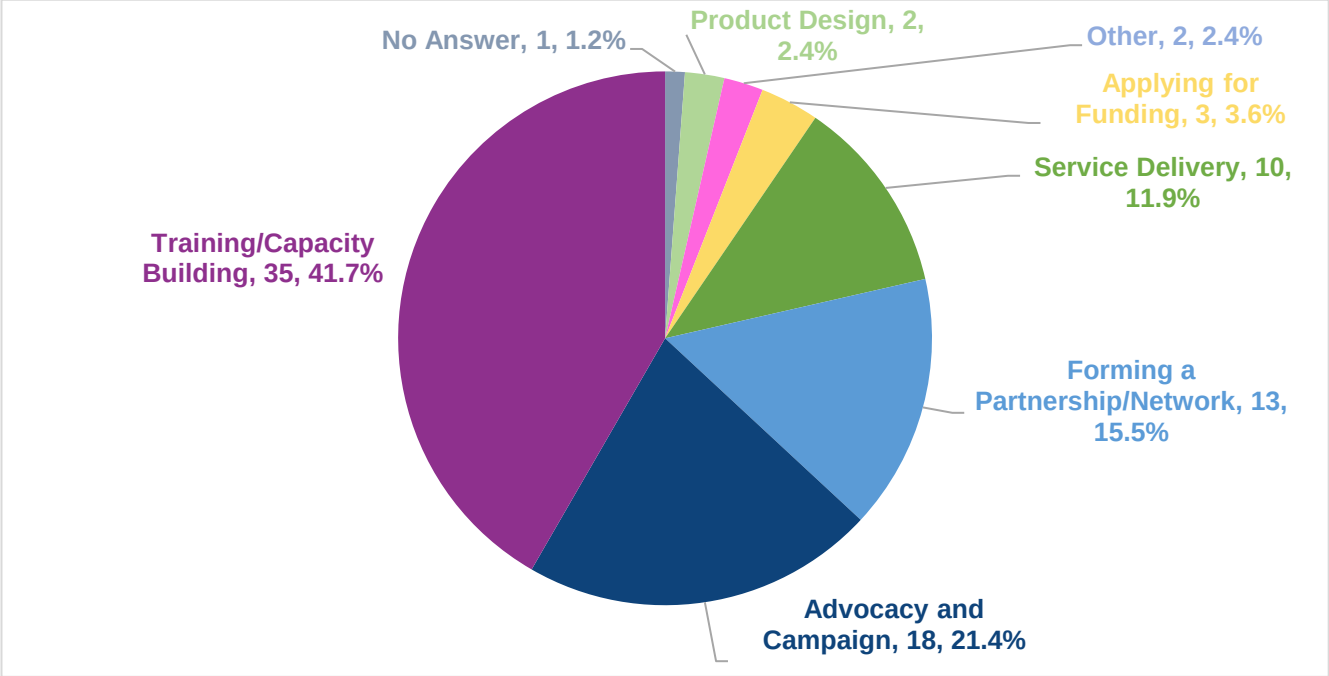
The main beneficiaries or target groups of collaborative work identified were the community (25 per cent), socio-economically disadvantaged groups (19 per cent) and students (17.9 per cent). Table 3.4 further explores who the main beneficiaries are for activities focused on the abovementioned SDGs. For the most prevalent SDG, SDG 1: No Poverty, the main beneficiaries are the socially and economically disadvantaged (43.8 per cent of row total) and communities (31.3 per cent of row total). For the second most prevalent SDG, SDG 8: Decent Work and Economic Growth, the main beneficiaries are the socially and economically disadvantaged (30.8 per cent of row total) and minorities and/or indigenous groups (23.1 per cent of row total). For SDG 4: Quality Education, the main beneficiaries are students (61.5 per cent of row total).

Table 3.4 - Main beneficiaries of collaborations and most relevant SDGs

SDGs	Community	Socially economic disadvantaged	Students	Other	Children and Youth	Minor/Indigenous ethnic groups	Women	Unspecified	Unemployed	Men	Overall	
No Poverty	31.3%	43.8%		6.3%	6.3%		6.3%		6.3%		16	19.0%
Decent Work and Economic Growth	15.4%	30.8%		7.7%		23.1%	15.4%	7.7%			13	15.5%
Quality Education	7.7%	7.7%	61.5%	7.7%	15.4%						13	15.5%
Other			14.3%	57.1%	28.6%						7	8.3%
Responsible Consumption and Production	33.3%		50.0%		16.7%						6	7.1%
Industry, Innovation and Infrastructure	16.7%			16.7%	16.7%				16.7%	33.3%	6	7.1%
Climate Action	80.0%		20.0%								5	6.0%
Sustainable Cities and Communities	40.0%	20.0%	20.0%			20.0%					5	6.0%
Clean Water and Sanitation	75.0%			25.0%							4	4.8%
Unspecified		33.3%						66.7%			3	3.6%
Good Health and Well-being			50.0%				50.0%				2	2.4%
Peace and Justice Strong Institutions		50.0%				50.0%					2	2.4%
Affordable and Clean Energy	100.0%										1	1.2%
Life on Land		100.0%									1	1.2%
Overall	**25.0%**	**19.0%**	**17.9%**	**10.7%**	**8.3%**	**6.0%**	**4.8%**	**3.6%**	**2.4%**	**2.4%**	**84**	**100%**

Figure 3.24 displays the types of collaboration activities, with the predominant being training and capacity building activities (41.7 per cent), followed by advocacy and campaign (21.4 per cent), forming a partnership or network (15.5 per cent), and service delivery (15.5 per cent).

Figure 3.24 – Collaborations by activity type



The main funding sources for the academic collaborations are higher education institutions' own funds (26.1 per cent), government funding (18.9 per cent) and NGO funds (17.1 per cent) (Figure 3.25).

Figure 3.25 – Collaborations by funding[12]

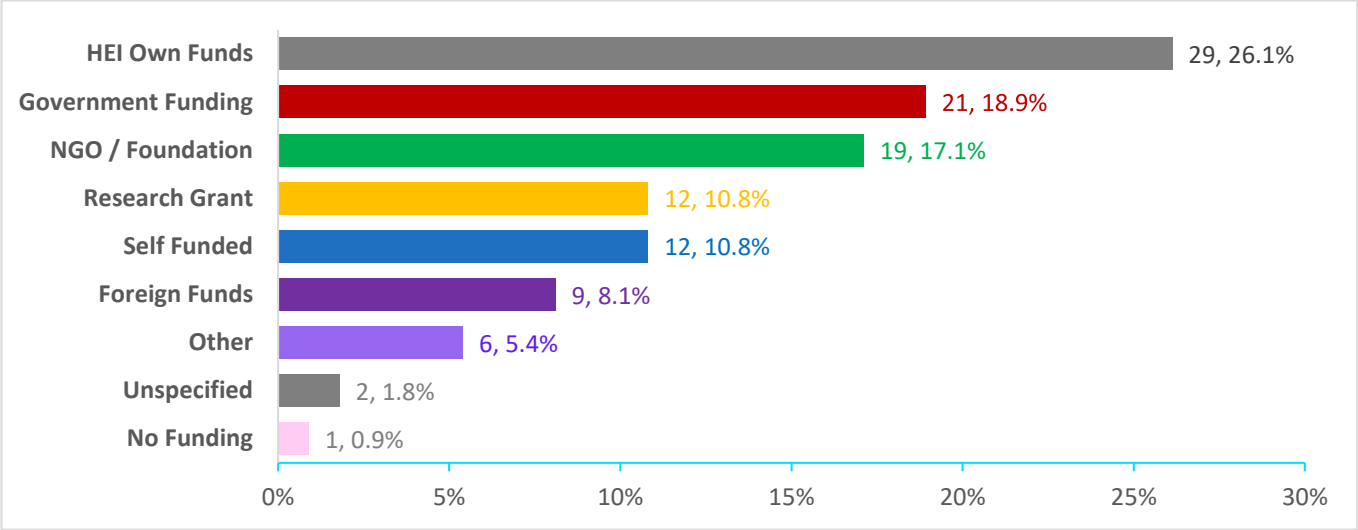


Table 3.5 explores the relationship between sources of funding and the SDG focused on. For collaborative work aimed at addressing SDG 1: No Poverty, activities are mainly funded by higher education institutions (23.8 per cent of row total) or are self-funded (23.8 per cent of row total). The majority of funding for SDG 8: Decent Work and Economic Growth comes from higher education institutions (47.1 per cent of row total) and the government (35.3 per cent of row total). Collaborations for SDG 4: Quality Education are primarily funded by the higher education institutions (31.3 per cent of row total) and NGOs (25.0 per cent of row total).

[12] Note that respondents can choose up to two sources of funding.

Table 3.5 - Funding sources of collaborations and most relevant SDGs[13]

SDGs	Higher education institutions own funds	Government funding	NGO/ foundation	Self-funded	Research grant	Foreign funds	Other	Unspecified	No funding	Overall	
No Poverty	23.8%	19.0%	9.5%	23.8%	9.5%	9.5%	4.8%			21	18.9%
Decent Work and Economic Growth	47.1%	35.3%	11.8%				5.9%			17	15.3%
Quality Education	31.3%	12.5%	25.0%	6.3%	12.5%	6.3%	6.3%			16	14.4%
Responsible Consumption and Production	40.0%		10.0%	30.0%	20.0%					10	9.0%
Other	22.2%	33.3%	33.3%				11.1%			9	8.1%
Sustainable Cities and Communities	12.5%	25.0%	12.5%		12.5%	37.5%				8	7.2%
Climate Action	28.6%	0.0%	28.6%		28.6%	14.3%				7	6.3%
Industry, Innovation and Infrastructure	14.3%	42.9%	14.3%		14.3%		14.3%			7	6.3%
Clean Water and Sanitation		20.0%		20.0%	40.0%	20.0%				5	4.5%
Good Health and Well-being				25.0%		25.0%	25.0%		25.0%	4	3.6%
Unspecified	33.3%							66.7%		3	2.7%
Peace and Justice Strong Institutions			100.0%							2	1.8%
Affordable and Clean Energy				100.0%						1	0.9%
Life on Land			100.0%							1	0.9%
Overall	**26.1%**	**18.9%**	**17.1%**	**10.8%**	**10.8%**	**8.1%**	**5.4%**	**1.8%**	**0.9%**	**111**	**100%**

[13] Note that respondents could choose up to two sources of funding.

Respondents reported a lack of funding (36.9 per cent) and a lack of policy support (13.1 per cent) as the main barriers to collaboration. Nevertheless, almost one-third of the respondents reported no problems or barriers with their collaborations (28.6 per cent) (Figure 3.26).

Figure 3.26 – Collaborations by barriers

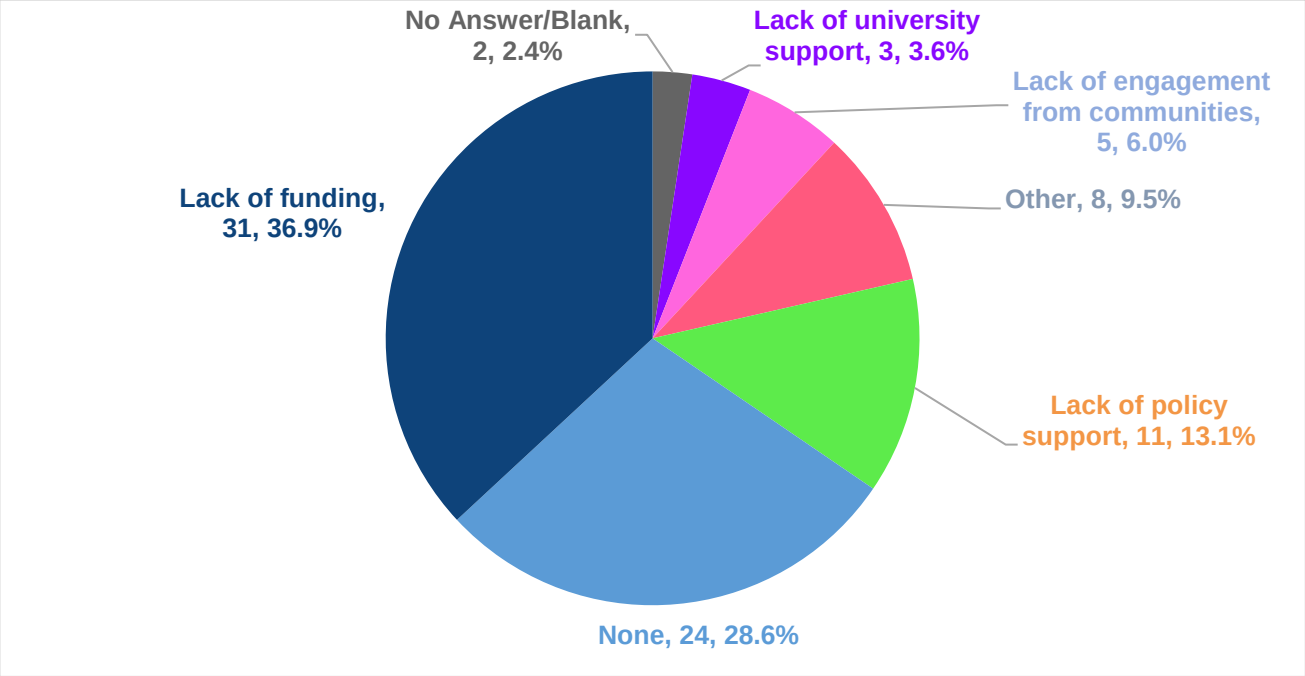


Table 3.6 explores the main barriers to collaborative work according to each SDG. The main barrier for the three most prevalent SDGs is a lack of funding accounting for 50.0 per cent for SDG 1: No Poverty, 42.9 per cent for SDG 4: Quality Education, 38.5 per cent for SDG 8: Decent Work and Economic Growth, and 66.7 per cent for SDG 12: Responsible Consumption and Production.

Table 3.6 - Barriers to collaboration according to SDGs of focus

SDGs	Lack of funding	None	Lack of policy support	Other	Lack of engagement from communities	Lack of university support	No Answer	Overall	
No Poverty	50.0%	18.8%	6.3%	6.3%	6.3%	6.3%	6.3%	16	19.0%
Quality Education	42.9%	28.6%	7.1%		14.3%	7.1%		14	16.7%
Decent Work and Economic Growth	38.5%	23.1%	15.4%	23.1%				13	15.5%
Other	28.6%	42.9%		14.3%	14.3%			7	8.3%
Responsible Consumption and Production	66.7%	16.7%	16.7%					6	7.1%
Climate Action	16.7%	16.7%	50.0%	16.7%				6	7.1%
Industry, Innovation and Infrastructure	16.7%	33.3%			16.7%	16.7%	16.7%	6	7.1%
Sustainable Cities and Communities	40.0%	20.0%	20.0%	20.0%				5	6.0%
Clean Water and Sanitation	25.0%	25.0%	25.0%	25.0%				4	4.8%
Good Health and Well-being		100.0%						2	2.4%
Peace and Justice Strong Institutions		50.0%	50.0%					2	2.4%
Affordable and Clean Energy	100.0%							1	1.2%
Life on Land		100.0%						1	1.2%
Unspecified		100.0%						1	1.2%
Overall	**36.9%**	**28.6%**	**13.1%**	**9.5%**	**6.0%**	**3.6%**	**2.4%**	**84**	**100%**

In the Philippines, collaborative work in social innovation is multi-sectoral. In identifying the types of collaborators, respondents cited institutions from public and private sectors and from civil society. The main beneficiaries are communities, which suggests that the majority of collaborative activities are delivered at the community level (or involve actors from the community). The most common social issues being addressed by collaborative activities are poverty and economic disadvantage. A lack of funding remains the most pertinent issue, followed by a lack of policy support.

3.9 Trust

Data was collected to gauge respondents' trust towards relevant institutions. In particular, respondents were asked to indicate their level of trust on a scale ranging from zero (no trust at all) to ten (complete trust) (Table 3.7). The institutions that received the highest levels of trust were universities and the respondents' own higher education institutions – both with a response range from four to ten (median= nine and mean=7.7). These institutions are followed by partner institutions (ranging from three to ten, median = eight, mean = 7.4), civil society (response range of two to ten, median = eight, mean = 6.8) and the United Nations (response range from one to ten, median = eight, mean = 6.8). Of all institutions, respondents reported the lowest level of trust towards political parties (ranging from zero to eight, median = four, mean = 3.5) and politicians (range from zero to eight, median = five, mean = 3.7).

Table 3.7 - Summary of levels of trust in institutions

Trust in institutions	Range	Median	Mean	Standard deviation
Parliament/Congress	Min:0, Max:10	5	4.9	2.4
Legal system	Min:0, Max:9	5	4.9	2.1
National government	Min:0, Max:10	6	5.3	2.4
Local government	Min:2, Max:10	6	5.6	2.0
Police	Min:0, Max:9	5	4.7	2.3
Politicians	Min:0, Max:8	5	3.7	2.4
Political parties	Min:0, Max:8	4	3.5	2.3
United Nations	Min:1, Max:10	8	6.8	2.1
Respondent's institution	Min:4, Max:10	9	7.7	1.7
Partner institutions	Min:3, Max:10	8	7.4	1.6
Civil society	Min:2, Max:10	8	6.8	1.8
University	Min:4, Max:10	9	7.7	1.3

Furthermore, respondents were asked to rate their trust in their social environment by indicating how strongly they agree or disagree with the following statements: 1) Most people are basically honest; 2) Most people are trustworthy; 3) Most people are basically kind and good; 4) Most people are trustful of others; 5) I am trustful; and 6) Most people will respond in kind when they are trusted by others. The majority of the respondents agreed with to some extent with the statements. The results are illustrated from Figures 3.27 through to Figures 3.32.

Figure 3.27 - Extent to which respondents agree that 'most people are basically honest'

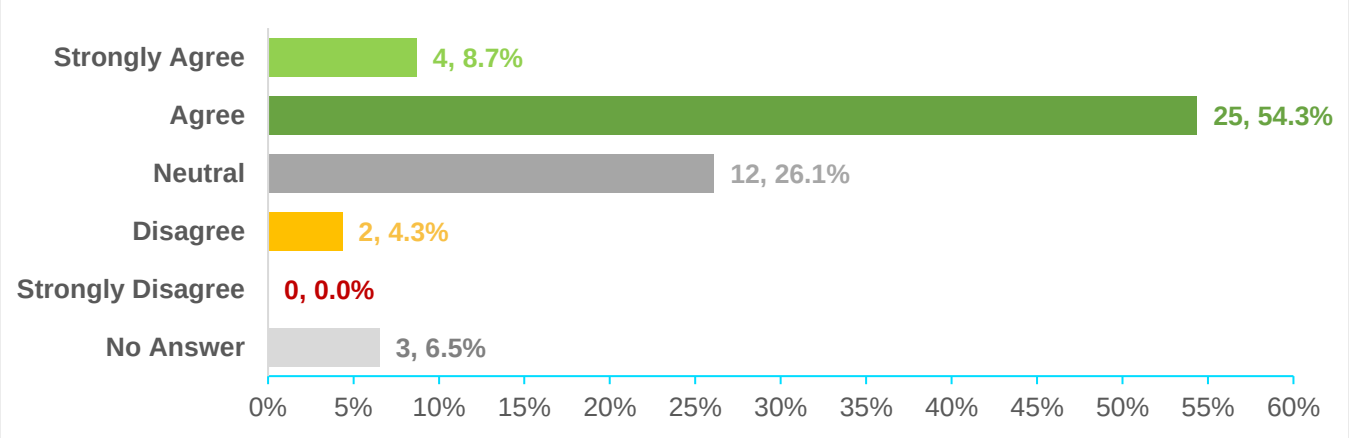


Figure 3.28 - Extent to which respondents agree that 'most people are trustworthy'

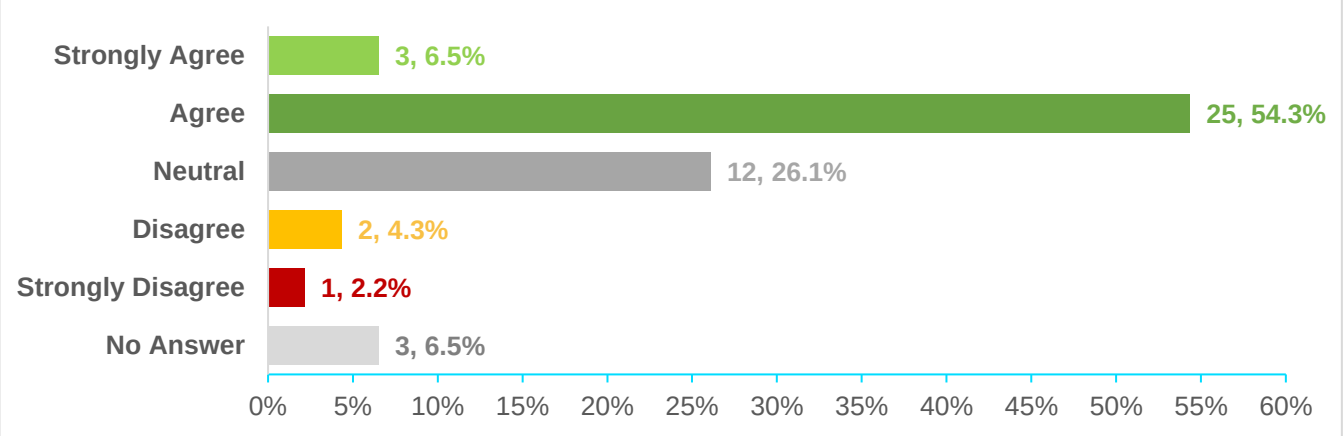


Figure 3.29 – Extent to which respondents agree that 'most people are basically good and kind'

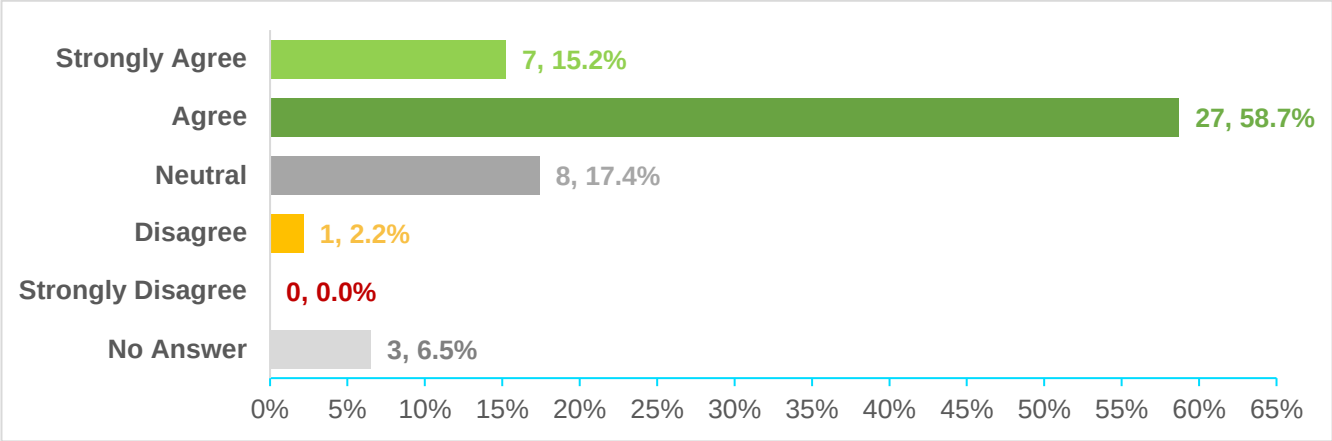


Figure 3.30 – Extent to which respondents agree that 'most people are trustful of others'

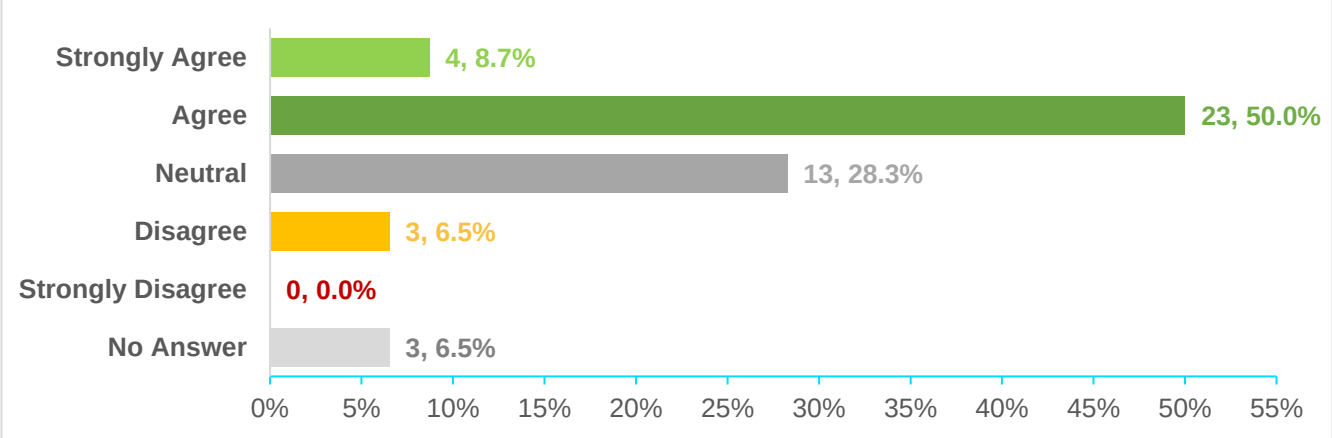


Figure 3.31 – Extent to which respondents agree that 'I am trustful'

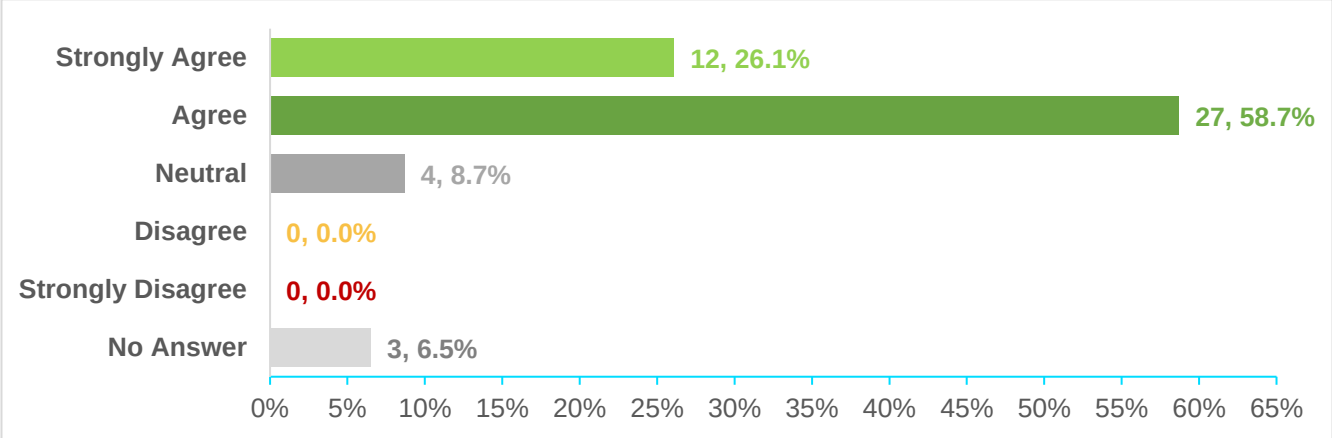
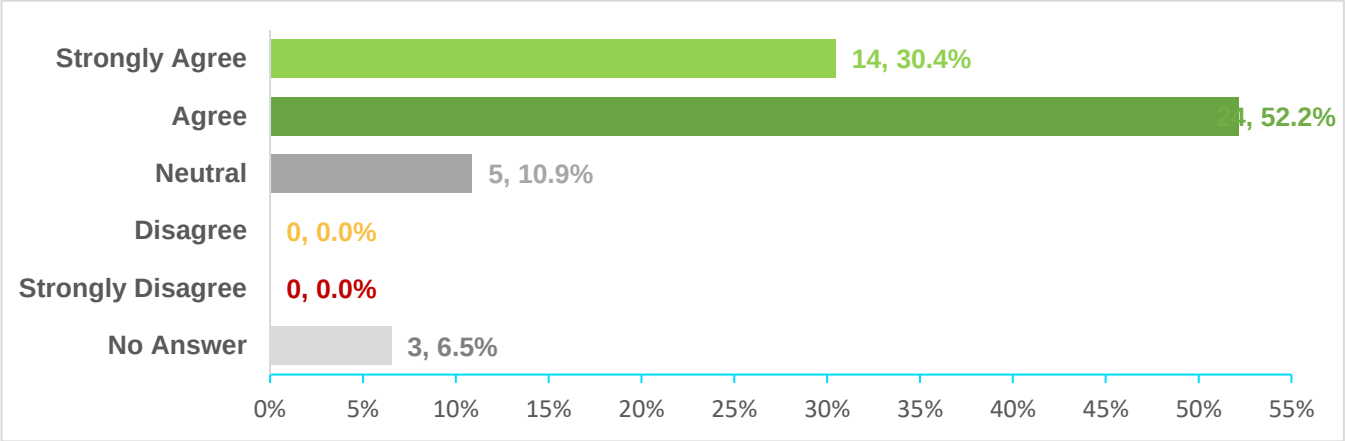


Figure 3.32 – Extent to which respondents agree that 'most people will respond in kind when they are trusted by others'



In exploring levels of trust, respondents viewed educational institutions as the most trustworthy, followed by partner institutions, civil society and the United Nations. Politicians and political parties were considered the least trustworthy. Overall, the respondents were trustful of civil society and other people. These results give important insights on the stakeholder groups that are likely to be involved in collaborations, as these will be more likely the higher the level of trust.

3.10 Challenges in promoting social innovation and social enterprises

This section examines the main challenges in promoting social innovation in the Philippines. The biggest challenges faced by respondents are funding (25.4 per cent), followed by a lack of human resources (22.0 per cent), curriculum and degree programme development (15.3 per cent) and a lack of policy frameworks (13.6 per cent) (Figure 3.33).

Figure 3.33 - Challenges in social innovation research and teaching[14]

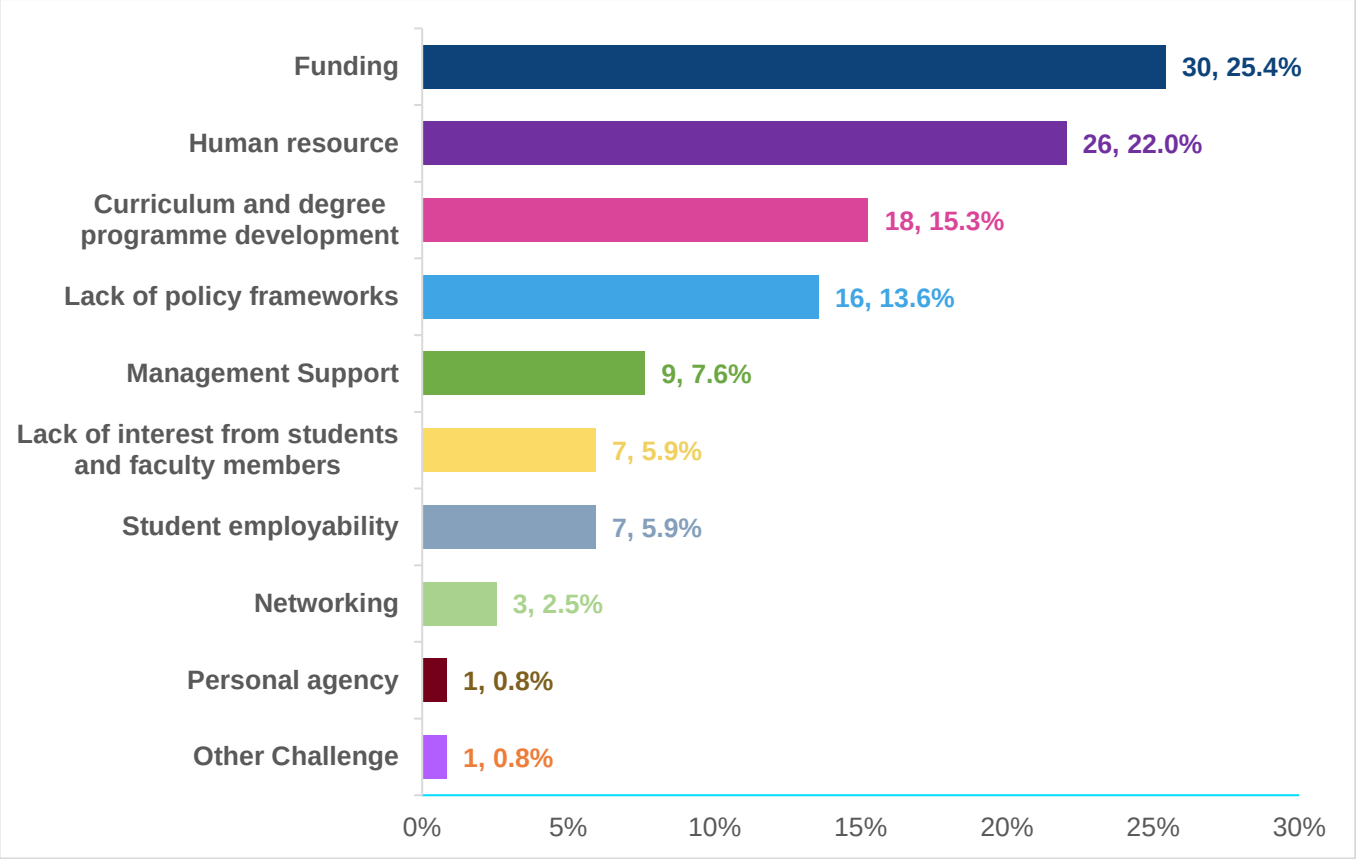


Table 3.8 explores which institutions are seen as responsible for addressing the challenges identified above. Most of the respondents experiencing funding problems believe that the government should be responsible for providing the solutions (63.3 per cent). To overcome the challenge in human resources, respondents believed that most of the efforts should be made by the government or higher education institutions (57.7 per cent). Respondents indicated higher education institutions as the main actors to solve the problems experienced in curriculum and degree programme development (94.4 per cent) and the lack of interest from students and faculty (85.7 per cent). The government was the institution most frequently chosen by the respondents to tackle the lack of policy frameworks (75.0 per cent) and the lack of funding (63.3

[14] Note that respondents could select up to three challenges.

per cent). Respondents believed that the challenges in management support should be addressed by the government or higher education institutions (77.7 per cent). With respect to student employability, the private sector (42.9 per cent) was identified as the main actor to resolve the problem (Table 3.10).

Table 3.8 - Challenges in social innovation research and teaching and the institution identified as responsible[15]

Challenges	Government	Higher education institutions	Social enterprise	Intermediaries support organisations	Public	Private sector	No answer	Other	Overall	
Funding	63.3%	10.0%	13.3%	3.3%	3.3%	3.3%	3.3%		**30**	**25.4%**
Human resource	23.1%	34.6%	19.2%	15.4%	3.8%		3.8%		**26**	22.0%
Curriculum and degree programme development		94.4%		5.6%					**18**	15.3%
Lack of policy frameworks	75.0%	6.3%	6.3%		12.5%				**16**	13.6%
Management Support	33.3%	44.4%	11.1%		0.0%		11.1%		**9**	7.6%
Lack of interest from students and faculty members		85.7%			14.3%				**7**	5.9%
Student employability	14.3%	28.6%	14.3%			42.9%			**7**	5.9%
Networking	33.3%			66.7%					**3**	2.5%
Other								100.0%	**1**	0.8%
Personal agency	100.0%								**1**	0.8%
Overall	**36.4%**	35.6%	10.2%	6.8%	4.2%	3.4%	2.5%	0.8%	**118**	100 %

[15] Note that respondents could select up to three challenges.

3.11 Summary

This section has presented the findings from a survey completed by 46 Filipino academics. The data reveals that these academics, whose work is related to social innovation, are mostly working in research and teaching tracks (73.9 per cent). The majority of respondents were female (59 per cent). When compared with equivalent data for science, technology, engineering and mathematics (STEM) subjects – where 28 per cent of academics are female (UNESCO, 2015) – this suggests that social innovation research and teaching helps to overcome gender gaps and deliver vital social impact. The academics work across diverse fields of expertise, albeit with an inclination towards business (32.6 per cent) and the social sciences (17.4 per cent). The majority of their institutional affiliations are higher education institutions, in particular private higher education institutions, located in the Philippines' capital of Metro Manila. It should be noted that while the survey sampling was purposive, respondents were free to pass the survey link to colleagues and other individuals. This may have contributed to the distribution of sampling with a concentration of respondents from certain geographic locations.

The 32 academic publications relating to social innovations provided by respondents were developed mainly over the last decade. Nearly all academic publications were empirical papers (90.6 per cent), with research approaches often using qualitative (46.9 per cent) or mixed methods (40.6 per cent). Overall, the main source of funding for academic publications were research grants (42.1 per cent), followed by self-funding and higher education institutions funded (both 21.1 per cent). Non-academic publications have also grown over the last ten years, with the majority published through online media (40 per cent). This trend towards online media helps academics to reach stakeholders that do not engage with academic publications. In particular, it allows engagement with the communities and NGOs which are significantly involved in social innovation especially in the Filipino ecosystem.

Teaching activities relating to social innovation started as early as 1975, however a significant increase in the number of activities only began in 2012. In fact, from 2012 to 2019 a total of 61 teaching activities were implemented compared to the prior period from 1975 to 2011 in which only 11 activities were launched (one was not reported). Out of the 73 identified teaching activities, the majority are classes or activities of different types (non-accredited, workshops, conferences). Only two are degree programmes. Higher education institutions were identified as the main source of funding for teaching activities (34.9 per cent), followed by government funds (27.9 per cent). The increasing number of teaching activities is supported by the positive change in many students' perception of social innovation; almost half of the respondents (41.3 per cent) reported a positive change. Nonetheless, according to our respondents the quality and quantity of the curricula still needs improvement, with 37.0 per cent rating curricula as average on a five-point Likert scale. Respondents also reported that students appreciate all types of learning methods. This is in line with the global social innovation ecosystem, where there is the need for both a strong theoretical framework and opportunities to implement project and practical activities. With regards the latter, curricula focused on social innovation that includes experiential and place-based learning (Elmes et al., 2015; Alden-Rivers et al., 2015) would offer community engagement opportunities for students and help to increase their employability and

entrepreneurship skills. While this provides some insights into how social innovation teaching is received in academic settings, the responses are not from students themselves.

Collaborations in social innovation are often multi-sectoral, involving institutions such as higher education institutions, NGOs, social enterprises, communities, international organisations and private organisations. The primary social issues being addressed by collaborative activities are poverty and economic disadvantage. Although the Philippines is regarded as undergoing rapid economic growth due to its high Gross Domestic Product growth rate (World Bank and OECD, 2018), the Gini measure of inequality ranks the Philippines among the most unequal countries in the region. These high levels of inequality and poverty are not negligible, and thus collaborative activities take these social issues as top priorities.

Government support for social innovation is perceived to be neither high nor low with respect to research, teaching, financing, networking, community engagement or policy support. Equally, data on respondents' trust towards institutions emphasised low levels of trust towards politicians and political parties. On the other hand, high levels of trust were reported towards universities, respondents' own institutions, their partner institutions, civil society and the United Nations.

The main challenges faced in promoting social innovation relate to funding (25.4 per cent) and the lack of human resources (22 per cent), followed by curriculum and degree programme development (15.3 per cent) and a lack of policy frameworks that support social innovation (13.6 per cent). The respondents see the government as the primary institution responsible for addressing issues in funding and policy, while higher education institutions were identified as responsible for curriculum development and human resources.

The data analysed in this section reveals a growing engagement with the field of social innovation over the last decade. The context and reasons behind this trend are further explored through analysis of the qualitative data. There is an observable growth in social innovation related activities (academic publications, non-academic publications, teaching activities, among others). While it is difficult to be certain of the reasons for growth and the exact factors at play, it is perhaps a reflection of the wider social entrepreneurship ecosystem in the country, wherein related notions and practices are becoming more widespread in response to the level of deprivation in the Philippines (British Council, the Thomson Reuters Foundation, and the ESCAP, 2018). There are existing opportunities for academics to secure funding for social innovation research and teaching, and there are existing networks for collaboration that enable academics to deliver social value and impact for communities and beneficiaries.

4 Qualitative results

4.1 Qualitative analysis summary

Qualitative data was gathered from 15 semi-structured interviews with 17 participants, and one focus group discussion with eight participants. The participants were from multiple sectors, including higher education institutions, government offices, social enterprises, NGOs, foundations, incubators and accelerators. Participant responses were analysed using the constant comparative method (Lincoln and Guba, 1985), based on the method of grounded theory (Glaser and Strauss, 1967). Appendix A outlines in greater detail the methodology used to conduct and analyse the interviews and focus group.

A total of 75 ‘units of analysis’ were identified through this process (please refer to Annex G for the complete list). From these units 16 ‘categories’ emerged, which were then synthesised into four themes: (a) a young and emergent ecosystem, (b) principal role of higher education institutions, (c) strategic direction for actors, and (d) social attributes of innovation and entrepreneurship.

Table 4.1 illustrates the process of qualitative text analysis, drawing from interview transcripts, through an iterative analysis process central to constant comparative method. This iterative approach allows the data themes to emerge from the interview without being predetermined in any way.

Table 4.1 - Summary of constant comparative method analysis process

The numbers beneath each category of Table 4.1 correspond to the units of analysis relevant to the category (for the complete list of units please consult Appendix G). For example, four units of analysis correspond to the category of awareness and advocacy, namely (38) mainstreaming social innovation, (59) social innovation advocacy, (60) social innovation awareness, and (74) volunteerism. The numbers that appear beneath each 'theme' correspond to its relevant categories. For example, three categories comprise the theme of a young and emergent ecosystem, namely (12) social innovation ecosystem, (15) understanding and operational definition of social innovation, and (16) young people and youth actors. It should be noted that while categories and themes can be analysed as individual units these are not unrelated nor independent of each other. Instead, categories and themes are interrelated in nature, reflecting how social innovation and social entrepreneurship in the country is dynamic and complex.

4.2 Thematic outline

This section delves into the four themes that emerged from the constant comparative method analysis, describing each thematic element and providing quotes from the participant interviews. As outlined in Figure 4.1, these themes emerged from 16 'categories' and are interrelated. To ensure anonymity, names and information identifying the interviewees were changed.

4.2.1 Theme A: a young and emergent ecosystem

It is widely regarded that at present, the ecosystem of social innovation and social entrepreneurship in the Philippines is young and emerging. While there is no widespread awareness or operationalisation of social innovation on a national scale, participants acknowledged that there are some active practitioners, entrepreneurs, researchers and incubators acting within the country.

> *'According to the coalition of Dr Dacanay[16], there are many social enterprises in the Philippines. However, [as a whole, the country] is not very conscious about social entrepreneurship. Our ecosystem is not mature yet.' – (CC11 – Policymaker)*

What characterises the ecosystem as young, in large part, is the lack of agreement on a definition of social innovation or social entrepreneurship. The majority of the participants had a broad understanding of these concepts but only two stated using operational definitions of social entrepreneurship directly relating to their organisations' causes. Social innovation and social entrepreneurship were also often used interchangeably.

> *'The thing with social entrepreneurship and social enterprises is there's no globally accepted definition. What practitioners in this industry have to acknowledge is you really operate depending on the country context. That definition will vary in the UK, in Europe, in*

[16] Dr Marie Lisa M. Dacanay is considered one of the leading figures in social entrepreneurship in the Philippines. She catalysed setting up PRESENT 2015 in 2012. Details about this coalition were presented in Section 1.1. Dr Dacanay is the founding President of the Institute for Social Entrepreneurship in Asia (ISEA), and has authored a number of books on social entrepreneurship.

the US, in the Philippines, and then it varies from Indonesia to Singapore, etcetera.' – (CA4 – Academic)

'Sadly, when we're talking about social innovation, social innovation is really not a big thing here in the country yet. If you mentioned social innovation, people would confuse it with social entrepreneurship or about other social things and not really use the term social innovation.' – (CB3 – Practitioner)

Social innovation and social enterprises are described as something novel and creative, akin to 'thinking outside the box'. At the centre of these efforts is the objective to create social impact, or at least be socially relevant. For social enterprises, in particular, there is also the need for sustainability and profitability.

'Innovation is coming up with ideas, projects that help achieve whatever bottom lines are there for the betterment of society – for example, the enterprises that we never thought of before.' – (CC11 – Policymaker)

'I think social entrepreneurship up to now is defined loosely at the moment. I think there are three elements when you define social entrepreneurship: first is a focus on a social issue; the other thing is the concept of solving that social issue through an innovative solution; the third one is part of sustainability. Sustainability in this sense means financial sustainability and operational sustainability which means many of the social enterprises that we support and work with have profitability orientation, which is equal to their social mission.' – (CA12 – Academic)

Cooperatives or livelihood programmes and corporate social responsibility projects were also considered by some participants as social entrepreneurship.

'While social entrepreneurship is a relatively new term in the Philippines, basing on this definition I think literature would say that cooperatives in the Philippines are social enterprises.' – (CA12 – Academic)

'Sometimes there is a social entrepreneurship project, but it's corporate social responsibility. [Corporate businesses] do this to better their reputation [...] to lower taxes they need to pay the government. What is good is if CSR [corporate social responsibility] is sincere.' – (CA7 – Academic)

Young people, including students, were described as being passionate and energetic - traits that are important in innovations and social enterprises. The youth's desire for meaningful work drives their passion to pursue careers outside of the corporate sector and in social innovation, giving them an important role in the landscape.

'I'd like to think it's growing [...]. From 2015 onwards, there was a huge spike of social enterprise start-ups. It was usually founded by people who are aged 35 to 44 years old. Happy to say that these woke millennials are more aware or looking for ways where they can pay it forward, and looking for ways they can make changes or make a difference in the world.' – (CA4 – Academic)

'I think students have always been interested. This generation is searching for meaning. A lot of them are searching for meaning. They want to do something that is having purpose or that's making sense.' – (CB6 – Practitioner)

4.2.2 Theme B: principal role of higher education institutions

Higher education institutions play a central role in the development of social innovation and social entrepreneurship in the Philippines, as these institutions are able to influence actors through: (1) education, (2) research and (3) community extension activities.

'Entrepreneurship should be part of the roadmap relevant to all functions of the education institutions, namely entrepreneurship should be part of instruction, should be part of research and should be part of the community extension programmes.' – (CA25 -– Academic)

Education

There are existing subjects taught by universities that are relevant to enterprise in commerce or business departments, but few are specifically designed for social enterprise or social innovation. Social innovation, social entrepreneurship and enterprise are largely considered new in higher education institutions education, with subjects or courses only being introduced in recent years.

'We know as social entrepreneurs that it has been part of the academia for the past six or seven years, because we started becoming guest speakers. Before there was no course on social entrepreneurship, but you would always invite social entrepreneurs to at least participate in one of your courses.' – (CB6 – Practitioner)

'For the past few years, I've been teaching [at two universities]. One of the courses that I handle is social entrepreneurship.' – (CA12 – Academic)

Participants expressed the need to increase the teaching of social innovation in schools, through the creation of new modules, subjects and programmes, as well as extracurricular activities. A first step would be the inclusion of social innovation studies in general education (GE)[17] subjects. General education subjects are accessible to anyone in the student population, and not just to select colleges or departments.

'Techno-entrepreneurship 101[18] – I'm happy to share is already part of the new engineering curricula, as an allied engineering degree starting last year, and is already

[17] General education is also known as GenEd, core curriculum and shared experience. GE subjects are required classes taken by students enrolled in standard degree programmes, typically during their first two years, before they can take up subjects for their respective disciplines.
[18] Technopreneurship 101: Engineering Entrepreneurship or Entrepreneurship for Engineers is a course designed to explore the entrepreneurial mindset and culture, utilising a technology or engineering background. It aims to fit with the goals of starting a company, or the goals of entrepreneurial or research and development efforts in companies of all sizes and industries.

being offered as a GE [general education] subject for all non-engineering students.' – (CB8 – Practitioner)

Challenges to social innovation teaching include the need for directives to create such subjects or modules. It would be ideal to begin teaching social innovation early on, such that students are able to utilise the concepts as they work their way towards graduation and beyond. However, the rigidity of university structures or policies can act as barriers to this.

'The mindset of the whole innovation thinking is very important – if we could start from a very early age and if our way of educating is also meaningful and relevant. I think education is, at least in the Philippines, synonymous with compliance - and compliance is the enemy of innovation.' – (CA23 – Academic)

Research

'Universities can see the smooth connection of research to innovation to entrepreneurship.' – (CB8 – Practitioner)

Research spearheaded by or co-designed with higher education institutions will provide more context-relevant information about social enterprises and social innovations. Mapping out the social innovation ecosystem to create a database will be possible with the involvement of higher education institutions research arms. Such a database can inform both policymakers and practitioners as higher education institutions are not only reputable but also politically neutral.

'Database and network. [The database], may not [belong to the university], as this should be the government. But the university can help with this. For example, they can look at what products can be most helpful.' – (CB21 – Practitioner)

'If we only had a total picture of social enterprises, it would be good to know what they need. Do they really need tax incentives, or can they survive without tax incentives? As long as we provide them an enabling environment?' – (CC11 – Policymaker)

Participants stressed that social innovation research should not only be published, but that research discoveries must also be translated into practice. This may come in the form of implementing projects, programmes, or creating prototypes.

'If we changed the assessment from publication to implementation, then maybe some things will be a bit more out there.' – (CB6 – Practitioner)

'I think a lot of our research is about publishing, delivering, reading your paper. We wanted to go away from that because the rest of the academia is doing that. We want to make sure we involve ourselves in doing research that will end up in prototype development.' – (CA23 – Academic)

'Commercialising research' was a term used by participants to describe the translation of research findings into practical applications that generate profit, e.g. specific products or

social enterprises. Commercialising research also has the potential to help institutionalise programmes for entrepreneurship within universities.

'In our case, what we really want to do is commercialise the research… we always say we have to utilise research in order to benefit society.' – (CA5 – Academic)

'Now you're looking at entrepreneurship to be one of those metrics universities look at, because these researches – if it's commercially viable - you could actually make it an enterprise out of it.' – (CB8 – Practitioner)

'The direction now of most Philippine universities is really looking at how research can be churned into an enterprise. A very good example of this one is the (name of university) [...]. A Dean had research that converts mango peelings and seeds – these waste products – into flour. It got modest funding from the university, which was converted into a business. They started earning, started exporting. They were able to support their partner community [...] so if you're doing social impact, you're able to bring in the community to be part of the workforce and you are able to sustain what you are doing with the community [...]. That's an example of how a university can be entrepreneurial, and because of that experience the university is looking to institutionalise a school of entrepreneurship.' – (CB8 – Practitioner)

Research facilities and infrastructure could also support practitioners. Unfortunately, some practitioners reported that these facilities are often inaccessible to them or their partner communities.

'Unlike in the UK and US that their library is open to the public. You go to the library here and they will tag you as a thief. That's a sad story because our community members have no access to the library.' – (CB3 – Practitioner)

'Sharing of facilities could really help as well. For example, if you want to release the creative juice of these [young partner community members], then you have to not always have the meeting in their community. Maybe you have to bring them to a university. Somehow, you'll open the gate up to their creativity, "Oh someday I want to go to school, I have to study for some university where there's a facility I haven't seen in my life." It's those simple things.' – (CB1 – Practitioner)

Community extension

In the Philippines, universities often have an Office for Community Extension Services, which implements the community development and outreach programmes of a university. It is through these extension programmes that students and staff are able to engage in social innovation initiatives.

'The primary role of the [extension] office is to guide, administer, and enable every constituent especially the department in the university in community service.' – (CA22 – Academic)

'For instance, years ago there were idealistic students who partnered with a community [outside of Manila]. These students [from a university worked with this community] to use water lilies as raw materials for handicrafts.' – (CC24 – policymaker)

Extension programmes typically involve collaboration with other stakeholders, such as government, NGOs and community members. Funding or support may also come from private companies or national government.

'We have a partnership with the Technical Education and Skills Development Authority.' – (CA7 – Academic)

'But we also have other stakeholders, private donors and private companies.' – (CA7 – Academic)

'When we say the external partners, we have the Department of Education, we have NGOs, and we even partner with the local barangays[19]. These are our partners. International partners as well.' – (CA22 – Academic)

Projects under extension programmes are often research-based and involve collaboration between university departments. Extension offices also ensure that projects are innovative, in in as far as they are creative and novel.

'We make sure that these [extension programmes] are research-based. it's one of the policies.' – (CA22 – Academic)

'Yes, [it is collaborative]. The [college of] Commerce will ask us for help when approaching communities. Or, [the college of] Nursing will ask us for help for a medical mission, also the college of Medicine. We approach development holistically.' – (CA7 – Academic)

Lack of funding remains a challenge for research and extension programmes, which will be further discussed in section 4.2.3.

4.2.3 Theme C: strategic action for actors

There are existing partnerships focused on social innovation and social enterprise initiatives, often involving two or more sectors in collaboration. Existing collaborations include:

- higher education institutions and the private sector for funding and/or delivering research and extension programmes
- higher education institutions and the government for funding of research and extension programmes, and guidance for curriculum development
- higher education institutions and international higher education institutions for capacity building and technical support for research and extension
- Between local higher education institutions (e.g. research consortiums)

[19] This is the native term for a Filipino village, district or ward.

- Practitioners and NGOs for funding and technical support through incubation hubs and accelerator labs
- Practitioners and higher education institutions for technical support through incubation hubs and accelerator labs
- Practitioners and the government for funding and technical support (e.g. government-initiated activities that support micro small and medium enterprises, mentoring programmes, and access to market).

Cross-sector partnerships and collaboration are necessary for the holistic development of the country's social innovation ecosystem. These collaborative efforts to support higher education institutions, practitioners, policymakers and other actors are discussed in detail below.

Supporting higher education institutions

Funding for the research and extension programmes of higher education institutions does exist but it is often limited. Participants also bid for grants, search for donors, and use out-of-pocket expenses to fund research projects.

> *'I talk to my team about this one – think about alternative financing streams. We need to think of different sources of income generation, not just grants. I don't want to be overly reliant on grants and funding because there is such a thing called donor fatigue.' – (CA23 – Academic)*

> *'I have to look for funding. The university doesn't provide a budget for the centre, what they provide are just the premises and payment for other overhead expenses. We bid for research grants. We have corporate partnerships either for training and development courses, for competitions, for various events. The work that we do with the pressing coalition is all free. It's something that we support on our own.' – (CA4 – Academic)*

Collaboration between sectors is critical for funding gaps to be addressed. Formalising long-term agreements for funding partnerships can be a good start.

> *'There should be a levelling of resources. Many higher education institutions are limited in terms of funding resources for research. That's the reason why I think collaboration with other agencies would be critical.' – (CA12 – Academic)*

Research implementation

As discussed in section 4.2.2, participants mentioned that research efforts must have a practical application, going beyond academic publication and into practice (such as implementation of projects, developing prototypes or starting social enterprises). Participants, however, acknowledged that it is difficult for higher education institutions to provide funding or support on their own and need support from other sectors, such as the private sector.

'…because the propagator of the concept is really academia, but when it comes to practice it is where they come short because universities and academic institutions can only do so much.' – (CB3 – Practitioner)

'Private sector linkage is a really big barrier because even if universities churn great ideas, if there is no support – if the private sector is not as open in supporting you – it really won't fly.' – (CB8 – Practitioner)

Supporting policymakers

Data collection and research are necessary for effective policy. The obvious choice would be to use higher education institutions' research and private sector data to support policy research initiatives. In particular, practitioners identified the 'pain points' of social entrepreneurs as an important research topic that higher education institutions can explore.

'The intersection of entrepreneurship components in policy agendas is we're engaging private and public institutions to identify the pain points, specifically the financing pain points of social enterprises, because it's a real problem for them.' – (CB8 – Practitioner)

As mentioned in section 4.2.2, a particular advantage of higher education institutions is that these are considered politically neutral. This impartiality should help to ensure the fair investigation and evaluation of policy.

'This is the big question that I'm confronted with. Why aren't universities leading in the evaluation movement? Because in universities, you have the expertise and you have the impartiality. You're not supposed to be political. You have tenure. Even if you say that a project didn't work, you have tenure and you cannot be kicked out of your position.' – (CC24 – Policymaker)

Awareness and advocacy

Bias against social enterprises does exist, and this affects an entrepreneur's ability to secure funding or partners.

'Primarily on the stigma again – that if you are a social enterprise, you don't operate the same as regular business. What they say about social enterprise is always about to be bankrupt.' – (CB8 – Practitioner)

'You really have to look for like-minded partners, people who have the same passion for what you want to achieve. I guess it's harder sometimes because it's not like a basketball game or a celebrity event where you get a lot of mileage. Who will be interested? Sometimes it's a little harder to sell.' – (CA4 – Academic)

As such, cutting across all sectors at all levels is the need to generate awareness and advocacy for social innovation and social enterprise. Widespread awareness will help to change the mindset of Filipinos towards innovation and creating an entrepreneurial country.

'It should be the concern of everybody. Industry, government, academia – it's a synergy of all to develop the mindset. First the mindset of the citizens, and education through the help of the industry sector, should be in tandem. They should collaborate to promote and deploy the roadmap towards an entrepreneurial country.' – (CA25 – Academic)

4.2.4 Theme D: social attributes of innovation and enterprise

At the heart of socially innovative and entrepreneurial initiatives is the social aspect. What informs these initiatives is a social need, often at the grassroots level with communities at the centre.

'It's the descriptive word social that brings meaning to the words social innovation and social entrepreneurship such that all these innovative practices and entrepreneurial pursuits would have social impact beyond profit.' – (CC24 – Policymaker)

'[Social enterprise] a business venture created for a social purpose. Mitigating and reducing a social problem or a market failure. This is the key portion, and we always say that a social enterprise, the social impact has to be part of the values onset.' – (CB8 – Practitioner)

This is why community empowerment is recognised as a necessary element to social innovation and enterprise. Solving social issues means giving 'power' back to the disadvantaged and giving them equitable support.

'You have to empower them, because sometimes, the community, the mindset is just so poor. We can't do much, so you have to change that mindset that no one is poor. We don't classify [poor] as a lack of material things, but really lack of caring and sharing. Through values formation we have to empower them, they really have to uplift their dignity.' – (CB1 – Practitioner)

Social innovations must have a participatory human-centred approach. This entails the involvement of the community or stakeholders every step of the way, viewing them not as beneficiaries but as partners. Identifying solutions must be an inclusive process, based on carefully listening and responding to the needs of communities.

'It will also challenge us not to see the different communities as beneficiaries but see them as partners, with their taking ownership in the response and taking ownership in the future plans.' – (CB6 – Practitioner)

'Social innovation and social entrepreneurship - for me, you need to go to the needs. It's not about delivering the mandate but responding to the needs.' – (CC24 – Policymaker)

'Social innovation means we are creative and we adapt to the needs of the community so that our projects 'click' with them. Innovation is appropriate for the area, for the environment; to appropriate a community development project to the culture of the people.' – (CA7 – Academic)

While addressing a social issue is the very essence of social innovation or social enterprise, it is admittedly difficult to measure its success or outcome. It is challenging as there is no single metric or key performance indicator for impact measurement. It becomes even more difficult considering that effects are often long term.

> *'…no single metric that measures the totality of social impact.' – (CA5 – Academic)*

> *'The most difficult thing about social impact, let me just start with that, is your social impact can be five years away. It may not be immediate.' – (CA5 – Academic)*

4.3 Summary

The ecosystem of social innovation and social entrepreneurship in the Philippines is young and emerging. The qualitative data shows that, even if there is no widespread awareness of these concepts at the national scale, there are practitioners, entrepreneurs, researchers and incubators working in these fields within the country. The social innovation objective is to create a social impact, and to 'think outside the box' in doing so. Social enterprises merge this objective with the need for sustainability and profitability. Enabling agents of the social innovation are often young people and students and qualitative data highlight passion and energy as key changemaker traits. Insights from the interviews highlight the social attribute at the heart of innovative and entrepreneurial initiatives and how social innovations should be developed using a participatory human-centred approach.

higher education institutions play a central role in the development of social innovation by acting on three levels: education, research and community extension activities. Social innovation, social entrepreneurship and enterprise are largely considered new topics in higher education institution, with relevant subjects or courses only being introduced in recent years. The qualitative data shows the need for improved and more widespread teaching of social innovation, not only in dedicated curricula but also in multidisciplinary and general education subjects. On the other hand, research developed with or by higher education institutions should inform both policymakers and practitioners. Indeed, the interviewees highlighted how social innovation research should not only be developed by and for the academics, but also for non-academic stakeholders and translated into practice. Although higher education institutions' research on social innovation could be a booster for ecosystem development, the interviewees highlight how research facilities and infrastructure are often inaccessible to practitioners or their partner communities. In the Philippines, higher education institutions also deliver community extension activities and many universities have an Office for Community Extension Services which is responsible for community development and outreach programmes. Through these programmes, students and staff are able to engage in social innovation initiatives and to collaborate with different stakeholders, including other universities, government departments, NGOs and community members.

Despite these positive aspects, different challenges to higher education institutions involvement in social innovation still remain and strategic action is needed. As the main actions that could boost higher education institutions within the social innovation ecosystem, interviewees

underlined the following: expansion and diversification of funding dedicated to research, publications and teaching activities; strengthening of existing collaborations and development of new ones, both between higher education institutions and with other stakeholders; support for practical and project-driven research to allow higher education institutions to reinforce existing social innovations and enhance emerging ones; developing the role of higher education institutions as an ‘impartial’ actor with regards policy evaluation and development.

5 Discussion

The aim of this study was to understand the social innovation and higher education landscape in the Philippines. The findings will be discussed in relation to three levels of action, namely practice, institutional and systemic. This will inform key recommendations to boost the ecosystem for social innovation and higher education in the Philippines and highlight further research opportunities.

5.1 Practice level

5.1.1 Research

The 32 academic publications gathered shows that social innovation research is growing in the fields of business, economics, management, sciences and engineering, community development, and the social sciences. This growth has been supported by a number of hubs and specialised centres within higher education institutions, such as the Ateneo Center for Social Entrepreneurship (ACSEnt)[20] at the Ateneo de Manila University, and the Social Innovation in Health Initiative (SIHI)[21] at the University of the Philippines Manila.

The majority of the publications were empirical studies (mainly based on qualitative and mixed methods approaches) published in the last 10 years, with peaks in 2009, 2012 and 2019. The increasing attention given to social innovation in recent decades is a finding mirrored by the interviewees' perceptions of a country with a young and emerging social innovation ecosystem. The list of publications revealed a series of topics linked to social enterprise and innovations, such as local transformation, community development, urbanisation and smart cities, microenterprises, public goods and governance (see Appendix D). By implication, academics deem these topics as important for the development of social innovations. Despite the increasing interest, there is a general sense that more researchers are needed as this is a relatively new field. Our qualitative research shows that this is hindered by the difficulties encountered by academics in balancing research and teaching loads. Creating an enabling environment for social innovation research continues to be a key endeavour within the academic community.

Along with the growth of research is the emergence of incubators such as Animo Labs[22] (De La Salle University), the Technology Transfer and Business Development Office[23] (University of the Philippines Manila), and Ideya[24] (Mindanao State University – Iligan Institute of Technology). Several technology business incubations were established and are sustained in partnership with the Department of Science and Technology – Philippine Council for Industry, Energy, and Emerging Technology Research and Development (DOST-PCIEERD) which promotes

[20] https://www.ateneo.edu/ls/jgsom/acsent
[21] https://socialinnovationinhealth.org/philippines/
[22] https://www.fablabs.io/labs/animolabs
[23] http://ttbdo.upm.edu.ph/
[24] https://www.msuiit.edu.ph/offices/cit/index.php

innovation and technopreneurship (DOST, 2014). Although initially focused on product innovation and business development, the interviews revealed that these centres are now being challenged to look into the social impact of the projects they help to develop and incorporate community engagement and social innovation in the process. This is instrumental in harnessing the potential of student projects to go beyond fulfilling course requirements or publication, and move them towards commercially viable social innovations. Moreover, by involving different stakeholders such as the community and students, these centres are able to incorporate bottom-up social innovations within higher education institutions. Previous research has shown how bottom-up approaches can generate more successful solutions to complex social problems (Kruse et al., 2019).

5.1.2 Teaching

Our research shows that social innovation teaching activities have increased significantly over the past eight years. Initially, prior to having formal classes, social entrepreneurs (practitioners) would be frequently invited as guest speakers in classes or forums organised in universities. Data collected through the online survey reveals that although only one degree programme is dedicated exclusively to social entrepreneurship in the Philippines, a total of 73 undergraduate and postgraduate courses and other teaching activities (such as workshops) relate to social innovation. The majority of these courses are offered in private universities (68 per cent). It may be that private higher education institutions are more able to recognise the opportunities provided by social innovation and to incorporate them, while publicly funded higher education institutions are more rigid in their curriculum development and are not yet able to tap into these opportunities. Aside from entrepreneurship, the topics of these courses include sustainable development, social change, political awareness, transformative education, leadership and management, qualitative methods, service learning, and community organising. Similar to the academic publications, we could deduce that the aforementioned topics are being associated with social innovation. The Techno-entrepreneurship 101 subject[25], for example, incorporates social innovation and differentiates social enterprises from regular start-ups when students decide on projects to pursue. Moreover, other subjects, such as social justice, can be regarded as an important foundation for students of social innovation. The National Service Training Program (NSTP) which is mandatory for students, on-the-job training (OJT), and extra-curricular community immersion programmes have been identified as avenues through which social innovation learning has been applied. Overall, formalised social innovation teaching is still relatively new, with some institutions ahead of others. The challenge is to make subjects available to more students and increase the capacity of higher education institutions to offer them.

5.1.3 Community engagement

When it comes to community engagement, higher education institutions commonly have extension programme offices or social action units such as the Simbahayan Community

[25] See the ‘education’ theme in Section 4.2.2.

Development Office[26] (University of Santo Tomas) and the Center for Social Concern and Action[27] (De La Salle University). These units provide leadership and oversight for the community programmes and outreach activities of the university. Community work, even when spearheaded by higher education institutions, is strongly connected to the country's strong civil society tradition (Sahakian and Dunand, 2014) and it is built around partnerships with existing cooperatives, NGOs and social enterprises. This is supported by the survey results which reported that aside from their own institutions (36 per cent), academics work with NGOs (20 per cent) and social enterprises (18 per cent) for their community engagement activities. Most of these academics are in leadership and advisory (officer, board member, adviser) or other voluntary roles. Interview participants from academia argued that initiatives under extension work are based on research and community needs, or aim to be so.

The interviews also showed that a number of higher education institutions have established centres that advance and support social innovation such as Humanitarian Engineering, Entrepreneurship and Design[28] (University of the Philippines Diliman), the Hub of Innovation for Inclusion[29] (College of St. Benilde), and the Center for Social Entrepreneurship[30] (University of San Carlos). These centres incubate innovative ideas, mentor social innovators and entrepreneurs, co-create solutions with communities, and collaborate with different sectors. There are also examples of higher education institutions providing direct support to social enterprises such as the partnership between Central Mindanao University and Coffee for Peace. As previously mentioned, through these mechanisms of co-creation and inclusion higher education institutions are able to embed socially innovative ideas through bottom-up approaches, which previous research has demonstrated to be more successful (Kruse et al., 2019). Even with the growing efforts of higher education institutions to promote social innovation through community extension work, interview participants from academia reiterated the need to incentivise engagement and to incorporate it into the tenure system.

5.1.4 Student perceptions

The study also looked at the respondents' views of student engagement with social innovation. The survey respondents generally noted a positive change in students' perception towards the topic, reflecting increasing interest to venture into the field and participate in related activities and programmes. This is despite academics reporting mixed opinions on the adequacy and quality of curriculum on social innovation, suggesting that students' growing interest might come from extra-curricular activities that expose them to the field.

With respect to the different learning approaches, respondents acknowledged that students do not prefer just one type (classroom based, project based, practical support). On the contrary, they tend to engage with all types. Among the types of learning, social innovation teaching activities included: participating in community engagement, thinking and formulating outside-

[26] http://www.ust.edu.ph/community-development/s
[27] https://www.dlsu.edu.ph/offices/ovplm/cosca/
[28] https://www.heedupd.com/
[29] https://hifi.benilde.edu.ph/
[30] http://www.sbecse.org/

the-box solutions, and using available resources to solve societal problems. Out-of-the-classroom learning instils creativity and resourcefulness in students as it provides a new environment and inspires new ideas. Place-based and experiential learning are essential to social innovation education (Elmes et al., 2015; Alden-Rivers et al., 2015).

5.1.5 Youth

The role of young people, especially students, in social innovation was highlighted in interviews with both academics and practitioners who noted that their passion, energy and desire for meaningful work made them consider careers outside the corporate sector and linked to social innovation. Even while they are still studying at university, many engage in student-led initiatives, such as organising hackathons and providing practical and consultancy support to social enterprises. There is also a general sense that students respond positively when higher education institutions offer opportunities to be involved in social innovation. This evidences that personal agency is a significant driver in social innovation within higher education institutions, as well as in developing students' innovation self-efficacy and interests in their careers (Dungs et al., 2017).

5.2 Institutional level

5.2.1 Curriculum development

As discussed in the previous section, higher education institutions in the Philippines host educational programmes, research, and support organisations and activities on social innovation. While the Commission on Higher Education provides the minimum standards, higher education institutions have the academic freedom to develop their own courses and curricula. In 2015, the non-profit Philippine Development Foundation (PhilDev) partnered with the Commission on Higher Education to develop the techno-entrepreneurship 101 subject that presents the fundamentals of entrepreneurship and helps students to develop an entrepreneurial mindset (ISIP, 2018). This subject was initially rolled out in all 539 higher education institutions that offer engineering programmes, becoming a mandatory subject for engineering students and a general education subject for non-engineering students. Implementation, including the training of professors, was facilitated by the Innovation for Social Impact Partnership (ISIP) project and supported by UNDP Philippines, PhilDev, and the Australian Embassy in the Philippines. This provides a good example of collaboration between multiple organisations – governmental and non-governmental – for the development and roll out of a novel subject and could be seen as a template for developing similar modules and courses specific to social innovation.

The government, through the Commission on Higher Education, provides the Policies, Standards and Guidelines (PSG) for higher education institutions degree programmes to ensure

their quality and has introduced entrepreneurship as a learning outcome in some programmes. It also provides grants for research and extension work, and scholarships for further studies. The latter can be targeted at building expertise in the field of social innovation. It is also in the Commission on Higher Education's remit to facilitate diffusion of best practices among state universities and colleges and higher education institutions, which is important for promoting social innovation education. Research and development funding mainly come from the Department of Science and Technology.

5.2.2 University networks and funding

There are various university networks and consortia that support collaboration aimed at research and community extension work. Moreover, interdisciplinary partnerships within universities (e.g. different colleges and departments working together) often aim to improve extension services, allowing projects to be more holistic and responsive to the needs of target communities. In fact, findings from our survey suggest that funding for academic publications relating to social innovation mostly comes from research grants (42.1 per cent) from grant-providing bodies that value collaboration between different stakeholders. Data also shows that only 7.9 per cent of the identified publications were government-funded, which may partly explain the ambivalence (neither high nor low levels of satisfaction) regarding government support for social innovation.

5.2.3 Higher education institutions collaboration

The results from the survey highlighted that most formal collaborations involving academics and higher education institutions are with fellow institutions, NGOs, social enterprises and communities, and that these tend to focus on training and capacity building activities (42 per cent) or advocacy and campaigning (21 per cent). During the interviews, forms of engagement between higher education institutions and other social innovation ecosystem actors were explored, particularly for extension work. These included:

- Technical Education and Skills Development (TESDA) – vocational training for community livelihood projects
- Department of Trade and Industry (DTI) – setting up and maintenance of fabrication labs within state universities and colleges that can be used for student theses and by micro, small, and medium enterprises in proximity to the state universities and colleges
- NGOs for joint community projects
- International NGOs that fund projects
- Local Government Units (LGUs), barangays and local communities.

Although one-third of survey respondents reported no problems or barriers in collaborating, a lack of funding (37 per cent) and a lack of policy support (13 per cent) were identified as primary barriers. Funding for collaborations has so far come from higher education institutions' own

funds, the government and NGOs/foundations. There is a need to seek out other innovative funding streams that would focus on building more impactful collaborations.

The lack of policy support, interpreted here as the lack of policies in place, is a barrier especially for the SDG target issues of SDG 13: Climate Action and SDG 16: Peace, Justice and Strong Institutions, suggesting that more governmental support is needed in these areas.

One of the collaboration gaps that has been identified through the interviews is the lack of coordination between businesses/business groups and university-based technology business incubators. Greater coordination could be instrumental for potential partnerships and the introduction of incubated innovations into the market. However, issues of intellectual property may be a barrier to this. Another gap identified is the inadequately tapped expertise of universities to evaluate current policies and public programmes, especially as they are considered to be politically neutral institutions.

5.2.4 Contextualisation

Schools and universities develop students' mindsets and provide a primary avenue for cultivating the culture of social innovation and entrepreneurship. Although the survey revealed that higher education institutions receive the highest level of trust amongst institutions, the challenge remains for universities to fulfil society's expectations; in other words, to be 'felt' by its communities while aligning with global trends. Network development among the academic community, practitioners, government and non-government partners and communities is critical to achieving this. Previous research has demonstrated how a greater network enables social innovations to be more resilient toward external shocks by improving communications a greater network allows actors to more effectively challenge dominant narratives and reducing their power to shift the ecosystem (Hazenberg, et al., 2018).

5.3 Systemic level

5.3.1 Social innovation definition

Despite greater awareness of and interest in the concepts of social innovation and social entrepreneurship in the Philippines, which have spread in the country since the 1990s (Bidet and Defourny, 2019), there is still no legal definition of a social enterprise. In the Philippines, a grass-roots organisation called Philippine Social Enterprise Network was established in 1999 and is currently supporting the PRESENT Bill, which aims at promoting social enterprises' role in addressing poverty and social enterprise education[31]. Although a legal definition is not necessary or positive in all social innovation ecosystems, the insights from the interviews and focus group highlight a need for definitional clarity to guide promotion and strategic action. The interviews revealed a broad and loose definition of both social innovation and social

[31] Please consult the Philippine Social Enterprise Network web page for additional information: http://philsocialenterprisenetwork.com/poverty_reduction.html

entrepreneurship. Participants often connected social innovations to corporate social responsibility and livelihood programmes. A better understanding of social enterprise will help change the misperception that these enterprises are not viable, which has implications for investment and support. A clearer definition of social innovation will also guide education, further research, and its application in community engagement.

In summary, the research findings outlined and discussed above provide a description of the emergent higher education institutions and social innovation ecosystem in the Philippines. A key highlight is the growth of research and teaching of social innovation among higher education institutions in the country. It is noteworthy, however, that according to our respondent's curricula provided by higher education institutions are only just adequate in number and quality. Nonetheless, respondents gauge a positive change in students' perceptions towards the field of social innovation with students appreciating all types of learning methods and project-based learning. An increase of these types of learning would improve the quality of the curricula since social innovation is both theoretical and practical. There is also a need for a better incentive scheme for research and community engagement, mainly by embedding it into the tenure system. Moreover, the different roles higher education institutions play in the larger social innovation ecosystem were recognised, particularly when it comes to working with other stakeholders to deliver innovative community work and develop curricula. Funding remains the main barrier for collaboration, although strategically assembling the right partners for the right projects is also central to success.

6 Recommendations

Based on the findings of this research, the following seven recommendations are made. These aim at contributing to the development of the social innovation research and teaching ecosystem in the Philippines.

6.1 Facilitate community engagement (practice)

In order to develop meaningful and innovative solutions, communities and grassroots actors should be involved in the assessment of their own needs, as well as in research design and implementation. Where possible, higher education institutions should include communities in their research and extension work, as well as assist social enterprises to scale up or to build networks. A step forward would be to put into practice more participatory and community-oriented approaches, that not only investigate the opinions of different stakeholders, but also embed them in processes from the beginning and use their views to define the aims and the scope of the research.

6.2 Research and extension funding (institutional)

Higher education institutions and external funding should be allocated to support the completion of social innovation research and projects. Although funds from the government are available, the recipients are currently concentrated within Metro Manila. Therefore, steps should be taken to ensure better distribution of traditional research grant funding and develop alternative funding streams, such as from NGOs and international development agencies.

6.3 Supporting an enabling environment for innovations agenda (institutional)

An array of activities to support youth in social innovation and social entrepreneurship already exist in the Philippines, typically in the form of Hackathons, incubation hubs and accelerator hubs. The British Council should support universities and organisations in these types of initiatives to build awareness amongst young people and the general public.

6.4 Higher education institutions to lead in research on social innovation and social entrepreneurship (institutional)

Higher education institutions should be at the helm of research studies exploring the development of social innovation, through social innovation mapping, impact studies, monitoring and evaluation, and product innovation. To encourage innovation-related research it is

necessary to increase funding, as well as improve linkages between different stakeholders in the ecosystem. Promoting exchange between academics from different higher education institutions will encourage the development of social innovation academia. Moreover, encouraging dissemination activities (such as online media articles, podcasts or free online courses) for a non-academic audience could help in diffusing insights from academic research to a non-academic audience. Coordination between higher education institutions and regional development councils is imperative to guide research and community extension agendas, as the councils have a pivotal role in promoting social innovations. It is through extension programmes that universities participate in community development and outreach, and students and staff are able to engage in social innovation initiatives.

6.5 Higher education institutions to ensure the integration of social innovation and social entrepreneurship in teaching, research and community extension agenda (institutional)

Social innovation should be embedded in curricula aimed not only at business or commerce students, but also at a broader student population. Openness and collaboration between departments (and universities) are encouraged for the development of social innovation modules. Capacity-building opportunities should be promoted by the government and higher education institutions not only for academics, but also for social innovators and local communities to ensure research is applied to emerging themes. In addition, opportunities to develop certified training courses and workshops in collaboration with NGOs and practitioners should be explored. Promoting accessible research outputs and teaching activities through online courses that not only speak to academics but also to social innovators, NGOs, practitioners and community organisations, would help to disseminate the knowledge gained through academic research. Social innovation should be part of both research and community extension agendas. In the Philippines, universities often have an Office for Community Extension Services, which already implements their community development programmes. Nonetheless, universities should incentivise more social innovation research and extension work, making it part of the tenure track. An increase in the number of courses focusing on social innovation could help in strengthening student interest in this area. On the other hand, giving attention to social innovation in multidisciplinary degrees would also help to increase understanding of this topic, and especially the underlying linkages of social innovation with different disciplines.

6.6 Supporting policy agenda (institutional)

The Commission for Higher Education (CHED) and the British Council are collaborators in the organisation's work in education. Supporting the Commission for Higher Education in their policy making agenda by engaging academic researchers or initiating policy research will help

provide the groundwork for institutionalising research and teaching of social innovation and social enterprise in the country. Supporting the passing of the Poverty Reduction through Social Entrepreneurship (PRESENT) Bill – which gives credence to social entrepreneurship – must be an ongoing endeavour. A policy specific to research and teaching social innovation and social entrepreneurship would complement the PRESENT Bill. The British Council should look to engage their existing networks such as the Philippine Social Enterprise Network (collaborating for Reaching the Farthest First with Civil Society Organisations – Social Enterprise Education and Development (CSO-SEED)), and/or the Institute for Social Entrepreneurship in Asia (ISEA) headed by Dr Lisa Dacanay to assist in the development of a research and teaching policy.

6.7 Facilitate cross-sectoral engagement (systemic)

Involvement of all sectors (government, private, civil society, academia) in strategic actions could build a more socially innovative country. Moreover, stronger links between certain sectors (e.g. higher education institutions and private sector) through long-term engagement (formalised with a memorandum of agreement or understanding) would also help to ensure the sustainability of social innovation initiatives. Promoting exchange where academics take on non-academic roles within other organisations and initiatives could help to improve knowledge and point research towards issues relevant to social innovators. Similarly, inviting social innovators, private sector workers and civil society representatives into higher education institutions to teach and share insights will increase understanding within higher education institutions of the opportunities provided by social innovation.

6.8 Addressing the siloes in the ecosystem (systemic)

Bringing together stakeholders for collaboration and engagement will help strengthen the social innovation ecosystem, and the British Council is in a strategic position to do so. Bridging academics and practitioners together in a meaningful way will foster a unified network in helping promote and support social innovation with measurable outcomes. Finding champions in different sectors will also further facilitate linkages. Collaboration with institutions in the UK who are working in mature social innovation environments will allow for meaningful knowledge exchange. Further, establishing or supporting the creation of a repository of social innovation initiatives in the country will help join working siloes into a more cohesive ecosystem. This sharing platform will allow practitioners to access research they may not have before; for academics to look into scientific studies of innovations and enterprises; and for policymakers to champion the potential of social innovation to deliver social impact. Investigating how existing British Council programmes, such as the Creative Economy or Hong Kong's Building Research Innovation for Community Knowledge and Sustainability (BRICKS) project, which involve collaboration between academics and practitioners in co-designing research proposals, may be replicable in the Philippines (or at a regional level) should also be considered.

7 Research opportunities

This report offers a starting point for mapping the ecosystem of social innovation research and teaching in the Philippines. Further work is needed to increase our understanding of social innovation, and we suggest three future lines of enquiry below.

7.1 Needs assessment of social enterprises

Future work should identify problems faced by social enterprises so that policymakers are better able to build an enabling environment. Our research suggests that the main challenges relate to a lack of funding and the lack of a clear policy framework that enables and supports social innovations. Furthermore, social entrepreneurs experience difficulties in contributing to the research agenda of higher education institutions and in accessing the knowledge they produce.

7.2 Youth in social innovations and social entrepreneurship

This study has revealed young people as major actors in the social innovation ecosystem. Therefore, important findings would emerge from research focused on capturing the voices of young people, in particular students and practitioners of social innovations. Future research should seek to explore the current motivations, practices, challenges and perspectives of youth in relation to social innovation.

7.3 Impact of teaching and training courses

This study has mapped the current social innovation teaching landscape in the Philippines, but it does not delve into the quality of programmes and courses. Future research should explore the impact of teaching social innovation in universities, capturing student perceptions after graduation and outcomes for them. This may also be explored for graduates of certified training courses or modules outside of higher education institutions.

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Appendices

Appendix A – Methodology

Research design

This study employed a convergent parallel mixed-methods design (Cresswell, 2015) to map out the current social innovation and social entrepreneurship landscape in higher education institutions in the Philippines. This allowed the simultaneous and separate collection of quantitative and qualitative data, producing a broad picture from multiple angles. The study involved desk-based research (review of the academic and grey literature), quantitative data collection through an online survey, and qualitative data collection through semi-structured interviews and focus group discussions.

Country specific literature review

A desk-based review on the status of the social innovation and social entrepreneurship research and teaching landscapes was first performed to explore country-specific trends and issues such as: identifying the leading higher education institutions for social innovation and social entrepreneurship in the country; identifying the research that has/is taking place from academic, practice and policy perspectives; discerning what government support is available for promoting social innovation/social entrepreneurship research/teaching in higher education (and the education system at large); and pinpointing what additional support is available to support social innovation/social entrepreneurship research/teaching in higher education, including from foundations, impact investors, corporates and NGOs. The literature review also allowed for the identification of proxy measures for trust and collaboration used in the survey. This in-depth review helped develop a holistic map of the social innovation and social entrepreneurship ecosystems in the Philippines.

Measures and participants

The online survey had a total of 46 respondents from higher education institutions (higher education institutions). Purposive sampling was used in this study, to target as much as possible academics in higher education institutions with existing curricula related to social innovation/social entrepreneurship and higher education institutions with completed/ongoing research projects on social innovations/social entrepreneurship.

A total of 15 interviews were done involving 17 participants, as well as one focus group discussion with eight participants. The interviews focused not just on academics, but also on other stakeholders including: 1) academics, 2) practitioners (social entrepreneurs, incubators, NGOs, investors/funders) and 3) policy-makers and government. The focus group discussion was among a group of practitioners belonging to one social enterprise.

Data collection

Online survey

The online survey was designed to assess the quantity and quality of social innovation/social entrepreneurship related research, teaching and community engagement in the Philippines. The survey also contained proxy measures to assess the levels of trust and collaboration across the academic sector. More specifically, it included the following aspects:

Participants categories: academic, practitioner, policy-makers, or others;

Social innovation research trends: number of publications, year of publications, publication types, research methodology, disciplines, funding sources and external collaborators. In addition, is the focus of the research academic, practice or policy orientated;

Social innovation research for future: future studies, urgency/importance of topics for future studies;

Social innovation and social entrepreneurship in education: education level, size of courses/programmes, types of courses/programmes (credit and non-credit bearing/extra curricula programmes), title and the main topic of courses/programmes (theory or practice based – incubation and acceleration), and outcomes of courses/programmes. The survey will also explore the levels (if any) of institutional collaboration in the delivery of curriculum;

Government support: government policies, recommendations, and government-funded projects in social innovation and social entrepreneurship research and teaching at higher education institutes and across the education system more broadly;

Trust and collaboration: using the proxy measures identified in the literature review to measure levels of trust and collaboration in the ecosystem;

Challenges: management, funding, lack of interest, personal agency, human resources, institutional support and others.

The survey was aimed solely at academics and university staff, as the other stakeholder groups' perceptions were explored in the semi-structured interviews and focus groups. The link to the online survey was disseminated through the networks of the local research team, a database built during the desk review, and social media (Facebook and Twitter) and personal networks. Snowball sampling was also done to increase the number of respondents.

Interviews and focus group discussions

Semi-structured interviews and focus group discussions were designed to explore the social innovation/social enterprise research, teaching, and community engagement that is already occurring in the country, as well as to understand the barriers to collaboration between higher education institutions and different stakeholder groups. It also helped the researchers identify additional themes not covered in the survey and explore deeper understandings of those themes that emerged.

Specific interview schedules have been produced for each of the three main stakeholder groups listed below, as well as a specific guide for the focus groups (see Appendix B):

- Academics;
- Practitioners:
  - Social entrepreneurs;
  - Incubators;
  - NGOs;
  - Investors/funders;
- Policymakers and government.

Interviewees were asked to read and sign the consent form prior to the interviews/focus group discussions. The interviews were audio-recorded and fully transcribed prior to analysis. A total of 1,116 minutes (approximately 18 hours and a half) of interview and focus group data was gathered, with an average length of 70 minutes per interview. The breakdown of the interviews is provided in Table A-1 below.

Table A-1. Interview breakdown.

Interview no.	Stakeholder type	Participant numbers	Interview length (minutes)
1	Practitioner (foundation)	1, 2	94
2	Practitioner (foundation)	3	88
3	Academic	4	59
4	Academic	5	61
5	Practitioner (NGO)	6	114
6	Academic	7	58
7	Practitioner (foundation)	8	138
8	Policymaker (government)	9, 10	59
9	Policymaker (government)	11	70
10	Academic	12	78
11	Practitioner (social enterprise)	13-20	49
12	Practitioner (social enterprise)	21	52
13	Academic	22	28
14	Academic	23	64
15	Policymaker (government)	24	72
16	Academic	25	32

Analysis

The quantitative data analysis was implemented on the data gathered through the online survey and mainly consisted of descriptive statistics analysis, as well as quantifying other research data (e.g. the publication lists). Additional analysis included analysis of variance (ANOVA), cross-tabulation and correlations. These analyses were implemented using Excel and SPSS.

For the analysis of qualitative data (semi-structured interviews and focus group discussion), the 'constant comparative method' (Glaser and Strauss, 1967; Lincoln and Guba, 1985) was applied. The constant comparative method is an iterative procedure designed for the qualitative analysis of text and is based on 'grounded theory' (Glaser and Strauss, 1967). The constant comparative method has been successfully applied in previous studies across a wide range of disciplines including social venture creation (Haugh, 2007). This method of analysis focuses on a process where categories emerge from the data via inductive reasoning rather than coding the data according to predetermined categories (Maykut and Morehouse, 1994). The researchers engaged with the five stages of the constant comparative method listed below (McLeod, 1994):

- *Immersion* – discernibly different concepts called 'units of analysis' are identified from the data
- *Categorisation* – 'units of analysis' with similar meanings are grouped together under a 'category', based on a rule of inclusion
- *Phenomenological reduction* – 'themes' emerge from the 'categories' and are reported by the researchers
- *Triangulation* – additional data are used to validate and support researchers' interpretations of the 'themes'
- *Interpretation* – overall interpretation in relation to prior research or theoretical models.

Through the process detailed above, 75 'units of analysis' were identified which were then coded into 16 'categories' and further reduced into four main 'themes': (a) *A young and emergent ecosystem, (b) Principal role of higher education institutions, (c) Strategic direction for actors*, and *(d) Social attributes of innovation and entrepreneurship*.

The data from both the quantitative and qualitative datasets were used together through a process of triangulation to support each other and develop a rich understanding of the social innovation and social entrepreneurship ecosystem in the country.

Appendix B – Consent forms and interview questions

Consent form

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

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

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

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

If you agree, we will record the discussion; handwritten notes will be taken. Confidentiality will be maintained as much as possible but complete confidentiality cannot be assured in focus group discussions due to the nature of information sharing involving numerous participants. However, we will ask you and other participants not to talk to people outside the focus group about what was discussed. You should know that the researchers cannot stop or prevent participants who were in the group from sharing things that should be kept confidential. No information that could identify you personally will be used in any written report resulting from the research.

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

Name: ……. Signature: ……..……..
Date ……..

Professor Richard Hazenberg richard.hazenberg@northampton.ac.uk, Dr Toa Giroletti toa.giroletti@northampton.ac.uk, and Dr Jieun Ryu jieun.ryu@northampton.ac.uk at the University of Northampton, and Dr Noel Juban nrjuban@up.edu.ph at the University of the Philippines.

Interview questions [academic]

1- Information about the participant and their organisation

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

1-2. Is your work and department also related to a health issue?

- If yes, which key health issue is addressed?
- Who is the partner organisation?
- What are outcomes and impacts?

2- General questions about social innovation/social enterprise

2-1. Can you describe how social innovation and social enterprise are defined in [insert country name]?

- What is a source of the definition that you provided?
- How social innovation and social enterprise are related to each other?
- Any keywords?

2-2. Can you describe how you see the social innovation/social enterprise ecosystem in [insert country name]?

- Is it new or mature? Why?
- Is it a growing sector? Why or why not?

4. 2-3. Who are main stakeholders of the social innovation/social enterprise ecosystem in [insert country name]?

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

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

3-1. What role you think universities can play in boosting social innovation and social enterprise? Is one more important than the others?

- Research
- Teaching
- Community engagement
- Policy recommendations
- Others (e.g. connecting stakeholder, raising awareness, and others)

3-2. Do you work/collaborate with other organisations or stakeholders for boosting social innovation and social enterprise in [insert country name]?

- If yes, can you please give an example?
  - Which organisation/stakeholder?
  - Which topic? (social innovation, social enterprise, social impact…)
  - What purpose?
    - Research: data collection, data analysis, writing publications
    - Teaching: curriculum development and design, curriculum delivery
    - Incubation: incubating and accelerating students or faculty established social enterprises
    - Others?
  - How long have you collaborated on this project?
  - Outcomes/impacts

4- Research

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

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

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

- Funding
- Publishing
- Collaboration
- Others

5- Education and teaching

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

- Innovative teaching methods

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

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

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

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

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

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

5-6. Please tell me how you and your university measure the quality of social innovation and social enterprise courses and programs.

- Qualitative or quantitative?
- What are criteria?
- Student satisfaction measurement
- Job placement: number of students who are working in the social innovation/social enterprise field after graduation?

6- Policy

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

- If yes, can you please name the policy?

- How is the policy supporting social innovation and social enterprise research and teaching in universities?
- When did it start?

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

7- Community engagement

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

7-2. (IF APPLICABLE) In relation to community engagement, what are your main challenges in relation to:

- Funding?
- Securing partnerships?
- Linking knowledge exchange to teaching/research?

8- External funding and financial support

8-1. How do you see the financial landscape of social innovation and social enterprise research and teaching in [insert country name]?

- Are there enough external funding available for the sector?
- Do you think external funds are well distributed within the sector?
- Please consider the type of funds:
  - Government funding
  - Private funding
  - Religion-based funding
  - Donation
  - Others

9- General challenges

9-1. In relation to your expertise and perception of what is the most pressing social problem facing [insert country name], please pick one and tell me how you think the social innovation/social enterprise ecosystem can be used to solve/reduce the issue?

- Student education
- Elderly/ageing
- Children/youth

- People with disabilities
- Gender
- Unemployment
- Minority ethnic groups
- Social/economic disadvantage

10- Closing question

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

SIHE interview questions for policymaker or implementer – government departments and agencies

1- Information about the participant and their organisation

1-1. Please tell me about your department.

- Sector focus
- Main role – policy-design/policy-implementation
- Main objectives
- Relations to social innovation/social enterprise/health issues

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

2- General questions about social innovation and social enterprise

2-1. Can you describe how social innovation and social enterprise are defined in [insert country name]?

- What is a source of the definition that you provided?
- How social innovation and social enterprise are related to each other?
- Any keywords?

2-2. Can you describe the social innovation / social enterprise ecosystem in [insert country name]?

- Is it new or mature? Why?
- Is it a growing sector? Why or why not?

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

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

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

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

- Research
- Teaching
- Community engagement
- Policy recommendations
- Others (egg. connecting stakeholder, raising awareness, and others)

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

4- Research

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

4-2. What areas of policy focus are most urgently in need of research focus in [insert country name]?

5.

5- Education

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

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

6- Policy

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

- If yes, can you please name the policy?
- When did it start?

Regarding the policies mentioned earlier:

6-2. What is the purpose of the policy?

- Creating jobs
- Reducing poverty
- Encouraging diversity
- Economic development
- Others

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

- Teaching
  - Finance for establishing a course/degree programme/module
  - Finance for developing curriculums
  - Teaching methods workshops
  - Networking opportunities with experts
  - Others
- Research
  - Research grant
  - Research exchange programmes with overseas universities/organisations
  - Others

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

6-5. What are limitations of the policy?

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

7- Community engagement

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

- What is the name of the policy?
- When did it start?

Regarding the policy mentioned earlier:

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

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

7-4. What are limitations of the policy?

8- General challenges

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

- Student education
- Elderly/ageing
- Children/youth
- People with disabilities
- Gender
- Unemployment
- Minority ethnic groups
- Social/economic disadvantage

9- Closing question

9-1. Is there anything that I haven't asked you that you think is important or wish to discuss?

SIHE interview questions [practitioner/social entrepreneur/incubator/intermediary/non-profit professional]

1- Information about the participant and their organisation

1-1. Please tell me about your organisation.

- Industry/sector
- Main social objective
- Main business activities

- Age of the organisation
- Size of the organisation
- Main customers/target beneficiaries

1-2. Is your work and organisation also related to a health issue?

- If yes, which key health issue is addressed?
- Who is the partner organisation?
- What are outcomes and impacts?

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

2- General questions about social innovation and social enterprise

2-1. Can you describe how social innovation and social enterprise are defined in [insert country name]?

- What is a source of the definition that you provided?
- How social innovation and social enterprise are related to each other?
- Any keywords?

2-2. Can you describe how you see the social innovation/social enterprise ecosystem in [insert country name]?

- Is it new or mature? Why?
- Is it a growing sector? Why or why not?

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

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

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

3-1. What role you think universities can play in boosting social innovation and social enterprise? Is one more important than the others?

- Research
- Teaching
- Community engagement
- Policy recommendations
- Others (e.g. connecting stakeholder, raising awareness, and others)

3-2. Do you work/collaborate with universities for boosting social innovation and social enterprise in [insert country name]?

- If yes, can you please give an example?
  - Which universities?
  - Which topic? (social innovation, social enterprise, social impact…)
  - What purpose?
    - Research: data collection, data analysis, writing publications
    - Teaching: Curriculum development and design, curriculum delivery
    - Incubation: incubating and accelerating students or faculty established social enterprises
    - Others?
  - How long have you collaborated on this project?
  - Outcomes/impacts

4- Research

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

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

- Funding
- Collaboration
- Academic interest
- Others

5- Education

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

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

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

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

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

6- Policy

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

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

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

7- Community engagement

7-1. (IF APPLICABLE) Please tell me if you or your organisation is involved in community engagement work with a university.

- If yes, can you please give an example?
- If not, would you consider collaborate with a university for community engagement activities? Why or why not?

7-2. (IF APPLICABLE) In relation to community engagement with universities, what are your main challenges in relation to:

- Funding?
- Securing partnerships?
- Others?

8- External funding and financial support

8-1. How do you see the financial landscape of social innovation and social enterprise research and teaching in [insert country name]?

- Are there enough external funding available for the sector?
- Do you think external funds are well distributed within the sector?
- Please consider the type of funds:
  - Government funding
  - Private funding
  - Religion-based funding
  - Donation
  - Others

9- General challenges

9-1. In relation to your expertise and perception of what is the most pressing social problem facing [insert country name], please pick one and tell me how you think the social innovation/social enterprise ecosystem can be used to solve/reduce the issue?

- Student education
- Elderly/ageing
- Children/youth
- People with disabilities
- Gender
- Unemployment
- Minority ethnic groups
- Social/economic disadvantage

10- **Closing question**

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

SIHE focus group questions

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

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

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

- What were the challenges/barriers?

4. **Future collaboration:**
   - **Academics and practitioners:** Would you and your organisations look for (more) opportunities to collaborate with other organisations for teaching and researching on social innovation and social enterprise?
     - If yes, do you have any specific interest?
       - Research
       - Teaching
       - Incubation
       - Community engagement
       - Others
     - Do you prefer a certain type of partner organisations?
       - Universities
       - Social enterprises
       - Non-profit organisations
       - Incubators
       - International organisations
       - Private organisations
       - Others
     - If no, why not?

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

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

Appendix C – Areas of expertise

(in alphabetical order)

1. Agriculture
2. Aquaculture/Fisheries x 2
3. Architecture
4. Arts
5. Business x 15
6. Communications
7. Community Development x 2
8. Development Studies
9. Economics
10. Education x 5
11. Engineering x 4
12. Entrepreneurship
13. Extension x 2
14. Health
15. History
16. Humanities
17. Innovation
18. Management
19. Natural Sciences
20. Physics
21. Social Development
22. Social Entrepreneurship x 2
23. Sociology x 2
24. Social Sciences
25. Urban Planning x 2
26. Veterinary Medicine

Appendix D – List of publications

(Academic and non-academic)

Published journal papers:

Abenir, MAD. (2009). PA-RILES: The UST-CCMF Tondo Youth Community Development Program Participatory Action Research Experience. Manila: UST Publishing House.

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Habaradas, RB, Aure, PAH, & Mia, IBR. (2019). A Platform for Social Business Incubation in the Philippines: The Case of Gawad Kalinga Enchanted Farm. DLSU Business & Economics Review. 28(3), 91-101.

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Macabuac-Ferolin, MC & Dunaway, W. (2017). “Dépaysannisation » De La Pêche Philippine Au Service Du Marché Mondial” (Globalized Fisheries, Depeasantization and Debt Bondage in Philippine Seafood Exporting). Entre terre et mer, quel avenir pour la pêche? Alternatives Sud [online]. 24(1). Available at http://www.cetri.be/Entre-terre-et-mer-quel-avenir

Noderama, RP. (2019). Examining the Criminology Review Program of Northern Iloilo Polytechnic State College. International Journal of Innovation Creativity and Change. (8)7.

Patankar, A, Patwardhan, A, Marome, WA & Porio E. (2010). Enhancing Adaptation to Climate Change by Integrating Climate Risk into Long-Term Development Plans and Disaster Management. Asia-Pacific Network of Global Change Research, 1-155.

Porio, E. (2014). Climate Change Vulnerability and Adaptation in Metro Manila Challenging Governance and Human Security Needs of Urban Poor Communities. Asian Journal of Social Science. 42 (1-2), 75-102.

Sescon, J & Tuano, P. (2012). Service Learning as a Response to Disasters and Social Development. Japan Social Innovation Journal. 2(1), 64-71.

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Abenir, MAD. (2012). The Social Costs of Labor Migration and its Effects on the Developmental Domains of Left-Behind Children. In: *Proceedings of the 2012 International Consortium for Social Development-Asia Pacific Conference*. Indonesia: Perpustakaan Nasional, pp. 189-205.

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Gabinete, G & Buresh, RJ. (2009). Site-specific nutrient management (SSNM): profitability to farmers, current level of adoption, and constraints to wider adoption in Iloilo province The Philippines. In: *IFA Crossroads Asia-Pacific Conference.*

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Rapisura, MV. (2012). Human Nature: Pro-Philippines, Pro-Poor and Pro-Environment. In: Lam, S., Dela Cruz, L., Seah, D. & Jacob, G, eds. *Case Collection on Philippines, Social Entrepreneurship in Asia: Working Paper No. 2*. pp. 202-220 Available from: http://bschool.nus.edu/Portals/0/images/ACSEP/Publications/Case%20Collection%20on%20Philippines%20-%2020140821.pdf

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Books and book chapters:

Abenir, MAD. (2011). From Urban Poor to Aeta Communities, Developing Local People's Strengths and Capabilities: An Assessment of the University of Santo Tomas Kamanlalakbay' Community Development Training Program. In: *Proceedings of the Asia- Pacific Regional Conference on Community Development, Quezon City, Philippines*. UP CSWCD, pp. 299-308.

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Non-academic presentations and reports:

Developing MSMEs, Empowering Countryside: An Impact Study on MASICAP II (2016)

Women, Entrepreneurship, and Economic Self-Reliance: The Case of Iligan City (2017)

Programme-Project Formulation Guide (2009)

The Ecotown Approach as Applied in San Vicente, Palawan and Siargao Island (2015)

Sustainability and Social Enterprises (2017)