WP1: Exploration & Knowledge Transfer

D.1.1. Methodology

Methodology document for data collection and analysis

University of Alicante / February 2018

Contents

1   Document Overview

1.1   Presentation

The technical methodology approach document describes the methodology that the INSPIRE / Indonesian / Partners team will be using for soliciting and capturing data from the three target groups identified in the qualitative approach as representatives of the social entrepreneurship context in Indonesian HEI system.

1.2   Aims and Backgrounds

a)   *AIMS*

The main objectives of the needs analysis report are to determine the current situation and to detect the needs of the project's target groups. This will be used as starting point for the training plan definition, so that the capacities of PC HEIs will be built in an effective and relevant way.

The focus of the action will be on overcoming the lack of information and specific knowledge related to social entrepreneurship context in Indonesian HEIs.

The analysis will be conducted to provide the appropriate background to network activities by supplying information about the structure and level of development of the activities that Indonesian HEI currently carry out in the field of social entrepreneurship.

The Methodology will determine how to conduct the status quo and requirement analysis by the Indonesian partners as well as the Best Practice collection by the EU partners. It will establish roles and responsibilities for each partner for the involved activities.

b)   *BACKGROUNDS*

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 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, needs to be carried out to ensure and increase the effectiveness and impact of the INSPIRE project. Thus, meeting also the (CBHE) criteria and requirements.

1.3   Procedures

This methodology has been designed by using the inputs provided in the KoM that took place in December 2017 in Graz, FH JONNEUM.

The process for developing a need analysis that cover the specific needs of knowledge that meets the main objectives of INSPIRE are defined in WP1. Exploration & Knowledge Transfer.

The Exploration & Knowledge Transfer WP serves as the preparation and foundation of the initial project activities to be undertaken. In a first step, an analysis methodology was developed using a set of criteria in order to allow standardized data collection across all participating Indonesian regions. When applying the methodology, project partners will research the Status Quo & Needs of Social Entrepreneurship in their respective regions, as the situation might have changed from project application phase to project start. A special focus will be placed on the needs of socially excluded (indigenous and other marginalized) groups. To allow for better comparison, best practices from Europe will be collected and evaluated. The best practice collection template is deliver in the annex of this methodology document. This work package will result in an in depth knowledge of the Indonesian partners' situation in terms of social entrepreneurship. The collected knowledge will serve as the basis for the train-the-trainer sessions in WP2.

WP Objectives:

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- To outline a clear and comprehensible methodology that will enable the project consortium to analyze the status quo and assess the needs in terms of social entrepreneurship
- To establish a set of independently verifiable weighing and ranking criteria that can be used in different national settings
- To conduct a thorough landscape exploration on social entrepreneurship which will be summarized in a study (with a special focus on indigenous and other marginalized groups)
- To collect Best Practices from Europe for potential replication purposes

WP Responsibilities:

The European partner UA will coordinate this WP due to their long lasting experience and expertise in developing and implementing various methodologies. The methodology will be tested and implemented by the Indonesian partners. Each European partner shall contribute three Best Practice Examples.

Monitoring and evaluation of work:

The applicability and implementation of the tools developed in this WP will be evaluated by the project coordinator and the Quality WP leader. Additionally, European partners can provide guidance to their Indonesian counterparts when it comes to research and the development of high quality study papers. To ensure comparability of results, the WP leader will provide a study template to be used.

Performance indicators:

Performance indicators are the methodology to be used as well as the finished studies from the different Indonesian regions. The data collection process shall be undertaken in a way that allows replicability by other interested parties independent of their location.

Relationship to other WPs & overall coordination:

This WP is the first step in defining the exact needs in terms of social entrepreneurship, which will be the primary input for the content development of the training sessions and workshops. Therefore, it can be seen as the preparation stage for the implementation and application to the direct target groups, which is highly important for the overall cooperation of the project.

D.1.1. Methodology

The Methodology will determine how to conduct the status quo and requirement analysis by the Indonesian partners as well as the Best Practice collection by the EU partners. It will establish roles and responsibilities for each partner for the involved activities. The methodology will be written in a manner that it will be understandable to outsiders as well in order to allow for further replication of the action by other interested parties. The methodology will be uploaded on the project website and free to use by any interested stakeholders.

D.1.2. Exploration Study Indonesia

Through desk research regional data about social entrepreneurship on Sumatra, Java and Bali will be gathered through desk research. By applying the methodology developed the needs and areas for improvement will be identified, including those in HEIs.

A special focus will be placed on indigenous and marginalized groups to help eliminate the additional barriers they face. Universities and business partners will work in tandem in order to avoid duplication and to ensure efficiency. The WP leader will provide the template for the study. European partners will give input into the research process.

The Exploration Study will be published online and printed by the partner HEIs to make them publicly available.

D.1.3. Best Practice Catalogue EU

The European partners will contribute to the data collection by submitting three Best Practice Examples on the topic of social entrepreneurship support in HEIs (i.e. curricula, training courses, university-business cooperation) each. These cases do not necessarily have to come from their own institutions, but should include a learning effect that can be replicated by the Indonesian partners. They will be collected in a catalogue to be compiled by the WP leader. The WP leader shall also produce a template for the Best Practice Examples to ensure comparability.

Process outline:
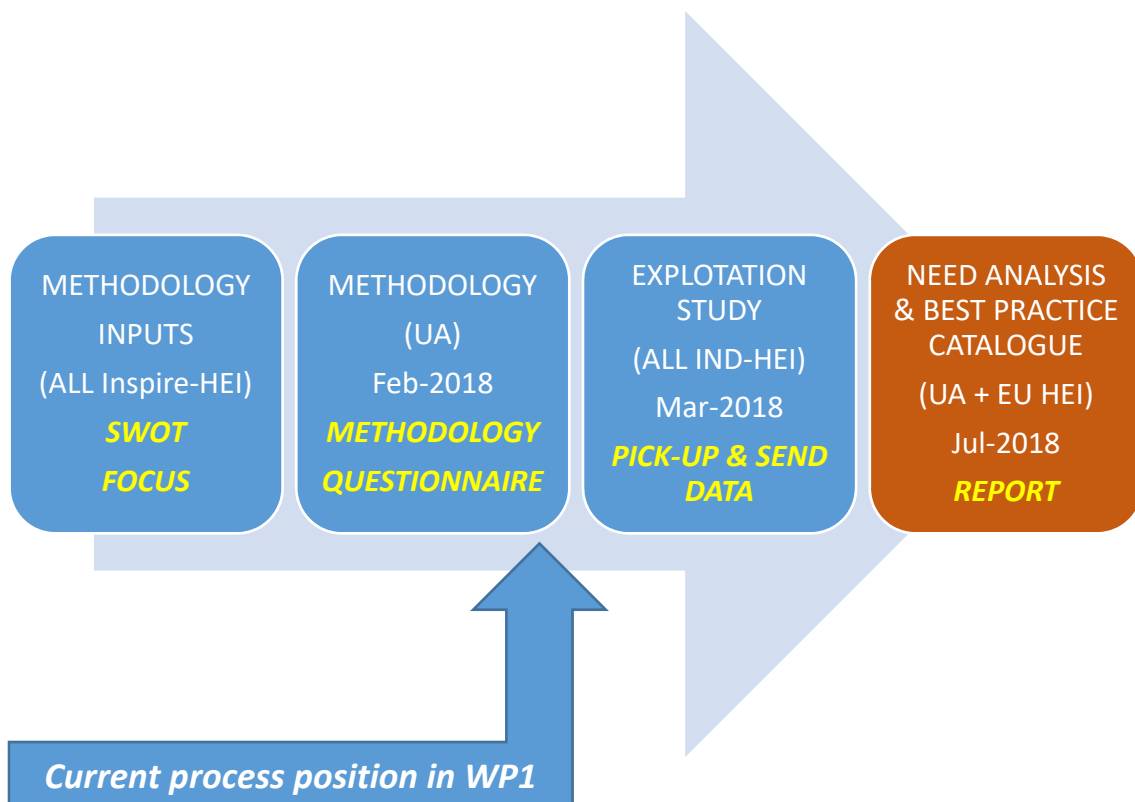
2   The qualitative framework

Aimed to conduct an independent analysis that meets the specific objectives of INSPIRE project, the qualitative analysis has been implemented to provide the necessary set of inputs to feed into the design of the survey. The survey will be carried out for measuring the extent of the lacks/needs and opportunities that can be identified in the HEIs context in Indonesia with regard to social entrepreneurship culture, resources, programs, training, etc.

The qualitative data collection procedures were conducted in the KoM.

The participants of three focus groups composed by Indonesian and EU partners were asked to discuss about the following issues:

- **What is IMPORTANT** to be developed in Indonesian HEI with regard to Social Entrepreneurship?
- **What is URGENT** to be developed in Indonesian HEI with regard to Social Entrepreneurship?
- **Which are the most important TARGET GROUPS** that can influence the internal and external HEIs stakeholders in developing Indonesian HEI with regard to Social Entrepreneurship?
- **Which are the most important FIELDS OF APPLICATION** with regard to Social Entrepreneurship?

Each Focus Group created a Focus Group report informing:

- A list of the most important target groups and the field of application
- A list of the most important aspects aware of with regard to social entrepreneurship in Indonesia
- A list of the most urgent aspect to be aware of with regard to social entrepreneurship in Indonesia
- A SWOT Analysis of the internal stakeholders
- A SWOT Analysis of the external stakeholders

2.1   Strengths

The next table and diagram summarize the set of **strengthens** identified for the internal and external stakeholders at Indonesian HEI context.

Columna1	External stakeholders	Internal stakeholders
Strengths (quotations)	22,45%	15,56%
Strengths (cases)	11	7
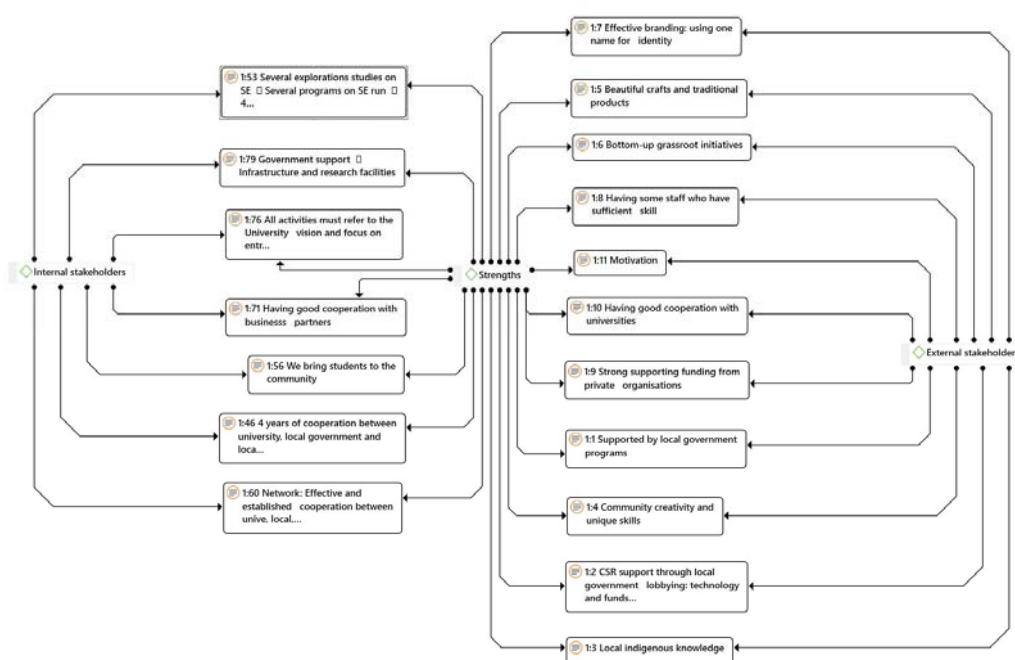
Although the strengthens are properly distinguished in both the internal and external sides of HE context, most of them refer to the capacity and opportunities all stakeholders have for cooperative work, where university is considered always as a **non-differenced** economic and social actor in terms of occupying internal or external position.

Thus, universities operate as an integrated networking's node due to its strategic and central position in the social entrepreneurship ecosystem, being this role a potential source of development without which the strengthen of the social entrepreneurship culture could be compromised.

The high level of motivation at local level to cooperate for social and economic development will ensure the provision of the necessary inputs to develop efficient strategies of cooperation, where HEI will play a strategic and dynamic role.

Measuring the networking capacities, areas and procedures will be essential to propose a guidance for the all ongoing phases of INSPIRE project, so the quantitative approach must be useful to assess the potentiality of every cooperative activity that will be designed and delivered to boost the efficiency of the networking outputs.

2.2   Weaknesses

The next table and diagram embed the most important weaknesses identified in both internal and external contexts.

The higher number of weaknesses identified in the external HEI context, compared with internal, suggests the possible high commitment that HEI can take on with the tasks of stimulation of social entrepreneurship and the likely leadership role that can play.

HEI is self-perceived as a competent institution for carrying out social entrepreneurship challenges in terms of knowledge, research and training capacities. However, the lack of vision and mission definitions is based on the bureaucratic nature of HEI, which inhibits the fluent transfer of outputs to the society in terms of social entrepreneurship and other issues. Being the bureaucratic nature the most important weakness to manage at internal level of HEI.

Columna1	External stakeholders	Internal stakeholders
Weakness (quotation)	23,08%	19,15%
Weakness (cases)	12	9
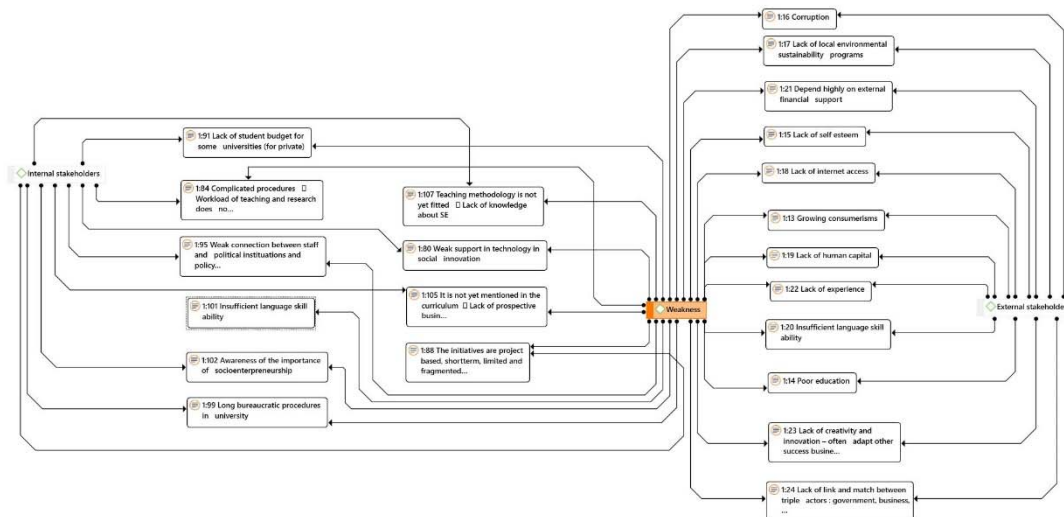
The lacks of teaching procedures, methodologies and contents in the field of social entrepreneurship reported at HEI level is perceived as an easily problem to solve due to the expertise of HEI in training. On the other hand, the needs identified in the external context refer always to lacks of knowledge, potentially addressed to the university as provider of training.

The mismatches reported between HEI and the availability of training on Social Entrepreneurship issues is defined by the bureaucratic profile of HEI. This profile is perceived as being the cause the lacks of social entrepreneurship training programs and is described as the biggest barrier in adapting or creating SE programs at the same speed that social changes or challenges, but never because of pedagogical capacities of HEI in any issue.

2.3 Opportunities

The next table and diagram embed the most important opportunities identified in both internal and external contexts.

The internal HEI stakeholders are perceived as potential influencers to create a social entrepreneurship lobby that can capture and develop the interest of other actors in the context.

The quotations of opportunities are similar in the external and internal context. For the external context, the analysis points out the role of cooperation to open business opportunities towards a new niche market.

Social entrepreneurship became not only a social issue or a topic of research interest at HEI level. Nevertheless, it is also perceived as a business opportunity that can bring growth at both levels: business and society in general.

Columna1	External stakeholders	Internal stakeholders
Opportunity (quotations)	17,65%	18,18%
Opportunity (cases)	9	8

The technology changes are continually mentioned as the most important and potential inputs that could provide with the opportunities of business to the external stakeholders. Through the

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transferring HEI technology and research outputs to social issues, university is becoming a source of opportunities for external stakeholders as well as for students and graduates.

2.4 Threats
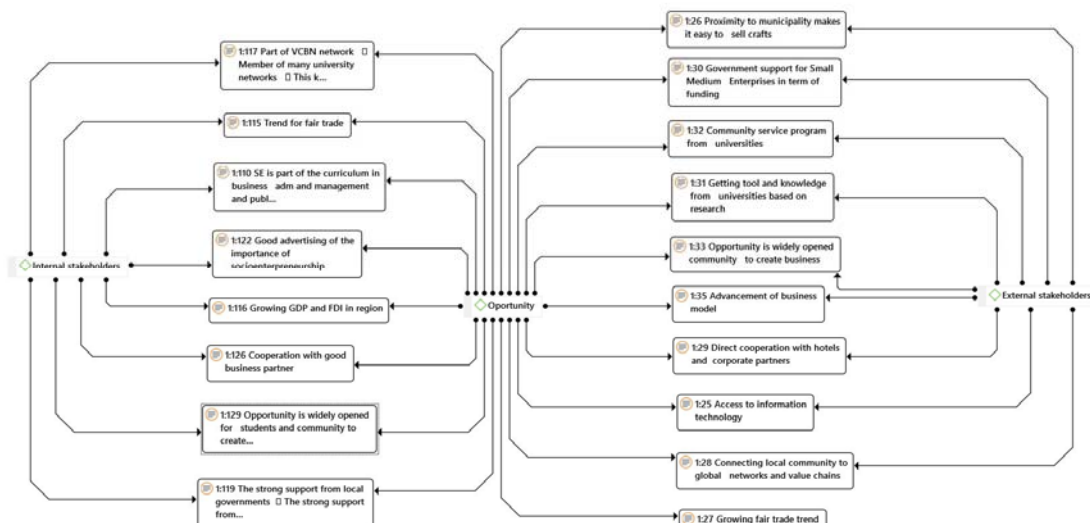
The next table and diagram embed the most important threats identified in both internal and external contexts.

The number of threats mentioned are the same for internal as for the external stakeholders. However, for the internal stakeholders, the same number of threats represents a higher quotation in terms of total number of cases. That means that HEI are facing a higher quote of threats and it makes the university to play a leadership role in terms of social entrepreneurship.

Columna1	External stakeholders	Internal stakeholders
Threats (quotations)	13,46%	15,91%
Threats (cases)	7	7
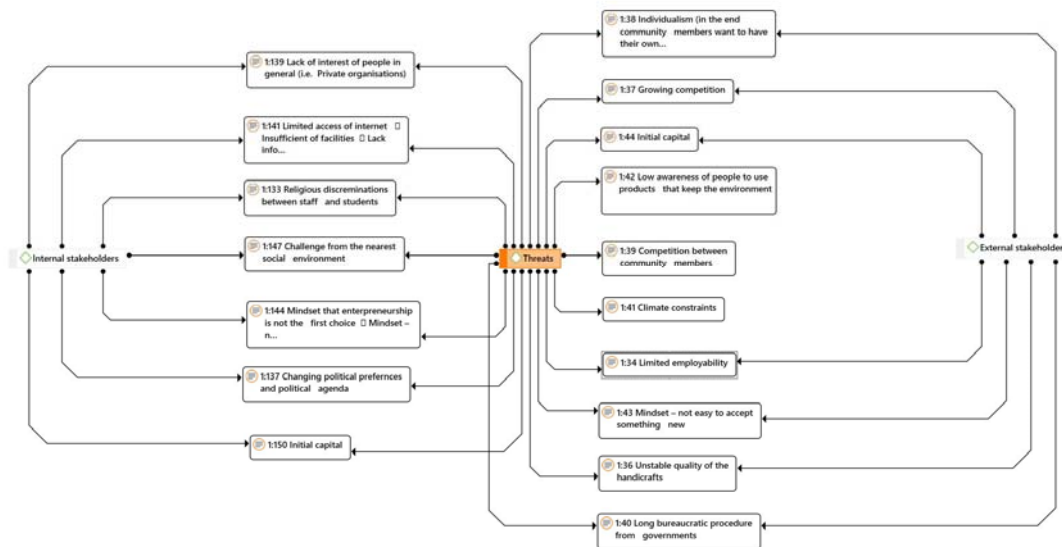
The analysis suggests that the central role that is potentially agreed by universities in the social entrepreneurship ecosystem is the basis of centralization of threats in the HEI. The centralization is observed in a context of collaborative and participative structures. Evidences of commitment of external stakeholder with leadership's roles have been reported in the content analysis.

2.5 Important

The analysis of what the participants consider as important issue for social entrepreneurship, aims to provide long-term changes and challenges milestones to guide INSPIRE project for the future viability.

Global values, changes at institutional level, support and networking for SE, are considered long-term challenges that should be carried out beyond EU Erasmus + grant.

As a result, they should be strategically implemented while the ongoing of all WP activities, so they can underpin the future commitment to a entrepreneurship long life program and policy to be agreed by all or the higher possible number of internal and external stakeholders.

Training and education are considered reservoirs of social values that can be acquired at University and transmitted during all people lives: programs, studies, coaching, train the trainers.

Thus, education in values plays a replication capacity role as the basis building capacity to face future changes and challenges in the field of social affairs.

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2.6   Urgent

Training on SE contents, mass media, advertising and promotion of SE, is the key to increase the level of awareness among HEI community. Training on SE contents is considered to be useful for short-term challenges that can help to reach more visibility and also for recruiting potential social entrepreneurs.
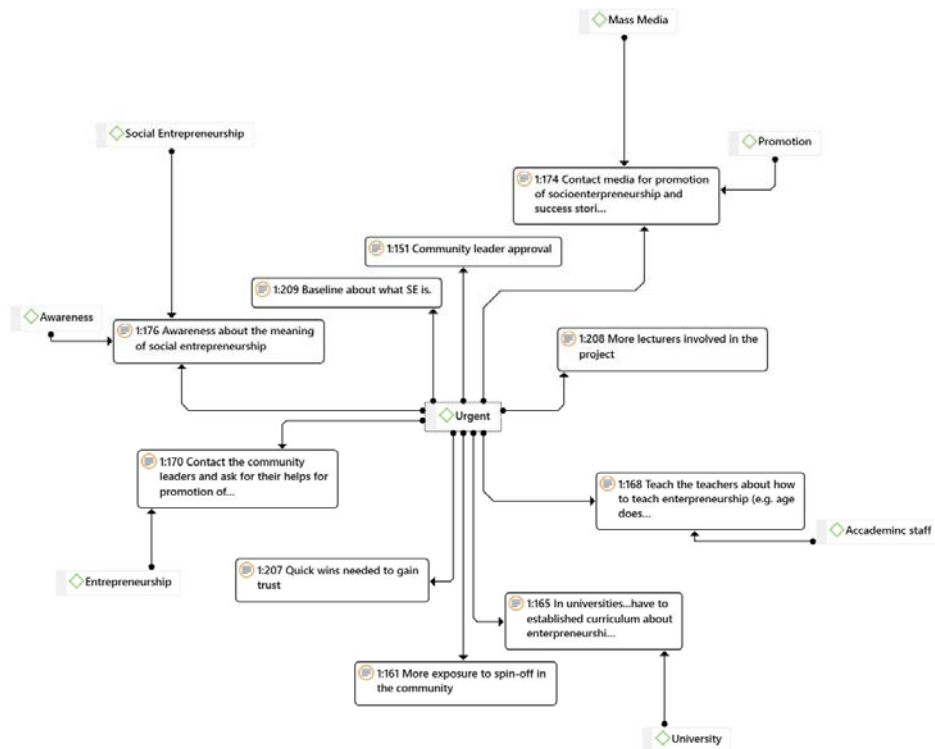
The academic staff plays an important role, as they have to open subject curricula to introduce contents of SE.

Academics also manage the classroom resources to develop the awareness about social issues among students and future graduates. Not only for students of social sciences, but also for students of non-social specialities that can be beneficiaries of social entrepreneurship knowledge acquirable through transversal programs or contents.

The participants pointed out the capacity of academics to increase the impact on social entrepreneurship initiatives among students and graduates, so it is crucial to measure willingness of academics of all subjects to including SE contents and to introduce this knowledge in ToTs.

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2.7 Target groups and fields of application

Disability, discrimination, environment, etc… are the fields of application reported by participants as the most important in the Indonesian context.

Most of them are common of SE programs everywhere. However, some of them are particularly important due to the social and economic changes and challenges faced by Indonesian society. Changes of economic model are producing internal migration, environmental problems, higher unemployment rates, that are more and more affecting people lives in Indonesia.

The quantitative approach to be carried out as a result of qualitative framework, should result in creating a hierarchy of problems to map the priority of possible field of application of social entrepreneurship solutions.

3   Questionnaires

As a first step in the needs analysis for INSPIRE, three target-group specific questionnaire templates were produced. These questionnaire templates must be shared with the project consortium and all project partners will use their experience and expertise in fruitful disseminations so the questionnaires will be answered by a minim of 380 people from each target group.

380 cases are consider representative for infinite populations. Even though the sample is not probabilistic, a size of 380 will allow the use of boot strapping methods to check whether or not the results the analysis carried out on the bases of these samples are reliable.

The next step was to translate the English questionnaire targeting the students and graduates, academics and external stakeholders into Bahasa.

After the translation the questionnaires are transferred in an online-survey (Survey monkey) tool in order to increase the extent of the study and to benefit from the integrated reporting tool which allows a visualized presentation of findings and simplifies calculations.

The next step will be to promote the surveys and distribute the questionnaire links via the network of the project partner organisations. After the online surveys is closed, the produced data will be measured empirically and analysed. Respective results will be presented in the chapter "Findings of the quantitative survey" in the Need Analysis report. Links to the full result reports will be provided.

4   Applying the questionnaires for Data Collection

The University of Alicante will create three questionnaires templates that will be upload at Survey Monkey Platform.

The questionnaires online templates will be available the 27 of February.

- One of the templates is addressed to measuring the use that students and graduates are making of the current available resources for social entrepreneurship. This questionnaire is also aimed to measure the intentions, attitude and impact of social entrepreneurship culture among students and graduates in Indonesia.
- Another template is addressed to measuring the needs, commitment and willingness of academics with social entrepreneurship issues. This questionnaire is aimed to characterize the perception of social entrepreneurship as an academic issue as well as the convenience of an HEI service for students and graduates.
- Finally, the external stakeholders questionnaire is aimed to measure how social entrepreneurship is managed in the external HEI context as well as how is HEI being perceived as a "player" in the field and ecosystem of social entrepreneurship.

UA will provide to HEI Indonesian Partners the URL and links to disseminate among target groups.

The questionnaires will be opened from the 1st to the 25th of March.

HEI Indonesian partner will be daily informed about the number of answers reached for each targeted questionnaire, so that the PC partners will manage to increase the dissemination activity when the number of cases collected are considered low.

- By the 9th of March, at least 40 % of 380 cases of each target group should be reached (152 x 3 = 456 cases)
- By the 16th of March, at least the 70 % of 380 cases for each target group should be reached (266 x 3 = 798 cases)

- By the 25th of March, the total sample of cases should be completed: 380 x 3 = 1140 cases)

Each Indonesian Partner will be responsible to provide a minimum number of answers from their universities and also a pair of neighbourhood universities that will also collaborate providing answers but not included in the minimum target for each partner:

To avoid duplicities in the non-partners HEI invited by each Indonesian partner to participate in the survey, each partner will provide the name of the HEI invited by the 28th of February.

The following list contains the information and distribution of required targets of answers for each Indonesian partner:

- UNIVERSITAS SUMATERA UTARA
  - 76 questionnaires for Students and graduates
  - 76 questionnaires for academics
  - 76 questionnaires for external stakeholders
  - 2 neighbourhood HEI (non-partners) to disseminate the questionnaires among their students, graduates, academics and external stakeholders)

- UNIVERSITAS ANDALAS
  - 76 questionnaires for Students and graduates
  - 76 questionnaires for academics
  - 76 questionnaires for external stakeholders
  - 2 neighbourhood HEI (non-partners) to disseminate the questionnaires among their students, graduates, academics and external stakeholders)

- YAYASAN PERGURUAN TINGGI KATOLIK PARAHYANGAN
  - 76 questionnaires for Students and graduates
  - 76 questionnaires for academics
  - 76 questionnaires for external stakeholders
  - 2 neighbourhood HEI (non-partners) to disseminate the questionnaires among their students, graduates, academics and external stakeholders)

- UNIVERSITAS UDAYANA
  - 76 questionnaires for Students and graduates
  - 76 questionnaires for academics
  - 76 questionnaires for external stakeholders
  - 2 neighbourhood HEI (non-partners) to disseminate the questionnaires among their students, graduates, academics and external stakeholders)

5   Best practice collection

The European Partners will contribute to the data research by providing three Best Practice cases of Social Entrepreneurship support in HEIs each.

The European partners will contribute to the data collection by submitting three Best Practice Examples on the topic of social entrepreneurship support in HEIs (i.e. curricula, training courses, university-business cooperation) each. These cases do not necessarily have to come from their own institutions, but should include a learning effect that can be replicated by the Indonesian partners. They will be collected in a catalogue to be compiled by the WP leader. The WP leader shall also produce a template for the Best Practice Examples to ensure comparability.

The best practice collection template (annex 7.4.) will be design delivered by the University of Alicante in a PDF file to be completed by all EU HEI partners.

6 Annex

6.1 Awareness and commitment of the academic and research staff with regard to social entrepreneurship in Indonesian universities.

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 that 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

    ☐   Naturals 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

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☐ 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

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☐ 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

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☐   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

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☐ 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*

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☐ *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)

    ☐ Energy sources   __ __

    ☐ Public infrastructures   __ __

    ☐ Environment   __ __

    ☐ Medicine   __ __

    ☐ Feeding   __ __

    ☐ Public Administration   __ __

    ☐ Education   __ __

    ☐ Business   __ __

    ☐ Social Services   __ __

    ☐ Social needs   __ __

    ☐ 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

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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

23

☐ 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

6.2 Attitudes and intentions regarding social entrepreneurship among high education students and graduates in Indonesia.

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 that 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.

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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

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☐ 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 and entrepreneur

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☐ 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 the 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)

    ☐ Energy sources   __ __

    ☐ Public infrastructures   __ __

    ☐ Environment   __ __

    ☐ Medicine   __ __

    ☐ Feeding   __ __

    ☐ Public Administration   __ __

    ☐ Education   __ __

    ☐ Business   __ __

    ☐ Social Services   __ __

    ☐ Social needs   __ __

    ☐ 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

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☐ 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

☐ The 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

☐ The 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

6.3 Awareness and commitment of the external stakeholders with regard to social entrepreneurship in Indonesian universities

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 that 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.

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☐ 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

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☐   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 your 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)

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☐   Energy sources   ＿ ＿

☐   Public infrastructures   ＿ ＿

☐   Environment   ＿ ＿

☐   Medicine   ＿ ＿

☐   Feeding   ＿ ＿

☐   Public Administration   ＿ ＿

☐   Education   ＿ ＿

☐   Business   ＿ ＿

☐   Social Services   ＿ ＿

☐   Social needs   ＿ ＿

☐   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

6.4 Best practice collection template

Best Practice Nº ...		
University	**Country**	**Target Groups**
Objectives		
Details		
Fast facts		
Focus		
Results		
Learning challenges for BP beneficiaries		
Challenges for the University		
Particular relevance for Students with Disabilities		
Quote *please include a quote from staff or students about the best practice*		
Photograph		

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