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Social innovation and higher education landscape in Korea

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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

Acknowledgements

Executive summary

Overview

In September 2019 the British Council commissioned the Centre for Social value Enhancement Studies (CSES), Seoul, South Korea (www.cses.re.kr/eng), as the local research partner for the 'Social innovation and Higher Education landscape' (SIHE) in South Korea (henceforth Korea). CSES partnered with the lead UK research team at the University of Northampton. This partnership utilises a cooperative research approach that includes co-management, co-design, co-research and joint dissemination of the project, with the University of Northampton providing research mentoring (where required and appropriate), support with the fieldwork during the in-country visit to Korea, and supervision on the data analysis and report writing. This report on social innovation and social enterprise research and teaching in Korea aimed to assess the social innovation ecosystem through a survey and a series of in-depth interviews and focus group discussions with academics, higher education institution (HEI) officials and social innovation practitioners. This report also identifies knowledge and capacity gaps in creating vibrant social innovation research and teaching, as well as recommendations for research agendas and higher education institution policymakers. The online survey had a total of 46 respondents from higher education institutions across Korea. Purposive sampling was used in this study, to target 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 21 interviews/focus groups were also conducted with key stakeholders. These stakeholders included: 1) academics, 2) practitioners (social entrepreneurs, incubators, NGOs and investors/funders); 3) policymakers and government; and 4) students (see Appendix A for a full methodological overview).

Findings

The research led to the emergence of four key findings related to the social innovation ecosystem in higher education in South Korea.

1. Social innovation research and teaching trends

Both social innovation research and teaching has become more active in recent years, with the number of social innovation publications and teaching activities increasing over time. Social innovation scholars argued that social innovation research should be further expanded, while many interviewees perceived that the social innovation ecosystem in Korea remains immature, despite the significant growth in social enterprises since 2007. The nascent social innovation ecosystem was mentioned as a reason why there are not many publications on social innovation (apart from social enterprise and social entrepreneurship) in the Korean context. Studies related to measuring the social value created by social enterprises have also been growing. The government announced plans to support social enterprises based on the results of

their social value measurement and attempted to revitalise the social innovation ecosystem, by enabling social enterprises to be properly evaluated in the market. Several interviewees agreed with this policy direction and stressed that research regarding the measurement of social innovation-related variables is crucial for developing the social innovation ecosystem in Korea.

In Korea, six universities are running degree courses and 13 universities are running MA and/or PhD courses in social innovation/social enterprise/social economy, which is relatively high compared with other Asian countries. However, the participants of both survey and interviews emphasised that the quantity and quality of social innovation curricula are not good enough. Indeed, social innovation teaching in Korean higher education institutions is at an early stage, and only a limited number of people attended higher education educational programmes in social innovation. Moreover, some professors who do not have field-level experience, still teach social innovation topics, a factor that was mentioned as a limitation in effective social innovation teaching in higher education institutions. Therefore, more practical curricula involving field-level experts in social innovation should be developed as Kang and Kang (2014) previously emphasised.

2. Students' perception of social innovation teaching

Social innovation related research or education had positive effects on changing students' mindsets. In Korea, social innovation has been taught in various ways using new teaching methods. For example, project-based learning has been implemented to develop the students' creative thinking, sense of empathy, and problem-solving abilities. Also, community-based learning, which allows students to tackle and solve community problems directly, was being adopted at various universities. According to the results of the survey analysis, project-based learning was the most preferred type of learning (65.9 per cent), with the least favoured type of learning being classroom-based (7.3 per cent). Therefore, more practical learning could be embedded in social innovation curricula to provide a more positive learning experience for students in Korea. This study also found consistency with Park and Lee's (2018) research regarding students' positive perceptions of social enterprise and social economy. The survey results showed that involvement in social innovation classes changes students' perspectives over time, albeit understanding and evaluation of the performance of social innovation classes remains low (Hong et al., 2015). According to the interviewees, Korean students are still more concerned with competition and employment in large corporations, than with making a difference in the social innovation ecosystem. Therefore, more non-degree (elective/extracurricular) programmes and career development opportunities should be available in the social innovation sector to further attract students' interest in social innovation.

3. Collaboration and partnership

Some respondents were involved in collaborations between higher education institutions and other parties in society, with the most common form of collaboration being between higher education institutions and social enterprises. However, none of the respondents collaborated with other universities. Most collaborative projects were related to SDG 11: Sustainable Cities and Communities, with the community as the main beneficiary group. However, communities were not actively involved in social innovation teaching, which is identified as one of the collaboration barriers in Korea. Meanwhile, government funding and NGO/foundation funding

were the main sources of funding for collaboration, despite the respondents reporting that there are limited government funding opportunities for social innovation research and teaching. In Korea, it is also hard to find collaboration cases between universities, as the focus groups and interviews revealed that collaboration between universities is difficult, due to existing higher education evaluation systems that rank universities and force them to compete with one another.

This study also revealed the need for intra-university collaboration. Often, departments within a university do not collaborate to explore the subject of social innovation. Many interviewees expressed their desire to work with science departments in order to integrate the technological, innovative, and managerial knowledge in order to contribute to the community. One of the biggest barriers to community engagement for higher education institutions was the lack of participation from the communities themselves. The interviewees pointed that out there are different levels of social innovation policy support in different cities/regions in Korea. Therefore, more collaboration between higher education institutions and local/municipal governments was also emphasised to facilitate the universities' engagements with their respective communities.

4. Government support for social innovation

The respondents have the highest level of trust towards their own institutions, while they have the lowest level of trust towards national institutions, including parliament/congress, politicians, political parties and the legal system. Furthermore, the respondents had high levels of trust towards themselves, while holding low levels of trust towards others in general. These results support the findings of the World Value Survey (WVS)[1] and the Gallup World Poll 2016 that Koreans' tolerance and consideration for others is generally low and that they show a lower level of trust towards the government compared to other OECD countries.[2] Therefore, the respondents expected that in addition to efforts from the government, higher education institutions should contribute to solving social issues. Some interviewees also argued that the government should support universities to plan collaboration with other universities; while conversely, others stressed that forcing universities to collaborate would defeat the purpose of collaboration. As an alternative, creating platforms between metropolitan and provincial universities and universities with different expertise were suggested as sensible ways forward.

Recommendations

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

1. Co-teaching with social innovation field experts (practical level)

At the practical level, it is recommended that collaboration with social innovators in delivering/supporting teaching is increased, as teaching the realities of social innovation is difficult for professors who do not have field experience themselves. Furthermore, teaching

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[1] A global research project that explores people's values, beliefs, their social and political impacts, and how they change over time. Please see http://www.worldvaluessurvey.org/
[2] While the OECD countries' average trust levels towards the government are 40%, Korea's is 28%.

methods, such as project-based learning and community-based learning, should be utilised a lot more in the social innovation curriculum. First-hand learning experiences at social ventures/social enterprises would provide an opportunity for students to observe various business models and their practical implementation.

2. Building a trustful relationship with communities (practical level)

More research that examines the effects of social innovation in the community and tracks the career paths of graduates is needed in order to examine further the roles of universities in social innovation research and teaching. Establishing a trustful relationship with the community is needed so that the community can actively participate in the university's community engagement activities. The role of local governments in establishing this trust between universities and communities should also be expanded.

3. Promoting inter-university collaborations (institutional level)

The government and the private sector should further support inter-university collaborations. Currently, higher education institutions are not actively collaborating in the area of social innovation because of their sensitivity to evaluation and ranking systems. This collaboration barrier limits research, teaching and community engagement collaboration between higher education institutions. Therefore, the social norms of universities to achieve a higher ranking and performance should be changed at an institutional level. Moreover, the government should look for ways to allow universities to collaborate proactively. As suggested by the interviewees, a collaborative platform between universities in different regions, and with diverse expertise, could promote inter-university collaborations.

4. Embedding social innovation into the DNA of higher education institutions (systemic level)

Social innovation should be embedded into the DNA of higher education institutions. Perceptions towards social innovation among students, faculty and professors needs to shift so that they develop greater empathy and perceive social innovation as a means to solve social problems. The universities' evaluation, organisation, personnel, compensation, institutions, and culture must be changed to support social innovation activity. For instance, changes to university ranking systems to recognise the impact of work delivered; funding streams devoted to research and teaching that embeds social innovation activities; and education for university leaders around social responsibility and the Sustainable Development Goals (SDGs) could all drive this systemic change. Such change should be implemented simultaneously with the institutional changes outlined above. Furthermore, the direction of the Korean government's social innovation policy should be expanded to facilitate the above changes in higher education institutions. Figure ES1 below outlines the social innovation ecosystem in Korea.

Institutional + System level — Change in university evaluation system based on 'performance'

Institutional level

Government support

Funding to establish degree programs in SI/SE →
Guide for university's own SI/SE Research, Education & Community engagement

- Expansion of SI/SE research topics
- Expansion of SI/SE collaborative research

Research

Practice level
Organic Connection between SI/SE Education-Research-Community Engagement

Education

Community Engagement

- More co-teaching with field experts
- More practical problem-solving training
- Curriculum benchmarking of exemplary overseas universities

- More collaborations with outside organisations (domestic and international)
- Establishment of trust with the community
- Expansion of the problem solving-scope of the community

Institutional level

Private Support

Creation of an Inter-university Collaboration Platform (Education, Reseaerch, Community Engagement)

System level — DNA Change for Universities: increasing the empathy level of faculty and student on SI/SE (Ex: Changes by linking university evaluation, compensation, personnel, culture, organization, institution, and culture to SI/SE

Figure ES1 - The role of Korean universities in social innovation

Further research opportunities

In this research, three areas for further research were identified.

1. **A comprehensive focus on social innovation research, teaching and community engagement at higher education institutions**

In the future, it is necessary to gather researchers and educators from various disciplines to provide a three-dimensional survey that provides a more comprehensive view of social innovation research, teaching and overall community engagement within higher education institutions. Although this study collected multiple data, including the survey, focus-group discussions and in-depth interviews, most respondents were from business and social science disciplines and the sample therefore does not provide an in-depth reflection of the viewpoints of other disciplines, including science and technology.

2. **Motivation and perception of social innovation scholars (research)**

Research should further explore perceptions of social innovation scholars in the overall social innovation ecosystem, including their motivation to engage in social innovation research and education, their process of perceptual change through social innovation research and education, and the effectiveness of their community collaborations. Research into perceptions

of whether universities should conduct social innovation research and education, and where this focus lies, should also be conducted (especially with non-social innovation focused scholars).

3. Motivation and perception of social innovation scholars (teaching)

Future studies should examine the effectiveness of the social innovation curriculum by comparing and contrasting curricula developed by different higher education institutions. International comparative studies on social innovation curricula will also enable Korean higher education institutions to precisely diagnose the limitations of social innovation education in Korea and benchmark exemplary cases against global standards.

4. Evaluating the higher education institutions' mission statements and their community engagement

Future studies should closely examine the relationships between universities' vision/mission statements and their community engagement, in addition to research and education. Currently, many Korean higher education institutions are showing great interest in community engagement and some are changing their vision/mission statements to emphasise their role in the community. In future, scholars should further explore whether the universities' engagements with the community match the emphasis in their vision/mission statements. In so doing, the role of universities for social innovation can be diagnosed and evaluated in terms of community engagement and the impact delivered.

1 Literature review

1.1 Overview

The social innovation ecosystem in South Korea is well-established and it is still growing. 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). In Korea, 'social innovation' became an important keyword when President Moon Jae-In was elected in 2017. He appointed the first Secretary to the President on Social Innovation. Moreover, the government announced that social innovation would be a policy goal for his administration. They aimed to raise the Social Innovation Index over five years. In 2016, South Korea was ranked 12th on the Social Innovation Index (Economist Intelligence Unit, 2017). As a part of the national strategy, the government planned to establish a social innovation act, social innovation fund, social investment foundation and social innovation park. It was hoped that a social innovation ecosystem could be created to support people-led projects to innovatively solve social issues.

In Korea, the most prominent form of social innovation is social enterprise, social entrepreneurship, and social economy. 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', while social enterprises can be viewed as independent, self-sustainable entities that deliver social and environmental (i.e. non-economic) outcomes (Dart, Clow and Armstrong, 2010), utilising market-based approaches to reduce social inequality and improve social mobility through access to opportunities (Nicholls, 2007). Social economy is an economy which covers various market- and non-profit-oriented organisations with a social agenda (Moulaert and Ailenei, 2006).

The social innovation ecosystem in Korea is well-established together with strong policy support and bottom-up initiatives. Korea is the first country to establish a social enterprise certification system by law in Asia. According to the report The Best Place to be a Social Entrepreneur, South Korea is ranked 7th overall and ranked 1st in terms of the government policy supports for social entrepreneurs (GSEN, UnLtd, Thomson Reuters Foundation, 2016). The social enterprise field has seen significant growth starting in 2006 when the Ministry of Employment and Labor (MoEL) established the law Social Enterprise Promotion Act (SEPA). The Social Enterprise Promotion Act (SEPA) certifies a social enterprise within certain criteria, which will be explained in the next section. As of March 2020, there are 2,456 certified social enterprises in Korea (Korean Social Enterprise Promotion Agency, 2019). In the Five-Year Plan for the Moon Jae In Administration (Advisory Committee, 2017), the social economy is considered a vehicle to achieve social innovation by solving social problems that occur in a capitalist market system. Social enterprise is considered a part of the social economy, which is private economic activities that create social value based on self-sufficiency and cooperation between people. Moreover, the social finance sector is growing and providing financial access to social economy enterprises.

The review provides an overview of social innovation education in Korea, with a specific focus on research, teaching and knowledge transfer within the higher education sector. Throughout this report the general term social innovation will be used as this can also encompass social entrepreneurship and social enterprise; however, when these latter two concepts are being discussed, they will be specifically referred to, so there is clear differentiation between the social innovation activities being undertaken.

1.2 Higher education and training for social innovation

The role of the higher education sector in supporting social innovation is now relatively well-developed in the academic literature. Research by the British Council (2016) covering 200 universities across 12 countries[3] revealed that only 2 per cent of universities surveyed had not engaged with a social enterprise at some point. However, there is a significant difference between one-off limited engagement and institution-wide commitments to social innovation and social entrepreneurship. Focus on social innovation and social entrepreneurship in research, teaching and community engagement provides a university with a holistic approach to supporting the growth of the ecosystem. Examples of these institutional approaches can be found through the Ashoka U network.[4] Nevertheless, they establish research centres of excellence focused on social innovation and social entrepreneurship. They also involve developing approaches to teaching that enables place-based and experiential learning that includes networks between higher education institutions and communities (Alden-Rivers et al., 2015).

Our research to-date has identified 33 articles published in academic journals focused on social innovation and social enterprise in the Korean context. In Korea, research on social enterprise is relatively active. Journal articles published in English mostly focus on conceptualising the definitions of social enterprise and building social enterprise models in the Korean context (Bidet, Eum and Ryu, 2018; Defourny and Kim, 2011; Hwang et al., 2017). Some research also looked at the historical background of the development of Korean social enterprises (Bidet and Eum, 2011). Moreover, many scholars focused on the role of the state and policy in promoting social enterprise in Korea (Park and Wilding, 2013; Jung, Jang and Seo, 2015; Jeong, 2015; Lee, 2015). In the Asian context, Bertotti et al. (2014) investigated the governance of social enterprise as an alternative social enterprise model. Lastly, Son et al. (2018) investigated the value creation mechanism of Korean social enterprises in the manufacturing industry.

Compared to research on social enterprise, there are not many research papers in the areas of social innovation and social entrepreneurship within the Korean context. Han et al. (2013) explored the role of cooperatives in facilitating social innovation, while Yun et al. (2017) focused more on the influence of open innovation strategies on the success of social enterprises. More recently, Kim et al. (2019) introduced how the business landscape has changed to integrate social innovation in Korea. Conversely, there are many journal articles published in Korea,

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

focusing on the role of higher education institutions in promoting social innovation, social enterprise, and social entrepreneurship. Recent studies have focused on the effectiveness of educational programmes on social entrepreneurial intention. For example, Choi and Jang (2018) found that educational programmes can influence students to form entrepreneurial intentions in terms of motivation, the importance of social value and mission, and economic stability. Lee and Kim (2018) also addressed whether social entrepreneurship education increases the level of social entrepreneurial intention, as well as social venture creation activities. They also suggested that universities should expand entrepreneurship programmes for their students to maintain educational effectiveness.

Conversely, research has also explored how university students, who were involved in social enterprise/entrepreneurship-related classes or activities, perceive social enterprise. This research found that students perceive social enterprise and the social economy positively as it contributes to the diversity and cooperation of society (Park and Lee, 2018). However, Hong et al. (2015) found that the participants on social economy training programmes understand the importance and performance of the programme at a lower level. Therefore, the importance of collaboration between universities and local communities was emphasised in order to create a positive environment for teaching social economy. Song et al. (2016) found that social economy education in higher education institutions is still at an early stage. Thus, building an ecosystem between universities, the local community and the global society has been discussed as a means to raise the effectiveness of social economy education. Song et al. (2016) also mentioned that degree programmes and curricula should be amended to strengthen the students' capacity as social economy experts. According to Song et al. (2016), values and the occupational view of students were not profoundly affected by social economy education programmes. Thus, a need for developing programmes that can improve the employment readiness of graduates was identified.

Many scholars have also conducted research on programmes and curricula for teaching social entrepreneurship. Park and Kim (2010) developed a degree course for social value and social entrepreneurship at the master's level based on comparative studies between Korean and overseas social entrepreneurship educational programmes. Later in 2014, Kang and Kang (2014) evaluated postgraduate course curricula on social entrepreneurship in Korea. They suggested that universities should develop educational content that covers both venture creation and managerial issues. Additionally, curriculum that covers the entire venture life-cycle is needed in order to develop the competitiveness and capacity of social entrepreneurs (Kang and Kang, 2014). Min (2017), meanwhile, developed a more specific social entrepreneurship educational model, which is called the integrative social entrepreneurship model. Min (2017) recommends that universities teach sociality, social mission, motivation or attitude, especially when teaching social entrepreneurship.

There are two active academic journals on social entrepreneurship and social economy in Korea. First, Social Enterprise Studies (Impact Factor: 0.7 in 2018) has been co-published by the Academy of Social Enterprise (http://www.sea.re.kr/), the Research Institute for Social Enterprise (RISE) and South Korea since 2008, with 12 Volumes being published. Second, the Social Science Research Institute Chungbuk National University has published Social Economy

and Policy Studies (Impact Factor: 0.84 in 2018) since 2016. Both journals are listed on the Korean Citation Index (KCI), which is the government-approved citation index system in Korea.

In terms of teaching, several Korean higher education institutions run degree courses in social innovation, social enterprise, and social economy at undergraduate and postgraduate level.

Undergraduate degree courses

At the undergraduate level, six universities are running degree courses on social innovation, social economy, and social entrepreneurship. Gyeongnam National University of Science and Technology was the first Korean university to open an undergraduate degree course in social economy in September 2014. The course was established with support from the Ministry of Education's project 'University for Creative Korea (CK)' (Gyeongnam National University, 2014). Chungwoon University runs a social enterprise major at its Social Service School, with students who complete their major in social enterprise obtaining a Level 2 Social Work certification and Business Incubation Manager certification (Chungwoon University, 2019). Similarly, Hansei University runs two undergraduate courses related to social economy in its Health Welfare Social Enterprise Department and Health Convergence Social Economy Department (Hansei University, 2019). The Department of Credit Union Finance at Hanbat National University is the only degree programme teaching finance from a social economy perspective, with the department established in partnership with the Credit Union (Hanbat National University, 2019). Hanshin University also runs a major in Social Economy and Management as an interdepartmental major (Hanshin University, 2019). More recently, Hanyang University established the first undergraduate degree course: A Social Innovation Convergence major (Hanyang University, 2019).

Postgraduate degree courses

At postgraduate level, 13 universities are running an MA and/or PhD courses in social enterprise/social economy. The Graduate School of Pusan National University is the first graduate school to open an MA course in social enterprise in South Korea (Pusan National University, 2019). Similarly, Daegu Catholic University established an independent Graduate School of Social Economy (Daegu Catholic University, 2019). Many other universities are also teaching social economy and social enterprise under the graduate school of business, public administration, or social welfare strands.

Under the graduate school of public administration

- Department of Social Economy, Graduate School of Business and Public Administration, Mokpo National University (MA)

- Department of Social Economy, Graduate School of Public Administration, Wonkwang University

Under the graduate school of business/management

- Department of Social Enterprise, Graduate School of Management, Public Administration and Cultural Studies, Woosuk University (MA)

- Master of Arts in Social Economy, Master of Arts in Ecumenical Social Service, Social Innovation Leader, Graduate School of Social Innovation Business, Hanshin University (MA)

- MBA in Social Entrepreneur, SK Social Entrepreneur Centre, College of Business, KAIST (MBA)

- MBA in Co-operative Management, Department of Community Studies, Graduate School of Social and Solidarity Economy, Sungkonghoe University (SKHU) (MBA)

- Master of Management/PhD, Graduate School, Sungkonghoe University (SKHU) (MA & PhD) – iCoop Consumer cooperatives provides scholarships

Under the graduate school of social welfare

- Social Enterprise Department, Graduate School of Social Welfare, Soongsil University (MA)

- Department of Social Economy, Graduate School of Society, Culture, Public Administration and Welfare, Hannam University (MA)

- Social Economy Department, Health convergence, Hansei University (MA & PhD)

Others

- Interdisciplinary Programme of Social Economy, Graduate School, Ewha Woman's University (SK Scholarship) (MA)

- Department of Global Social Economy, Graduate School of International Studies, Hanyang University Social Finance and International Development

Leading university in social economy

In Korea, the role of the government in supporting higher education institutions has also been emphasised to deliver social innovation teaching. Since the establishment of the Social Enterprise Promotion Act (SEPA) in 2006, the Ministry of Employment and Labor (MoEL) has supported educational activities in social enterprise through various programmes. As of 2017, approximately 58,000 people had participated in 321 social enterprise and social economy related educational programmes hosted by the government (Joint Ministries, 2018). The government invested approximately 2.8 billion Won (approximately £1.8 million) in these educational programmes. However, only 2 per cent of the budget (approximately 448 million Won – approximately £294,000) was used to educate 9,144 students.

Among other educational programmes, the 'Young Social Entrepreneurs' Promotion Project', organised by the MoEL and the Korean Social Enterprise Promotion Agency (KOSEA) since 2011, focuses more on providing educational and consulting opportunities to young people including university students. The new social enterprise education policies emphasise the need for degree courses in social economy and social enterprise. Accordingly, the role of higher education institutions becomes more important. For example, the third Master Plan to Promote Social Enterprise (2018 – 2022) mentioned that the government delivers social economy education programmes through the Leader Universities in Social Economy initiative. The Leader

Universities in Social Economy are expected to run practice-based curricula under the School of Social Economy to support students to start a social enterprise or social venture (Joint Ministries, 2018). In 2019, the Ministry of Education (MoE) and MoEL selected the first Leading University in Social Economy. Ewha Women's University and Gangneung–Wonju National University were selected to deliver an undergraduate level programme in social economy and social innovation, while Sungkonghoe University and Jeonju University are delivering a semi-MBA course in social economy.

Furthermore, the previous Social Enterprise Leaders Programme has been expanded into the Social Economy Leaders Programme. With this change, the government expanded its support to more universities to promote key leaders in the sector. Four universities were selected to run Social Economy Leaders Programmes in 2018, and 20 more universities will be selected by 2022. Moreover, private companies such as SK corporations' corporate social responsibility (CSR) activities will also be involved in supporting degree programmes in the social economy. As a part of the Master Plan, the government also supports exchange programmes between Korean and overseas universities who are active in the social economy sector. Lastly, university students, especially those interested in working in the social enterprise field, can access a government scholarship and training opportunities.

1.3 Summary

This literature review has sought to provide an initial overview of social innovation research, teaching and policy involvement within Korean higher education. In Korea, the government has played a crucial role in building an ecosystem for social innovation, social enterprise and the social economy. The government has actively developed relevant policies since 2006, when the Social Enterprise Promotion Act was established. Since then, the policy has changed by embedding social enterprise relevant concepts such as social economy and social innovation. More recently, social enterprise is considered as a crucial part of the social economy that can help deliver social innovation. Indeed, the social innovation ecosystem in Korea is rather complicated, as the policy environment is continuously changing and expanding rapidly. Additional stakeholders are also being involved as the sector scales at an increasing rate. At the higher education level, research and teaching in social innovation is also active, with many higher education institutions delivering degree courses at undergraduate and postgraduate levels. The government continues to expand its support for universities and educational institutions to educate (future) experts in the social economy. Still, in terms of research, there is room to expand focus, with research centred on developing social innovation curricula and degree programmes. Moreover, future career pathways in social innovation should also be developed to attract human resource to the sector.

2 Research aims

This research is part of the global Social Innovation and Social innovation and Higher Education Landscape (SIHE) project initiated by the British Council. In Korea, this research aims to explore the role and contribution of higher education institutions to social innovation in three aspects: research, education and community engagement. This study will tie in the Korean universities' traditional missions of research and education, along with their newer mission of community engagement, to examine their effects on social innovation in Korea. The overall aims are as follows:

1. The SIHE survey provides a comprehensive analysis of existing social innovation and social enterprise activities in research and teaching.

2. The SIHE study analyses gaps in knowledge and capacity, and the future ambitions of the academic community in this area.

3. The SIHE study proposes a future agenda which provides a blueprint for future academic research of an applied nature, offers recommendations to strengthen the quality of teaching of social innovation both for curricula and extra curricula programmes, and sets out a strategy to support more graduates to pursue career pathways that are related to social innovation.

Specifically, this study will address subjects such as: prominent research topics centred around social innovation today; topics for future research; current education programmes for social innovation; the ways that these programmes change students; the ways in which universities collaborate with local communities and with each other on social innovation, and factors that may hinder or prevent the above-mentioned efforts in contributing to the development of social innovation.

3 Quantitative results

3.1 Respondent demographics

The total of 46 respondents participated in the online survey with 77.3 per cent of these belonging to a university and 13.6 per cent to a research institute. The rest were affiliated at a social cooperation organisation and social venture. Out of the total 45 respondents, excluding one respondent who did not respond to the question about gender, 26 were women (57.8 per cent), 19 were men (42.2 per cent). The median age of the respondents was 42 years old with an age-range of 24 to 66 years. The respondents were mostly from organisations in Seoul (79.5 per cent), while 6.8 per cent were from Busan and 13.7 per cent from other regions of Korea. Figure 3.1 shows that the respondents were mostly academics with business related expertise (46.7 per cent), followed by sociology (33.3 per cent).
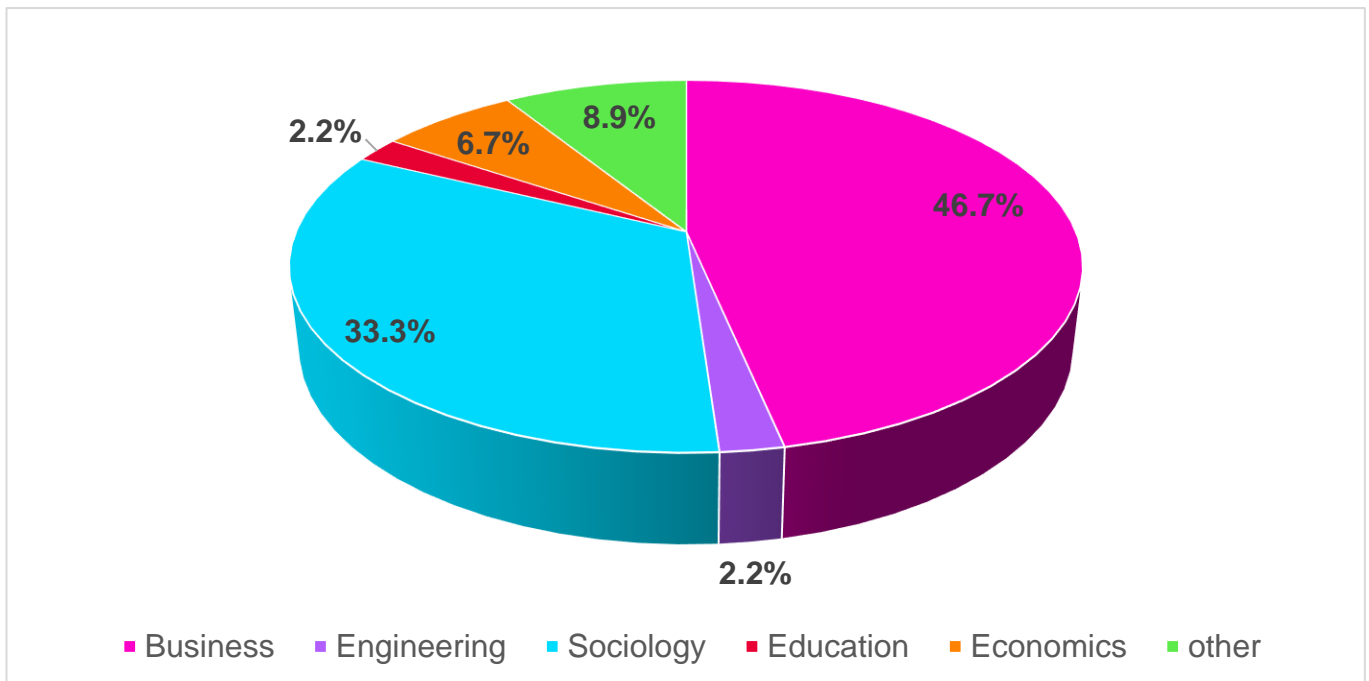

Figure 3.1 - Academic expertise of the respondents

Figure 3.2 shows that majority of the respondents were on a research and teaching track (80 per cent), while 30 per cent of the respondents were on a research-only-track and 4 per cent were on a teaching-only track.
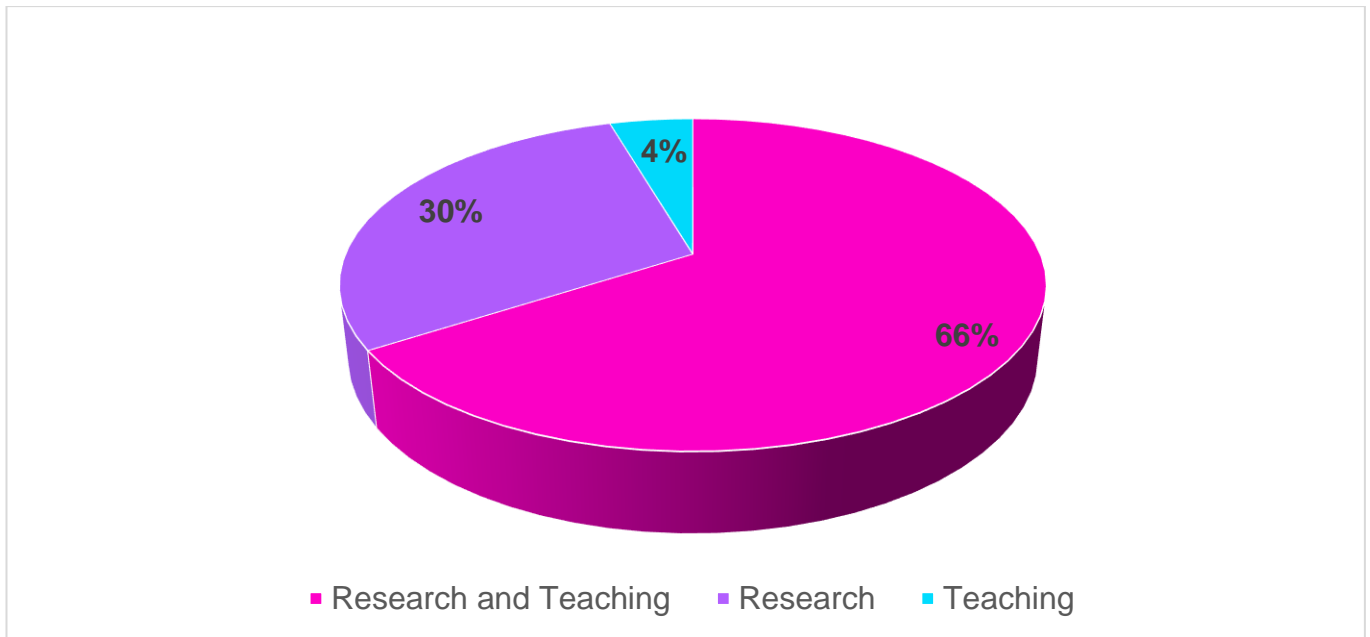
Figure 3.2 - Academic career track of the respondents

Most of the respondents were young academics from the field of social innovation, with the majority (43.2 per cent) having between one to five years' experience in this field (see Figure 3.3).
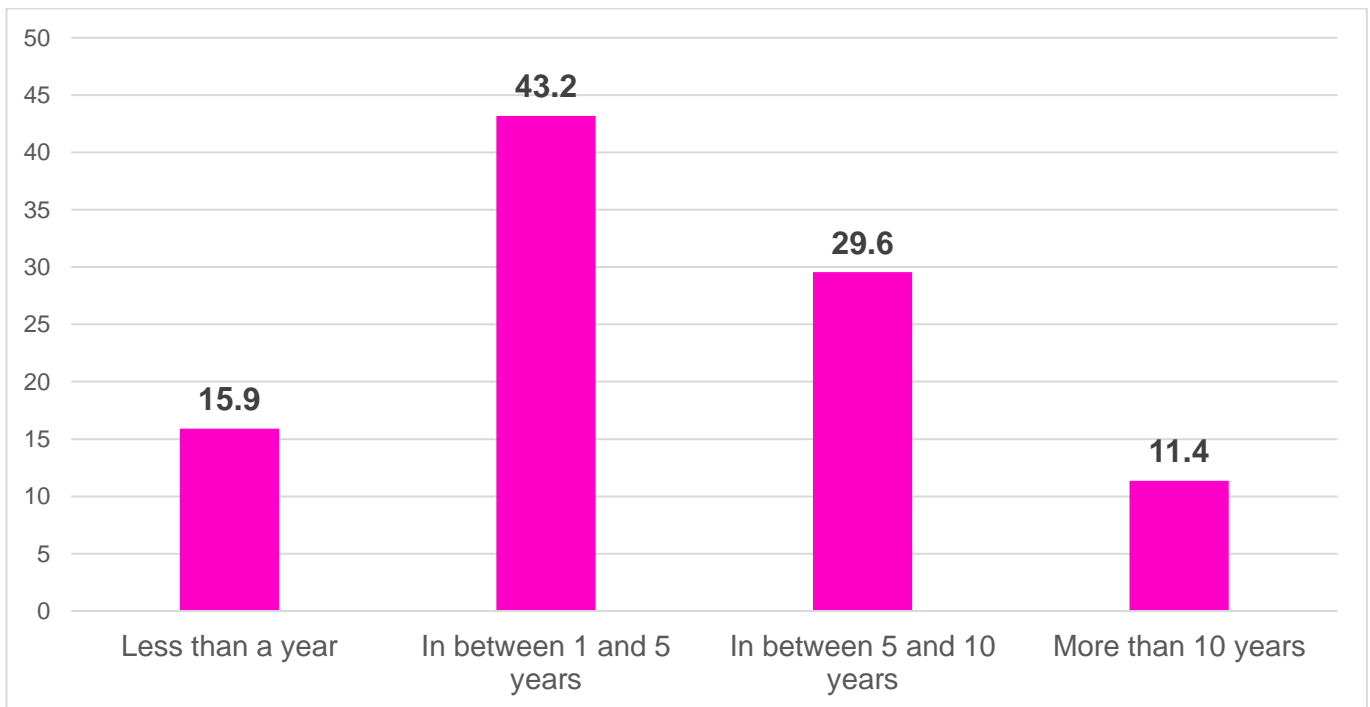

Figure 3.3 - Length of academic careers

As Figure 3.4 shows, 38 per cent of the respondents were researchers or senior researchers, while 22 per cent were professors and 29 per cent were from other groups, including graduate students, freelancers and employees of social cooperative organisations.
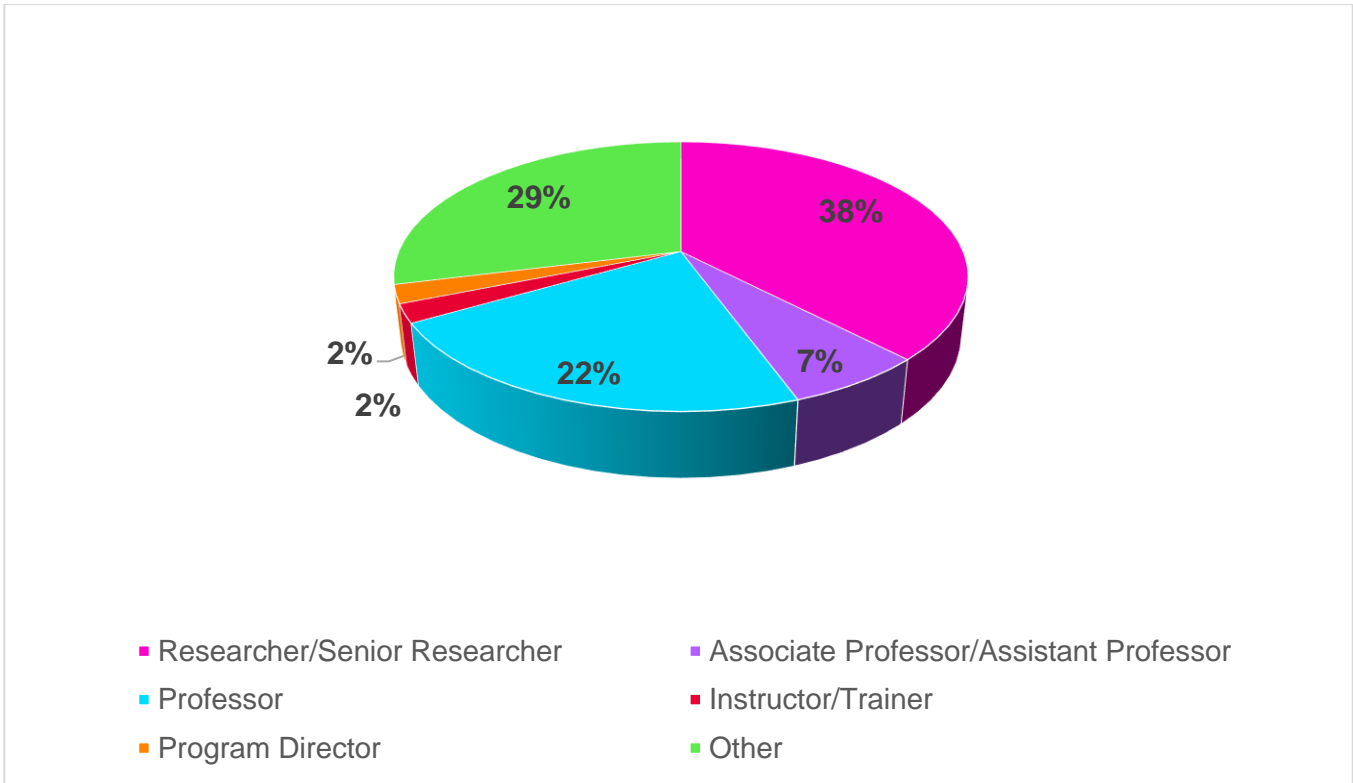
Figure 3.4 - Main roles/positions

In summary, the respondent demography shows that Korean social innovation scholars are early-career academics with less than five years' experience in this field. Most respondents are from a business studies background (46.7 per cent), while the survey analysis results also indicate that majority of the respondents are on a research and teaching track (66 per cent). This result indicates that the respondents are in a position to link research outcomes and teaching practices.

3.2 Academic publications

The respondents reported a total 60 academic publications in the survey (see Appendix D for relevant literature identified in the research). Among the respondents, 57 per cent had publications in the social innovation field. There were four academics with more than five publications, while 26 academics reported that they had one publication on social innovation. Figure 3.5 shows changes in the number of academic publications over time, with a significant increase shown ($R^2 = 0.9139$).
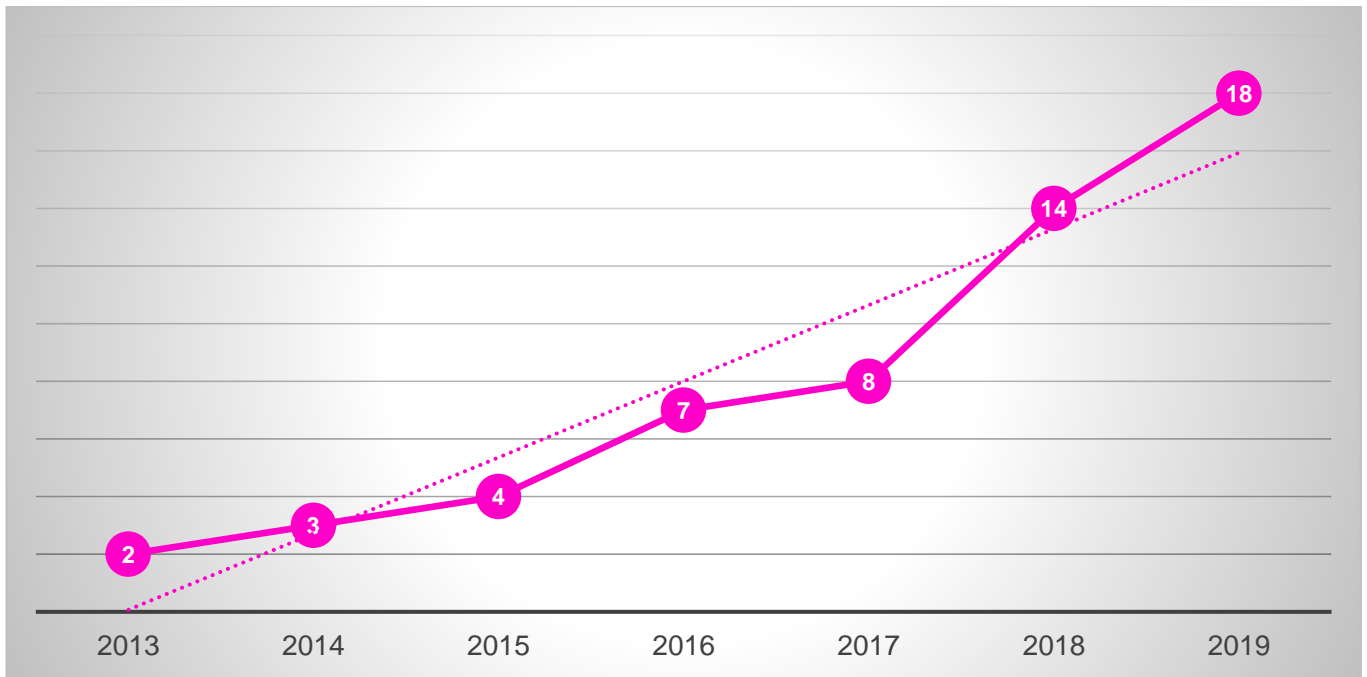
Figure 3.5 - Academic publications trend

Most respondents published both empirical and theoretical papers on social innovation and social entrepreneurship. More empirical papers (36 publications) were published than theoretical papers (24 publications). Respondents employed quantitative (37 per cent) and qualitative (36 per cent) research methods almost equally. Mixed research methods (27.1 per cent) were also used (see Figures 3.6 and 3.7).
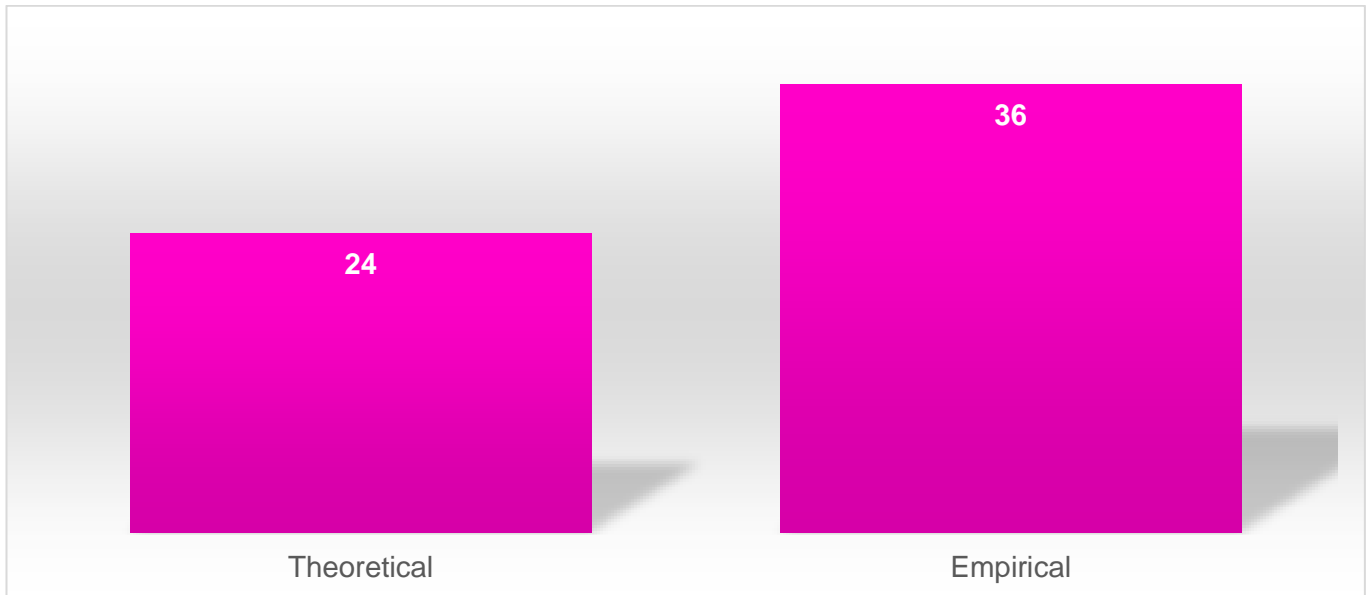
Figure 3.6 - The number of different types of papers produced by respondents
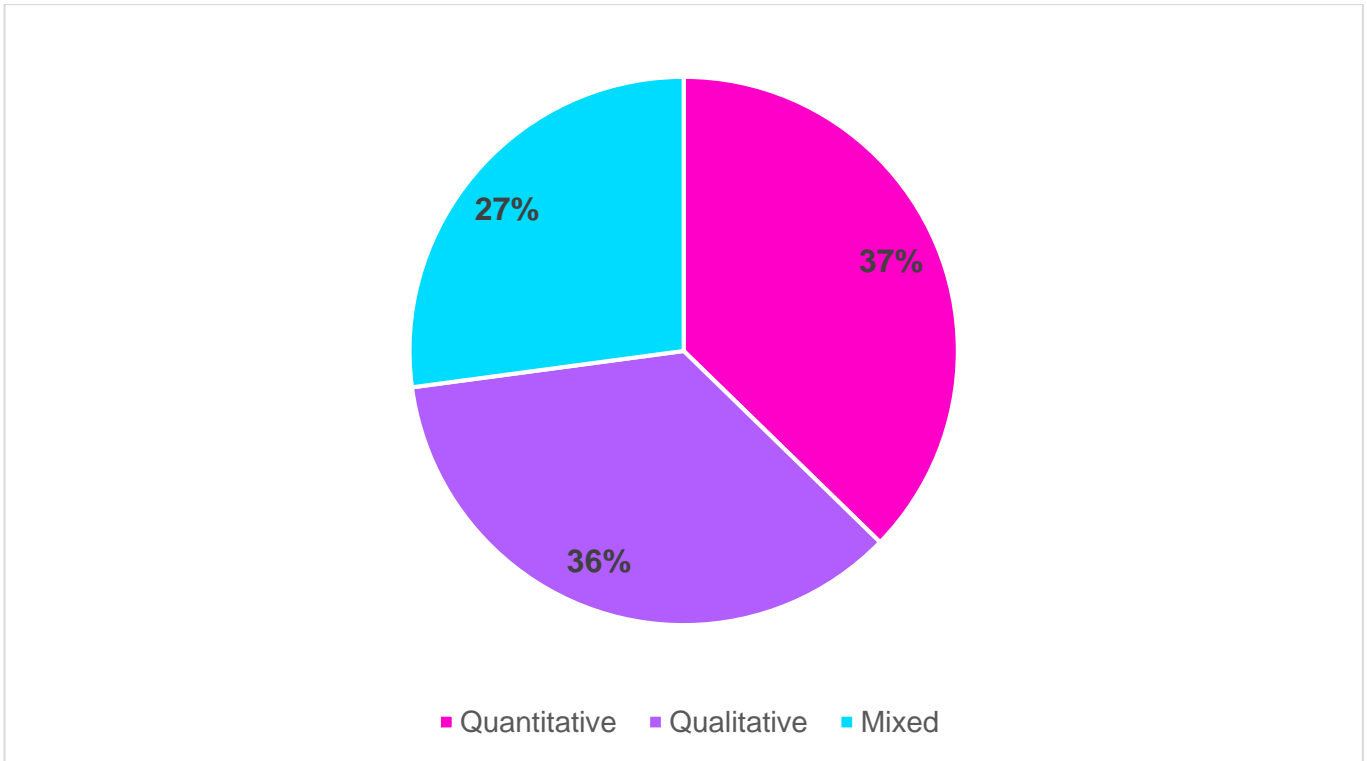
Figure 3.7 - Research methods

In terms of funding, 30.3 per cent of respondents did not receive any research funding; 24.2 per cent received government funding; 19.7 per cent NGO/foundation funding; 9.1 per cent higher education institution own funding; 7.6 per cent research grants; 7.6 per cent other types of funding; and 1.5 per cent self-funding. None of the respondents obtained funding from overseas sources. Figure 3.8 shows funding sources over time, showing increases in government funding, NGO/foundation funding, and no funding in recent years.
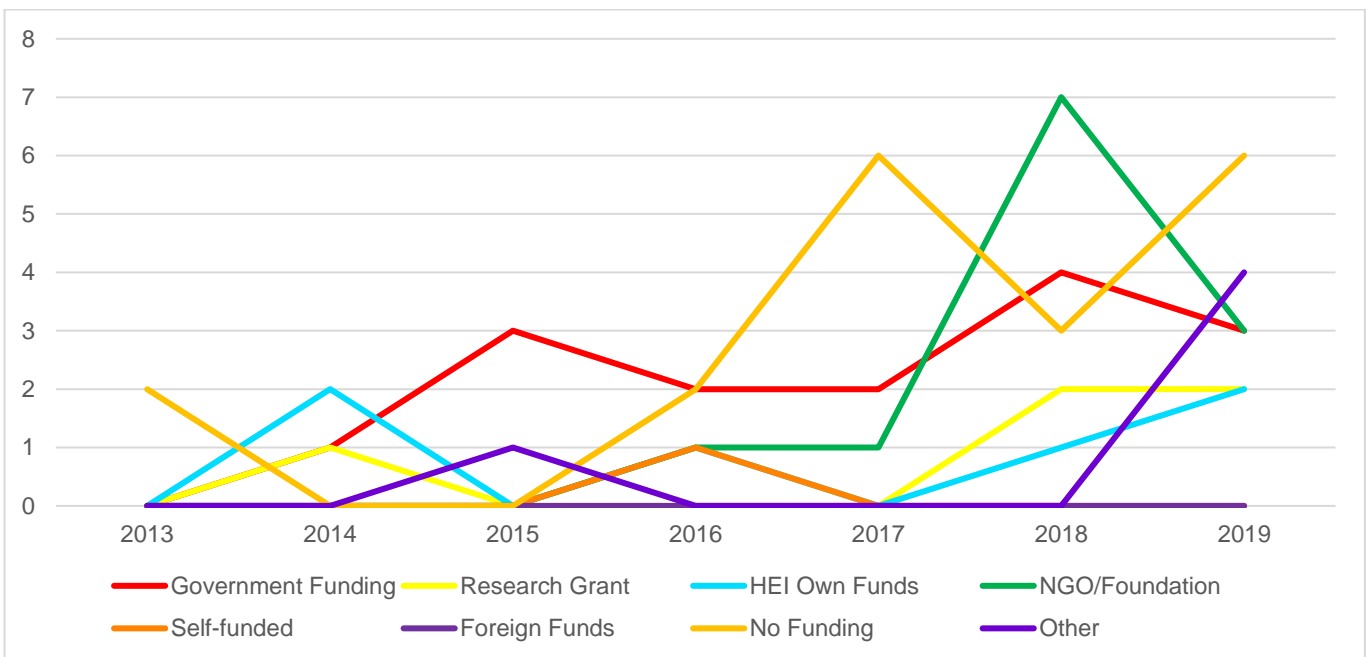

Figure 3.8 - Funding trends

In summary, in Korea, the number of academic publications on social innovation and its funding opportunities have grown over time. Most research is empirical, while both quantitative and qualitative research methods were used at a similar rate. None of the respondents received funding from overseas for social innovation research. This result reflects the need to exchange research ideas with international scholars and institutions.

3.3 Non-academic publications/outputs

The number of non-academic publications was smaller than the academic publications, with 15 survey respondents reporting that they published non-academic publications. Figure 3.9 shows changes in the number of non-academic publications over time, with a positive increase shown ($R^2 = 0.6757$).
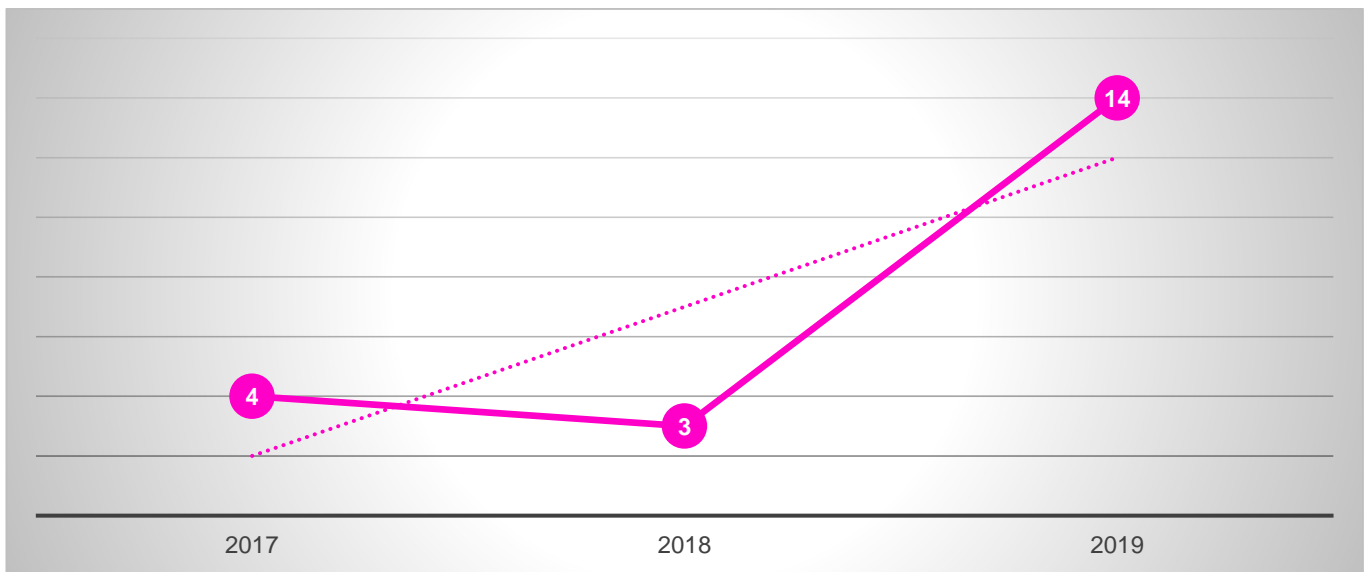

Figure 3.8 - Funding trends

In terms of the types of non-academic publications, 31 per cent were reports; followed by printed and online media (17.4 per cent) each; radio/television and non-academic conferences (13 per cent) each. Other types of non-academic publication include a textbook for teenagers (see Figure 3.10).
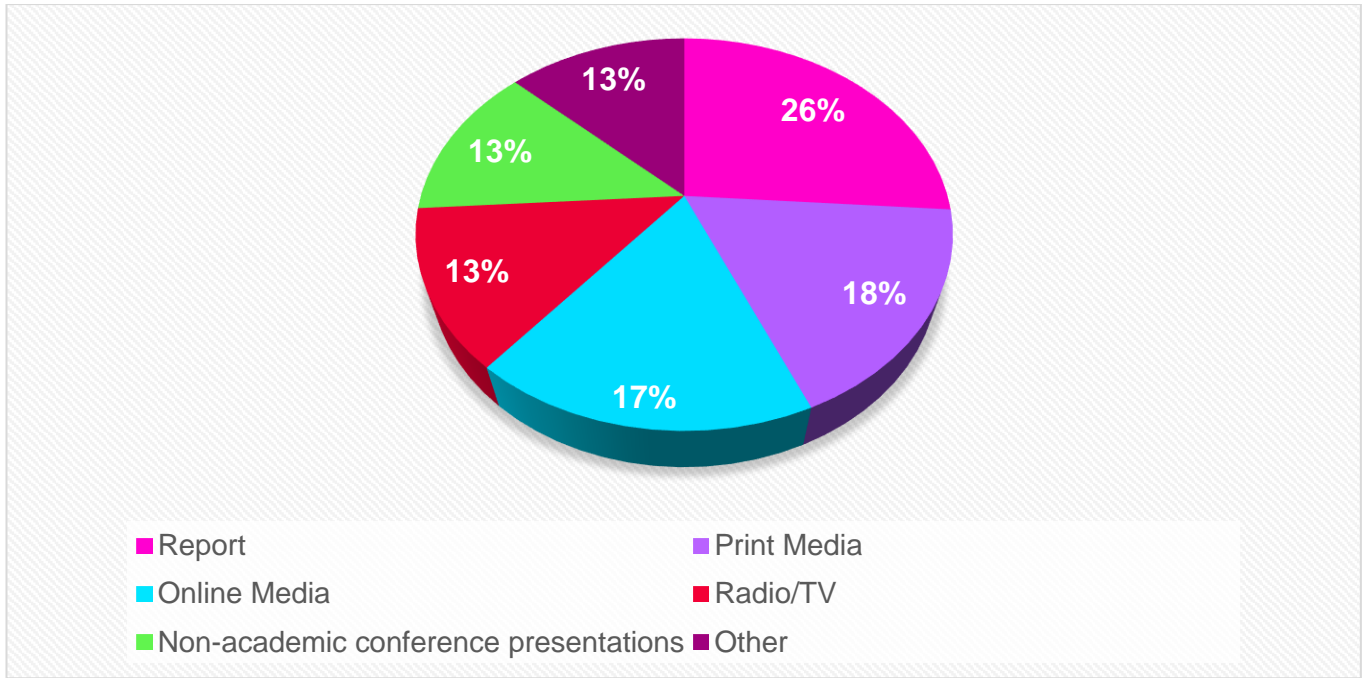
Figure 3.10 - Types of publications

In summary, non-academic publications were not prioritised by social innovation scholars in Korea. Still, reports, print media and online media might enable scholars to create a wider impact towards, by making research outcomes more accessible to the general public.

3.4 Teaching activities

Among 46 survey respondents, 24 reported that they have social innovation teaching experience. The respondents reported 40 teaching activities, with 77 per cent teaching a module/class and 23 per cent a degree programme. Further, 66.7 per cent of teaching activities were elective, and 33.3 per cent were compulsory courses. 38 per cent of the audience of the teaching activities were with postgraduate students, and 27 per cent were undergraduate students (see Figure 3.11).
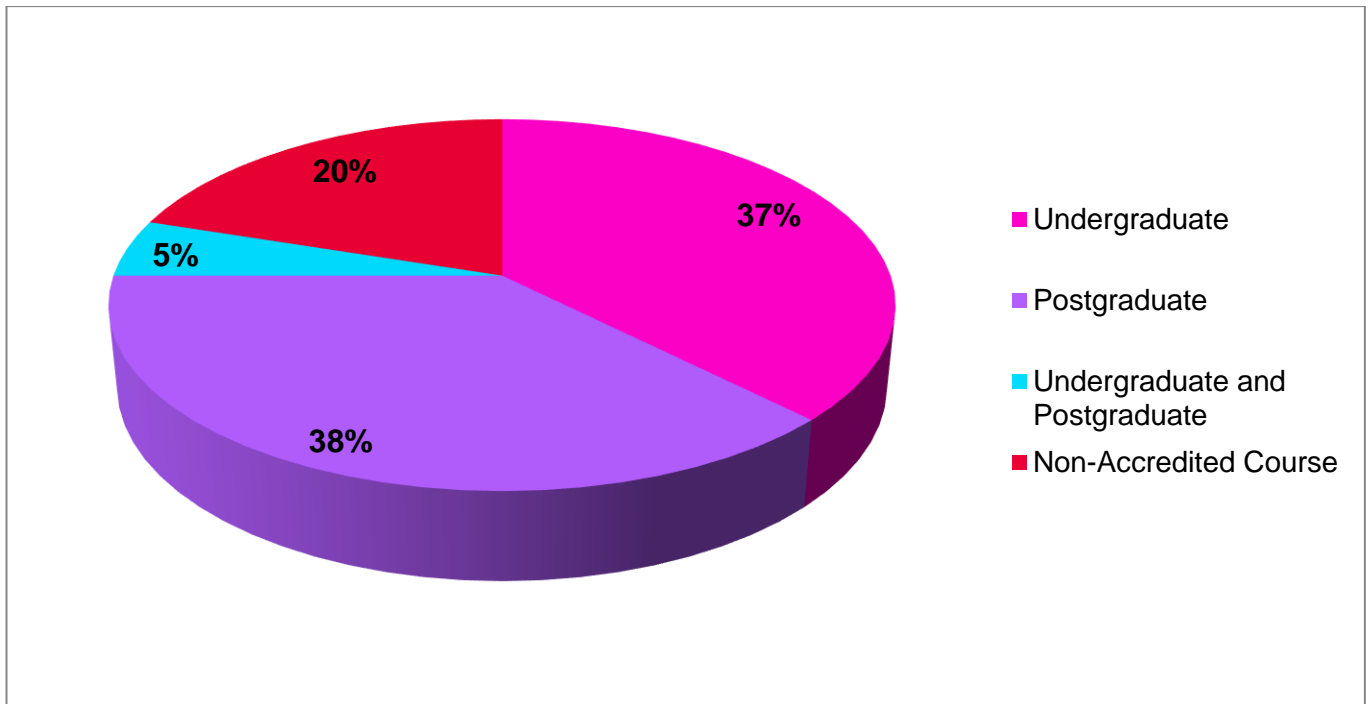
Figure 3.11 - Audiences for the teaching activities

In terms of class-sizes, most classes comprised less than 60 students, except for one large-scale lecture of 300 students (see Table 3.1).

Teaching activity class size	Frequency	Percentage (%)
1 until 19	23	67.6%
20 until 39	7	20.6%
40 until 59	3	8.8%
60 until 299	0	0.0%
More than 300	1	2.9%

Table 3.1 - Comparisons between class sizes and audiences

The number of teaching activities focused on social innovation over time was also studied. Figure 3.12 below highlights positive increases ($R^2 = 0.4935$) in the number of modules/courses, with an increase in such teaching activities between 2015 and 2018.
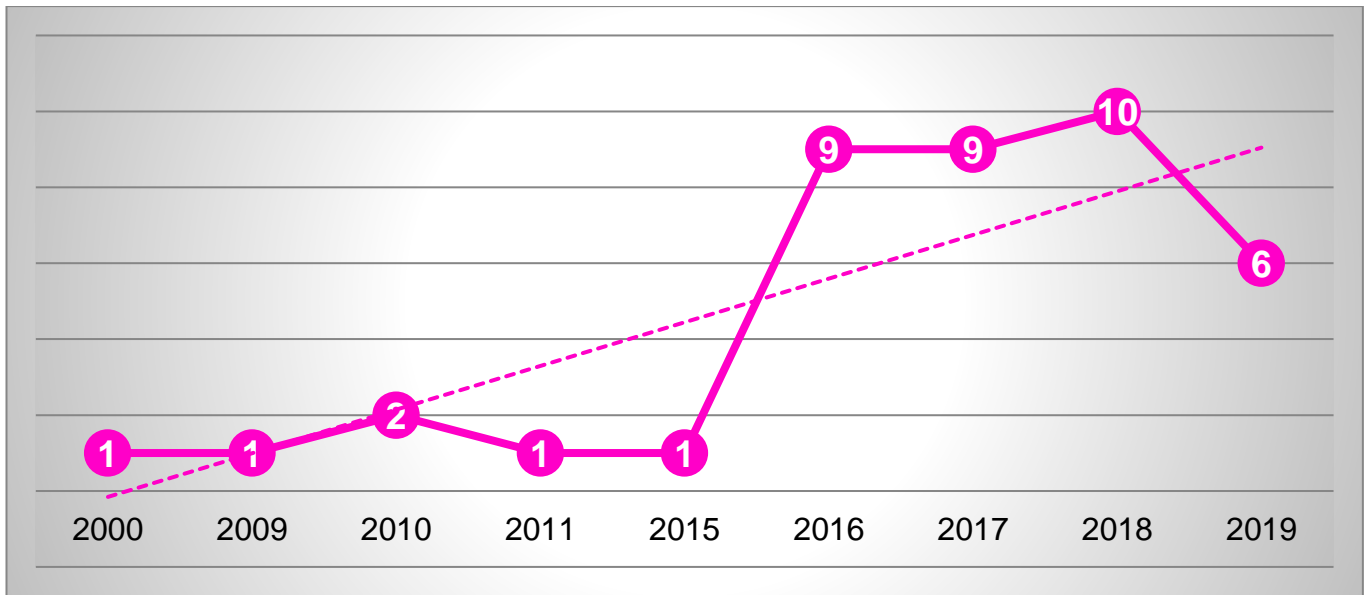
Figure 3.12 - Teaching activities over time

Figure 3.13 shows funding sources for teaching activity, and the year in which teaching activity began, in order to verify whether funding has increased over time. Although government funding and funding from higher education institutions has increased since 2016, there is no specific pattern to funding for teaching activities. Most social innovation teaching was not funded (13).
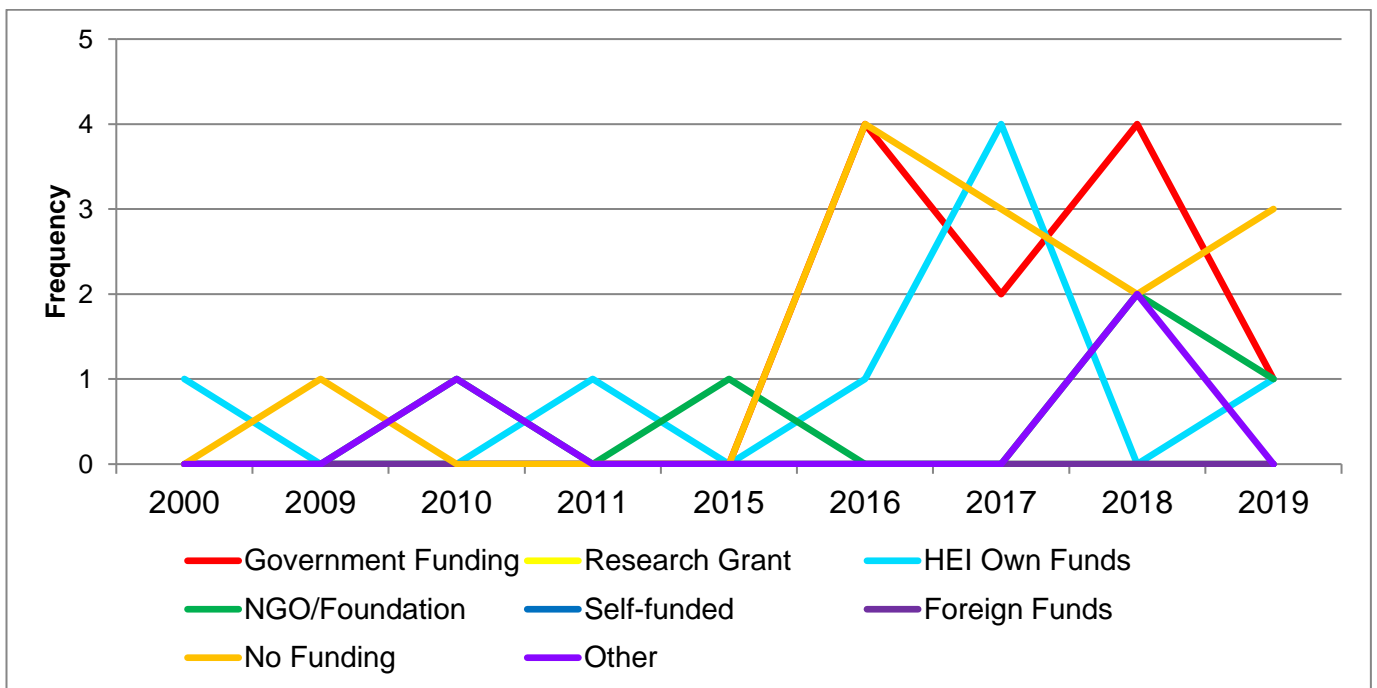
Figure 3.13 - Types of teaching funds

In summary, social innovation teaching has increased over time to undergraduate and postgraduate students in Korea. Academics who have social innovation publications were involved in social innovation teaching activities as well. Most teaching activities involve modules, with small-size classes (between one and 19) and elective courses. In terms of

funding, government funding and funding from higher education institutions has increased since 2016, while most social innovation teaching activities were not funded.

3.5 Students' experience

Respondents were asked to report their observations on changes in students' reactions to social innovation activities such as changes to their attitudes, interest towards social innovation, and overall participation. Respondents were asked to choose between one and five using a five-point Likert scale – one signified negative change, while five indicated positive change. The median score was 4.3, reflecting that the respondents believed that the students' reactions towards social innovation activities were positive. In terms of the quantity and the quality of the social innovation curriculum, respondents reported that there were not enough modules/courses and those which did exist were of not good enough quality, with a mean of 2.32. The respondents reported that students have greater preference for project-based learning (61 per cent), while 13 per cent of respondents answered that students enjoy all approaches including classroom-based, practical support, and project-based learning when studying social innovation (see Figure 3.14).
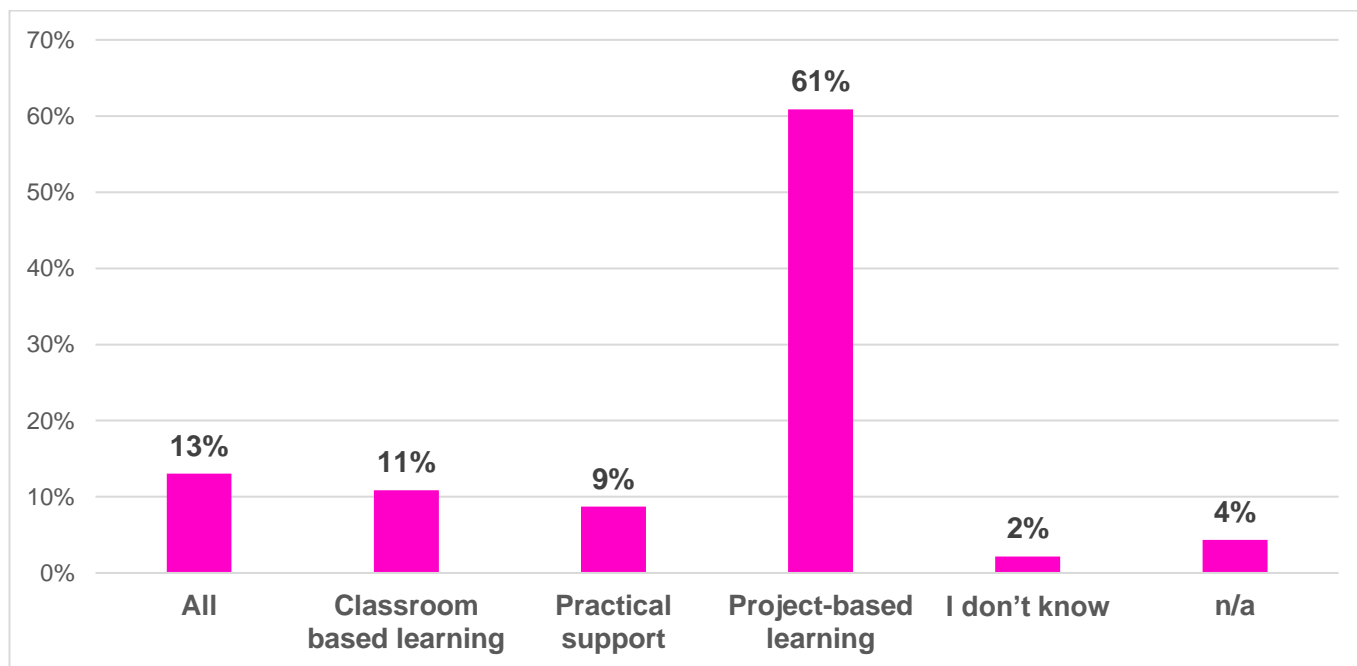
Figure 3.14 - Which learning modes do students enjoy the most in studying social innovation? (%)

In summary, the results of the survey provide an interesting insight: although students in Korea enjoy learning about social innovation from a student-centred perspective, the quality and the quantity of the social innovation curriculum is still not good enough. In particular, respondents with a higher number of teaching activities perceive the quantity and quality of social innovation teaching more negatively. This result indicates that social innovation curricula could be further improved in terms of quantity and quality. Indeed, practical, place-based and experiential learnings are emphasised as a social innovation pedagogic practice globally (Elmes et al.,

2015; Alden-Rivers et al., 2015). As students in Korea also prefer project-based learning as opposed to classroom-based learning, more practical learning could be embedded in the social innovation curriculum to provide a more positive learning experience for students in Korea.

3.6 Higher education institutions within society

In total, 23 survey respondents reported 36 community engagement activities in Korea. The roles of the respondents in community organisations were centred on board members (37 per cent), advisors (17 per cent), volunteers (12 per cent), committee members (12 per cent), officers (11 per cent), and others (11 per cent) (see Figure 3.15).[5]
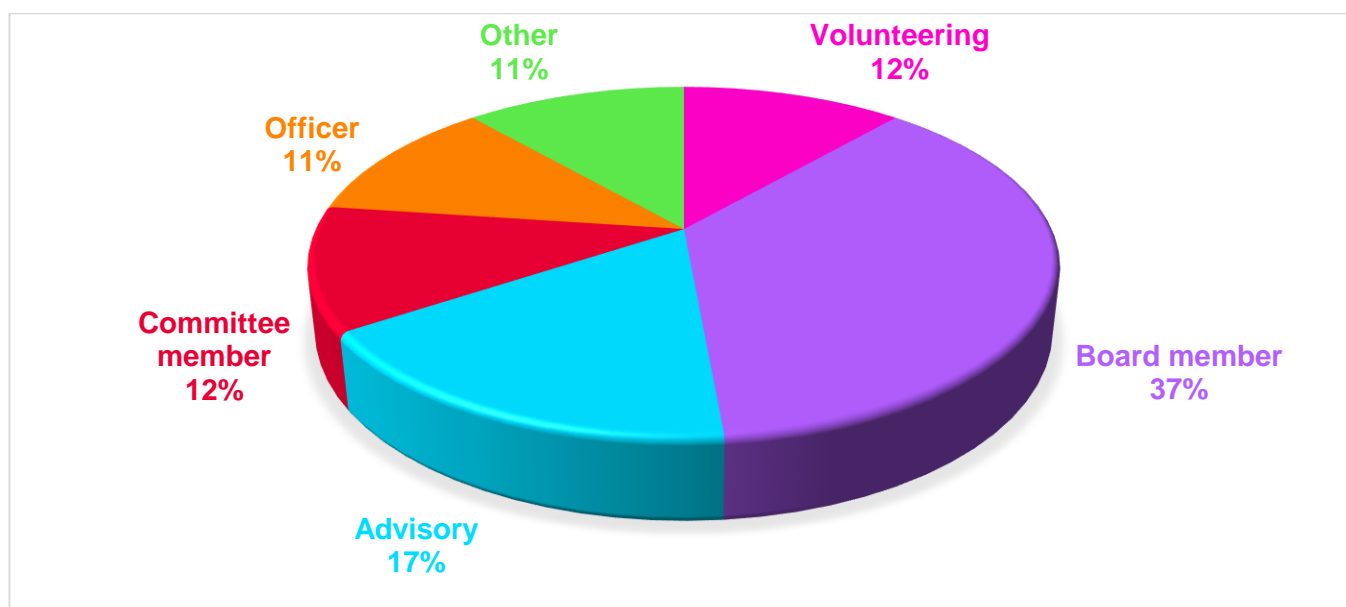
Figure 3.15 - Roles in society

The respondents collaborated with public bodies (32 per cent), NGOs (15 per cent), social enterprises (9 per cent), charities (6 per cent) and schools (3 per cent). Meanwhile, 35 per cent of the respondents reported that they collaborated with other types of community organisations, including academic gatherings, companies, project meetings, private research institutes and cooperatives (see Figure 3.16).

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[5] Appendix F lists the community organisations that the respondents have been collaborating with.
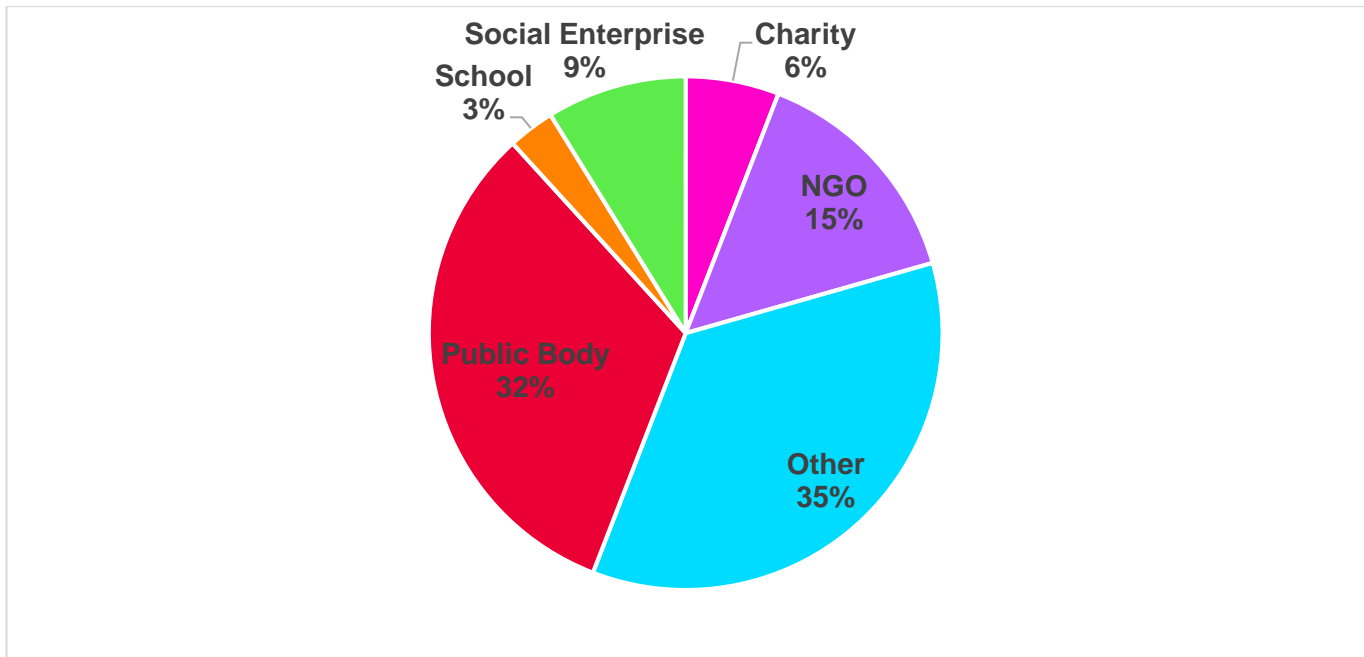
Figure 3.16 - Types of organisations

In summary, social innovation scholars are engaged with various community organisations, including NGOs, public bodies, charities, schools and other types of organisations; none of the respondents engaged with social enterprises. The respondents also serve various community organisations in different positions as board members, advisors, volunteers and officers.

3.7 Government support in social innovation

The respondents also provided their views on government support for social innovation in terms of research, teaching, finance, networking, community engagement and policy support. A five-point Likert scale was used, ranging from one to five, with five being the highest. The mean score for policy support (3.09) was moderate. The mean scores for research (2.65), teaching (2.74), finance (2.84), networking (2.84), and community engagement (2.70) were relatively low. Generally, the respondents' view is that the government does not seem to provide strong support for social innovation-related activities.

Area	Mean	Median	Min	Max	Std. Dev	N
Research	2.65	3	1	4	0.91	43
Teaching	2.74	3	1	4	0.78	43
Finance	2.84	3	1	4	0.91	43
Networking	2.84	3	1	5	0.94	43
Engagement	2.70	3	1	4	0.85	43
Policy Support	3.09	3	1	5	1.01	43

Table 3.2 - Perception of government support

3.8 Collaborations and partnership

The respondents also reported on collaboration at the academic level. Only 18 respondents reported that they have academic collaboration experience, with social enterprises (30 per cent), research centres (26 per cent), others (22 per cent), NGOs (13%) and local communities (9 per cent). None of the respondents collaborated with universities or incubators (see Figure 3.17).
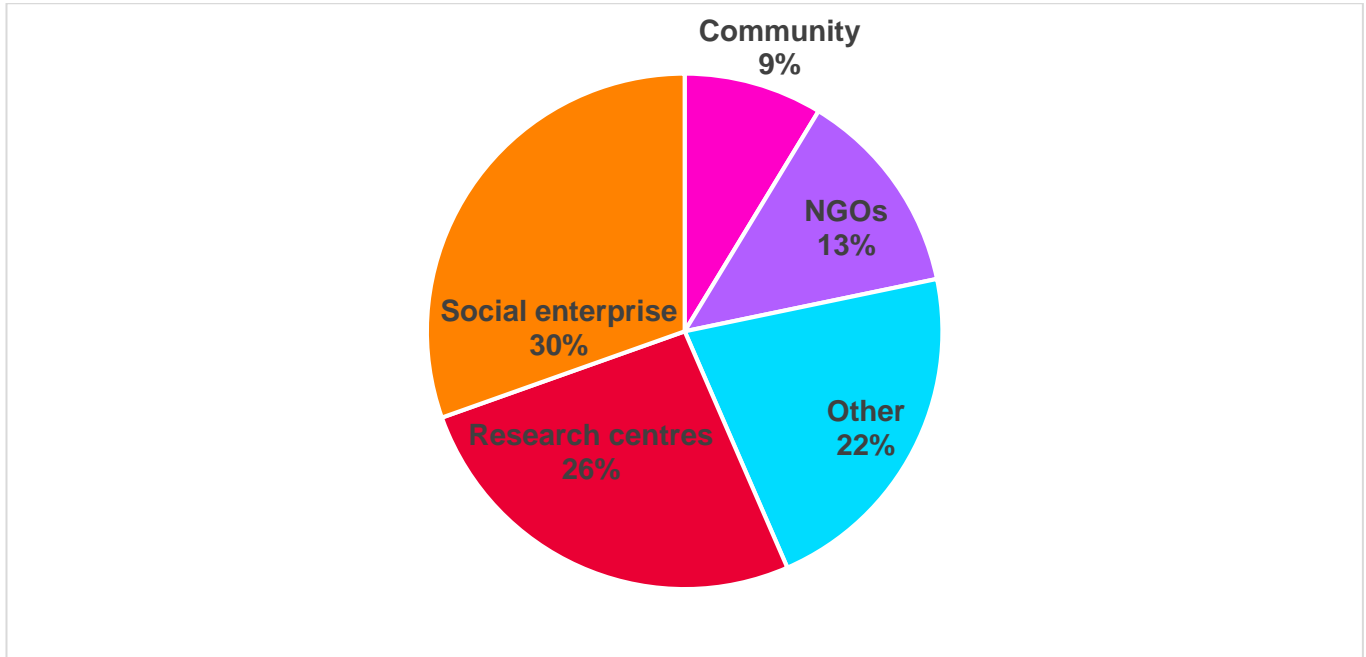

Figure 3.17 - Partner institutions

In terms of the United Nation's Sustainable Development Goals (SDGs), most respondents believed that their collaboration activities are most highly aligned with SDG 11: Sustainable Cities and Communities (24 per cent). Figure 3.18 highlights the relevant SDG focus of collaborative activities.
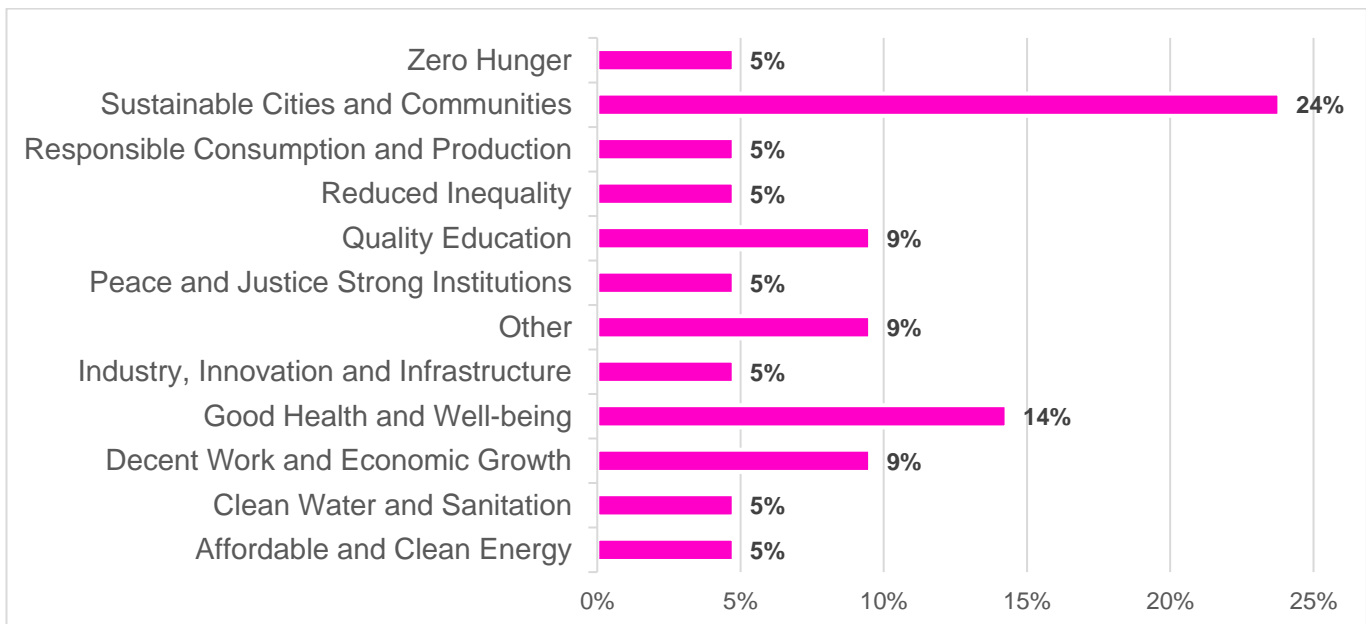
Figure 3.18 - Sustainable Development Goals

The main beneficiaries or target groups of collaborative work were communities (25 per cent), followed by women (20 per cent), students (15 per cent), others (15 per cent), the elderly (10 per cent) and the socially economic disadvantaged (10 per cent). More specifically, for SDG 11: Sustainable Cities and Communities, the main beneficiaries are communities (60 per cent), students (20 per cent), and others (20 per cent). For the second most relevant SDG, SDG 3: Good Health and Well-being, the main beneficiaries are the elderly (33 per cent), women (33 per cent), and communities (33 per cent). Table 3.3 highlights the relationship between SDGs and beneficiary groups.

SDG number	SDG focus	Beneficiary group
SDG 2	Zero Hunger	Women (100%)
SDG 3	Good Health and Well-being	Elderly (33%)
		Women (33%)
		Communities (33%)
SDG 4	Quality Education	Students (100%)
SDG 6	Clean Water and Sanitation	Students (100%)
SDG 7	Affordable and Clean Energy	Elderly (100%)
SDG 8	Decent Work and Economic Growth	Women (100%)
SDG 9	Industry, Innovation and Infrastructure	Socially economically disadvantaged (100%)
SDG 10	Reduced Inequality	Socially economically disadvantaged (100%)
SDG 11	Sustainable Cities and Communities	Community (60%)
		Students (20%)
SDG 13	Responsible Consumption and Production	Socially economically disadvantaged (100%)
SDG 16	Peace and Justice Strong Institutions	Minor/indigenous ethnic groups (100%)

Table 3.3 - Sustainable Development Goals and beneficiaries

Figure 3.19 summarises the types of collaboration activities engaged in, with significant activities being training/capacity building (35 per cent) and product design (20 per cent).
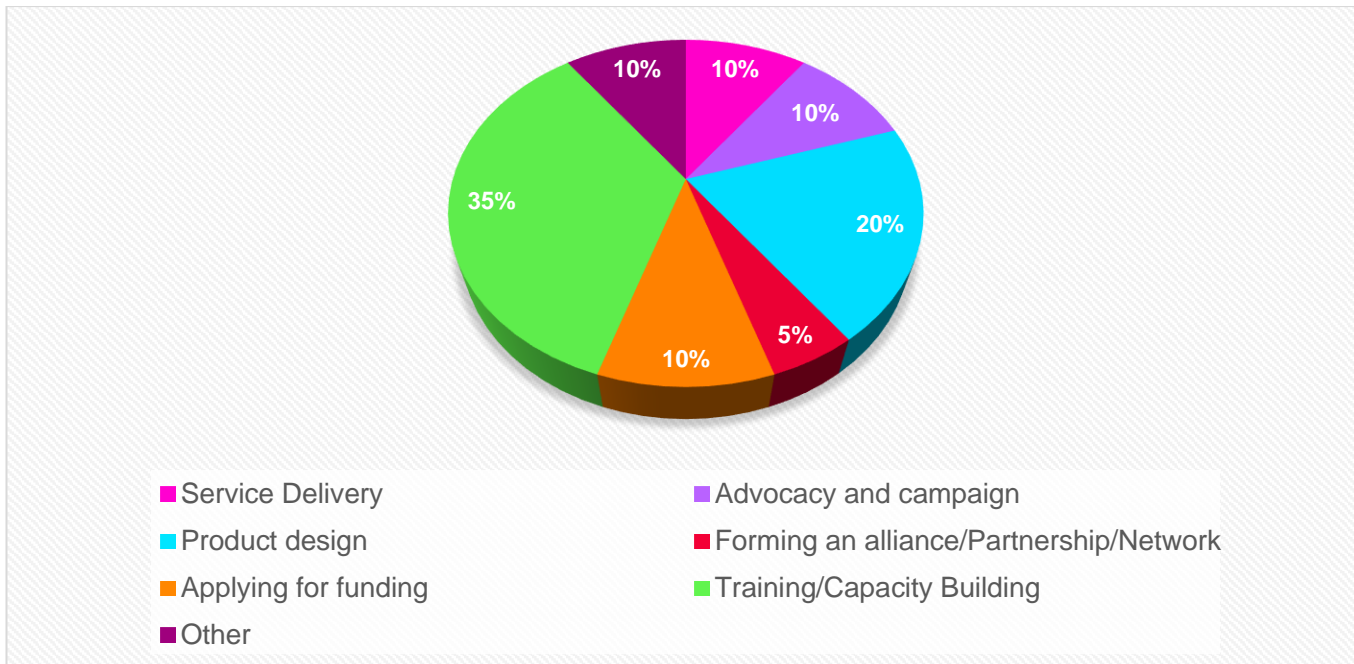
Figure 3.19 - Types of activities

Figure 3.20 illustrates the types of collaboration funding utilised, with the majority of funding coming from government funding (37 per cent), followed by NGO/foundation funding (21 per cent), other types of funding (11 per cent), no funding (11 per cent), research grants (5 per cent), higher education institution own funding (5 per cent), self-funding (5 per cent) and foreign funding (5 per cent). The respondents also were asked to report relationships between government funding, research grants and the SDGs. Among them, SDG 11: Sustainable Cities and Communities was highly related to government funding (75 per cent); SDG 16: Peace and Justice Strong Institutions Partnership was related to NGO/foundation funding (50 per cent) and foreign funding (50 per cent); and SDG 3: Good Health and Well-being was related to higher education institution own funding (33.3 per cent), NGO/foundation funding (33.3 per cent), and no funding (33.3 per cent).
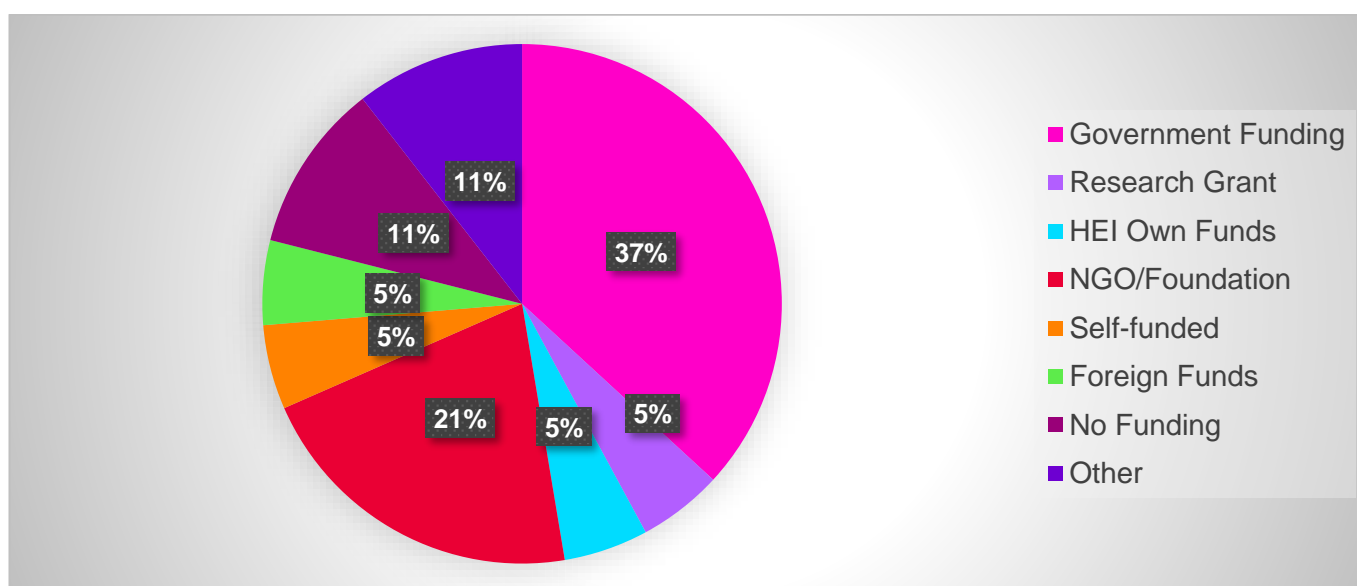
Figure 3.20 - Types of funding

The main collaboration barriers were a lack of engagement from communities (25 per cent), a lack of funding (15 per cent), and a lack of university support (15 per cent), while 35 per cent of the respondents reported that there is no collaboration barrier (see Figure 3.21).
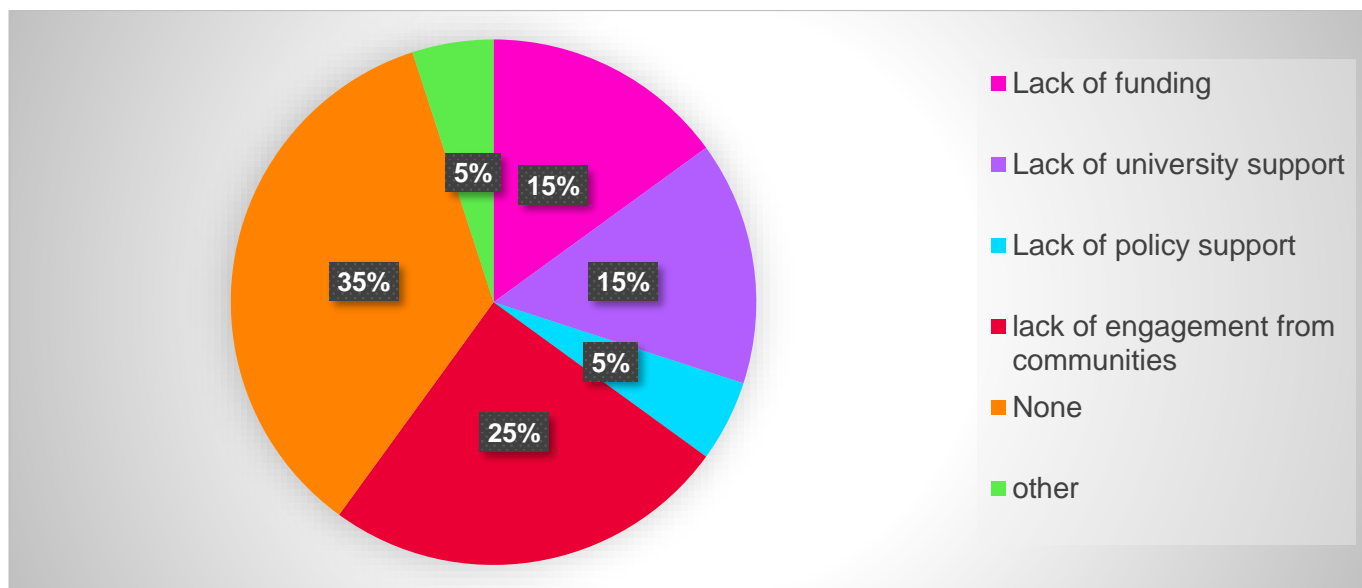
Figure 3.21 - Collaboration barriers

In terms of the relationships between collaboration barriers and SDG topics, a lack of engagement from communities (60 per cent) and a lack of university support (20 per cent) were the biggest barrier for SDG 11: Sustainable Cities and Communities. A lack of university support (67 per cent) mostly relates to SDG 3: Good Health and Well-being; and a lack of funding mostly relates to SDG 8: Decent Work and Economic Growth (100 per cent).

In summary, SDG 11: Sustainable Cities and Communities is the most focused upon SDG in academic collaborations in South Korea, while funding for collaboration is mainly driven by the government. Academic collaborations and partnerships in the Korean higher education institution sector are mostly conducted with social enterprises. The respondents also engage with community organisations in various ways, mostly through training/capacity building. Most Korean respondents reported that there is no collaboration barrier.

3.9 Trust

The survey asked the respondents to report their levels of trust in various institutions, including Parliament/Congress, the legal system, national government, local government, policy, politicians, political parties, the United Nations, their own higher education institution, partner institutions, civil society and universities. The respondents were asked to rate their trust in these institutions using a 11-point Likert scale ranging from 0-10 with zero meaning that they do not trust an institution at all, and eleven meaning that they have complete trust in an institution. The data reveals that the respondents have varying levels of trust in key institutions, with the lowest trust levels reserved for politicians (median of 2.7), political parties (median of 3.0), and parliament/congress (median of 3.3). Respondents showed the highest level of trust toward their own institutions (median of 6.5) and partner institutions (median of 6.2, see Table 3.4).

Area	Mean	Median	Min	Max	Std. deviation
Parliament/Congress	3.3	3	0	7	1.87
Legal system	4.0	4	0	10	2.30
National government	4.7	5	0	8	1.72
Local government	4.6	5	0	8	1.88
Police	4.4	4.5	0	9	2.04
Politicians	2.7	3	0	7	1.86
Political parties	3.0	3	0	6	1.70
United Nations	5.1	5	0	9	1.99
Their institution	6.5	7	2	10	1.75
Partner institution	6.2	6	2	9	1.64
Civil society	5.4	5.5	0	9	1.98
University	5.9	6	2	9	1.57

Table 3.4 - Level of trust in institutions

The respondents also reported their trust levels in relation to trust-related statements. Figure 3.22 shows a summary of this data analysis, identifying that there are generally high levels of trust towards themselves, while levels of trust towards others were moderate.
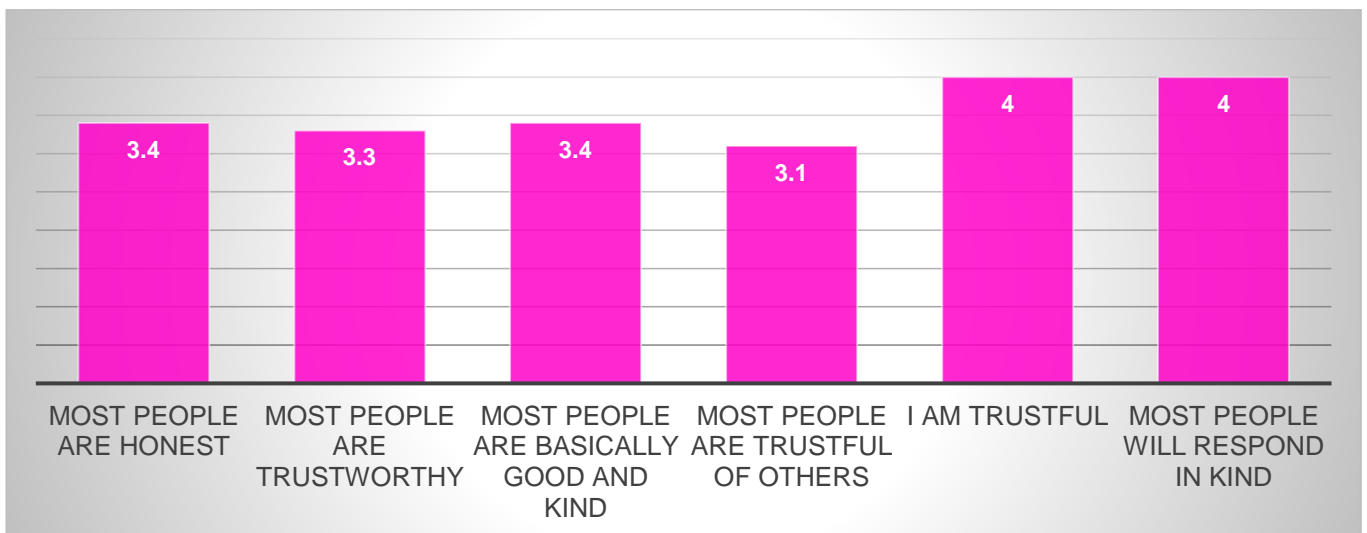
Figure 3.22 - Different trust statements

In summary, the respondents have low levels of trust in major national institutions. Conversely, the respondents have higher levels of trust in their own institutions and partner institutions. Respondents also showed a high level of trust to themselves. Levels of trust in others were moderate. This is important for understanding the likelihood of collaboration between different stakeholder groups and institutions; if low-levels of trust exist, collaboration is less likely. The

findings here support the previous findings on why not many academics collaborate with other institutions.

3.10 Challenges in promoting social innovation

The respondents could select up to three challenges that they and their organisation are facing in promoting social innovation research/teaching. Respondents reported that funding (21 per cent) is the biggest challenge in promoting social innovation, followed by a lack of human resources (19 per cent), a lack of interest from students and faculty members (14 per cent), and a lack of a policy framework (12 per cent) (see Figure 3.23).
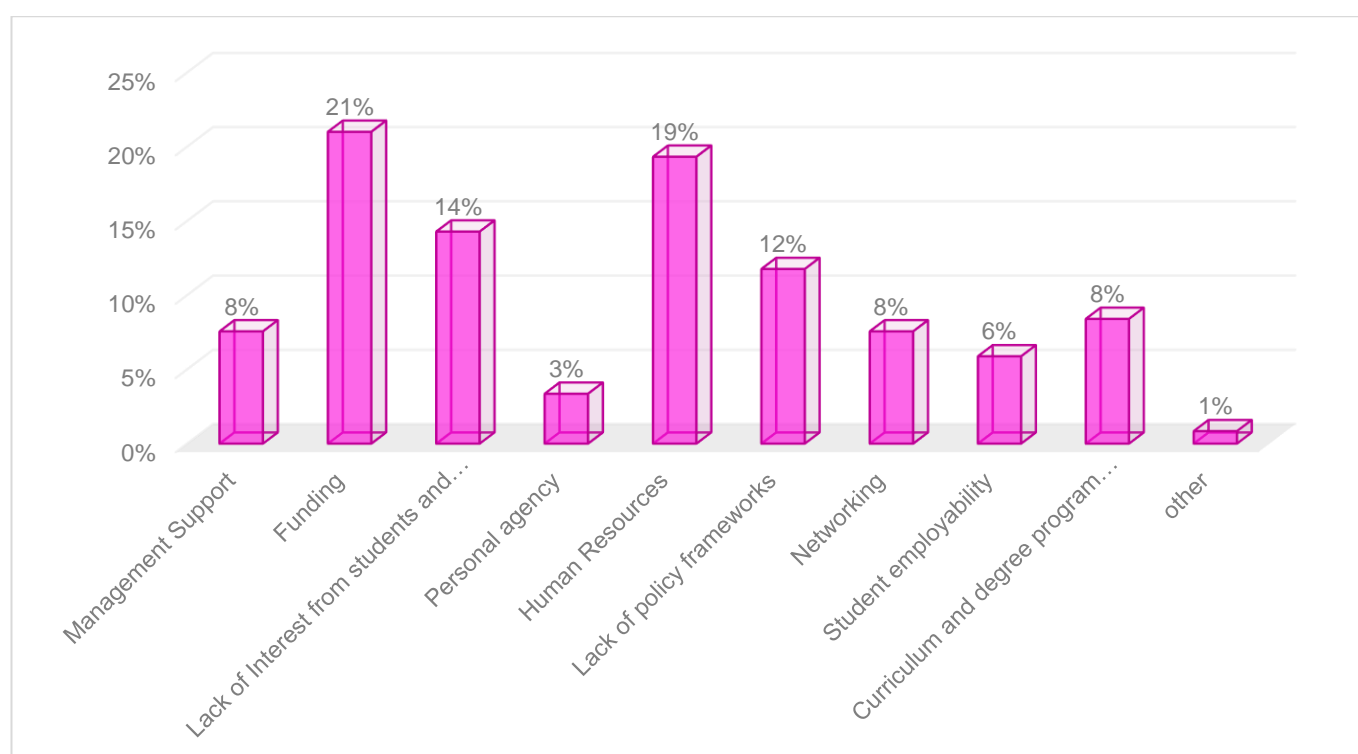
Figure 3.23 - Challenges in developing social innovation

Overall, respondents thought that higher education institutions (41 per cent) are the key actors in providing solutions for the challenges. Higher education institutions are especially responsible for a lack of interest from students and faculty members (94 per cent) and curriculum and degree programme development (80 per cent). Meanwhile, 29 per cent of respondents reported that government is responsible for solving challenges overall. A lack of policy frameworks (93 per cent) and a lack of funding (58 per cent) are the main challenges for which the government is responsible (see Table 3.5).

Challenge	Government	HEIs	Intermediaries	NGOs/ charities	Private sector	Public	Social enterprises
Management support	11%	22%	11%	0%	0%	22%	33%
Funding/finance	58%	4%	8%	0%	21%	4%	4%

Lack of interest from students and faculty members	6%	94%	0%	0%	0%	0%	0%
Personal agency	25%	50%	0%	0%	0%	0%	25%
Human resource	9%	59%	18%	5%	9%	0%	0%
Lack of policy frameworks	93%	0%	0%	0%	0%	7%	0%
Networking	0%	22%	33%	33%	11%	0%	0%
Student employability	0%	67%	0%	0%	17%	17%	0%
Curriculum and degree programme development	10%	80%	0%	10%	0%	0%	0%
Other	0%	0%	0%	100%	0%	0%	0%

Table 3.5 - Lead responsibility for overcoming the challenges

Respondents were asked to select the top three key social issues linked to the SDGs. In Korea, SDG 10: Reduced Inequality (17.2 per cent), SDG 8: Decent Work and Economic Growth (14.1 per cent), and SDG 11: Sustainable Cities and Communities (12.5 per cent) were identified as the most important SDGs by respondents. The respondents felt that the government should take the lead in overcoming challenges related to those SDGs. Higher education institutions were perceived as not responsible for overcoming those challenges, except for SDG 4: Quality Education. Respondents perceived that the private sector is responsible for achieving SDG 8: Decent work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, and SDG 12: Responsible Consumption and Production. Intermediary/support organisations were expected to achieve SDG 17: Partnerships for the Goals. Conversely, respondents perceived that social enterprise and NGOs/charities are not very responsible for overcoming barriers related to SDGs.

3.11 Summary

In total, 46 respondents participated in the survey, while 66.6 per cent of the respondents were either professors or researchers who specialise in social innovation research and teaching. More than 40 per cent of respondents have more than five years of experience in social innovation research and teaching. However, respondents' areas of expertise were not diverse, as most respondents were from business and sociology disciplines. In Korea, both social innovation research and teaching has increased in recent years. In particular, the number of social innovation research and teaching activities increased rapidly in 2016. Around this time, government support for developing human resources in the social innovation and social economy fields also increased. Indeed, since 2014 respondents received most of their funding for social innovation research and teaching activities from the government. In terms of teaching, students showed a positive reaction to project-based social innovation learning activities

involving the communities. The findings, however, emphasised the need for improvement in social innovation curriculum in terms of its quantity and quality, with a greater focus required in relation to place-based and experiential learning (Elmes et al., 2012; Alden-Rivers et al., 2015). Some respondents were involved in collaborations between higher education institutions and other parties in society. The most common form of collaboration was between higher education institutions and social enterprises. However, none of the respondents had collaborated with other universities. Most collaborative projects were related to SDG 11: Sustainable Cities and Communities, with the community as the main beneficiary group. Still, the communities were not actively involved in social innovation teaching, which is identified as one of the collaboration barriers in Korea. Meanwhile, government funding and NGO/foundation funding were the main sources of funding for collaboration. However, the respondents reported that government funding opportunities is limited for social innovation research and teaching.

A lack of funding (21 per cent), a lack of human resources (19 per cent), and a lack of interest among students and faculty members are the main collaboration barriers and challenges for achieving the SDGs. While the respondents thought the government is the most responsible actor in achieving SDGs, SDG 10: Reduced Inequality (17.2 per cent), SDG 8: Decent Work and Economic Growth (14.1 per cent), and SDG 11: Sustainable Cities and Communities (12.5 per cent) were identified as the most important SDGs by respondents. This aligns Korea with other developed countries with research showing that in developed countries, SDG/social innovation alignment is centred upon SDG 3: Good Health and Well-being, SDG 11: Sustainable Cities and Communities, and SDG 17: Partnerships for the Goals (Eichler and Schwarz, 2019). Respondents have the highest level of trust towards their own institutions, while they have the lowest level of trust towards national institutions, including Parliament/Congress, politicians, political parties and the legal system. Furthermore, the respondents had high levels of trust towards themselves, while holding low levels of trust towards others in general. These results support the findings of the World Value Survey (WVS)[6] and the Gallup World Poll 2016 that Korea's tolerance and consideration for others is generally low and Koreans show a lower level of trust towards the government compared to other OECD countries.[7] Therefore, the respondents expected that higher education institutions should contribute to solving social issues in addition to the government.

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[6] A global research project that explores people's values, beliefs, their social and political impacts, and how they change over time. Please see http://www.worldvaluessurvey.org/

[7] While the OECD countries' average trust levels towards the government are 40%, Korea is 28%.

4 Qualitative results

4.1 Qualitative analysis summary

The qualitative data was collected between 25 October and 14 November 2019, with six focus group discussions and seven in-depth interviews. In total, 21 academics, policymakers, and practitioners participated. During the focus group discussions and interviews, the questions about social innovation education, research, inter-university collaboration, and community cooperation were asked. The focus group discussions and interviews were recorded and transcribed for analysis. Units of analysis were identified to create categories and themes based on the responses from the interviews and focus group discussions using a constant comparative method (CCM). The details of the qualitative research methods are explained in Appendix A.

4.2 Thematic outline

Nine themes were identified using thematic analysis as below:

- The higher education institution context in boosting social innovation

- Challenges of the social innovation ecosystem

- Research trend and future of social innovation research

- New pedagogical approach

- Challenges of social innovation education

- Positive effects of social innovation education

- Collaborating with external actors for teaching social innovation

- Lack of intra- and inter-university collaborations

- Positive effects of external support for boosting social innovation research and teaching.

These nine themes were derived from 66 units of analysis and 37 categories. Two researchers compared and contrasted the identified units of analysis, categories, and themes to ensure the validity and reliability of the analysis results. Figure 4.1 illustrates the process of qualitative analysis.
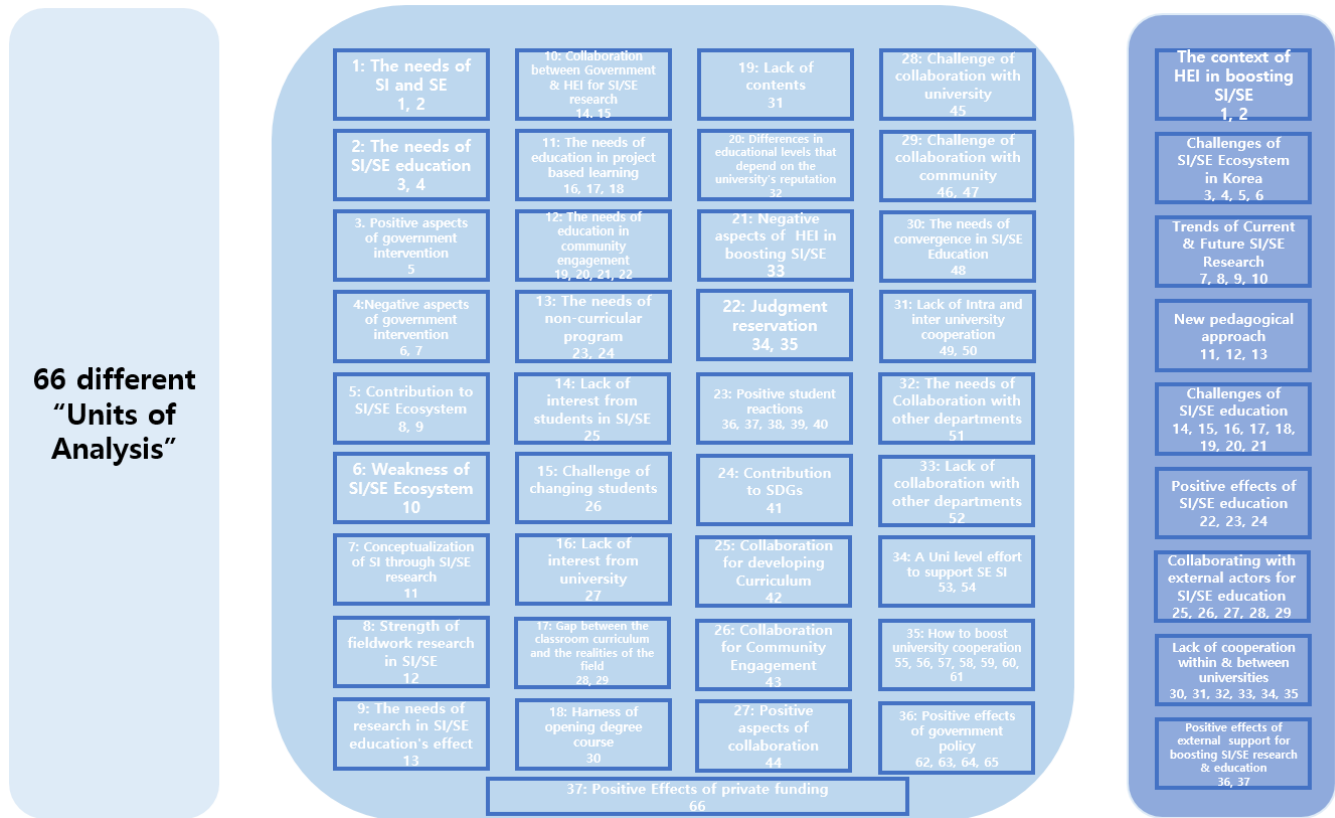
Figure 4.1 - Summary of constant comparative method analysis process

4.2.1 Theme A: The higher education institution context in boosting social innovation

The interviewees mentioned that limitations of the traditional capitalist system influenced people to face and address social problems. As companies do not care about solving social problems, consumers and investors had started to pay more attention to social problems to achieve sustainable growth. Previously, people only focused on economic efficiency rather than sustainability.

> 'Because of the changing nature of capitalism, sustainable growth is impossible if the market solely pursues profit like it did in the past. So, we need to think about how we can improve sustainability. Now it is possible to pursue social value regardless of organisational forms. Investors and consumers are also changing from efficiency-oriented, economic thinking to taking into account the social and political environment.' – (EA8 – Academic)

Social innovation became more important with the rapid increase of social problems. Naturally, the need for social innovation research and education in higher education institutions has increased as well. However, students are not yet familiar with social issues as they have never been educated about empathising with social problems and solving these issues. Students who are accustomed to competition often find it challenging to adapt to the new social changes mentioned above. Therefore, the interviewees mentioned that social innovation teaching should be carried out in all universities, although it is also necessary to teach social innovation through

primary, middle and high school levels. Social innovation teaching will enable higher education institutions to cultivate talented people who can contribute to society, according to the interviewees:

> 'It can be said that social innovation became important because of the threat to universities brought on by Industry 4.0. Universities must now discover jobs that humans can do, such as finding pain points of the world and provide education on how to contribute to the changing of society. Simply fostering smart students do not satisfy the role of universities anymore.' – (EA13 – Academic)

> 'Due to the competition based, the survival of the fittest system that we have lived by, we have largely forgotten how to care for others or to empathise with their problems. There is definitely a need for elementary, middle, and high schools to adopt these education processes in social innovation to enlarge social innovation and social economy ecology.' – (EA13 – Academic)

4.2.2 Theme B: Challenges of the social innovation ecosystem

The interviewees mentioned that social enterprises are overly reliant on government funding as a result of strong government policies on promoting social innovation and social enterprise (e.g. The Master Plan to Promote Social Enterprise (2007)). Moreover, the social enterprise certification system established by the Ministry of Employment and Labor, limited the definition of social problems by law such as unemployment.

> 'The government has its own style, so social enterprises are defined, standardised, and certified according to that style. Among organisations who received the government funding, only ventures that managed the paperwork are able to survive.' – (EA8 – Academic)

> 'It is a reality that the state provides wages if social enterprises hire the economically vulnerable as employees, and even certify them as social enterprises. Therefore, social enterprises naturally focus on solving issues related to employment.' – (EA13 – Academic)

Of course, some interviewees commented that the government's policies to promote social enterprises have led to the rapid growth of the social innovation sector. However, as the government focuses on short-term outcomes, interviewees pointed out that the social innovation sector has not taken steps to expand its ecosystem.

> 'The policies on social enterprise promotion is fixated on short term results. There is a need for a reinforcement of the processes that build social ecosystems. Also, there is a need for more specialised education on social enterprises.' – (EA10 – Academic)

Interviewees emphasised that the Korean social innovation ecosystem is not vitalised because of the fundamental limitations of government policies. For example, the interviewees raised the problem of uniform policy enforcement. In Korea, the government enforces standardised policies that aggregate the social innovation ecosystem, rather than implementing policies

according to the needs of target groups. Therefore, social enterprises could only move according to the government's evaluation standards.

> 'When the government is the driver, there's a problem with the consistency in policy enforcement. The bottom-up form becomes difficult. For example, agencies would rather focus on activities that fit the evaluation criteria instead of those they are good at or those that are meaningful in order to receive funding.' – (EA13 – Academic)

The interviewees also mentioned that the lack of talented people in the social innovation field is an urgent issue to be solved.

> 'I think that the social enterprise ecosystem is growing, but there are some concerns. There is a definite lack of players who contemplate social solutions currently in the field. Everyone wants to work in an office, and not engage with real problems that are happening in the scene.' – (EA14 – Academic)

Fortunately, support from impact investment and large corporations have increased in recent years. Interviewees are hoping that more resources and funding will become available in the social innovation field. For the social innovation ecosystem to continue to grow, it is important to create a platform in which various sectors such as markets and NGOs can gather together rather than be simply led by the government.

> 'In recent years, there has been a growing number of impact investors and large corporations who have entered the social innovation sphere besides the government. Some noteworthy examples are SK's Happy Narae and Hyundai Asan Medical Center.' – (EA8 – Academic)

> 'In order for social values and social innovation to continue, it is important not to do it as a ministry-oriented obligation, but to create many platforms where different sectors, such as markets and NGOs, can work together.' – (EA13 – Academic)

4.2.3 Theme C: Research trends and future social innovation research

The role of universities became important due to changes in the socio-economic environment. In recent years, not only did the number of social innovation education courses increase, but the amount of related research increased too. Interviewees frequently mentioned that social innovation research still needs to be more active. Although scholars have varying definitions, methods, and factors for social innovation/social enterprise, the results of the interviews confirm that social innovation/social enterprise is related to 'solving social problems'.

> 'In my opinion, social value is the value created by addressing social problems, and the process and the activity to create this type of value is social innovation.' – (EA8 – Academic)

> 'Social innovation begins with smaller innovations. Local and regional problems, individual problems, and personal problems all should be reflected on and working incrementally to solving them is the genesis of social innovation.' – (EB3 – Practitioner)

'Social innovation stems from pursuing social value, and not by profit-oriented methods. Isn't this the definition that most people would agree on?' – (EC1 – Policy-maker)

Social innovation has been studied since the mid-2000s. More recently, living lab, an institute that solves problems in the field based on user experience and observation, has emerged. The interviewees stressed that it is important to study the demands in the field, and not simply learn about the related topics in a classroom.

'A living lab brings together researchers and parties concerned about a problem. It encourages cooperation between the parties and experimentation to find a solution. Until now, there has been a separation between researchers and the industry itself. Our living lab was created to overcome this gap. Researchers have a chance to observe the scene and develop a solution by themselves.' – (EA7 – Academic)

The government also has recently been working with universities to measure the social value created by social enterprises. Interviewees mentioned that the Korean social innovation ecosystem has not matured because of various constraints. One constraint is the lack of a market system that properly recognises the social value created by social enterprises. Accordingly, there is a rising trend in measuring social values as objective figures that can be properly evaluated and recognised by society. The government claimed that they would use these measurements based on the results as criteria to support social enterprises.

'We are currently developing indices in order to measure the social value generated by social enterprises, along with different universities. In order to properly evaluate social enterprises, there is a need to develop proper measurement metrics.' (EC1 – Policymaker)

4.2.4 Theme D: New pedagogical approach

Social innovation education aims to change students' perceptions by teaching them to empathise with social problems and to try solving social problems directly. Many students with a traditional university education have not much experience of social problems. Therefore, Korean universities with social innovation educational courses were conducting project-based learning to practice social problem-solving.

'We are considering having projects within the major that make the students consider how to connect [with] different social problems. If they actually experience solving social issues while working on these projects and are able to integrate what they learned in the classroom, it'll be more effective.' – (EA12 – Academic)

'It is important to find a specific problem and develop a project to resolve it, like [a] Capstone does. Also, practitioners and students should be taught differently depending on their characteristics. It is also important for practitioners in the social venture or social innovation fields to connect students with other experienced practitioners to experience what actual and real-life situations are like.' – (EA8 – Academic)

Many interviewees reported that they teach using project-based learning which directly tries to solve social problems. In the survey analysis results, 65.9 per cent of respondents indicated that

their students prefer project-based learning. The interview results support the findings of the quantitative analysis results, with many interviewees pointing out that students need to experience the field through project-based learning. According to the interviewees, project-based learning is often community-based. There was also a programme called a 'Community Entrepreneurship', where students from various majors gathered together to create a business model that can solve their community problems. In some cases, with the students' efforts, community-based learning has resulted in changing a community's policies. Recently, there has been a movement to solve community problems based on the SDGs, indicating that community learning and engagement is expanding globally.

> 'The entrepreneurship programme consists of around 70-80 students, from all types of different majors. The students are trained to empathise with social issues and to develop a business model that seeks to address those social issues. At this moment, there are ten classes that relate to social innovation, including 'Community Entrepreneurship,' a class designed to address problems of the local communities.' – (EA5 – Academic)

> 'Public Value Learning is a term that includes community-based learning. Some examples can be vitalising the small business around Sinchon or solving the cigarette butt littering on school grounds. The students are utilising funds that schools received from the city to solve local problems, expanding the community-based learning programme.' – (EA13 – Academic)

> 'Asia Pacific Youth Exchange (APYE) involves 150 students to study local problems based on SDGs and to develop sustainable ways to solve local issues. We are trying to make it possible for local residents to take the initiative and connect solutions to business models. This can be seen as a social engagement programme that can contribute to the community and allows the university to become self-sustaining.' – (EA12 – Academic)

In addition to curricular programmes, non-curricular programmes are also widely utilised. Non-curricular programmes enable students to contemplate more and solve social problems freely, as they are less restrictive than curricular programmes. Therefore, non-curricular programmes are earning popularity among students and showing significant results. Students from more than one university – undergraduates and postgraduate students – can participate together in these non-curricular programmes. In some cases, professors and field experts work together to run non-curricular programmes to teach social innovation. In doing so, students learn field knowledge that cannot be learned in the classroom, and field experts who are instructors have the advantage of being able to hire excellent personnel through their experience working with the students.

> 'We have created a workstation that acts as a platform for solving social issues. This workstation exists as a non-curricular platform that is available not only to our students, but also to students from other universities and graduate students. There have been 217 teams (1,027 members) that participated through the last two years. Out of those teams, 57 of them went on to start social ventures and 50 of them went on to participate in policymaking in order to address social issues.' – (EA13 – Academic)

'There are non-curricular programmes that are co-taught by social innovation field experts and university professors. The field experts can hire excellent students, and students are able to learn specific knowledge that cannot be attained in a classroom setting.' – (EA6 – Academic)

4.2.5 Theme E: Challenges of social innovation education

There is a lack of students' interest in social innovation. Growing up in an environment where competition and comparison with peers are the norms, there was a common voice among the interviewees that students were insensitive to social problems and could only focus on employment and admission. As a result, the interviewees revealed that the demand for social innovation education was not as high as hoped.

'I don't see university students outside these days. They don't want to waste their time outside. They continuously study and plan their future even during vacation. There is a culture that forces them to compare themselves to their peers and participating in education service to obtain scholarships, and show their peers that they are working hard.' – (EB2 – Practitioner)

'Compared to the past, students are much more interested in social innovation, social enterprises, and social responsibility. However, the mainstream paths for most students are law and med schools and employment in conglomerates. As a result, there isn't an overly popular demand for social innovation classes or community service.' (EA8 – Academic)

Second, the purpose of social innovation education was to enable students to act as changemakers to make a positive change in society, which takes time. Since the effect of social innovation education is not immediately observable, the interviewees claimed that social innovation education was not being vitalised as expected.

'The social innovation DNA is difficult to transfer to education. We are trying to instil the social innovation DNA into our students, but it's not working to foster administrators of social innovation.' – (EA11 – Academic)

Third, there is a large gap between the curriculum and the field. Field experts also suggested that a specialist or field expert should teach classes on how to start a business instead of professors who are not familiar with the field or have no business experience. In particular, the interviewees stated that it is important for students who plan to start a SE or social venture to have experience in problem solving and generating revenue rather than simply taking classes.

'Professors have hardly any experience running a company, so the gap between the classroom curriculum and the realities of the field may be significant. It is important to come up with a curriculum that is realistic, but how we do that is the problem.' – (EC1 – Policymaker)

'The students have to be put into projects and must produce some kind of revenue. In order for that to happen, education must be done through professional investment firms, not professors.' – (EB1 – Practitioner)

Fourth, opening a degree programme is challenging. Many interviewees mentioned that setting up a formal degree programme was burdensome because of many constraints, including administrative and budgetary hurdles. In some cases, social innovation education focused on non-degree courses, and in some cases, social innovation education was conducted through relatively easy convergence programmes.

> 'Creating a whole major and a department leaves the university open for critics to attack it on the basis of its effectiveness and adequacy, not to mention the time it takes to be fully established.' – (EA13 – Academic)

Fifth, there is not enough content to teach social innovation. This is consistent with the survey analysis results discussed earlier. Many interviewees said that not only the amount of educational content, but also the quality of the content is lacking.

> 'It is not enough to simply teach the content.' – (EA8 – Academic)

Sixth, the level of social innovation education differs from universities. While there may be differences in education levels, most people who support entrepreneurship, including investors, are from the top universities, and they usually tend to support the alumni from the same university.

> 'I think social venture start-ups are more solid than ordinary start-ups. Resolving a serious problem in society itself is meaningful, but even the start-up activities are different depending on the university. I think we need to get out of the universities to solve this problem. Renowned schools with name value have always been good at start-ups through their networks and alumni investors.' – (EB1 – Practitioner)

Finally, the university itself is not innovative. There were opinions that the effects of social innovation in universities would not flourish unless professors benefited.

> 'Universities do engage in a variety of activities to support social innovation and social enterprises, but I wonder about the true effects of these activities. Universities themselves are not innovative, and unless it helps the finances or profits of professors, they tend to stay stagnant.' – (EA14 – Academic)

4.2.6 Theme F: Positive effects of social innovation education

The stance on this theme is divided into two sides: the interviewees who claimed that the effects of social innovation education are positive, and those who claimed that it is too early to examine its effects. The position of those who claimed that it is too early to look at the effects is based on the notion that the ultimate goal for social innovation education is to encourage and motivate students to enter the social innovation sector. According to them, it will take a considerable amount of time to identify talent inflows into the social innovation sector. Most importantly, in order to even marginally attempt to examine the effects of social innovation education, it is essential to monitor whether students' perceptions have changed through pre/post class comparisons.

> 'Whether or not the undergraduate students show more interest in the social innovation field remains to be seen.' – (EA9 – Academic)

'We are working with the psychology department in order to observe the effectiveness of the SeTA courses.' – (EA5 – Academic)

Although it is too early to make any conclusions, some interviewees commented that the students' reactions were positive. This is consistent with the previous survey findings that most students' responses to social innovation education or the environment to social innovation activities has changed positively over time. Most of the students' feedback suggests that they appreciate different perspectives and networking opportunities if a social innovation curriculum is set up as a joint course with a mix of majors.

'Looking at the students' feedback, we were able to observe that students were very positive and optimistic toward the integrated aspect of the programme, the freedom to take a variety of different classes, the networking opportunities, and the large amount of information that the programme revealed.' – (EA10 – Academic)

There were also opinions that students who participated in social problem-solving activities experienced significant changes in their perceptions of social innovation. The interviewees referred to the increase in the number of students participating in the workstation programme, a non-curricular activity, and the involvement of medical students who participated in previous years, who had no interest in social innovation, as evidence that social innovation education is showing positive effects.

'In my opinion, there is a definite increase in the students' cognisance as they apply for the workstation and try to solve problems. To be clear, there should be a decent number of students who have a high level of cognisance on social issues prior to applying, since the programme is still in its nascent stages. However, there are students who have said things such as their frameworks in which they perceive their surroundings have changed.' – (EA13 – Academic)

'There are med students that are participating in the workstations, which is highly surprising. Also, the number of social innovation-related classes increasing may show that the number of professors who also empathise with social issues and innovation is increasing as well.' – (EA13 – Academic)

Surveys on pre- and post-classes also found positive changes. For some business classes, students responded better after switching the class curriculum to developing business models to solve social issues.

'We are conducting a survey on the changes in student perception pre- and post- taking classes. For example, students are showing high levels of empathy and teamwork skills ranging around 4.6~4.7 on a five-point scale.' – (EA6 – Academic)

An interviewee stated that after teaching a class 'Social Entrepreneurship' for four years, there were even students who received external awards for their ideas. The interviewee went on to say that recognition from the outside world will positively affect the student's perspective on education and create a virtuous cycle in which they seek to gain more recognition.

'"Social entrepreneurship" course has been taught for four years now. Students build business models through teamwork and the cases have been good enough to win external competitions.' – (EA3 – Academic)

In addition to the effects of specific classes, there were also examples of how school-level social contribution and social innovation education contributed to the SDGs.

'Last year we collected educational data from different departments to evaluate their impact related SDGs. The results showed that there were so many things that we were doing. If we manage to integrate these things together and communicate, we may achieve great results.' – (EA12 – Academic)

4.2.7 Theme G: Collaborating with external actors for social innovation education

The interviewees pointed out that collaboration with external experts is important for developing curriculum. Here, external experts include experts from around the world. In order to increase the impact of social innovation education, collaborations should be developed at the global level, not just at an individual or organisational level.

'It's important to create collective impact at the global level. The size of the impact is too small when it is being created at individual and group levels. So, it's important to collaborate with outside experts to implement degree courses, camps, volunteer work, and internships so that we may work together and learn to generate impact.' – (EA6 – Academic)

In addition, many universities have been engaging with the community through collaborations with social enterprises. By helping university students to educate at-risk youths, the students can contribute to solving community problems. Social enterprises also realise a cooperative model that helps the students grow by providing mentorships for them.

'The university provides scholarships and support for the students to help them carry out mentoring programmes, and our organisation manages them. For example, we invite outside instructors who specialise in facilitation or design thinking to provide training for our students who want to do their part properly.' – (EB2 – Practitioner)

In the case of social enterprises working with universities through mentoring programmes, the effects are significant. University students stated that they could develop their ability to empathise with social issues by learning how to contribute to their communities through youth education.

'We're not conducting specific measurements on the effects right now, but students continue to express what they learned from our programmes such as the resources that are available in the communities, how they can contribute to the communities and how the communities can help them.' (EB2 – Practitioners)

However, the interviewee (EB2 – Practitioners) claimed that there are difficulties when working with universities. Universities must participate with the intent to grow by community

engagement, but there are difficulties such as rigid attitudes in terms of budget allocation and the bureaucratic mindset of staff.

> 'It would be great if universities are more open about accepting our resources. It would also be nice if the faculty can escape from their bureaucratic mindset and see the possibility of how much their universities are able to grow.' – (EB2 – Practitioner)

There were also opinions that such attitudes of universities are because their social innovation and community engagement activities are not intended to solve social problems in the true sense of the word, but rather because they are told to do it.

> 'There isn't really a precedent set for collaboration between universities, due to them being competitors, and having high amounts of pride. Rather than simply taking a partisan approach to the social economy, I would rather think about what role universities will play in the region. It's time for universities to think strategically about what roles they will play in their respective regions.' – (EC1 – Policymaker)

In this theme, the analysis results mainly highlighted difficulties of working with a university from a perspective of external organisations. However, universities themselves also explained that there are difficulties in working with external organisations.

> 'When it comes to implementing projects or classes linked to a community, it is difficult to do so without mutual trust. If we have faith in each other, then solving problems that occur midway can be easy. However, there are many instances where that is not the case. We need to prepare students for that, via education, manuals, whatever.' – (EA6 – Academic)

4.2.8 Theme H: Lack of intra- and inter-university collaboration

Most interviewees agreed that collaborations with non-university organisations are lively, while collaborations within and between universities are rather inactive. The exception was a social innovation convergence course that enabled collaborations between departments interested in the social innovation field. In order to understand social innovation, it was suggested that multiple majors come together in an integrated way rather than having one major be the leader.

> 'Although establishing an official department is difficult due to capacity and long-term planning, starting a cooperative programme is relatively easier. Especially since social innovation is something that cannot be achieved through a single discipline, it was necessary to integrate viewpoints from a variety of other disciplines.' – (EA9 – Academic)

> 'In the case of the social economy cooperative management programme, there is a degree of psychological freedom due to there being many chances to take classes from other universities as well as programmes that are connected with different departments. In order for social economy to move forward, I believe diversity and openness is required, and through this programme, I was able to make contact with a variety of different thoughts, and that has been very meaningful.' – (EE1 – Student)

According to the interviewees, social innovation integrative programmes are mostly collaborative projects between social science departments, and collaboration across other

departments is still difficult. Collaboration with engineering and science departments with technological knowledge seems to be necessary for social innovation. However, engineering schools are generally not interested in social innovation. Social innovation experts expressed their regrets about this phenomenon.

> 'Before, we had a high participation rate from the business school students. We need to cooperate with the engineering department because we lack technology. We are encouraging team projects that combine students from many different majors in order to get to know each other and increase teamwork.' – (EA6 – Academic)

> 'In order to solve social issues in an innovative manner, it is important to raise technical skills, and in my opinion, Korea isn't doing that. This can be attributed to the low interest rates of engineering professors, low entrance numbers into engineering schools, and the conservative mindsets of students.' – (EB1 – Practitioner)

Some interviewees claimed that universities as a whole should take the initiative to facilitate cross-department collaborations. However, for this to be possible, it should be supported by the university's interest and active support for social innovation, which is easier said than done.

> 'In order for social innovation to grow, the management teams of universities have to be proactive. However, to do this requires convincing of the management teams, and that requires organisation, people, and budgets.' – (EA11 – Academic)

The interviewees pointed out that inter-university collaborations are difficult as well. There are many cooperative programmes with external organisations, but a few between universities. Most interviewees mentioned that the evaluation systems force universities to compete with each other. Interviewees also said that it is unclear who will take credit for success and who will be responsible for failures. It was confirmed that university rankings and regional deviations act as a deterrent to inter-university cooperation.

> 'There are many programmes that work in collaboration with various organisations and groups, but not as much at the university level. Korea mainly does activities to publicise the name of the school. That's why it's important for the government to work on building a cooperative network between universities.' – (EA1 – Academic)

> 'The universities are being evaluated, and therefore are competing with one another. That's why cooperation between universities can't help but be difficult.' – (EA3 – Academic)

The interviewees regretted the potential of an inter-university collaboration was not being realised. There were comments that universities should make more efforts to revitalise social innovation without fear of performance evaluations. On the other hand, since the level of social innovation research and education is different in each university, it is too early to expect inter-university cooperation.

> 'I wish universities wouldn't raise social economic talent just for their performance evaluations. I would like universities to be sincerer and active.' – (EC2 – Policy-maker)

> 'There have been no noteworthy cases of inter-university cooperation for social innovation. It simply isn't established and lively yet. There is cooperation with institutions

outside of college. I think it's too early to expect cooperation because universities have their own standards and levels of preparation for social innovation.' – (EA13 – Academic)

How can universities be encouraged to collaborate? The responses from the interviewees were mixed – the government should step in or out. Some were of the opinion that external support was necessary because it is difficult to expect universities to collaborate voluntarily. Indeed, in some cases, the government provided support to universities to plan collaborative projects with other universities. However, there have been criticisms that the government's support for university collaboration may become more coercive in the future, and defeat the purpose of cooperation for social innovation.

'Social innovation is difficult unless you create a dynamic, fluid ecosystem. Instead of expecting universities to cooperate voluntarily, we need to have policies that support outside organisations gather and create synergy.' – (EA2 – Academic)

'Shouldn't the universities that plan projects that work with local universities be the only ones that receive support? We need cooperation and incentives to revive regions. I think it's necessary to designate universities as a regional hub and support them. Supporting a local region can help students look for employment in the area and gives them an opportunity to prepare.' – (EA1 – Academic)

'If the government takes in charge, cooperation is possible, but the domain itself is gone.' – (EA13 – Academic)

Even when the government selects universities such as Social Economy Leader Universities, the level of collaboration between universities is not used as a selection criterion.

'In selecting leading universities in the field of social economy, we take into account the universities' active commitment, sustainable vision of fostering talent, as well as its connections to the community. Because there is no equal social economic infrastructure in each region, geographic differences, and different backgrounds in which the social economy field has been developed, we didn't contemplate inter-regional or inter-university collaborations.' – (EC3 – Policymaker)

After the debate about government support for facilitating inter-university cooperation, several alternatives were proposed. The first was that the private sector could play a role in creating a platform for facilitating collaborations between universities. The second was that universities would have to collaborate around specialised areas. The third was to gather students from metropolitan and provincial universities to run joint projects. The fourth was to prove that the performances of collaborative projects were higher than those of individual projects.

'Like the Educator's Network for Social Innovators (ENSI) that SK is sponsoring, I think it's more important for the private sector to create that kind of cooperation. I want universities to make joint efforts, not individual projects, to solve problems.' – (EA13 – Academic)

'Play to their strengths. For example, a technology from A university, ideas from B university or C university can be used as cornerstones to build a start-up model.' – (EA4 – Academic)

'It's possible to gather about three schools and have each one recruit students to run a joint project. I think it's possible to connect the universities in the metropolitan areas with rural universities so that students can solve regional problems together.' – (EA5 – Academic)

'Differentiation and specialisation are necessary, but I think it would be good for projects that promote cooperation between schools in the metropolitan area and rural areas.' – (EA3 – Academic)

4.2.9 Theme I: Positive effects of external support for boosting social innovation research and teaching

External support is divided into government support and private support. First, there were cases where science and technology research received government support and was later developed to solve social problems. It was also suggested that the government's Link Project helped to carry out social innovation education.

'The Ministry of Science and ICT is currently spending around 1 trillion Won (approximately £687,131,500) toward developing technology to solve social issues, and I was able to benefit from some of that during this project.' – (EA7 – Academic)

'Recently, with the rise in the importance of social innovation and the beginning of the government's educational support programme, Link, we thought that we can carry out the founding ideology of university' – (EA11 – Academic)

Unless the social innovation ecosystem becomes mainstream, students who do not want to take risks will not easily enter the social innovation field. Therefore, some interviewees emphasised that the government should support the students who show interest in the field.

'I think the characteristics of college students these days are very polarised. They are either oriented toward safety or challenges. That is why the role of the government is crucial. From a layman's perspective, the subject of social economy isn't 'mainstream.' That's why the role of government is huge in allowing students to feel safe about starting a business, or have confidence in getting a job in this field.' – (EC3 – Policymaker)

In addition to government funding, there were many cases where degree programmes were established with private support. The impact of private resources on the establishment of gender studies departments and graduate school of NGO studies was critical, indicating that large corporations are interested in vitalising the social innovation field. As such, external support from the government and the private sector played an important role in the implementation of social innovation research and education in higher education institutions.

'We have been carrying out research in social welfare since 1980s, and in 1999 the graduate school of NGO studies launched as Korea's first civil society activist re-education institute. During this time, we received financial support from Hyundai Steel.' – (EA2 – Academic)

'Lately, with the rise of gender issues, we were able to gain support from Yuhan Kimberly to establish our women's studies department.' – (EA2 – Academic)

4.3 Summary

This chapter provided the findings of qualitative data analysis based on the focus groups and interviews conducted with a total of 21 participants. First, social innovation became important due to changes in the capitalist system and the continual rise of social problems, thereby encouraging social innovation research and education. Second, it was confirmed that the social innovation ecosystem is still not firmly established in Korea. In many cases, the government-led social enterprise development policy was cited as the cause. The interviewees confirmed that social innovation research and education emerged as a way to vitalise the social innovation ecosystem. Third, the main areas of study in social innovation research included theoretical research, living lab – practical field application studies, social value measurement research through collaboration with the government, and social innovation curriculum development.

Fourth, practical teaching methods such as project-based learning and community-based learning, which allow students to solve social problems directly, were used in social innovation education. Fifth, there have been many criticisms that social innovation education is still disconnected from the field, even though new pedagogical approaches were used. In addition, lack of interest in social innovation among students who are still accustomed to competition was also a limiting factor in the expansion of social innovation education. Sixth, the majority of interviewees thought the effect of social innovation education was positive overall. However, in order to see the true effect of social innovation education, it is also necessary to contemplate the number of students that have entered the social innovation sector as part of the impact of social innovation education.

Seventh, it was found that universities participated in community engagement activities through collaboration with social enterprises. Eighth, it was confirmed that collaborations between universities and external organisations were active, but collaborations within and between the universities were inactive. Most interviewees were of the opinion that collaboration between universities is difficult due to the current higher education institution evaluation structure, which forces competition between universities. Lastly, external support is one of the factors that stimulated social innovation research and education. In many cases, degree programmes were established with government or private assistance. However, many survey respondents also reported that government support for research or education was not enough, and in many cases, the lack of funding was cited as an impediment to social innovation education.

5 Discussion

5.1 Overview

The purpose of this study is to examine the roles of universities for social innovation in three aspects: research, teaching and community engagement in South Korea. In this section, we will discuss the key findings revealed through both the quantitative and qualitative approaches of the study.

5.2 Aspect one: Ideals and realities of social innovation research (practice/institutional)

According to the survey analysis results, the number of social innovation academic publications has continuously increased since 2013. Social innovation research was mainly undertaken by academics from the social welfare and business disciplines in the 2000s. However, recently it has been expanding to all areas of social sciences, including public administration, economics, and sociology. In terms of research methods, 60 per cent of the 60 publications identified were empirical studies, and of those publications, quantitative research methods (37.3 per cent) and qualitative research methods (35.6 per cent) were both used.

Interviewees mentioned that the definitions of social innovation, social enterprise and social economy need to be further conceptualised as previous studies have also found (Bidet, Eum and Ryu, 2018; Defourny and Kim, 2011; Hwang et al., 2017). Still, interviewees agreed that solving social problems in innovative/new ways is the basis of social innovation. Many social innovation scholars were also interested in the role of state and policy in promoting social enterprise in Korea, focusing on the social enterprise certification system (Park and Wilding, 2013; Jung, Jang and Seo, 2015; Jeong, 2015; Lee, 2015). According to the findings, many interviewees perceived that the social innovation ecosystem in Korea is not mature yet, although the number of social enterprises has increased hugely since 2007. The nascent social innovation ecosystem was mentioned as a reason why there are not many publications on social innovation (apart from social enterprise and social entrepreneurship) in the Korean context.

Studies related to measuring the social value created by social enterprises have also been growing. The government announced plans to support social enterprises based on the results of their social value measurement. In doing so, the government's attempts to revitalise the social innovation ecosystem by enabling social enterprises to be properly evaluated in the market has driven change. Several interviewees agreed with this policy direction and stressed that research regarding the measurement of social innovation-related variables is crucial for developing the social innovation ecosystem in Korea.

In terms of the role of higher education institutions in supporting social innovation, more research on tracing the career development of graduates from social innovation related courses

is needed. This finding supports previous studies that emphasised the need for collecting career development information of the students who studied social economy (Park and Lee, 2018). Currently, not many universities are investigating whether students who graduated from social innovation programmes have started a social venture or social enterprise. Overall, social innovation research is relatively active in Korea. However, more research on students' career paths after their involvement in social innovation teaching should be conducted. Also, more research regarding the measurement of the social innovation-related variables is needed to support the development of the social innovation ecosystem in Korea. Currently, social innovation research is mainly conducted in the social science fields, such as business and public administration, and it is necessary to expand the academic field of social innovation to other disciplines.

5.3 Aspect two: Ideals and realities of social innovation teaching (practice/institutional)

In Korea, social innovation has been taught in various ways using new teaching methods. For example, much project-based learning has been implemented to develop the students' creative thinking, a sense of empathy and solution-providing abilities. Also, community-based learning, which enables students to tackle and solve community problems directly, is being adopted at various universities. According to the results of the survey analysis, project-based learning is the most preferred type of learning (65.9 per cent). The most unfavourable type of learning was found in the classroom (7.3 per cent). The results show that students also value the experience of solving social problems themselves.

Social economy education in higher education institutions is still at an early stage but growing in Korea. The importance of building a social innovation ecosystem between universities, the local community and the global society through higher education was emphasised (Song et al., 2016). Respondents stressed that in recent years, even medical students began to participate in social innovation-related activities and continued to develop ideas for solving social problems. These activities did not only solve the problems of the local community but also expanded to solve problems in overseas regions such as Southeast Asia. Through higher education, students are getting more opportunities to experience and contemplate problems of the global society, and tackle issues that align with the SDGs. Unfortunately, ecosystems and collaborations between universities were found to be lacking, as various factors such as competition, administration, and regional differences discourage inter-university cooperation.

This study also found consistency with Park and Lee's (2018) research regarding the students' positive perceptions of social enterprise and social economy. The survey results showed that students' perspectives have changed over time since they were involved in social innovation-related classes. A low level of understanding the importance and performance of social economy training programmes was observed among students, as previous research had found (Hong et al., 2015). According to the interviewees, Korean students are still more concerned with competition and securing employment at a conglomerate than with making a difference in the social innovation ecosystem. Many students consider university life as a preparation

process for a stable employment opportunity (e.g. civil service exam) or entering a law/medical school after graduation. Indeed, previous studies found that values and occupational views of current students were not profoundly affected by social economy education programmes (Song et al., 2016). Therefore, more non-degree (elective/extracurricular) programmes and stable career development opportunities should be made available in the social innovation sector to further attract the students' interests in social innovation. Additionally, a systematic change of higher education institutions, faculties and students as a whole is needed to increase a level of understanding and interests in social innovation.

In Korea, six universities are running degree courses and 13 universities are running an MA and/or PhD courses in social innovation/social enterprise/social economy, which is relatively high compared to other Asian countries. However, the participants of both survey and interviews emphasised that the quantity and quality of social innovation curricula are not good enough. Indeed, social innovation teaching in Korean higher education institutions is at an early stage, and only a limited number of people attend higher education educational programmes in social innovation. Moreover, professors, who do not have the field-level experience, teaching social innovation topics limits the effectiveness of social innovation teaching in higher education institutions. Therefore, more practical curricula involving field-level social innovation experts in should be developed as Kang and Kang (2014) previously emphasised.

5.4 Aspects three: Ideals and realities of community engagement (institutional/systemic)

Contributions to the community are sometimes made by higher education institutions themselves, but often in collaboration with external organisations, including social enterprises and charities. Some Korean higher education institutions collaborate with social enterprise to implement youth mentoring programmes for the community. For example, through youth mentoring programmes, university students educate at-risk youth, and social enterprises provide career mentoring services to the students engaged in community-based activities with youth. In Korea, it was hard to find cases of collaboration between universities. The focus groups and interviews revealed that collaboration between universities is difficult because of the evaluation systems that rank universities and force them to compete with one another. Some interviewees mentioned that the government should support universities to collaborate with other universities. On the other hand, some stressed that forcing universities to collaborate would defeat the purpose of collaboration. As an alternative, creating platforms between metropolitan and provincial universities and universities with different expertise were suggested.

This study also revealed the need for intra-university collaboration. Often, departments within a university do not collaborate with each other. Many interviewees expressed their desire to work with science departments in order to integrate technological, innovative, and managerial knowledge into social innovation research. One of the biggest barriers to community engagement from higher education institutions was the lack of participation from the communities themselves. The interviewees pointed that out there are different levels of social innovation policy support towards in the different cities/regions of Korea. Therefore, more

collaboration between higher education institutions and local/municipal governments was also emphasised to facilitate the universities' engagement with their respective communities. Table 5.1 summarises the key aspects of the research in relation to the practice, institutional and systemic levels of the social innovation ecosystem in Korea.

Level	Research	Education	Community engagement
Practice level	Strengths: various subjects of research in social innovation and its ecosystem Limitations: lack of research on the effects of social innovation education; lack of research from majors outside of business and social science disciplines	Strengths: increased number of social innovation teaching activities for students to participate in solving social issues; positive changes in students after social innovation education Limitations: education separated from the social innovation field; lack of interest from students; limited quality and quantity of social innovation curriculum; differences in education levels between higher education institutions	Strengths: active collaboration with external organisations (social enterprises/charities) Limitations: limited collaboration cases between higher education institutions; lack of participation from the community
Institutional level	Strengths: active social innovation related research, education, and community engagement with strong government support Limitations: dependence on external financial support; competition among higher education institutions		
Systemic level	Limitations: limited system changes due to a lack of interest and empathy across students, departments, faculty, and higher education institutions		

Table 5.1 - Ideals and realities of social innovation research, teaching and community engagement in Korean higher education institutions

6 Recommendations

Based on the results of the literature review, survey analysis, and focus group discussions and in-depth interviews analysis, this study examined the ideals and realities of social innovation research, education, and community engagement in higher education institutions in Korea. This section will discuss ways to bridge the gap between the ideals and realities at the practical, institutional and systemic levels.

6.1 Co-teaching with social innovation field experts (practical level)

At the practical level, it is recommended that higher education institutions collaborate with field experts on social innovation teaching as teaching the realities of social innovation can be difficult for professors who do not have field experience. Furthermore, teaching methods such as project-based learning and community-based learning should be utilised a lot more in the social innovation curriculum. The first-hand experience of social venture/social enterprise would provide an opportunity for students to observe different business models and their practical implementation.

6.2 Building a trustful relationship with the communities (practical level)

More research that examines the effects of social innovation in the community and tracks the career paths of graduates is needed in order to examine further the role of universities in social innovation research and teaching. Establishing a trusting relationship with the community is needed so that the community can actively participate in the university's community engagement activities. The role of the local governments in establishing this trust between universities and communities should also be expanded.

6.3 Promoting inter-university collaborations (institutional level)

The government and the private sector should further support inter-university collaborations. Currently, higher education institutions are not actively collaborating on social innovation because of their sensitivity to evaluation and ranking systems. This collaboration barrier limits research, teaching and community engagement collaboration between higher education institutions. Therefore, the social norms of universities to achieve a higher ranking and performance should be changed at the institutional level. Moreover, the government should look for ways to enable universities to proactively collaborate. As suggested by the interviewees, a

collaborative platform between universities in different regions could promote inter-university collaborations.

6.4 Embedding social innovation into the DNA of higher education institutions (systemic level)

Social innovation should be embedded into the DNA of higher education institutions. The mindset within higher education institutions towards pursuing social innovation needs to be changed. Students, faculty, and professors toned to develop empathy for social innovation. To achieve this the universities' evaluation, organisation, personnel, compensation, institutions, and culture must be changed. The systematic change within higher education institutions should be done simultaneously with the institutional change mentioned above. Furthermore, the government's policy to support higher education institutions to embed social innovation into their curricula and research should be further changed to enable this to happen.

Figure 6.1 outlines the changes needed for the social innovation ecosystem to support social innovation research, teaching, and community engagement at Korean higher education institutions. The practical level reveals how the relationship between social innovation research, education, and community engagement can be fortified through the improvement of each subject. The institutional level outlines the need for government and private support for the expansion of degree programmes and inter-university collaborations. The systemic level calls for a systemic change in universities by increasing the empathy level of individual stakeholders in universities to linking its evaluation, compensation, culture, and organisation to social innovation.

Institutional + System level — Change in university evaluation system based on 'performance'

Institutional level

Government support

Funding to establish degree programs in SI/SE → Guide for university's own SI/SE Research, Education & Community engagement

Research
- Expansion of SI/SE research topics
- Expansion of SI/SE collaborative research

Practice level — Organic Connection between SI/SE Education-Research-Community Engagement

Education
- More **co-teaching** with field experts
- More **practical problem-solving** training
- **Curriculum benchmarking** of exemplary overseas universities

Community Engagement
- More collaborations with outside organisations (domestic and international)
- **Establishment of trust** with the community
- **Expansion of the problem solving-scope** of the community

Institutional level

Private Support

Creation of an Inter-university Collaboration Platform (Education, Research, Community Engagement)

System level — **DNA Change for Universities:** increasing the empathy level of faculty and student on SI/SE (Ex: Changes by linking university evaluation, compensation, personnel, culture, organization, institution, and culture to SI/SE

Figure 6.1 - The role of Korean university for social innovation

7 Further research opportunities

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

7.1 Comprehensive social innovation research

In the future, it is necessary to gather researchers and educators from different disciplines to provide a three-dimensional survey that provides a more comprehensive view of social innovation research, teaching and overall community engagement within higher education institutions. Although this study collected multiple data, including the survey, focus-group discussions, and in-depth interviews, most respondents were from business and social science disciplines, and the sample reflects the viewpoints of other disciplines in a very limited way.

7.2 Motivation and perception of social innovation scholars

Future research should further explore the perceptions of social innovation scholars in the overall social innovation ecosystem, motivation for undertaking social innovation research and education, their process of perceptual change through social innovation research and education, and the effectiveness of community collaborations. The survey investigated in a limited way perception about whether universities should conduct social innovation research and education, and which part of research, teaching and community engagement, which should be further studied in the future.

7.3 Effectiveness of social innovation curriculum

Future studies should study the effectiveness of social innovation curricula by comparing and contrasting social innovation curricula developed by different higher education institutions. International comparative studies on social innovation curricula will also enable Korean higher education institutions to precisely diagnose the limitations of social innovation education in Korea and enable benchmarking against exemplary cases.

7.4 Evaluating the higher education institutions' mission statements and their community engagement

Future studies should also take a closer look at the relationship between universities' vision/mission statements and their community engagement in addition to research and education. Currently, many Korean higher education institutions show great interest in community engagement and some are changing their vision/mission statements to emphasise their role in the community. In future, scholars should explore whether the universities' engagement with the community matches their vision/mission statements. In doing so, the role of universities for social innovation can be evaluated in terms of community engagement.

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Appendix

This study adopted a mixed-method approach to data collection in order to ensure the broadest possible dataset (both in relation to participant and data types). Such an approach allowed the study to explore the broadest range of opinions and identify the enablers and barriers to social innovation education, research, and community engagement ecosystem in Korea.

Appendix A – Methodology

Research design

This study utilised a sequential mixed-method research approach to data collection, that consisted of an in-depth literature review, an online survey, focus group interviews, and 1:1 interviews. This approach was undertaken to provide a holistic overview of social innovation education, research, and community engagement landscape in Korea. The qualitative data was analysed using the constant comparative method (CCM).

Measure used and participants

The research data gathered information from a total of 46 survey participants (sample breakdown for survey participants is presented in Section three), and focus groups and 1:1 interviews with 21 participants. There are obvious sample biases within the data as the participants were mainly from business and social science disciplines. Therefore, views from other disciplines were not fully captured.

Online survey

The survey was designed to capture information from social innovation experts about social innovation education, research and community engagement in order to identify the trends and landscape of the social innovation ecosystem in Korea. The survey was administered by the Center for Social value Enhancement (CSES), a research institute dedicated to measuring social value output from social enterprises, and was live between 25 October and 14 November. The survey explored:

Demographic data

- Affiliated institution
- Academic expertise
- Academic publications
- Non-academic publications
- Teaching activities
- Community service activities
- Collaboration activities
- Funding sources
- Barriers to social innovation research, teaching, and community engagement
- Perception changes of students after taking social innovation-related classes
- Trust in institutions
- Interpersonal trust

Participant interviews

The interview procedure was fully explained to the participants, and they were provided with a signed consent form (see Appendix B) before the interview. A semi-structured interview schedule, which explored areas including the social innovation ecosystem in Korea, challenges to social innovation related research, education, community engagement, collaborations between universities and outside organisations, and the challenges to intra- and inter-university collaborations, was used. However, as the interviews were semi-structured, participants were also free to explore other issues they felt were pertinent. The average length of each audio-recorded interview was 44 minutes and 10 seconds, with a total of 950 minutes of total interview data gathered from 21 participants. All audio interview data was transcribed for analysis, while the data from the two written responses was also treated as direct quotes. The sample overview of the interviewees is provided in Table A1.

Table A1 – Interview breakdown			
Interview no.	Stakeholder type	Participant numbers	Interview length (minutes)
1	Academic	EA1	90
	Academic	EA2	
2	Impact investor	EB1	90
	Social entrepreneur	EB2	
3	Academic	EA3	90
	Academic	EA4	
	Academic	EA5	
4	Academic	EA6	90
5	Academic	EA7	60
6	Academic	EA8	60
7	Academic	EA9	90
	Academic	EA10	
	Academic	EE1	
8	Academic	EA11	80
	Academic	EA12	
9	Policymaker	EC1	90
	Policymaker	EC2	
10	Academic	EA13	60
11	Incubator	EB3	60
12	Policymaker	EC3	60
13	Academic	EA14	30

Analysis

The quantitative data outlined in Section four was analysed using descriptive statistics to explore population averages, using the Statistics Package for the Social Sciences (SPSS) version 22.0. The qualitative data in this report was analysed using constant comparative

method (CCM) (Glaser and Strauss, 1967; Lincoln and Guba, 1985), a method based on 'grounded theory' (Glaser and Strauss, 1967). Constant comparative method allows for the qualitative analysis of text (in this case interview transcripts) through an iterative analysis procedure. The process inherent to constant comparative method involves the inductive identification of emergent units of analysis from the researcher's transcript analysis, rather than through coding based upon predetermined codes (Maykut and Morehouse, 1994). Constant comparative method involves five main stages:

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

This process led to the identification of 66 'units of analysis' that were then coded into 37 separate 'categories', which were then reduced to nine individual 'themes': 1) the higher education institution context in boosting social innovation; 2) challenges of the social innovation ecosystem; 3) research trend and future of social innovation research; 4) new pedagogical approach; 5) challenges of social innovation education; 6) positive effects of social innovation education; 7) collaborating with external actors for teaching social innovation; 8) lack of intra- and inter-university collaborations; and 9) positive effects of external support for boosting social innovation research and teaching.

Appendix B – Consent form and interview questions

a. <u>Consent form: Research being conducted as part of the SIHE project:</u>

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

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

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

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

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

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

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b. <u>**SIHE social innovation and social entrepreneurship interview questions**</u>:

- 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?

- o If yes, do you have any specific interest?
    - Research
    - Teaching
    - Incubation
    - Community engagement
    - Others
- o Do you prefer a certain type of partner organisations?
    - Universities
    - Social enterprises
    - Non-profit organisations
    - Incubators
    - International organisations
    - Private organisations
    - Others
- o 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?

- SIHE interview questions [academic]

1. **Information about the participant and their organisation**

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

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

2. **General questions about social innovation/social enterprise**

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

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

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

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

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

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

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

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

4. Research

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

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

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

5. Education and teaching

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

5-2. (IF APPLICABLE) In relation to teaching, what are your main challenges in relation to:
- Utilising research to inform teaching?
- Collaborating with other partners (HEIs, NGOs, SEs etc.)?
- Engaging students with social innovation/social enterprise?
- Measuring the quality of teaching?

5-3. Do you think there is sufficient/high quality curriculum to teach social innovation and social enterprise in universities? Why or why not?
- If yes, could you please give some examples of the curriculums?
  - Which university?
  - What topic?
  - Developer/lecturer?

- o Teaching method?
- o 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 [policy maker 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. 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

- o Finance for developing curriculums
- o Teaching methods workshops
- o Networking opportunities with experts
- o Others
- Research
  - o Research grant
  - o Research exchange programmes with overseas universities/organisations
  - o 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)

3-3.   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

5-7.   (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?

5-8.   (IF APPLICABLE) How could higher education institution curriculum better support social innovation/social enterprise organisations?

5-9.   (IF APPLICABLE) If you are an incubator, do you work/collaborate with universities to attract participants to the incubation centre?
- If yes, could you please give some examples of collaborations?
  - Which university?
  - How do you advertise incubation programmes?
  - What are outcomes – how many students are participating the incubation programmes?
  - How do you measure the success of your incubation centre and incubation programmes? What are key performance indicators?
- If not, could you please tell me what are main challenges to work/collaborate with universities?

6. Policy

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

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

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

7. Community engagement

7-1. (IF APPLICABLE) Please tell me if you or your organisation is involved in community engagement work with a university.
- If yes, can you please give an example?
- If not, would you consider collaborate with a university for community engagement activities? Why or why not?

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

8. External funding and financial support

8-2. 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?

Appendix C – Areas of expertise

Table C1 – Areas of expertise	
Main field of academic expertise	*Freq.*
Business	21
Economics	3
Education	1
Engineering	1
Entrepreneurship	1
Public administration	2
Social economics	1
Sociology	15

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

Published journal papers

1. Choi, E., (2019). *Hyeobdongjohab seong-gwabogoleul wihan bugagachihoegyeui yuyongseong* [The Usefulness of Value-Added Statement for Co-operative Accounting]. South Korea: Korean Society for Cooperative Studies
2. Gwak, S., (2013). *Sahoejeoggieob-eun gwaenchanh-eun yeoseong-iljaliinga?* [Does Social Enterprise Provide a Decent Work to Women?]. South Korea: Management & Information Systems Review
3. Hwang, J. and Jang, Y., (2017). *Sahoejeog gieob jiwon-ui dillema - jeongbubojogeum, yag-inga dog-inga* [Government Funding as a Double-edged Sword: Governmental Support and the Performance of Social Enterprises in Korea]. South Korea: The Korean Association for Policy Studies
4. Hwang, J. and Joo, H., (2019). *Sahoejeog gieob-e daehan jugwanjeog pyeong-gaui yeonghyang-yoin: ilban gugmin-ui insig-eul jungsim-eulo* [Factors Affecting Social Enterprise Evaluation: A Focus on the General Public's Perception]. South Korea: Korean Institute of Public Affairs Executive Discussion
5. Jang, D. and Han, J., (2019). *Sahoejeoggieob jongsajaui ijig/janlyu uido-e jedojeog yoin-i michineun yeonghyang* [Institutional Factors Affecting Turnover and Retention in Social Enterprise]. South Korea: Social Economy and Policy Studies
6. Jeong, S., Hwang, W., Cho, J., Jeong, J., Ahn, J., Kim, K., Hong, S., Song, G., Jeon, D. and Sung, T., (2019). Piezoelectric device operating as sensor and harvester to drive switching circuit in LED shoes. *Energy*, **177**, 87-93.
7. Jin, Y. and Choi, Y., (2016). *Daehag-ui sahoegongheonhwaldong(CSR)i daehag pyeongpan-e michineun hyogwa* [The Effect of College Social Responsibility(CSR) on University Reputation: Case study of Ewha's CSR Activities helping Regional Economy]. South Korea: Journal of Brand Design Association of Korea
8. Joe, Y., (2015). Social Enterprises in Korea: Achievements and Future Directions. *Social Enterprise Studies*. **8**(1), 3-11.
9. Jung, S. and Choi, W., (2017). *Johab-won cham-yeowa sobijahyeobdongjohab saengsanseong byeonhwa: hansallimseoulsobijasaenghwalhyeobdongjohab-eul jungsim-eulo* [Participation of Members and Changes in Productivity of Consumer Cooperatives: The Case of Hansalim Korea]. South Korea: Journal of the Korean Production and Operations Management Society
10. Lee, I., (2017). *Sahoejeog gyeongje baljeongwa sahoe seobiseu silcheon saengtaegye* [Social economy and social service practice change]. South Korea: Journal of Social Science
11. Lee, J., (2019). *Sidaejeog jeonhwangwa gong-gongseong, geuligo sahoejeog gachi* [Social Transformation, Publicity and Social Values]. South Korea: The Korean Journal of Public Administration
12. Lee, S. and Choi, W., (2018). *Sobijasaenghwalhyeobdongjohab-ui sujigjeog tonghab yoin: Aaikubsaenghyeob salyeyeongu* [The Vertical Integration Factors of Consumer

Cooperatives: A Case Study of iCOOP Consumer Cooperative]. South Korea: The Korean Journal of Cooperative Studies

13. Lee, S., Yoon, S., Park, H., Na, J. and Lee, I., (2019). *Jaeneungjaehwal-eul tonghan jeong-gyujig chwieobgwa japye beomjuseong jang-aein-ui salm-e daehan jiljeog-yeongu: otiseuta dijaineowa bumoui gyeongheomgwa insig-eul jungsim-eulo* [A Qualitative Study on Permanent Employment with Talents Rehabilitation and the Life of Individuals with Autism Spectrum Disorders: Based on the Experiences and the Perceptions of Autistar Designers and their Parents]. South Korea: Journal of the Korean Association for Persons with Autism

14. Lee, Y. and Lee, S., (2019). *Sa-eobjahyeobdongjohab-ui bijeuniseu model bunseoggwa jeog-yong-gugnae· oe salyebunseog-eul jungsim-eulo* [Analysis of Business Model of Entrepreneur Co-operative and its Application to Cases]. South Korea: The Korean Journal of Cooperative Studies

15. Lim, C. and Lee, S., (2017). *Sahoejeoggieob-ui geum-yungjawon hoegdeug-e gwanhan siljeung yeongu* [An Empirical Study on the Acquisition of Financial Resources by Social Enterprise]. South Korea: Social Enterprise Studies

16. Lim, H., Seo, J. and Choi, W., (2017). *Uilyobogjisahoejeoghyeobdongjohab-eseo bijaemuyoin-i jaemuseong-gwa-e michineun yeonghyang: BSC gibeob-eul jungsim-eulo* [Effects of Non-Financial Factors on Financial Performance in Korean Health Welfare Social Co-operatives: Using BSC framework]. South Korea: Social Enterprise Studies

17. Park, J., (2019). Chasing two rabbits: how social enterprises as hybrid organizations manage paradoxes. *Asian Business & Management*, 1-31.

18. Park, J. and Jeon, H., (2019). *Jisog ganeunghan bijeuniseu model seolgye dogu: sosyeol bencheo salyeleul tonghae* [The Tool to Design Sustainable Business Models: A Case Study for the Social Ventures]. South Korea: Asia-Pacific Journal of Business Venturing and Entrepreneurship

19. Park, J., Bae, Z. and Kang, S., (2018). *Sahoejeoggieobgaui sa-eobgihoe gaebalgwajeong-e gwanhan yeongu* [A study on opportunity development process of social entrepreneurs]. South Korea: Social Enterprise Studies

20. Rah, J., (2014). *Sahoejeog gieob saengtaegyewa jeongchaeg hyeogsin: jinhwalonjeog gwanjeom* [Social Enterprise Ecosystem and Policy Innovation: An Evolutionary Perspective]. South Korea: The Korean Journal of Cooperative Studies

21. Rah, J., (2014). S*ahoejeog jabonsijang-gwa seongjangjabon: bojogeum yeongyehyeong sahoeyeonghyangtuja* [Social Capital Market and Growth Fund: Grant-matched Impact Investing]. South Korea: The Korean Journal of Cooperative Studies

22. Rah, J., (2016). *Sahoejeog gieob-ui gachihyeogsingwa gong-yugachichangchul: N-VISIONS salye* [Value Innovation for Creating Shared Value in Social Enterprise: A N-VISIONS Case]. South Korea: Journal of Korea Service Management Society

23. Rah, J., (2018). *Ulinala sahoe yeonghyang tujaui hyeonhwang-gwa gyeongheom* [Impact Investing Market in South Korea: Current State and Imperatives]. South Korea: The Korean Small Business Review

24. Rah, J., Kim, S. and Park, S., (2018). *Sahoeseong-gwainsentibeu(SPC)wa sahoejeog gachi cheugjeong: Sahoeseong-gwaui hwapyegachi hwansan* [Measuring Social Performance of Social Enterprises in Social Progress Credit(SPC): Conversion of Social Performance into Monetary Value]. South Korea: Social Enterprise Studies

25. Seo, J. and Choi, W., (2016). WHAT DETERMINANTS AFFECT THE CAPITAL STRUCTURE OF CONSUMER CO-OPERATIVES? THE CASE OF iCOOP KOREA. *Annals of Public and Cooperative Economics*. **87**(1), 117-135.

26. Seo, J. and Kim, B., (2015). *Sahoejeog hyeogsingajeongsin-i biyeongli jojig-ui jawon-ui jon paeteon-e michineun yeonghyang-e daehan yeongu: jawon dayangseong, jawon gyeongjaengseong, jawon uijonseong-eul jungsim-eulo* [The Impact of Social Entrepreneurship on Resource Dependence Patterns]. South Korea: Korean Institute of Public Affairs Executive Discussion

27. Shin, D., Park, S. and Lee, S., (2016). *Hyeobdongjohab-ui sahoejeog chaeg-imgwa johab-won-hyeobdongjohab dong-ilsi mich mol-ibgwaui gwangye: iCOOP saenghwalhyeobdongjohab-e daehan yeongu* [Consumer Cooperative's Corporate Social Responsibility, Member-Cooperative Identification, and Commitment: A Study of iCOOP Consumer Cooperative]. South Korea: Journal of Industrial Economics and Business

28. Shin, H. and Lee, S., (2018). *Somaehyeong sahoejeoggeum-yung jung-gaegigwan hwalseonghwaleul wihan salye yeongu* [Case Studies for Activation of Retail Social Finance Intermediaries]. South Korea: Social Enterprise Studies

29. Shin, J., Moon, J. and Moon, J. B., (2013). *Seumateupon aepeullikeisyeon-eul iyonghan hyeogsinhyeong sahoejeog gieob bijeuniseu model gaebal* [Developing a Social Venture Business Model Using a Smart Phone Application: TREE PLANET]. South Korea: Korea Business Review

30. Son, S. and Um, Y., (2019). *Sahoejeog gieob-ui sahoemunjehaegyeolseong-gwa insentibeuui hyogwaga jojigmogpyoui byeonhwa-e michineun yeonghyangbunseog* [The Impact of Social Enterprises' Problem Solving Role and Incentive on the Change of Organizational Goals]. South Korea: The Korea Association for Policy Studies

31. Son, S., Jang, Y. and Um, Y., (2018). *Hangug gieob-ui beomjoe gyeong-yeong gihoee gwanhan tamsaeg jeog yeongu* [An Exploratory Study on the Adoption of Business and Human Rights Management in Korea]. South Korea: The Korean Journal of Local Government Studies

32. Um, Y., Son, S. and Jang, Y., (2018). *Jibangjeongbuui sahoehyeogsin jeongchaeg gyunhyeongjabgi yeoghal-ui mosaeg* [Social Innovation in Local Governments: Balancing the Social and the Economic]. South Korea: The Korean Journal of Local Government Studies

33. Yoo, D., Hwang, J. and Jang, Y., (2019). *Jungeojibdan ablyeoggwa jedo saengtaegyeleul tonghan sahoejeog gachi changchul: Sahoejeog gieob-ui jiyeogsahoe jaetujaleul jungsim-eulo* [Peer Pressure and Institutional Ecosystem of Social Value Creation: Community Reinvestment of Social Enterprises]. South Korea: Modern Society and Public Administration

34. Yoon, C. and Lee, S., (2019). *Gong-yulideosib-i sahoejeoggyeongjegieob chang-eobtim seong-gwa-e michineun yeonghyang: gwa-eobgaldeung-ui jojeolhyogwaleul jungsim-eulo* [The Effect of Shared Leadership on Performance in Social Entrepreneurial Ventures: The Moderating Role of Task-Conflict]. South Korea: The Korean Journal of Cooperative Studies

35. Yoon, G. and Lee, S., (2019). *sahoejeoggyeongje tong-gye bangbeoblon-e daehan yeongu: wiseong-gyejeong jeobgeunbeob-eul jungsim-eulo* [The Study on the Methodologies for Producing the Statistics on the Social Economy: Focusing on the Satellite Account Approach]. South Korea: The Korean Journal of Cooperative Studies

36. Yoon, J., Park, J. and Bae, Z., (2017). *Chang-eobsaengtaegyega sosyeol bencheoui gieobgajeog hwaldong-e michineun yeonghyang-e gwanhan yeongu* [The Effects of Entrepreneurial Ecosystem on Entrepreneurial Activities of Social Ventures: The Case Study of Seongsu Social Valley in Seoul, South Korea]. South Korea: Social Enterprise Studies

Conference papers and reports

1. Hwang, J., (2019). *Dijiteolsahoehyeogsin hwalseonghwaleul wihan jiyeoggeojeombalgul* [Activating Digital, Social Innovation with Regional Bases]. South Korea
2. Hwang, J., (2019). Opeun APIleul hwal-yonghan dijiteol sahoehyeogsin geobeoneonseu salyee gwanhan yeongu [A Study on Digital Social Innovation Governance Case Using Open API]. South Korea
3. Jeon, H., (2019). *Sosyeolbencheoui seong-gongjeog-in chang-eobgwa seongjang-eul wihan sosyeol bencheo heobeuui yeoghal mich gwaje* [Social Venture Hub's Role and Tasks for Successful Startup and Growth]. South Korea
4. Jin, S., Park, B., Kim, S., Lim, B. and Jeon, S., (2019). *Sahoejeoggieob mich jang-aein pyojunsa-eobjang-e daehan beob-inse deung-ui gammyeon*: 2018nyeon joseteuglye im-uisimcheungpyeong-ga [Tax Incentives for Social Enterprises and Employers of Persons with Disabilities: Arbitrary In-depth Assessment of Special Taxations in 2018]. South Korea
5. Jung, S., (2019). *Daehag-ui sahoeyeongye yeoghal hwagjang-e daehan yeonghyang-yoin yeongu* [Factors Affecting the Role of Universities in Social Connectedness]. South Korea: The Korean Association for Policy Studies Presentation Paper
6. Lee, I. and Jang, J., (2018). *Sahoegyeongjejeog byeonhwawa seoulsi sahoe yeondae gyeongje jeongchaeg gwaje* [Socioeconomic Change and Social Solidarity Economic Policy in Seoul]. South Korea: Introduction of Social Industry Discussions
7. Lee, S. and Choi, W., (2018). *Sosang-gong-in hyeobdong johab gyoyug kontencheu gaebal mich jeonmun gangsa yangseong* [Development of educational contents and training of professional lecturers for small business cooperatives]. South Korea: SEMAS
8. Park, Y., (2009). *Pyeongchangdong-gye-ollimpig jisogganeungbogoseo* [Pyeongchang Winter Olympics Sustainability Report]. South Korea
9. Sung, T., (2016). *Yagan jag-eobjaui sago yebang-eul wihan jaga baljeon gisul giban yunghabhyeong anjeonjangbi jejag mich siljeung bogoseo* [Report on the Accident Prevention of Night Shift Workers in Manufacturing Utilizing Technology-based Safety Equipment and Demonstrations]. South Korea: Korea Institute of S&T Evaluation and Planning Report
10. Sung, T., (2017). *Yagan jag-eobjaui sago yebang-eul wihan jaga baljeon gisul giban yunghabhyeong anjeonjangbi jejag mich siljeung choejongbogoseo* [Final Report on the Accident Prevention of Night Shift Workers in Manufacturing Utilizing Technology-based Safety Equipment and Demonstrations]. South Korea: Hanyang University

Books and book chapters

1. Daniels, J. and Moon, J., (2017). Marketing to the Base of the Pyramid in Bangladesh: Grameen Danone Foods. In Daniels et al., eds. *International Business*. 14th ed. London: Pearson.
2. Goh, D., Lee, J., Moon, M. and Han, S., (2016). *Sahoejeog gyeongjewa sahoejeog gachi: jabonjuuiui olaedoen milae* [Social Economy and Social Value: Ancient Future of Capitalism]. South Korea: Hanul Academy
3. Jang, Y., Joe, H., Kim, B., Hwang, J. and Lee, Y., (2018). *Sahoejeog gachiui dojeon: daehanmingug sahoe munjejidolo sahoejeog gieob-ui milaeleul geulida* [Reconstruction in Social Values: Drawing the Future of Social Enterprises with Map of Social Issues in Korea]. South Korea: MoonWooSa
4. Kim, S., Kim, J., Byun, J., Shin, M., Lee, K., Lee, M., Lee, S., Lee, I., Jang, W. and Jang, J., (2014). *Sahoejeoggyeongje-ui ihaewa jeonmang* [Understanding the Prospects of a Social Economy]. South Korea: Arche Publishing House
5. Lee, G., Shin, M., Byun, J., Lee, I., Lee, M., Kim, S. and Jung, Y., (2015). *Sahoejeoggyeong-yeongjeonlyag* [Social Business Strategy]. South Korea: Muyok Publishing
6. Park, J. and Jeon, H., (2015). *Sahoejeoggieobgaleul wihan dijainjeobgeunbeob* [Design Thinking for Social Entrepreneur]. South Korea: SK Series
7. Park, M., Lee, J., Kang, J., Kim, B., Kim, H., Rah, J., Um, H., Yoon, J., Lee, W., Lee, W., Jang, Y., Joe, H., Choi, J., Han, S. and Hwang, J., (2018). *Sahoejeog gachiwa sahoe hyeogsin: Jisog ganeunghan sangsaeng gongdongcheleul wihayeo* [Social Value and Social Innovation: Toward a Symbiotically Sustainable Community]. South Korea: Hanul Publishing
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Media

1. Bouchard, M. and Rousselière, D., (2019). *Sahoejeoggyeongje-ui him tong-gye bangbeoblongwa haeoe salyedeul* [The Weight of the Social Economy]. South Korea: iCOOP Cooperative Union Institute
2. Kim, S., (2017). *Teuleompeu sidae gieob CEO, tto daleun sahoe chaeg-im-eul malhada* [Social Responsibilities of CEOs during the Trump Era]. South Korea: Media SR
3. Lee, E., (2016). *Sahoejeoggyeongjeyugseongjeongchaeg pyeong-gawa mich gaeseongwaje: chang-eobdangye sahoejeoggieob-eul jungsim-eulo, donghyang-gwa jeonmang* [Evaluation and Improvement of Socioeconomic Development Policy: Trends and Prospects on Social Enterprises in the Startup Stage]. South Korea: SE Daily
4. Lee, I., (2017). *Sahoejeoggyeongjegieob insiggaeseonpeulogeulaem* [Social Economy Enterprise Awareness Improvement Program]. South Korea
5. Lee, J., (2018). *Choyeongyeolsahoeui sahoehyeogsin* [Social Innovation in a Hyperconnected Society]. South Korea: Kookmin Daily
6. Lee, J., (2019). *Wae sahoejeoggachiinga* [Importance of Social Value]. South Korea: The Hope Institute

7. Lee, S., (2019). *Bogjitibi: japyein-ui chang-uilyeog-eul kiuneun hoesa 'otiseuta*' [Welfare TV: 'Autistar', a Company that Develops Creativity for People with Autism]. South Korea: Welfare News

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1. Shin, H., (2019). *Keomyunitikeeoga ganeunghan sinieo jutaeg 'kampeong aedeumileolti'* [Senior Housing, 'Kampung Admiralty', where Community Care is Possible]. South Korea: LifeIn

2. Lee, S., (2019). *Sahoejeog gachi silhyeon-eul wihan Autistarui hyeob-eobsangpum gaebal* [Developing Autistar's Collaborative Products to Realize Social Value]. South Korea: Korea Cultural Heritage Promotion and Cooperation Conference

Other

1. Kim, S. (2019). *Gieob-ui gwahagmunhwa sahoegongheon hwaldong hwagsan-eul wihan baljeonbang-an yeongu* [A Study on Development Plan for Expansion of Social Contribution Activities of Enterprises]. South Korea

2. Youn, S., (2018). *Sahoejeoggyeongje-ui ihae* [Understanding the Social Economy]. South Korea.

Appendix E – Undergraduate and postgraduate courses

No	Course name	Number of partici-pants	Type of teaching activity	Level	Module type	Year	Higher education institution	Funds
	Table E1 – Undergraduate and Postgraduate Courses							
1	Advanced Cooperative Society Seminar	7	Module /class	Post-graduate	Elective	2017	Sungkonghoe University	HEI own funds
2	Business Development for Women in Hwaseong	30	Module /class	Non-Accredited Course	N/A	2018	Social Disaster Commission	Government funding
3	Capstone Design: Social Venture Startups	10	Module /class	Under-graduate	Elective	2011	Catholic University	HEI own funds
4	Cooperative Management 101	15	Module /class	Post-graduate	Compulsory	2017	Sungkonghoe University	No funding
5	Cooperative Society and Social Innovation	40	Module /class	Under-graduate	Elective	2016	Sungkonghoe University	No funding
6	Cooperative Startups	5	Module /class	Non-Accredited Course	Elective	2018	Sungkonghoe University	Government funding
7	Culture Map for Cooperative Society	5	Module /class	Non-Accredited Course	Elective	2018	Social Cooperative Sunshine	No funding
8	Developing Social Entrepreneurial Capabilities	10	Degree Programme	Post-graduate	Compulsory	2016	Pusan University	Government funding
9	Entrepreneurship	20	Degree Programme	Under-graduate	Elective	2016	Sungkyunkwan University	No funding
10	Entrepreneurship and Innovation Capabilities	8	Module /class	Under-graduate	Compulsory	2017	Sungkyunkwan University	No funding
11	Entrepreneurship Seminar	5	Module /class	Post-graduate	Elective	2017	Sungkonghoe University	HEI own funds
12	Financial Investment Management	7	Module /class	Post-graduate	Compulsory	2010	Sungkonghoe University	Other

13	Financial Investment Management	15	Module /class	Post-graduate	Compulsory	2017	Sungkonghoe University	No funding
14	Global Social Entrepreneurship	10	Module /class	Under-graduate	Elective	2019	Sungkyunkwan University	No funding
15	Guro University Startup Team	5	Module /class	Non-Accredited Course	Elective	2018	Sungkonghoe University	Government funding
16	Innovation Technologies Startup	20	Module /class	Under-graduate	Elective	2018	Sungkonghoe University	Government funding
17	Leadership and Governance	40	Module /class	Under-graduate	Compulsory	2018	Korean Research Institute for Local Administration	Other
18	President and State Administration	30	Module /class	Under-graduate	Elective	2018	Korean Research Institute for Local Administration	Other
19	Social Economy Ecosystem	10	Degree Programme	Post-graduate	Compulsory	2015	Hanshin University	NGO/foundation
20	Social Enterprise	20	Module /class	Under graduate	Elective	2016	Sungkonghoe University	No funding
21	Social Enterprise 101	5	Degree Programme	Post-graduate	Compulsory	2018	Sungkonghoe University	NGO/foundation
22	Social Enterprise 101	5	Degree Programme	Post-graduate	Compulsory	2010	Sungkonghoe University	NGO/foundation
23	Social Enterprise 101	5	Degree Programme	Post-graduate	Compulsory	2019	Sungkonghoe University	NGO/foundation
24	Social enterprise issue analysis and methodology	7	Degree Programme	Post-graduate	Elective	2019	Pusan University	No funding
25	Social Enterprise Management Stories	300	Module /class	Under-graduate	Elective	2017	Pusan University	Government funding
26	Social Entrepreneurship and Innovation	30	Module /class	Under-graduate	Elective	2009	Catholic University	No funding
27	Social Entrepreneurship Team Academy	25	Module /class	Under-graduate and	Elective	2017	Sungkyunkwan University	Government funding

				Post-graduate				
28	Social Organization Research	10	Module /class	Post-graduate	Elective	2000	Seoul University	HEI own funds
29	Social Startup	16	Degree Programme	Post-graduate	Elective	2018	Ewha Women's University	No funding
30	Social Value and Social Ventures	20	Module /class	Under-graduate	Elective	2016	Rehoboth Business Incubator	HEI own funds
31	Social Value Research /Social Innovation Fellowship	4	Module /class	Non-Accredited Course	Elective	2018	Yonsei University	NGO/foundation
32	Social Venture Startup	35	Module /class	Under-graduate	Elective	2016	Korea University	Government funding
33	Social Venture Startups	10	Module /class	Under-graduate	Elective	2019	Rehoboth Business Incubator	HEI own funds
34	Solar Panel Development and Village Cooperation	15	Module /class	Non-Accredited Course	Elective	2019	Social Cooperative Sunshine	No funding
35	Startup Capstone Design	18	Module /class	Under-graduate	Elective	2016	Ewha Women's University	Government funding
36	Strategic Cooperative Management MBA	20	Module /class	Post-graduate	Compulsory	2017	Sungkonghoe University	HEI own funds
37	Strategic Cooperative Management Seminar	10	Module /class	Post-graduate	Compulsory	2017	Sungkonghoe University	HEI own funds
38	Strategic Management Social Enterprise Promotion Agency	50	Degree Programme	Non-Accredited Course	Elective	2016	Sungkonghoe University	Government funding
39	Sungkonghoe University AMP	40	Module /class	Non-Accredited Course	Elective	2019	Sungkonghoe University	Government funding
40	Understanding Cooperative Life	30	Module /class	Under-graduate	Elective	2016	iCOOP Co-operative Institute	No funding

Appendix F – Community engagement

No	Name of the organisation	Role	Type of organisation	Target SDGs	Target group	Funds	Main barrier
Table F1 – Community engagement							
1	Centre for Social value Enhancement Studies	Training/ Capacity Building	Research centres	Other	Other	NGO/ Foundation	None
2	Coopy Co-operative Union	Product design	Research centres	Sustainable Cities and Communities	Community	Government funding	Lack of engagement from communities
3	Fair Trade Korea	Training/ Capacity Building	Social enterprise	Decent Work and Economic Growth	Women	Government funding	Lack of funding
4	Guro Social Economy Support Hub Center	Service delivery	Community	Sustainable Cities and Communities	Community	Government funding	Lack of engagement from communities
5	Hoy	Training/ Capacity Building	NGOs	Quality Education	Students	Other	None
6	iCOOP	Training/ Capacity Building	Other	Good Health and Well-being	Women	No funding	Lack of funding
7	iCOOP Co-operative Institute	Advocacy and campaign	Research centres	Good Health and Well-being	Community	HEI own funds	Lack of university support
8	Icoop Co-operative Institute	Other	Research centres	Responsible Consumption and Production	Socially economic dis-advantaged	Self-funded	None
9	Institute for Lifelong Education	Training/ Capacity Building	Other	Decent Work and Economic Growth	Women	Government funding	Lack of funding
10	Jerrybag	Product design	Social enterprise	Clean Water and Sanitation	Students	No funding	None
11	Korean Medicine Ecosystem Institute	Training/ Capacity Building	Research centres	Good Health and Well-being	Elderly	NGO/ Foundation	Lack of university support
12	SE Empowerment Social Union	Training/ Capacity Building	Social enterprise	Sustainable Cities and Communities	Students	Government funding	Lack of university support

No	Name		Type	Focus	Target	Funding	Challenge
13	Sejin Plus	Product design	Social enterprise	Affordable and Clean Energy	Elderly	Government funding	Lack of engagement from communities
14	Seodaemun-gu Office	Forming an alliance/ Partnership/ Network	Community	Sustainable Cities and Communities	Community	Government funding	Lack of engagement from communities
15	SK	Applying for funding	Other	Sustainable Cities and Communities	Other	Other	None
16	SK Social Value Committee	Other	Other	Other	Other	Research grant	None
17	Social Progress Credit	Applying for funding	Social enterprise	Industry, Innovation and Infrastructure	Socially economic dis-advantaged	NGO/ Foundation	Lack of policy support
18	Vietnam Story	Product design	Social enterprise	Reduced Inequality	Community	No funding	None
19	N/A	Advocacy and campaign	NGOs	Peace and Justice Strong Institutions	Minor/ Indigenous ethnic groups	NGO/ Foundation	Other
20	N/A	Service delivery	Social enterprise	Zero Hunger	Women	N/A	Lack of engagement from communities
21	N/A	N/A	NGOs	N/A	N/A	N/A	N/A
22	N/A	N/A	Other	N/A	N/A	N/A	N/A
23	N/A	N/A	Research centres	N/A	N/A	N/A	N/A
24	N/A	N/A	N/A	Quality Education	N/A	N/A	N/A

Table F2 – Community engagement		
No	Collaborator affiliated institutions	Type
1	SK	Other
2	iCOOP	Other
3	SK Social Value Committee	Other
4	Vietnam Story	Social enterprise
5	Fair Trade Korea	Social enterprise
6	Seodaemun-gu	Community
7	Center for Social value Enhancement Studies	Research centre
8	Coop	Research centre

9	Sejin Plus	Social enterprise
10	Icoop Co-operative Institute	Research centre
11	Institute for Lifelong Education	Other
12	Icoop Co-operative Institute	Research centre
13	Jerrybag	Social enterprise
14	Social Progress Credit	Social enterprise
15	Guro Social Economy Support Hub Center	Other
16	SE Empower	Social enterprise
17	Hoy	NGO
18	Korean Medicine Ecosystem Institute	Research centre
19	Total	18

Appendix G – Units of analysis

	Units of analysis
1	The changing nature of capitalism
2	Expands of social problems
3	Finding a linking with the social economy and universities
4	The need for education to contribute to society
5	Positive aspects of state-led promotion of social enterprises
6	Negative aspects of social enterprise certification from government
7	Problem pf government policy
8	Increase of private support
9	Collaboration with different sectors
10	Lack of human resource
11	Social innovation linking with social problems
12	Importance of Livinglab
13	Wonder if talent enters the field of social economy by government support
14	Research collaboration between government and higher education institution for measuring social value
15	Collaboration between universities and government to create standard education manual
16	Positive aspects of project-based learning
17	Education to teampreneurs
18	The needs of practice program
19	The existence of various classes to solve social problems
20	Expands of community-based learning
21	Beginning of project-based learning based on SDGs
22	Positive aspects community-based learning
23	Positive aspects of non-curricular program
24	The existence of various non-curricular program to solve social problems
25	Students familiar with competitive environments
26	Taking a lot of time for changing students
27	Difficulties with changing administrators through education
28	Difficulties with curriculum and degree program development
29	Negative aspects of teaching by professor
30	Harness of opening degree course
31	Not enough to teach content.
32	The differences of social venture business activities by university
33	Problems with college to do social innovation
34	It is too early to evaluate
35	Collaborating with other departments to evaluate the effectiveness of the course
36	Positive aspects of convergence degree course
37	Change of students' perception
38	Increasing students participating in non-curricular program

39	Positive satisfaction of social innovation/social enterprise education
40	Increasing recognition from outside
41	Positive impact related SDGs
42	Importance of collective impact
43	Collaboration universities and social enterprise through mentoring program
44	Positive student reactions through collaboration
45	The difficulty of cooperation
46	Difficulty in building mutual trust with community
47	Need to consider what role universities will play in the region
48	Positive aspects of convergence degree course
49	The difficulty of collaboration between universities in the competition system
50	University-to-University cooperation is premature
51	The efforts to cooperate with engineering
52	Lack of interest from engineering students and professor
53	The needs of organization, people and budget
54	Importance of the entire university efforts to be involved in social innovation
55	The needs of policy support for collaboration
56	Negative aspect of government intervention
57	Not to consider inter-regional or inter-university collaborations in government policy
58	The needs of private support
59	The use of strengths of each university
60	Connecting the universities in the metropolitan areas with rural universities
61	Prove the strength of cooperation
62	Positive aspects of leadership program
63	Beginning of research project by government support
64	Beginning of social innovation education by government support
65	The needs of government efforts to change students
66	Beginning a degree course with private support

Appendix H – Higher education institution social innovation research centres/institutes globally

The below list outlines some of the more prominent research centres/institutes regionally and globally focused on social innovation and related topics. The list is not intended to be exhaustive and merely provides a snapshot of some of the institutions that are now actively building social innovation into their research base[8].

1. Jockey Club Design Institute for Social Innovation (Hong Kong PolyU) https://www.polyu.edu.hk/disi/en/

2. Skoll Centre for Social Entrepreneurship (University of Oxford, UK)

3. Centre for Social Innovation (University of Cambridge, UK) https://www.jbs.cam.ac.uk/faculty-research/centres/social-innovation/

4. Institute for Social Innovation and Impact (University of Northampton, UK) https://pure.northampton.ac.uk/en/organisations/institute-for-social-innovation-and-impact

5. Yunus Centre for Social Business and Health (Glasgow Caledonian University, UK) https://www.gcu.ac.uk/yunuscentre/

6. Centre for Evidence and Social Innovation (Queen's University Belfast, UK) https://www.qub.ac.uk/research-centres/cesi/

7. Center for Social Innovation (Stanford University, USA) https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi

8. Sol Price Center for Social Innovation (University of Southern California, USA) https://socialinnovation.usc.edu/

9. Social Innovation and Entrepreneurship Faculty Learning Institute (Duke University, USA) https://entrepreneurship.duke.edu/news-item/duke-social-innovation-entrepreneurship-faculty-learning-institute/

10. Institute for Social Innovation (Carnegie Mellon University, USA) https://community-wealth.org/content/institute-social-innovation-carnegie-mellon-university

11. Institute for Corporate Social Innovation (Rutgers Business School, USA) https://www.business.rutgers.edu/ricsi

12. Institute for Social Innovation (Fielding Graduate University, USA) https://www.fielding.edu/our-programs/institute-for-social-innovation/

13. Social Enterprise Institute (Northeastern University, USA) https://www.northeastern.edu/sei/

14. Social Innovation Institute (University of California Riverside, USA) https://socialinnovation.ucr.edu/social-innovation-institute

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[8] This list first appeared in Hazenberg, R., Wang, N., Chandra, Y. & Nicholls, N. (2019),

15. Social Innovation Institute (MacEwan University, Canada)
https://www.macewan.ca/wcm/SocialInnovationInstitute/

16. Institute for Social Innovation and Resilience (University of Waterloo, Canada)
https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/about

17. Centre for Social Impact (University of New South Wales, Australia) https://www.csi.edu.au/

18. Social Innovation Research Institute (Swinburne University, Australia)

19. Institute for Social Innovation (ESADE Ramon Llull University, Spain)
https://www.esade.edu/en/faculty-and-research/research/knowledge-units/institute-social-innovation

20. Social Innovation Institute (Consortium of Academics, Lithuania)
http://www.sii.lt/ekspertai.htm