



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Introducing Social Entrepreneurship in Indonesian Higher Education

### NEED ANALYSIS REPORT

#### WP 1 Exploration & Knowledge Transfer:

#### *Exploration Study in Indonesia*

---

##### *Coord.:*

- *Víctor F. Climent, University of Alicante*

---

##### *Regional Analysis:*

- *Ma'ruf and Hafiz, Andalas University. WEST SUMATRA*
- *Catharina Badra Nawanglupi, PhD. Parahyangan Catholic University. WEST JAVA*
- *Ni Putu Sri Harta Mimba, Udayana University. BALI*



## EXECUTIVE SUMMARY

This **Needs Analysis Report** aims to organize and clearly and coherently present the findings from the research phase of the INSPIRE project.

The purpose of this document is to communicate and highlight the most important results of the need analysis study among all participants and collaborating stakeholders of the INSPIRE project.

The research tasks were produced by the University of Alicante, as partnership of INSPIRE Consortium and leader of the **WP1 Exploration & Knowledge Transfer**.

The University of Alicante conducted the study, and all INSPIRE partners carried out a wide variety of tasks in order to successfully complete the research work.

P1 - FH JOANNEUM

P2 - University of Alicante

P3 - Cracow University of Economics

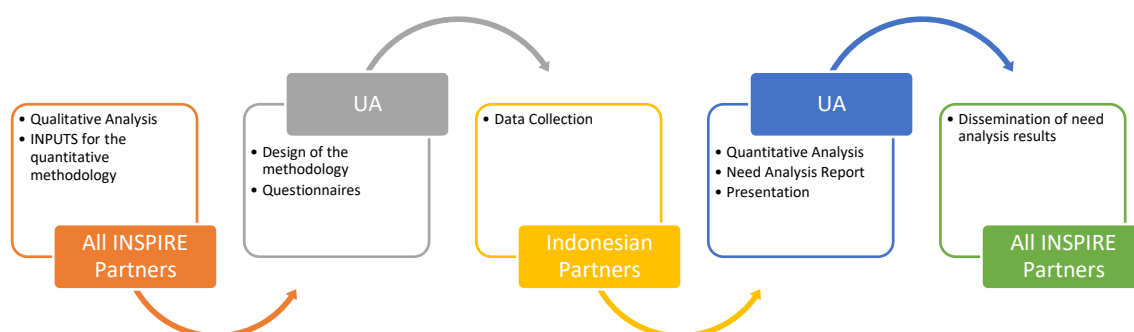
P4 - Universitas Sumatera Utara

P5 - Universitas Andalas

P6 - Universitas Udayana

P7 - Parahyangan Catholic University

P8 - Bali Tangi



This document details the needs and challenges regarding the promotion and strengthening the University – Business cooperation in the field of social entrepreneurship.

The report includes the perspectives of Students & Graduates, Academics and External Stakeholders, as they three have been considered the most important target groups in the first step of the analysis: qualitative approach.

At the same time, these target groups have been painstakingly defined to ensure the representation of other related groups, whose interest can also be proportionally expressed in the ongoing quantitative research phase that was designed bearing in mind the qualitative

For each target groups a non-probabilistic sample of 385 size was designed in order to cover the variety of possible responses for every question.

The non-probabilistic design of the sample was assessed by comparing some parameters of the population to be represented, as age, area of knowledge for students and graduates, and economic sectors represented by the external stakeholders.

The results of the comparative analysis between samples and populations concluded that the samples proportionally fit the population for the categories of the variables considered to study representativeness. However, the results must always be considered at exploratory and descriptive level. Correlational or causal approaches should introduce more methodological controls for sample definitions that has not been considered and developed for this analysis.

## DOCUMENT OVERVIEW

### **The overall objectives of INSPIRE are:**

---

The INSPIRE project is funded by K2 Erasmus plus Program – Cooperation for innovation and the exchange of good practices – Capacity building in the field of Higher Education.

The project's aim is to promote the entrepreneurial mind-set and innovation in Partner Country HEIs by strengthening the University-Business cooperation for better employability of social entrepreneurs and increase their relevance for labour market and society.

- (1)** To promote social entrepreneurship in selected Indonesian regions by recognizing their needs and transferring best practice approaches from European to Indonesian HEIs.
- (2)** To facilitate innovative learning practices in social entrepreneurship education by developing and implementing trainings, workshops and other tools to increase the labour market relevance of social entrepreneurs.
- (3)** To strengthen cooperation among educational institutions from Indonesia and Europe to foster internationalization of Indonesian HEI and for mutual benefit of increased reputation and recognition in the field of social entrepreneurship.
- (4)** To foster innovation in the field of social entrepreneurship by involving relevant social entrepreneur mentors in the formation of social entrepreneurs and by creating a physical environment where it can be developed.

### **The specific objectives of INSPIRE are:**

---

- (1)** To strengthen and build up the competences and skill sets of academic staff and students (potential social entrepreneurs) in Indonesian HEIs and from the private sector with the development and delivery of trainings as well as the production and availability of OERs.
- (2)** To create a replicable and cost-effective capacitation model which can be transferred to other universities and countries in the region to extend the benefits to many more social entrepreneurs.
- (3)** To develop innovative learning practices by an increased use of ICT tools benefitting HEI staff during Train-the-Trainer sessions and social entrepreneurs during student workshops.

**(4)** To create new and /or expand existing university-business linkages for mutual benefits and to open up new synergy opportunities.

**(5)** To stimulate idea generation and creative thinking processes among potential social entrepreneurs by conducting a Business Plan Competition.

**(6)** To interlink potential social entrepreneurs with well-established social entrepreneur mentors to enhance the learning process and to improve the integration of social entrepreneurial talents in (inter)national economy and new business synergies in the long end.

**(7)** To establish modern co-working spaces in Indonesian HEIs in order to promote and develop efficient co-creation methods, innovative social business ideas, enhance international networks and drive a cultural change at university level.

---

**The objective of this need analysis report are:**

The main objective of the in depth need analysis is to provide the necessary and specific information to every task defined in the INSPIRE project, so that the training modules and as well as the tasks described in the development work packages, can be designed and adapted to achieve the maximum impact of the deliverables.

With this aim, the need analysis has been carried out as the first deliverable of the project. Its results' have been shaped to supply an efficient guideline that will be useful since the beginning to the end of the project.

---

**Document layout:**

**(1) Document overview**

Description of the aims of the need analysis, partner participation and backgrounds. Inputs created and taken up for the definition of the need analysis aim and methodology. Commitment of partners.

**(2) Context analysis and regional approach**

As a previous step in the analysis, this report includes a description of some variables from the educational and economic context in Indonesia that are based on figures and information provided from secondary sources. The description of the macro context where HEI stakeholders

will participate in creating and managing the INSPIRE activities, will also provide some information about the opportunities and available resources of social entrepreneurship.

The analysis will be divided into 3 regions of Indonesia. The idea is to capture the internal differences at regional level. The awareness about the needs and opportunities that distinguish one region from others, is considered and added values for INSPIRE, as the fields of applications of social entrepreneurship can better satisfy the real needs for indigenous groups.

### **(3) Social entrepreneurship and impact theoretical framework**

The definition and delimitation of the social impact framework of the need analysis results is critical in terms of efficacy and efficiency of the project. That means:

- Operational description of the categories of the need analysis: What we understand as social problem.
- Description of the terms of applying of the social impact theory: What the project expectations with regard of INTRODUCING SOCIAL ENTREPRENEURSHIP in Indonesia.

Before the analysis of the different variables included in the survey, a functional framework has been defined in order to draw the conceptual and theoretical boundaries and the coverage of the study.

*"Social impact of social entrepreneurship"* has been considered to fit the aims of the INSPIRE project, as this is the logical output from the integration of "social entrepreneurship", as the core of the project, and the measurement of its "social impact", as the commitment of INSPIRE partners with the project.

The framework defined will lead the analysis so that it will contribute to ensure future social impacts of INSPIRE, even when its trace of the INSPIRE project has disappeared.

### **(4) Methodology**

This chapter develop a brief definition of some aspects of the methodology that were also included in the methodology document: Deliverable 1.1.

### **(5) Empirical and Descriptive Study and Findings**

The empirical study introduces the set of findings that has been considered relevant for the impact of the INSPIRE project.

As the source of primary data has high potential to be analysed and exploited beyond the aims of the needs analysis, in the future and within the execution period of the INSPIRE project, some thematic studies will be carried out through the exploitation of the primary source of data and disseminated among partners.

## **(6) Discussion and recommendations**

The results reached in both “empirical” and “regional” analyses will be discussed in terms of Social Impact Theory, so that the discussion will be the bases for the conclusions and recommendation.

This chapter contains also a set of proposals to be implemented by partners for all the phases of the INSPIRE project.

## **(7) Bibliography**

A list of the scientific references of contributions in the fields of:

- Qualitative research methods
- Quantitative research methods
- Social Impact Theory
- Sociological frameworks to approach social problems definitions

## **(8) Annexes**

- Annex 1: Students and Graduates Questionnaire
- Annex 2: Academics Questionnaire
- Annex 3: External Stakeholders Questionnaire

# Index

1	Introduction.....	1
1.1	Background.....	1
1.2	The INSPIRE project .....	1
2	Context (regional analysis) .....	3
2.1	Sumatra.....	3
2.1.1	Marginalized groups.....	3
2.1.2	Social Entrepreneurship.....	7
2.2	Java.....	8
2.2.1	Marginalized groups.....	8
2.2.2	Social Entrepreneurship.....	10
2.3	Bali.....	12
2.3.1	Marginalized groups.....	12
2.3.2	Social Entrepreneurship.....	14
2.4	Analytical overview of the regional approach.....	17
3	Social entrepreneurship and social impact framework.....	23
3.1	Social entrepreneurship.....	23
3.1.1	The domain of social entrepreneurship.....	25
3.1.2	The characteristics of individual's entrepreneurs.....	26
3.1.3	The object of social enterprise .....	28
3.1.4	The innovative approach.....	30
3.2	Social impact measurement and definition.....	31
3.3	Definition of social problem.....	32
4	Methodology.....	34
5	Results.....	37
5.1	Students and Graduates.....	37
5.1.1	Technological vs social awareness with regard to entrepreneurship.....	40
5.1.2	Do the students or graduates have different motivational profiles depending on the kind of programs they would be willing to participate in?.....	41
5.1.3	Do the students or graduates have different motivational profiles depending on their self-perception of being prepared or not to carry out a project?.....	42
5.2	Social support for being entrepreneurs.....	43
5.3	Academics.....	45
5.3.1	Perception of academics regarding the social entrepreneurship.....	45
5.3.2	Factors that can conditionate the development of social entrepreneurial culture at Indonesian HE.....	47
5.4	External Stakeholders.....	48
5.4.1	External stakeholder profiles collaborating with Indonesia HE SE.....	48
5.4.2	External stakeholder profiles collaboration with regard to Social Entrepreneurship.....	49
5.4.3	Gender and willingness to participate with Social Entrepreneurship projects.....	50
5.5	Cross target group analysis.....	51
5.5.1	Perception of how entrepreneurs behave in the context.....	51
5.5.2	Perception of how the target groups' would behave themselves in case being or support entrepreneurs.....	52
5.5.3	Entrepreneurial aims that the target groups consider necessary to support .....	53

6	Discussion and recommendations.....	55
7	Bibliography.....	63
8	Annexes.....	66
8.1	Annex 1: Students and Graduates Questionnaire.....	66
8.2	Annex 2: Academics Questionnaire.....	71
8.3	Annex 3: External Stakeholders Questionnaire.....	77

# 1 Introduction

## 1.1 Background

The need analysis is aimed to feed into the whole INSPIRE project tasks, especially the training modules, with an updated, holistic and multidisciplinary knowledge about the needs observed in the Indonesian HEI context to successfully introduce, develop and increase the Social Entrepreneurial activity.

In order to focus the analysis on the real situation of the Indonesian HEIs, a qualitative approach was carried out before the data collection for the statistical analysis. The qualitative study was concentrated in distinguishing the most representative collectives and the stakeholders in the social entrepreneurial scene.

Besides, a set of questions about social entrepreneurship in Indonesia, were discussed to define the variables and categories of analysis for the quantitative approach.

This report presents the need analysis results based on the findings obtained from a poll of three target groups: Academics, External Stakeholders, Students, and Graduates.

## 1.2 The INSPIRE project

INSPIRE is Capacity Building in Higher Education (CBHE) project focused on the fostering of social entrepreneurial mind-set among graduates and enhancing innovation capacity in Indonesia by encouraging innovative learning practices, and strengthening university-enterprise cooperation.

In 2014 Indonesian universities did not provide standardized curricula focusing on entrepreneurship, lecturers lacked skills and the few entrepreneurship centres established at universities were operating poorly (Effectiveness of Entrepreneurship Education in HEIs, Ghina, 2014). This shows a great need for in-depth teacher training and practical entrepreneurship initiatives.

Furthermore, Indonesian society is struggling with societal and environmental challenges. Environmental problems associated with rapid urbanisation and economic development; include issues related to air pollution, traffic congestion, and garbage management, use of natural

resources and reliable water and wastewater services. These issues are mainly connected to the growing rural exodus, rising intolerance between the ethnic diversity of the population and the exclusion of disadvantaged groups from the labour market (Statistics Indonesia, 2014 - 2016).

Rather than leaving societal and environmental needs to the government or the common business sector, SOCIAL ENTREPRENEURS can take on these issues. SOCIAL ENTREPRENEURSHIP is commonly defined as applying business techniques, methods and solutions to social, cultural and environmental problems (Ashoka, 2017).

Social entrepreneurs address social and environmental issues with their businesses and spur economic growth at the same time. Therefore, strengthening the SOCIAL ENTERPRISE DEVELOPMENT may help Indonesia resolve current social and environmental challenges and concurrently maintain its economic growth (UnLtd Indonesia, 2014).

Data from the Global Entrepreneurship Monitor Report 2015 (Special Report on Social Entrepreneurship) shows that Social Entrepreneurship is still a rare phenomenon in Indonesia. According to the study, social entrepreneurship activity in Indonesia is limited; the percentage of social entrepreneurial activities amongst the total adult population (18 - 64 years old) is far below the international and South East Asian average.

According to the figures broken down above, an in depth needs analysis for a better understanding of the nature and logics of internal mechanisms that can both hinder or ease the development of social entrepreneurship culture and activities, is required to be carried out to ensure and increase the effectiveness and impact of the INSPIRE project. Thus, meeting also the (CBHE) criteria and requirements.

## 2 Context (regional analysis)

For this section, the Indonesian Partner collected qualitative and quantitative data following a same data collection template provided by the leader of the WP1 "University of Alicante".

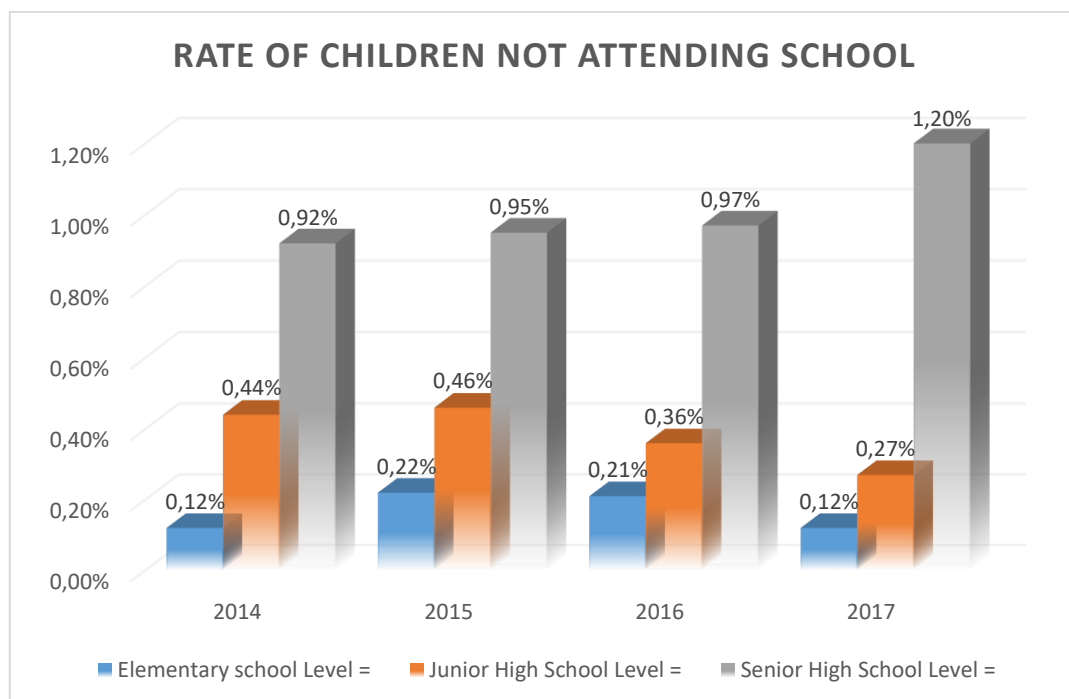
Following, the main results are shown as well as an analytical overview summarising the most important outstandings.

### 2.1 Sumatra

#### 2.1.1 Marginalized groups

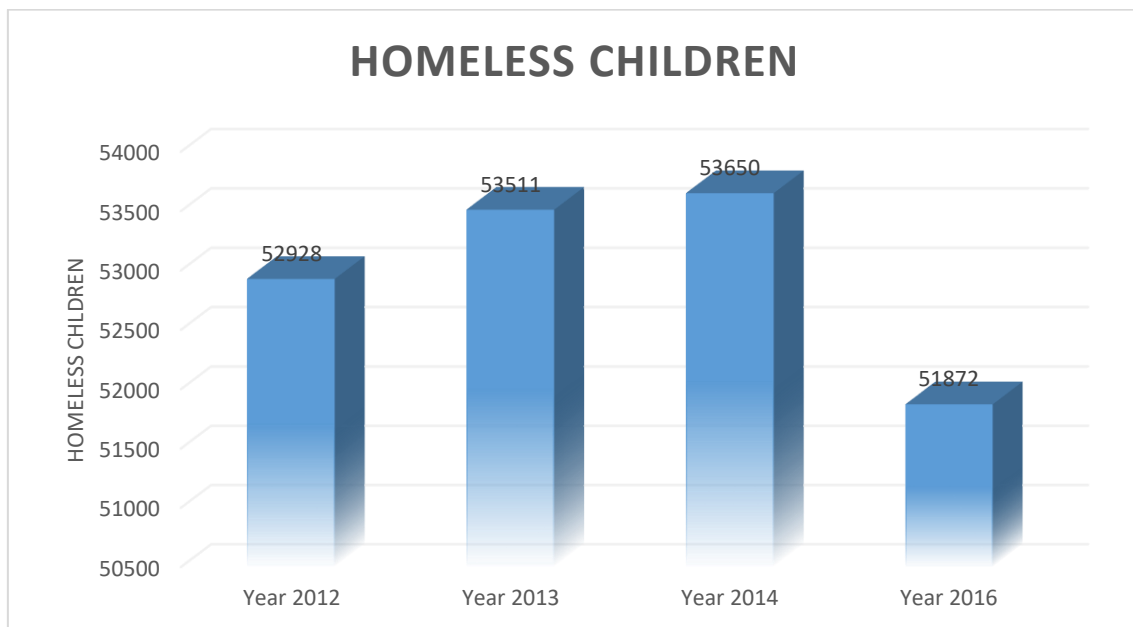
- *Vulnerable children and youth*

According to the Asia Foundation, (2016), vulnerable children and youth who do not enjoy conventional family life or who are not in school may become marginalized and socially excluded, often as a result of stereotyping and stigmatization. According to the [West Sumatra Provincial Government Planning Board](#), the rate of vulnerable children and youth which are showed by the figure of APS (Angka Putus Sekolah – the rate of children who have not being attended a school) is as the following:



Although the figures are decreasing in the levels of elementary school and junior high school, the figure shows a yearly increasing number for children in senior high school level. It is argue that the rise in living needs, the higher level of monthly expenditure per capita in family together with the rise of school expenses/costs, have affected that. This situation has forced children to leave the school and try to get a job in order to assist their family.

Besides, homeless children which may be vulnerable and in an abandoned situation is a extended problem in Sumatra. According to the data released by the West Sumatra Provincial Government ([http://sdp2d.sumbarprov.go.id/data\\_profil/html2print/105/0/2/2012-2016](http://sdp2d.sumbarprov.go.id/data_profil/html2print/105/0/2/2012-2016)), numbers of homeless children during 2012-2016 in West Sumatra is as the following:



- *Remote indigenous communities reliant on natural resources*

Remote indigenous community in West Sumatra Province can be found the Island of Mentawai at the West Coast of West Sumatra Province. This indigenous community live in four biggest islands in Mentawai, which is:

- Siberut Island,
- Sipora Island,
- Sikakap Island and
- Pagai Utara dan Pagai Selatan Islands.

All of these four islands covered an area about 7000 km<sup>2</sup> with the total population of 67.332.

The Mentawai Indigenous people is categorised by Indonesian government as a traditional remote ethnic. Around 24.000 people of Mentawai who live in the island of Siberut are classified as an alienated/isolated community – because they still behave according to the neolithic period, which is signed by their way of living from food gathering into food producing. Most of the food is produced by the local communities using natural resources and artisan procedures.

- *Discriminated religious minorities*

Even though the majority of the West Sumatran people and community are Muslim and their ways of living are mostly founded upon Islam as their main religion, the people of West Sumatra is famous as one of the moderate people in Indonesia where the culture of tolerance flows in their blood.

Therefore, even though there is religious minorities in West Sumatra, we cannot say that they are discriminated by the majority of the West Sumatran.

- *Victims of gross human rights violations*

Since it is one of tolerant and moderate places to live in Indonesia, we will say that there is no human right violations in West Sumatra. Compared with other places and provinces in Indonesia, West Sumatra is relatively safe and secure for people to live – whatever background they have.

- *Waria (transgender women)*

According to Asia Foundation, waria describes people who are genetically males but who behave and dress as females. Referring to the concept of transgender as mentioned by the US National Center for Transgender Equality, (2009), transgender per se means people whose gender identity, expression or behaviour is different those typically associated with their assigned sex at birth, including but not limited to transsexuals, cross-dressers, androgynous people, genderqueers and gender non-conforming people. Following this definition, we can summarise that waria in Indonesia is categorised as one form of transgender people.

Even though there are facts showing that waria is everywhere in Indonesia, their existence in West Sumatra cannot be fully detected (in numbers). Therefore, there is no data regarding waria in West Sumatra that can be used as the basis for analysis. Although we can confirm that according to official data sources the existence of waria in West Sumatra is minimum, we can NOT REJECT the hypothesis that minimum “known” cases of waria is related to the fact of being West Sumatra one

of the provinces in Indonesia who strongly rely on their religion (Islam), culture, norms and value as the basis and foundation of their daily activities.

Waria can be understood in the local wisdom and principle saying that “adat basandi syarak, syarak basandi Kitabullah” – which can be meant as “*adat* berdasarkan agama Islam, agama berdasarkan Alquran” (in Bahasa Indonesia), and further in English “culture and tradition are founded upon Islam as the main religion and Islam is founded upon Alquran”. In Islam and in Alquran, transgender is forbidden – and this has deeply understood by the people of West Sumatra. Therefore, as a religious people, the West Sumatran people cannot tolerate the existence of waria in their community. However, as the West Sumatran is also a tolerant community, there is no persecution found regarding the waria (if they are found among the community). The West Sumatran do their own way to talk and discuss with and about the waria – i.e. by using the religious approach, the nature of humankind approach, norms and values accepted by communities.

- *People with disabilities*

As other countries and regions, West Sumatra province also experiences with people with disabilities. However, the West Sumatra Provincial government has done the best to empower the disabled people. This is mostly by trying and encouraging them to acclimatize with the situation and condition faced by non-disable people. Disabled people can also enjoy the same rights as for any one else to work in various institutions, either private or public. This is guaranteed by Indonesian government through the Law No. 4/1997 about the Disabled People especially in Chapter 1 Paragraph 1 saying that the disabled people are given rights to get every opportunity in all aspects of life. In Chapter 3 paragraph 6, the rights of disabled people in Indonesia are further explained as follows:

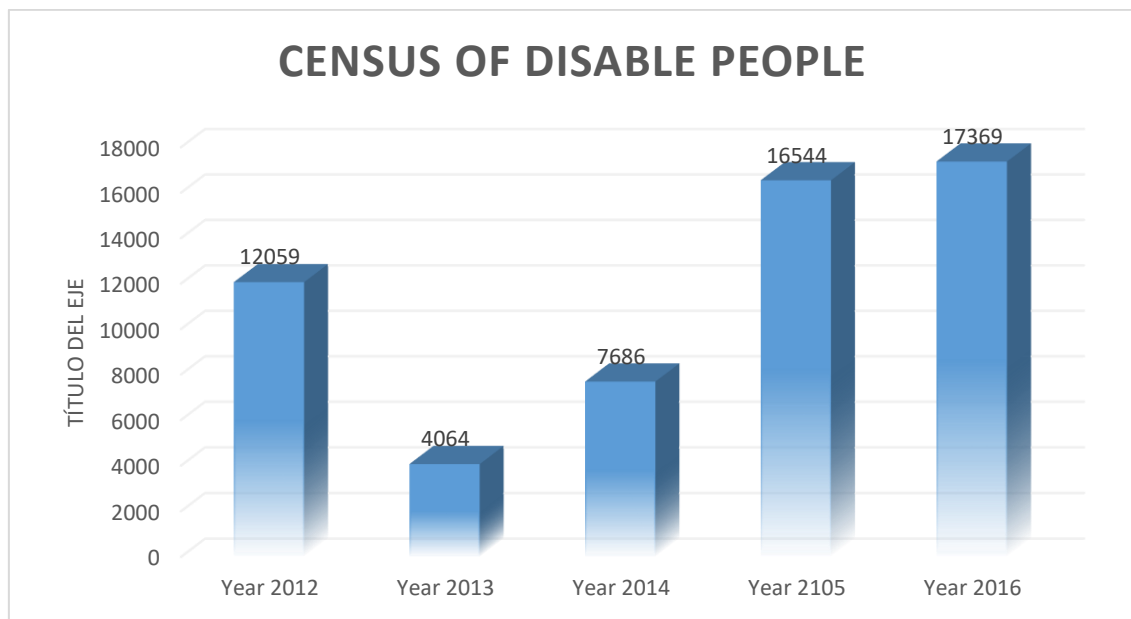
- 1 To get the same education in every level of education
- 2 To get the jobs and proper living
- 3 To get the same treatment in the development process of the country
- 4 To get accessibility for their life
- 5 To get rehabilitation, social assistance, and proper level of social welfare.
- 6 To develop the personal interests, hobbies, abilities and their social environment.

Based on this law, the West Sumatra Provincial government is also participated in maintaining the rights of the disabled people. Some efforts have been made such as providing accessibility and

facility to walk in the public area, giving chances to work in private and public institutions, giving chances to participate in community activities etc.

However, improvement of living condition, espesially in the fuield of health facilities, are required. The number of disabled people in West Sumatra is considered as “not big”.

According to the data released by the West Sumatra Provincial Government ([http://sdp2d.sumbarprov.go.id/data\\_profil/html2print/105/0/2/2012-2016](http://sdp2d.sumbarprov.go.id/data_profil/html2print/105/0/2/2012-2016)), numbers of disabled people during 2012-2016 in West Sumatra is as the following:



### 2.1.2 Social Entrepreneurship

The term of social entrepreneurship is relatively a new term for Indonesian people, especially the West Sumatran. However, the issue on how entrepreneurs contributed to social issues faced by the societies and communities is not relatively a new issue for the West Sumatran. This is because the entrepreneurial culture has been considered traditionally strong in West Sumatran, where entrepreneurs normally are innved in a variety of business related to social issues in their social context.

One of the main social issue that is directly related to the West Sumatran entrepreneurs is tackling the unemployment. In the philosophy of the West Sumatran entrepreneurs, each of them should grow at least three more young entrepreneurs from their closest social context. This philosophy has made the West Sumatran entrepreneurs to grow up to signifincant number during the years

– and as a result, we can find West Sumatran entrepreneurs easily in whole the Indonesian nationwide. The West Sumatran entrepreneurs are well-known and recognized as “Orang Minang” or “Orang Padang” by the Indonesian people.

Tackling social issues in terms of unemployment by undergoing the entrepreneurial activities and process also became the positive result and implication from the existence of culture and local wisdom that have been embedded as the nature of the West Sumatran people since centuries ago.

Other social issues that can be tackled by undertaking entrepreneurial activities and process by the West Sumatran entrepreneurs are

- a. preventing and restoring the local culture, local wisdom and future generation
- b. restoring the function of nature and natural resources,
- c. empowering communities and women in communities,
- d. undertaking responsible businesses by using ‘halal and syariah’ principles,
- e. preventing communities from the negative impacts of technology, etc.

## 2.2 Java

### 2.2.1 Marginalized groups

In general, Indonesia has improved the intervention programs to marginalized groups. Since 2009, Indonesia based on National Program for Community Empowerment (Program Nasional Pemberdayaan Masyarakat Mandiri or PNPM) has gone beyond poverty alleviation to community empowerment programs. The program encourage the poor people to have their voice, especially those who live remotely and those who are marginalized groups<sup>1</sup>. PNPM increased household consumption among the poor and near poor, funded basic infrastructure, and reduced childhood malnutrition rates and increased primary school enrollment in some areas. In addition, the

---

<sup>1</sup> Friedman, J. (2015), Indonesia’s Program for Community Empowerment (PNPM), 2007–12: How to Scale Up and Diversify Community-Driven Development for Rural Populations (Case Study), October, The World Bank Group.

program has helped marginalized individuals gain new skills, access information, access services, build confidence and create new opportunities to participate in community life<sup>2</sup>.

The Asia Foundation (2016) reported that there are still social exclusion faced by marginalized groups. Workshops and intervention programs have been carried out to combat the social exclusion conditions<sup>3</sup>. The Asia Foundation identified social exclusion of six disadvantaged groups in Indonesia: vulnerable children and youth, remote indigenous communities reliant on natural resources, discriminated religious minorities, victims of gross human rights violations, waria (transgender women), and people with disabilities. The first and continuing program that can reduce social exclusion is the improvement of social acceptance. It will lead to increased access to services, and subsequently to improved policy<sup>4</sup>.

West Java is a province with the highest number of children (16.4 millions) and the third highest province with poor people<sup>5</sup>. This give potential problems of vulnerable children and youth. ILO reported that there are many cases of child trafficking in West Java, particularly in Sukabumi. Sukabumi is the district that has high rate of poor families (126,560 poor families) and high number of neglected children (4,171 children) accompanied by a high migration rate<sup>6</sup>.

Report from The Asia Foundation show that there is discriminated religious minority in West Java (Ahmadiyah) that received discriminative treatment, as follows<sup>7</sup>:

1. Children who have the right to obtain a KTP identity card at 17 years of age cannot easily get their KTP; and they also have unfair treatment and are stigmatized by their teachers and peers at school;
2. Women are reported to experience verbal abuse;
3. The community received discriminatory treatment for health services access and people tend to prefer not to buy goods from them;
4. They face that their political views are inhibited;

---

<sup>2</sup> See Sunjoyo, N. (2013), Indonesia: A Nationwide Community Program (PNPM) Peduli: Caring for the Invisible, The World Bank (web report), accessed from <http://www.worldbank.org/en/results/2013/04/04/indonesia-a-nationwide-community-program-pnpm-peduli-caring-for-the-invisible> (accessed date: 30 July 2018)

<sup>3</sup> See The Asia Foundation (2016), Understanding Social Exclusion in Indonesia: A meta-analysis of Program Peduli's Theory of Change Documents (report), Program Peduli.

<sup>4</sup> Ibid.

<sup>5</sup> See Isdijoso et al. (2013), Child Poverty and Disparities in Indonesia: Challenges for Inclusive Growth (National Report Indonesia), Smeru Institute.

<sup>6</sup> See ILO (n.a.) Action programmes on child trafficking in West Jav, accessed from [http://www.ilo.org/jakarta/info/WCMS\\_126283/lang-en/index.htm](http://www.ilo.org/jakarta/info/WCMS_126283/lang-en/index.htm) (accessed date: 30 July 2018)

<sup>7</sup> The Asia Foundation, op.cit.

5. They received violence, which is their mosques was attacked by hardline Islamic groups led the government to close the mosques.

A remote indigenous community, Dayak Losarang in Indramayu, has faced similar treatment, which have their belief and different lifestyles. Similar discriminative acts received by this community, especially unfair treatment in political views and no representative of the political views on their behalf. The Dayak Losarang community was stigmatized by others but there is no report they have never received any violent treatment.

Some other communities may have received some uncomfortable treatment although they have not been stigmatized or excluded as strongly as the above communities. Data from Garut Regency, that is known as a child friendly city, show that the children in this regency still faced some violent treatment. Up to July 2018, in Kabupaten Garut, it has been recorded that 35 incident on violence to children<sup>8</sup>. However, the cases reported are handled by the special task force from Dinas P2KBP3A Garut Regency. Unfortunately, there are some incidents went unreported. These unfair treatments and incidents need to be anticipated by other cities and regencies in the province as they may have experienced similar condition.

In regard to the transgender women, there is no reported violent or discriminating treatments against them; however, stigmatized or subtle discriminating treatment may occur as some communities feel uncomfortable living close to those community/people<sup>9</sup>.

### 2.2.2 Social Entrepreneurship

West Java is a province with 18 regencies and 9 cities with total land area of 35 millions km<sup>2</sup>. The province has 627 subdistricts, and it consists of 2,671 urban villages and 3,291 rural villages<sup>10</sup>. The province is located in Java island, with the northern area is bordered by Java Sea, southern area is bordered by Indian Ocean, western area is bordered by Banten Province and Eastern area is bordered by Central Java Province. West Java is the biggest province in Indonesia in terms of its

---

<sup>8</sup> See: <http://jabar.tribunnews.com/2018/07/10/tahun-ini-saja-puluhan-kasus-kekerasan-terhadap-anak-dan-perempuan-terjadi-di-garut> (accessed on 30 July 2018)

<sup>9</sup> See <https://m.inilah.com/news/detail/1868033/warga-garut-keluhkan-keberadaan-waria-di-kerkoff> (accessed on 30 July 2018).

<sup>10</sup> Badan Pusat Statistik Provinsi Jawa Barat, Provinsi Jawa Barat Dalam Angka (Jawa Barat Province in Figures) 2017, Publication No. 1102001.32, CV Filindo, p. 25.

population. There are 47.28 million people living in this provinces with 51% males and 49% females. Bogor is the city that has the biggest population in the province (5.99 million residents) followed by Bandung (3.6 millions) and Bekasi (3.37 million of inhabitants). However, Banjar (which is in the eastern part of West Java) has only 181.9 thousand inhabitants make the province vary on the population distribution<sup>11</sup>.

Reviewing the economic status of the province, West Java, together with other provinces in Java has still contributed gross regional domestic product (GRDP) the most. Data in 2016 shows that Java has contributed 58.49% of national GDP, with the average growth rate of 5.61%. West Java province has contributed 1,786,092 billion rupiahs for its GRDP (at current prices) and it is the third highest after DKI Jakarta and East Java (it is 12.92% of total GDP). However, the GRDP per capita (at current prices) is relatively low, which is 37.181 million rupiahs while the GRDP per capita for Jakarta is 232,3 million rupiahs and East Java is 51,4 million rupiahs<sup>12</sup>. This is relatively a low number and reflects on the welfare of the population is lower the average of Indonesian (GDP per capita Indonesia in 2017 is IDR 51,887,000).

West Java has still a strong manufacturing sector. The highest proportion of GDP come from manufacturing sectors (755,387 billion rupiahs), with metal products, transport equipment and textile and garment are the highest contributed subsectors in the manufacturing sector.

In terms of the employment, data in 2016 shows that the economically active participant rate is 60.65% (with male rate is 80.62% and female is 40,3%). From the economically active population, 8.89% are unemployed. Data in August 2017, the unemployment rate is slightly lower, decreasing for 0.67 (is 8.22%). Data from BPS<sup>13</sup> shows that the highest number of unemployed persons are those who have finished their study in vocational high school (16.8%) and high school (10%) compared to the lower level of education (last educational background: junior high school and primary school). This relates to the indication that many employment sectors offer low skill jobs and prefer to choose labor who are more willing to do anything and pay less than those who are

---

<sup>11</sup> Ibid, p. 59

<sup>12</sup> Badan Pusat Statistik Provinsi Jawa Barat, *Produk Domestik Regional Bruto Provinsi-provinsi di Indonesia Menurut Lapangan Usaha 2013-2017* (Gross Regional Domestic Product of Provinces in Indonesia By Industry 2013 – 2017), Publication No. 07140.1803, Badan Pusat Statistik (Statistics Indonesia)

<sup>13</sup> Badan Pusat Statistik Provinsi Jawa Barat, *Keadaan Ketenagakerjaan Agustus 2017*, Publikasi No. 64/11/32/Th. XIX, 6 November 2017.

more educated. Further data and snapshot of West Java province in comparison to the national figures are displayed in the next section.

## 2.3 Bali

### 2.3.1 Marginalized groups

The Asia Foundation (2016) reported that there are still social exclusions faced by marginalized groups. In general, the Foundation had identified six marginalized groups in Indonesia, which are vulnerable children and youth, remote indigenous communities reliant on natural resources, discriminated religious minorities, victims of gross human rights violations, waria (transgender women), and people with disabilities. It is a social fact that the existence of marginalized groups needs to be taken care of seriously. For several years, the Indonesian government has created many programs to solve the social problems related to the existence of marginalized groups. The National Program for Community Empowerment (Program Nasional Pemberdayaan Masyarakat Mandiri or PNPM) purposed the empowerment programs, which encourage the poor people to have their voice, especially those who live remotely and those who are marginalized groups. The programs aim to reduce social exclusion, improve the social acceptance that will lead to increase access to services, and subsequently to improved policy. In the course of time, the programs have successfully increased household consumption among the poor and near poor, funded basic infrastructure, reduced childhood malnutrition rates, and increased primary school enrollment in some areas. Also, the program has helped marginalized individuals gain new skills, access information, access services, build confidence, and create new opportunities to participate in community life.

Concerning the topic, among all that has been identified as marginalized group, there are several marginalized groups found in Bali. Some of the groups live as the minority but not necessarily experience harsh discrimination. Others are discriminated against the form of social stigmatization that makes some of them feel uncomfortable living close to the community/people. Some of the marginalized groups found in Bali are homosexuals, transgender, former drug addict, and low-income families (mostly coming from those who work as waste pickers and some of them living as the homeless youth or street children). As it is marginalized and minority, some of the groups cannot be counted precisely.

Among those, the most number of the marginalized group that can be identified more accurately, are low-income families and former drug addicts. In general, Bali has the low average number of low-income families compared to all provinces in Indonesia. The number of poor people (the population with per capita expenditure per month below the poverty line) in March 2018 in Bali reached 171.76 thousand people or as much as 4.01 percent. This data was obtained from the official statistics of the Bali Provincial Statistics Agency (BPS). From September 2017 to March 2018, the percentage of poor people in urban and rural areas experienced a decline<sup>14</sup>. Even though it is not in the higher rate, some problems are still in need to get improved. It is because that almost 70 percent of the poor that are working are not capable of making enough money. This is due to the very low quality of work. Therefore, even they are working overtime; they are not able to make enough money.

Among the low-income families in Bali, most of them work as waste pickers, peddlers, and some others are street children group that work as beggars. The Nation Child Institution (Lembaga Anak Bangsa) reported that around 200 kids as street peddlers found in several markets in Denpasar, meanwhile by last year, Bali Social Service has also stated in finding approximately 348 kids who were made as beggars<sup>15</sup>. In related to discrimination act towards this group, even it is not in the form of violence, and their poor condition affects the children mentally that can make them uncomfortable to get involved in the community. As a result, these groups receive limited access to information and miss many better opportunities. The case of street children, the problem of street children, is still a severe social welfare problem and needs attention. It is because children who live on the road are very vulnerable to dangerous situations, wrong behavior, and exploitation both physically and mentally. It will significantly affect the development of children mentally, physically, socially, and cognitively, and children do not have the right to obtain adequate education and livelihoods that will also affect the lives of children in the future. Therefore, there are many programs made by the government to reduce these problems. There are some special trainings, socialization, and other activities done by some local institutions in Bali, such as

- a. Yayasan Peduli Kasih Anak (YPKA): Bali Street Kids project
- b. Denpasar City Government: halfway house (rumah singgah) that focus more in giving protection and care towards the street children.

---

<sup>14</sup> <https://bali.bps.go.id/dynamictable/2018/02/14/226/indeks-keparahan-kemiskinan-p2-provinsi-bali-menurut-kabupaten-kota-2003-2017.html>

<sup>15</sup> <https://balebengong.id/kabar/ratusan-anak-jalanan-perlu-bantuan.html?lang=id>

The second marginalized group that can be identified is a group of former drug addicts. The National Narcotics Agency (BNN) of the Province of Bali recorded the number of drug abusers reaching 2.01 percent of the total population or as many as 61,353 people. The majority of users are residents of the productive age group, aged 21-40 years, while drug abusers outside the productive age do not reach one percent<sup>16</sup>. Those high numbers have made Bali considered as in-drug "State of Emergency." Many programs have been done to help the addicts getting proper rehabilitation. As for the former drug addicts, they are still considered as the marginalized group. Therefore, it needs more continuation programs to help them get a proper treatment and rights to get involved in society. Some programs have been done by BNN in the form of skilled training, and such kind.

The third group is the marginalized group that might receive the most uncomfortable treatment of all. That marginalized group is homosexuals and transgender groups. The exact number of the group could not be identified more accurately, as their existence tends to be extremely hidden. The groups are widely spread, and most homosexual groups are migrants, therefore the exact number identification is quite challenging to be determined. The least number that can be recorded is around 5000 people who are members of homosexual groups Dewata Style (Data from July 2010-December 2013)<sup>17</sup>. Overall, as some people in generals have not accepted their condition yet, there might be some incidents went unreported and they might be treated differently. Recently, some transgender communities in Bali start to open up and get involved in some social events, such as joining local competition or parade. Even so, some unfair treatments and incidents still need to be anticipated by other cities and regencies in the province so that they can educate the people about these marginalized communities.

### 2.3.2 Social Entrepreneurship

Although it is relatively new, the rising of social entrepreneurship has now become a new trend in the life of the global community, including in Indonesia. The cause of this popularity was none other than the success of the social entrepreneurial figure from Bangladesh, Muhammad Yunus, who became the Nobel Peace Prize winner in 2006. His expertise in managing Grameen Bank and

---

<sup>16</sup> <http://www.beritasatu.com/nasional/409077-jumlah-pecandu-narkoba-di-bali-capai-61353-jiwa.html>. Jumlah Pecandu Narkoba di Bali Capai 61.353 Jiwa. I Nyoman Mardika / FER Kamis, 12 Januari 2017 | 22:31 WIB

<sup>17</sup> <http://metrobari.com/kelompok-marjinal-enggan-mengikuti-pemilu/>

empowering the poor in Bangladesh has opened up millions of eyes of the global community on the importance of social entrepreneurship.

In Indonesia, the social entrepreneurship was driven by Bambang Ismawan, founder of the Bina Swadaya Foundation. His efforts have empowered the poor through microfinance and enterprise (micro business) activities by prioritizing member education, fostering self, and social abilities. Nowadays, in addition to the Bina Swadaya Foundation, many organizations or individuals have concerns in the field of social entrepreneurship respectively by empowering the community and optimizing the local potential of the empowered community.

The social entrepreneurship is considered as a solution to accelerate the decline in unemployment and poverty. It is because social entrepreneurship offers advantages over creating jobs. The social entrepreneurship has broad usefulness because entrepreneurs are not only dealing with employees who are partners but also the wider community. As the trend is quite new in Indonesia, each province faces different tasks and problems related to the establishment of social entrepreneurship. Compared to all provinces, Bali can be categorized as a potential area to develop the sector of social entrepreneurship, and actually, it even has the entrepreneur community that belongs to one of the largest entrepreneur community in Indonesia.

There are some companies or organizations made that carry out the essence of the social entrepreneurship. One of those is Mitra Bali. Mitra Bali is an organization that was founded in 1993 that focuses on social and economic development with empowering groups of artisans ([www.en.mitrabali.com](http://www.en.mitrabali.com)). Mitra Bali empowers artisans in the form of business models that strive to provide learning to artisans related to their weaknesses in trade and how to overcome these problems. Implementation of fair trade business models initiated by Mitra Bali is a social innovation that gives an impact on improving the economy of artisans. Another kind of social entrepreneurship company in Bali is Bali Tangi. Bali Tangi is a company founded in 2000, by Wayan Sukhana. The company aims to invite people to return and use the products from nature. It creates the natural products for beauty care. In 2007, Bali Tangi opened a spa to answer the increasing number of customers' requests, to introduce the Balinese massage technique and Tantra Massage's traditional technical development, which combines chakra massage and yoga massage. There is also the village credit institution (LPD), one of the forms of the social entrepreneurship in Bali that influence the cultural factors and are created to be the help for improving the economic conditions village.

Beside the existence of the companies, organizations, and such kinds, there are also government programs in the form of the conference, workshop, and seminar. These events are held to introduce and educate Balinese people more about the importance of social entrepreneurship. For example, in 2017, the International event for entrepreneurship, the second SEAL-ASIA was held in Bali. This international event was made for social entrepreneurs, academics, non-profit institutions, UN agencies, and others. The participants came from Indonesia, the Philippines, Thailand, Vietnam, India, Bangladesh, India, Japan, Nepal, Taiwan, the Netherlands, and Spain. This event is expected as a place to exchange experiences from researchers and social entrepreneurs to enrich and strengthen the pattern of developing social entrepreneurial management. Besides, there is also the event held by the local government called Pesta Wirausaha Bali. Pesta Wirausaha Bali is an annual event to encourage people to be more knowledgeable about the world of entrepreneurship. For two days in a row, people can enjoy the entrepreneur exhibition, workshop and seminar, and charity night. Udayana University, one of the biggest universities in Bali also has some short classes, programs, and lectures. Those programs offer the young generation to visit a range of successful social enterprises in Bali and see their approach to tackling a range of local challenges, know the inspiring first-hand accounts of the journeys of successful social entrepreneurs from Bali and beyond, and gain a deeper understanding of Bali's unique culture through immersion experiences.

Overall look, the potential of social entrepreneurship in Bali is quite high. Take an example of Endek Bali, which is one of the Balinese products that represent so much of the culture and identity of Balinese people. By developing the production of Endek Bali as a home industry or even larger, it can give many benefits to society. In the view of social life, Balinese people will get the chance to work in the field of culture that is very close to them. In the view of Balinese people's cultural life, it can be considered a way to preserve the culture that is also the identity of the society. Finally yet importantly, there are still much more social entrepreneurship targets in the future in Bali. The other samples of Bali cultural highlight are on the waiting list, such as traditional healer, Balinese arts through woodcarving, Gamelan Music, and Legong Dance, a coastal fishing village and experience a traditional fishing boat ride, local Balinese foods and beverages, and potential natural Balinese landscapes (tourism destinations).

## 2.4 Analytical overview of the regional approach

- *Sumatra*

If we talk and discuss about social entrepreneurship and relate it to the social condition of the West Sumatran, one particular strength that the West Sumatran have (compared with other tribes in Indonesia) is in term of their entrepreneurial culture and the basis/foundation of its culture and local wisdom which comes from Islam as their religion. Entrepreneurship by the West Sumatran is not only viewed as a profit oriented economic activity, but it rather viewed as a socially responsible activity, which can tackle social issues within the West Sumatran families and societies. There is also the 'gotong royong' / community self-help and mutual cooperation principle in entrepreneurial culture arose within the West Sumatran societies, which makes entrepreneurship is also be viewed as an alternative way to tackle the social issues and problems.

Gathering several statistic data and information and relate them to the current issues and facts within the West Sumatran societies, there are some urgent social needs that should be undertaken from the entrepreneurial perspectives, opportunities and solutions. Those are:

1. Preventing the society from the negative use and negative impacts of internet. Entrepreneurial solutions and opportunities to tackle this social issue can be in the form of establishing pre-school education (formal, informal, non-formal schools and education) which relies on nature, social and human interaction, and the development of life skills and knowledge as the basis and foundation for establishment.
2. Restoring the tradition and culture of the society. Entrepreneurial solutions and opportunities to tackle this social issue and need can be in the form of establishing a specific business related to community based tourism, cultural based tourism, prevention of West Sumatra's tradition and traditional legacies such as the prevention and use of traditional houses, etc.
3. The empowerment of vulnerable children and disabled people. Some entrepreneurial opportunities regarding this situation can be in terms of establishing institutions/enterprises that can provide life-skill training, workshop and other self/individual development schemes.
4. Preventing natural resources from disasters. Disasters arise as the impact of nature and human – therefore it is important to prevent the natural resources belong to the regions for the sake of sustainable development.
5. Maximizing economic potential of villages. This is one of the development priorities of Indonesian central government by stating the policy of developing from the edge. In fact,

villages with their potentials (natural and human resources) are the most promising place to develop. There are many entrepreneurial opportunities regarding maximizing economic potentials of the village that can be used as the basis to establish social enterprises. Natural and human resources are two of them.

- *Java*

West Java is a province with 18 regencies and 9 cities with total land area of 35 millions km<sup>2</sup>. The province has 627 subdistricts, and it consists of 2,671 urban villages and 3,291 rural villages<sup>18</sup>. The province is located in Java island, with the northern area is bordered by Java Sea, southern area is bordered by Indian Ocean, western area is bordered by Banten Province and Eastern area is bordered by Central Java Province. West Java is the biggest province in Indonesia in terms of its population. There are 47.28 million people living in this province with 51% males and 49% females. Bogor is the city that has the biggest population in the province (5.99 million residents) followed by Bandung (3.6 millions) and Bekasi (3.37 million of inhabitants). However, Banjar (which is in the eastern part of West Java) has only 181.9 thousand inhabitants make the province vary on the population distribution<sup>19</sup>.

Reviewing the economic status of the province, West Java, together with other provinces in Java has still contributed gross regional domestic product (GRDP) the most. Data in 2016 shows that Java has contributed 58.49% of national GDP, with the average growth rate of 5.61%. West Java province has contributed 1,786,092 billion rupiahs for its GRDP (at current prices) and it is the third highest after DKI Jakarta and East Java (it is 12.92% of total GDP). However, the GRDP per capita (at current prices) is relatively low, which is 37.181 million rupiahs while the GRDP per capita for Jakarta is 232,3 million rupiahs and East Java is 51,4 million rupiahs<sup>20</sup>. This is relatively a low number and reflects on the welfare of the population is lower the average of Indonesian (GDP per capita Indonesia in 2017 is IDR 51,887,000).

---

<sup>18</sup> Badan Pusat Statistik Provinsi Jawa Barat, Provinsi Jawa Barat Dalam Angka (Jawa Barat Province in Figures) 2017, Publication No. 1102001.32, CV Filindo, p. 25.

<sup>19</sup> Ibid, p. 59

<sup>20</sup> Badan Pusat Statistik Provinsi Jawa Barat, Produk Domestik Regional Bruto Provinsi-provinsi di Indonesia Menurut Lapangan Usaha 2013-2017 (Gross Regional Domestic Product of Provinces in Indonesia By Industry 2013 – 2017), Publication No. 07140.1803, Badan Pusat Statistik (Statistics Indonesia)

West Java has still a strong manufacturing sector. The highest proportion of GDP come from manufacturing sectors (755,387 billion rupiahs), with metal products, transport equipment and textile and garment are the highest contributed subsectors in the manufacturing sector.

In terms of the employment, data in 2016 shows that the economically active participant rate is 60.65% (with male rate is 80.62% and female is 40,3%). From the economically active population, 8.89% are unemployed. Data in August 2017, the unemployment rate is slightly lower, decreasing for 0.67 (is 8.22%). Data from BPS21 shows that the highest number of unemployed persons are those who have finished their study in vocational high school (16.8%) and high school (10%) compared to the lower level of education (last educational background: junior high school and primary school). This relates to the indication that many employment sectors offer low skill jobs and prefer to choose labor who are more willing to do anything and pay less than those who are more educated. Further data and snapshot of West Java province in comparison to the national figures are displayed in the next section.

- *Bali*

To see the bigger picture of social needs in every region, we need to compare each social indicator between regional and national to see which point that is the most urgent, as well as to create more solutions and opportunities. In general, Indonesia is one of the developing countries that have a very high number of poor people, which is approximately around 26.582.99 million people or 10.12% of the total population in Indonesia (BPS, September 2017). It shows that Indonesia still has inequality or economic gap. Based on the statement from the United Nations, countries with larger economic gap can develop their economies by having entrepreneurs of two percent of the total population. That is why; introducing the entrepreneurship could be one of the solutions to overcome the problem of poverty. Entrepreneurship at present is divided into several categories, one of which is social entrepreneurship or social entrepreneurship. Social Entrepreneur is one of the alternatives for community change that can improve people's welfare by applying the principles of entrepreneurial.<sup>22</sup>

---

<sup>21</sup> Badan Pusat Statistik Provinsi Jawa Barat, Keadaan Ketenagakerjaan Agustus 2017, Publikasi No. 64/11/32/Th. XIX, 6 November 2017.

<sup>22</sup> Suhartini, 2014. Analisis Karakteristik dan Perilaku Sosial Entrepreneur Posdaya Kreatif di Kecamatan Bogor Barat. Insitut Pertanian Bogor

Although all indicator numbers showed a better result than when the national numbers, the employment problem in Bali is still a complicated phenomenon. It is because the labor market in Bali expected to become increasingly integrated in the future. One of the strong points of Bali is easy to be accessed from anywhere. It can also create a shortcoming which is the migration flows, and urbanization became inevitable. Regarding the Distribution of Expenditure per Capita, 2010-2017 (page 4), the expenditure of food and non-food in Bali, in both urban and rural areas, is higher than the numbers in the national level. If we compare more in between food and non-food expenditure, in both areas, showed that the expenditure on non-food in Bali is higher than food. It means that Balinese people tend to spend their money on non-food consumption rather than food consumption. The higher number of expenditure also showed that the economic level of Balinese people, in general, could be categorized as high, as the higher the expenditure means, the higher the income. It is also shown in the data of Gini Index/Ratio, the Gini Ratio of Bali Province, in fact, has decreased to 0.377 from last year (2017). Based on the area of residence, Gini Ratio in urban areas in March 2018 was recorded at 0.381. For rural areas, the Gini Ratio in March 2018 was recorded at 0.317. The gini ratio ranges from 0-1. The higher the Gini Ratio value, the higher the inequality. Therefore, based on the data above, all gini ratios are in lower range, in fact, the ratios have decreased in compared to the data last year (2017), which means the value of inequality in Bali is getting smaller.

One of the sources of Bali's economic strength is motorized by tourism and the involvement of its human resources in contributing to the productivity they have. It can be seen from the recorded Labor Force Participation Rate (TPAK) reaching 75.3%. It means that more than three-quarters of the working-age population in Bali are involved in economic activities. Therefore, the job creation in Bali is relatively easy to be executed, due to high domestic demand. In terms of employment, the number of working-age population is 3,235,563 people in Bali, consisting of 1,619,455 males and 1,616,108 females during 2016. A large number of workers will increase the available productive labor in Bali, and also tighten competition in looking for job opportunities. Based on the number of working-age population, 2,434,450 people are labor force which consists of 2,398,307 working people, and 36,143 people are open unemployment. It can be a potential factor to develop the social entrepreneurship which can cope so many possible informal sectors that can also increase the numbers of employment opportunities. The social entrepreneurship sectors can be in the agricultural and tourism sectors. It is because by far, agriculture and tourism sectors, as well as other tourism support sector are still the spearheading of Bali economy. It means tourism sector can drive a lot of business such as travel agency activities, transportation,

accommodation, restaurant/dining, arts and local culture, handicrafts industry, tourist guides (guide), entertainment and recreation, sports and international exhibitions which is held in these areas, as well as informal activities such as street vendors and other. The agricultural sector was the second place after the trade, restaurants, and accommodation sector in absorbing the labor force (labor intensive). That possibility is also supported by the number of social indicators that showed the working area sector in Bali is more absorbed in the informal sector that reached around 1,194,441 people (49.80%). The Informal sector workers include (1) self-employed, (2) assisted by temporary workers /unpaid, (3) freelance agricultural worker, (4) freelance non-agricultural workers, and (5) unpaid workers. Some people refer to the informal sector because the elasticity of the informal sector in absorbing the labor force is always excited the job seekers, even though the added value may be different than the formal sector. The demands of work with adequate educational qualifications and skills in the urban obstacle in obtaining a job seeker, those who at first wanted to work in the formal sector, eventually turn themselves into the informal sector.

Furthermore, the Human Development Index in Bali also showed a good sign for the future. The HDI is divided into three dimensions, which are longevity and healthy life, knowledge, and a decent standard of living. The longevity and healthy life are represented by Life Expectancy at birth (AHH), the total of newborn babies to live that can be accessed, the assumptions of infant mortality patterns are the same age as the birth pattern. The Knowledge Index can be seen through Average School Length and School Duration. The average length of schooling (RLS) is the average length (year) of the population 25 years and above in undergo formal education. School Duration (HLS) is defined as the length (year) of formal school which is expected to be felt by children at a certain age in the future. Last but not least, the living standards are determined by the value of per capita expenditure and purchasing power parity. In general, Balinese human development index continues to progress during the period 2010 to 2017. Bali's HDI which is always above the national level, in 2017 was recorded at the top five nationally. Meanwhile, regarding 2016-2017 growth, Bali with 0.88% growth was ranked 14th out of 34 provinces.<sup>23</sup>

Nevertheless, since Bali has its tourism as its center of the economy, it gives a few negative impacts on its level of crime and some of its agricultural lands. The number of criminal cases that go to Bali's major courts are as many as 2,417 cases or increased 6.43% from last year with 2,119 cases. Meanwhile, the number of criminal cases resolved reached 2,351 cases or increased 11.32% from

---

<sup>23</sup> <https://bali.bps.go.id/publication/2017/11/29/5cce0df581cb9336a8e4dc53/perkembangan-indikator-regional-provinsi-bali-2016.html>

last year with 2,112 cases. The highest of the crime number were reported in Denpasar, as it has the highest population density and economic center location. Also, Denpasar also has many tourist attractions as well as tourist accommodation centers, which has an impact on crime vulnerability. Besides, Bali's agriculture sector has also become another spotlight. Many observers and practitioners suggest that agriculture can be a supporting pillar for Bali's economy. However, Bali's agriculture faces many obstacles. One of them is the adaptability and use of land. In several years before, land conversion from agricultural land into non-agricultural land was increased due to the need for tourism accommodations such as hotels, resorts, restaurants, cafes, or villas. All in all, developing the social entrepreneurship can be the answer to taking care some of the social problems related to the employment problems as well as to empower some traditional and local identity through agricultural sectors, but still cohesively related to the development of tourism sectors as the center of Bali's economy.

## 3 Social entrepreneurship and social impact framework

### 3.1 Social entrepreneurship

Social entrepreneurship has recently been more or less introduced and discussed in a wide range of the scientific literature where several disciplines, including economy, sociology, psychology and even anthropology, showed a high level of interest and academic motivation.

Nevertheless, academic motivation is not only based on a theoretical point of view. The deep economic crisis and the global social changes that have been taking place since the 90s by all over the world, dramatically contributed to gear the focus of people, businesses, local, regional, national and international institutions, towards the "social thing". As a result, a new entrepreneurial "philosophy" was created, in which economic and social benefits are considered to be the both sides of the same coin. Thus, the growing role of social entrepreneurship is the logical result of the transformations happening at global level.

This new focus of attention for the understanding of the global society is applied not only for the social entrepreneurship, but also for the entrepreneurship itself, and the "social issue" has been translated into an opportunity to develop a bidirectional feed-back structure. Where, for the first time, **society** and **knowledge** have such deep and close relationship, resulting in a **change of paradigm in terms of entrepreneurship**, where knowledge is the raw material of entrepreneurship.

The new paradigm opened to develop the entrepreneurs' concept and its application is the reason of the growing interest for academic discussion.

Contributions on Social Entrepreneurship research has clearly been benefited from the first attempts to conceptualize the phenomenon of Entrepreneurship (Grieco, 2015).

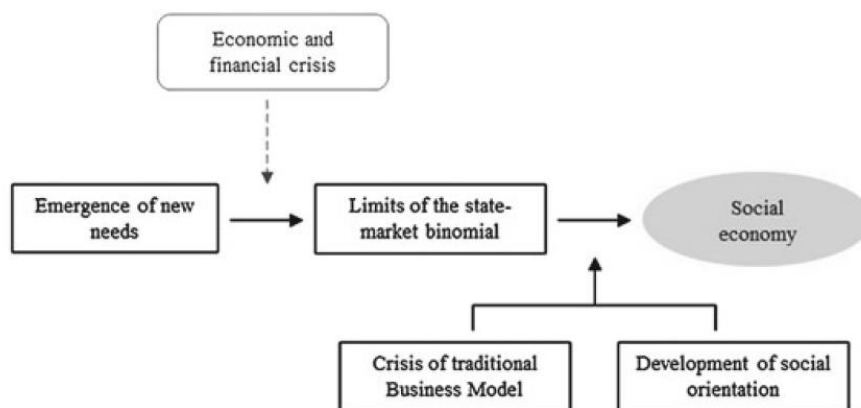
In a research conducted on the origins of Social Entrepreneurship Phenomenon, Grieco suggests a clear sequence in the evolution of the term based on the Entrepreneurship definitions:

- (1) The concept of entrepreneurship refers to the identification, evaluation and exploitation of opportunities to bring new products or services into existence as new outputs to be sold at prices higher than their cost of production (Eckhardt and Shane 2003).

- (2) This definition implies that the fundamental mission of entrepreneurial activities involves profit generation and entrepreneurs' personal wealth. Analogously, SE refers to the identification, evaluation and exploitation of opportunities, and involves profit generation just as entrepreneurial activities do; this profit helps entrepreneurs to build personal wealth. However, the opportunities identified by social entrepreneurs result in social value as opposed to personal or shareholder wealth. The notion of opportunity recognition is at the heart of entrepreneurship, both in its traditional and social meaning; however, SE opportunities are different from their traditional counterpart (Austin et al. 2006).
- (3) Opportunities recognized by social entrepreneurs arise from social problems and involve the attempt to create social value. Social value has little to do with profits as it concerns the fulfilment of basic and long-standing needs such as providing food, water, shelter, education, and medical services (Certo and Miller 2008).

As we have previously stated, several contextual changes caused by the economic and financing crises, contributed to focus the scientific and managerial interest in the analysis of production of social and economic benefits of entrepreneurship.

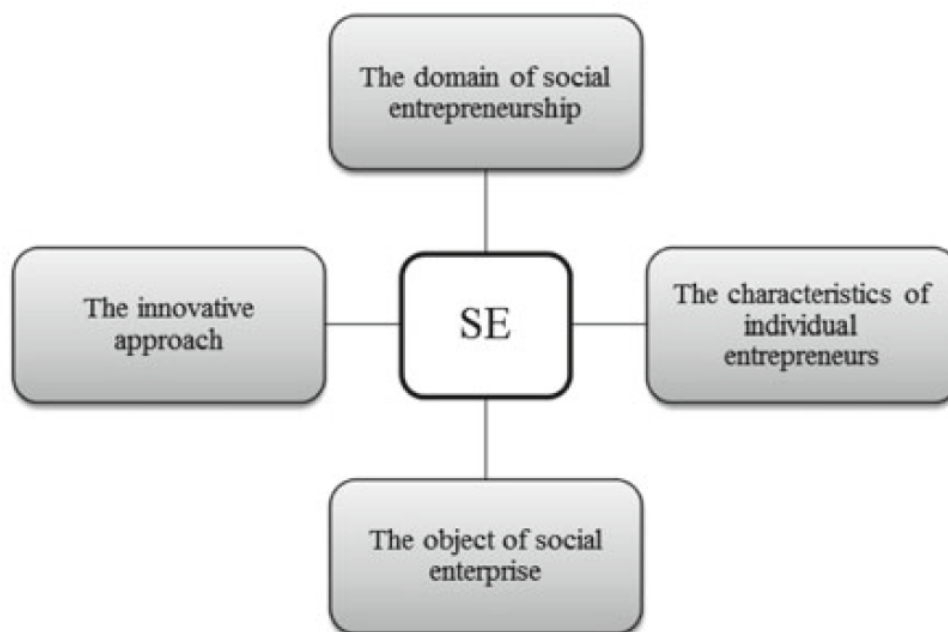
In the diagram below, Grieco summarizes the evolution followed by the model of the productive structure going from the economic to the social focus:



The most important challenge to overcome for this new paradigm is indeed to reach a differential framework and the set of concepts that clearly contribute to distinguish social entrepreneurship from entrepreneurship itself.

Unfortunately, the complexity of the social dynamics does not ease to clarify concepts as it would be necessary to develop an effective theoretical approach. The use of different terms like social entrepreneurship, social economy, social innovation, social entrepreneurs, social responsibility, to refer to the same thing, is an example of such lack of an operational framework that makes unlikely to carry out the task of the defining an all-encompassing map of concepts and categories for the analysis.

However, Grieco suggests, see the diagram below, to break down the concepts into a set of definitions that includes the most common uses of the terms referring social entrepreneurship. They are classified into four general groups:



### 3.1.1 The domain of social entrepreneurship

Profit and not profit sectors are not necessary exclusionary fields of social entrepreneurship. There are several research outputs, in the field of the management, discussing vantages and disadvantages at both sides of profit sectors (non and for).

For instance, non-profit sector is conditioned to introduce managerial practices and behaviours due to the global changes and the growing needs in their targeting communities. The most common need for non-profit organizations is to ensure a continuous development of the social values proposed due to the increasing competitiveness in the sector.

On the other hand, from a purely sociological point of you, there is no reason why exclusively consider vulnerability, marginalized groups, social exclusion, poverty or social risk, as exclusives an only fields of application of social entrepreneurship. Society is a whole structure, where there are some practices affecting life condition that are no necessary related to vulnerability, or vulnerability is not the most important shape that defines the field of application. For instance, there are several documented social entrepreneurship efforts in the field governance and democratic practices, where "social problems" have been defined without including any vulnerability shape on its definitions. Sometimes they have to do with aims like:

1. Improving efficacy of governance
2. Deloping participation of citizens in every field of decision making in public scene
3. Going forward educating in values

In the next table, there is a classification of domains, subjectively classified, where the magnitude of the social value is associated with the different results of combining categories of target group and categories of managerial practices.

	Non Profit	For profit
Vulnerable target groups	<b><i>High Social Value</i></b>	<b><i>Medium Social Value</i></b>
Non vulnerable target groups	<b><i>Medium Social Value</i></b>	<b><i>Low Social Value</i></b>

This is a classification is based on revision of literature referencing to different surveys aimed to measure social impacts of social entrepreneurship projects.

### 3.1.2 The characteristics of individual's entrepreneurs

There is a long tradition in measuring and determining social entrepreneur profiles throughout identifying skills making the difference from entrepreneurs in general.

Grieco focuses that the analysis of the characteristics of social entrepreneurs contributes to predict the social behaviour: skills, backgrounds, personality, etc.

However, it has been demonstrated that majority of people, even non entrepreneurs, do have several of the characteristics that are supposed can distinguish an entrepreneur from non-entrepreneur profiles. Thus, having or not different combinations of the entrepreneurial skills,

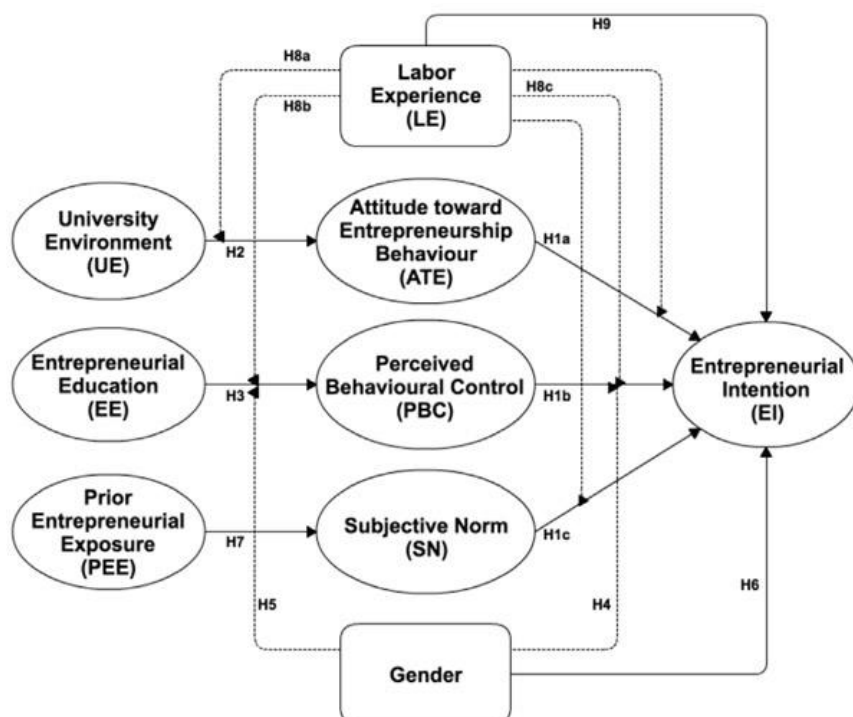
does not result in differential rates of entrepreneurial activity. That means that correlation between categories have not been demonstrated, resulting in a poor capacity of this framework based on skills to capture real differences in entrepreneurial profiles.

Contrariwise, the theory of planned behaviour (Ajzen, 1991), which analyses the intention as the best predictive factor of behaviour, has demonstrated high efficacy in different cultural context, especially to predict entrepreneurial behaviour.

The theory analyses the intention as a function of attitude towards the behaviour, perceived behavioural control and subjective norm.

Some of this aspects, not all of them, have been introduced to measure the intentions of Indonesian students and graduates with regard to entrepreneurship. There is a validated instrument for the measurement of the entrepreneurial intention. Nevertheless, due to the complexity of this instrument and the need of analysing other variables in this same research, it was considered not viable for the study to introduce the whole set of variables and questions in the data collection instrument: questionnaires. But some of the questions have been designed to cover the most important aspects of the Theory of Planned Action or Behaviour. They will be discussed and studied in the results.

In the diagram below, the factors (ATE), (PBC) and (SN) that predict entrepreneurial intention are related to the inputs to be measured (UE), (EE) and (PEE).



This model is currently being tested in several Asian contexts, being INSPIRE an opportunity to introduce TPB to go forward in analysing of social entrepreneurship introducing at the same time the other 3 sets of concepts distinguished by Grieco.

### 3.1.3 The object of social enterprise

The discussion about what a Social Entrepreneurship object is or not has not resulted in clarifying the boundaries or at least a set of fields of application to be independently studied.

The Social Entrepreneurship object is defined as **what is not**, instead of **what can clearly be** considered a Social Entrepreneurship (Swanson and Zhang 2010; Dacin et al. 2010).

"Common across the definitions is the fact that the underlying drive of social enterprises is to create social value rather than personal and shareholder wealth"  
(Grieco, 2015)

Regardless of the conceptual assumptions of this analysis, it is recommended that Indonesian partners agree an operative and adapted definition of the objectives of social entrepreneurship, that should be considered a guidepost for every action defined within the framework of the project.

One of the most important matter that was pointed out during the focus groups sessions held in Graz, as the first step of this need analysis, was the need of rising a common and consensual definition of **social entrepreneurship**.

This need is highlighted in the results of the qualitative approach, and it has to do with the prerequisite of stablishing a clear framework since the very first phases of INSPIRE project. Otherwise, the project is at risk of not overcoming the both challenges of achieving and measuring the **ongoing outputs** and **future outcomes and impacts** of **INSPIRE**. A common definition of social entrepreneurship for the INSPIRE project, understood in the same way by all internal and external stakeholders, will bring viability to the impact measurement of procedures and objectives, what means at the same time to increase the impact of INSPIRE.

However, the inconclusive discussion on social entrepreneurship definition is something that will affect the INSPIRE project, as this lack does not distinguish INSPIRE from any other projects.

Actually, there is a wide, opened and even wealthy willingness among academics and experts to understand and make use of social entrepreneurship term without applying any consensual framework. As Choi and Majumdar, 2014, reported, ...

"..., scholars and practitioners are far from reaching a consensus as to what social entrepreneurship actually means. Many scholars have acknowledged that the term 'social entrepreneurship' is inconsistently used and that it lacks a unified definition"<sup>24</sup>

Nevertheless, considering that specific objectives are described in the proposal and the partners are required get committed to reach the highest impact in the terms that were described in the definition of the actions, it is critical that all partners>

- identify, describe and internalise a set of categories related to an **opened definition** of social entrepreneurship and
- use the definitions of this categories in a way that **fits closely the INSPIRE** philosophy, including an *ad hoc* definition of SOCIAL ENTREPRENEURSHIP.

In other words, partners are recommended to swing the focus of the interest from social entrepreneurship to the INSPIRE objectives.

To check out the level of correspondence among the targeted groups with the different understandings of entrepreneurship and social entrepreneurship concept, they were asked to choose the best of 4 differentiated definitions of entrepreneur. The differences were defined through the next four aspects that involves entrepreneurial activity.

- Willingness to take challenges
- Willingness to take risks
- Focus in technology
- Focus in social problems

Besides, the targeted groups were asked the same question for 3 different situations:

- Perception of how entrepreneurship activity is carried out in the context
- Perception of how entrepreneurship activity should be carried out in the context
- Perception of how they would behave if they were entrepreneurs (or they behave if they are)

---

<sup>24</sup> Choi, N., & Majumdar, S. (2014). Social entrepreneurship as an essentially contested concept: Opening a new avenue for systematic future research. *Journal of Business Venturing*, 29 (3), 363-376.

The three dimensions of the behaviour we analysed, let us better identify the subjective side of the understanding of entrepreneurship, as the questions are written down as predicting actions (TPA). Thus, we can better study the probability to become a social entrepreneur for the Indonesian population, as the questions are posed as a response of the interviewed person to a hypothetical situation, describing, through a particular pose, the schema of entrepreneurial values in the Indonesian culture.

### 3.1.4 The innovative approach

Finally, an innovative approach is also implicitly considered in the aims of every social entrepreneurship project.

Concepts like change, challenge, transform, etc. suggest a deep connection between Social Entrepreneurship and Social Innovation.

In the table below, some definitions of the role of Social Innovation in Social Entrepreneurship, substantiates the fact that Social Entrepreneurship is common and even scientifically considered as a Social Change.

In the same line in the analysis, Social Change both sides: (1) change and (2) change resistance, refer to both sides (1) the direction of society and (2) the pattern of the resistant structures that are needed to be break to introduce changes. The second side is the field where social entrepreneur is supposed to play a role as agent of social change.

Author(s)	Year	Definition
Zadek and Thake	1997	The underlying drive for SE is [...] that the activity is characterized by innovation, or the creation of something new rather than simply the replication of existing enterprises or practices
Austin et al.	2006	[SE] is innovative, social value creating activity that can occur within or across the non-profit, business, or government sectors
Light	2006	A social entrepreneur is an individual, group, network, organization, or alliance of organizations that seeks sustainable, large-scale change through pattern-breaking ideas in what or how governments, non-profit and business do to address significant social problems
Hartigan	2006	SE follows the transformation of entrepreneurship in a progressive way. This definition involves entirely new models, innovative, ingenious ones based on identifying opportunities
Tracey and Jarvis	2007	SE is the way of using resources to create benefits for the society and the SEur is the person who seeks to benefit society through innovation and risk-taking
OECD	2010	SE and social innovation [...] aim to provide innovative solutions to unsolved social problems, putting social value creation at the heart of their mission in order to improve individuals' and communities' lives and increase their well-being

The role of Social Innovation is particularly important for Social Entrepreneurs at HEI level, as Universities are reservoirs of ideas, values, knowledge and technology, that can be transferred to society as solutions for social problems via entrepreneurial projects.

Actually, although informally structured, it is quite common that at HEI level, some of the procedures to transfer ideas and solutions with no technological or research backgrounds are working as parallel structures of TTOs (Technological Transfer Offices), in the sense that not being considered TTO issues, the methods for transferring knowledge are similar.

However, social innovation does not mean only the transference of knowledge, but also an impact in social practices.

### 3.2 Social impact measurement and definition

According to the Social Impact Theory, the social impact of a project or activity must be defined at the same time when the objectives are written down.

It is quite extended that projects define objectives without a first analysis of the expected impacts as well as its measurability.

The task of defining the social impact of a project consist precisely in identifying the social changes that can mainly be created because of the project or the entrepreneurship itself.

An innovative entrepreneurship is a particular and original combination of resources, procedures, inputs and individual actions devoted to achieve a/or several aims.

The problem for the assessment of the impact occurs when the most important social change is not satisfactory defined in the beginning of the project.

As the innovative aspect of the project, as we said before, is a combination of several resources, procedures and particular activities of people involved in, every phase or activity of the project is resulting in a kind singular change that also must be defined on the paper.

For this reason, Social Impact Theory distinguish different levels of changes occurring while a project live:

(1) Outputs are the results that organizations can measure or assess directly, as tangible results of their activities (e.g. number of trained people, percentage of new people in the workforce).

(2) Outcomes are the wider changes, benefits and knowledge that they attempt to elicit in the world in the medium and long term (e.g. reduction of social exclusion, decrease in inequalities). Since outcomes refer to changes in the society, they are determined by a wide range of actors as well as by external conditions that could facilitate them. Organizations can of course have a key role in driving the change, though their contributions must not be overestimated.

(3) Social impact refers to the portion of the total outcome that occurred due to an organization's activities beyond what would have happened anyway

*(Clark et al. 2004)*

This needs analysis has been carried out bearing in mind the potential of INSPIRE project in creating impact by "Introducing Social Entrepreneurship in Indonesian Higher Education". In this sense, INSPIRE project should support every effort to promote Social Entrepreneurship with clear definitions of social impacts and its measurements, so that visibility of impact can feed into the visibility of the project as well as the visibility of the benefits of Social Entrepreneurship at HEI itself.

### 3.3 Definition of social problem

A social problem delimits the subject matter for a social entrepreneurship.

But, unfortunately, the revision of literature about ways of defining social problems, is full of ambiguities, resulting itself problematic.

To summarise the revision of the literature, the sociological debate agreed the need of introducing both professional and public opinion definitions of social problems in a same definition. This is the consequence of combinations of two factors defined by Lauer, 2014, who carried out a research about the uses of the term "social problem" in the literature:

- disparities in the concepts and its use among sociologies
- importance of subjective point of view provided by public opinion

A tentative definition that meet the agreement can be as follow:

***“A social problem is any condition or behaviour that has negative consequences for large numbers of people and that is generally recognized as a condition or behaviour that needs to be addressed”***

According this line of analysis, every social entrepreneurship project should clearly describe the social problems that needs to be change as well as how the entrepreneurship can itself address the social condition and the strategy or possibilities to scale this entrepreneurship as the solition for the large number of people affected in society.

## 4 Methodology

### Target Groups

Three different target groups have been defined in the quantitative approach:

- ***Students and graduates***
- ***Academics***
- ***External Stakeholders***

For each target group an ad hoc questionnaire was designed to create the necessary set of data to carry out the quantitative analysis. Each questionnaire contains the variables that best meet the specific needs identified for the analysis at each target group. Besides, a set of common variables have been introduced to make possible a comparative approach too.

### Sample

The sample was designed considering an infinite population for each target group. The cases were collected without introducing randomized selection processes. Thus, for the three groups, the study has been brought to pass through non-probability sampling procedures. The questionnaire was self-administrated by responders via on-line.

The analysis is considered to be useful and strength enough at exploratory and descriptive level, but poor for correlational and causal purpose. However, a correlational approach has been considered viable for some cross analysis when the results can be verified with other sources of information, for example the qualitative inputs.

### Answers

Despite of the fact that an independent sample size of 385 individuals was designed for each target group; the expected rate of the answers has only been satisfied for the sample of students and graduates: 95.6 %.

	Frequencies	Percentage	Percentage valid	Percentage accumulated
Valid	Student / Graduate	369	45,3	45,3
	External stakeholder	252	31,0	76,3
	Academics	193	23,7	100,0
	Total	814	100,0	

In the meanwhile, the external stakeholders sample reached the level of 65.45% of the expected answers and. In the case of Academics, the rate got the 50.13%.

As the samples were not dully completed, the sampling error has been recalculated after the data collection phase was ended, being the results as follows:

TARGET GROUPS	SAMPLE	SAMPLING ERROR
<i>Students and graduates:</i>	<b>369</b>	<b>5%<sup>25</sup></b>
<i>Academics:</i>	<b>252</b>	<b>6%<sup>26</sup></b>
<i>External Stakeholders:</i>	<b>193</b>	<b>7%<sup>27</sup></b>
<i>All samples</i>	<b>814</b>	<b>3%<sup>28</sup></b>

Although the sampling error is wrongly taken into account for non-randomised samples, it is widely used by researchers who want to highlight the significant power of the results.

For these cases, the results must be contrasted by other sources of information.

### Variables

Four sets of variables have been defined:

- (1) **Students and graduates:** Entrepreneurial perception and intention
- (2) **Academics:** Perceptions with regard to the involvement and commitment of HEI with social entrepreneurship
- (3) **External stakeholders:** Expertise with social entrepreneurship and collaboration with HEI.
- (4) **Cross-target groups variables:** Fields of application of social entrepreneurship

The analysis of the variables are introduced in the final report according to the relevance of the finding.

They are first statistically analysed to be later discussed and translate into a recommendation.

<sup>25</sup> On the assumption of simple random sampling and confidence interval = 95% **FOR INFINITE POPULATION**

<sup>26</sup> Idem

<sup>27</sup> Idem

<sup>28</sup> Idem

### **Methods for the Analysis**

Based on the findings obtained in the first exploratory analysis, different statistical procedures have been carried out with the aim of capturing relevant results considered to meet the objectives of the INSPIRE project.

As a variety of technics has been used, a brief explanation of a specific technic used will be developed in the same subsections where it is applied.

### **Software for the analysis**

The statistical analysis has been carried out with the software SPSS. The University of Alicante is kept up with payment for the licence, being the UA staff responsible to do this need analysis authorised to use the software for the INSPIRE project within the terms of contract with IBM.

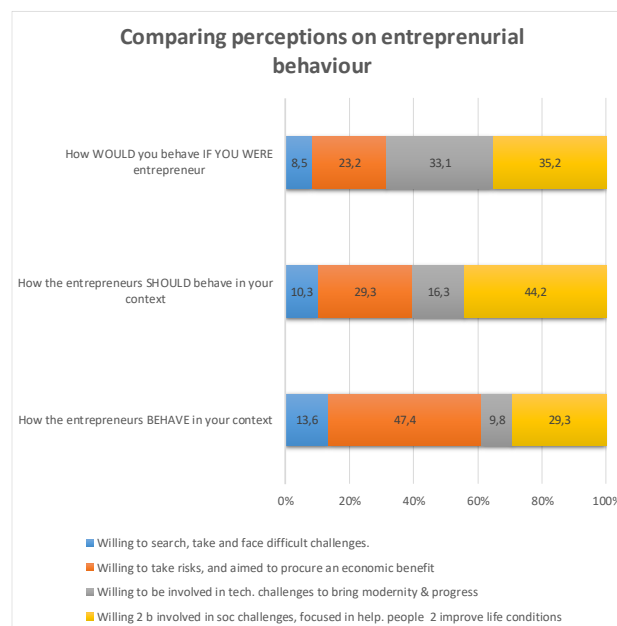
## 5 Results

In this chapter the most relevant findings are presented introducing some information about the statistical technics that have been used and the orientation for the discussions that will be develop in the next chapter.

### 5.1 Students and Graduates

#### *Attitude towards the social side of entrepreneurship among students and graduates*

**Indonesian students and graduates perceive entrepreneurship as an opportunity to carry out social projects:** 44.2 % of them consider that entrepreneurs should focus their target on social issues instead of getting economic benefit (29.2 %), or going forward in technology and progress (16.3 %), or facing difficult challenge (10.3 %).



***Students and graduates perceive the complexity of meaning of social entrepreneurship as well as the wide scope of its connotations.***

A very interesting finding has to do with the conventional and traditional definition of entrepreneurship that focuses on the idea of facing difficult challenges. For the three ways of

asking about entrepreneurship perception, the idea of facing difficult challenges has a low frequency of answers or it is just the less frequent category:

- (1) How they would behave if being entrepreneurs,
- (2) How they think entrepreneurs behave in the context, and
- (3) How entrepreneurs should behave,

Only when asking about how the students and graduates think that the entrepreneurs in the context are motivated for being entrepreneurs, they consider that going forward in technology and modernity is even less influential than facing difficult challenges.

This finding suggests that the level of the difficulty of the challenges does not distinguish entrepreneurship or social entrepreneurship from other type of activity where people also encounter problems: looking for a job, getting a degree, etc.

The revision of the literature as well as the finding reached, demonstrate that the nuances of the meanings of entrepreneurship are not only perceived and discussed at scientific or theoretical level, but also the stakeholders and individuals in general use the different meanings to express their understanding of their own or others entrepreneurial behaviour.

In other words, **students and graduates can capture the same complexity about definition of social entrepreneurship that even the scientific literature cannot clarify or simplify.**

### ***Differences between self-perception and perception of others with regard to social entrepreneurship***

Students and graduates perceive them-self to have higher level of commitment with social entrepreneurship in comparison with how they perceive the entrepreneurs in general are involved in social issues.

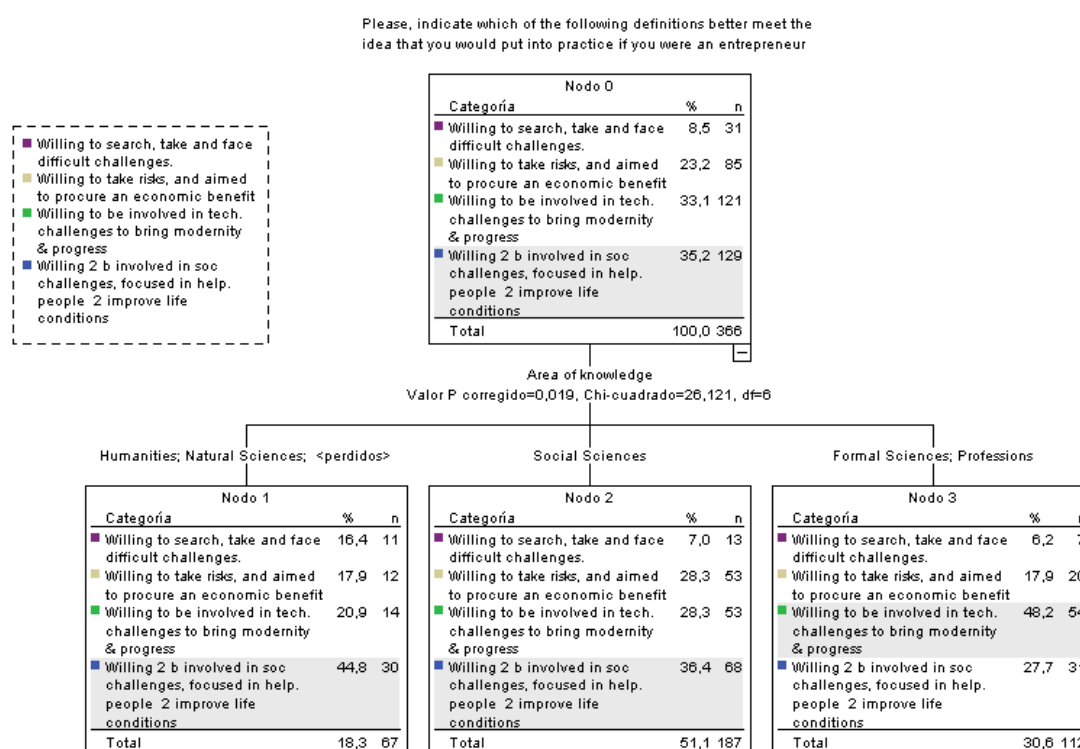
Entrepreneurial motivations that should be the basis of entrepreneurs' behaviour in the context, or the motivations that should determine a hypothetical entrepreneurship, definitively correlate with social aims, (helping people), or modernity and progress aims in second place.

Contrary, students and graduates think that motivational patterns of the "others" conform to economic benefit criteria.

This finding can be the basis to define the **opportunity of creating Social Entrepreneurial Identity**.

### *Differences in the attitude towards entrepreneurial typologies*

In the classification tree showed below, we can appreciate differences between disciplines with regard to the idea of entrepreneurship that the students and graduates would put into practice in case of becoming entrepreneurs.



Students and graduates of **Humanities and Natural Sciences**, are joined in a same homogeneous group (node 1) characterized by being the target group with the **higher social motivation** in terms of entrepreneurship. Students of **Social Sciences** are **also motivated** for that issue **but not so strongly** as node 1, that's why they are considered a node (2) apart.

Node 3 contains students and graduates from **Formal Sciences and Professions**, and this groups is characterized by being more **motivated for technological challenges**.

The most important finding in this analysis is that the discipline of study is associated with the entrepreneurial interest profile, being possible a distinction of three **homogeneous groups**, that are distinguished for having a **more social or a technological profile**.

### 5.1.1 Technological vs social awareness with regard to entrepreneurship

In order to go forward in the analysis of how having whether a social or technological motivation can influence the idea of being an entrepreneur, a factor analysis have been carried out in order to reduce the dimensions of variables determining both factors.

The table below, shows the total explained variance obtained in a factor analysis where two factors explain the variance of 11 variables.

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,976	54,326	54,326	5,976	54,326	54,326	3,567	32,423	32,423
2	1,057	9,608	63,934	1,057	9,608	63,934	3,466	31,511	63,934
3	,754	6,858	70,792						
4	,696	6,329	77,121						
5	,561	5,098	82,218						
6	,405	3,680	85,898						
7	,393	3,571	89,469						
8	,345	3,135	92,605						
9	,307	2,787	95,392						
10	,278	2,528	97,920						
11	,229	2,080	100,000						

Extraction Method: Principal Component Analysis.

In the table above we can see the components of both factors.

The variables show the fields where students and graduates consider entrepreneurship is more important to solve problems.



As a result, we can distinguish **two groups of fields clearly related to social or technological fields**.

Some of the components of each factor, as business in the social one, cannot be defined as exclusively social factor. But as this component is not necessary considered contradictory for social factor, it has been also included in the analysis.

The same happened with technological factor, where Public Administration is not necessary a technological component, but it does not contradict the definition for the factor.

To obtain the factors an EQUAMAX orthogonal rotation has been carried out, with the result of the least number of possible factors obtained with the less number of variables saturated in each factor.

Only saturation coefficients over 50% are showed for the best visualizing the components in the factors.

Rotated Component Matrix <sup>a</sup>		
	Component	
	1	2
Public infrastructures (0 = not important at all / 10 = absolutely important)	,816	 SOCIAL FACTOR
Energy sources (0 = not important at all / 10 = absolutely important)	,806	
Environment (0 = not important at all / 10 = absolutely important)	,703	
Medicine (0 = not important at all / 10 = absolutely important)	,684	
Feeding (0 = not important at all / 10 = absolutely important)	,569	
Public Administration (0 = not important at all / 10 = absolutely important)	,562	
Social needs (0 = not important at all / 10 = absolutely important)	 TECHNOLOGICAL FACTOR	,854
Fair trade (0 = not important at all / 10 = absolutely important)		,798
Social Services (0 = not important at all / 10 = absolutely important)		,794
Education (0 = not important at all / 10 = absolutely important)		,621
Business (0 = not important at all / 10 = absolutely important)		,581
Extraction Method: Principal Component Analysis. Rotation Method: Equamax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

The factor analysis has **confirmed internal coherences of the variables introduced for the analysis of the variable “fields of application of Social Entrepreneurship”**, as well as in the responses given by students and graduates. Both findings allow to pursue in the analysis as factorial scores obtained for students and graduates that have been saved for both new variables (1) social factor and (2) technological factor.

### 5.1.2 Do the students or graduates have different motivational profiles depending on the kind of programs the would be willing to participate in?

In the table below we can appreciate the differences between social or technological factor motivations depending on the kind of the activities.

All activities have similar scores of social and technological motivations except in the case of being involved in training activities on social entrepreneurship where scores are considered for

evaluation, where students with technological motivations are more unlikely to participate. While, when the scores have not weight in the evaluation, both profiles are same likely to participate.

<b>Social factor Technological factor * Indicate which one or ones of the following activities / programs you would decide to be involved if available</b>		
Indicate which one or ones of the following activities / programs you would decide to be involved if available	Social factor	Technological factor
An optional subject about social	-0,20	-0,12
A training activity involving social entrepreneurship (score considered for evaluation)	0,09	-0,09
A training activity involving social entrepreneurship (score not considered for evaluation)	0,06	0,20
Business competition for entrepreneurship in	-0,04	-0,30
Competition of social innovations (social	-0,38	-0,02

For the other activities a low score for both profiles have been showed, suggesting that training activities are the most efficient way to involve students in social entrepreneurship when the type of motivations for entrepreneurship are considered.

### 5.1.3 Do the students or graduates have different motivational profiles depending on their self-perception of being prepared or not to carry out a project?

In the table below, we can appreciate that the students who consider to be prepared enough to start up a bussines are those whose motivations are close to the social factor.

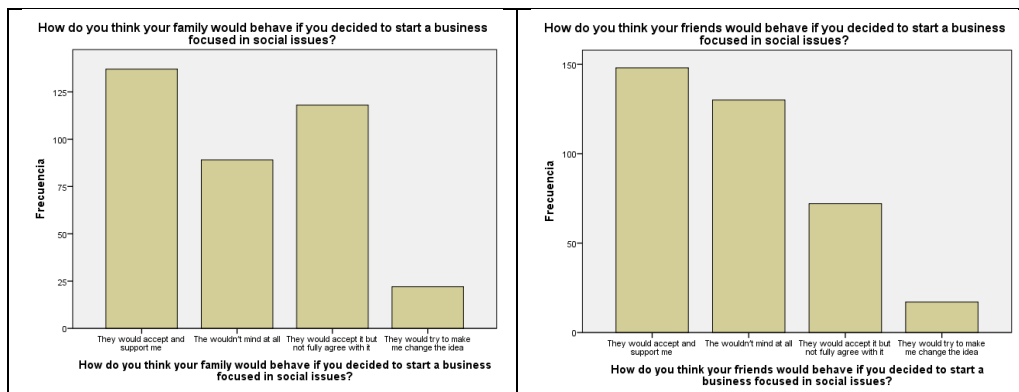
The students that consider them self qualified but not enough are motivated by technological factor, while their category concentrating students self-peceived not prepared at all are not distinguish by their motivational profile.

Differences in the self-perceptions of being totally or not enogh prepared, where social and technological factor have higher scores repectively, may have to do with the same characteristics of technology, that contraty to the social factor, entails a deeper knowledge on procedures and its transfer to the solutions.

Social factor Technological factor * Do you think you are qualified enough to carry out an entrepreneurial project?		
Do you think you are qualified enough to carry out an entrepreneurial project?	Social factor	Technological factor
Yes, but not enough	-0,04	0,06
Yes, totally	0,17	-0,14
No, not at all	-0,06	-0,25

## 5.2 Social support for being entrepreneurs.

We found that students perceive different strength in the hypothetic support that they would receive from the context (family and friends) in the case of creating a business focused in social issues.



As we can see in the graphics above, students and graduates perceive (subjective norm), a high support from their friends, probably more close to their interests than parents do.

Contrary, students and graduates' parents are perceived as being more suspicious regarding to the idea of taking decision to become a social entrepreneur.

Actually, 32 % of them think that their parents "would accept it, but would not full agree with it".

How do you think your family would behave if you decided to start a business focused on a social issues? \*  
Please, indicate if your father or mother has ever started a business Crosstabulation

Count		Please, indicate if your father or mother has ever started a business				Total
		Yes, my mother	Yes, my father	Yes, both of them	None	
How do you think your family would behave if you decided to start a business focused on a social issues?	They would try to make me change the idea	3	6	4	9	22
	They would accept it but not fully agree with it	14	24	38	42	118
	They wouldn't mind at all	21	18	27	23	89
	They would accept and support me	27	31	46	33	137
Total		65	79	115	107	366

Even if we compare the support providing by parents with their different entrepreneurial backgrounds, see table above, the support from parents is no different among the categories.

In other words, **the support of parents for social entrepreneurs is independent of their entrepreneurial backgrounds**, see table below, where chi-square test confirms statistical independence with sigma > 0.05.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,815 <sup>a</sup>	9	,289
Likelihood Ratio	11,038	9	,273
Linear-by-Linear Association	4,728	1	,030
N of Valid Cases	366		

a. 2 cells (12,5%) have expected count less than 5. The minimum expected count is 3,91.

Contrary to what happens in other contexts, the family background is related to the willingness of sons and daughters to start a bussines, what means that parents who are entrepreneurs should express more support the entrepreneurial attitude and behaviour of their sons and daughters.

In the case of Indinesia, as it was mention in the regional analysis for Sumatra, a wide range of population is or have been involved in creating any kind of business, even in the informal economy.

As a result, the background of family may have no make significant difference on the support to create a business comparing with non-entrepreneurial backgrounds.

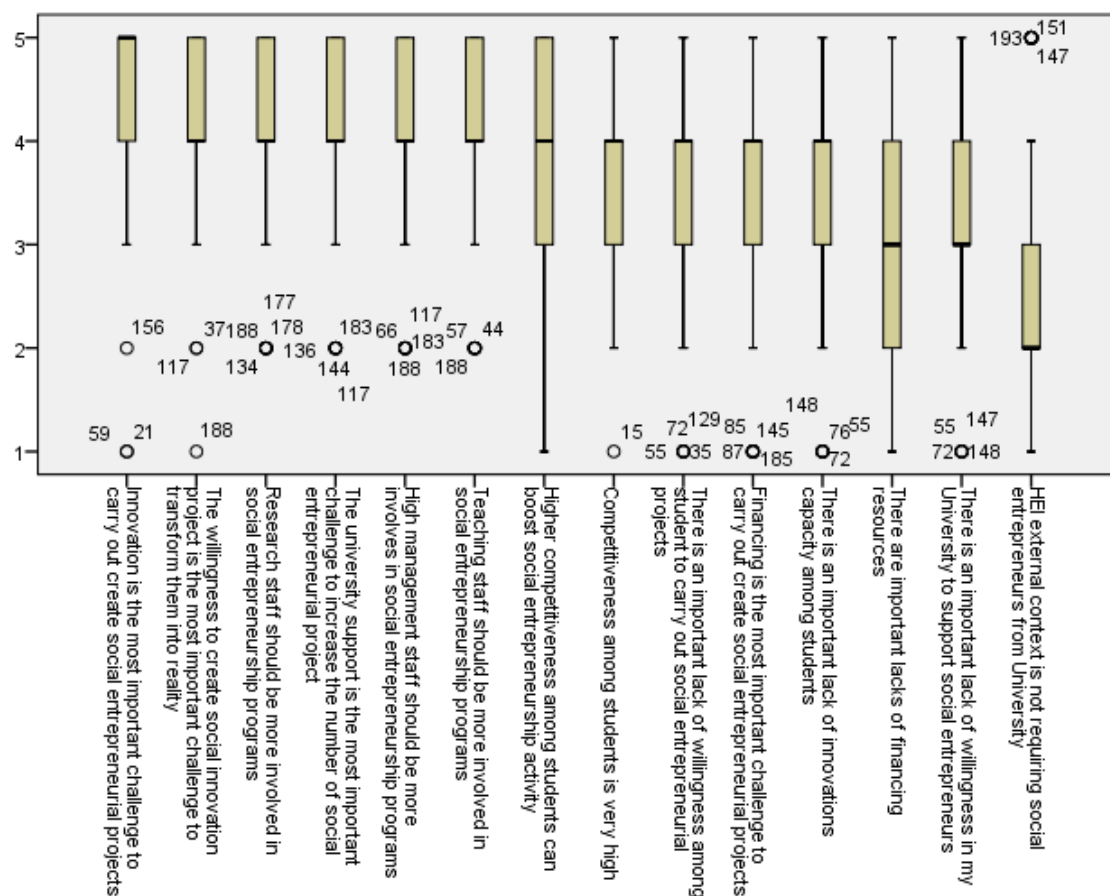
### 5.3 Academics

The questionnaire for academics aimed to collect the opinion of this target group with regard to the social entrepreneurship and its relation with real internal and external conditions at HEI.

There is also a set of questions that are common for all the target groups. In this section only the specific questions for academics are presented with the analysis of the findings that have been considered relevant for the project.

#### 5.3.1 Perception of academics regarding the social entrepreneurship.

In the graphic above (Box and Whiskers diagram), we can appreciate the academic staff expressing their agreement or disagreement about the influence of some conditions at HEI that can affect the successful introduction of Social Entrepreneurship at Indonesian Universities. The conditions are ordered from most to less important, left to right.



We can clearly appreciate that there are two sectors in the box and whiskers graphic. Factors that are scored above 4, and factors scored below 4.

The scale goes from 1 (strongly disagree) to 5 (strongly agree).

Both sectors are split off by one factor (Impact of students' competitiveness) where academics express controversial opinion about its influence on social entrepreneurial activity. This factor, despite of having a central distribution in the score 4, is more or less homogeneously distributed between scores 3 and 5, having several extreme scores between 1 and 3 that reaches 25% of the sample (see box and whisker diagram).

The set of conditions on the left, are perceived as strongly influential for introducing social entrepreneurship while in the right side gather set of conditions that academics scantily disagree about its influential capacity on social entrepreneurship.

STRONGLY AGREEMENT	CONTROVERTIAL AGREEMENT	JUST AGREEMENT
Innovation is the most important challenge to carry out create social entrepreneurial projects	Competitiveness among students is very high	There is an important lack of willingness among student to carry out social entrepreneurial projects
The willingness to create social innovation project is the most important challenge to transform them into reality		There is an important lack of innovation capacity among students
Research staff should be more involved in social entrepreneurship programs		Financing is the most important challenge to create social entrepreneurial projects
The university support is the most important challenge to increase the number of social entrepreneurial projects		There are important lacks of financing resources
High management staff should be more involved in social entrepreneurship programs		There is an important lack of willingness in my University to support social entrepreneurs
Teaching staff should be more involved in social entrepreneurship programs		HEI external context is not requiring social entrepreneurs from University
Higher competitiveness among students can boost social entrepreneurship activity		

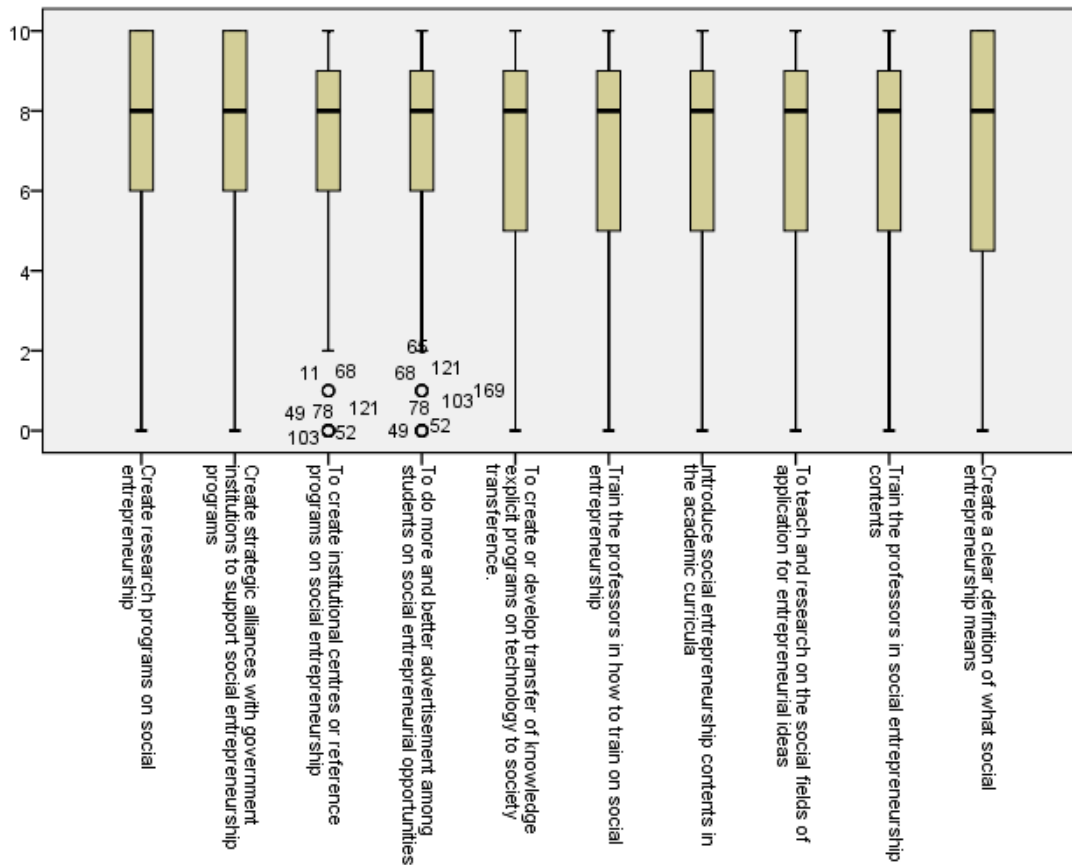
Academics consider that there are no real barriers for the willingness and commitment of the internal and external stakeholders with regard to social entrepreneurship (see the list of just disagreements).

However, the majority of them consider the HEI and its internal stakeholders can do much more to increase the social entrepreneurial activity.

This analysis suggest the lacks can be defined in terms of not existing specific social entrepreneurial programs or the poor visibility of the current activities.

### 5.3.2 Factors that can conditionate the development of social entrepreneurial culture at Indonesian HEI.

In this case, the factors conditioning the development of social entrepreneurial culture are perceived more or less homogenous by the academics, being quite difficult to distinguish sets of influential and not influential.



All of them are considered to have similar influence as their scores are close to 8 in a scale where 0 is not important at all and 10 totally important.

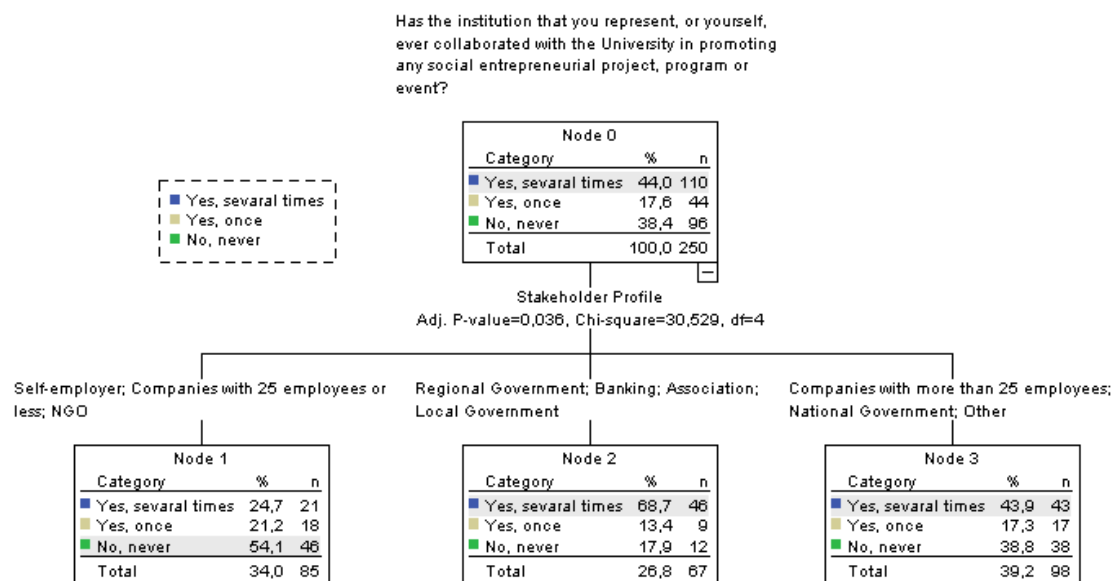
## 5.4 External Stakeholders

For the analysis of the external stakeholder's survey, we have also used a hierarchical classification algorithm.

Only classification trees where segmentation analysis have been resulted in at least one division are presented in the analysis.

### 5.4.1 External stakeholder profiles collaborating with Indonesia HEI SE.

In the classification tree showed below, we can observe two different groups of external stakeholders depending on the level of collaboration with Indonesian HEI with regard to Social Entrepreneurship.



On the one hand, more than 54,1 % of self-employees, SME and NGO, never collaborated with HEI, being the collaboration more or less equally distributed between categories: several times or only once.

On the other hand, Regional and Local Government, Banks and Associations have affirmed to collaborate several times with HEI, more than 68,7 %.

National Government and big companies collaborate several times with Universities, but no as frequently as in case of Local and Regional Government.

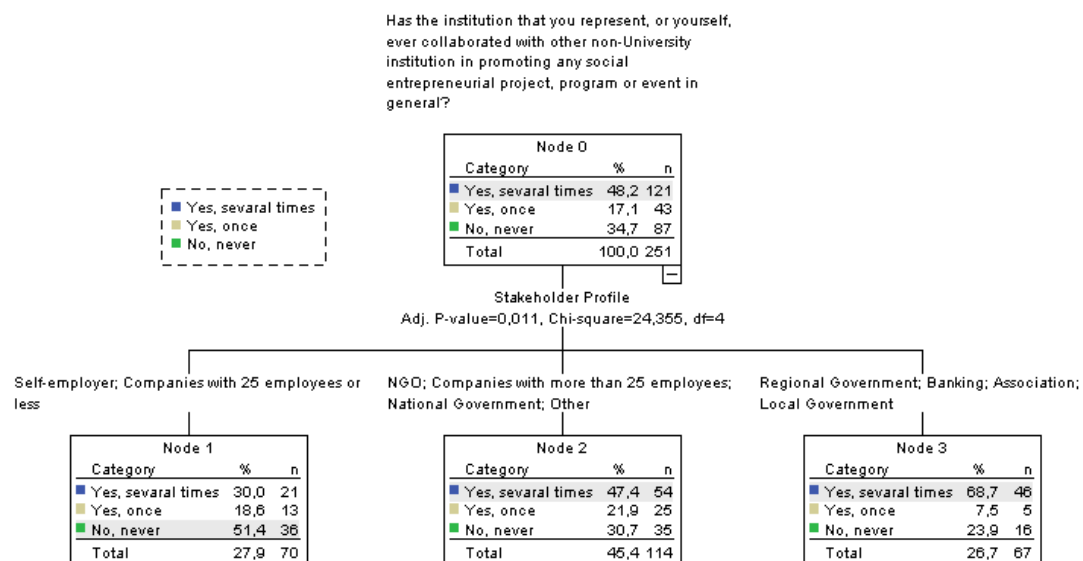
It is surprising that NGOs belong to the same group of external stakeholders affirming mostly no collaborating with HEI. This point is more in depth analysed in the next section 5.4.2.

Besides, this finding suggests that at least other 4 possible situations may be occurring, individually or combined, regarding the SME and self-employees:

- **No having interest in collaborating with HEI with regard to Social Entrepreneurship**
- **Considering having no capacity to collaborate with HEI with regard to Social Entrepreneurship**
- **Indonesian HEI have no created channels of collaboration with SME or entrepreneurs with regard to Social Entrepreneurship**
- **HEI has not properly identified external stakeholders that can contribute to create a proper context to introduce Social Entrepreneurship**

#### 5.4.2 External stakeholder profiles collaboration with regard to Social Entrepreneurship.

In the classification tree showed below, we can also observe two different groups of external stakeholders depending on the level of collaboration with regard to Social Entrepreneurship.



In this case we analyse the collaboration of the stakeholders with Social Innovation in general, but not involving HEIs.

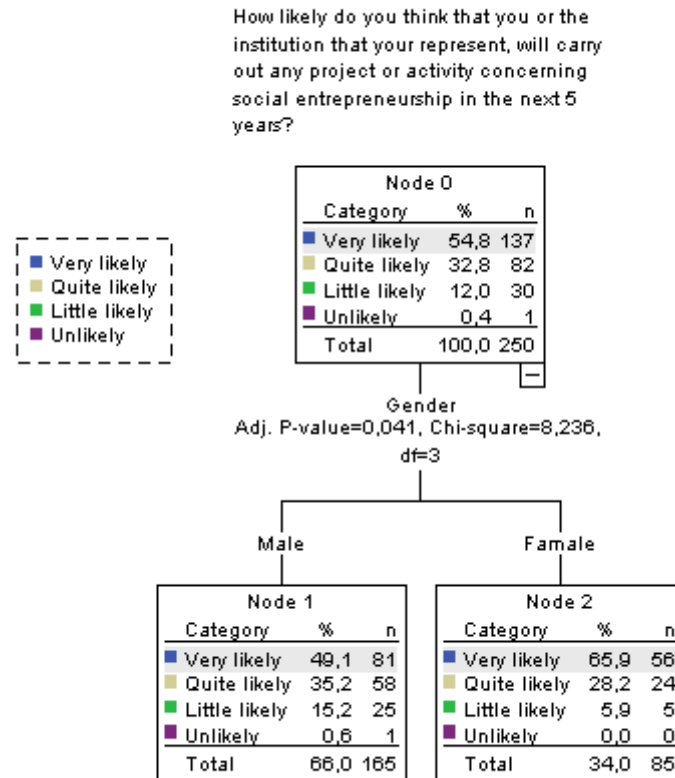
We can here appreciate that this classification tree divides the groups into three nodes joining the same categories of stakeholders exactly as it occurred in the classification tree where HEIs participate.

Except the NGOs, that in this case, and contrary as occurring in participation involving HEI, affirm to participate several times in more than 50% of cases, or 18,6 % who collaborated at least once.

The analysis of **NGO** participation is oriented to the **demand of greater participation or collaboration by HEI**, where maybe the role of HEI should be more proactive, as NGOs are in fact in the core of Social Entrepreneurship activity.

#### 5.4.3 Gender and willingness to participate with Social Entrepreneurship projects

In the tree below, we can see the striking differences of willingness to participate with social entrepreneurship between males and female's stakeholders.



Almost 66 % of women think that they are very likely will participate in a social entrepreneurial project within the next five years. The 94 % of women (node 2) consider very or quite likely they will participate, while men's willingness to participate reaches only 84 % of sample.

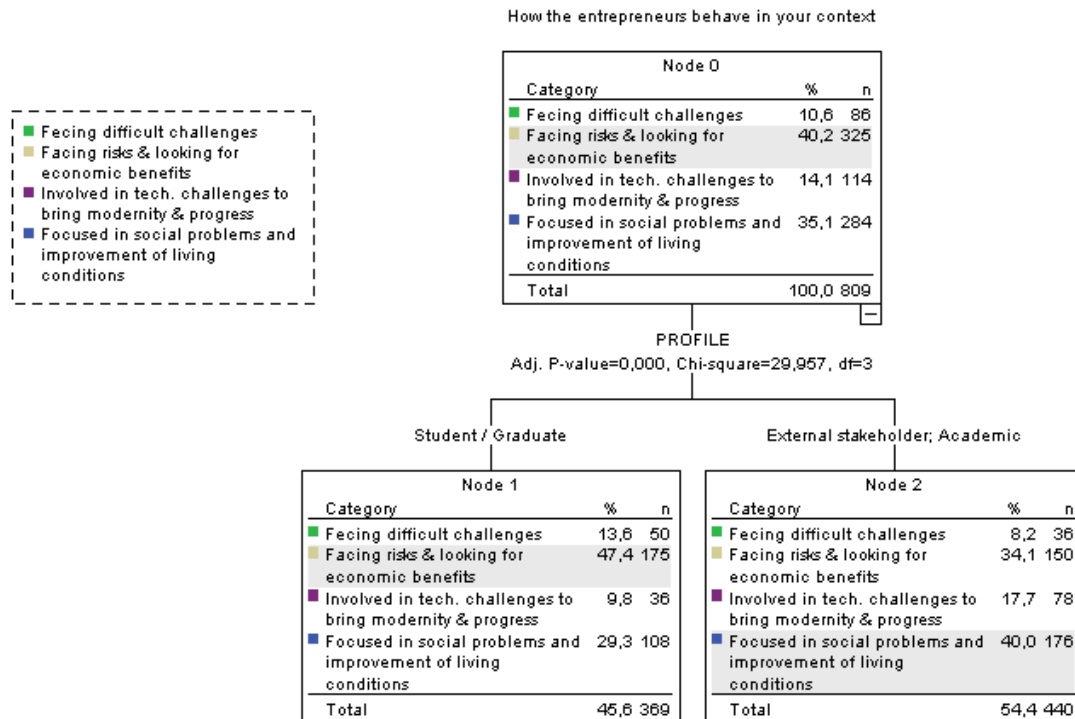
Despite of the fact that it is a merely subjective perception, this clearly means a **deeper commitment of women with social issues especially in the field of business.**

## 5.5 Cross target group analysis

In this section the common variables included in all surveys are analysed with the aim of finding differences between role's definition of the stakeholders.

### 5.5.1 Perception of how entrepreneurs behave in the context

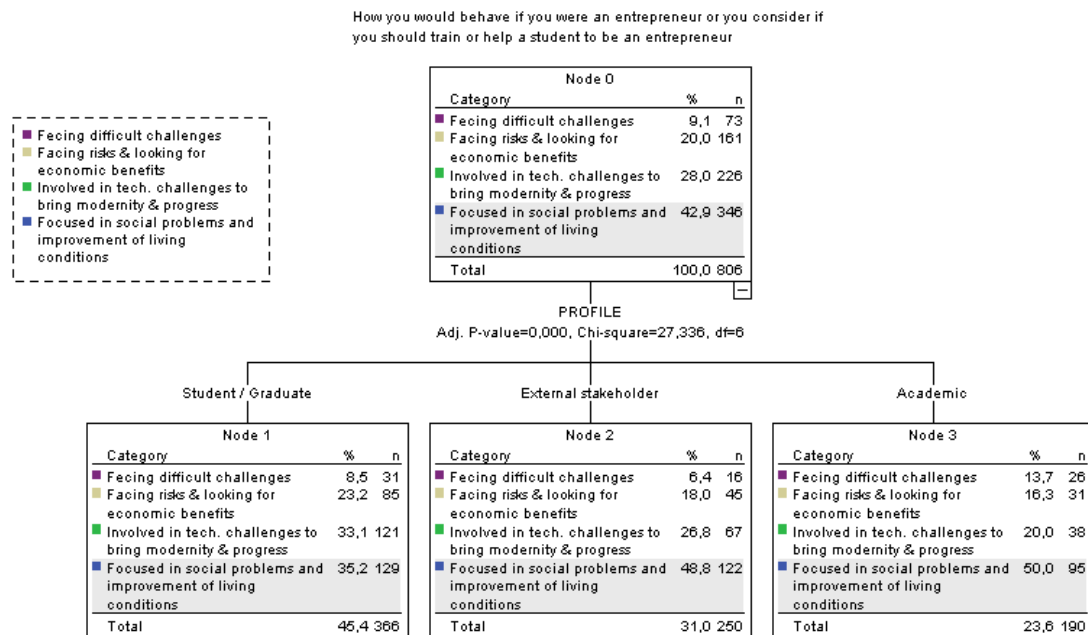
The analysis has demonstrated that there are no differences of perception about how entrepreneurs should behave in the context (mostly motivated to solve social problems), but there are about of how the behaviour of entrepreneurs is perceived at the moment.



Students and graduates consider that the first motivation for entrepreneurs are the economic benefits, while academics and external stakeholders have the same profile of perception that focuses the social problems and the improvement of living conditions.

### 5.5.2 Perception of how the target groups' would behave themselves in case being or support entrepreneurs

The classification tree showed below confirms the hypothesis of statistical dependence between the profile of entrepreneurial motivation and the target group.



**STUDENTS AND GRADUATES'** profile is characterized by a high motivation for solving social problems, but this motivation is not big as it is in the other two target groups. The concentration of motivation for technologies and progress is particularly larger than in the other groups, and motivation for facing difficult challenges is particularly small.

**EXTERNAL STAKEHOLDERS'** profile is characterized by a particularly large motivation for solving social problems, a medium motivation for both technology and economic benefits, and a particularly small motivation for facing difficult challenges.

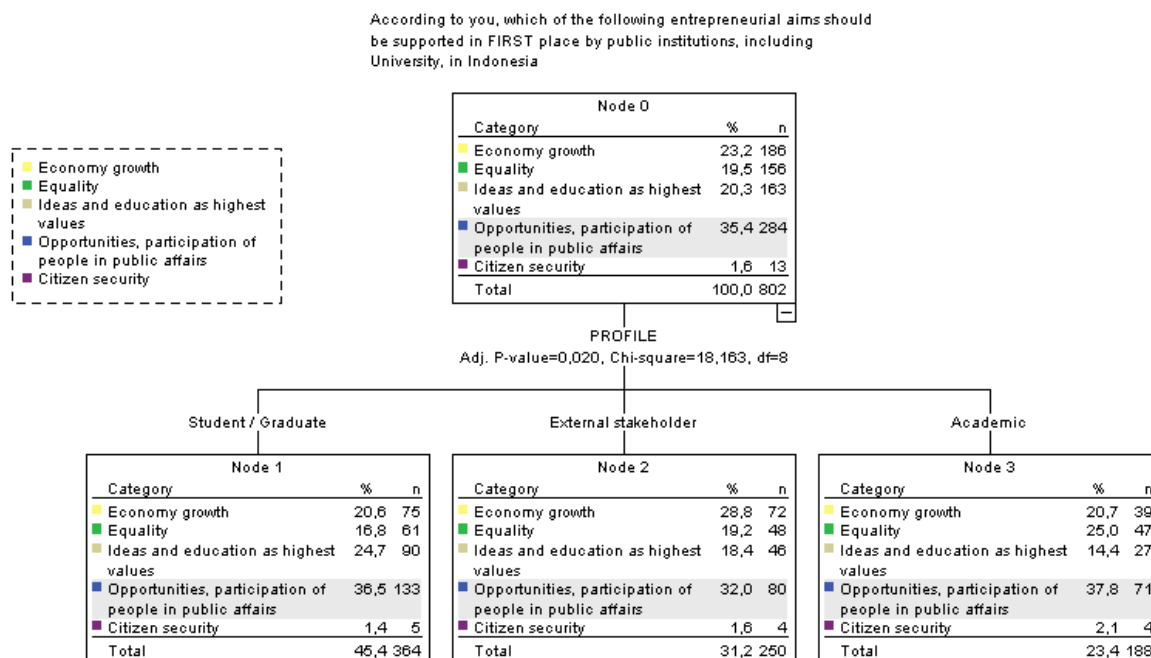
**ACADEMICS AND RESEARCHERS'** profile is characterized by a particularly large motivation for solving social problems and more or less equal distribution of the other motivations: technology and progress, economic benefits and facing difficult challenges, being the last one the higher level compared with other targets groups.

### 5.5.3 Entrepreneurial aims that the target groups consider necessary to support

In this classification tree we can appreciate both: the distribution and also the Chi Square Test. The test corroborates the hypothesis of dependence between the target groups and the entrepreneurship aims that are considered necessarily to be supported by Government.

Here we can also identify how the categories are working as a classificatory algorithm. Equality and participation of people in public affairs are the categories that work balancing there where

the cases that are being are transferred from students and graduates to academics and external stakeholders and vs.



Opportunities and participation of people in social affairs is the most frequent entrepreneurial aim considered by all target groups.

Ideas and Educations as highest values is the social problem that most differentiates this target group from academics and external stakeholders.

Equality is more frequently perceived by academics and external stakeholders.

## 6 Discussion and recommendations

### (1) Greater receptivity by academics for Social Entrepreneurship

#### DISCUSSION (1)

The context is perceived as highly receptive for social entrepreneurship. The attitudinal and motivational baseline for social entrepreneurship is homogeneously high for the three target groups.

Perception of students and graduates about entrepreneurial behaviour is different from the other two target groups: academics and external stakeholders. Students perceive difference between themselves and other non-university profiles, while academics and external stakeholder's self-perception has no large differences in how they perceive the context of entrepreneurial behaviour. The three target groups consider social problems and improvement of living conditions as the most important issues that would motivate themselves in the hypothesis of starting up a business. However, three different profiles are distinguished:

- ***Students and graduates are less close to social problems than other target groups*** and closer to technology, but the real difference is for the second and third motivations: technology and progress and economic benefits (quite larger than in the other target groups)
- ***External stakeholders are closer to social problems. Technology and progress and economic benefits*** are also in the second and third position, but frequencies are not as large as in the case of students and graduates.
- **Academics are closer to social problems. The other motivations are more homogeneously** distributed in comparison with the other target groups.

#### RECOMMENDATION (1)

The self-perception of having a high level of motivation for social issues and entrepreneurship among academics should be considered as an opportunity for the INSPIRE project.

The need of creating a strategy to involve and get the commitment of academics and researchers in introducing social entrepreneurship topics, and motivate the students to considering social entrepreneurship as an issue to study or create a project or a business idea, should be introduced in every training module, as the motivation of academics has already been clearly demonstrated. Basically, **benchmarking activities and resources should critically consider the dissemination of best practices where academics are assigned a critical role in the development of Social**

**Entrepreneurship Programs.** In other words, academics have the capacity of rounding out the circle for the social entrepreneurship intention, as they:

- Are aware about the momentousness of the Social Entrepreneurship
- Are motivated
- Are benchmark for students
- Meet the students in the classroom, not any other channel can reach such a disseminative capacity

### *(2) Students' and graduates' social entrepreneurial identity*

#### *DISCUSSION (2)*

The perception by students and graduates of a lower social motivation of entrepreneurs happening in the context, combined with the higher motivation with social issues and entrepreneurship expressed by themselves in the study, demonstrate the high and differential self-perception and commitment of this target group with social entrepreneurship.

#### *RECOMMENDATION (2)*

This commitment may be used to create a **"Social Entrepreneurship Identity among HEI students and graduates"** contributing to develop a **"positive social influential context"** to attract attention of this target and rise the intention of being a social entrepreneur, not only for business, but also for any kind of entrepreneurial project:

***University students and graduates as pioneers of social entrepreneurship.*** channelizing opportunities of entrepreneurial solutions for social problems by students and graduates and making the solutions provided as visible as possible.

In this sense, the students and graduates social entrepreneurial identity can be used to break down the barriers for a successful introduction of social entrepreneurship, not only at HEI level, but also in the HEI context.

### (3) EXTERNAL STAKEHOLDERS (a): Better use of the SME commitment and awareness about Social Entrepreneurship

#### DISCUSSION (3)

The commitment of external stakeholders with social entrepreneurship and social issues is also an opportunity that should be managed with a strategy to raise the level of willingness to collaborate with HEI.

The external stakeholders are date to date facing real social problems, thus they are a kind of reservoir of information about social issues that can act as guidance to identify and define solutions for such social problems.

External stakeholders must play a critical role in the procedures of identifying social problems working as a source of information.

In the analysis it was observed that a lower rate of SME or Micro – Enterprises, including self-employees, collaborate with HEI with regard to Social Entrepreneurship.

The World Bank Group 2016 report Women-owned SMEs in Indonesia: A Golden Opportunity for Local Financial Institutions point out that

“the microenterprises that dominate the sector, constituting 99 percent of all enterprises and employing 89 percent of the private sector’s workforce”<sup>29</sup>

Source: International Finance Cooperation.

World Bank Group. March 2016

The table below helps to figure out the magnitude of the SME and Micro Enterprise in Indonesia productive structure, and as well as the critical role they might have in creating solutions for social problems including unemployment, decent employment, services etc.

	Assets (excluding land and building)	Annual sales	Number (2013)	Employment (2013)
<b>Micro</b>	< 50 million IDR	< 300 million IDR	57,189,393	104,624,466
<b>Small</b>	50 – 500 million IDR	300 million – 2.5 billion IDR	654,222	5,570,231
<b>Medium</b>	500 – 10 billion IDR	2.5 billion – 50 billion IDR	52,106	3,949,385
<b>Corporates</b>	> 10 billion IDR	> 50 billion IDR	5,006	3,537,162

Source: International Finance Cooperation.

World Bank Group. March 2016

<sup>29</sup> <https://www.ifc.org/wps/wcm/connect/b3b5756e-708a-49fc-afe3-df26cff517f1/SME+Indonesia+Final.pdf?MOD=AJPERES>

### RECOMMENDATION (3)

HEIs should carry out a better study of the SME ecosystem and make an effort to find channels and ways of collaboration involving SME and Micro-Enterprises – self employees, to strengthen their participation in the Social Entrepreneurship programs.

This effort should be translated into increasing the visibility of the opportunities that Social Entrepreneurship has.

Due to the research role of HEI, they shall stimulate and create tools to automatically identify social needs as well as ways to transfer knowledge into social solutions as TTO's do.

But in this case, students and graduates should also be given a role in the procedures for transferring knowledge.

### (4) EXTERNAL STAKEHOLDERS (b): Better use of the NGO commitment and awareness about Social Entrepreneurship

#### DISCUSSION (4)

NGOs have affirmed there will be no collaborating in Social Entrepreneurship activities with HEI with the same frequency as it occurs with other non HEI institutions.

As NGOs are recognized to be essential stakeholders of for Social Entrepreneurs. It is not comprehensible why and how HEIs are missing the opportunities to attract the attention of NGOs to collaborate with HEI at least at the same level as it happens with no HEIs.

### RECOMMENDATION (4)

In the same line as it was described for SMEs, HEIs should carry out a better study for a deeper understanding of the NGO ecosystem, and make an effort to find channels and ways of collaboration involving this type institution in order to address their partnership with HEIs.

### (5) Underlying social inequalities of Indonesia in the fields of application of Social Entrepreneurship pointed by stakeholders

#### DISCUSSION (5)

The social entrepreneurship is targeted on democracy values: participation of people in public affairs and equality.

Younger people interest on education should be considered as an opportunity for HEI, as youngers consider the access to education as a channel to overcome social problems.

Older people interest is focused on equality. This probably has to do with the high level of informal employments (81 % of workers, according to ILO figures for 2010)<sup>30</sup>, the majority of them in rural context.

The same studies reported high structural mobility, while little rates of circulatory mobility were stated.

Structural mobility refers to the changes of work structure between two periods, e.g.: the set of jobs with better conditions is higher now than in the past.

Circulatory mobility refers to people changing jobs, e.g.:

- people mobilizing from jobs with good conditions to jobs with better conditions (little circulatory mobility),
- or people coming from jobs with poor conditions in the past move to current jobs with considerable better conditions (high circulatory mobility).

#### RECOMMENDATION (5)

There is a lack of solutions for inequality (gender, rural-urban, access to health care, etc.) Social problems in this field in Indonesia have been widely documented by national and international studies.

Difficulties of access to higher and also secondary education have been reported too, and they are surely in the basis of the interests of students and graduates in education as higher value.

The condition of being students and graduates make this target groups closer to this problem.

Equality (pointed out by older people) should play a critical role in context where education is a limited resource (pointed out by younger people).

Thus, "EQUALITY and ACCESS TO EDUCATION" are considered social ideals, in the sense that they are perceived as two of the most important lacks. The interest in both issues ought to work as a "functional binomial" (improvements in equality should cause improvement in access to education, and vs), and it should be harnessed as a critical framework for definitions of social problems and social entrepreneurship solutions.

Both parts of this "functional binomial" are focused in different target groups, so **networking at both levels** can benefit from a same target. Thus, a better understanding by people of the

---

<sup>30</sup> [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/documents/publication/wcms\\_181164.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_181164.pdf)  
pp 28

“complexity of social problems” may contribute to clarifying the definition of targets for social entrepreneurship.

#### *(6) Ensuring the same level of participation among the different stakeholders*

##### *DISCUSSION (6)*

The target groups have all almost the same perception about the capacity of entrepreneurship to solve social problems. There are few differences on environment and education.

In spite of all punctuations are all above 6.85 of 10, the differences can be appreciated analysing the whole set of target groups and fields of application.

##### *RECOMMENDATION (6)*

All target groups are aligned, as they consider the same capacity of Social Entrepreneurship to solve problems for each component of the set of fields of application.

This alignment should be harnessed in the INSPIRE training modules to create areas of interest for social entrepreneurship to which different target groups can join, as all target groups have shown similar level of interest for the same fields of application.

So, it is important to be more **focused in ensuring representation of every field of application, and a high participation of stakeholders.**

#### *(7) Inviting and support research staff to research more in Social Entrepreneurship issues*

##### *DISCUSSION (7)*

84 % of academics consider that entrepreneurial skills should be taught whilst university studies. Very few of them consider the need of offering an optional or compulsory subject mainly focused on entrepreneurial skills (7,1 %)

However, 25.1 %, consider that introducing transversal entrepreneurial skills contents in several subjects are the best way to train students. This is the most frequently category that has been mentioned by academics.

Both, creating a network to cooperate with non HEI-stakeholders and a Social entrepreneurship centre, are considered the second most frequent options.

Academics are willing to introduce entrepreneurial skills as transversal contents in the curricula. Networking with external stakeholders as well as a Social Entrepreneur Centre is also considered as an important tool to train students and graduates.

However, a lack of scientific outputs has been identified in field of Social Entrepreneurship, and its application to the different contexts, reducing the opportunities of academincs to introduce and develop this issue as curricular contents.

#### *RECOMMENDATION (7)*

Strategies to involve academics in social entrepreneurship programs should go beyond the participation and commitment of this target group.

INSPIRE training modules can be an opportunity to analyse not only the strategies to involve academics as trainers, but also the ones to involve them in researching and creating knowledge about the logics of the social problems at local and regional level.

This capacity can reinforce their commitment with both:

- The whole procedure of creating solution together with consolidation of their academic profile
- To strengthen their research role

Training modules should help to create strategies to stimulate academics and researchers in gaining more interest in Social Entrepreneurship as well as transferring knowledge to practical social solutions.

#### *(8) Involving family and friendship context*

#### *DISCUSSION (8)*

The use of Theory of Planned Behaviour applied in this study suggests an important specific weight of subjective norm in taking every decision.

In this case, it has been confirmed that the opinion of the students' and graduates' families and friends can influence the decision of becoming entrepreneurs, being a bit more negative if it is in the field of a social issue.

#### *RECOMMENDATION (8)*

Involvement of educational institutions of secondary level in Social Entrepreneurship HEI programs can be useful to counter the possible negative effects of the subjective norm on making decision of becoming a social entrepreneur.

Besides, introducing social entrepreneurial concepts in early education, can give the students an opportunity to mature social awareness.

The contact of students with such contents at early ages may contribute to the acceptance or positive support by members of families and friend's groups.

### *(9) INSPIRING technological profiles to be involved in the Social Entrepreneurship scene*

#### *DISCUSSION (9)*

The analysis demonstrated that students and graduate who visualize the interest of technologies, are not as aware about social entrepreneurship as socially committed students and graduates are. It can be understood as a loss of opportunity not only for social entrepreneurship, but also for technological entrepreneurs who could get benefit of other viable fields that involve the three dimensions that are important for this profile:

- Economic benefit
- Application of technology
- Social benefit

#### *RECOMMENDATION (9)*

Social entrepreneurship programs at Indonesian HEIs' can help social entrepreneurs by **inspiring students and graduates with no social profile to participate in social entrepreneurship programs.**

Designing activities where students and graduates from different disciplines are intentionally engaged and mixed in the same social entrepreneur program can contribute to rise the interest for social issues by students from all educational profiles.

This way, knowledge transfer among students and graduates may also contribute for the better definition of social problems.

## 7 Bibliography

- Ajzen, I. 1991. The theory of planned behavior. *Organisational Behavior and Human Decision Processes*, 50: 179–211.
- Ajzen, T. 1998. Models of human social behaviour and their application. *Psychology and Health*, 13: 735–740.
- Ajzen, T. and Fishbein, M. 1980. *Understanding Attitudes and Predicting Social Behavior*, Englewood Cliffs, NJ.: Prentice-Hall.
- Babbie, E. R. 2007. *The basics of social research* (4th ed.). Australia: Thomson/Wadsworth.
- Berg, Bruce L. 2008. *Qualitative research methods for the social sciences*. 7th ed. Boston, MA: Allyn & Bacon.
- Berkowitz, A. D. (2004). The social norms approach: theory, research, and annotated bibliography (Available at: <http://www.edc.org/hec/socialnorms/theory.html>).
- Braverman, M.T., and Slater, J.K. (Eds.). (1996). *Advances in survey research*. San Francisco: Jossey-Bass.
- Brenner, M., Brown, J., & Canter, D. (Eds.). (1985). *The research interview, uses and approaches*. London: Academic Press.
- Creswell, John W. 1997. *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Denscombe, Martyn. 2007. *The good research guide for small-scale social research projects*. 3rd ed. Maidenhead, UK: Open University Press.
- DeVaus, D.A. (1995). *Surveys in social research* (4th ed.). St. Leonards, NSW: Allen & Unwin.
- Fowler, F.J. (1995). *Improving survey questions: design and evaluation*. Thousand Oaks, CA: Sage.
- Dooley, David. 2001. *Social research methods*. 4th ed. Upper Saddle River, NJ: Prentice Hall.
- Foddy, W. (1993). *Constructing questions for interviews and questionnaires: theory and practice in social research*. Cambridge; New York: Cambridge University Press.
- Fowler, F.J., & Mangione, T.W. (1990). *Standardized survey interviewing: minimizing interviewer-related error*. Newbury Park, CA: Sage.
- Glicken, Morley D. 2002. *Social research: A simple guide*. Boston, MA: Allyn and Bacon.
- Gorman, G. E., & Clayton, P. 2005. *Qualitative research for the information professional*. 2nd ed. London.
- Gray, David E. 2004. *Doing research in the real world*. London, UK: Sage Publications.

- Grieco, C. (2015). *Assesing Social Impact of Social Enterprises*. London: Springer.
- Hakim, C. (1987). *Research design: strategies and choices in the design of social research*. Boston: Allen & Unwin.
- Harkins, S. G., & Latane, B. (1998). Population and political participation: A social impact analysis of voter responsibility. *Group Dynamics: Theory, Research, and Practice*, 2, 192-207.
- Hessler, R.M. (1992). *Social research methods*. St. Paul: West Pub. Co.
- May, T. (1993). *Social research: issues, methods and process*. Buckingham; Philadelphia: Open University Press.
- Kerlinger, Frank Nichols and Howard B. Lee. 1999. *Foundations of behavioral research*. 4th ed. Belmont, CA: Wadsworth. Xxv.
- Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Latane, B. (1981). The psychology of social impact. *American Psychologist*.
- Latane, B., & Wolf, S. (1981). The social impact of majorities and minorities. *Psychological Review*, 88, 438-453.
- Lauer, R. & Lauer, J. (2014) *Social Problem and the quality of life*. New Yorrk: MacGraw Hill.
- Lyberg, L. et al. (Eds.). (1997). *Survey measurement and process quality*. New York: Wiley.
- Mangione, T.W. (1995). *Mail surveys: improving the quality*. Thousand Oaks, CA: Sage.
- Merriam, Sharan B. (ed.). 2002. *Qualitative research in practice*. San Francisco, CA: Jossey- Bass.
- Miller, Delbert C., and Neil J. Salkind. 2002. *Handbook of research design and social measurement*. 6th ed. Thousand Oaks, CA: Sage Publications. Xxii.
- Mischler, E.G. (1986). *Research interviewing: context and narrative*. Cambridge, MA: Harvard University Press.
- Neuman, W. Lawrence. 2006. *Social research methods: Qualitative and quantitative approaches*. 6th ed. Boston, MA: Allyn & Bacon.
- Neuman, W.L. (1997). *Social research methods: qualitative and quantitative approaches* (3rd ed.). Boston: Allyn and Bacon.
- Outhwaite, W., & Turner, S. P. 2007. *The SAGE handbook of social science methodology*. Los Angeles (Calif.); London: SAGE.
- Patten, Mildred L. 2004. *Understanding research methods: An overview of the essentials*. 4th ed. Glendale, CA: Pyrczak Publishing.
- Platt, J. (1996). *A History of sociological research methods in America: 1920-1960*. Cambridge; New York: Cambridge University Press.

- Schwarz, N., & Sudman, S. (Eds.). (1996). Answering questions: methodology for determining cognitive and communicative processes in survey research. San Francisco: Jossey-Bass.
- Seidman, I.E. (1991). Interviewing as qualitative research: a guide for researchers in education and the social sciences. New York: Teachers College Press.
- Silverman, D. (1993). Interpreting qualitative data: methods for analysing talk, text, and interaction. London: Thousand Oaks, CA: Sage.
- Simon, Julian Lincoln. 2003. Basic research methods in social science: The art of empirical investigation. New Brunswick, NJ: Transaction Publishers.
- Singleton, Jr., R.A., Straits, B.C., & Straits, M.M. (1993). Approaches to social research. New York: Oxford University Press.
- Stanfield, J.H., & Dennis, R.M. (Eds.). (1993). Race and ethnicity in research methods. Newbury Park, CA: Sage.
- Weisberg, H.F., Krosnick, J.A., & Bowen, B.D. (1996). An Introduction to survey research, polling, and data analysis (3rd ed.). Thousand Oaks, CA: Sage.
- Williams, M., & May, T. (1996). Introduction to the philosophy of social research. London: University College London Press.
- Yates, Simeon J. 2004. Doing social science research. London, UK: Sage Publications: Open University.

## 8 Annexes

### 8.1 Annex 1: Students and Graduates Questionnaire

#### **PRESENTATION:**

Dear student / graduate, we are carrying out a study to develop the capacity of Indonesian universities in the field of social entrepreneurship.

This study includes the definition of any kind of initiative, program and services that could be efficient to reach the higher and best impact on the students and society in general.

For this reason, we would really appreciate if you could answer the following easy questions that will not take more than 5-10 minutes of your time but can contribute in a meaningful way to reach the aims of this project.

Thank you very much for your cooperation.

#### **QUESTIONNAIRE:**

##### **(A) Sociodemographic and educational status**

1. Age  
 — —
2. Gender  
☐ Female  
☐ Male
3. Have you finished your studies at University yet?  
☐ Yes (*please, answer "yes" even in the case that you have got one or more degrees / post-degree but you are currently studying another one*)  
☐ No, I am still studying (*answer this option only in the case that you are still studying a degree and do not have any other degree that you already finished. If you are still studying but you have got already another degree / post-degree, please answer "yes"*)  
☐ No, and I have abandoned before finishing and I am not studying anymore.
4. Please, indicate the area of knowledge of the degree / post degree that you have got or are studying at University. If there is more than one that you have already finished, please consider the last one you got or the one you are currently studying:  
☐ Humanities  
☐ Social Sciences

- ☐ Naturals Sciences
  - ☐ Formal Sciences: (Computer Science, mathematics, statistics)
  - ☐ Professions: (Engineering, technology, medicine, health, law)
5. Please, indicate if your father or mother has ever started a business:
- ☐ Yes, my mother
  - ☐ Yes, my father
  - ☐ Yes, both of them
  - ☐ None

6. Please, indicate the highest level of studies of your father
- ☐ Didn't go to school (does not read and write)
  - ☐ Didn't go to school (does read and write)
  - ☐ Primary school not finished
  - ☐ Primary school finished
  - ☐ Secondary / High school finished
  - ☐ High education (University) finished
  - ☐ No answer

7. Please, indicate the highest level of studies of your mother
- ☐ Didn't go to school (*does not read and write*)
  - ☐ Didn't go to school (*does read and write*)
  - ☐ Primary school not finished
  - ☐ Primary school finished
  - ☐ Secondary / High school finished
  - ☐ High education (University) finished
  - ☐ No answer

**(B) Entrepreneurial perception**

8. Please, indicate which of the following definitions better meet the idea that you have regarding to how the entrepreneurs behave in your context
- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.
  - ☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit
  - ☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress

- ☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions
9. Please, indicate which of the following definitions better meet the idea that you like regarding to how the entrepreneurs SHOULD behave in your context
- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.
- ☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit
- ☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress
- ☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions
10. Please, indicate which of the following definitions better meet the idea that you would put into practice if you were an entrepreneur (*if you are already an entrepreneur, please indicate the one that fits more with you project*)
- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.
- ☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit
- ☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress
- ☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions
11. Have you ever heard about social entrepreneurship?
- ☐ No, never
- ☐ Yes, but I can't clearly distinguish it from entrepreneurship in general
- ☐ Yes, and I have some idea about what social entrepreneurship is or can be
- ☐ Yes, and I can clearly distinguish it from general entrepreneurship

**(C) Social - Entrepreneurial context**

12. Please, indicate the resources to stimulate the entrepreneurial and social entrepreneurial activity, that you know, exists in your context, University, town, province. (*Please, indicate as many as necessary*):
- ☐ Centre for entrepreneurs in the University where you study or studied
- ☐ Subject/s in the academic program of your degree / post degree where entrepreneurship is developed as a content

- ☐ Subject/s in the academic program of your degree / post degree where social entrepreneurship is developed as a content
- ☐ Centre for entrepreneurs in the city of state where you live
- ☐ Awards or competitions for entrepreneurs in general
- ☐ Awards or competitions for social entrepreneurs in particular
- ☐ Government programs to stimulate entrepreneurship
- ☐ Government programs to stimulate social entrepreneurship

**(D) Entrepreneurial and social attitude**

13. Have you ever thought in becoming an entrepreneur?

- ☐ No, never
- ☐ Yes, I am an entrepreneur
- ☐ Yes, but I am not yet, although it is probably that I will in the future
- ☐ Yes, but I am not yet and it is not probably that I will be in the future

14. Please, using a scale of 0-10, indicate how much important is entrepreneurship to solve problems in each one of the following fields: (0 = not important at all, 10 = absolutely important)

- |   |     |     |
|---|-----|-----|
| <input type="checkbox"/> Energy sources         |     | — — |
| <input type="checkbox"/> Public infrastructures | — — |     |
| <input type="checkbox"/> Environment            |     | — — |
| <input type="checkbox"/> Medicine               |     | — — |
| <input type="checkbox"/> Feeding                |     | — — |
| <input type="checkbox"/> Public Administration  | — — |     |
| <input type="checkbox"/> Education              |     | — — |
| <input type="checkbox"/> Business               |     | — — |
| <input type="checkbox"/> Social Services        |     | — — |
| <input type="checkbox"/> Social needs           | — — |     |
| <input type="checkbox"/> Fair trade             |     | — — |

15. Please, according to you, which of the following entrepreneurial aims should be supported in FIRST place by public institutions, including University, in Indonesia

- ☐ To go forward in the economy growth
- ☐ To go forward in a more equal society
- ☐ To go forward in a society where the ideas and education are better appreciated
- ☐ To go forward in a society where people have more opportunities, and are more willing and frequently participate in public affairs
- ☐ To go forward in citizen security

16. Please, according to you, which of the following entrepreneurial aims should be supported in SECOND place by public institutions, including University, in Indonesia

- ☐ To go forward in the economy growth
- ☐ To go forward in a more equal society
- ☐ To go forward in a society where the ideas and education are better appreciated
- ☐ To go forward in a society where people have more opportunities, and are more willing and frequently participate in public affairs
- ☐ To go forward in citizen security

**(E) Entrepreneurial and social entrepreneurial commitment**

17. Please, indicate which one or ones of the following activities / programs you would decide to be involved if available

- ☐ An optional subject about social entrepreneurship
- ☐ A training activity involving social entrepreneurship (*score considered for evaluation*)
- ☐ A training activity involving social entrepreneurship (*score not considered for evaluation*)
- ☐ Business competition for entrepreneurship in general
- ☐ Competition of social innovations (social challenges)

18. Do you think you are qualified enough to carry out an entrepreneurial project?

- ☐ Yes, but not enough
- ☐ Yes, totally
- ☐ No, not at all

19. How do you think your family would behave if you decided to start a business focused in social issues?

- ☐ They would try to make me change the idea
- ☐ They would accept it but not fully agree with it
- ☐ They wouldn't mind at all
- ☐ They would accept and support me

20. How do you think your friends would behave if you decided to start a business focused in social issues?

- ☐ They would try to make I change the idea
- ☐ They would accept it but not very agree with it
- ☐ They wouldn't mind at all
- ☐ They would accept and support me

21. Please, use the following space to express any idea or comment you consider important to take into account

## 8.2 Annex 2: Academics Questionnaire

### ***PRESENTATION:***

Dear professor / researcher, we are carrying out a study to develop the capacity of Indonesian universities in the field of social entrepreneurship.

This study includes the definition of any kind of initiatives, programs and services that could be efficient to reach the higher and best impact on the students, universities and society in general.

For this reason, we would really appreciate if you could answer the following easy questions that will not take more than 5-10 minutes of your time but can contribute in a meaningful way to reach the aims of this project.

Thank you very much for your cooperation.

### ***QUESTIONNAIRE:***

#### ***(A) Sociodemographic and educational status***

1. Age  
☐ — —
2. Gender  
☐ Female  
☐ Male
3. Please, indicate the area of knowledge where you develop your research or teaching work:  
☐ Humanities  
☐ Social Sciences  
☐ Natural Sciences  
☐ Formal Sciences: (Computer Science, mathematics, statistics)  
☐ Professions: (Engineering, technology, medicine, health, law)
4. How many years of professional experience do you have as an academic?  
☐ 0-5  
☐ 6-10  
☐ 11-16  
☐ 17-25  
☐ more than 26 years
5. Have you ever had any entrepreneur student?  
☐ Yes  
☐ No (*move onto question number 7*)
6. Have you support this or these student/s by providing training or any help within the university context?  
☐ Yes

- ☐ No

**(B) Entrepreneurial perception**

7. Do you think that entrepreneurial skills should be trained during the university studies?
- ☐ Not at all (*move onto question number 9*)
  - ☐ Yes
8. How do you think it would be better to train the students on entrepreneurial skills? (*Please, chose a maximum of 3 possible answers*)
- ☐ By introducing contents on entrepreneurship integrated other subjects
  - ☐ By offering an optional subject
  - ☐ By offering a compulsory subject
  - ☐ By offering and stimulating the participation of students on entrepreneurial punctual activities out of the classroom
  - ☐ By creating a network where other non-HEI partners cooperate with the University in creating an attractive entrepreneurial context for the students.
  - ☐ By creating a Centre for entrepreneurship where students can develop entrepreneurial skills through a set of structured activities.
9. Please, indicate which of the following definitions better meet the idea that you have regarding to how the entrepreneurs behave in your context
- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.
  - ☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit
  - ☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress
  - ☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions
10. Please, indicate which of the following definitions better meet the idea that you like regarding to how the entrepreneurs SHOULD behave in your context
- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.
  - ☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit
  - ☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress
  - ☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions

11. Please, indicate which of the following definitions better meet the idea that you would put into practice to train your students for being entrepreneurs:
- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.
  - ☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit
  - ☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress
  - ☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions
12. Do you think that your university is currently committed to promote entrepreneurship culture among your students?
- ☐ Yes, totally
  - ☐ Yes, but not enough as it would be necessary
  - ☐ No, and it should be more committed
  - ☐ No, and it is no necessary to be committed at all
13. Do you think that your university is currently committed to promote SOCIAL entrepreneurship culture among your students?
- ☐ Yes, totally
  - ☐ Yes, but not enough as it would be necessary
  - ☐ No, and it should be more committed
  - ☐ No, and it is no necessary to be committed at all
14. Please, indicate the level of awareness you consider the students at your University have with regard to social entrepreneurship definitions: meaning, opportunities, fields of applications, resources:
- ☐ Highest awareness
  - ☐ High awareness
  - ☐ Medium awareness
  - ☐ Low awareness
  - ☐ Lowest awareness
15. Please, indicate the level of awareness you consider the professors and researches at your University have with regard to social entrepreneurship definitions: meaning, opportunities, fields of applications, resources:
- ☐ Highest awareness
  - ☐ High awareness
  - ☐ Medium awareness
  - ☐ Low awareness

- ☐ Lowest awareness

16. How likely do you think that any of your students will carry out in the future any project or activity concerning social entrepreneurship?

- ☐ Very likely  
☐ Quite likely  
☐ Little likely  
☐ Unlikely

**(C) Entrepreneurship and social entrepreneurship support backgrounds**

17. Which of the following types of assistive entrepreneurship tools are available in your university? (*Please, chose as many as necessary answers*)

- ☐ Entrepreneurship Centre  
☐ Social entrepreneurship Centre  
☐ Entrepreneurship program  
☐ Social entrepreneurship program  
☐ Subjects where entrepreneurship is develop as curricular content  
☐ Subjects where social entrepreneurship is develop as curricular content  
☐ Business competitions  
☐ Social entrepreneurship competitions (ideas)  
☐ Social innovations competitions (ideas)  
☐ Networking sources for entrepreneurs  
☐ Networking sources for social entrepreneurs  
☐ Financing resources for entrepreneurs  
☐ Financing resources for social entrepreneurs

18. Please, indicate for each of the following items, how much important it is to create a better context to develop social entrepreneurship culture and resources (0 = not important at all, 10 = totally important)

- ☐ *Create a clear definition of what social entrepreneurship means*  
☐ *Introduce social entrepreneurship contents in the academic curricula*  
☐ *Train the professors in social entrepreneurship contents*  
☐ *Train the professors in how to train on social entrepreneurship*  
☐ *Create research programs on social entrepreneurship*  
☐ *Create strategic alliances with government institutions to support social entrepreneurship programs*  
☐ *To do more and better advertisement among students on social entrepreneurial opportunities*  
☐ *To create institutional centres or reference programs on social entrepreneurship*  
☐ *To teach and research on the social fields of application for entrepreneurial ideas*

- ☐ *To create or develop transfer of knowledge explicit programs on technology to society transference.*

19. Please, using a scale of 0-10, indicate how much important is entrepreneurship to solve problems in each one of the following fields: (0 = not important at all, 10 = absolutely important)

- |   |     |     |
|---|-----|-----|
| <input type="checkbox"/> Energy sources         |     | — — |
| <input type="checkbox"/> Public infrastructures | — — |     |
| <input type="checkbox"/> Environment            |     | — — |
| <input type="checkbox"/> Medicine               |     | — — |
| <input type="checkbox"/> Feeding                |     | — — |
| <input type="checkbox"/> Public Administration  | — — |     |
| <input type="checkbox"/> Education              |     | — — |
| <input type="checkbox"/> Business               |     | — — |
| <input type="checkbox"/> Social Services        |     | — — |
| <input type="checkbox"/> Social needs           | — — |     |
| <input type="checkbox"/> Fair trade             |     | — — |

20. Please, according to you, which of the following entrepreneurial aims should be supported in FIRST place by public institutions, including University, in Indonesia

- ☐ To go forward in the economy growth
- ☐ To go forward in a more equal society
- ☐ To go forward in a society where the ideas and education are better appreciated
- ☐ To go forward in a society where people have more opportunities, and are more willing and frequently participate in public affairs
- ☐ To go forward in citizen security

21. Please, according to you, which of the following entrepreneurial aims should be supported in SECOND place by public institutions, including University, in Indonesia

- ☐ To go forward in the economy growth
- ☐ To go forward in a more equal society
- ☐ To go forward in a society where the ideas and education are better appreciated
- ☐ To go forward in a society where people have more opportunities, and are more willing and frequently participate in public affairs
- ☐ To go forward in citizen security

**(D) Entrepreneurship attitude in the academic context**

22. Indicate to what extent you agree / disagree on the following statements, through the following assessment:

*(1) = Strongly Disagree - 2 = Disagree - (3) = Neither agree nor disagree - (4) = Agree - (5) = Strongly agree*

- ☐ Teaching staff should be more involved in social entrepreneurship programs
- ☐ Administrative staff should be more involves in social entrepreneurship programs
- ☐ Research staff should be more involves in social entrepreneurship programs
- ☐ High management level staff should be more involves in social entrepreneurship programs
- ☐ There are few resources in my university to support social entrepreneurs
- ☐ Competitiveness among students is very high
- ☐ High competitiveness among students can boost social entrepreneurship activity
- ☐ HEI external context is not requiring social entrepreneurs from University
- ☐ There are important lacks of financing resources
- ☐ Financing is the most important challenge to carry out create social entrepreneurial projects
- ☐ There is an important lack of innovations capacity among students
- ☐ The innovations is the most important challenge to carry out create social entrepreneurial projects
- ☐ There is an important lack of willingness among student to carry out social entrepreneurial projects
- ☐ The willingness to create social innovation project is the most important challenge to transform them into reality
- ☐ There is an important lack of willingness in my University to support social entrepreneurs
- ☐ The university support is the most important challenge to increase the number of social entrepreneurial project

23. Would you be interested in attending to a training about social entrepreneurship affairs if it would be provided by your university?:

- ☐ Yes, I would be very interested
- ☐ Yes, I would be interested
- ☐ No, I would not be interested
- ☐ No, I would not be interested at all

24. Please, use the following space to express any idea or comment you consider important to take into account

## 8.3 Annex 3: External Stakeholders Questionnaire

### ***PRESENTATION:***

Dear Sir / Madam, we are carrying out a study to develop the capacity of Indonesian universities in the field of social entrepreneurship.

This study includes the definition of any kind of initiatives, programs and services that could be efficient to reach the higher and best impact on the students, universities and society in general.

For this reason, we would really appreciate if you could answer the following easy questions that will not take more than 5-10 minutes of your time but can contribute in a meaningful way to reach the aims of this project.

Thank you very much for your cooperation.

### ***QUESTIONNAIRE:***

#### ***(A) Sociodemographic and educational status***

1. Age  
☐ — —
2. Gender  
☐ Female  
☐ Male
3. Please, indicate the highest level of studies you have got  
☐ Didn't go to school (does read and write)  
☐ Primary school not finished  
☐ Primary school finished  
☐ Secondary / High school finished  
☐ High education (University) finished  
☐ No answer
4. Please, indicate to what kind of institution / organization you belong to:  
☐ Local Government  
☐ Regional Government  
☐ National Government  
☐ Company with 25 employees or less  
☐ Company with more than 25 employees  
☐ Self-employed  
☐ NGO  
☐ Banking  
☐ Association

- ☐ Other

**(B) Entrepreneurial commitment**

5. Please, indicate how frequent and strong is the participation and involvement of the institution that you represent to with the social entrepreneurship activities / programs available in your context?

- ☐ None  
☐ Some, no regular  
☐ Some, regular  
☐ A lot, no regular  
☐ A lot, regular

6. Please, indicate how frequent and strong should be the participation and involvement of the institution that you represent to with the social entrepreneurship activities / programs available your context:

- ☐ None  
☐ Some, no regular  
☐ Some, regular  
☐ A lot, no regular  
☐ A lot, regular

7. Please, indicate which of the following definitions better meet the idea that you have regarding to how the entrepreneurs behave in your context

- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.  
☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit  
☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress  
☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions

8. Please, indicate which of the following definitions better meet the idea that you like regarding to how the entrepreneurs SHOULD behave in your context

- ☐ An entrepreneur is a person particularly willing to search, take and face difficult challenges.  
☐ An entrepreneur is a person particularly willing to take risks, and aimed to procure an economic benefit  
☐ An entrepreneur is a person particularly willing to be involved in technological challenges to bring modernity and progress  
☐ An entrepreneur is a person particularly willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions

9. Please, indicate which of the following definitions better meet the entrepreneurial behaviour that you or your institution has at the moment or would more likely have in the future if were involved in an entrepreneurial project:
- ☐ An entrepreneur is a person / organization particularly willing to search, take and face difficult challenges.
  - ☐ An entrepreneur is a person / organization particularly willing to take risks, and aimed to procure an economic benefit
  - ☐ An entrepreneur is a person / organization particularly willing to be involved in technological challenges to bring modernity and progress
  - ☐ An entrepreneur is a person particularly / organization willing to be involved in social challenges, focused in helping people with difficulties to improve their life conditions
10. Has the institution that you represent, or yourself, promoted any specific social entrepreneurial event or activity supported by your institution or yourself?
- ☐ Yes, regularly
  - ☐ Yes, one time
  - ☐ No, never
11. Has the institution that you represent, or yourself, collaborated with the university in promoting any social entrepreneurial project, program or event?
- ☐ Yes, several times
  - ☐ Yes, one time
  - ☐ No, never
12. Has the institution that you represent, or yourself, collaborate with other non-University institution in promoting any social entrepreneurial project, program or event in general?
- ☐ Yes, several times
  - ☐ Yes, one time
  - ☐ No, never

**(C) Entrepreneurial attitude**

13. Would you be interested in creating and promote any social program, event or activity to boost social entrepreneurship culture in your context?
- ☐ I or my institution would be very interested
  - ☐ I or my institution would be interested
  - ☐ I or my institution would be little interested
  - ☐ I or my institution would not be interested at all

14. Would you be interested in cooperating with the university to develop social entrepreneurship culture for High Education level as well as in society in general?
- ☐ I or my institution would be very interested
  - ☐ I or my institution would be interested
  - ☐ I or my institution would be little interested
  - ☐ I or my institution would not be interested at all
15. How likely do you think that you or the institution that you represent, will carry out any project or activity concerning social entrepreneurship in the next 5 years?
- ☐ Very likely
  - ☐ Quite likely
  - ☐ Little likely
  - ☐ Unlikely
16. Please, indicate which are the most important problems that you or your institution finds to cooperate with University with regard of social entrepreneurship programs: *(please, chose a maximum of 3 answers)*
- ☐ This topic is far from the general interest of me or my institution
  - ☐ The concepts of social entrepreneurship and its programs are not clearly defined
  - ☐ Social entrepreneurship is not a visible activity
  - ☐ There are no financial resources available for that cooperation
  - ☐ There are no human resources available for that cooperation
  - ☐ Not agreements are available for cooperation with the universities
  - ☐ We find university students and graduates are not very interested in this kind of programs

***(D) Perception of social entrepreneurship context***

17. How do you consider the role of the University in providing social solutions through entrepreneurship programs?
- ☐ University is a key / central institution in promoting social entrepreneurship and solutions for social problems
  - ☐ University is one more institution in the entrepreneurial network of institutions for the solutions of social problems
  - ☐ University has a residual role in the networks of institutions focused in providing social solutions via entrepreneurial programs and activities.

18. Please, using a scale of 0-10, indicate how much important is entrepreneurship to solve problems in each one of the following fields: (0 = not important at all, 10 = absolutely important)

- |   |     |     |
|---|-----|-----|
| <input type="checkbox"/> Energy sources         |     | — — |
| <input type="checkbox"/> Public infrastructures | — — |     |
| <input type="checkbox"/> Environment            |     | — — |
| <input type="checkbox"/> Medicine               |     | — — |
| <input type="checkbox"/> Feeding                |     | — — |
| <input type="checkbox"/> Public Administration  | — — |     |
| <input type="checkbox"/> Education              |     | — — |
| <input type="checkbox"/> Business               |     | — — |
| <input type="checkbox"/> Social Services        |     | — — |
| <input type="checkbox"/> Social needs           | — — |     |
| <input type="checkbox"/> Fair trade             |     | — — |

19. Please, according to you, which of the following entrepreneurial aims should be supported in FIRST place by public institutions, including University, in Indonesia

- ☐ To go forward in the economy growth
- ☐ To go forward in a more equal society
- ☐ To go forward in a society where the ideas and education are better appreciated
- ☐ To go forward in a society where people have more opportunities, and are more willing and frequently participate in public affairs
- ☐ To go forward in citizen security

20. Please, according to you, which of the following entrepreneurial aims should be supported in SECOND place by public institutions, including University, in Indonesia

- ☐ To go forward in the economy growth
- ☐ To go forward in a more equal society
- ☐ To go forward in a society where the ideas and education are better appreciated
- ☐ To go forward in a society where people have more opportunities, and are more willing and frequently participate in public affairs
- ☐ To go forward in citizen security

21. Please, use the following space to express any idea or comment you consider important to take into account

