

Education & Inclusive Communities

**Social innovation and
Higher Education
landscape**

Country report – Vietnam

July 2020

Contents

| | |
|----------------------------------------------------------------------------|----|
| Contents..... | 2 |
| Foreword..... | 4 |
| Acknowledgements..... | 5 |
| Executive summary..... | 6 |
| Overview | 6 |
| Findings..... | 6 |
| Recommendations | 10 |
| Further research opportunities | 13 |
| 1 Literature review | 14 |
| 1.1 Overview..... | 14 |
| 1.2 Higher education and training for social innovation..... | 15 |
| 1.3 Summary | 16 |
| 2 Research aims..... | 17 |
| 3 Quantitative results | 18 |
| 3.1 Respondent demographics | 18 |
| 3.2 Academic publications | 21 |
| 3.3 Non-academic publications/outputs | 26 |
| 3.4 Teaching activities | 28 |
| 3.5 Student's experience | 32 |
| 3.6 Higher education institutions within society..... | 35 |
| 3.7 Government support for social innovation..... | 37 |
| 3.8 Collaboration..... | 39 |
| 3.9 Trust..... | 47 |
| 3.10 Challenges in promoting social innovation and social enterprises..... | 50 |
| 3.11 Summary | 53 |
| 4 Qualitative results | 56 |
| 4.1 Qualitative analysis summary | 56 |
| 4.2 Thematic outline..... | 57 |
| 4.2.1 Theme A: Awareness | 57 |
| 4.2.2 Theme B: Ecosystem | 58 |
| 4.2.3 Theme C: Activities | 61 |

| | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------|----|
| 4.2.4 | Theme D: Impact..... | 64 |
| 4.2.5 | Theme E: Support needs | 66 |
| 4.3 | Summary | 68 |
| 5 | Discussion | 69 |
| 5.1 | Increasing interest in social innovation and social entrepreneurship from different stakeholders (practice/institutional) | 69 |
| 5.2 | Social innovation and social entrepreneurship research (practice/institutional) | 70 |
| 5.3 | Social innovation and social entrepreneurship teaching (practice/institutional) | 71 |
| 5.4 | Collaboration (practice/institutional) | 72 |
| 5.5 | Top-down versus bottom-up tensions (institutional/systemic) | 73 |
| 5.6 | Unequal distribution of social innovation and social entrepreneurship activities by region and discipline (institutional/systemic)..... | 74 |
| 5.7 | Social innovation is poorly understood, while social enterprise has received more scholarly research (systemic) | 75 |
| 6 | Recommendations | 77 |
| 6.1 | Teaching competency (practice/institutional) | 77 |
| 6.2 | Involvement in social innovation research (practice/institutional)..... | 77 |
| 6.3 | Collaboration among stakeholders (practice/institutional) | 78 |
| 6.4 | Awareness and support of university leaders (institutional) | 78 |
| 6.5 | Capacity building (institutional) | 79 |
| 6.6 | Measurement for social impact should be established (institutional/systemic) | 79 |
| 6.7 | A clear definition of social innovation should be made (systemic) | 79 |
| 6.8 | Increasing awareness of social innovation (systemic) | 80 |
| 7 | Further research opportunities..... | 81 |
| 7.1 | Research impact..... | 81 |
| 7.2 | Teaching impact..... | 81 |
| | References..... | 82 |
| | Appendices | 87 |

Foreword

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

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

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

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

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

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

Andrew Pearlman, Director of Society East Asia

Acknowledgements

The Vietnamese Social Innovation and Higher Education Landscape (SIHE) research team would like to thank the British Council Vietnam for the opportunity to work on this important research project. The growth of social innovation and social entrepreneurship in Vietnam in recent years, makes a report such as this vital in mapping the activity that is occurring in relation to these concepts in higher education. We would like to thank the UK lead Social Innovation and Higher Education Landscape researcher, Professor Richard Hazenberg, who developed the literature review and provided guidance and support in the development of this report. The contributions of participants were essential in the development of the data reported here. We would like to express our deepest gratitude toward policy-makers from the Ministry of Education and Training, the Central Institute for Economic Management; leaders and academics from various universities across the country – especially, Vietnam National University, both in Ha Noi and Ho Chi Minh City, National Economic University, Foreign Trade University, University of Economics Ho Chi Minh City, Nguyen Tat Thanh University, Saigon Technology University, Ha Noi University, Nha Trang University, Bac Giang Agriculture and Forestry University, VNUK Institute for Research and Executive Education, the University of Danang – and practitioners from different organisations and social enterprises, namely the Center for Social Innovation and Entrepreneurship at the National Economic University (CSIE), Centre for Social Initiatives Promotion (CSIP), Saigon Innovation Hub (SiHub), KisStartup, and the Center for Research and Education of the Deaf and Hard of Hearing (CED). The opinions of student participants are also greatly appreciated. Finally, our special thanks go to individuals at the British Council, especially Tran Thi Hong Gam and Doan Thanh Hai for their support and advice during the project, and other reviewers whose valuable comments have contributed greatly to the production of this final report.

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Executive summary

Overview

In July 2019 the British Council Vietnam commissioned a group of researchers in Vietnam, from the University of Economics Ho Chi Minh City (UEH-HCMC), Hanoi University (HANU) and Foreign Trade University (FTU), as the local research partner for the ‘Social Innovation and Higher Education Landscape Survey’ (SIHE) in Vietnam. The local research team partnered with the lead UK research team at the University of Northampton. This partnership utilises a cooperative research approach that includes co-management, co-design, co-research and joint dissemination of the project, with the University of Northampton providing research training and mentoring (where required and appropriate), support with the fieldwork during the in-country visit to Vietnam, and supervision on the data analysis and report writing. This report on social innovation and social enterprise research and teaching in Vietnam aimed to assess the social innovation ecosystem in the country through a survey and a series of in-depth interviews and focus group discussions with academics, higher education institutions officials, and social innovation practitioners. This report also identifies knowledge and capacity gaps in creating vibrant social innovation research and teaching, as well as recommendations for research agendas and higher education institutions policymakers. The online survey had a total of 56 respondents from higher education institutions across Vietnam. Purposive sampling was used in this study, in order to target academics in higher education institutions with existing curricula related to social innovation and social entrepreneurship and higher education institutions with completed/ongoing teaching activities and/or research projects on social innovations and social entrepreneurship. A total of 27 interviews and focus groups were also conducted with 44 key stakeholders and these stakeholders included: 1) academics, 2) practitioners (social entrepreneurs, incubators, NGOs, investors/funders); 3) policy-makers and government; and 4) students (see Appendix A for a full methodological overview).

Findings

The research led to the emergence of seven key findings related to the social innovation ecosystem in higher education (HE) in Vietnam:

1. Increasing interest in social innovation and social entrepreneurship from different stakeholders (practice/institutional)

The majority of academics involved in social innovation and social entrepreneurship research and teaching are early-career researchers¹ with less than five years’ experience and operate across a diverse range of academic disciplines (still dominated by business though). Also, the

¹ Classed as having less than eight years’ experience at the post-doctoral level (AHRC, 2020), see <https://ahrc.ukri.org/skills/earlycareerresearchers/definitionofeligibility/>

social innovation ecosystem in Vietnam is growing, with a variety of organisations such as NGOs, social enterprises, the government, impact investors, universities, research centres and incubators (outside or within universities), being identified as key stakeholders. However, the ecosystem remains 'scattered', 'incomplete', and 'spontaneous', lacking in networks, high quality curriculum, and community engagement (especially in identifying practitioners who can teach/guest lecture in higher education institutions). Therefore, more support is still needed for network building and experiential teaching methods.

2. Social innovation and social entrepreneurship research (practice/institutional)

The growth in research and publications has been moderate, with positive trends identified in the number of academic publications ($R^2 = 0.19$) and non-academic outputs ($R^2 = 0.63$)² being published over the years. Between the periods 2010-2014 and 2015-2019, there was a 340 per cent increase in academic publications, and a 14 times increase in non-academic publications, with 50 per cent of these non-academic outputs being published in 2019. This growth rate aligns with international trends with searches of academic databases revealing that peer-reviewed journal papers focused around social innovation experienced a 346 per cent increase between 2011-2015 and 2016-2020³. The types of funding for research include NGOs/foundations, foreign funds, local government, and research grants. However, there remains a lack of dedicated funds for research into social innovation. Therefore, funding that specifically supports academics to conduct social innovation research would be helpful to the sector; training on research skills for academics would also improve the quantity and quality of social innovation research bids and projects. There remain barriers also around research-led spin-outs, with institutional barriers in the design of university incubators being identified as restricting the emergence of social innovations (Maher and Hazenberg, In Press). Indeed, this occurs primarily due to the need to access international investment to support social innovation scaling commercially, which itself is restricted by political patronage within the incubator system (ibid).

3. Social innovation and social entrepreneurship teaching (practice/institutional)

Social innovation and social entrepreneurship teaching in the country has considerably increased since 2017 and funding for teaching has also sharply increased in this period. This growth has been accompanied by positive student feedback, with 80.7 per cent of participants agreeing that they had witnessed positive changes in students' reactions to social innovation activities. However, the majority of social innovation courses are elective (55 per cent) rather than compulsory (40 per cent), as well as being non-accredited (46 per cent). Additionally, while the curriculum is increasing in scope, the quality of said curricula is not rated highly (58 per cent rated as poor). findings suggest, there is little in the form of course evaluation, particularly in

² The R^2 value is the correlation coefficient and relates to the relationship between two variables (here time and number of publications). For instance, the value of .19 here indicates for each year that goes by, there is a 19 per cent increase in the number publications on average.

³ Based upon a search of academic databases for the term 'social innovation', with filters applied for social innovation by topic, and two time periods (2011-2015 and 2016-present). The results revealed 205 publications between 2011-2015 and 710 publications between 2016-present.

relation to impact measurement and outcomes for students. There also remains a lack of strong networks to enable experiential learning and engagement with practice. Decree 1665/QĐ-TTg and closer collaboration by higher education institutions with different stakeholders, namely the British Council, Centre for Social Innovation and Entrepreneurship, Centre for Social Initiatives Promotion, Finland Innovation Partnership Program (IPP) and United Nations Development Programme, has been behind the increase in teaching on social innovation. This demonstrates the power that networks and collaboration can have in driving curriculum development and the role that mentoring and training programmes can have in upskilling lecturers.

4. Collaboration (practice/institutional)

Over 60 per cent of higher education institution collaborations with community organisations involved partnerships with NGOs and public bodies, while schools and social enterprises occupied almost 20 per cent. The role of higher education institutions in these projects was equally distributed across positions including advisors, volunteers, officers, management (board or committee membership) and other (20 per cent each). Collaborations focused on training/capacity building (31 per cent), forming alliances/ partnerships/networks (20 per cent), and service delivery (18 per cent). However, there are still many barriers to promoting collaborations, namely: a lack of funding (44 per cent), lack of engagement from the community (15 per cent), a lack of policy support (13 per cent), and a lack of university support (8 per cent). Current higher education institution collaborations with community organisations are rooted in individual informal networks (Voeten et al., 2015). Wider networks built through collaborative research and partnership work will generate more engagement activities, while building mutual understanding and trust. Indeed, engagement of social innovators in curriculum design, practice-based learning and as co-researchers, can richly enhance the social innovation ecosystem in higher education.

5. Top-down versus bottom-up tensions (institutional/systemic)

A notable feature of higher education institutions in Vietnam is that they are strongly guided by the Ministry of Education and Training (MOET) and national government. Following the implementation of Project 1665⁴, a number of universities have quickly introduced entrepreneurship into their programmes or organised competitions to encourage student entrepreneurial activity. The general purpose of Project 1665, which lasts until 2025, aims to encourage/support youth entrepreneurship and social entrepreneurship. Strong influence from the MOET could result in quick implementation within higher education institutions activities when required; however, whether higher education institutions can successfully implement these strategies remains to be seen. Indeed, participants in the survey indicated below average evaluations related to the quantity and quality of social innovation teaching. Further, such top-down approaches can create pressure for higher education institutions to follow, ignoring the potential of bottom-up driven social innovation. Finally, the low trust levels toward government

⁴ Project 1665 seeks to support the development of entrepreneurial traits/culture amongst students/young people in Vietnam, and is supported by the Vietnamese government. The project aims to run until 2025.

and politicians reported in this paper, create systemic tensions that can hamper top-down driven social innovation; while the higher levels of trust identified in individuals and civil society, could make bottom-up approaches with community organisations and NGOs' a more successful long-term approach.

6. Unequal distribution of social innovation and social entrepreneurship activities by region and discipline (institutional/systemic)

Evidence suggests a concentration of social innovation and social entrepreneurship activities in Northern and Southern Vietnam as most of the survey participants were from these areas (North = 11 higher education institutions; South = 13 higher education institutions; and Central = 3 higher education institutions). This is in part due to the concentration of ecosystem support organisation activities in Hanoi and Ho Chi Minh City [notably the British Council Vietnam; Centre for Social Initiatives Promotion (CSIP); and Centre for Social Innovation and Entrepreneurship (CSIE)]. In addition, the data reveals that social innovation and social entrepreneurship research and teaching are more prevalent in faculties focused on business and economics (63 per cent). Social entrepreneurship and social innovation have been frequently (and easily) integrated into existing courses at business and economics focused universities in Vietnam, especially within existing fields including entrepreneurship, corporate social responsibility, and marketing. Non-business focused higher education institutions' lack the knowledge and capacity to deliver courses in social innovation and social entrepreneurship in particular. However, there has been a growing interest in teaching social innovation and social entrepreneurship from these universities due to their need for applied research commercialisation and a growing focus on sustainability and the United Nations' Sustainable Development Goals (SDGs).

7. Social innovation is poorly understood, while social enterprise has received more scholarly research (systemic)

Conceptual understanding of social innovation varies. Participants demonstrated a lack of understanding around social innovation, but a clearer understanding of social entrepreneurship. Indeed, participants usually discussed social entrepreneurship when asked about social innovation. From a narrow view, respondents refer to the legal definition of social enterprise as stipulated in the Enterprise Law 2014⁵. Interestingly, some respondents point out that for the majority of Vietnamese people, social enterprise can be incorrectly perceived as a not-for-profit enterprise that primarily relies on donations. This perception of no or limited financial sustainability makes the term 'social enterprise' less attractive to potential stakeholders. Definitional ambiguity creates tensions within the higher education ecosystem, as differing conceptual understandings limits engagement with social innovation and social entrepreneurship by higher education institutions'. Higher education institution leaders and

⁵ According to this Law 'an enterprise that is registered and operates to resolve a number of social and environmental issues for a social purpose; and reinvests at least 51 per cent of total profits to resolve the registered social and environmental issues' (Article 10, Enterprise Law, 2014).

academics are looking to the government to solve this; but this ignores the key role that they as academics can play through research in helping to define social innovation within the Vietnamese context.

Recommendations

The research findings have led to eight key recommendations for developing the social innovation ecosystem in Vietnamese higher education:

1. Teaching competency (practice/institutional)

Social innovation education requires a combined teaching method with a broad understanding of social problems. At higher education institutions, lecturers are often specialists in one sub-discipline area, and while they may be highly skilled in their field, they may not have a clear understanding of social innovation (or how to teach it). There is, therefore, a need for training and mentoring for academics interested in teaching social innovation to upskill them in this area. Further, networking and active collaboration with colleagues in other higher education institutions, alongside practitioners and wider ecosystem stakeholders would enhance teaching capacity and competency in social innovation education. The role of NGOs in supporting this education on social innovation and the creation of networks to exchange knowledge and best practice is critical to increasing the plurality of actors and innovations in higher education.

2. Involvement in social innovation research (practice/institutional)

Regarding research, the number of academic and non-academic publications on social innovation has increased sharply in the last few years. However, the desk review identified only 99 academic publications from Vietnam in this field, and only 12 (21.5 per cent) of survey participants had academic publications. Our research has identified a growth in social innovation research globally of 346 per cent between 2011-2015 and 2016-2020⁶; while the number of publications on social entrepreneurship has increased by 750 per cent over the last two decades (Short, 2009). However, these studies themselves had been conducted in 'developed' economies such as the UK (33 per cent), the USA (28 per cent), and Canada (7 per cent), with less than 10 per cent of them originating from Asia, Africa and South America (Granados et al., 2011). While conducting research on social innovation provides a good opportunity for Vietnamese researchers, there remain barriers to achieving promotion through social innovation research. At the individual level, active collaborations with international partners or other domestic stakeholders can help academics to upskill around research and grow their networks; while accumulating research skills via training workshops would also provide solutions to overcoming research challenges and promote social innovation publications. Greater institutional recognition of socially innovative research and its impact in

⁶ Based upon a search of academic databases for the term 'social innovation', with filters applied for social innovation by topic, and two time periods (2011-2015 and 2016-present). The results revealed 205 publications between 2011-2015 and 710 publications between 2016-present).

career progression would also encourage engagement with social innovation at the practice-level. Further, work is required to increase pluralism in the university system (and wider social innovation ecosystem) that enables a wider group of stakeholders to engage in supporting social innovation research and ultimately spin-outs from this.

3. Collaboration among stakeholders (practice/institutional)

Besides research and teaching, collaboration in other activities such as knowledge and service-learning and community engagement is a critical issue. In-depth studies focused on stakeholders and stakeholder needs will provide insights for higher education institutions on their partners and allow for informed decisions to be made on the level and activities of partnerships. Increased support for networking in the ecosystem, alongside a focus on partnerships with NGOs and other community-based organisations, could strengthen collaborations in the ecosystem and reduce reliance on government and systemic funding.

4. Awareness and support of university leaders (institutional)

To promote social innovation in higher education, the strong support of higher education institution leaders is crucial. Up to now, higher education institution leaders support for social innovation education has remained limited, with the role of social innovation in the strategic development of higher education institutions in Vietnam remaining unclear. The benefits of researching/teaching social innovation should be made clear to leaders: new knowledge, new teaching methods, student acceptance, and changes in student mindset and behaviour are all key facets of a 21st century higher education institution focused on sustainability. Leaders' awareness is necessary as it could considerably encourage their support for social innovation education at their institution. Indeed, through social innovation research and teaching, higher education institutions can create more social impact and demonstrate their social responsibility. Education programmes for social innovation targeted at university leaders are therefore crucial in demonstrating to them the value that social innovation (and the delivery of social impact and sustainable development) brings in presenting their universities as key institutions on the national and international stage. Indeed, such education is critical to moving away from the traditional focus on academic rankings.

5. Capacity building (institutional)

Training for academics around social innovation is critical. To embed social innovation in the curricula, higher education institutions should ensure that their lecturers have the necessary knowledge and skills in delivering experiential and practical learning methods. By increasing the capability of academics, the higher education sector can ensure a high quality of social innovation curricula that teaches students in innovative and engaging ways. This returns back to the recommendations made around teaching and research (1 and 2).

6. Measurement for social impact should be established (institutional/systemic)

The contribution of social innovators to the economy and society must be realised. Until now, there have not been well-developed measurement frameworks with which to understand the benefit these stakeholders can create in Vietnam. Criteria to evaluate their social and economic impact should be established as soon as possible and then implemented across the higher education sector to assess the impact of research and teaching. Having reliable measurement to understand the benefits of social innovation research and teaching (and more broadly) can help to demonstrate to government and higher education institution leaders the value of social innovation to the economy and higher education sector. As social impact measurement in Vietnam is a very new concept (even more nascent than social innovation), the use of international experts in this field to provide education workshops and support social impact measurement within universities is of paramount importance.

7. A clear definition of social innovation should be made (systemic)

A clear definition of social innovation is important to build social awareness and to set a common ground for policy support. Until now, common definitions of social innovation and social enterprise have not been clarified and so research and policy development that seeks to frame this would be welcome (albeit we realise that this is no simple task). Further efforts to understand social innovation in universities should be made in order to establish a strong understanding of what social innovation means within higher education, with universities brought together to develop and agree on a collective definition/understanding of the concept.

8. Increasing awareness of social innovation (systemic)

Greater effort to increase the awareness for social innovation should be made. As social innovation becomes better understood by society, communication in higher education and from government/media should emphasise social innovation rather than merely social entrepreneurship. Existing programmes such as student competitions and incubation centres, have shown a positive impact in promoting awareness. Continuing these types of activities can still be effective in developing awareness around social innovation. Showcasing social innovators who have made a difference in society, can also be used to enhance communication and to raise awareness.

Further research opportunities

1. Research impact

The impact delivered by social-innovation related research in Vietnam still remains unclear, and the research data presented in this report suggests that it may not be high, with a need for more impactful research moving forwards. The introduction of research impact as a criterion for selecting higher education institution social innovation research proposals can encourage academics to demonstrate research impact more clearly. Therefore, future research that seeks to ascertain the impact of research projects/publications can help to identify what real-world impact higher education institution research is having in relation to social innovation.

2. Teaching impact

While this report has mapped out the social innovation teaching that currently exists in Vietnam; what the research does not show is how the quality of these courses is assessed by universities; the relevance of these courses to higher education institutions' training programmes and students' careers, as well as the impact they deliver. Future research should seek to explore student perceptions of social-innovation related courses.

1 Literature review

1.1 Overview

The social innovation ecosystem in Vietnam is at an early-stage of development, albeit with growing interest and government support (especially in relation to social entrepreneurship). Social innovation can be defined as ‘changes in the cultural, normative or regulative structures [or classes] of the society which enhance its collective power resources and improve its economic and social performance’ (Heiscalea, 2007:59), but in Vietnam (as in most of South East Asia) the most prominent form of social innovation is social entrepreneurship and the social enterprises that they create (Sengupta and Sahay, 2017). Zahra et al. (2009:519) state that social entrepreneurship ‘...encompasses the activities and processes undertaken to discover, define and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organisations in an innovative manner’, while social enterprises can be viewed as independent, self-sustainable entities that deliver social and environmental (i.e. non-economic) outcomes (Dart, Cloward Armstrong, 2010), utilising market-based approaches to reduce social inequality and improve social mobility through access to opportunities (Nicholls, 2007).

Vietnam is a vibrant and rapidly growing country in South East Asia, with a population of around 97 million people as of 2018 (World Bank, 2019a). Life expectancy in the country is 73 years, with over 70 per cent of the population being under 35 years of age (British Council, 2019). Vietnam has a very diverse ethnic minority population, with 53 of the 54 ethnic groups in Vietnam accounting for only 14 per cent of the population (British Council, 2019). Following the introduction of the Doi Moi economic reforms in 1986, Vietnam has grown from one of the poorest countries in South East Asia in the 1990’s, to a low middle-income country today (British Council, 2019). Certainly, over that time the poverty rate in the country has dropped from over 70 per cent in 2002 to below 10 per cent by 2016⁷ (World Bank, 2019a). This has seen a reduction in poverty headcount from 80 million people in 1992, to just 8.4 million people by 2016⁸ (World Bank, 2019b); while inequality in Vietnam is below the median level, with a GINI coefficient of 0.35 (World Bank, 2019a). Multidimensional poverty decreased from 18.1 per cent to 10.9 per cent, over the period 2012-2016 (UNDP Viet Nam, Ministry of Labour, Invalids and Social Affairs, and Viet Nam Academy of Social Sciences, 2018). This has all been achieved despite the population increasing by nearly 60 per cent since the 1986 reforms (British Council, 2019).

Vietnam represents a unique country of study when exploring social innovation and social entrepreneurship, as a transitioning economy and a one-party socialist state. Like China, Vietnam has shown extraordinary growth over the last three decades, tackling extreme poverty and a leading Asian countries in terms of Gross Domestic Product (GDP) growth (Gabriele, 2016). While it can be easy to overplay the socialist nature of Vietnam’s economy, as Gabriele

⁷ Referenced against the Lower Middle Income Class Poverty Line.

⁸ Referenced against the Lower Middle Income Class Poverty Line.

(2016) notes its socialist identity is far from clear-cut, this nevertheless affects the development of social innovation and social entrepreneurship ecosystems through the concentration of political power, which can be both a positive and a negative factor. The review provides an overview of social innovation education in Vietnam, with a specific focus on research, teaching, and knowledge transfer within the higher education (HE) sector. Throughout this report for simplicity, the term social innovation will generally be used (as this can also encompass social entrepreneurship and social enterprise); however, when these latter two concepts are being specifically referred to, they will be used as appropriate, in to allow for differentiation in the social innovation activities being undertaken.

1.2 Higher education and training for social innovation

The role of the higher education sector in supporting social innovation is now relatively well-developed in the academic literature globally. Research by the British Council (2016) covering 200 universities across 12 countries⁹ revealed that only two per cent of universities have not engaged with a social enterprise at some point. However, there is a significant difference between one-off limited engagement and institution-wide commitments to social innovation and social entrepreneurship. Focus on social innovation and social entrepreneurship in research, teaching, and community engagement provides a university with a holistic approach to supporting the growth of the ecosystem. Examples of these institutional approaches can be found through the Ashoka U network¹⁰. Nevertheless, they establish research centres of excellence focused on social innovation and social entrepreneurship. They also involve developing approaches to teaching that allow for place-based and experiential learning that include networks between higher education institutions and communities (Alden-Rivers et al., 2015).

Research in the Vietnamese ecosystem around social innovation is nascent. As was noted earlier, while there are a number of papers that can be viewed as exploring socially innovative concepts in Vietnam, the authors frequently do not recognise these phenomena; concluding that awareness of social innovation is considered to be low. This is in contrast to social entrepreneurship, where numerous papers explicitly explore social enterprise and social entrepreneurship. However, there has been the emergence in recent years of research centres and impact hubs/incubators within universities in Vietnam, that specifically focus on social innovation and social entrepreneurship. Most notably are the Centre for Social Innovation and Entrepreneurship (CSIE) at National Economics University in Hanoi; and the Centre for Economic Development Studies at Vietnam National University. Further, the City Energy Conservation Centre run by the Department for Science and Technology also established Saigon Innovation Hub in 2016 (Viet Nam New, 2016).

Social enterprises that are Youth-led is a key challenge (and opportunity in Vietnam) as has been seen elsewhere in South East Asia. International organisations like the British Council

⁹ These countries being: Hong Kong, India, Pakistan, Thailand, Kenya, South Africa, Greece, Slovenia, UK, Mexico, Canada and the USA.

¹⁰ See: <https://ashokau.org/>

([Vietnam Youth for Social Innovation](#)), and UNDP ([Social Innovation Camp and Summit](#)) have been launching programmes and competitions designed to raise awareness and provide training to young people interested in social innovation and social entrepreneurship. When it comes to higher education institutions supporting youth-led social entrepreneurship research has also explored the development of academic curriculum around social entrepreneurship, and found that teaching skills are crucial (Le, 2014). The academic curriculum introduces students to social entrepreneurship, and Le (2014) recommended that practical elements of teaching should be incorporated, including the writing of a social business plan, supporting a social enterprise with an earned income strategy, and writing a grant proposal (Le, 2014). Awareness-raising and training around corporate social responsibility would also provide critical business support and allow universities to establish the sustainability agenda (Tran and Doan, 2015). Further, Epworth and Do (2016) argue for the incorporation of interdisciplinary work-based learning involving students working on real-life cases, as a means of increasing socially entrepreneurial behaviour; while Nguyen (2016) states that the development of entrepreneurial behaviour control is related to entrepreneurial inspiration, work-based learning, and extra-curricular activities.

Beyond teaching, academics have argued for wider reforms to the Vietnamese university model, centred on social innovation. Do and Truong (2018) discuss the need for universities to connect with businesses, engage in technology transfer, secure investment, and collaborate with each other (i.e. other higher education institutions) in order to develop what they term universities aligned with the 'Industrial Revolution 4.0'. In relation to connecting with businesses, Ngo and Luong (2015) argued that businesses and higher education institutions need to work together and cooperate to generate new knowledge, improve human resources, improve business efficiency and make both institutions more competitive in the marketplace. This ultimately produces what Truong, Dinh and Tran (2015) argue is fundamental to a university, its social mission.

1.3 Summary

This literature review has sought to provide an initial overview of the social innovation and social entrepreneurship contexts in Vietnam. The review also shows there are examples of social innovation research in Vietnam, and the concept of social entrepreneurship being the most well-researched topic. Finally, the higher education sector in Vietnam is in the early-stages of supporting social innovation, with increasing numbers of academic papers being published, and the creation of research institutes focused on social innovation and social enterprise. There remain challenges for the higher education institution sector in Vietnam, specifically around the quality of teaching, its real-world applicability, and the embedded nature of the learning; while higher education institutions can also do more to partner with businesses, social enterprises, social innovators and each other. Nevertheless, the Vietnamese social innovation ecosystem has significant potential for growth moving forwards, and the higher education sector can and should play a critical role in this.

2 Research aims

The research will provide a comprehensive analysis of existing social innovation activities in research, teaching, and incubation/community engagement in Vietnam. Specifically, the research will:

- analyse gaps in knowledge, capacity, and future ambition of the academic community in Vietnam related to social innovation
- measure proxies to gauge the levels of trust and collaboration that currently exist across academic disciplines, between universities and between universities and society in Vietnam
- identify the barriers to social innovation activities in research, teaching, and incubation/community engagement in Vietnam in relation to:
 - funding
 - policy
 - networks/collaboration
 - skills development
 - scale projects (number and impact)
- Understand the key social challenges facing Vietnam and how can these be addressed by social innovation.

3 Quantitative results

3.1 Respondent demographics

The questionnaire was distributed by the research team and the British Council to a jointly collated database of academics engaged in the field of social innovation and social entrepreneurship. The data gathering process ran from October to December 2019, with a total of 56 participants engaging from across Vietnam. The median age was 37.8 years (N = 50; SD = 7.65; Range 25-60), while the majority of the participants were from the South of Vietnam (51.8 per cent), with 39.3 per cent being from the North and only 5.4 per cent being from the Centre (see Table 3.1); of the 56 participants, 50 were based at universities, one from a research institute, three are affiliated with incubators, one is from a business, and one did not mention their affiliation. Finally, in relation to gender, 46 per cent of participants were female and 54 per cent male, which while being the lowest female ratio of researchers across the five SIHE countries¹¹, still places Vietnam's social innovation academic community considerable ahead of other scientific disciplines such as science, technology, engineering and mathematics (STEM), where only 28 per cent of scientists are female (UNESCO, 2015).

| Area | N | Percentage |
|--------------|-----------|-------------|
| South | 29 | 53% |
| North | 22 | 35% |
| Centre | 3 | 5% |
| Missing | 4 | 7% |
| Total | 56 | 100% |

Table 0.1 - Geographic base of respondents

Participants were drawn from diversified disciplines, but the majority of participants (55 per cent) operated in the field of business and economics (42.9 per cent and 12.5 per cent respectively), while the other significant areas of expertise were Education and Engineering (12.5 per cent each). Please see Figure 3.1 below and refer to Appendix C for the full list.

¹¹ The gender ratio elsewhere is: Indonesia=59 per cent; Philippines=59 per cent; South Korea=58 per cent; and Malaysia=54 per cent.

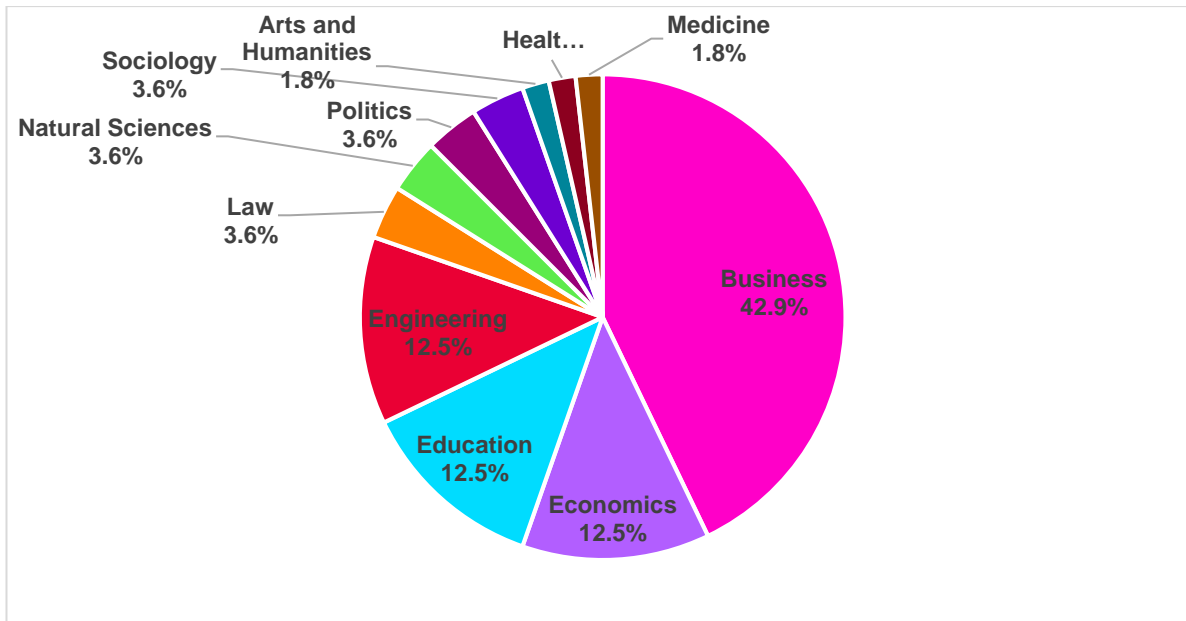


Figure 3.1 - Survey participant main field of academic expertise

With respect to the respondents' academic career track, the majority were performing both research and teaching roles in their institutions (73.2 per cent), while 12.5 per cent were research only and 8.9 per cent were focused on teaching-only (see Figure 3.2).

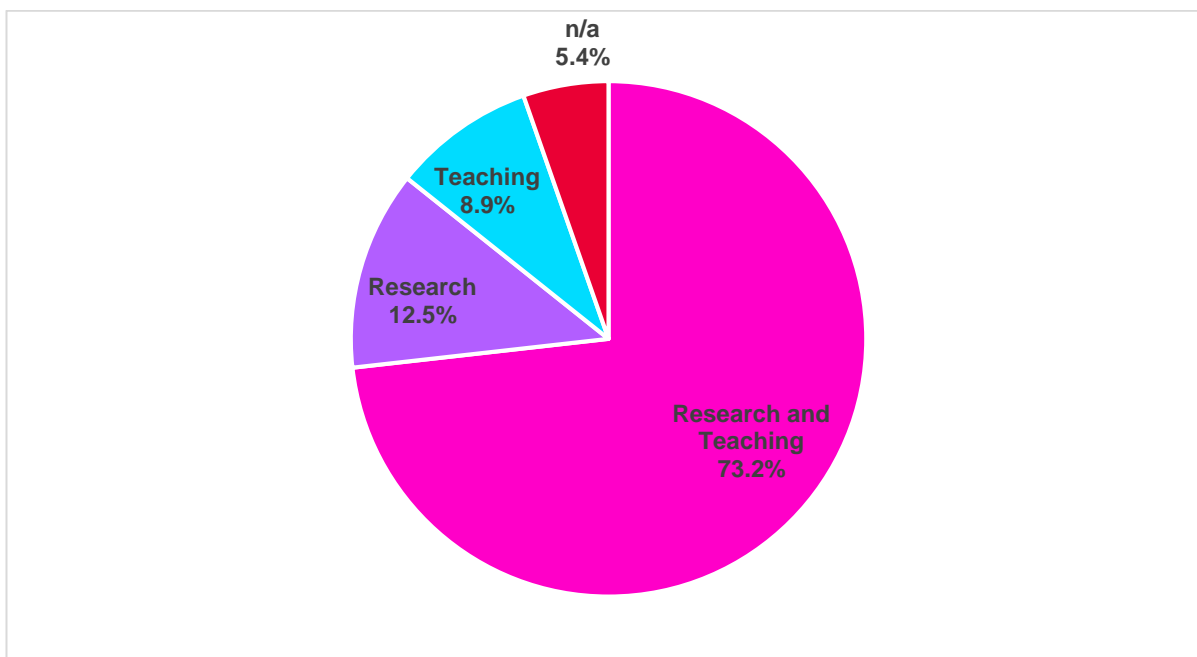


Figure 3.2 - Survey participant chosen career track

Respondents provided data relating to their career duration in academia, revealing that almost 80 per cent of participants had less than five years of experience in the social innovation field (1-5 years = 42.9 per cent; less than a year = 35.7 per cent) (see Figure 3.3). This demonstrates the relative inexperience and junior level of the respondents on the whole.

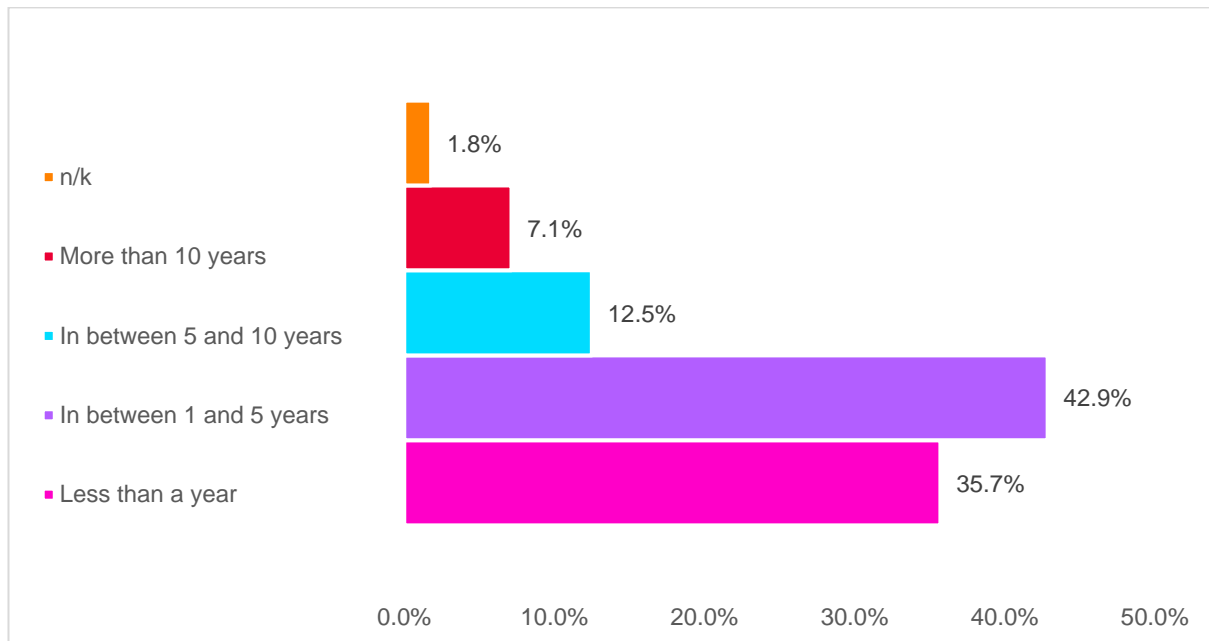


Figure 3.3 - Length of academic career in social innovation

As most of the respondents were from higher education institutions, 47.4 per cent identified as lecturers/senior lecturers. A small number of participants (7.1 per cent) were in management positions within the higher education institutions, while only 3.5 per cent were associate professors or assistant professors. Additionally, 10.5 per cent of the respondents were based in incubation management, 10.6 per cent were either researchers (5.3 per cent) or instructors/trainers (5.3 per cent). A noticeable number of participants identified their role as 'other' (21 per cent) (see Figure 3.4).

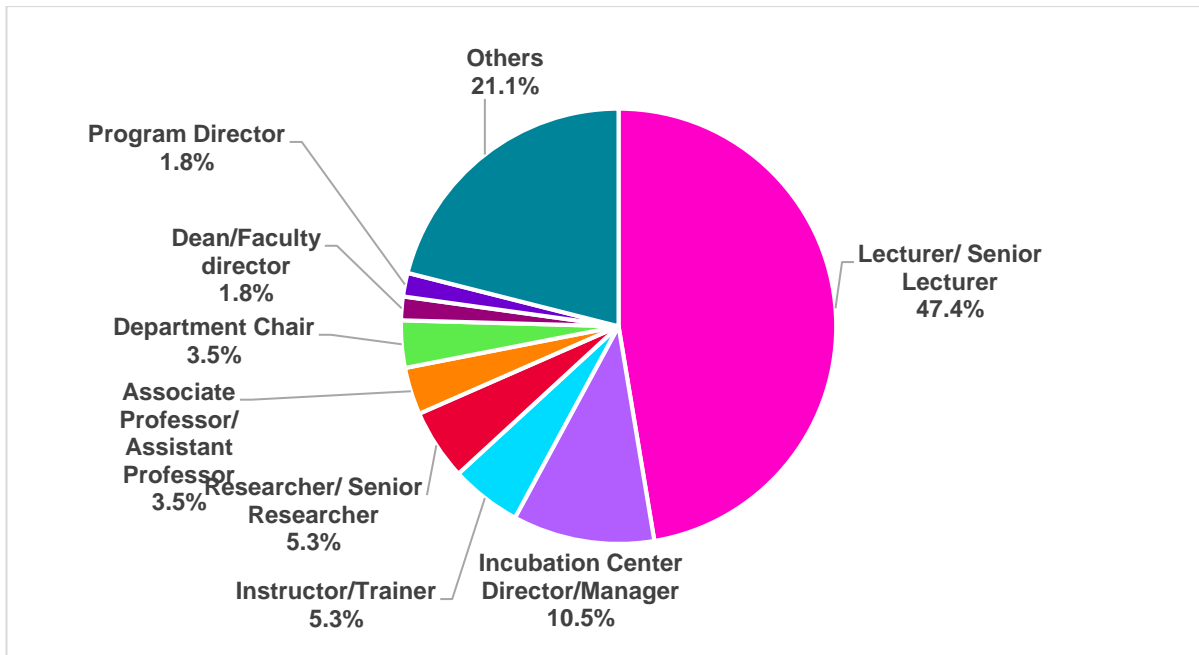


Figure 3.4 - Main roles of participants

Participants were generally young (average age of 37.8 years), with a small amount of academic experience (80 per cent less than five years of experience in social innovation), demonstrating that this is a nascent field of inquiry in Vietnam. Interestingly, when being asked about their main roles, some participants identified themselves as ‘other’ as they come from diverse backgrounds within and outside higher education institutions. Within higher education institutions, many of the respondents are involved in supporting students (working for either the Youth Union or the Student Support Department).

3.2 Academic publications

Participants were also asked to provide information on their publications pertinent to social innovation, with 12 of 56 participants reporting their publications relevant to social innovation. Of these 12 academics, only two of them had five academic publications each, with a total across the 12 responding academics of 28 papers. Among the 28 reported academic papers, 22 were published in the period 2013-2019, while six did not mention their publication year. Please refer to Appendix D for full references of the academic publications (combined from the survey and our own literature database searches). The correlation coefficient ($R^2 = 0.19$) indicates that the number of publications is increasing through the years, albeit not at a significant rate (see Table 3.2 and Figure 3.5).

| Number of publications | Number of authors | Total number of publications |
|------------------------|-------------------|------------------------------|
| 1 | 5 | 5 |
| 2 | 2 | 4 |
| 3 | 3 | 9 |
| 4 | 0 | 0 |

| | | |
|--------------|-----------|-----------|
| 5 | 2 | 10 |
| Total | 12 | 28 |

Table 3.2 - Number of academic publications

Among the 28 reported academic publications, 22 were published in the 2013-2019 period, while the publication year of six publications was not known.

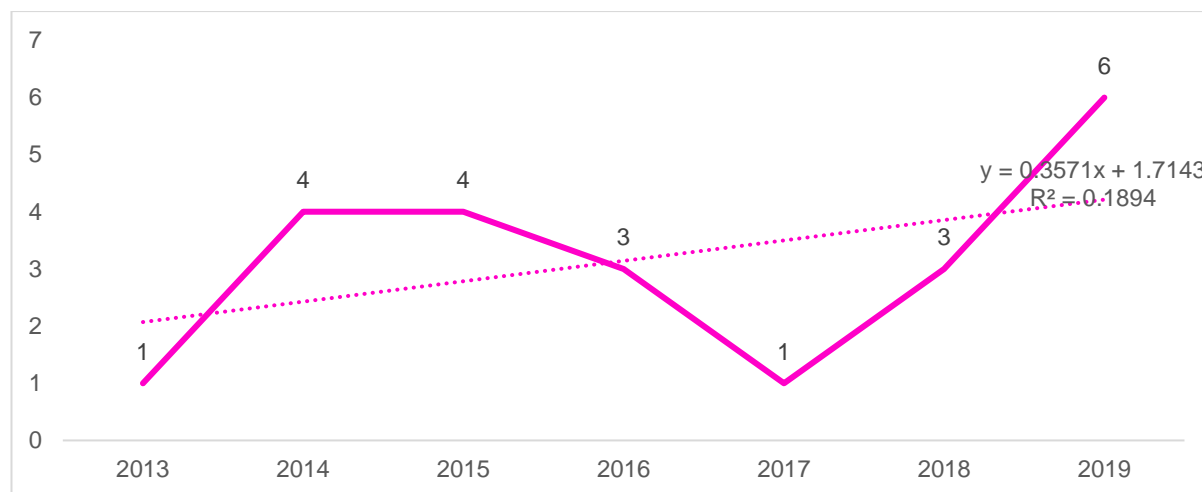


Figure 3.5 - Number of academic publications by year

Table 3.3 presents the places where the academic work was published. Vietnamese and international journal papers accounted for 35.7 per cent and 7.1 per cent respectively, with 25 per cent of papers were presented at conferences, and 7.1 per cent in books. Among the reported academic publications, 42.9 per cent were theoretical and 57.1 per cent were empirical papers (see Figure 3.6) (see Appendix D for a full publication list).

| Academic publications | Number of publications | Per cent |
|--------------------------------------------|------------------------|--------------|
| Vietnamese journal | 10 | 35.7 |
| Journal of Economics and Development (NEU) | 4 | |
| Asia Pacific Economic review | 2 | |
| Other Vietnam journals | 4 | |
| Conferences | 7 | 25.0 |
| International conference | 4 | |
| University conference | 2 | |
| National conference | 1 | |
| International journal | 2 | 7.1 |
| Journal of Social Entrepreneurship | 1 | |
| Tunghai University Law Review | 1 | |
| Books | 2 | 7.1 |
| Publisher: Ministry of Justice, Hanoi | 1 | |
| Publisher: Vietnam National University | 1 | |
| PhD Thesis | 1 | 3.6 |
| N/K | 6 | 21.4 |
| Total | 28 | 100.0 |

Table 3.3 - Place of academic publication

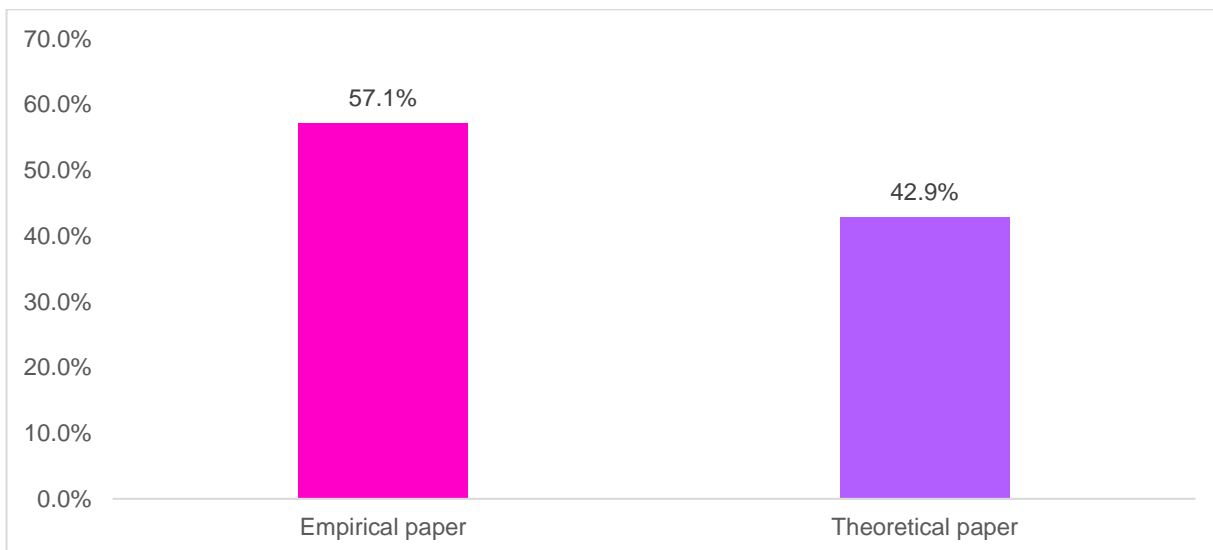


Figure 3.1 - Type of academic publication

With regards to the research methods adopted by participants in their academic publications, qualitative methods were used in almost half of the existing research (46.4 per cent). Mixed-methods were also widely used (39.3 per cent), while quantitative methods are still not popular in the field (10.7 per cent) (see Figure 3.7).

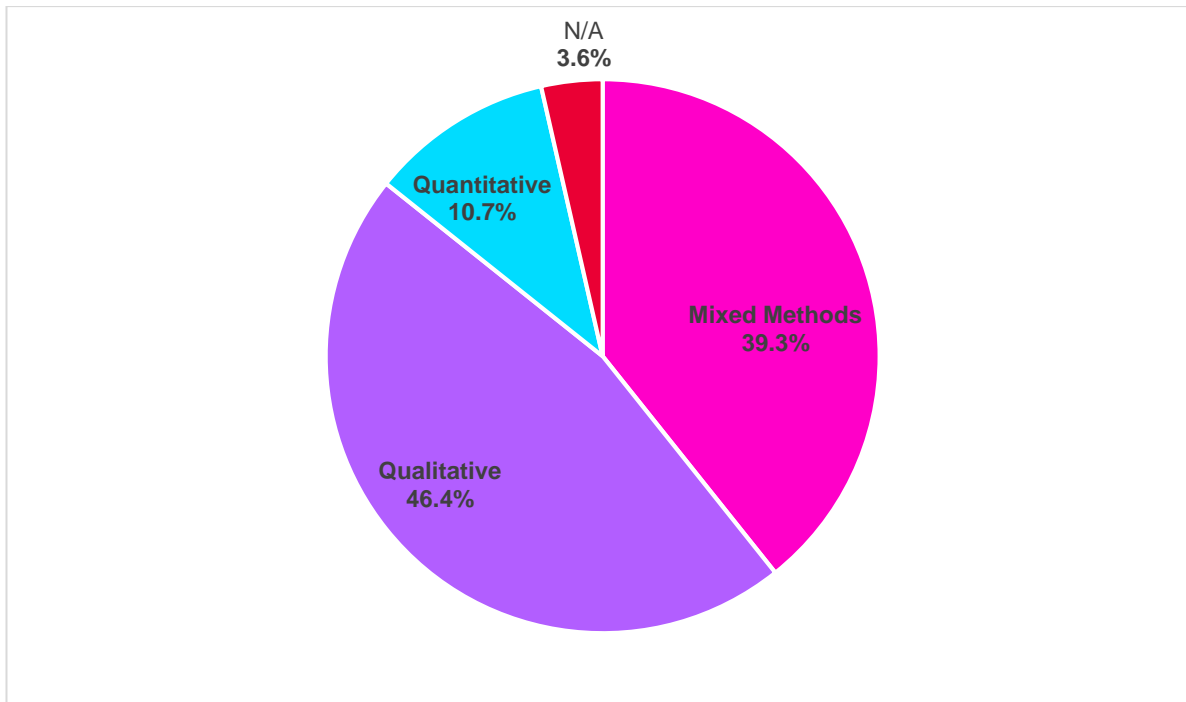


Figure 3.7 - Research methods of academic publication

Research funding sources varied, ranging from self-funding to research grant, government, higher education institutions, NGO/foundation and foreign funds. The majority of the reported research (65.5 per cent) were self-funded (a very high proportion¹²), while no academic research project in the social innovation field received funding from their own higher education institutions or foreign funds. Further, government and NGO/foundation funding accounted for 10.3 per cent each, while academic research grants and other funding accounted for 6.9 per cent each (See Figure 0.2). The timings of research funding also varied. Self-funded research was equally dispersed throughout the period of 2014-2019, while funding from the government, NGO/foundation and research grants were not present at all before 2017 (see Figure 0.3).

¹² This is nearly double the ratio of self-funded research elsewhere in the SIHE project, with the next nearest country being Indonesia (33 per cent).

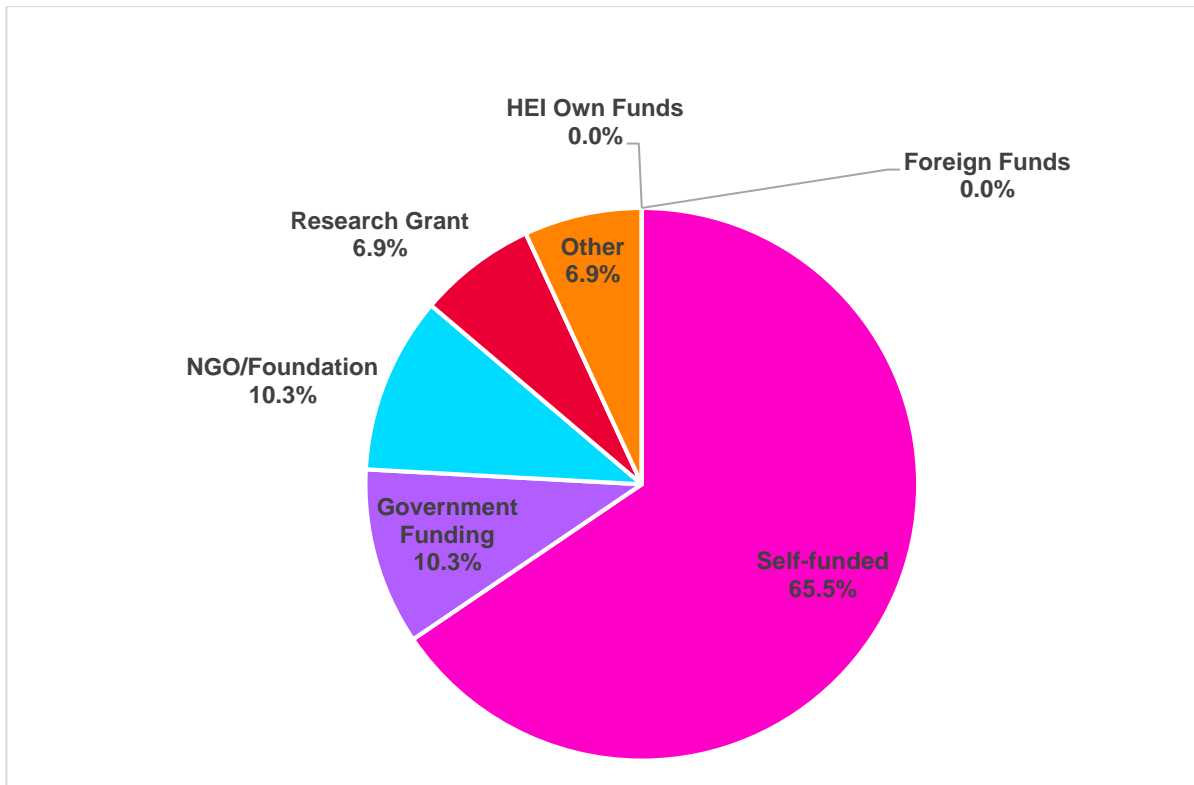


Figure 3.8 - Source of research funding

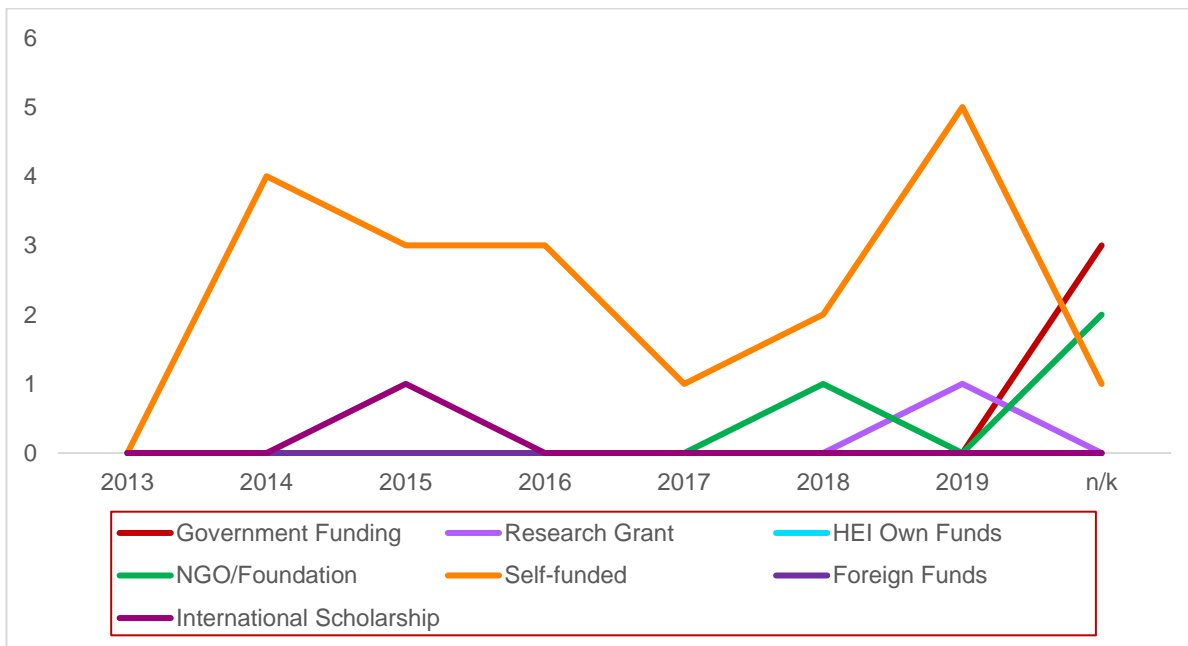


Figure 3.9 - Research funding sources over time

Publications focused on social innovation in Vietnam remain limited in breadth, while the funding that is critical in underpinning such research is restricted and inconsistent. However, there is a small proportion of authors who have several publications in this field, and there is clearly an upward trend in both the number of publications and funding for research. This shows the potential growth in publications on this topic in the near future, as interest in the field grows

and support for research also develops. Indeed, there is a clear pool of nascent academics operating in this area who are yet to publish academically.

3.3 Non-academic publications/outputs

There were a total of 18 non-academic publications in the field of social innovation reported by participants in the period 2013-2019. Of these 18 reported publications, three authors accounted for half (n = 9) of these (see Table 3.4), while 50 per cent of the non-academic publications were published in 2019 alone. The below correlation coefficient (R2 = 0.63) shows the increasing number of non-academic publications over time (see Figure 3.10), an increase that is occurring at a much faster rate than academic publications (albeit this is skewed by the high output data for 2019).

| Number of non-academic publications | Number of participants | Total |
|-------------------------------------|------------------------|-----------|
| 1 | 1 | 1 |
| 2 | 4 | 8 |
| 3 | 3 | 9 |
| Total | 8 | 18 |

Table 3.4 - Number of non-academic publications

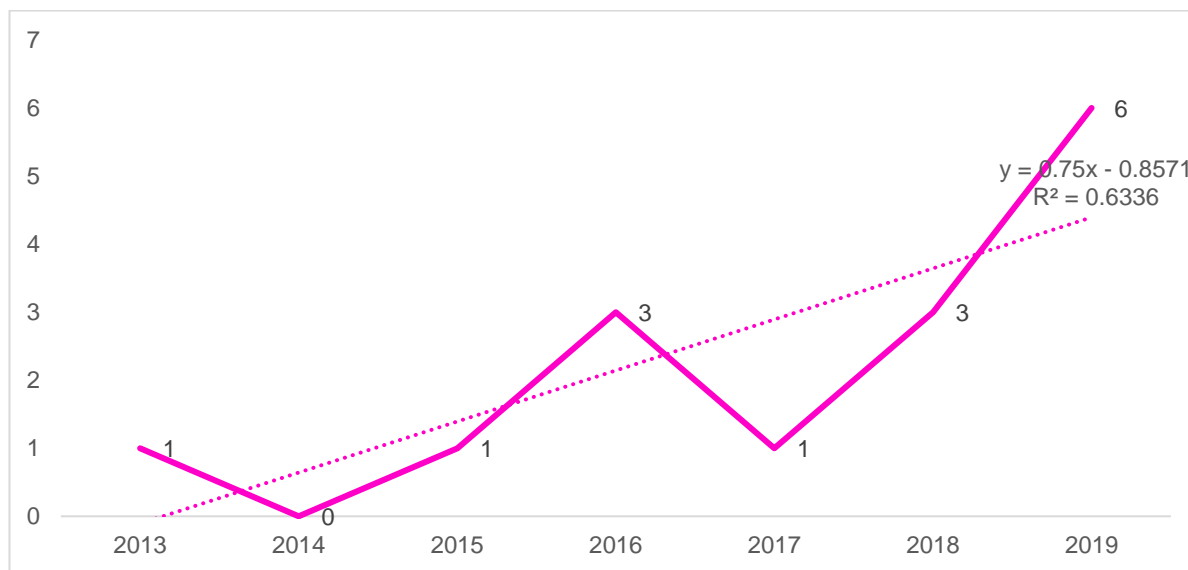


Figure 3.10 - Non-academic publications over time

With regards to the types of non-academic publications produced, online media, reports, and non-academic conference presentations accounted for a large part (25 per cent each), while a smaller proportion (12.5 per cent) were print media. The remaining 12.5 per cent of non-academic publications were teaching case-studies (see Figure 3.11 and Appendix D for a full publication list).

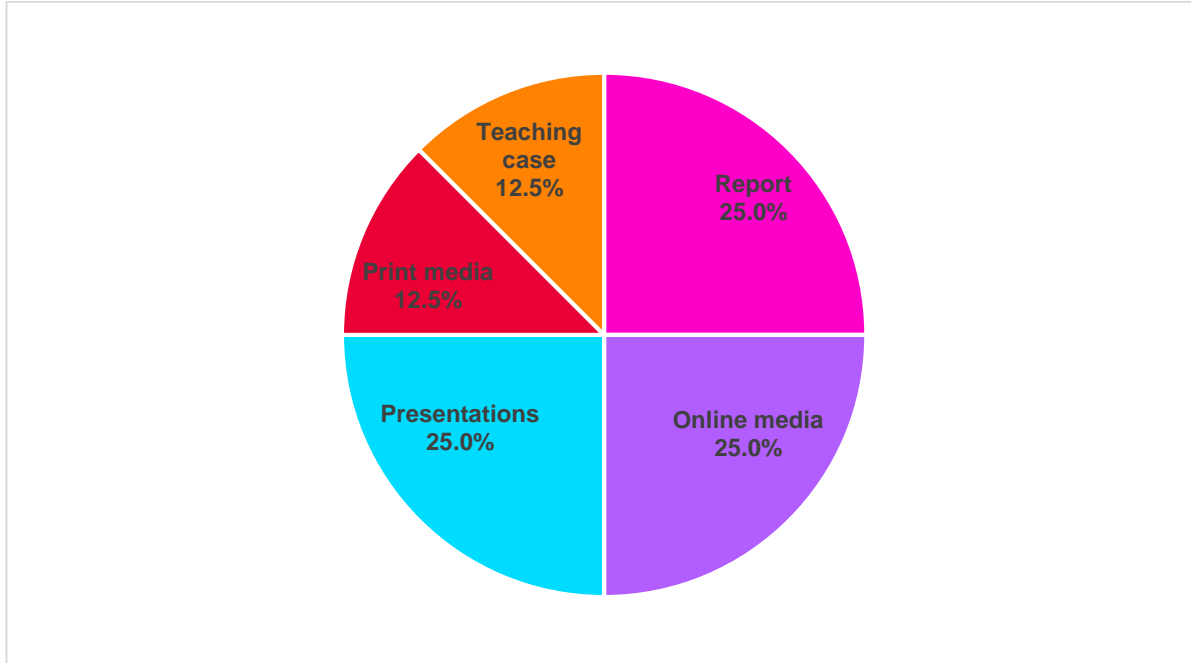


Figure 3.11 - Non-academic publications by type

As was the case with the academic publications, non-academic publications focused on social innovation emerged from 2013 onwards. The number of non-academic publications increased over recent years and reached a peak in 2019. Within this, it is clear that online media is an active channel for social innovation publications, as well as reports and dissemination at non-academic conferences. Nevertheless, there has been a growth in non-academic research outputs in this field, correlating with the increasing number of academic publications, but perhaps more pertinent is the increase in reports as non-academic publications, mainly funded by NGOs or foreign funds.

3.4 Teaching activities

There were 66 social innovation teaching activities reported by participants in total, with only 12 academics accounting for 40 of these activities. Higher education institutions in Central Vietnam had less teaching activities than their northern and southern counterparts (see Table 3.5 and Appendix E for a full list of teaching activities).

| HEI | Number of teaching activities |
|-------------------------------------------------------------|-------------------------------|
| Nguyen Tat Thanh University | 11 |
| Vietnam National University (HCMC) | 5 |
| University of Social Sciences and Humanities | 3 |
| School of Medicine | 1 |
| University of Sciences | 1 |
| Hanoi University | 4 |
| National Economics Univeristy | 4 |
| Vietnam National University (HN) | 4 |
| School of Law | 3 |
| University of Economics and Business | 1 |
| Banking Academy | 3 |
| Cao Thang Technical College | 3 |
| Foreign Trade University | 3 |
| University of Economics Ho Chi Minh City | 3 |
| Saigon Technology University | 3 |
| Binh Duong University | 2 |
| Lac Hong University | 2 |
| Posts and Telecommunications Institute of Technology | 2 |
| Thu Dau Mot University | 2 |
| Van Lang University | 2 |
| Bac Giang Agriculture and Forestry University | 1 |
| Can Tho University | 1 |
| Da Nang Incubation Centre | 1 |
| Ha Tinh University | 1 |
| HCMC Open University | 1 |
| Ho Chi Minh University of Natural Resources and Environment | 1 |
| Hung Yen University of Technology and Education | 1 |
| National University of Civil Engineering | 1 |
| Seed Planter | 1 |
| Southeast Asia Law Partnership Company - (SEALAW) | 1 |
| The University of Danang - Campus in Kontum | 1 |
| n/a | 2 |
| Total | 66 |

Table 3.5 - Institutions with social innovation teaching activities

Most of the teaching activities were part of accredited courses for undergraduate students (33.3 per cent) and non-accredited courses (32 per cent), while 18.2 per cent of teaching activities were delivered to both undergraduate and postgraduate students (see Figure 3.12)¹³.

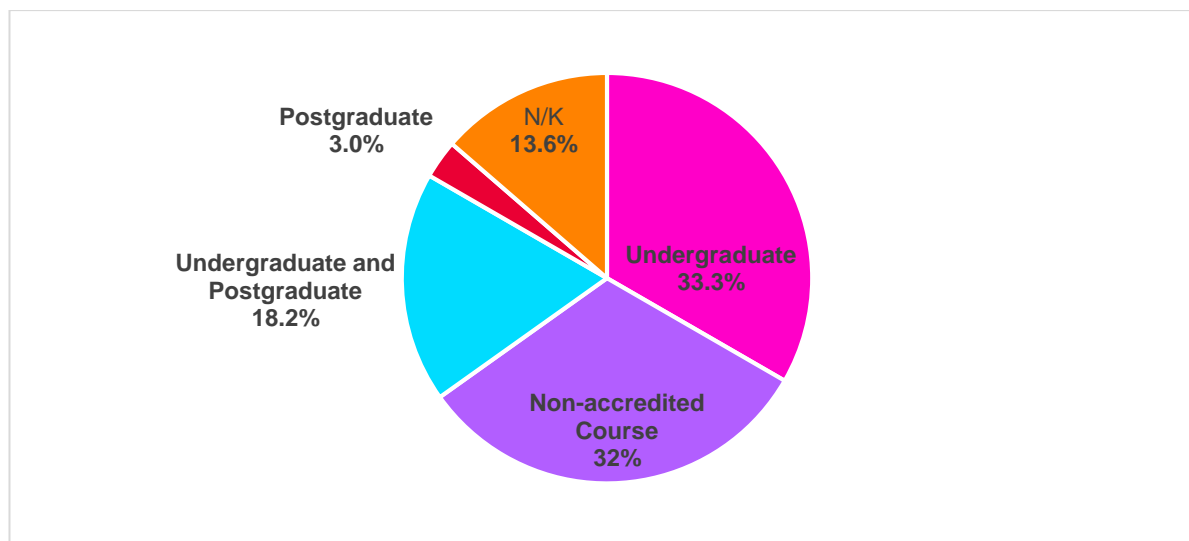


Figure 3.12 - Teaching audience

In addition, of the courses delivered 59.1 per cent were elective while 37.9 per cent were compulsory (see Figure 3.13). Class-sizes were varied (see Figure 3.14), ranging from 10-700 students, with the majority of the classes (72.6 per cent) having between 30-80 students. At the top-end, 11.2 per cent of the teaching was activities were delivered to classes of 100 students or more. Finally, of the 4,200 students cumulatively studying social innovation according in our survey, over half (N = 2,200; 52.4 per cent) are undergraduates, while 1,700 (40.5 per cent) were studying on non-accredited programmes¹⁴.

¹³ 63 per cent of modules/courses centred on social innovation were delivered by business faculties.

¹⁴ 30 per cent of these non-accredited courses were part of the British Council's Active Citizens programme (see: <https://active-citizens.britishcouncil.org/>), while 26.7 per cent were business/entrepreneurship start-up/training programmes.

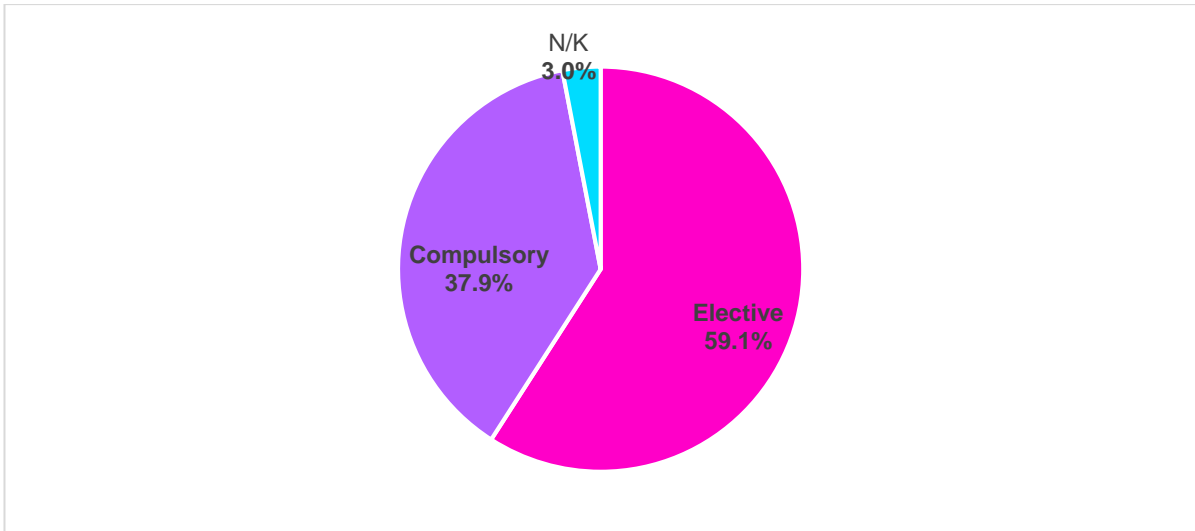


Figure 3.13 - Course type

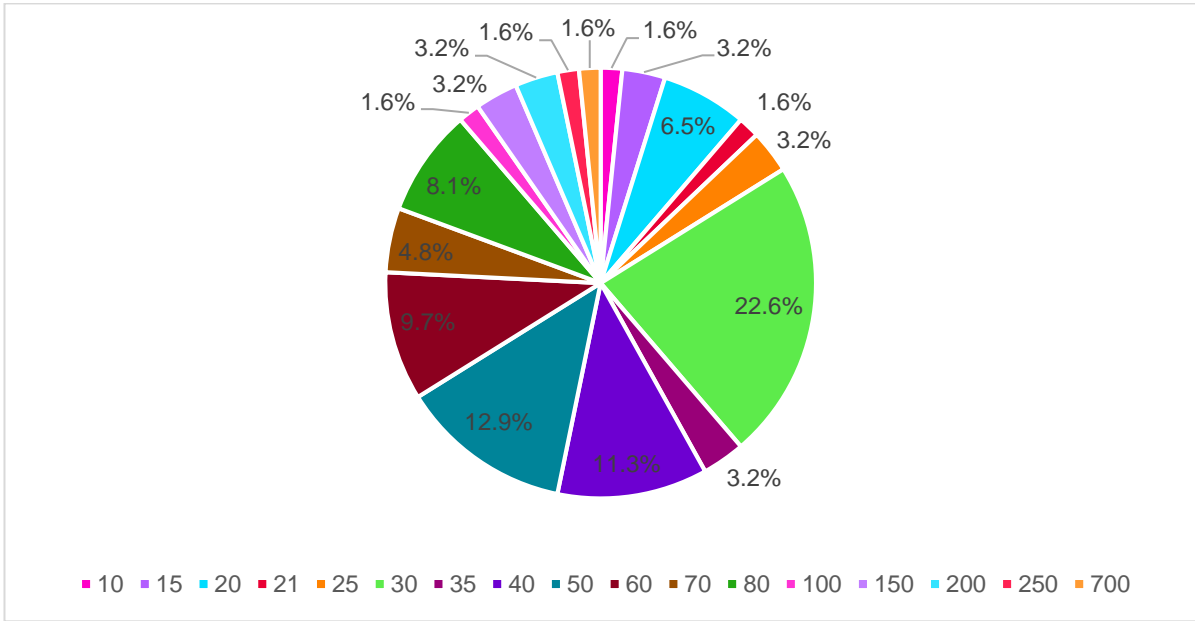


Figure 3.14 - Teaching class size

The first social innovation module was run in 2007 and the number of taught modules has increased over time, with the largest number occurring in 2019 (an upward trend that is expected to continue given the 700 per cent plus increase in the last 24 months). When exploring the teaching activities delivered over time, the correlation coefficient shows a linear increase ($R^2 = 0.29$) (see Figure 3.15).

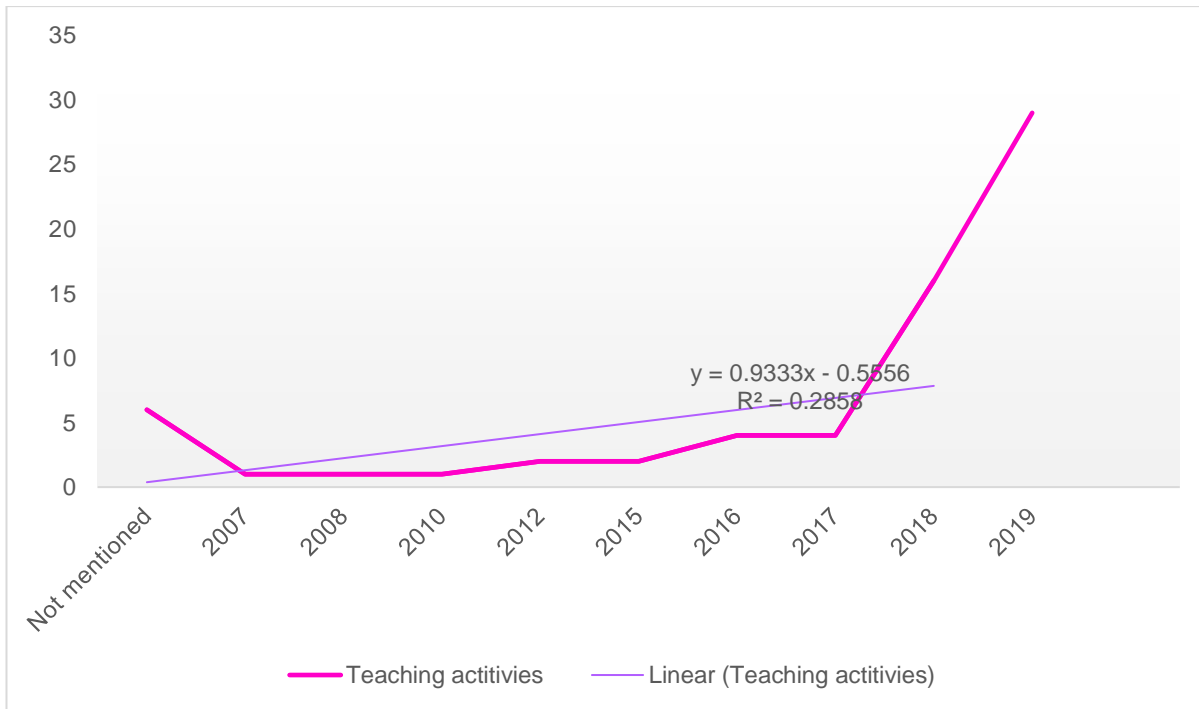


Figure 3.15 - Teaching activity over time

In relation to funding sources for teaching activities and how these have changed over time, the picture is much the same as the research funding, with a large proportion of teaching being self-funded (27 per cent). However, government funding and higher education institution's own monies were identified as two other main sources of funding for teaching, accounting for 23 per cent each. Although infrequent funding has occurred across different sources throughout the years, there has been an upturn in funding recently, particularly through self-funded, higher education institution and government funds supporting social innovation teaching (see Figure 3.16).

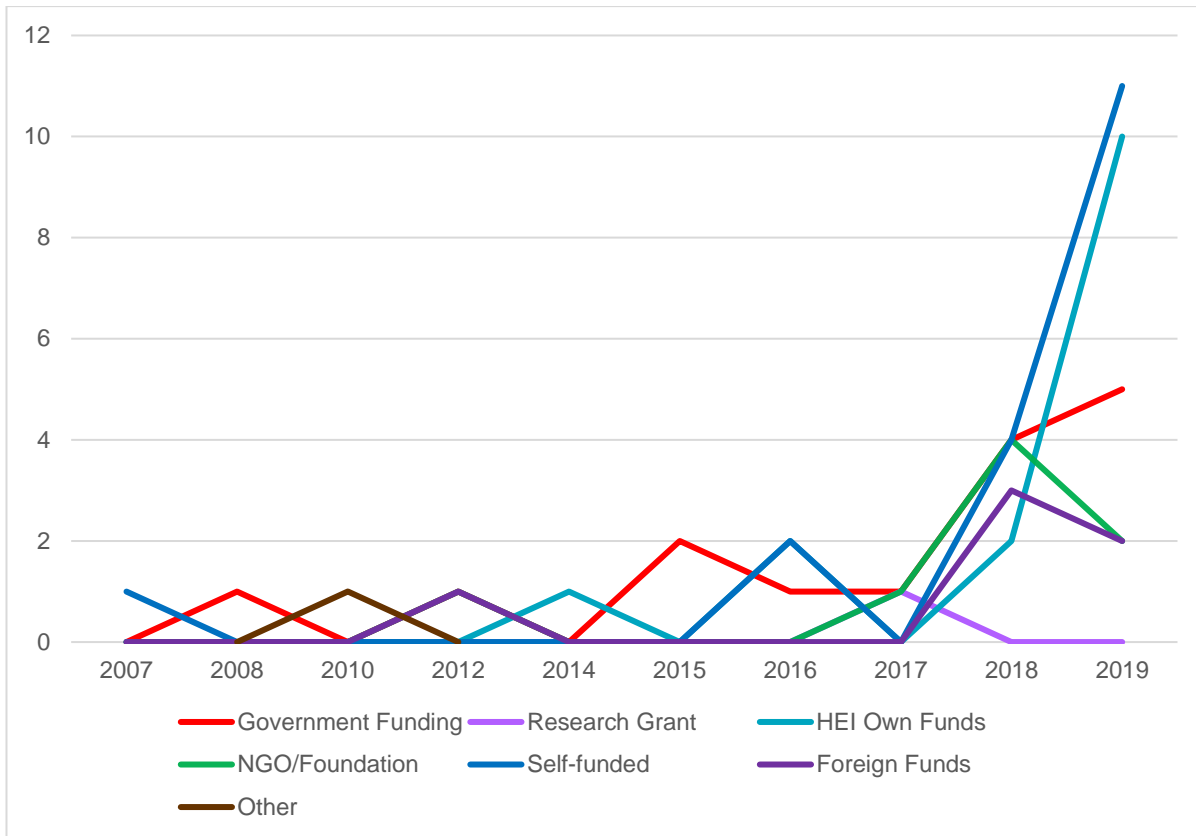


Figure 3.16 - Teaching activity funding over time

Social innovation was introduced into Vietnam in 2007, however, teaching activities have grown over time with noticeable support from all sources of funding. During the period 2007-2019, 66 teaching activities were reported in total with the majority (59.1 per cent) being elective courses. Additionally, the courses were mainly undergraduate student focused (33.3 per cent) and non-accredited (32 per cent). While research did not have any significant funding from higher education institutions, teaching received significant attention from higher education institutions with ten reported courses being funded by higher education institutions in 2019. In addition, a large number of social innovation teaching activities have been conducted without any funds since 2016.

3.5 Student's experience

The participants were also asked questions relating to the student experience on social innovation programmes, being asked to rate change on a five-point Likert scale ranging from one (negative change) to five (positive change). The majority of participants (84.9 per cent) revealed positive changes in students' reactions to and in curricular environment around social innovation and social entrepreneurship activities (see Table 3.6).

| Variable | | Value | |
|----------------|---------|--------|---------|
| N | Valid | 53 | |
| | Missing | 3 | |
| Median | | 4.0 | |
| Mean | | 4.0754 | |
| Std. Deviation | | .85 | |
| Range | | 4.00 | |
| Minimum | | 1.00 | |
| Maximum | | 5.00 | |
| | | N | Percent |
| Value | 1.00 | 1 | 1.9 |
| | 2.00 | 2 | 3.8 |
| | 3.00 | 5 | 9.4 |
| | 4.00 | 29 | 54.7 |
| | 5.00 | 16 | 30.2 |
| Missing | | 3 | 5.7 |
| Total | | 56 | 100.0 |

Table 3.6 - Student experience

With regards to the changes in students' reactions and environment to social innovation/social enterprises activities, the respondents revealed positive changes with a median score of four (Range 1-5; SD = 0.85); however, the majority of the respondents (59.3 per cent) thought that universities had not provided enough high-quality curricula in the area of social innovation (see Table 3.7).

| Variable | | Value | |
|----------------|---------|-------|---------|
| N | Valid | 54 | |
| | Missing | 2 | |
| Median | | 2.0 | |
| Std. Deviation | | .95 | |
| Range | | 4.00 | |
| Minimum | | 1.00 | |
| Maximum | | 5.00 | |
| | | N | Percent |
| Valid | 1.00 | 13 | 24.1 |
| | 2.00 | 19 | 35.2 |
| | 3.00 | 18 | 33.3 |
| | 4.00 | 3 | 5.6 |
| | 5.00 | 1 | 1.9 |
| Missing | | 2 | 3.7 |
| Total | | 56 | 100.0 |

Table 3.7 - Curricular environment

A correlation coefficient was also calculated for the number of teaching activities and the quantity and quality of curriculum perceived by the academic respondents, with a value of $R^2=0.19$ indicating a positive (albeit weak) correlation between the two factors.

Respondents were also asked about the method of teaching (classroom-based learning, project-based learning, and practical support) that they believed students prefer, with 35.7 per cent of the respondents identifying that project-based learning was their most preferred method of teaching, followed by all types of teaching method (32.1 per cent) and classroom-based learning (17.9 per cent). Interestingly, only 5.4 per cent of them considered practical support as the student's preferred teaching mode (see Figure 3.17).

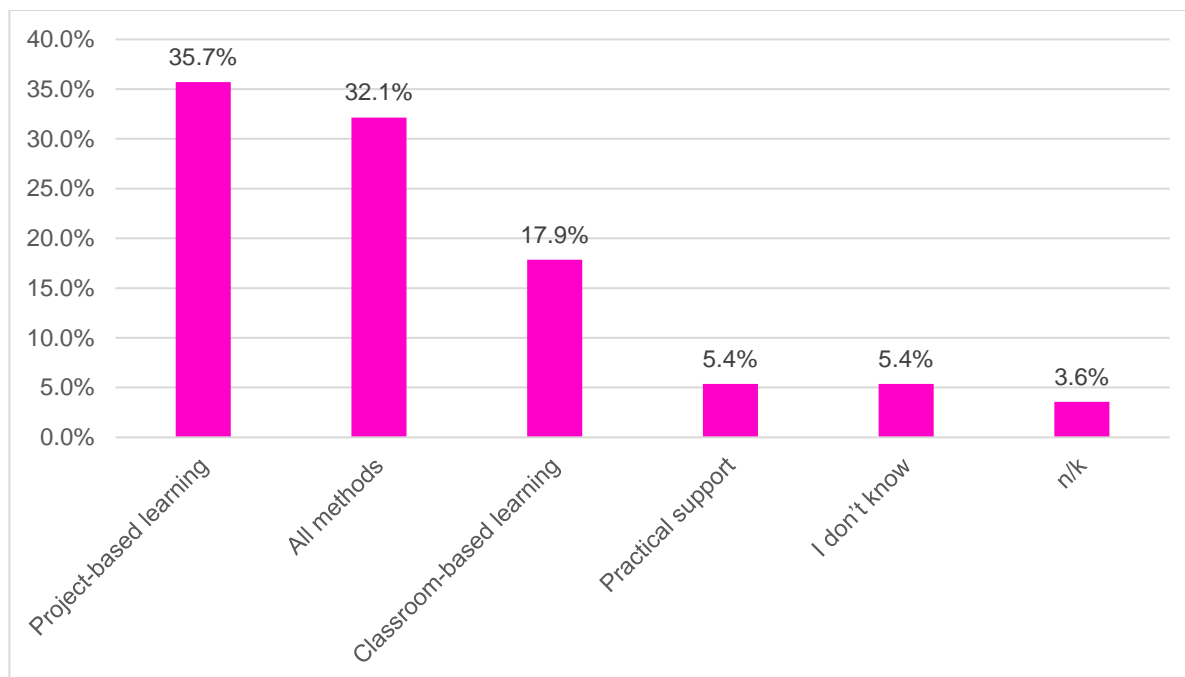


Figure 3.17 - Perception of teachers on students' preferred method of teaching

In summary, although there has been positive change in students' reactions to social innovation activities, the quantity and quality of curricula in the areas of social innovation is not enough. This raises important issues around the need for social innovation teaching to be experiential and place-based (Alden-Rivers et al., 2015; Elmes et al., 2015), and highlights that in Vietnam, such global trends have academic support, albeit the quality of curricula is still questioned. There is clearly a need in Vietnam higher education for more support to be provided to lecturers around pedagogical innovation.

3.6 Higher education institutions within society

The respondents were also asked questions related to their collaborations with the community outside of their higher education institution and organisation. In total, 27 participants reported 42 collaborations with community organisations. Most of the respondents (17 out of 27) had engaged in only one community service, while five had participated in 2-3 community services (see Table 3.8). See Appendix F for a full list of community engagement projects.

| Number of community service | Number of participants | Total community service |
|-----------------------------|------------------------|-------------------------|
| 1 | 17 | 17 |
| 2 | 5 | 10 |
| 3 | 5 | 15 |
| Total | 27 | 42 |

Table 3.8 - Number of community service

Furthermore, respondents were asked about their role within these organisations. Overall, the spread in roles was broad, with 26.8 per cent of the respondents being volunteers, 24.4 per cent acting in advisory capacities, 24.4 per cent identifying as board and committee members (12.2 per cent each), and 17.1 per cent being officers for the partner organisation (see Figure 3.18).

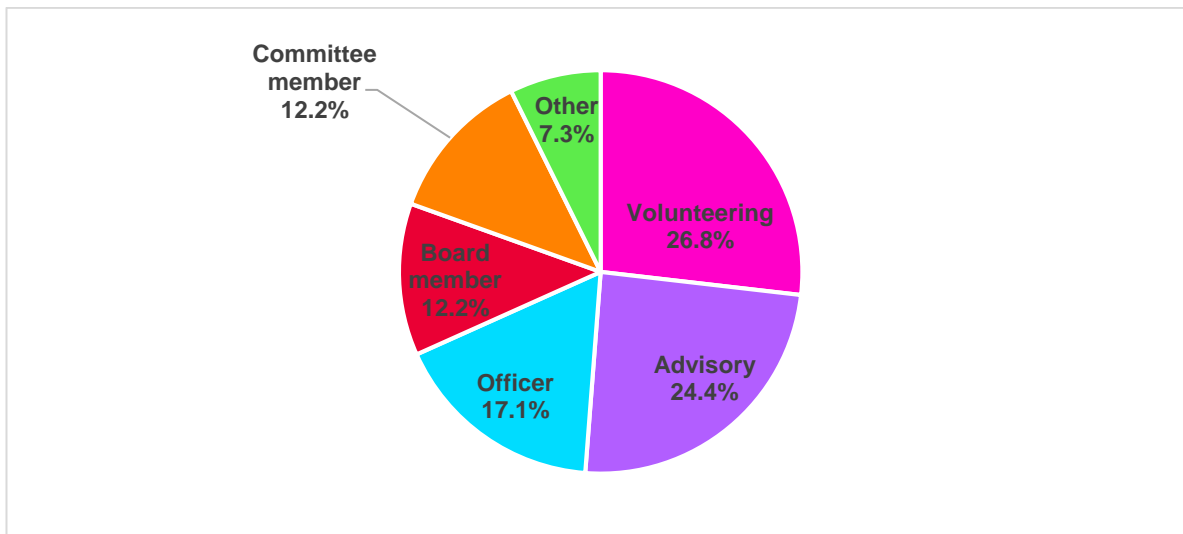


Figure 3.18 - Respondent's role with partner organisation

In relation to the types of the organisation, almost 40 per cent were NGOs, while public bodies occupied 23.1 per cent, schools 12.8 per cent and social enterprise 7.7 per cent; charities accounted for only 2.6 per cent (see Figure 3.19).

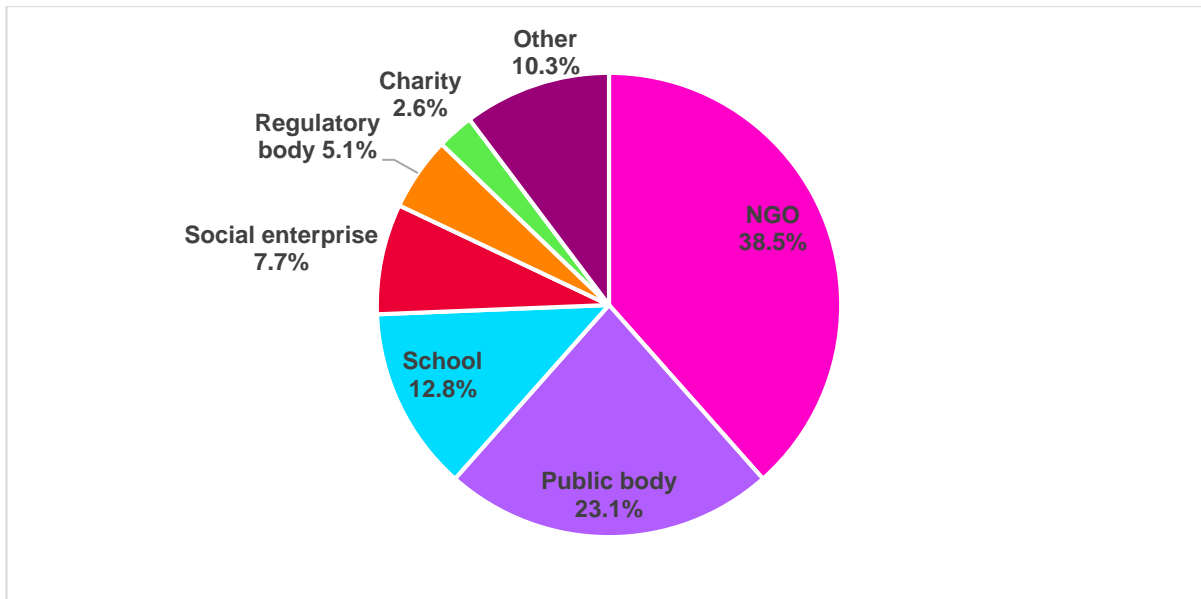


Figure 3.19 - Partner organisation type

There is a significant number of community service types that academics are engaging with, with diverse support roles ranging from volunteering to management/board level engagement. NGOs are dominant in this area at present, followed by public bodies. There is room for greater engagement between higher education institutions and schools, and especially with social enterprises and charities. Indeed, such community engagement activities can be beneficial not just in delivering social impact, but also in helping academics to develop research and teaching opportunities (especially case-studies). Prior research by Bhagwan (2017) has identified the mutually beneficial relationships that can occur between higher education institutions and community organisations (in relation to knowledge coproduction), while Bond and Paterson (2005) identified the need for academics to come down from their ‘ivory towers’; there was significant appetite individually for this to be the case (despite institutional barriers). From the perspective of a transitioning economy, experiences of higher education institution/community engagement in Nigeria also identified key barriers to such engagement being due to gaps in educational attainment and a lack of trust between academics and community members, as well as institutional constraints centred upon time and funding (Adekalu et al., 2018).

3.7 Government support for social innovation

Government support for social innovation was measured utilising a five-point Likert scale ranging from one (lowest support) to five (highest support). The results revealed that the respondents viewed government support as average (median = 3) for research, networking, community service and policy support. However, they viewed it as poor (median = 2) for teaching and finance. Analysis of variance tests were then undertaken to analyse differences across this support, the results revealing that there are significant differences in government support among the different responses categories ($F = 3.46 > F_{crit} = 2.24$). Networking was viewed as the factor that the government supports best, followed by community engagement; while finance support is seen as the worst factor for government support (see Table 3.9).

| Variable | | Research | Teaching | Finance | Networking | Community service | Policy support |
|-----------------------------|---------|-----------------|------------|----------------|-----------------|-------------------|----------------|
| N | Valid | 54 | 54 | 53 | 53 | 54 | 53 |
| | Missing | 2 | 2 | 3 | 3 | 2 | 3 |
| Median | | 3.00 | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 |
| Mean | | 2.63 | 2.5 | 2.34 | 3.03 | 2.92 | 2.66 |
| Std. Deviation | | 1.10 | 1.02 | 1.05 | .94 | 1.00 | .99 |
| Range | | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| Minimum | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Maximum | | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |
| ANOVA: Single factor | | | | | | | |
| <i>Government support</i> | | <i>Count</i> | <i>Sum</i> | <i>Average</i> | <i>Variance</i> | | |
| Research | | 54 | 142 | 2.6296 | 1.218728162 | | |
| Teaching | | 54 | 135 | 2.5 | 1.047169811 | | |
| Finance | | 53 | 124 | 2.3396 | 1.113207547 | | |
| Networking | | 53 | 161 | 3.0377 | 0.883164006 | | |
| Community engagement | | 54 | 158 | 2.9259 | 1.013277428 | | |
| Policy support | | 53 | 141 | 2.6603 | 0.997822932 | | |
| ANOVA | | | | | | | |
| <i>Source of variation</i> | | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>p-value</i> | <i>F Crit</i> |
| Between groups | | 18.09437 | 5 | 3.61887 | 3.4596 | 0.004* | 2.242 |
| Within groups | | 329.4944 | 315 | 1.0460 | | | |
| Total | | 347.5887 | 320 | | | | |

Table 3.9 - Government support for social innovation

Table 3.10 shows the satisfaction of participants related to funding for teaching. The majority of participants demonstrated a low-level of satisfaction with 30.5 per cent indicating their satisfaction at level one and 23.7 per cent at level two. None of the participants chose level five for their satisfaction associated to funding in teaching, and only 10 per cent indicated their satisfaction at level four.

| Level of satisfaction | Government funding | Research grant | HEI own funds | NGO/ foundation | Self-funded | Foreign funds | Other | Total |
|-----------------------|--------------------|----------------|---------------|-----------------|--------------|---------------|-------------|---------------|
| 1 | 5.1% | 0.0% | 5.1% | 1.7% | 15.3% | 1.7% | 1.7% | 30.5% |
| 2 | 5.1% | 0.0% | 6.8% | 3.4% | 3.4% | 0.0% | 5.1% | 23.7% |
| 3 | 10.2% | 0.0% | 6.8% | 0.0% | 8.5% | 8.5% | 1.7% | 35.6% |
| 4 | 1.7% | 0.0% | 3.4% | 1.7% | 3.4% | 0.0% | 0.0% | 10.2% |
| 5 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total | 22.0% | 0.0% | 22.0% | 6.8% | 30.5% | 10.2% | 8.5% | 100.0% |

Table 3.10 - Satisfaction with funding for teaching

Similarly, most research activities of sample respondents have no funding and the majority of participants (more than 90 per cent) show a low-level of satisfaction toward research funding as can be seen in Table 3.11.

| Level of satisfaction | Government funding | Research grant | HEI own funds | NGO/ foundation | Self-funded | Foreign fund | Other | Total |
|-----------------------|--------------------|----------------|---------------|-----------------|--------------|--------------|-------------|---------------|
| 1 | 3.3% | 3.3% | 3.3% | 0.0% | 20.0% | 0.0% | 0.0% | 30.0% |
| 2 | 3.3% | 0.0% | 0.0% | 3.3% | 30.0% | 0.0% | 3.3% | 40.0% |
| 3 | 6.7% | 0.0% | 0.0% | 3.3% | 10.0% | 0.0% | 3.3% | 23.3% |
| 4 | 0.0% | 0.0% | 0.0% | 0.0% | 3.3% | 0.0% | 0.0% | 3.3% |
| 5 | 0.0% | 3.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3.3% |
| Total | 13.3% | 6.7% | 3.3% | 6.7% | 63.3% | 0.0% | 6.7% | 100.0% |

Table 3.11 - Satisfaction with funding for research

These results show indicate that there is low satisfaction generally associated with government support for social innovation, with finance and teaching support both particularly poorly rated. Interestingly, however, when funding for research and teaching on social innovation is considered, this dissatisfaction also extends to NGOs, foreign funds and research grant funding. This demonstrates a poor funding ecosystem for social innovation research and teaching, which stifles engagement and consequently may also act as a barrier to community engagement (Adekalu et al., 2018).

3.8 Collaboration

The participants were also asked to provide details of the academic collaborations that they were engaged in. A total of 38 collaborations were reported between higher education institutions, NGOs, businesses, and incubation centres (see Table 3.12). Table 3.13 provides the names of the collaborator affiliated institutions.

| Number of collaborations | Number of participants | Total collaboration |
|--------------------------|------------------------|---------------------|
| 1 | 17 | 17 |
| 2 | 5 | 10 |
| 3 | 2 | 6 |
| 4 | 0 | 0 |
| 5 | 1 | 5 |
| Total | 25 | 38 |

Table 3.12 - Number of collaborations

| Collaborator affiliations | N |
|--------------------------------------------------------------------------------|---|
| The British Council Vietnam | 4 |
| Center for Social Innovation and Entrepreneurship (CSIE -NEU) | 2 |
| CSIP | 2 |
| Incubation centres in HCMC | 2 |
| BK Holding - Ha Noi University of Science and Technology | 1 |
| Center for Innovation & Technology Transfer - Vietnam National University HCMC | 1 |
| Chí campaign | 1 |
| Đi chung Co. | 1 |
| Foreign Trade University | 1 |
| Glink | 1 |
| Ha My Joint Stock Co. | 1 |
| Hanoi University of Science and Technology | 1 |
| Hult Prize Vietnam | 1 |
| iWork | 1 |
| Light | 1 |
| Media for non-profit | 1 |
| National Economics University | 1 |
| Private firm | 1 |
| PTIT-Vingroup | 1 |
| Red Cross VN | 1 |
| Saigon Innovation HUB | 1 |
| Social Enterprise Community Association (SSEC) | 1 |
| The Southern Committee of Counselling and Supporting Entrepreneurship - | 1 |
| The Youth Scientific and Technological Promotion Center (HCM city) | 1 |

| | |
|----------------------------------------------------------------------------------|---|
| UNICEF in HCM city | 1 |
| Institute of State and Law, Vietnam Academy of Social Sciences | 1 |
| Vietnam Environment Protection Fund | 1 |
| Vietnam National University (HCMC), University of Social Sciences and Humanities | 1 |
| VNU Center for Enabling Startups and Knowledge Transfers | 1 |
| YZU Taiwan | 1 |

Table 3.13 - Collaborator affiliations

The respondents were also asked to detail the organisational types for their academic partnerships. Partner institutions were broadly spread, including social enterprises, incubators, NGOs, communities (18.9 per cent each), universities (16.2 per cent), research centres (5.4 per cent) and other (2.7 per cent) (see Figure 3.20).

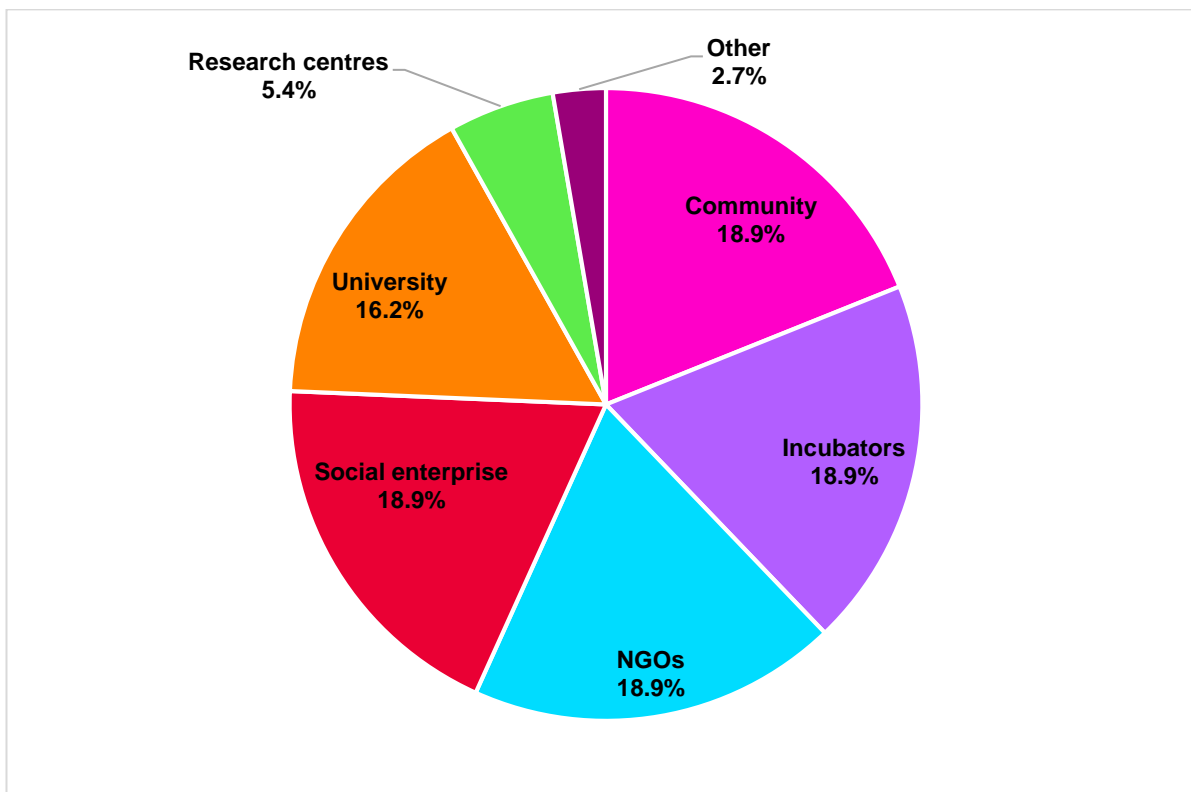


Figure 3.20 - Academic partnerships organisational type

The survey participants provided data linked to the United Nation’s Sustainable Development Goals (SDGs) that were most relevant to the core target issues of their collaborative work. The most prominent SDG was SDG 4: Quality Education (30 per cent), followed by ‘other’ goals of collaboration with a focus on students and promoting social-oriented attitudes (19 per cent in total). SDG 8: Decent Work and Economic Growth and SDG 11: Sustainable Cities and Communities both also accounted for 8.1 per cent of collaborations respectively (see Figure 3.21). Evidently, improving education is a key factor for social innovators in Vietnam and social enterprise provides an important vehicle for social innovation to be realised.

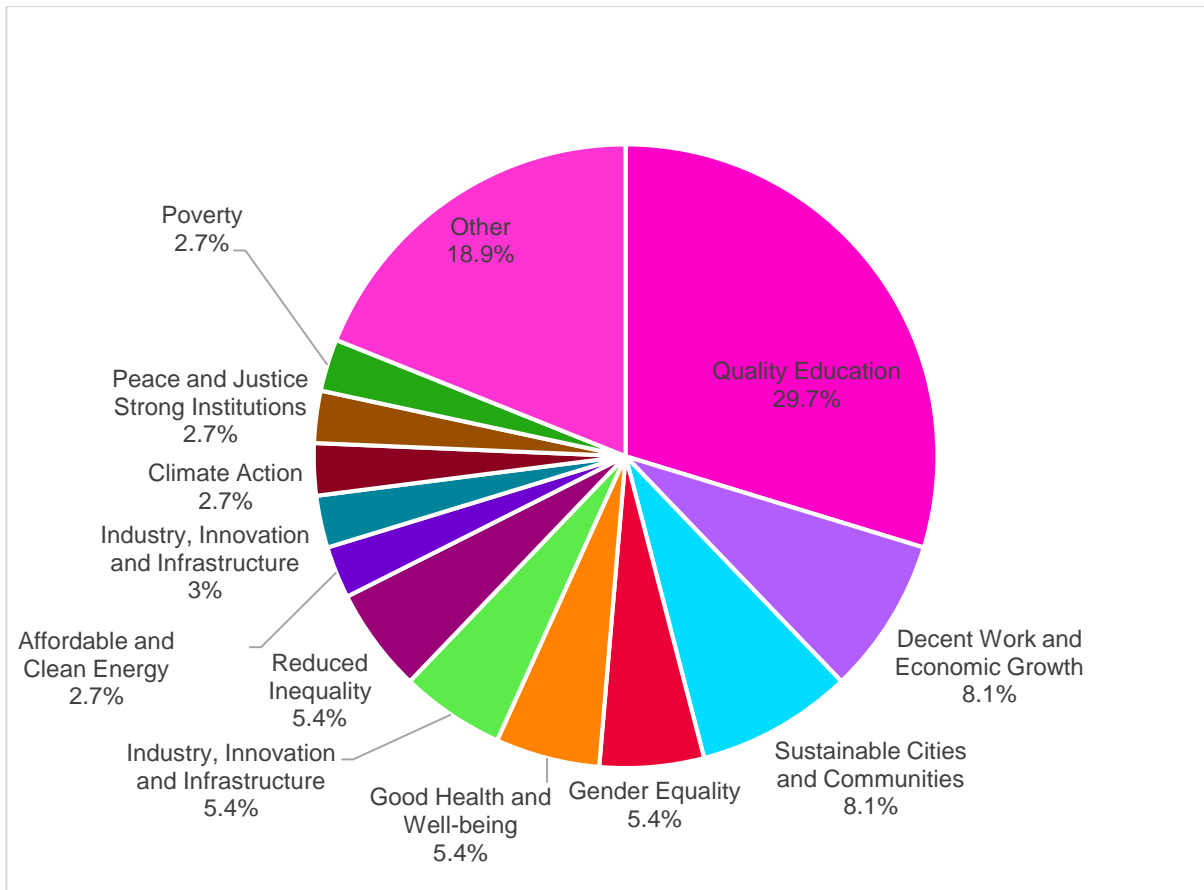


Figure 3.21 – SDG and collaboration alignment

Looking at the main beneficiary group/target group for the academic’s collaborative work, the data revealed that students (47.2 per cent) were the main group, followed by the community (25 per cent), socially/economically disadvantaged people (8.3 per cent), women (5.6 per cent), and children and youth (2.8 per cent) (see Table 3.14). The focus on students, children and youth (50 per cent combined) is not surprising given the above SDG alignment with SDG 4: Quality Education. Certainly, a focus on SDG 4 through social innovation is very much in line with social innovation alignment in transitioning economies globally, where research identifies focus on SDG 1: No Poverty, SDG 3: Good Health and Well-being, SDG 4: Quality Education, and SDG 8: Decent Work and Economic Growth (Eichler and Schwarz, 2019). However, in Vietnam, our data reveals that SDG 1: No Poverty and SDG 3: Good Health and Well-being do not form the main focus for social innovation, showing an ecosystem distinct from other transitioning economies. This may be related to the significant success that Vietnam has had in reducing extreme poverty and being one of the leading Asian countries in terms of GDP growth (Gabriele, 2016).

| Beneficiary group | Total |
|---------------------------------|-------|
| Students | 47.2% |
| Community | 25.0% |
| Socially economic disadvantaged | 8.3% |
| Women | 5.6% |
| Children and youth | 2.8% |

| | |
|--------------------------------|---------------|
| Other: | 11.1% |
| • All | 2.8% |
| • Shared economy | 2.8% |
| • HIV-infected LGBT | 2.8% |
| • not-for-profit organisations | 2.8% |
| Total | 100.0% |

Table 3.14 - Collaboration beneficiary group

Data was gathered from the respondents to understand how their work with beneficiaries linked to the UN's SDGs (see Table 3.15). The data revealed that there remains siloed working with respect to beneficiary focus in certain SDG areas, with women being the sole beneficiary group for projects focused on SDG 7: Affordable and Clean Energy and students being the sole focus of projects focused on SDG 16: Peace, Justice and Strong Institutions. This demonstrates a lack of stakeholder/beneficiary diversity in some social innovation areas, which may be a result of deliberate institutional design whereby policy-makers identify who the beneficiary group should be (Maher and Hazenberg, In Press). Further, community engagement across many of the SDGs remains weak, with only four SDGs having community as the main focus (50 per cent or greater).

| SDG | Beneficiary Group | | | | | |
|-----------------------------------------|--------------------|-----------|---------------------------------|----------|-------|-------|
| | Children and youth | Community | Socially economic disadvantaged | Students | Women | Other |
| Affordable and Clean Energy | 0% | 0% | 0% | 0% | 100% | 0% |
| Climate Action | 0% | 0% | 0% | 0% | 0% | 100% |
| Decent Work and Economic Growth | 0% | 0% | 33% | 33% | 0% | 33% |
| Gender Equality | 0% | 50% | 0% | 50% | 0% | 0% |
| Good Health & Well-being | 0% | 50% | 0% | 0% | 0% | 50% |
| Industry, Innovation and Infrastructure | 0% | 67% | 0% | 33% | 0% | 0% |
| No Poverty | 0% | 0% | 0% | 0% | 100% | 0% |
| Peace, Justice and Strong Institutions | 0% | 0% | 0% | 100% | 0% | 0% |
| Quality Education | 10% | 10% | 0% | 80% | 0% | 0% |
| Reduced Inequality | 0% | 0% | 100% | 0% | 0% | 0% |

| | | | | | | |
|------------------------------------|----|------|----|-----|----|-----|
| Sustainable Cities and Communities | 0% | 100% | 0% | 0% | 0% | 0% |
| Other | 0% | 14% | 0% | 57% | 0% | 29% |

Table 3.15 - Beneficiary groups and SDGs

The main types of activities occurring within these partnerships are outlined below in Figure 3.22 and include: training/capacity building (32.4 per cent), forming an alliance/partnership/network (21.6 per cent), service delivery (18.9 per cent), other (21.6 per cent), product design (2.7 per cent), and advocacy and campaigning (2.7 per cent).

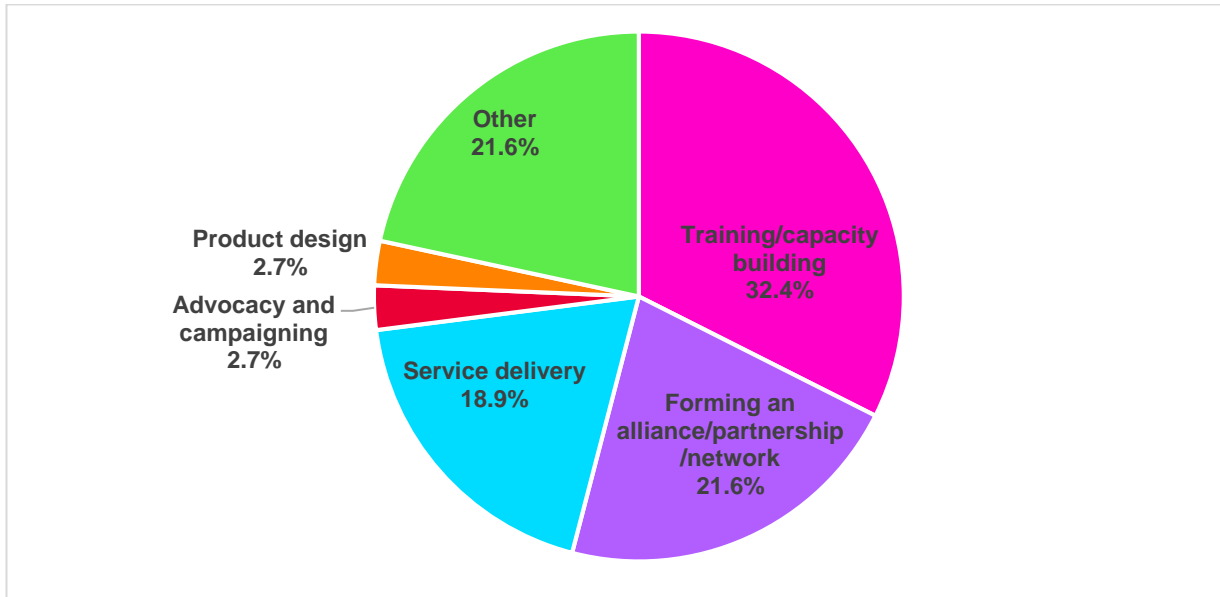


Figure 3.22 - Partnership working main activities

The participants were also asked to provide data on how these collaborative partnerships had been funded. The data outlined below in Figure 3.23 indicates that the main source of funding came from the respondent's own higher education institution (25.5 per cent) or self-funding (21.6 per cent). Funds from NGOs and foreign funds combined accounted for approximately 28 per cent of funding, meaning that over half (53 per cent) of all community engagement partnerships delivered by the respondents came from higher education institution/NGO/foreign funds. Government and/or research grant funding accounts for only 20 per cent of project funding. This indicates a lack of government support and funding for community engagement that was highlighted earlier in the report. Highlighting how NGOs, international aid/funding and higher education institutions themselves are critical to the sustainability of community engagement.

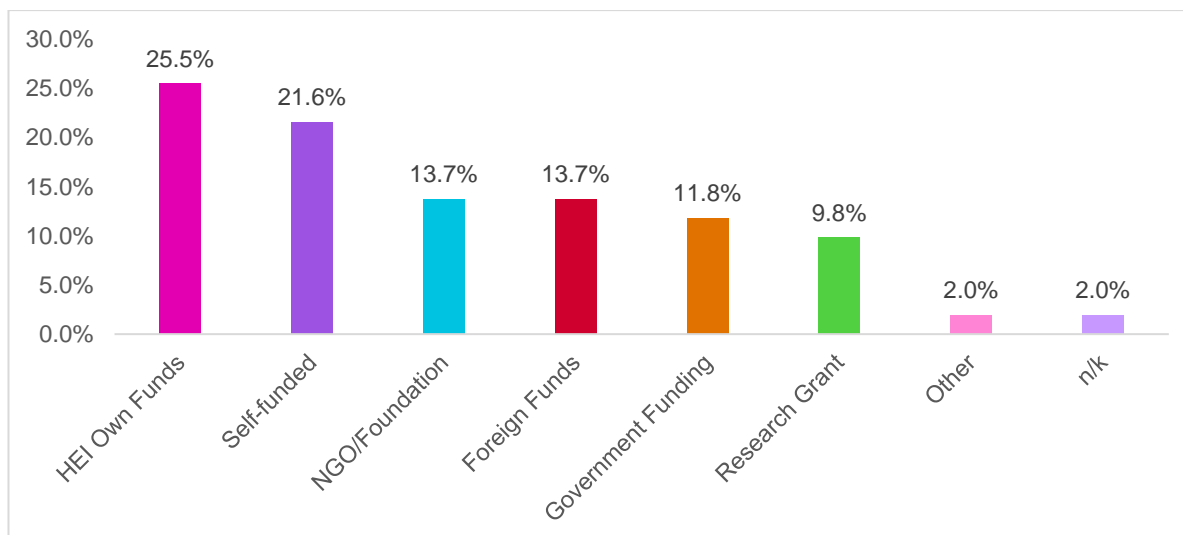


Figure 3.23 - Funding for partnership working main activities

The participants provided data on how the specific funding streams linked to the UN's SDGs. The data revealed that 100 per cent of SDG 13: Climate Action work was foreign funded, while 100 per cent of SDG 16: Peace, Justice and Strong Institutions work was funded by higher education institutions. Elsewhere though, the splits in how specific SDGs were funded was broader, with multiple sources of funding being prevalent for other SDGs including SDG 8: Decent Work and Economic Growth, SDG 5: Gender Equality, SDG 9: Industry Innovation and Infrastructure, and SDG 4: Quality Education (Table 3.16 outlines this data).

| SDG | Funding source | | | | | | Total |
|-----------------------------------------|--------------------|----------------|---------------|-----------------|-------------|---------------|--------|
| | Government funding | Research grant | HEI own funds | NGO/ foundation | Self-funded | Foreign funds | |
| Affordable and Clean Energy | 0% | 0% | 0% | 0% | 100.0% | 0% | 100.0% |
| Climate Action | 0% | 0% | 0% | 0% | 0% | 100.0% | 100.0% |
| Decent Work and Economic Growth | 20.0% | 40.0% | 20.0% | 20.0% | 0% | 0% | 100.0% |
| Gender Equality | 33.3% | 0% | 0% | 33.3% | 0% | 33.3% | 100.0% |
| Good Health and Well-being | 0% | 0% | 50.0% | 50.0% | 0% | 0% | 100.0% |
| Industry, Innovation and Infrastructure | 50.0% | 0% | 0% | 0% | 25.0% | 25.0% | 100.0% |
| No Poverty | 0% | 0% | 0% | 50.0% | 0% | 50.0% | 100.0% |
| Peace, Justice and Strong Institutions | 0% | 0% | 100.0% | 0% | 0% | 0% | 100.0% |
| Quality Education | 10.0% | 0% | 50.0% | 0% | 20.0% | 20.0% | 100.0% |
| Reduced Inequality | 0% | 0% | 50.0% | 50.0% | 0% | 0% | 100.0% |
| Sustainable Cities and Communities | 0% | 25.0% | 0% | 0% | 75.0% | 0% | 100.0% |
| Other | 11.1% | 33.3% | 33.3% | 11.1% | 11.1% | 0% | 100.0% |

Table 3.2 - Partnership funding and SDGs

The barriers to collaboration were also explored with the participants, with their responses showing that a lack of funding was the main barrier (51.5 per cent), followed by a lack of engagement from communities (18.2 per cent) and a lack of policy support for such collaborations in higher education (15.2 per cent). A lack of university support (9.1 per cent) was not seen as a major factor, and 3 per cent of respondents indicated the lack of effective collaboration with the partner was also a barrier to community collaborations (see Figure 3.24). This suggests that academics view the ecosystem for collaborations centred on social innovation to be constrained, with a lack of bottom-up engagement from communities, and a lack of top-down support through funding and programmes/policy from government and higher education institutions. These barriers mirror those found in research in other transitioning economies (Nigeria) that identified the same constraints on academic partnerships (Adekalu et al., 2018). These barriers to collaboration were also identified concerning the SDG focus of partnerships (see Table 3.17).

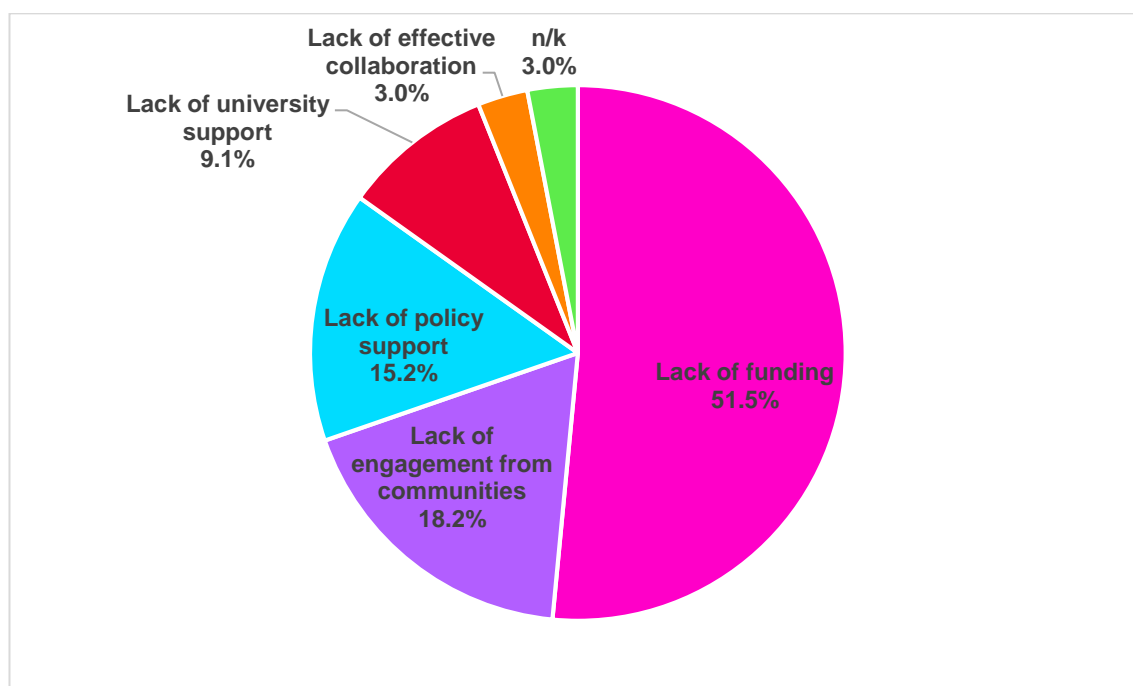


Figure 3.24 - Partnership main barriers of collaboration

| SDGs | Barriers | | | | | |
|-----------------------------------------|-----------------------------------|-----------------|------------------------|----------------------------|---------------------------------|-------------|
| | Lack of engagement from community | Lack of funding | Lack of policy support | Lack of university support | Lack of effective collaboration | Total |
| Affordable and Clean Energy | 0% | 0% | 0% | 100% | 0% | 100% |
| Climate Action | 0% | 100% | 0% | 0% | 0% | 100% |
| Decent Work and Economic Growth | 33% | 33% | 33% | 0% | 0% | 100% |
| Gender Equality | 0% | 50% | 50% | 0% | 0% | 100% |
| Good Health and Well-being | 0% | 100% | 0% | 0% | 0% | 100% |
| Industry, Innovation and Infrastructure | 50% | 0% | 50% | 0% | 0% | 100% |
| Poverty | 0% | 100% | 0% | 0% | 0% | 100% |
| Peace and Justice Strong Institutions | 0% | 100% | 0% | 0% | 0% | 100% |
| Quality Education | 40% | 40% | 0% | 20% | 0% | 100% |
| Reduced Inequality | 0% | 100% | 0% | 0% | 0% | 100% |
| Sustainable Cities and Communities | 0% | 67% | 33% | 0% | 0% | 100% |
| Other | 0% | 50% | 17% | 17% | 17% | 100% |
| Total | 18% | 52% | 15% | 12% | 3% | 100% |

Table 3.3 - Barriers to collaboration and SDGs

There were a total of 38 collaborations reported (defined as knowledge transfer and service learning) at the academic level, with partner institutions including a variety of organisational types: namely, the community directly, NGOs, incubators, social enterprises, and other universities. In relation to the aims of these partnerships, the main focus of these partnerships main SDG focus was on SDG :4 Quality Education (28 per cent), with multiple other SDGs all being equally (if infrequently) targeted (none were targeted for more than eight per cent of the partnerships). The main beneficiary groups/target groups for these partnerships were students (44 per cent) and the wider community (23 per cent), while the main activities carried out in the collaborations included: training/capacity building (31 per cent), forming alliances/partnerships/networks (20 per cent) and service delivery (18 per cent). With respect to the main sources of funding for these partnerships a higher education institution's own funds (26 per cent), NGO/foundation (14 per cent), foreign funds (14 per cent), government funding

(12 per cent), and research grants (10 per cent) were identified. Encouragingly, despite the lack of government funding, policy and higher education institution support for partnerships, academics were still proactively seeking out these collaborations, with 22 per cent of partnerships being either self-funded by the participants or delivered with zero funding.

3.9 Trust

The survey participants were also asked to rate their levels of trust between different stakeholders operating within the social innovation ecosystem in Vietnam. The participants provided ratings on an 11-point Likert scale ranging from 0-10 (0 = No trust; 10 = Full trust). The results reveal that trust levels were moderate for all of the 12 stakeholder types identified, albeit slightly higher (median = 8.0) for trust in higher education institutions (including their own higher education institution) and partner institutions. Trust in politicians had the lowest score (median = 5.0), while there were slightly higher levels of trust in state institutions (see Table 3.18).

| Type | N | Median | SD | Range | Min. | Max. |
|-------------------------------------|----|--------|-----|-------|------|------|
| Parliament | 50 | 6.0 | 2.8 | 10 | 0 | 10 |
| Legal system | 50 | 6.0 | 2.7 | 10 | 0 | 10 |
| National government | 50 | 6.0 | 2.7 | 10 | 0 | 10 |
| Local government | 50 | 6.0 | 2.8 | 10 | 0 | 10 |
| Police | 50 | 6.0 | 2.8 | 10 | 0 | 10 |
| Politicians | 47 | 5.0 | 2.8 | 10 | 0 | 10 |
| Political parties | 48 | 6.0 | 3.0 | 10 | 0 | 10 |
| United Nations | 49 | 7.0 | 2.5 | 9 | 1 | 10 |
| Own higher education institution | 49 | 8.0 | 2.1 | 9 | 1 | 10 |
| Partner institutions | 49 | 8.0 | 2.4 | 9 | 1 | 10 |
| Civil society | 47 | 7.0 | 2.4 | 10 | 0 | 10 |
| Other higher education institutions | 50 | 8.0 | 2.3 | 10 | 0 | 10 |

Table 3.4 - Trust in stakeholders/institutions

Figure 3.25 shows the level of agreement by respondents on individual elements of trust in society. Approximately 60 per cent of respondents agree or strongly agree with statements regarding trust in society. Less than 10 per cent of respondents indicate their disagreement.

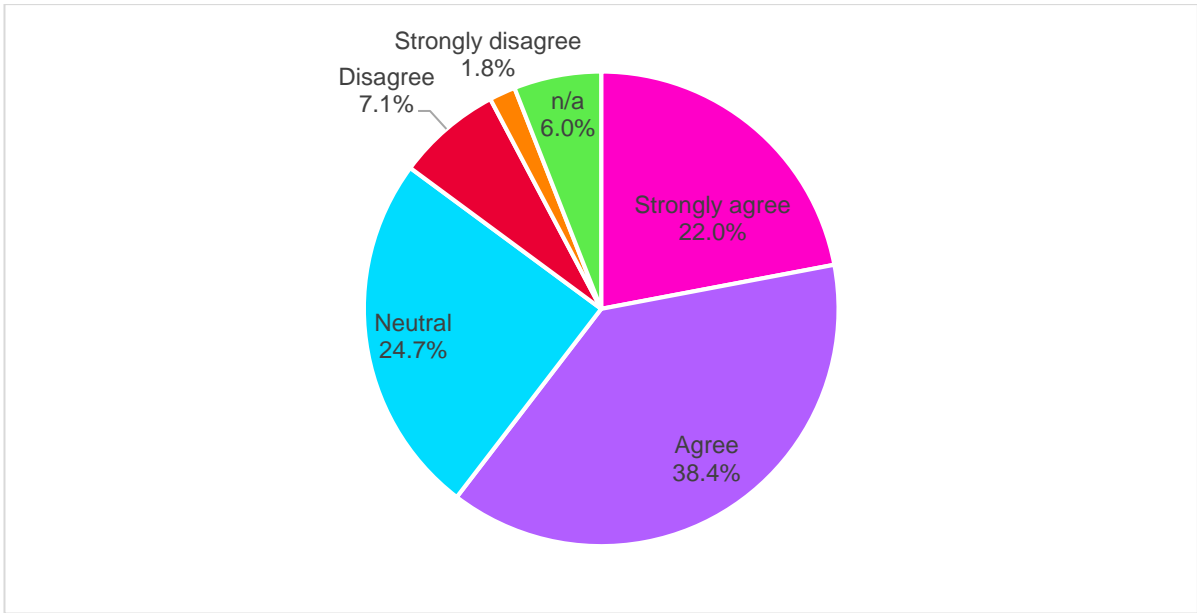


Figure 3.25 - Trust in civil society

Exploring the different areas of trust in civil society, the majority of respondents reported that they are trustful, with 51.8 per cent strongly agreeing and 35.7 per cent agreeing. Similarly, 46.4 per cent strongly agreed and 37.5 per cent agreed with the statement that most people will respond in kind when they are trusted by others. Furthermore, 42 per cent of the respondents stated that most people are trustworthy, while nearly half of the respondents (49 per cent) agree that most people are basically honest. Finally, 56 per cent of the respondents believe that most people are basically good and kind, while more than 33 per cent of them assume that most people are trustful of others (see Figure 3.26). Figure 3.27 shows that respondents believed that they were trustworthy, but had less trusting attitudes to others.

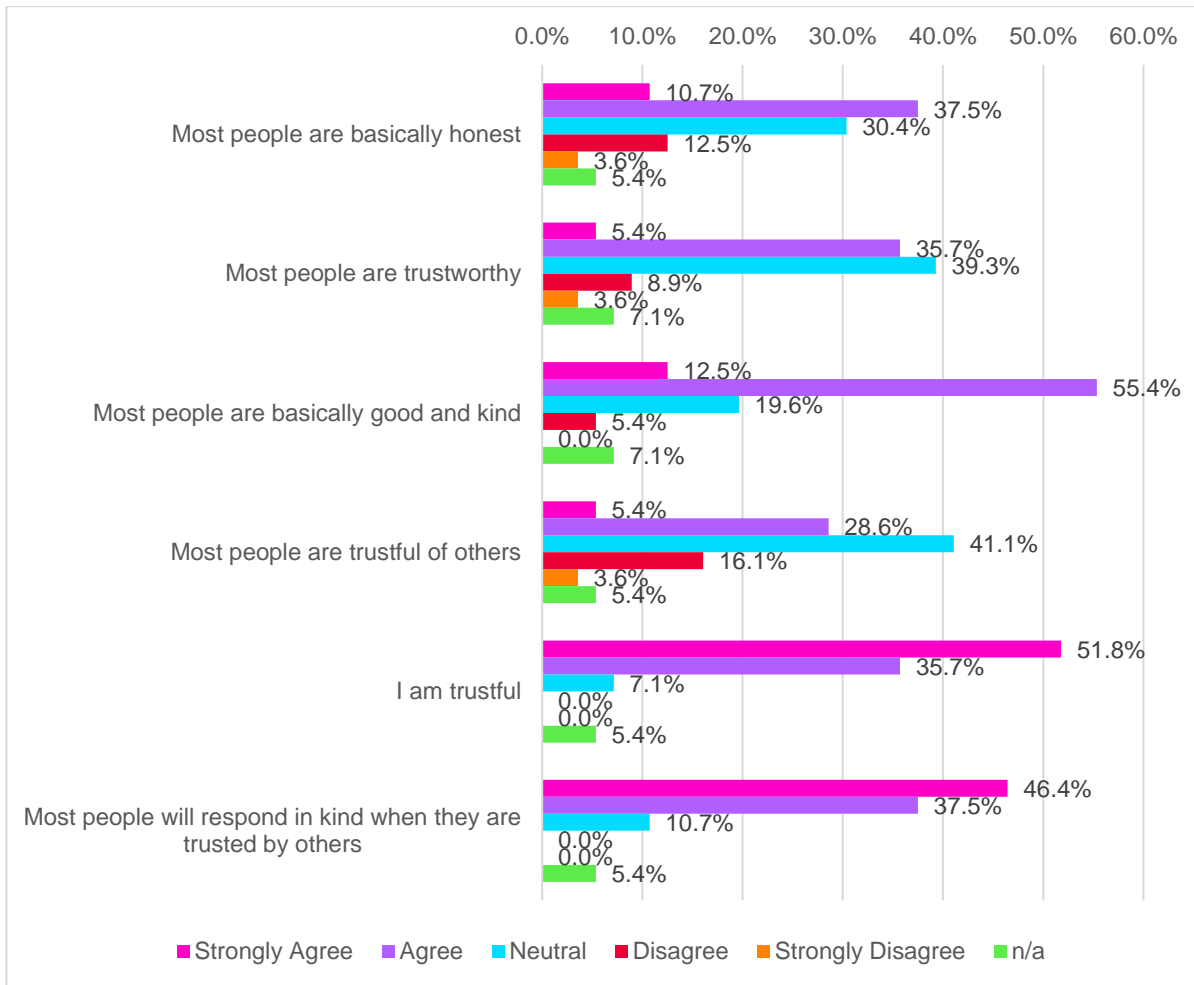


Figure 3.26 - Trust by individual element of trust

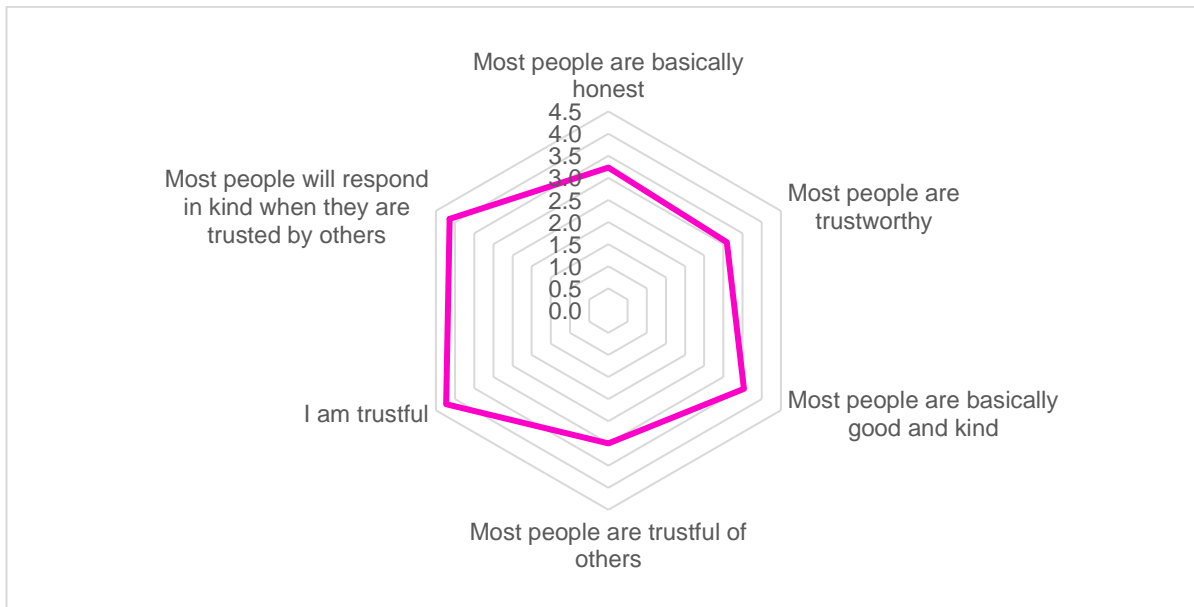


Figure 3.27 - Comparison of different dimensions of trust in society

The data on trust presented in this section is important in building our understanding of the likelihood of collaboration between different stakeholder groups and institutions. The data here

shows that interpersonal trust, trust in higher education institutions, civil society and partners is relatively high, while trust in government, politicians and the legal system is low to average. This makes bottom-up collaborations more likely, while it makes top-down collaboration less likely. It also suggests that NGOs working in partnership with higher education institutions and communities, are better placed to drive collaborations centred on social innovation.

3.10 Challenges in promoting social innovation and social enterprises

The main challenges that respondents and their organisations are facing in promoting social innovation include funding deficiencies (19.2 per cent), insufficient management support (17.9 per cent), a lack of human resources (14.7 per cent), and a lack of interest from students and faculty members (14.1 per cent). Other challenges include inadequate networking (10.3 per cent), lack of policy frameworks (9.6 per cent) and challenges in curriculum and degree program development (7.7 per cent). Meanwhile, personal agency and student employability are minor challenges in promoting social innovation (see Figure 3.28). These factors have numerous underlying causes, with a lack of student interest partially driven by the lack of high-quality curriculum identified earlier in the report, which in turn is driven by a lack of support from policymakers, funding bodies and senior higher education institution management.

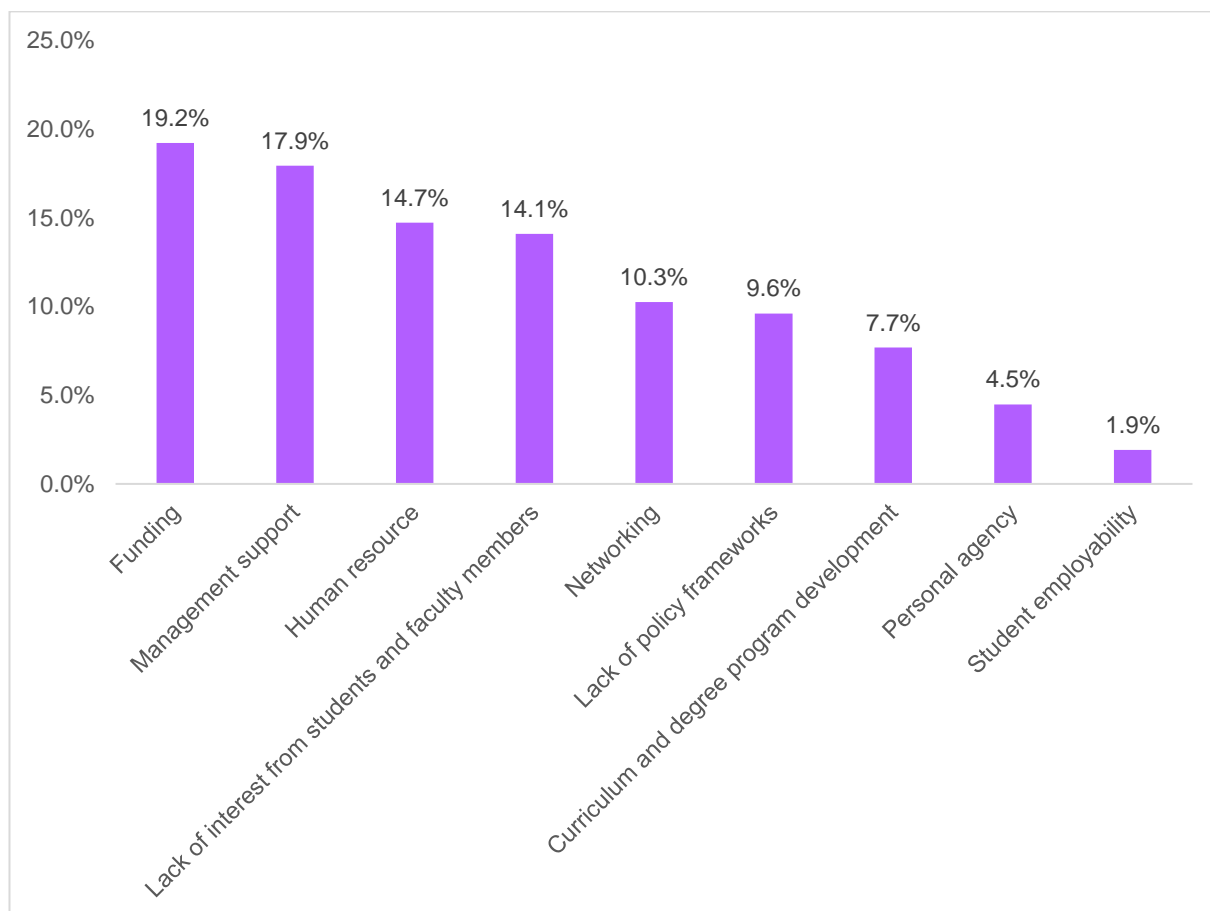


Figure 3.28 - Challenges in promoting social innovation

To overcome challenges in promoting social innovation, higher education institutions are thought to have the leading role (39.7 per cent), followed by the government (25.3 per cent), and intermediaries or support organisations (11.6 per cent). Fewer respondents indicate they believe NGOs (1.4 per cent), social enterprises (5.5 per cent), and the private sector (3.4 per cent) should have the leading role in overcoming the challenges. Government and higher education institutions are believed to have the lead responsibility for overcoming funding challenges. Related to the issue of management support, 44 per cent of the respondents believe that higher education institutions are responsible for improving this, while 32 per cent of them refer to the government (possibly through financial or performance management incentives focused on social innovation designed to encourage senior management in higher education institutions to engage with the concept). Similarly, most respondents think that the government and higher education institutions can address the human resource problem with the proportions of 45 per cent and 40 per cent respectively, through training and upskilling around social innovation. Finally, the majority of respondents (89 per cent) place responsibility on higher education institutions for the lack of interest from students and faculty members, which as noted above could be due to a lack of quality curricula and promotion of social innovation within higher education institutions (see Table 3.19).

| Challenge | Stakeholders | | | | | | | | |
|--------------------------------|--------------|-------------------------------|--------------------------------------|----------------|--------------------|----------------|-------|-------|--------|
| | Government | Higher education institutions | Intermediaries/support organisations | NGOs/charities | Social enterprises | Private sector | Other | n/a | Total |
| Management support | 28.6% | 39.3% | 7.1% | 7.1% | 7.1% | 0% | 0% | 10.7% | 100.0% |
| Funding | 14.3% | 42.9% | 14.3% | 0% | 4.8% | 19.0% | 4.8% | | 100.0% |
| Interest from students/faculty | 4.5% | 77.3% | 0% | 0% | 4.5% | 0% | 0% | 13.6% | 100.0% |
| Personal agency | 0% | 0% | 14.3% | 0% | 0% | 14.3% | 0% | 71.4% | 100.0% |
| Human resource | 34.8% | 34.8% | 4.3% | 0% | 4.3% | 0% | 8.7% | 13.0% | 100.0% |
| Policy frameworks | 73.3% | 13.3% | 6.7% | 0% | 0% | 0% | 0% | 6.7% | 100.0% |
| Networking | 25.0% | 6.3% | 50.0% | 0% | 12.5% | 0% | 0% | 6.3% | 100.0% |
| Student employability | 0% | 66.7% | 33.3% | 0% | 0% | 0% | 0% | 0% | 100.0% |

| | | | | | | | | | |
|-----------------------------------|-------|-------|-------|------|------|------|------|-------|--------|
| Curriculum and degree development | 16.7% | 66.7% | 0% | 0% | 8.3% | 0% | 0% | 8.3% | 100.0% |
| Total | 25.3% | 39.7% | 11.6% | 1.4% | 5.5% | 3.4% | 2.1% | 11.6% | 100.0% |

Table 3.19 - Key stakeholders for solving challenges

Funding deficiencies represent the main challenge in promoting social innovation in Vietnam. The respondents indicate the role of higher education institutions as key (42.9 per cent) in overcoming this challenge, followed by the private sector (19 per cent). The role of the government in surmounting the lack of funding was acknowledged to be equal to the role of support organisations and viewed as less important (14.3 per cent) than the role of higher education institutions and the private sector. Respondents also indicated that higher education institutions (39.3 per cent) and the government (28.6 per cent) should have the key role in overcoming the second challenges of insufficient management support in promoting social innovation (as identified above through financial and performance management incentives). Similarly, higher education institutions and government also have the same significant role (34.8 per cent) in addressing the third major challenge of lack of human resources. Again, higher education institutions are believed to be a key agent in dealing with the lack of interest from students and faculty (77.3 per cent).

The effort to overcome the challenge of inadequate networking should be led by intermediaries and support organisations (50 per cent), and the challenge of a lack of policy frameworks should be mainly dealt with by the government (73.3 per cent). While the majority of respondents (66.7 per cent) indicated higher education institutions should play a key role in developing curriculum, the government is also believed to have an important role in dealing with this challenge (16.7 per cent). The data also revealed that participants perceived the challenge of student employability should be led by higher education institutions (66.7 per cent), with no respondents seeing a lead role for the government or private sector. Only 4.5 per cent of the survey respondents (see **Error! Reference source not found.**) indicated personal agency is a challenge in promoting social innovation in Vietnam, most of them did not clearly indicate which of the stakeholders should be mainly responsible for overcoming this challenge. Only 14.6 per cent of these respondents showed that intermediaries, support organisations and the private sector should take the leading role in dealing with the challenge of lack of personal agency. One final area to note here relates to a tendency throughout the data for the respondents to look for top-down support from government and higher education institutions. This in many ways contradicts the global trend around the need for bottom-up social innovation, while also pointing towards a potential lack of entrepreneurial skills amongst Vietnamese academics in looking for alternative solutions at the practice and institutional levels. Indeed, bottom-up approaches to social innovation have been identified in prior research as being more impactful in providing solutions to complex social problems, than top-down approaches (Kruse et al., 2019). Support from NGOs to help identify alternative funding, collaboration and partnership opportunities could be important here in overcoming these challenges.

3.11 Summary

This section has presented an analysis of the data gathered from the research survey completed by 56 respondents, mainly engaged in the higher education sector in Vietnam. The data reveals that academics interested in social innovation are predominantly based in the North and South of Vietnam. Academics are from diversified disciplines, albeit with a bias towards business (42.9 per cent of respondents) and economics (12.5 per cent). This is also reflected in the focus on social enterprise as a research concept in the literature review. The range of job titles and academic positions held by the respondents is also varied, ranging from lecturer/senior lecturer (47.4 per cent) to higher education institution management positions (7.1 per cent) and non-academic positions (21 per cent) to support students in the main. The majority of respondents (80 per cent) also have less than five years of experience in the social innovation field with an average age of 38 years old, identifying the relative academic inexperience of most scholars¹⁵.

The number of publications has increased since 2013 with a total of 28 academic papers and 18 non-academic ones. The academic papers are mainly published in Vietnamese journals (35.7 per cent), followed by conference papers (25 per cent) and international journals (7.1 per cent). In addition, the majority of academics are engaged in empirical research (57.1 per cent) using mostly qualitative methods (46.4 per cent) or mixed-methods (39.3 per cent). A diversity of non-academic outputs including non-academic conference presentations, reports, case studies, online and print media are also utilised. Research projects are mainly self-funded (65.5 per cent) and there is no funding support from higher education institutions in general. However, the types of funding for research have changed over time, with some funding from NGO/foundations, foreign funds, local government and research grant monies. These funding sources are infrequent, which indicates a lack of dedicated funds for research in the social innovation/social enterprise area.

With regard to teaching, a total of 66 teaching activities have been offered since 2007 with funding come from various sources, ranging from government funding to using higher education institution's own funds and foreign funds. Noticeably, 18 out of 66 courses have been delivered without funding since 2016. Unlike research, teaching received more funding support from higher education institutions, with the number of higher education institution funded courses being five times over the last two years, reflecting higher education institutions' interest in teaching social innovation. The majority of the courses (59.1 per cent) are elective, with 32 per cent of teaching activities being non-accredited courses offered at the undergraduate level. The main providers of these modules include Nguyen Tat Thanh University, Vietnam National University (Ho Chi Minh City), Hanoi University, National Economics University, and Vietnam National University (Hanoi). The courses differ in class-size significantly, from classes of 10 students to those of 700 students. The majority of the courses (72.6 per cent) have a class size of 30 to 80 students. Respondents reported a positive change in students' reaction and environment to social innovation activities but evaluated the quantity and quality of curricula as not sufficient. Project-based learning and a combination of practical support for students' social


¹⁵ The AHRC defines early-career researchers as those with less than eight years of post-doctoral experience, see: <https://ahrc.ukri.org/skills/earlycareerresearchers/definitionofeligibility/>

innovation activities (classroom and project-based learning) are mentioned as the most preferred methods of teaching by students with the proportions of 35.7 per cent and 32.1 per cent respectively. This provides useful implications for higher education institutions in developing curricula in the future.

A total of 42 community services are offered, with 38.5 per cent being conducted for NGOs, followed by public bodies (23.1 per cent) and schools (12.8 per cent). The proportions of community service for social enterprises and charities are relatively limited with 7.7 per cent and 2.6 per cent respectively. With regard to collaborations at the academic level, 38 collaborations are identified, with various partner institutions such as NGOs, incubators, universities, social enterprises, and the community themselves. The partnerships focused not only on educational issues (29.7 per cent) but also on multiple social issues ranging from sustainable cities and communities to reduced inequality, as well as good health and well-being. Furthermore, 47.2 per cent of collaborations are student-focused and 25 per cent are directed at the community. The majority of funding for such collaborations has come from (unlike research) higher education institutions (26 per cent), NGO/foundation (14 per cent) and foreign funds (14 per cent). However, respondents encountered a number of barriers in establishing collaborations, including deficient funding (51.5 per cent), lack of engagement from communities (18.2 per cent), limited policy support (15.2 per cent), and poor university support (9.1 per cent). Government support for research, networking, community service and policy in the social innovation and social enterprise area is at an intermediate level (with respondents viewing networking very positively), but support for teaching and finance seems to be inadequate.

In relation to trust, respondents trust their institution, partner institutions and universities the most, while their trust in politicians is at the lowest level. Respondents consider the lack of funding and management support, human resource and interest from students and faculty members as the main challenges for them and their organisation in promoting social innovation. They also state that government and higher education institutions have the lead responsibility to overcome these challenges. Most respondents mention education, health and well-being and climate change as the top three key social issues in Vietnam. They believe that the government and higher education institutions have the lead role in overcoming educational issues, while the majority of respondents also state that the government has to take the lead in solving health and well-being issues while being a co-lead for the issue of climate change with the public.

Much of the reported publications have focused on social enterprise and social entrepreneurship and there are no publications on social innovation. In addition, no academic has published more than five papers and respondents have not received higher education institution funds for doing research on social innovation and social entrepreneurship. Survey data indicates that the number of teaching activities (66) is more than double that of academic publications (28). As the number of teaching activities increases, the students' satisfaction increases. Higher education institutions tend to focus more on teaching rather than research, with ten higher education institutions funding courses in 2019. Meanwhile, the government's teaching and finance support is still lacking. Class-sizes for social innovation and social entrepreneurship teaching activity vary greatly from 10 to 700 undergraduate students, albeit with an average that is towards the lower end of this scale. There is a clearly positive change in students' reactions and environment to social innovation activities. However, one of the main



challenges in promoting social innovation in universities is the lack of interest from students and faculty members. It is the role of higher education institutions to overcome this challenge in the future.

4 Qualitative results

4.1 Qualitative analysis summary

The qualitative data was collected from 23 in-depth interviews and four focus groups with a variety of participants, including 15 academics, 11 higher education institution leaders, three policymakers, seven practitioners, and nine students. The total amount of time spent on interviews and focus groups was approximately 23.5 hours. The constant comparative method (Lincoln and Guba, 1985) was adopted for the data analysis. The process generated 109 units of analysis (see Appendix G for a full list of the units of analysis), which were then reduced into 17 categories, and further compressed into five themes, namely awareness, ecosystem, activities, impact, and support needs. Figure 4.1 presents this analysis process while the content of these themes is discussed in section 4.2.

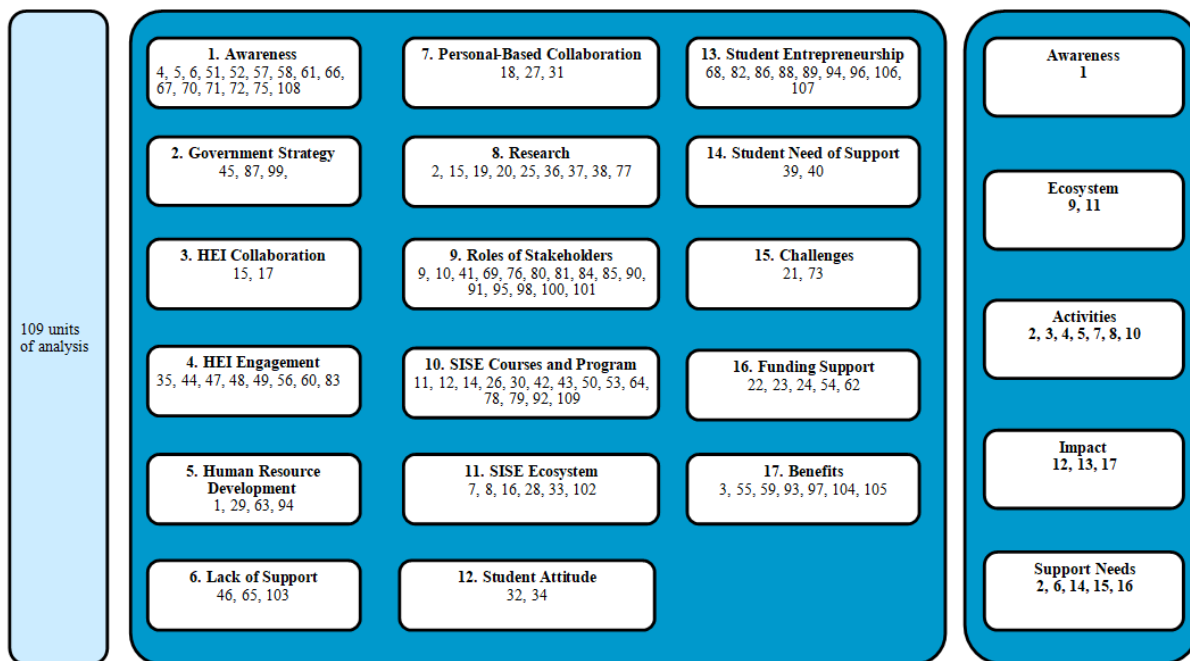


Figure 4.1 - Constant comparative method analysis overview

4.2 Thematic outline

This section outlines the content of each theme generated from the constant comparative method analysis, including a description of each thematic element, and illustrative quotes, which demonstrate the particular features of each theme. The elements of each theme are built from the emergent categories that form the constituent parts of each theme, as outlined in Figure 4.1.

4.2.1 Theme A: Awareness

Throughout the interviews and focus groups, participants from a wide-variety of stakeholder groups demonstrated confusion over the concepts of social innovation and social entrepreneurship, particularly in relation to how they were defined.

‘When I was engaged in academic research, I realised that studies of these subjects in developed countries have reached their peak... as in how people understand their concepts, their original concepts. Meanwhile in Vietnam, their definitions are still very vague.’ – (DA11 – Academic)

‘It is too vague in Vietnam. I myself am very unsure whether or not social enterprise is going to bring a lot of profits, how it will last, and how it differs from regular startups. I don’t know regular businesses that well either.’ – (DE37 – Student)

‘In terms of its definition (social innovation), perhaps an acceptable general definition is yet to come, people accept it in Vietnam because the term social innovations is too narrow. Therefore, they borrow the term from outside.’ – (DC26 – Policymaker)

The lack of clear and common definitions of social entrepreneurship and social innovation results in a diverse understanding of the concepts. A common understanding of social enterprises as not-for-profit organisations who are financially dependent on external resources has discouraged social interest in social enterprises. Moreover, the unclear benefits of social enterprises in the nation’s social economy also prevented the promotion of academic programmes at higher education institutions.

‘From the Vietnamese people’s point of view, social enterprises in general are identical to charity organisations. These charity organisations receive funding, and proceed to end when all funds go exhausted. They are not sustainable.’ – (DD39 – University leader)

‘In the past, I only saw business as either for profit, or for helping the poor. I did not have a clear definition of what type it was. After taking part in it, I learned that there was an idea to make a social impact project and still get a little profit.’ – (DE20 – Student)

Furthermore, Article 10 of the Law on Enterprises in 2014 and Decree No. [96/2015/ND-CP](#) state criteria upon which an organisation can be considered as a social enterprise. Following these legal frameworks, the 51 per cent reinvestment threshold is usually considered as a key criterion to distinguish a social enterprise from traditional firms.

‘Enterprises must meet the criteria to be considered social enterprises. To be specific, social enterprises must spend at least 51 per cent of their profits on re-investing in social

and environmental goals that they registered for business from the beginning.’ – (DA9 – Academic)

The introduction of the concept of social enterprises was first made through the efforts of social groups or foreign organisations like the British Council, Centre for Social Initiatives Promotion (CSIP), Spark, or United Nations Development Programme (UNDP) and also recognised by the Central Institute for Economic Management (CIEM).

‘British Council, yes ... or, CSIP, Spark, for example, like people always say... now that UNDP is involved ... it makes that concept becomes more likely to be mentioned.’ – (DA27 – Academic)

The poor understanding of the concept of social enterprise across society has resulted in a lack of awareness of how this type of enterprise can positively contribute to the economy and why support should be given to them. The government was viewed as needing to take the lead role in clarifying the benefits of social enterprise in society.

‘Why do I have to contribute to social enterprise? As society develops, what can I benefit from it? The Vietnamese government has yet to show it. The Vietnamese government does not know that, so what can you do to help me achieve my socio-economic development strategy? And what can social enterprise do for it? We won’t be able to invest if you don’t have any value, right.’ – (DB23 – Practitioner)

‘Actually, unlike the ecosystem for creative startups, the ecosystem for social start-ups is almost unnoticed. And officially, the official policy doesn’t care or pay attention to it. Only active social organisations are interested in this matter. What a pity!’ – (DC26 – Policymaker)

The lack of understanding of what social enterprises are, of their contribution toward the national economy, and the financial instability of social enterprises has created a low level of public awareness. Consequently, students are not motivated to study social entrepreneurship, as they do not know enough about it. Programme coordinators acknowledge that they need to change the names of their courses to social innovation or social impact enterprises to attract students. This lack of interest from students also limits the effectiveness of social entrepreneurship and social innovation programme promotion in higher education institutions, as there is not product/brand awareness of the concepts amongst most students.

‘This must come from the demand of students and teachers, because teachers and staffs are also part of the school. Therefore, it must originate from demand.’ – (DA18 – Academic)

4.2.2 Theme B: Ecosystem

Participants viewed social enterprise as the central feature of social innovation in Vietnam, with subsequent understanding of social innovation therefore often framed in relation to employment creation and environmental protection (key areas of focus for social enterprises in Vietnam). There was a common view that networking within the social innovation ecosystem was under-

developed, and that significant work was required to overcome this, with higher education institutions being key players in this.

‘The most prominent problem is probably related to health and environment. For example, the trend of consuming clean and organic products. Environmental pollution is also an infamous issue.’ – (DA9 – Academic)

‘Through the Entrepreneurship Competition in 2019 and 2018, I find that most social security projects focused on solving problems of the community, a group of poor people or a group of under-privileged people. However, in the future, there will be more changes.’ – (DC29 – Policymaker)

When referring to the development of the ecosystem, interviewees often mentioned the lack of support for social enterprises and the growing yet incomplete development of the social innovation ecosystem. As was noted above, although components of the ecosystem do exist, they have not been well-developed. This makes the system unable to bring about strong interdependent and integrated networks to provide sufficient support for social innovators.

‘Technically speaking, the ecosystem has not been formed properly. If it is called an ecosystem, then it should be a system where there are a mission and a clear strategy. In Vietnam, there are only scattered components, they’re yet to be systematic, and yet be called an ecosystem.’ – (DA11 – Academic)

‘Primitive and incomplete. In an ecosystem, there are five to seven components. In Vietnam, it only has one to two components and is very young, lacking a full ecosystem of social innovation.’ – (DC29 – Policymaker)

The slow development of the social innovation ecosystem was also attributed to a lack of a clear strategy for its growth from key stakeholders, particularly in relation to top-down and bottom-up approaches to social innovation.

‘Right now, Vietnam cannot determine what type it is (top down or bottom up). Consequently, the current shortage for Vietnam in developing its ecosystem is the ability to define the philosophy of ecosystem development.’ – (DB23 – Practitioner)

With regards to higher education institutions, responses from different groups of interviewees often emphasised the role of raising social awareness for social entrepreneurship as the key responsibility for higher education institutions in supporting the development of the social innovation ecosystem.

‘In order to promote social enterprises and social innovations, universities must also improve their own products and graduates must converge the skills, or at least have the knowledge and concepts necessary to social innovations and social enterprises.’ – (DD40 – University Leader)

‘An addition of compassion, attitude about social responsibility for students to the university programme can change them, and eventually they will see that contribution to the community and the disadvantaged in society are their responsibilities. Help them

become aware that when they graduate, they have an opportunity to develop that idea. I think that is good enough.’ – (DA30 – Academic)

The concept of higher education institutions having a social responsibility to society and needing to serve the community was also raised in the interviews, and links back to the areas outlined earlier in supporting social innovation.

‘Aside from the school’s two main tasks, which are training and scientific research, investment activities to serve the community are also taken seriously.’ – (DD38 – University Leader)

However, the discussions did not just focus on institutional strategies and responsibilities, but also on the responsibilities of individual academics. At the individual level, lecturers could play a considerable role in motivating student interest, with some lecturers believing that they need to be the ones who ‘set the fire’ for students to be interested in social issues. From the student perspective, they also confirmed the important role of facilitators in driving their interest and often agreed that they are motivated strongly by skilful and passionate facilitators, who can also network them with social innovators.

‘However, it would be very boring if they only do traditional teachings. Today’s teachers need to know many things called soft skills, including the ability to inspire student’s creativity.’ – (DB43 – Practitioner)

‘I think it’s because in this course *faci*¹⁶ is really important. So we consider the most important part is about facilitators.’ – (DE20 – Student)

‘I’m thinking of how I can be a connector, like a bridge, to connect students with social enterprises and social entrepreneurs.’ – (DA16 – Academic)

Outside of the education sector, support organisations and NGOs are also important in contributing to the growth of the social innovation ecosystem in Vietnam. This impact can occur through promoting social innovation-related teaching in the educational system, attracting investors for social enterprises, providing funding, or assisting in the development of legislation to support social enterprises. Indeed, the British Council was acknowledged as a key leading organisation to support the social innovation ecosystem in Vietnam.

‘In terms of financial resources, since 2015, CSIP has stepped up the construction of capital markets for social enterprises, attracting investors for social enterprises.’ – (DA9 – Academic)

‘I’m aware that the British Council is always willing to support new ideas and I’m very confident that British Council’s support is like an inspiration to researchers, helping them complete their projects well.’ – (DD40 – University Leader)

¹⁶ *Faci* is the short form of facilitator, commonly used to refer to trainers in the Active Citizens Social Enterprise (ACSE) programme.

4.2.3 Theme C: Activities

Concerning the activities that occur within the social innovation ecosystem in higher education, there have been a number of thematic areas in Vietnam, including government support, higher education institution leadership engagement, as well as the teaching of social innovation and research. First, the government has approved projects to support student entrepreneurship within higher education institutions, notably Project 1665¹⁷ launched in 2017. The Ministry of Education and Training (MOET) has been collaborating with the British Council Vietnam to promote social entrepreneurship education at higher education institutions. The MOET has also signed agreements (Ha, 2019) to collaborate with business associations in both the north and south of Vietnam to promote student entrepreneurial activities nationwide, while provincial governments have also received instructions from the government to support entrepreneurship education. State run higher education institutions then follow the MOET strategy by incorporating entrepreneurship into teaching, establishing incubation programmes, incubation centres, or by organising competitions for students to propose start-up ideas.

‘Why does my university incorporate entrepreneurship education into the programme? Frankly speaking, it is due to the project 1665 because when the project is approved, all universities must have a start-up club or an incubator, and must initiate at least two ideas by 2020, and five ideas by 2025, for example. We will have a funding or some support.’ – (DA18 – Academic)

‘... the intention of the project is not only to promote entrepreneurship, but also to expand to three areas of small-, medium-sized enterprises, innovation, and social impact business.’ – (DC29 – Policymaker)

The delivery of social innovation teaching has not been widely included in higher education programmes to date. Most social innovation education is delivered through elective courses, non-credit courses, workshops or at conferences where social innovators are invited to deliver talks or share experiences.

‘Teaching activities [on social innovation] are mainly extra-curricular activities.’ – (DD38 – University Leader)

‘These courses [social innovation] are just extra-curricular programmes and they don’t last long, maybe around one to two weeks. These courses are short-term, infrequent, and not included in the formal programme. Consequently, the number of participants is limited.’ – (DA09 – Academic)

Although social innovation education is still limited among higher education institutions, interviewees discussed the interest of higher education institutions to promote teaching activities in this area. This is because they consider higher education institutions as being social enterprises themselves, with a clear mission to create a workforce who would care for social issues and support societies development. This is certainly a view that would also be espoused by [Ashoka U](#).

¹⁷ Project 1665 seeks to support the development of entrepreneurial traits/culture amongst students/young people in Vietnam, and is supported by the Vietnamese government. The project aims to run until 2025.

‘I don’t think we haven’t adopted it [social responsibility training]. However, we have already required students to participate in mandatory social activities I really like the concept of social responsibility and I’ve mentioned it on media many times. I want to introduce the concept of social responsibility to students and lecturers. If a person isn’t socially responsible, they aren’t capable of establishing a social enterprise.’ – (DD39 – University Leader)

‘...an institution like a university should be a social enterprise [...] a public university like that currently has the mechanism for financial autonomy, along with its form and social responsibility, so I think that university is basically a social enterprise.’ – (DA15 – Academic)

In order to promote social innovation teaching, human resources are often mentioned as a constraint, as leaders and academics recognising a lack of teaching staff as the key challenge to promoting social innovation education.

‘Frankly speaking, my school really doesn’t have lecturer who majors in social entrepreneurship.’ – (DA01 – Academic)

To build human resources for social innovation education, higher education institutions rely on training outside of the university or delivered internally by using external organisations. The cascade training led by the British Council is considered a very useful programme to develop teaching staff, albeit its impact is limited by the existing lack of social innovation curriculum within most higher education institutions.

‘And after attending that course [cascade training], they came back. They mostly conduct workshops in universities to retrain people who are interested.’ – (DD40 – University Leader)

‘No, it [social innovation teaching] is just on an individual level right now. The school leaders themselves are not fully aware of social enterprises. We just attended TOT [Training of the Trainers] courses so we knew about it. We went back to promote it, but there’s absolutely no such thing [social innovation courses, programme] in our university.’ – (DA17 – Academic)

As a result, activities deemed important in social innovation teaching such as networking and collaborating with social entrepreneurs by inviting them over as guest speakers are led by the academic. Lecturers or programme coordinators proactively contact alumni or social innovators in their personal networks to promote social innovation-related activities. However, the success of this is very dependent upon the individual having such networks.

‘Another challenge is networking. Throughout the teaching process on this topic, I learnt that that it is necessary to have networks with the lecturers from outside or from social enterprise themselves. We still have limitations in terms of connection with social enterprises, making it difficult to teach our students.’ – (DA01 – Academic)

‘In an effort to build networks in higher education institutions, alumni can be of great help. Without a strong alumni network, it could be difficult to make connections with different types of stakeholders.’ – (DD32 – University Leader)

Networking and collaborating with social entrepreneurs are considered essential for a practical approach in teaching because lecturers usually implement new methods that relate to reality and result in less lecturing in class (practice over theory). Project-based learning, experiential-based learning, and inviting social entrepreneurs as guest speakers are often referenced as impactful ways to engage students in social innovation, while it is also appreciated by the students themselves.

‘Having social entrepreneurs as guest lecturers to inspire students or having modules where they can experience being a social entrepreneur is better than teaching theoretically.’ – (DA17 – Academic)

‘In fact, this is my first time participating in courses like this, so I’m really excited with the way the facilitator worked. A good example is their games. Firstly, we participated in games to connect with people, get excited and then gradually going into the knowledge. This is a good approach because it makes it easier for me to comprehend the knowledge.’ – (DE19 – Student)

The interviewees discussed the reactive nature of research projects, whereby academics were not taking the lead in developing new research out of gaps in theory, but rather were delivering externally funded projects for NGOs and international funders. Also, non-academic stakeholders bemoaned the blue-sky theory-driven approaches to research.

‘So most of those research projects were ordered from the outside, making us not proactive. This means universities and institutions such as CSIP have not proactively launched research topics for themselves.’ – (DB23 – Practitioner)

‘Think of why many scientific research topics are unusable. It’s because they didn’t research on the problems of the market. Working on that topic does not solve the problem of the market, society or the community. So it’ll forever be a piece of paper, and can hardly be put into practice.’ – (DC29 – Policymaker)

Barriers to research were also identified in the interviews (mainly with academics). The first barrier was to a lack of access to data owing to the small population of social innovators in Vietnam and the difficulty of contacting them and gaining access. Further, a lack of research competence and skills was also seen as a challenge for young researchers. The lack of research interest in social innovation also makes it difficult for young researchers to conduct good quality research; they find it difficult to identify more experienced colleagues who have the desire and expertise around social innovation to support them with research design. Effectively, the field is still too new in Vietnam and these young researchers are in most cases the first generation of social innovation scholars in their institutions.

‘I am currently limited in research methods. Being in the financial industry for a long time, we’re used to using secondary data published by third parties. For an entirely new topic like social enterprise, we have to build the data on our own.’ – (DA17 – Academic)

‘As I’ve said before, it is the major of researchers. No one is a major in social enterprise, social startup or startup. And there aren’t many people who study for a Master’s or a PhD degree in that field. Secondly, the lecturers in the school haven’t really considered their

students, and the number of lecturers who want to convey or want to work in this topic is also limited.’ – (DA1 – Academic)

4.2.4 Theme D: Impact

The interview data revealed that the measurement of the impact of research and teaching on social innovation is currently insufficient. Traditionally the impact has equalled student outcomes/performance. However, in relation to social innovation the impact can be considered as relating to other stakeholders in the ecosystem. Changing the mindset of students provides perhaps being the most obvious benefit alongside learning about social innovation. As social innovation and social entrepreneurship education have only emerged in recent years, the impact of these training programmes is at a nascent stage, with lecturers using some simple and traditional methods to evaluate the outcomes of their training courses. These measures include students’ feedback and performance after completing the course, along with counting the number of good business projects completed.

‘No evaluation is needed yet. For instance, fully participating in the three to four day course without missing a single session is enough to show how happy and enthusiastic my students are. And I evaluate specific results such as having projects and products, sharing their ideas on social media and feedbacks in departments and institutes. I can see the impact clearly.’ – (DD44 – University Leader)

‘While building the training programme, the school’s attitude standards said a lot about the contribution to society, but the school hasn’t standardised it into something specific and assessable.’ – (DA17 – Academic)

In the long-term, higher education institutions are expected to be the origin of high-quality human resources working in socially innovative organisations. In addition, students with awareness and understanding about social innovation may be social consumers themselves in the future. This means that higher education institutions have a key place in both training the social innovators of tomorrow, but also in educating socially responsible consumers. In the focus groups, participant lecturers discussed the importance of raising awareness about social enterprise through their teaching activities:

‘Our target group is the younger group who can later become social entrepreneurs, but they are also the consumers of products and services of social enterprises. Therefore, they will know it when they are aware of it, and the development of social enterprises will be a good impact on the development of social enterprises in Vietnam.’ – (DA16 – Academic)

The outcome of teaching activities may vary depending on the input background and the motivation of students. Firstly, many students do not intend to run their own business (traditional or social), so they do not think entrepreneurship is relevant to their life.

‘Technology students are very creative, but they have no intention of doing business. As for business administration students, they want to do business but their business model is just repeating something already existed.’ – (DA17 – Academic)

‘...because my school is originally a vocational training school, which means it’s a college and it has only become a university for a few years. As a result, they still focus on developing professional skills, and have no intention of doing business.’ – (DA17 – Academic)

Secondly, the value of informal education within families plays an important role in influencing the interests and attitudes of learners. If students’ families have not taught them to care about social issues, then students may have lack the motivation to learn on these courses. Therefore, with these students, the lecturers defined *teaching impact* as a small change in student’s attitudes towards society/community, or introducing them to something new (an area that some students resist).

‘In fact, not all students are interested in social enterprise topics [...] Many students don’t like it because it’s new. It’s a change and students often react against anything that changes.’ – (DA16 – Academic)

‘The best thing about this programme is that students change themselves, from a person who is indifferent to social issues or just concerned about social issues at a certain level, into people who have an entrepreneurial spirit, when they think about implementing a plan, an idea to change society and know that they need to do more.’ – (DA17 – Academic)

However, the impacts are not confined to just students, but also to lecturers who have learnt more and are being inspired through learning more about social innovation.

‘First of all, we’re open to new perspectives, which is the most important thing. That new perspective helps change people’s [mindset]. I think it’s not sustainable if we only have people who can create value, but have no social responsibility. So I think it helps develop ourselves and our mindset.’ – (DD39 – University Leader)

After participating in social innovation courses, students may become more interested in social issues and business projects. They are also more familiar with new concepts including ‘social innovation’, ‘community’, and ‘social enterprise’, although they may still not understand them deeply.

‘Most of the time, I can obtain the knowledge on my own. What I received was the guidance that helps me learn more about myself and how I’ve been in recent times. Sometimes I don’t recognise these things, but if someone is there to initiate it, I can understand myself better and what I should do more.’ – (DE20 – Student)

Finally, with regards to students who completed courses and continued to engage in social innovation, there is a general feeling of satisfaction with many also beginning to run their own social innovation projects. However, this is only the beginning of their journey, with many challenges emerging around project implementation and scaling, an area that higher education institutions could give further support in.

‘At this point in our development process, we consider how long we can go along with this project because we have already worked on it, formulated it, ran the project model, etc. I wonder what role do I play in this model, and how I will handle it in the long-term.’

That's what I have difficulty thinking. Everything was very theoretical. It's like I'm surrounded by people who feel that start-ups in general, and social enterprises, to be specific, are just for competition purposes, instead of something to be established for the long-term. I have a feeling that those startup contests in Ho Chi Minh City always stop at that point.' – (DE37 – Student)

4.2.5 Theme E: Support needs

There are many difficulties in implementing and integrating teaching because these activities are often the work of individual lecturers. At the individual level, they may have limited capacity and/or knowledge of social innovation, but these difficulties are sometimes considered 'not worth mentioning' (DA9 – Academic), including networking, teaching facilities, overwhelming workload, and a lack of knowledge and understanding.

The first barrier and support need relates to personal issues, including high workloads, and the difficulties in organising classes, especially for new programmes/modules. This is exacerbated by the need for potential case-study visits off-campus and arranging external speakers, all of which can take time.

'The difficulty that prevents me from implementing was my overwhelming teaching activities. When I finally have time, I have to do research because that's part of performance appraisal.' – (DA15 – Academic)

Organisational difficulties within a lecturer's higher education institution also cause difficulties in engaging in social innovation. Part of this related to the pressures of having to standardise modules across courses (limited freedom and independence to innovate), while gaining permission from senior academics for new social innovation elements to be added to courses is not seen as easy. Often, higher education institutions see social innovation as a nice extra-curricular activity for students to engage in, but not one that is imperative for their graduation or credit-gaining activities.

'Here's my story. I taught a lecture that was standardised for the whole subject. It made me very uncomfortable. But everyone has to accept that story. You know, we have to standardise the whole subject, so that by the end of the term, all students from all the teachers in the department can work on the same assignment. But how can teachers raise their voices to have academic independence in Vietnam right now? The teachers do not have it, so they just give their class a fun introduction. Making impact on the lecture about things is not possible. That's the job for the whole school. Transferring a new subject and inputting new content in is very complicated.' – (DA27 – Academic)

Institutional and government issues also came to the fore during the interviews, with a lack of flexibility around course/module development related to higher education institution and Ministry of Education and Training (MOET) policies. This was related to course design, accreditation and finance issues.

'We can't just break free from the programme that has followed the ministry's training framework. All the subjects are fixed.' – (DA15 – Academic)

‘The university mechanism is also a problem, for example, if I have the resource, the university still doesn’t have the mechanism where I can apply it in my teaching. Because it is financially autonomous, under the mechanism of being self-collected of tuition and use them to provide courses that already existed. I haven’t seen the scenario where an organisation wants to sponsor the university to add this content into the programme. So even if I have money, I don’t have the guideline to use it.’ – (DA17 – Academic)

However, policies of support for education on innovation and entrepreneurship are still not available. Despite this, policy-makers argued that it was not their responsibility to develop new policy from the bottom-up, rather that research should be informing them on what is needed to support social innovation, so that they could develop policies to achieve this.

‘You must change the way of management before discussing policy. Speaking of which, people can bring up various things and prove they’re needed [...] but I’d go with the practical way, from realistic needs, with decent surveys, instead of sitting here thinking about all sorts of things.’ – (DC26 – Policymaker)

From the researcher’s perspective, there is a need for budgetary support to be able to conduct independent research and seek networks that connect with other researchers. A researcher referred to the deep understanding of social innovation as a quality that they are looking for to set up a research team that is good enough to secure funding.

‘We need a competent research group to bid for funding. It has nothing to do with the story of the government prioritise social innovation and social entrepreneurship research, it’s the research team. That’s the reason why you have to build a good team. Because when there’s a good research team, we can go for funding bids.’ – (DA27 – Academic)

In relation to training activities, current lecturers are actively integrating and innovating teaching methods on an individual scale. The most prominent issue mentioned was the lack of support and policies from the school administration for training staff around social innovation or having career progression policies that rewards such research.

‘The university leaders must focus on this issue, and put it into the KPIs [Key Performance Indicators] too. If it’s voluntary, I’m not sure every lecturers of the school will voluntarily learn something new that doesn’t cater to their career or career advancement.’ – (DA17 – Academic)

‘And the next is we must also pay attention to the training of lecturers. We may have to take them to long-term training courses to obtain specific qualifications. It is possible to obtain a Bachelor, Master, or Doctorate degree for specific majors.’ – (DD40 – University Leader)

The needs of students revolve around implementing their own projects. Many students want to carry out an individual social business project, but have no nascent ideas to develop (even though some students felt that this was not always critical). Support needed here is in the form of mentoring, capital investment, opportunities to learn by doing and access to networks were all highlighted by students as being important.

'If there's an office with a mentor, I mean, the place you can go to when you have the idea. The school should have a consulting unit for you if your idea is not well-developed.'
– (DE37 – Student)

'[...] for other resources outside of society, networking is a problem because we are just students. We haven't worked much, and even if we have, we didn't hold important positions, so we can't create a network or relation to someone who has experience to help us [...] in our school, the University of Economics Ho Chi Minh City mentoring programme introduces students to businessmen. It's a really good programme that I've participated in., but when I met my mentors, I still didn't have the expertise to understand them. It's because they've been working for a long time, they understand the business environment, while I am just a student in a different environment. I obtained their knowledge but I couldn't use it.' – (DE36 – Student)

4.3 Summary

Social innovation in Vietnam is a new phenomenon, poorly understood by many stakeholders and with a lack of embedded development within the higher education ecosystem. The ecosystem suffers from a lack of networking and funding, albeit the rapid growth of social innovation research and teaching in higher education in recent years is beginning to change this picture. Higher education Institutions are key hubs for supporting the growth of the ecosystem and for catalysing change in Vietnam, both through their ability to conduct research and education the next generation. However, there are a number of areas that require change for this growth to sustain. First, academic funding directly for social innovation research and teaching is required, in order to grow the knowledge base (away from just social impact measurement reporting) and to increase the number of courses available to students (as well as their awareness of what social innovation is). There needs to be investment in human resources at universities, to enable the student experience to improve and for students to be able to access mentoring and coaching, alongside project implementation and development for their social innovation ideas. This needs to be complemented from the top, through increased flexibility in curriculum development, and a need to move away from a focus on traditional entrepreneurship education. These tensions between the systemic and practice levels of the ecosystem cause significant barriers to the development of social innovation in Vietnamese higher education and will be discussed in more detail in section five.

5 Discussion

The aim of this research project is to provide a comprehensive analysis of existing social innovation activities in research, teaching and incubation/community engagement in Vietnam. Specifically, the research analyses the knowledge, capacity and future ambitions of the academic community in the social innovation areas. It also identifies the barriers to social innovation research, teaching and incubation/community engagement at practice, institutional, and systemic levels within the ecosystem. The data gathered will now be discussed in relation to the three levels (practice, institutional and systemic) to offer recommendations to support the development of social innovation and social entrepreneurship research, teaching and incubation/community engagement in Vietnam.

5.1 Increasing interest in social innovation and social entrepreneurship from different stakeholders (practice/institutional)

The majority of academics involved in social innovation and social entrepreneurship research and teaching are early-career researchers¹⁸ with less than five years' experience and operate across a diverse range of academic disciplines (still dominated by business disciplines). The social innovation ecosystem in Vietnam is growing, with a variety of organisations such as NGOs, social enterprises, the government, impact investors, universities, research centres and incubators (outside or within universities), being identified as key stakeholders. Although the main components of the social innovation ecosystem have formed in recent years, with regulatory frameworks more supportive than other countries in South East Asia (Patton, 2018), the ecosystem is still at the nascent stage of development. For most of the respondents, components of the ecosystem remain 'scattered', 'incomplete', and 'spontaneous'. This results in what the participants described as a lack of networks, which hinders research, but also teaching and community engagement (especially in identifying practitioners who can teach/guest lecture in higher education institutions). More support is still needed for the development of the social innovation ecosystem in the future, prior research has identified the importance of stakeholder networks (Hazenbergh et al., 2016b), as well as the importance of place-based and experiential learning in teaching social innovation (Elmes et al., 2015; Alden-Rivers et al., 2015).

¹⁸ Classed as having less than eight years' experience at the post-doctoral level (AHRC, 2020), see <https://ahrc.ukri.org/skills/earlycareerresearchers/definitionofeligibility/>

5.2 Social innovation and social entrepreneurship research (practice/institutional)

The term 'social entrepreneurship' was brought into Vietnam after 2000 by NGOs, acting as institutional brokers (Truong et al., 2015; Tran, 2016). Since then, the research base on social innovation in Vietnam has been on the rise, with 99 academic publications (journals, book/chapters, and conference papers), 26 reports, and 22 media publications having been identified in this research (see Appendix D). Given the nascent development of the social innovation field in Vietnam, this represents a significant body of work.

The growth in research and publications has also been moderate, with positive trends identified in the number of academic publications ($R^2 = 0.19$) and non-academic outputs ($R^2 = 0.63$) being published over the years. Between the periods 2010-2014 and 2015-2019 there was a 340 per cent increase in academic publications, and a 14 times increase in non-academic publications. This growth rate aligns with international trends with searches of academic databases revealing that peer-reviewed journal papers focused on social innovation experienced a 346 per cent increase between 2011-2015 and 2016-2020¹⁹. Online media and non-academic conference presentations have been the most popular types of non-academic publications. Also, 50 per cent of non-academic outputs were published in 2019 due to the emergence of research centres and incubators within universities in Vietnam, that a specifically focused on social innovation and social entrepreneurship. Most notably are the Centre for Social Innovation and Entrepreneurship (CSIE) at National Economics University in Hanoi; and the Centre for Economic Development Studies at Vietnam National University. This demonstrates an increasing interest in researching the subject area; albeit, there remains a need for more practice-based research that is applicable (relevant) to practitioners and policy-makers.

The types of funding for research have changed over time, with a diversity funding sources from NGO/foundations, foreign funds, local government and research grants being utilised. However, 51.5 per cent of survey respondents suggest the lack of funding is the main barrier to academic collaborations. Academics tend to prefer NGO funding, foreign funds, and research grants to other sources of funding. Insufficient government funding can negatively influence the quality of research, which possibly makes this type of funding less favoured by academics. Moreover, there is a lack of dedicated money for research in the social innovation and social entrepreneurship areas. Therefore, funding that specifically supports academics to conduct social innovation research would be helpful to the sector, while training on research skills for academics would also improve the quantity and quality of social innovation research bids and projects.

¹⁹ Based upon a search of academic databases for the term 'social innovation', with filters applied for social innovation by topic, and two time periods (2011-2015 and 2016-present). The results revealed 205 publications between 2011-2015 and 710 publications between 2016-present).

5.3 Social innovation and social entrepreneurship teaching (practice/institutional)

Social innovation and social entrepreneurship teaching in the country has considerably increased since 2017, while funding for teaching has also sharply increased in this period. This could be a derived result from the Decree 1665/QĐ-TTg by the Prime Minister on supporting students in entrepreneurship until 2025, because social entrepreneurship teaching/training is included within the Decree. Aside from the government, the British Council is recognised as an active actor in promoting the social innovation and social entrepreneurship training and education in the country. This has also led to positive student reaction to the topics, with 80.7 per cent of participants agreeing that they had witnessed positive changes in students' reactions to social innovation activities.

The majority of social innovation courses are elective (55 per cent) rather than compulsory (40 per cent), while non-accredited courses for public audiences are popular too (46 per cent). Teaching methods vary, with project-based learning and mixed-approaches being more favourable to students (37 per cent and 32 per cent respectively). While social innovation curriculum is increasing in numbers and scope, figures show that 58 per cent said that the quality of curricula is not good.

Course evaluation is not formally conducted in higher education institutions and the impact of social innovation teaching is not measured. Concurrent to this, introducing social innovation as a compulsory course in higher education institution's curricula faces challenges, owing to rigid academic policy and institutional mechanisms that do not favour innovative approaches to teaching. At this moment, trainers and teachers play key roles in developing and implementing social innovation teaching activities, especially considering that a large proportion of new courses launched since 2016 have done so without any funding (i.e. leveraged just through the work of individuals within institutions). However, with limited resources and heavy academic and administrative workloads, higher education institutions still face many difficulties in the promotion of social innovation. Further, while collaboration with practitioners, incubators, and wider ecosystem stakeholders is wanted, there remains a lack of strong networks to enable this. More support is needed through investment and cooperation from different stakeholders (e.g. namely government, practitioners, and higher education institutions).

British Council research (2016) covering 200 universities across 12 countries²⁰ reported that 98 per cent of higher education institutions have engaged with social innovation at some point. However, the level of engagement in Vietnam is still not strong, especially with regards to institution-wide commitments to social innovation. Vietnamese higher education institutions need to foster connections with businesses, engage in technology transfer and collaborate with each other (Do and Truong, 2018) to improve the efficiency and competitive advantages of involved partners (Ngo and Luong, 2015). Almost 30 per cent of collaboration is focused on

²⁰ These countries being: Hong Kong, India, Pakistan, Thailand, Kenya, South Africa, Greece, Slovenia, UK, Mexico, Canada and the USA.

improving SDG 4: Quality of Education or training/capacity building and does not utilise deeper and wider institutional partnerships.

The teaching/ training on social innovation at higher education institutions has significantly risen in the last two years as the result of Decree 1665/QĐ-TTg and the closer collaboration with different stakeholders, namely the British Council, Centre for Social Innovation and Entrepreneurship (CSIE), Centre for Social Initiatives Promotion (CSIP), Finland Innovation Partnership Program (IPP), and UNDP. Interviewees recognised the impact of the Training of the Trainers programme, and the Cascade Training from this to raise awareness within higher education institutions. This highlighted the need for social responsibility across the higher education sector. Currently, higher education institutions do invest in promoting the teaching of social innovation by providing funds (26 per cent of total teaching funds) and other support. However, to widely embed social innovation into their curricula, higher education institutions needs to evaluate their previous teaching activities on social innovation (including short-courses, courses embedding social innovation content in, and social innovation relevant extra-curriculum activities such as training through competition), build human capital around social innovation, and align this with a multi-stakeholder strategic plan. This is particularly important given that 25 per cent of teaching on social innovation in Vietnam is currently self-funded by the academic.

5.4 Collaboration (practice/institutional)

The research has exposed interesting data associated around the collaboration of higher education institutions and communities. The number of collaborative projects with the community identified in the survey was 42, within which over 60 per cent were partnerships with NGOs and public bodies, while schools and social enterprises occupied almost 20 per cent. The role of higher education institutions in these projects was equally distributed across roles including advisors, volunteers, officers, management (board or committee membership) and others (all 20 per cent). The majority of funding (66 per cent) for academic collaborations came from higher education institutions themselves, NGOs/foundation, foreign funds and government. Collaborations focused on training/capacity building (31 per cent), forming an alliance/partnership/network (20 per cent), and service delivery (18 per cent). However, there are still many barriers in promoting collaborations, namely a lack of funding (44 per cent), lack of engagement from the community (15 per cent), a lack of policy support (13 per cent), and a lack of university support (8 per cent). System/policy frameworks should therefore be developed in order to stimulate collaboration, working from the premise that most current engagements begin through personal relationships, as opposed to institutional support. Such collaborations would be beneficial to the social innovation ecosystem in Vietnam, research shows that collaboration is a significant factor in developing social innovations (Nichols et al., 2013).

Besides teaching, collaboration in other activities inclusive of knowledge, service learning, and community engagement are critical issues. Current higher education institution collaborations with community organisations are rooted in individual informal networks (Voeten et al., 2015). A

number of higher education institution staff are involved with community organisations (mainly NGOs) as board members, volunteers and mentors.

In-depth research with stakeholders would help provide insights into community organisations needs regarding higher education institutions engagement, a key bottom-up approach in overcoming network limitations for social innovation (Truong and Barraket, 2018). Wider networks built through collaborative research and partnership work will generate more engagement activities, while building mutual understanding and trust. The data reveals positive perceptions of networking and government support for it within the ecosystem, and so the good work already committed here needs to be continued. For instance, partnerships with social innovators should not stop at mentoring, sponsorship, or engagement as guest lecturers; it should also utilise social innovators in curricula design, the development of embedded place-based and experiential learning (Elmes et al., 2015; Alden-Rivers et al., 2015).

5.5 Top-down versus bottom-up tensions (institutional/systemic)

A notable feature of higher education institutions in Vietnam is that they are strongly guided by Ministry of Education and Training (MOET) and national government. Following the implementation of Project 1665, several universities have quickly introduced entrepreneurship into their programmes or organised competitions to encourage student entrepreneurial activity. A partnership between MOET and the British Council within Project 1665 has also facilitated the introduction of the Active Citizens Social Innovation programme into some higher education institutions across the country. The general purpose of Project 1665, which lasts until 2025, aims to encourage/support youth entrepreneurship and social entrepreneurship. However, to higher education institutions, the project is mainly focused on the former. This highlights how social innovation education in higher education institutions is usually viewed as part of entrepreneurship (and mainly through a focus on social entrepreneurship) and so there remains a gap in focussing on social innovation.

Strong influence from MOET can result in the quick implementation within higher education institutions activities when required; however, whether higher education institutions can successfully implement these strategies remains to be seen. Participants in the survey indicated below average evaluations related to the quantity and quality of social innovation teaching. From the quantitative data, there is one case of a huge class size of 700 students being taught social entrepreneurship through lecturing. This goes against international best-practice centred on experiential learning in social innovation (Alden-Rivers et al., 2015), suggesting that a rush to implement top-down MOET policies does not always lead to positive learning outcomes for students in the area of social innovation. Higher education institutions can also implement competitions focused on student entrepreneurship, but their continuation after the project ends remains uncertain. Indeed, while the top-down approach can be useful in introducing social innovation into the education sector, it can also create rigidity and boundaries for higher education institution's activities. It also creates pressures for the government to play a leading role in overcoming various challenges for higher education institutions to follow, ignoring the

bottom-up nature of social innovation that is perhaps its greatest asset (Kruse et al., 2019; Truong and Barraket, 2018). Further, participants' perceptions of their trust towards government and politicians were low to medium, whereas their trust in individuals, communities and higher education institutions was higher. This lack of trust in systemic institutions further hampers the success of top-down driven social innovation, and suggests that higher education institution-led community collaborations with organisations such as NGOs, could have greater success in growing the social innovation ecosystem in higher education (and Vietnam more widely).

5.6 Unequal distribution of social innovation and social entrepreneurship activities by region and discipline (institutional/systemic)

There is clearly a concentration of social innovation and social entrepreneurship activities in northern and southern Vietnam (North = 11 higher education institutions; South = 13 higher education institutions; and Central = 3 higher education institutions). This is in part probably due to the concentration of ecosystem support organisation activities in Hanoi and Ho Chi Minh City [notably the British Council Vietnam; Centre for Social Initiatives Promotion (CSIP); Centre for Social Innovation and Entrepreneurship (CSIE)]. In addition, both Hanoi and Ho Chi Minh City represent the two major urban conurbations in Vietnam, with the greatest density of people and higher education institutions. However, it also demonstrates the differences that can emerge within nation-states when it comes to the development of social innovation ecosystems. Research by Hazenberg et al. (2016a) demonstrates how different the English and Scottish ecosystems are in the UK, and so regional differences in social innovation in Vietnam (mass and form) are not necessarily surprising.

Also, the data reveals that social innovation and social entrepreneurship research and teaching are more prevalent in faculties focused on business and economics (63 per cent). This is not an unsurprising result, considering that globally social entrepreneurship education originally emerged from business schools (Pathak, 2017). Social entrepreneurship and social innovation have been frequently (and easily) been integrated in existing courses at business and economics focused universities in Vietnam, especially within existing fields including entrepreneurship, corporate social responsibility, and marketing. By contrast, universities focused on science, technology and other non-business fields might find social innovation and social entrepreneurship less relevant to what they are teaching (and their students may be less interested). They also lack knowledge and capacity to deliver courses in entrepreneurship in general and social entrepreneurship in particular. However, there has been a growing interest in teaching social innovation and social entrepreneurship from these universities due to their need for applied research commercialisation and a growing focus on sustainability and the SDGs. Such a gap in provision by discipline also demonstrates a lack of understanding of social innovation education, which is as much about how morals, ethics, and values are embedded in young people's education (Zainal et al., 2017). Indeed, prior research has identified the impact that wider cultural and political values can have in inhibiting social innovation, through deliberate institutional design. Maher and Hazenberg (In Press) explored social innovation within the

Vietnamese context and identified that institutional structures enable social innovations that meet government priorities, while stifling social innovations that emerge from politically disenfranchised individuals and/or those offering alternative solutions to state priorities.

5.7 Social innovation is poorly understood, while social enterprise has received more scholarly research (systemic)

Conceptual understanding varies, with participants demonstrating a lack of understanding around social innovation, but a clearer understanding of social entrepreneurship. When asked about social innovation, participants usually discussed social entrepreneurship; this is reflected in existing social innovation and social entrepreneurship research in Vietnam, with the majority of the academic research identified in Appendix D being explicitly focused on social entrepreneurship/social enterprise (50 papers; 51 per cent) as opposed to social innovation (1 paper; 1 per cent). Further, 46.4 per cent of the academic papers identified in the survey were qualitative and 39.3 per cent of them used mix-methods, showing the scope that still exists to develop quantitative research.

With regard to the concept of social entrepreneurship, like much of the global research, there have been different academic perspectives on this in Vietnam (Dacin et al., 2011). From a narrow view, respondents refer to the legal definition of social enterprise as stipulated in the Enterprise Law 2014. According to this law, social enterprise is defined as ‘an enterprise that is registered and operates to resolve a number of social and environmental issues for a social purpose; and reinvests at least 51 per cent of total profits to resolve the registered social and environmental issues’ (Article 10, Enterprise Law). Interestingly, some respondents consider (incorrectly) social enterprise as ‘a not-for-profit enterprise that primarily relies on donation’. This perception of no or limited financial sustainability makes the term ‘social enterprise’ less attractive to potential stakeholders. Other academics tend to adopt a broader view of social enterprises as enterprises with a social mission or as social impact businesses. Therefore, there is a range of social impact businesses (SIBs) operating in Vietnam, some of which might fall outside of the traditional definitions of social enterprise, but which definitely can be recognised as social innovators (UNDP, 2018). This definitional ambiguity creates tensions within the higher education ecosystem, as differing conceptual understandings limits engagement with social innovation and social entrepreneurship by higher education institutions. Higher education institution leaders and academics are looking towards the government to solve this, but this ignores the key role that they as academics can play through research in helping to define social innovation within the Vietnamese context. Certainly, as has been argued elsewhere in relation to social entrepreneurship, scholarly research has a critical role to play in resolving tensions between conflicting discourses in nascent fields (Nicholls, 2010).

The lack of understanding of the concept of social innovation (and to a lesser degree social enterprise) means that students do not engage with the topic during their studies (as they do not understand what it is). This in turn could limit the preparation for social innovation human

resources, which is one of the key challenges for Vietnamese social enterprises as noted by UNDP (2018). The collaboration of the British Council and Ministry of Education and Training in introducing the Active Citizens Social Enterprise programme into higher education institutions has been useful in raising student, academic, and higher education institution leader's awareness of the concept. The operation of other support organisations such as the Centre for Social Innovation and Entrepreneurship (CSIE) at National Economics University in Hanoi; the Centre for Economic Development Studies at Vietnam National University, and the Saigon Innovation Hub in Ho Chi Minh City, has also contributed to spreading social awareness.

6 Recommendations

6.1 Teaching competency (practice/institutional)

Social innovation education requires a combined teaching method including a broad understanding of social problems. At higher education institutions, lecturers are often specialists in one sub-discipline area, and while they may be highly skilled in their field, they may not have a clear understanding of social innovation (or how to teach it). There is hence a need for training and mentoring for academics interested in teaching social innovation to upskill them in this area. Additionally, networking and active collaboration with colleagues in other higher education institutions, alongside practitioners and wider ecosystem stakeholders would enhance teaching capacity and competency in social innovation education. The role of NGOs in supporting this education on social innovation and the creation of networks to exchange knowledge and best practice is critical to increasing the plurality of actors and innovations in higher education.

6.2 Involvement in social innovation research (practice/institutional)

The number of publications on social innovation (both academic and non-academic) has increased sharply in the last few years (albeit from a limited number of academics (one-fifth of respondents are responsible for these publications). There clearly remain ongoing problems in engaging Vietnamese scholars in researching and publishing around social innovation, even amongst a group of scholars engaged in this research that purport to be interested in or focused on the topic. Our research has identified a growth in social innovation research globally of 346 per cent between 2011-2015 and 2016-2020²¹; while the number of publications on social entrepreneurship has increased by 750 per cent over the last two decades (Short, 2009). However, these studies themselves had been conducted in 'developed' economies such as the UK (33 per cent), the USA (28 per cent), and Canada (7 per cent), with less than 10 per cent of them originating from Asia, Africa and South America (Granados et al., 2011). While conducting research on social innovation provides a good opportunity for Vietnamese researchers, there remain barriers to achieving promotion through social innovation research. At the individual level, active collaborations with international partners or other domestic stakeholders can help academics to upskill around research and grow their networks, while accumulating research skills via training workshops would also provide solutions to overcoming research challenges and promote social innovation publications. Greater institutional recognition of socially innovative research and its impact in career progression would also encourage engagement with social innovation at the practice-level. There remain barriers also around research-led spin-outs, with institutional barriers in the design of university incubators being identified as

²¹ Based upon a search of academic databases for the term 'social innovation', with filters applied for social innovation by topic, and two time periods (2011-2015 and 2016-present). The results revealed 205 publications between 2011-2015 and 710 publications between 2016-present).

restricting the emergence of social innovations (Maher and Hazenberg, In Press). Indeed, this occurs primarily due to the need to access international investment to support social innovation scaling commercially, which itself is restricted by political patronage within the incubator system (ibid). Therefore, work is required to increase pluralism in the university system (and wider social innovation ecosystem) that enables a wider group of stakeholders to engage in supporting social innovations.

6.3 Collaboration among stakeholders (practice/institutional)

Besides research and teaching, collaboration in other activities such as knowledge and service learning and community engagement is a critical issue. Further in-depth studies focused on stakeholders and stakeholder needs will provide insights for higher education institutions on their partners and allow for informed decisions to be made on the level and activities of partnerships. Increased support for networking in the ecosystem, alongside a focus on partnerships with NGOs and other community-based organisations, could strengthen collaborations in the ecosystem and reduce reliance on government and systemic funding.

6.4 Awareness and support of university leaders (institutional)

To promote social innovation in higher education, the strong support of higher education institution leaders is crucial. So far, higher education institution leaders support for social innovation education has remained limited, as the role of social innovation in the strategic development of higher education institutions in Vietnam remains unclear. The benefits of researching/teaching social innovation should be made clear to leaders: new knowledge, new teaching methods, student acceptance, and changes in student mindset and behaviour are all key facets of a 21st century higher education institution focused on sustainability. Leader awareness is necessary, it could considerably encourage their support for social innovation education at their institution. Indeed, through social innovation research and teaching, higher education institutions can create more social impact and demonstrate their social responsibility. Education programmes for social innovation targeted at university leaders are therefore crucial in demonstrating to them the value that social innovation (and the delivery of social impact and sustainable development) brings in presenting their universities as key institutions on the national and international stage. Indeed, such education is critical to moving away from the traditional focus on academic rankings.

6.5 Capacity building (institutional)

Training for academics around social innovation is critical. To embed social innovation in the curricula, higher education institutions should ensure that their lecturers have the necessary knowledge and skills in delivering experiential and practical learning methods. By increasing the capacity building of academics, the higher education sector can ensure a high quality of social innovation curricula in innovative and engaging ways. This returns back to the recommendations made around teaching and research (1 and 2).

6.6 Measurement for social impact should be established (institutional/systemic)

The contribution of social innovators to the economy and society must be realised. Until now, there have not been well-developed measurement frameworks with which to understand the benefit these stakeholders can create in Vietnam. Criteria to evaluate their social and economic impact should be established as soon as possible and then also implemented across the higher education sector to assess the impact of research and teaching. Having reliable measurement to understand the benefits of social innovation research and teaching (and more broadly) can help to demonstrate to government and higher education institution leaders the value of social innovation to the economy and higher education sector. As social impact measurement in Vietnam is a very new concept (even more nascent than social innovation), the use of international experts in this field to provide education workshops and support social impact measurement within universities is of paramount importance.

6.7 A clear definition of social innovation should be made (systemic)

A clear definition of social innovation is important to build social awareness and to set a common ground for policy support. Until now, common definitions of social innovation and social enterprise have not been clarified therefore research and policy development that seeks to frame this would be welcome (albeit we realise that this is no simple task). Further effort to understand social innovation in universities should be made to enable and establish a strong understanding of what social innovation means within higher education. Further efforts to understand social innovation in universities should be made in order to establish a strong understanding of what social innovation means within higher education, with universities brought together to develop and agree on a collective definition/understanding of the concept.

6.8 Increasing awareness of social innovation (systemic)

Further effort to increase the awareness for social innovation should be made. As social innovation becomes better understood by society, communication in higher education and from government/media should emphasise social innovation rather than merely social entrepreneurship. Existing programmes such as student competitions and incubation centres, have shown a positive impact in promoting awareness. Continuing these types of activities can still be effective in developing awareness around social innovation. Showcasing social innovators who have made a difference in society, can also be used to enhance communication and to raise awareness.

7 Further research opportunities

This research provides a starting point for mapping social innovation and social entrepreneurship research and teaching in Vietnam and provides the baseline data from which future progress in relation to social innovation research, teaching and community engagement can be mapped. Nevertheless, further work is required to continue to develop our understanding of the social innovation ecosystem in Vietnam's higher education sector.

7.1 Research impact

The impact delivered by social-innovation related research in Vietnam still remains unclear, and the research data presented in this report suggests that it may not be high, with a need for more impactful research moving forwards. The introduction of research impact as a criterion for selecting higher education institution social innovation research proposals can encourage academics to demonstrate research impact more clearly. Therefore, future research that seeks to ascertain the impact of research projects/publications can help to identify what real-world impact higher education institution research is having in relation to social innovation.

7.2 Teaching impact

While this report has mapped out the social innovation teaching that currently exists in Vietnam, what the research does not show is how the quality of the social innovation courses is assessed by universities, the relevance of these courses to higher education institutions' training programmes and students' careers, as well as the impact they deliver. Future research should seek to explore student perceptions of social innovation related courses.

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Appendices

Appendix A – Methodology

As was noted above, the research adopted a mixed-methods approach to the data collection process so as to ensure the broadest possible dataset (both in relation to participant and data types). Such an approach allowed the research to ensure it explored the broadest range of opinions and so would therefore be able to identify the enablers and barriers to collaboration around social innovation in higher education in the Vietnam ecosystem.

Design

The research adopted a sequential mixed-methods research approach to the data collection, that consisted of five stages, namely: in-depth literature review; online survey; participant semi-structured interviews; ecosystem mapping; and data triangulation. This approach was undertaken in order to provide the research with a holistic overview of the social innovation and social enterprise ecosystem in higher education in Vietnam, by embedding the research design and data analysis in the prior literature. This theoretical embedding was then complemented by the data capture from the survey, that provided a wider overview of the trends facing the Vietnam higher education ecosystem around social innovation and social entrepreneurship. These trends were then explored in-depth through the semi-structured interviews, before all the data was brought together through a process of triangulation (McLeod, 1994) in order to develop the research discussion and recommendations outlined in Section 5. Figure A1 below illustrates the research design (including sample-sizes where applicable).

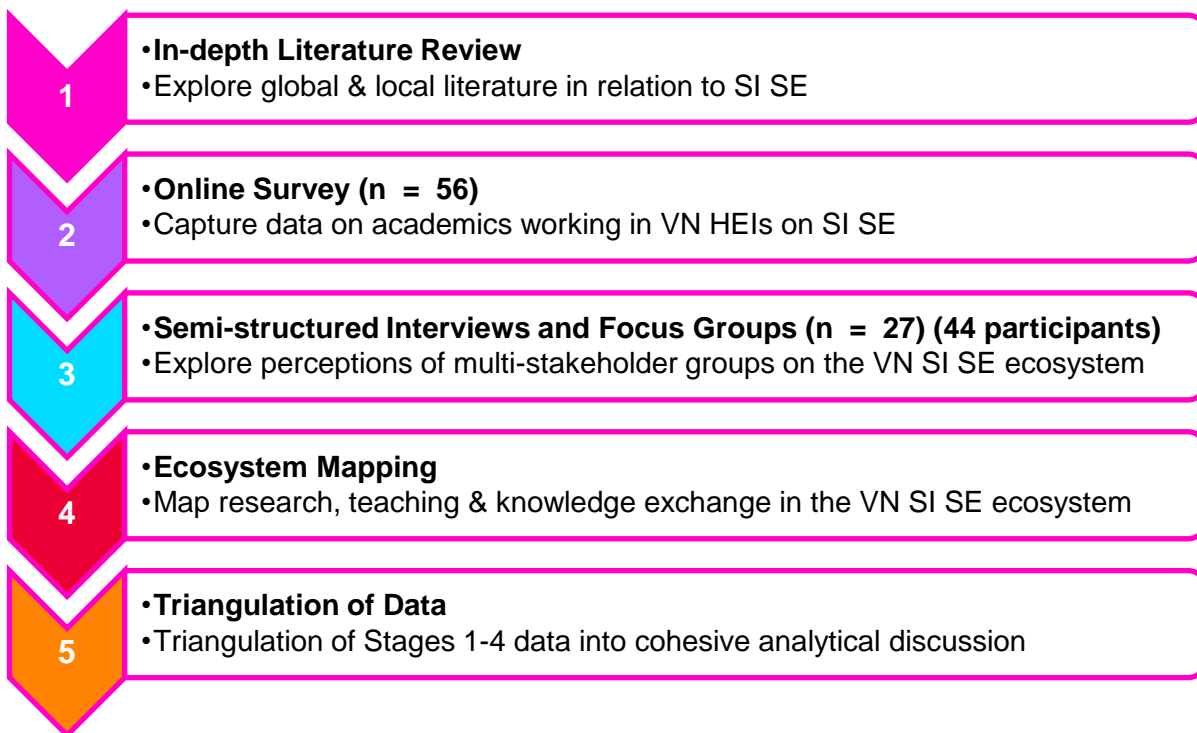


Figure A1 - SIHE research design

Measures and participants

The research data gathered information from a total of 56 survey participants (sample breakdown for the survey participants is presented in Section 3) and 27 interviews and focus groups involving 44 participants. In total, 100 unique individuals had participated in the research. Whilst the research has not been able to engage with all relevant academic staff and other stakeholders involved in the Vietnam social innovation and social entrepreneurship ecosystem, we do believe that the data gathered represents a significant proportion of those individuals that are regularly active in social innovation and social enterprise-related research and teaching. Nevertheless, there would be some biases within the data that are rooted in the research focus on recruiting senior academics and other stakeholders outside of academia. In relation to the former, this means that it is possible that some of the issues faced by junior and early-career researchers on the ground may not emerge from the data; whilst for the latter, there is a danger that the research findings focus too strongly on non-academic issues faced by practitioners and policy-makers. Whilst it is impossible to overcome these issues fully, the report has also gone through an extensive peer-review process by the members of the SIHE project at the British Council, to try to ensure that the research findings and recommendations are as embedded in the HE context as possible, and remain true to the original aims of the research.

Online survey

With regards to the survey, this was designed to capture information from Vietnam based academics, so as to identify the teaching and research that is ongoing in these areas, whilst also identifying gaps in knowledge and capacity in the ecosystem. The survey was administered by the British Council through the Bristol Online Survey, and was live between 12 November and 15 December, 2019. The survey sample was purposive and snow-balled, in that participants were targeted based upon their role within social innovation and social entrepreneurship in higher education, but they were also free to pass the survey link on to their colleagues or other individuals that they felt would be relevant. The survey explored:

- Demographic data
- Higher education institution (HEI) affiliation
- Academic publication
- Non-academic publication
- Teaching being undertaken or planned
- Student's experience
- Government support in social innovation
- Trust
- Challenges in promoting social innovation and social enterprises
- Problems/barriers to address Social problems
- Country specific insights.

Participant interviews

For the interview participants, the interview procedure was explained to them in full, and they were provided with a signed consent forms (see Appendix B). The interview was structured with a semi-structured interview schedule that explored areas including: Vietnam social innovation/social enterprise ecosystem; the research/teaching challenges of engaging in social innovation/social enterprise; community engagement by participants; the key practitioner in Vietnam; and their perceptions of what could be done to strengthen social innovation/social enterprise collaboration in Vietnam (see Appendix B also). However, as the interview was semi-structured, the participants were all free to explore any other issues that they felt were important. With regards to the 27 qualitative sessions, 21 in-depth interviews were face-to-face and three interviews were undertaken using telephone, the four focus groups involve 20 participants. The average length of each audio-recorded interview was 51 minutes and 25 seconds, with a total of 1,384 minutes of total interview data gathered from the 27 audio participants. All audio interview data was transcribed for analysis, whilst the data from the two written responses was also treated as direct quotes. The sample overview of interviewees is provided below in Table A1.

| Table a1 – interview breakdown | | | |
|---------------------------------------|---------------------------|----------------------------|-----------------------------------|
| <i>Interview no.</i> | <i>Stakeholder type</i> | <i>Participant numbers</i> | <i>Interview length (minutes)</i> |
| 1 | Academic and practitioner | 1 | 110 |
| | | 2 | |
| | | 3 | |
| | | 4 | |
| | | 5 | |
| | | 6 | |
| | | 7 | |
| | | 8 | |
| 2 | Academic | 9 | 39 |
| 3 | Academic | 10 | 40 |
| 4 | Academic | 11 | 43 |
| 5 | Academic | 12 | 72 |
| 6 | Practitioner | 13 | 90 |
| | | 42 | |
| 7 | Practitioner | 14 | 59 |
| 8 | Academic | 15 | 80 |
| | | 16 | |
| | | 17 | |
| 9 | Academic | 18 | 70 |

| | | | |
|----|-------------------|----|-----|
| 10 | Student | 19 | 68 |
| | | 20 | |
| | | 21 | |
| | | 22 | |
| 11 | Practitioner | 23 | 72 |
| 12 | Academic | 24 | 51 |
| 13 | University leader | 25 | 25 |
| 14 | Policymaker | 26 | 35 |
| 15 | Academic | 27 | 37 |
| 16 | Practitioner | 28 | 45 |
| 17 | University leader | 29 | 37 |
| 18 | Academic | 30 | 57 |
| 19 | Practitioner | 31 | 111 |
| 20 | University leader | 32 | 25 |
| 21 | Student | 33 | 60 |
| | | 34 | |
| | | 35 | |
| | | 36 | |
| | | 37 | |
| 22 | University leader | 38 | 22 |
| 23 | University leader | 39 | 37 |
| 24 | University leader | 40 | 17 |
| 25 | University leader | 41 | 22 |
| 26 | University leader | 43 | 27 |
| 27 | University leader | 44 | 33 |

NB. Total interview duration across the 27 audio-recorded interviews of 1,384 minutes (average of 31 minutes and 45 seconds per interview).

Analysis

The quantitative data outlined in Section 4, was analysed using descriptive statistics to explore population averages, using Microsoft Excel software and the Statistics Package for the Social Sciences (SPSS) version 22.0. The qualitative data in this report was analysed using constant comparative method (Glaser and Strauss, 1967; Lincoln and Guba, 1985), a method based on

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

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

As will be discussed in Section 5, this process led to the identification of 109 'units of analysis' that were then coded into 17 separate 'categories', which were then reduced to five individual 'themes', namely: awareness; ecosystem; activities; impact; and needs of support. These are discussed further in Section 4.

Appendix B – Consent form and interview questions

a. Consent form: Research being conducted as part of the SIHE project:

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

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

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

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

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

Name: Signature:
Date

Professor Richard Hazenberg richard.hazenberg@northampton.ac.uk, Dr Toa Giroletti toa.giroletti@northampton.ac.uk and Dr Jieun Ryu jieun.ryu@northampton.ac.uk at the University of Northampton.

b. **SIHE social innovation and social entrepreneurship interview questions:**

- SIHE focus group questions

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

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

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

- 4. Future collaboration:**
 - **Academics and practitioners:** Would you and your organisations look for (more) opportunities to collaborate with other organisations for teaching and researching on social innovation and social enterprise?

- If yes, do you have any specific interest?
 - Research
 - Teaching
 - Incubation
 - Community engagement
 - Others
- Do you prefer a certain type of partner organisations?
 - Universities
 - Social enterprises
 - Non-profit organisations
 - Incubators
 - International organisations
 - Private organisations
 - Others
- If no, why not?

5. Support:

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

6. Finish:

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

- SIHE interview questions [academic]

1. Information about the participant and their organisation

- 1-1. Please tell me a little about your role at your university and your work on social innovation and social enterprise?
- 1-2. Is your work and department also related to a health issue?
 - If yes, which key health issue is addressed?
 - Who is the partner organisation?
 - What are outcomes and impacts?

2. General questions about social innovation/social enterprise

-
- 2-1. Can you describe how social innovation and social enterprise are defined in [insert country name]?
- What is a source of the definition that you provided?
 - How social innovation and social enterprise are related to each other?
 - Any keywords?
- 2-2. Can you describe how you see the social innovation/social enterprise ecosystem in [insert country name]?
- Is it new or mature? Why?
 - Is it a growing sector? Why or why not?
- 2-3. Who are main stakeholders of the social innovation/social enterprise ecosystem in [insert country name]?
- Government departments and agencies
 - Universities
 - Social enterprises/social entrepreneurs
 - Finance sector (social finance organisations and investors)
 - Networking organisations
 - Local communities
 - Others

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

- 3-1. What role you think universities can play in boosting social innovation and social enterprise? Is one more important than the others?
- Research
 - Teaching
 - Community engagement
 - Policy recommendations
 - Others (e.g. connecting stakeholder, raising awareness, and others)
- 3-2. Do you work/collaborate with other organisations or stakeholders for boosting social innovation and social enterprise in [insert country name]?
- If yes, can you please give an example?
 - Which organisation/stakeholder?
 - Which topic? (social innovation, social enterprise, social impact...)
 - What purpose?
 - Research: data collection, data analysis, writing publications
 - Teaching: curriculum development and design, curriculum delivery

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

4. Research

- 4-1. What are the current/future research trends in the social innovation and social enterprise field in [insert country name]?
- 4-2. (IF APPLICABLE) What are your main research interests in relation to social innovation and social enterprise?
- 4-3. (IF APPLICABLE) What are your main challenges in relation to social innovation and social enterprise research?
 - Funding
 - Publishing
 - Collaboration
 - Others

5. Education and teaching

- 5-1. What are teaching trends in the social innovation and social enterprise field in [insert country name]?
 - Innovative teaching methods
- 5-2. (IF APPLICABLE) In relation to teaching, what are your main challenges in relation to:
 - Utilising research to inform teaching?
 - Collaborating with other partners (HEIs, NGOs, SEs etc.)?
 - Engaging students with social innovation/social enterprise?
 - Measuring the quality of teaching?
- 5-3. Do you think there is sufficient/high quality curriculum to teach social innovation and social enterprise in universities? Why or why not?
 - If yes, could you please give some examples of the curriculums?
 - Which university?
 - What topic?
 - Developer/lecturer?

- Teaching method?
- Outcomes/impact?

- 5-4. What curriculum should be developed in the future to teach social innovation and social enterprise in universities?
- 5-5. Please describe how students engage with social innovation and social enterprise education and how this has changed.
- 5-6. Please tell me how you and your university measure the quality of social innovation and social enterprise courses and programs.
- Qualitative or quantitative?
 - What are criteria?
 - Student satisfaction measurement
 - Job placement: number of students who are working in the social innovation/social enterprise field after graduation?

6. Policy

- 6-1. Are there any government policies supporting social innovation and social innovation research and teaching in universities in [insert country name]?
- If yes, can you please name the policy?
 - How is the policy supporting social innovation and social enterprise research and teaching in universities?
 - When did it start?

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

7. Community engagement

- 7-1. (IF APPLICABLE) Please tell me about your community engagement work?
- 7-2. (IF APPLICABLE) In relation to community engagement, what are your main challenges in relation to:
- Funding?
 - Securing partnerships?
 - Linking knowledge exchange to teaching/research?

8. External funding and financial support

- 8-1. How do you see the financial landscape of social innovation and social enterprise research and teaching in [insert country name]?
- Are there enough external funding available for the sector?
 - Do you think external funds are well distributed within the sector?
 - Please consider the type of funds:
 - Government funding
 - Private funding
 - Religion-based funding
 - Donation
 - Others

9. General challenges

- 9-1. In relation to your expertise and perception of what is the most pressing social problem facing [insert country name], please pick one and tell me how you think the social innovation/social enterprise ecosystem can be used to solve/reduce the issue?
- Student education
 - Elderly/ageing
 - Children/youth
 - People with disabilities
 - Gender
 - Unemployment
 - Minority ethnic groups
 - Social/economic disadvantage

10. Closing question

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

- SIHE interview questions [policy maker or implementer – government departments and agencies]

1. Information about the participant and their organisation

- 1-1. Please tell me about your department.
- Sector focus

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

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

2. General questions about social innovation and social enterprise

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

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

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

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

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

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

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

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

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

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

4. Research

- 4-1. How can research best support policy in [insert country name]?
- 4-2. What areas of policy focus are most urgently in need of research focus in [insert country name]?

5. Education

- 5-1. [IF APPLICABLE] Do you think there are enough number of curriculums to teach social innovation and social enterprise in universities? Why or why not?
- 5-2. [IF APPLICABLE] What kind of curriculum should be developed to teach social innovation and social enterprise in universities?

6. Policy

- 6-1. Are there any government policies supporting social innovation and social innovation research and teaching in universities in [insert country name]?
- If yes, can you please name the policy?
 - When did it start?

Regarding the policies mentioned earlier:

- 6-2. What is the purpose of the policy?
- Creating jobs
 - Reducing poverty
 - Encouraging diversity
 - Economic development
 - Others
- 6-3. As a part of the policy, what support does the government provide in boosting social innovation and social enterprise research and teaching in universities (Please provide details)?
- Teaching
 - Finance for establishing a course/degree programme/module

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

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

6-5. What are limitations of the policy?

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

7. Community engagement

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

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

Regarding the policy mentioned earlier:

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

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

7-4. What are limitations of the policy?

8. General challenges

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

- Student education

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

9. Closing question

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

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

1. Information about the participant and their organisation

1-1. Please tell me about your organisation.

- Industry/sector
- Main social objective
- Main business activities
- Age of the organisation
- Size of the organisation
- Main customers/target beneficiaries

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

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

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

2. General questions about social innovation and social enterprise

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

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

-
- Any keywords?
- 2-2. Can you describe how you see the social innovation/social enterprise ecosystem in [insert country name]?
- Is it new or mature? Why?
 - Is it a growing sector? Why or why not?
- 2-3. Who are main stakeholders of the social innovation/social enterprise ecosystem in [insert country name]?
- Government departments and agencies
 - Universities
 - Social enterprises/social entrepreneurs
 - Finance sector (social finance organisations and investors)
 - Networking organisations
 - Local communities
 - Others

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

- 3-1. What role you think universities can play in boosting social innovation and social enterprise? Is one more important than the others?
- Research
 - Teaching
 - Community engagement
 - Policy recommendations
 - Others (e.g. connecting stakeholder, raising awareness, and others)
- 3-3. Do you work/collaborate with universities for boosting social innovation and social enterprise in [insert country name]?
- If yes, can you please give an example?
 - Which universities?
 - Which topic? (social innovation, social enterprise, social impact...)
 - What purpose?
 - Research: data collection, data analysis, writing publications
 - Teaching: Curriculum development and design, curriculum delivery
 - Incubation: incubating and accelerating students or faculty established social enterprises
 - Others?
 - How long have you collaborated on this project?
 - Outcomes/impacts

4. Research

- 4-1. How can academic research in [insert country name] best support your work?
- 4-2. (IF APPLICABLE) What are your main challenges in engaging academics to support you with research?
- Funding
 - Collaboration
 - Academic interest
 - Others

5. Education

- 5-7. (IF APPLICABLE) Do you think there is sufficient/high quality curriculum to teach social innovation and social enterprise in universities? Why or why not?
- If yes, could you please give some examples of the curriculums?
 - Which university?
 - What topic?
 - Developer/lecturer?
 - Teaching method?
 - Outcomes/impact?
- 5-8. (IF APPLICABLE) How could higher education institution curriculum better support social innovation/social enterprise organisations?
- 5-9. (IF APPLICABLE) If you are an incubator, do you work/collaborate with universities to attract participants to the incubation centre?
- If yes, could you please give some examples of collaborations?
 - Which university?
 - How do you advertise incubation programmes?
 - What are outcomes – how many students are participating the incubation programmes?
 - How do you measure the success of your incubation centre and incubation programmes? What are key performance indicators?
 - If not, could you please tell me what are main challenges to work/collaborate with universities?

6. Policy

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

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

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

7. Community engagement

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

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

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

- Funding?
- Securing partnerships?
- Others?

8. External funding and financial support

8-2. How do you see the financial landscape of social innovation and social enterprise research and teaching in [insert country name]?

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

9. General challenges

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

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

10. Closing question

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

Appendix C – Areas of expertise

| No | Areas of expertise | Quantity |
|----|---------------------|----------|
| 1 | Arts and Humanities | 1 |
| 2 | Business | 24 |
| 3 | Economics | 7 |
| 4 | Education | 7 |
| 5 | Engineering | 7 |
| 6 | Health | 1 |
| 7 | Law | 2 |
| 8 | Medicine | 1 |
| 9 | Natural Sciences | 2 |
| 10 | Politics | 2 |
| 11 | Sociology | 2 |

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

Published journal papers:

1. Dao, N.C. & Ngo, T.A.T (2018). Development of rural Khmer community-based tourism in Tinh Bien district, An Giang province. *Cần Thơ University Journal of Science*, 54(6C), 148-157.
2. Dang, D.D. & Pham, T.M.T. (2013) Solutions for sustainable living models for ethnic groups in Quang Nam province, *Vietnam Journal of Science, Technology and Engineering*, 8(651).
3. Dang, T.B.H., Dang, T.M.L., Nguyen, Q.H. Activities to construct the model of community-based tourism associated with new construction in rural areas in Tan Cuong, Thai Nguyen city, Thai Nguyen province. *Thai Nguyen University Journal of Science and Technology*, 163(03/2), 193-198.
4. Dang, T.L.X. (2015) Renovation of rural public services provision, *Journal of Economics & Development*, 220(10/2015), 31-38.
5. Do, A.D. & Truong, T.H. (2018). Building innovation-oriented university in the 4.0 technological revolution. *Asia Pacific Economic Review*, 512-03/2018, 25.
6. Do, K.C. (2018). Smart agriculture: Issues and orientations for research and training. *Vietnam Journal of Agricultural Sciences*, 16(7), 707-718.
7. Do, M.S. & Vu, T.T.M. (2018). A Case Study to review working condition improvement in WISH Program for Binh Yen Aluminium Recycling Village, Nam Dinh Province. *Vietnam Journal of Public Health*, 46(12/2018), 25-34.
8. Do, T.N. (2018). The role of women with community-based tourism development in Nghia Lo town, Yen Bai province. *Journal of Science and Technology, Thai Nguyen University*, 179(03), 163-167.
9. Do, T.N. & Duong, M.C. (2017). Development of community-based tourism in Ang 2 Village, Dong Sang commune, Moc Chau district, Son La province. *Thai Nguyen University Journal of Science and Technology*, 163(03/1), 237-242.
10. Do, T.N. (2018). Development of the sharing economy model in Vietnam and some recommendations. *Journal of Finance*, 5/2018.
11. Easter, S. & Conway Dato-On, M. (2015) Bridging Ties Across Contexts to Scale Social Value: The Case of a Vietnamese Social Enterprise, *Journal of Social Entrepreneurship*, 6(3), 320-351.
12. Jenkins, M. (2015) *It's not charity: The rise of social enterprise in Vietnam*, The Guardian 31st March 2015, available online at <https://www.theguardian.com/sustainable-business/2015/mar/31/its-not-charity-the-rise-of-social-enterprise-in-vietnam>.
13. Ha, M.T., Nguyen, M.T., Khuat, T.T.H. & Nguyen, H.L. (2019). Impact of climate change on agriculture and climate resilient initiatives in Van Ban district, Lao Cai province. *Journal of Science and Technology, Thai Nguyen University*, 201(08), 115-120.
14. Ho, N.L. & Pham, T.D. (2018). Statistic surveys of innovation among enterprises in processing and manufacturing sectors in Vietnam. *Journal of Science and technology policies and management*, 7(3), 1-23.

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15. Ho, T.T.K. & Le, T.H. (2017). Development of environmental protection model coupling to ecotourism and sustainable livelihood for salt production craft village at Ly Nhon, Can Gio. *Journal of Science & Technology Development*, 20(M1-2017), 45-51.
 16. Hoang, T. (2017) Current situation and solutions to implement online public services at Ministry of Finance, *Review of Finance*, 658.
 17. Hoang, T.P.N. & Nguyen, H.V. (2019). Development community-based tourism to become sustainable living for the Lu ethnic in Ban Hon (Tam Duong – Lai Chau). *Thai Nguyen University Journal of Science and Technology*, 201(08), 157-163.
 18. Huynh, Q.T., Ngo, T.T.G., Bui, V.D., Pham, T.T., Huynh, H.T. & Huynh, D.N. (2016). Impacts of community-based seed production and supply towards sustainable agricultural production in An Giang province, *Can Tho University Journal of Science*, 3 (2016), 120-125.
 19. Le, C.C. & Do, T.T.V. (2018). The role of social enterprises in human resources training for sustainable tourism development in the South Central Coast. *Economic Management Review*, 89(7+8).
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 21. Le, N.D.K. (2014) Solutions to develop social enterprises through universities in the Mekong delta, *Journal of Science, Can Tho University, Part D: Political Sciences, Economics and Law*, 31, 91-96.
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 26. Le, T.T. (2018) Prominent sharing economy models in the world and issues in Vietnam, *Review of Finance*, 12.
 27. Le, V.K. (2011) Feasible solutions for plastic bag use reduction in HCMC – Aiming at a sustainable consumption society Recommendations to reduce plastic bags in HCMC, *Science & Technology Development*, 14(M2-2011), 97-105.
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32. Nguyen, M. & Truong, M. (2016) The Effect of Culture on Enterprise's Perception of Corporate Social Responsibility: The Case of Vietnam, *Procedia CIRP*, 40, 680-686.
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 38. Nguyen, T.B. (2013) New Public Management: Main content and some issues, *Social Sciences Information Review*, 5(353), 24-31.
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 63. Truong, T.N.T. (2015). Ecosystem of social enterprises: review of literature and recommendations for Vietnam policy makers. *Journal of Economics and Development*, 217(2), 97-104.
 64. Truong, T.T.T. (2019). Xây dựng mô hình hoạt động Trung tâm Thị trường lao động và Khởi nghiệp Trường Đại học Thủ Dầu Một: Thực trạng và Giải pháp. [Building the operational model of Center for Labor market and Start-up at Thu Dau Mot University]. *Tạp chí Giáo chức Việt Nam (Journal of Vietnam teachers)*, 148 (8/2019), 15.

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1. Do, T.D. (2016) Các hoạt động nuôi dưỡng tinh thần kinh doanh xã hội: Kinh nghiệm một số trường đại học ở Anh và một vài gợi ý đối với Việt Nam. [Implementation of social entrepreneurship nurturing activities: experiences from the UK and implications to Vietnam]. *Kỷ yếu hội thảo quốc tế Hệ sinh thái cho khởi sự kinh doanh xã hội và sáng tạo xã hội -*

- International conference: The ecosystem for social entrepreneurship and social innovation*, Nhà xuất bản Đại học Kinh Tế Quốc Dân – National Economics University Publisher.
2. Do, T.D., Nguyen, T.P.L. (2015) Đề xuất đào tạo tinh thần doanh nhân xã hội tại các trường đại học ở Việt Nam: Nghiên cứu tình huống tại Đại học Kinh tế quốc dân.
[Recommendations for educating social entrepreneurs at university in Vietnam: Case study at the National Economics University]. *Kỷ yếu hội thảo khoa học quốc tế: Doanh nghiệp xã hội ở Việt Nam - Vai trò của trường đại học và tổ chức nghiên cứu - International conference of Social enterprise in Vietnam: The roles of Higher education and research institution.*
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 4. Hoang, T.T.H. (2015) Doanh nghiệp xã hội: Triển vọng và hàm ý nghiên cứu tại Việt Nam. [Social enterprises: potential and implications for research in Vietnam] *Kỷ yếu hội thảo khoa học quốc tế: Doanh nghiệp xã hội ở Việt Nam - Vai trò của trường đại học và tổ chức nghiên cứu - International conference of Social enterprise in Vietnam: The roles of Higher education and research institution.*
 5. Lai, M.K., Nguyen, T.P.L. (2016) Nghiên cứu thực nghiệm quan điểm về tinh thần kinh doanh xã hội. [An empirical study of perceptions of social entrepreneurship in practice] *Kỷ yếu hội thảo quốc tế Hệ sinh thái cho khởi sự kinh doanh xã hội và sáng tạo xã hội - International conference: The ecosystem for social entrepreneurship and social innovation*, Nhà xuất bản Đại học Kinh Tế Quốc Dân – National Economics University Publisher.
 6. Le, C.C., Le, C.H., Le, P.H. (2015) The role of social enterprises in the training of human resources for the development of sustainable tourism in Central coastal provinces. *Kỷ yếu hội thảo khoa học quốc tế: Doanh nghiệp xã hội ở Việt Nam - Vai trò của trường đại học và tổ chức nghiên cứu - International conference of Social enterprise in Vietnam: The roles of Higher education and research institution.*
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 8. Nguyen, D.T.M. (2016) Mô hình kinh doanh cho doanh nghiệp xã hội. [Business model for social enterprises] *Bản tin đại học Quốc gia Hà Nội 301*
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Appendix E – Undergraduate and postgraduate courses

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|-------------------------------------------------------------------------------|------------------------|---------------------------|--------------------------------|-------------|------|------------------------------------|--------------------------------------------------------------------------------------|--------------------------------|
| 1 | Innovation management | 30 | Module/Class | Postgraduate | Elective | 2019 | Faculty of Information Technology | IT (Posts and Telecommunications Institute of Technology) | Government fund |
| 2 | Introduction to Social Enterprise | 50 | Module/Class | Undergraduate and Postgraduate | Elective | 2019 | Faculty of Business Administration | SaiGon Technology University | No Funding |
| 3 | The aspiration of the teacher | 60 | Module/Class | Non-Accredited Course | Elective | 2019 | Accounting Faculty | Cao Thang Technical College | No Funding |
| 4 | Seeding Camp (3-day bootcamp for aspiring & early-stage impact entrepreneurs) | 25 | Module/Class | Non-Accredited Course | Elective | 2018 | | Seed Planter (http://www.seedplanter.vn/) | Self-funded/ Participation fee |
| 5 | Entrepreneurship course | 100 | Degree Programme | Undergraduate and Postgraduate | Compulsory | 2007 | | Hanoi University | No Funding |
| 6 | Active Citizens Social Enterprise (ACSE) | 20 | Module/Class | Non-Accredited Course | Elective | 2017 | Faculty of Investment | National Economics University | British Council |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|-------------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|-------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| 7 | Globingo, Identity and Culture | 60 | Module/Class | Undergraduate | Compulsory | 2019 | Faculty of Engineering | Van Lang University | Self-funded |
| 8 | N/A | N/A | N/A | N/A | N/A | N/A | | N/A | Foreign Funds |
| 9 | Active citizens, entrepreneurship and innovation | 40 | Degree Programme | Undergraduate | Elective | 2019 | | National Economics University | Department fund and participants fee for covering logistics |
| 10 | Active Citizens Social Enterprise (ACSE) | 30 | Module/Class | Non-Accredited Course | Elective | 2019 | Faculty of Finance and Banking, Entrepreneurship club | Industrial University of Ho Chi Minh City | HEI own funds/No Funding |
| 11 | Active Citizen and Social Entrepreneurship | 30 | Module/Class | Undergraduate | Elective | 2018 | Faculty of Medicine | Vietnam National University Ho Chi Minh City | Government fund/NGO/Foundation |
| 12 | Hỗ trợ Trường Đại học Quốc tế Giảng dạy Chương trình Công dân tích cực cho Tân Sinh | 50 | Module/Class | Non-Accredited Course | Compulsory | 2019 | Office of student affairs | Ho Chi Minh University of Natural Resources and Environment | HEI own funds |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|------------------------------------------|------------------------|---------------------------|--------------------------------|-------------|------|--------------------------------------------------|-----------------------------------------------------------|-----------------|
| | viên (Active citizens) | | | | | | | | |
| 13 | Corporate culture | 70 | Module/Class | Undergraduate | Compulsory | 2008 | Training center | Banking Academy | Government fund |
| 14 | Active citizens and active lecturers | 30 | N/A | Non-Accredited Course | Elective | 2019 | | The University of Danang - Campus in Kontum | No Funding |
| 15 | N/A | 21 | Module/Class | Undergraduate | Compulsory | 2018 | Faculty of garment technology and fashion design | Hung Yen University of Technology and Education | No Funding |
| 16 | Corporate Social Responsibility | 50 | Module/Class | Undergraduate and Postgraduate | Elective | | Faculty of Business Administration | VNU University of Economics and Business | Government fund |
| 17 | Innovation management | 80 | Module/Class | Undergraduate | Compulsory | 2016 | | Foreign Trade University | Government fund |
| 18 | Active Citizens Social Enterprise (ACSE) | 40 | Module/Class | Non-Accredited Course | Elective | 2019 | Office of student affairs | Ho Chi Minh City University of Science - Vietnam National | Government fund |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------|
| | | | | | | | | University Ho Chi Minh City | |
| 19 | Innovation and entrepreneurship | 60 | Module/ Class | Undergraduate | Elective | 2018 | Center for student counselling, support and entrepreneurship | Trung tâm tư vấn, hỗ trợ và khởi nghiệp sinh viên (Center for student counselling, support and entrepreneurship) | Government fund |
| 20 | Active Citizens Social Enterprise (ACSE) | 40 | Degree Programme | Non-Accredited Course | Compulsory | 2018 | Department of Management - International economics | Lac Hong University | Foreign Funds |
| 21 | Lồng ghép với các môn học tiếng Ả Rập trên lớp học Đại học chính quy, một số buổi tập huấn trong 2h (SISE integration in Arabic language course) | 15 | Module/ Class | Undergraduate | Compulsory | 2019 | Faculty of Oriental Studies | University of Social Sciences and Humanities-Vietnam National University Ho Chi Minh City | No Funding |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|----------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|-----------------------------------------------|-----------------------------|-----------------|
| | for undergraduate students and two-hour workshops) | | | | | | | | |
| 22 | Tập huấn lan tỏa chương trình công dân tích cực ở 1 số trường đại học khu vực phía Nam (Active citizens) | 40 | Degree Programme | Undergraduate | Elective | 2019 | Pharmacy Faculty | Nguyen Tat Thanh University | HEI own funds |
| 23 | Seeding start-up ideas for students | 50 | N/A | Non-Accredited Course | Elective | 2018 | Faculty of Pedagogy | Ha Tinh University | Foreign Funds |
| 24 | Khao khát của người thầy (The aspiration of the teacher) | 60 | Module/Class | Non-Accredited Course | Elective | 2019 | Department of Economics | Cao Thang Technical College | No Funding |
| 25 | Adolescent reproductive health and prevention of child sexual abuse | 200 | Module/Class | Non-Accredited Course | Compulsory | 2017 | Center for Innovation and Business Incubation | Nguyen Tat Thanh University | Government fund |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|------------------------------|-------------------------------------------------------------------------------------------|---------------------------|
| 26 | Giảng dạy cho sinh viên đại học (teaching for undergraduate students) | 40 | Module/Class | Non-Accredited Course | Elective | 2016 | Office of Student Affairs | University of Social Sciences and Humanities-Vietnam National University Ho Chi Minh City | HEI own funds/Self-funded |
| 27 | Đào tạo lớp quản lý dự án phát triển các mặt hàng chủ lực tại Cà mau hướng đến cộng đồng (Project management course for developing key products in Ca Mau toward the community) | 30 | Module/Class | Non-Accredited Course | Compulsory | 2019 | | Binh Duong University | Government fund |
| 28 | N/A | N/A | N/A | Non-Accredited Course | Elective | N/A | Faculty of Foreign Languages | Nguyen Tat Thanh University | N/A |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|----------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|--------------------------------------|-------------------------------------------------------------------|---------------------------------|
| 29 | Định hướng cho Sinh viên năm nhất (Orientation for first-year students) | 150 | Module/Class | Non-Accredited Course | Elective | 2019 | Faculty of Information Technology | National University of Civil Engineering | No Funding |
| 30 | Trợ giảng lớp Khởi nghiệp đổi mới sáng tạo theo đề án 844 (Entrepreneurship and innovation in the 844 project) | 70 | Module/Class | Non-Accredited Course | | 2019 | Center for Labor Market and Start-up | Thu Dau Mot University | Government fund |
| 31 | Sáng tạo xã hội và doanh nghiệp xã hội (Social innovation and social enterprise) | 30 | Module/Class | Non-Accredited Course | Elective | 2018 | FTU Innovation and Incubation Space | Foreign Trade University | Government fund/British Council |
| 32 | Chương trình thanh niên VN vì sáng tạo xã hội (Vietnam youth for social innovation) | 30 | Module/Class | Non-Accredited Course | Elective | 2018 | | Vườn ươm Doanh nghiệp Đà Nẵng (Da Nang Business Incubator - DNES) | Foreign Funds |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|----------------------------------------------|------------------------------------------------------------------------------------|------------------------------|
| 33 | Tổ chức khoá tập huấn cho lãnh đạo xã, phường về DN xã hội (Training on social enterprise for commune leaders) | 30 | Module/Class | Non-Accredited Course | Elective | 2012 | | Công ty Luật Hợp danh Đông Nam Á (Southeast Asia Law Partnership Company - SEALAW) | NGO/Foundation/Foreign Funds |
| 34 | Mô hình kinh Doanh Doanh nghiệp xã hội theo Luật Doanh nghiệp 2014 (Business models of social enterprise in the Enterprise Law 2014) | 80 | Module/Class | Undergraduate | Compulsory | 2015 | Faculty of Law, Department of Business Law | Vietnam National University | N/A |
| 35 | Global Business Project | 700 | Module/Class | Undergraduate | Compulsory | 2016 | School of International Business - Marketing | University of Economics Ho Chi Minh City | No Funding |
| 36 | Business model course | 30 | Module/Class | Non-Accredited Course | Elective | 2019 | Department of Business Administration | HCMC Open University | No Funding |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|-----------------------------------------------|-----------------------------------------------------------|------------------------------|
| 37 | Active Citizens Social Enterprise (ACSE) | 35 | Module/Class | Undergraduate | Elective | 2019 | Faculty of Business Administration | SaiGon Technology University | HEI own funds |
| 38 | Đào tạo sinh viên (Undergraduate courses) | 10 | Module/Class | Undergraduate | Compulsory | 2016 | Faculty of Business Administration | Khoa QTKD (Faculty of Business Administration) | HEI own funds |
| 39 | Active Citizens Social Enterprise (ACSE) | 50 | Degree Programme | Undergraduate | Elective | 2018 | Center for Innovation and Business Incubation | Nguyen Tat Thanh University | HEI own funds/NGO/Foundation |
| 40 | Introduction to Social enterprises | 60 | Module/Class | Undergraduate | Compulsory | 2018 | Faculty of Information Technology | IT (Posts and Telecommunications Institute of Technology) | No Funding |
| 41 | Facilitation skills for lecturers | 20 | Module/Class | Non-Accredited Course | Compulsory | 2019 | Accounting Faculty | Cao Thang Technical College | No Funding |
| 42 | Social Entrepreneurship, Latrobe University (Hanoi campus) | 30 | Degree Programme | Undergraduate | Compulsory | 2017 | | Hanoi University | No Funding |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|-------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|----------------------------------------------------|-------------------------------|-----------------------------|
| 43 | Active Citizens Social Enterprise (ACSE) | 30 | Module/Class | Non-Accredited Course | Elective | 2018 | Faculty of Investment | National Economics University | N/A |
| 44 | Globingo, Identity and Culture | 150 | Module/Class | Undergraduate | Compulsory | 2019 | Faculty of Engineering | Van Lang University | Self-funded |
| 45 | Giảng cao học (Postgraduate courses) | 20 | Module/Class | Postgraduate | Compulsory | 2019 | Training center | Banking Academy | HEI Own Funds |
| 46 | Active Citizens Social Enterprise (ACSE) | 25 | Module/Class | Non-Accredited Course | Elective | 2019 | FTU Innovation and Incubation Space | Foreign Trade University | Foreign Funds |
| 47 | Active Citizens Social Enterprise (ACSE) | 30 | Module/Class | Non-Accredited Course | Elective | 2019 | Department of Management - International economics | Lac Hong University | HEI Own Funds/Foreign Funds |
| 48 | Facilitation skills for lecturers | 20 | Module/Class | Non-Accredited Course | Compulsory | 2019 | Department of Economics | Cao Thang Technical College | No Funding |
| 49 | Nghề Công tác xã hội (Social work career) | 40 | Module/Class | Undergraduate | Compulsory | 2018 | Center for Innovation and Business Incubation | Nguyen Tat Thanh University | Government Funding |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|---------------------------------------------------------------------------|------------------------|---------------------------|---------------|-------------|------|----------------------------------------------|------------------------------------------|--------------------|
| 50 | áp dụng trong trường ĐH Bình Dương (Undergraduate courses) | 70 | Module/Class | Undergraduate | Compulsory | 2019 | | Binh Duong University | HEI Own Funds |
| 51 | N/A | | Degree Programme | | Elective | | Faculty of Foreign Languages | Nguyen Tat Thanh University | HEI Own Funds |
| 52 | Viết chương trình giảng dạy kỹ năng khởi nghiệp (Entrepreneurship skills) | 20 | Module/Class | Undergraduate | Compulsory | 2020 | Center for Labor Market and Start-up | Thu Dau Mot University | N/A |
| 53 | Corporate governance in the social enterprise model | 80 | Module/Class | Postgraduate | Compulsory | 2015 | Faculty of Law, Department of Business Law | Vietnam National University | Government Funding |
| 54 | New product management | 250 | Module/Class | Undergraduate | Compulsory | 2018 | School of International Business - Marketing | University of Economics Ho Chi Minh City | No Funding |
| 55 | Active Citizens Social Enterprise (ACSE) | 30 | Degree Programme | Undergraduate | Elective | 2019 | Center for Innovation and | Nguyen Tat Thanh University | HEI Own Funds/ |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|--------------------------------------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|-----------------------------------------------|-----------------------------|---------------------------------------|
| | | | | | | | Business Incubation | | NGO/Foundation |
| 56 | Festival of connecting new students 2019 | 200 | Module/Class | Non-Accredited Course | Elective | 2019 | Accounting Faculty | Cao Thang Technical College | N/A |
| 57 | Social Entrepreneurship | 15 | Module/Class | Non-Accredited Course | Elective | 2018 | | Hanoi University | Government Funding/NGO/Foundation |
| 58 | Giảng chuyên đề cho doanh nghiệp (Module for businesses) | 50 | Module/Class | Non-Accredited Course | Compulsory | 2010 | Training center | Banking Academy | Do doanh nghiệp trả (Business funded) |
| 59 | Ngày hội kết nối tân sinh viên 2019 (Festival of connecting new students 2019) | 200 | Module/Class | Non-Accredited Course | Compulsory | 2019 | Department of Economics | Cao Thang Technical College | N/A |
| 60 | Workshop on enhancing innovation and entrepreneurship capacities | 60 | Degree Programme | Undergraduate | Elective | 2018 | Center for Innovation and Business Incubation | Nguyen Tat Thanh University | HEI Own Funds |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|---------------------------------------------------|------------------------|---------------------------|-----------------------|-------------|------|------------------------------------------------|------------------------------------------|------------------------------|
| 61 | N/A | N/A | N/A | N/A | N/A | N/A | Faculty of Foreign Languages | Nguyen Tat Thanh University | N/A |
| 62 | The model of sharing economy and legal challenges | 80 | Module/Class | Undergraduate | Elective | | Faculty of Law, Department of Business Law) | Vietnam National University | Government Funding |
| 63 | Active Citizens Social Enterprise (ACSE) | 30 | Degree Programme | Undergraduate | Elective | 2019 | School of International Business - Marketing) | University of Economics Ho Chi Minh City | Foreign Funds |
| 64 | Active Citizens Social Enterprise (ACSE) | 50 | Module/Class | Undergraduate | Elective | 2019 | Center for Innovation and Business Incubation) | Nguyen Tat Thanh University | HEI Own Funds/NGO/Foundation |
| 65 | Entrepreneurship for people in craft village | 50 | Module/Class | Non-Accredited Course | Elective | 2012 | | Hanoi University | Government Funding |
| 66 | Entrepreneurship and business models | 50 | Module/Class | Non-Accredited Course | Elective | 2017 | Center for Innovation and Business Incubation | Nguyen Tat Thanh University | Research Grant |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|----------------------------------------------------|------------------------|---------------------------|---------------|-------------|------|-----------------------------------------------|-----------------------------------------------------|-------------------------------|
| 67 | Entrepreneurial and Innovation Startup | 60 | Degree Programme | Undergraduate | Compulsory | 2018 | Center for Innovation and Business Incubation | Nguyen Tat Thanh University | Self-funded |
| 68 | Active Citizens Social Enterprise (ACSE) | 60 | Module/Class | Undergraduate | Elective | 2019 | | Bac Giang Agriculture and Forestry University | HEIs Own |
| 69 | Active Citizens Social Enterprise (ACSE) | 90 | Module/Class | Undergraduate | Elective | 2019 | | Hai Phong University | HEIs Own Funds/NGO/Foundation |
| 70 | Active Citizens Social Enterprise (ACSE) | 30 | Module/Class | Undergraduate | Elective | 2019 | | VNU-University of Languages & International Studies | HEIs Own Funds/NGO/Foundation |
| 71 | Active citizens and aspiration of entrepreneurship | 90 | Module/Class | Undergraduate | Elective | 2019 | | International University - VNU-HCM | HEIs Own Funds/NGO/Foundation |
| 72 | Active Citizens Social Enterprise (ACSE) | 90 | Module/Class | Undergraduate | Elective | 2019 | | Nha Trang University | HEIs Own Funds/NGO/Foundation |

| No. | Course name | Number of participants | Type of teaching activity | Level | Module type | Year | Faculty | HEI | Funds |
|-----|------------------------------------------|------------------------|---------------------------|---------------|-------------|------|---------|-------------------------------------------------------------------------------------------|-------------------------------|
| 73 | Active Citizens Social Enterprise (ACSE) | 30 | Module/Class | Undergraduate | Elective | 2019 | | University of Mining and Geology | HEIs Own Funds/NGO/Foundation |
| 74 | Active Citizens Social Enterprise (ACSE) | 90 | Module/Class | Undergraduate | Elective | 2019 | | Foreign Trade University | HEIs Own Funds/NGO/Foundation |
| 75 | Active Citizens Social Enterprise (ACSE) | 90 | Module/Class | Undergraduate | Elective | 2019 | | National Economics University | HEIs Own Funds/NGO/Foundation |
| 76 | Active Citizens Social Enterprise (ACSE) | 60 | Module/Class | Undergraduate | Elective | 2019 | | Hanoi University | HEIs Own Funds/NGO/Foundation |
| 77 | Start-up ring Active Citizens | 90 | Module/Class | Undergraduate | Elective | 2019 | | University of Social Sciences and Humanities-Vietnam National University Ho Chi Minh City | HEIs Own Funds/NGO/Foundation |

Appendix F – Community engagement

| No. | Name of the organisation | Role | Type of organisation | HEI | Target SDGs |
|-----|---------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------|-----------------------------------------|
| 1 | UNDP | Volunteering | NGO | Posts and Telecommunications Institute of Technology | Gender Equality |
| 2 | NEU Dynamic Club | Advisory | Student Society | National Economics University, Center for Social Innovation and Entrepreneurship | Industry, Innovation and Infrastructure |
| 3 | Seed Planter (http://www.seedplanter.vn/) | N/K | Intermediaries | N/K | N/K |
| 4 | British Council | Trainer | NGO | Hanoi University | Quality Education |
| 5 | SSEC - Supporting Social Enterprise Community | Support for venues and organisation of events | Club | Saigon Innovation Hub | Affordable and Clean Energy |
| 6 | Van Lang University | Programme Director | NGO | Van Lang University, Faculty of Engineering | N/K |
| 7 | | Officer | | | N/K |
| 8 | Hội giảng viên nguồn ACSE (Group of ACSE-ToT) | Officer | Facebook group | Vietnam National University Ho Chi Minh City, Faculty of Medicine | N/K |
| 9 | Hỗ trợ sinh viên tham gia nghiên cứu khoa học. Trung tâm Khoa học Công nghệ Trẻ Thành đoàn (Youth | Hỗ trợ sinh viên nhà trường tham gia hoạt động nghiên | | Ho Chi Minh University of Natural Resources and Environment, Office of student affairs | Quality Education |

| No. | Name of the organisation | Role | Type of organisation | HEI | Target SDGs |
|-----|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------|-------------------|
| | Scientific and Technological Promotion Center (TST) – Youth Union) | cứu khoa học do Trung tâm Khoa học công nghệ Trẻ tổ chức (Volunteering/ Trainer) | | | |
| 10 | | Committee member | NGO | Banking Academy, Training center | Quality Education |
| 11 | Ban Hỗ trợ khởi nghiệp Học viện Ngân hàng (Banking Academy, Startup support board) | Board member | Regulatory Body | Banking Academy, Training department | Quality Education |
| 12 | Chương trình công dân tích cực (Active Citizens Social Enterprise Programme) | Volunteering | School | University of Social Sciences and Humanities-Vietnam National University Ho Chi Minh City, Office of Student Affairs | N/K |
| 13 | Hội đồng tư vấn và hỗ trợ khởi nghiệp phía Nam (Southern Startups Advisory and Support Council) | Committee member | Public Body | Lac Hong University, Department of Management - International economics | Quality Education |
| 14 | AUF | Volunteering | Public Body | University of Social Sciences and Humanities-Vietnam National University Ho Chi Minh City, Faculty of Oriental Studies | N/K |

| No. | Name of the organisation | Role | Type of organisation | HEI | Target SDGs |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------|--------------------------------------------------------------------------------------------|---------------------------------------|
| 15 | Trung tâm sáng tạo và ươm tạo khởi nghiệp Đại học Nguyễn Tất Thành (Nguyen Tat Thanh University, Center for Innovation and Business Incubation) | Volunteering | School | Nguyen Tat Thanh University, Pharmacy Faculty | N/K |
| 16 | Thành viên Ban Tư vấn hỗ trợ khởi nghiệp Trường Đại học Nguyễn Tất Thành (Nguyen Tat Thanh University, Advisory and Startup Support board) | Committee member | School | Nguyen Tat Thanh University, Center for Innovation and Business Incubation | Quality Education |
| 17 | British Council và Đại học Nông - Lâm Bắc Giang (British Council and Bac Giang Agriculture and Forestry University) | Advisory | Public Body | Bac Giang Agriculture and Forestry University, Admission and services center | N/K |
| 18 | Trung tâm Unesco-cep (UNESCO Center for Culture Education and Training) | Officer | NGO | Nguyen Tat Thanh University, Faculty of Foreign Languages | N/K |
| 19 | Hoạt động Sáng tạo khởi nghiệp trường Đại học Thủ đô Hà Nội lần thứ nhất (Hanoi Metropolitan | Advisory | Public Body | Hanoi Metropolitan University, Science – Technology and Cooperation Development Department | Peace and Justice Strong Institutions |

| No. | Name of the organisation | Role | Type of organisation | HEI | Target SDGs |
|-----|-----------------------------------------------------------------------------------------------------|--------------|------------------------------|----------------------------------------------------------------------------------------|------------------------------------|
| | University, Startup and Creativity Competition) | | | | |
| 20 | Trung tâm hỗ trợ sáng kiến phục vụ cộng đồng (CSIP) | Volunteering | NGO | Foreign Trade University | N/K |
| 21 | Mentor cho các dự án DN xã hội (Mentor for social enterprise projects) | Advisory | Social Enterprise | Vườn ươm Doanh nghiệp Đà Nẵng (Da Nang Business Incubator - DNES) | N/K |
| 22 | Tổ chức cuộc thi và khoá tập huấn nâng cao kiến thức (Organising competitions and training courses) | Officer | NGO | Công ty Luật Hợp danh Đông Nam Á (Southeast Asia Law Partnership Company - SEALAW) | Gender Equality |
| 23 | Hiệp hội doanh nghiệp vừa và nhỏ SMEs (Vietnam Association of small and medium enterprises) | Advisory | NGO | Vietnam National University, Faculty of Law, Department of Business Law | Sustainable Cities and Communities |
| 24 | Đoàn thanh niên (Youth Union) | Board member | School | National Economics University, School of Trade and International Economics | Decent Work and Economic Growth |
| 25 | Trung tâm cộng đồng LIN (LIN Center for Community Development) | Volunteering | NGO | University of Economics Ho Chi Minh City, School of International Business - Marketing | Sustainable Cities and Communities |
| 26 | Hospital Management Group (HMG) | Member | Nhóm xã hội (group Facebook) | HCMC Open University, Department of Business Administration | N/K |

| No. | Name of the organisation | Role | Type of organisation | HEI | Target SDGs |
|-----|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------|----------------------------------------------------------------------------------|-----------------------------------------|
| 27 | Trung Tâm ươm tạo khởi nghiệp NIIC (Nguyen Tat Thanh University, Center for Innovation and Business Incubation) | Officer | School | Nguyen Tat Thanh University, Center for Innovation and Business Incubation | Reduced Inequality |
| 28 | Hoi chu thap do VN (Red Cross Vietnam) | Advisory | NGO | Posts and Telecommunications Institute of Technology? | Gender Equality |
| 29 | SIFE NEU Team | Advisory | Other | Center for Social Innovation and Entrepreneurship, National Economics University | Industry, Innovation and Infrastructure |
| 30 | Association for craft villages | Trainer | Public Body | Hanoi University | Quality Education |
| 31 | Upshift programme | Officer | NGO | Saigon Innovation Hub | Affordable and Clean Energy |
| 32 | Ban hỗ trợ khởi nghiệp, Học viện Ngân hàng (Banking Academy, Startup support board) | Phó trưởng ban thường trực (Acting deputy head) | Regulatory Body | Banking Academy, Training center | Quality Education |
| 33 | Đề án 844 - Hỗ trợ khởi nghiệp quốc gia (Project 844 - Supporting national innovation and innovation start-up ecosystem to 2025) | Committee member | Public Body | Banking Academy, Training department | Quality Education |
| 34 | Chí (Chí campaign) | Volunteering | Charity | Lac Hong University, Department of Management - International economics | Quality Education |

| No. | Name of the organisation | Role | Type of organisation | HEI | Target SDGs |
|-----|----------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------|------------------------------------|
| 35 | Hội Nữ Trí thức TpHCM (Association of Intellectual Women in Ho Chi Minh City) | Officer | NGO | Nguyen Tat Thanh University, Center for Innovation and Business Incubation | Quality Education |
| 36 | Trung tâm hỗ trợ sáng kiến phục vụ cộng đồng (CSIP) | Tư vấn (Consultant) | NGO | Foreign Trade University | N/K |
| 37 | CSIP | Tư vấn DNXH theo dự án của CSIP (Consultant for CSIP programmes) | NGO | University of Economics Ho Chi Minh City, School of International Business - Marketing | Sustainable Cities and Communities |
| 38 | Đoàn Thanh Niên HN (Hanoi Youth Union) | Advisory | Public Body | Posts and Telecommunications Institute of Technology | Gender Equality |
| 39 | IPP | Board member | Public Body | Hanoi University | Quality Education |
| 40 | Hội phụ nữ tỉnh Kiên Giang (Kien Giang Women's Union) | Committee member | Public Body | Nguyen Tat Thanh University, Center for Innovation and Business Incubation | Quality Education |
| 41 | Công ty cổ phần phát triển thảo mộc xanh (Green Organic DLT., JSC) | Volunteering | Social Enterprise | Foreign Trade University | N/K |
| 42 | CED, ĐI CHUNG & other social enterprises | Volunteering | Social Enterprise | University of Economics Ho Chi Minh City, School of International Business - Marketing | Sustainable Cities and Communities |

Note: N/K - not known as the information was not provided by the participant.

Appendix G – Units of analysis

- 1 Cascade training
- 2 Research work of interviewee
- 3 Benefits for students
- 4 Time when social innovation/social enterprise was introduced in Vietnam
- 5 Different understanding of social enterprise
- 6 Introducers of social enterprise concept in Vietnam
- 7 Growth of social innovation/social enterprise ecosystem
- 8 Components of social innovation/social enterprise ecosystem
- 9 Roles of higher education institutions
- 10 Role of policy makers
- 11 Type of courses
- 12 Lack of social enterprise courses in curriculum
- 13 Names of organisations collaborating with higher education institutions
- 14 Teaching method
- 15 Lack of research proactiveness
- 16 Needs of social enterprises
- 17 Social enterprise collaboration with higher education institutions
- 18 Interviewee' collaboration
- 19 Topics of future research
- 20 Research interest
- 21 Difficulty accessing social enterprises
- 22 Funding sources
- 23 Funding accessibility
- 24 Insufficient fund for research
- 25 Current research topics

| | |
|----|-------------------------------------------------------------------------------------------------|
| 26 | Integrating social enterprise content into existing courses |
| 27 | Lecturer's personal community engagement |
| 28 | Issues addressed by the ecosystem |
| 29 | Lecturer competences |
| 30 | Type of courses |
| 31 | Collaboration based on personal network |
| 32 | Positive attitudes of student |
| 33 | Passive responses of the ecosystem |
| 34 | Negative attitudes of student |
| 35 | Teaching social innovation/social enterprise as a CSR practice of higher education institutions |
| 36 | Research outcome of the interviewee |
| 37 | Research population |
| 38 | Needs of support for research |
| 39 | Student needs of support |
| 40 | Student needs of collaboration |
| 41 | Role of social enterprises |
| 42 | Earlier education of social innovation/social enterprise |
| 43 | Lack of social innovation/social enterprise teaching |
| 44 | Higher education institutions' policy |
| 45 | Forms of social enterprises |
| 46 | Lack of support policy |
| 47 | Higher education institutions' needs of networking with social enterprises |
| 48 | Higher education institutions' strategy |
| 49 | Time of higher education institutions' social innovation/social enterprise teaching |
| 50 | Names of social innovation/social enterprise programs |
| 51 | Needs of social innovation/social enterprise promotion |
| 52 | Higher education institution leaders' awareness |
| 53 | Teaching social innovation/social enterprise evaluation |

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- 54 Higher education institutions' needs of funding
 - 55 Students' interest
 - 56 Higher education institutions' incubation
 - 57 Unfamiliarity of the entrepreneurship concept
 - 58 Social demand
 - 59 Social innovation/social enterprise incubation evaluation
 - 60 Higher education institutions' networking
 - 61 Higher education institutions attentions
 - 62 Lack of funding
 - 63 Lack of teaching staff
 - 64 Students lack of knowledge and skills
 - 65 Needs of government support
 - 66 Unclear benefits of social innovation/social enterprise ecosystem
 - 67 Difficulty in collaboration with higher education institutions
 - 68 Student lack of entrepreneurial intentions
 - 69 Role of lecturers
 - 70 Investors' interest
 - 71 Student awareness
 - 72 Lecturer's interest
 - 73 Difficulty in teaching social innovation/social enterprise
 - 74 Lack of research competence
 - 75 Lack of awareness
 - 76 Role of support organisations
 - 77 Future work
 - 78 Copyright and Intellectual property problems
 - 79 Continuity of Active Citizen programs
 - 80 Local teaching materials
 - 81 Role of research

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- 82 Student's difficulty in project implementation
 - 83 Collaboration across higher education institutions
 - 84 Role of collaboration
 - 85 Role of teaching
 - 86 Challenge in implementation
 - 87 Names of support policy
 - 88 Requirement of government policy
 - 89 Student projects
 - Needs social innovation/social enterprise ecosystem at
 - 90 Higher education institutions
 - 91 Collaboration between government and British Council
 - Entrepreneurship covers social innovation/social
 - 92 enterprise
 - 93 Changing mindset
 - 94 Personal traits of social entrepreneurs
 - 95 Role of ministry
 - 96 Entrepreneurship as a competitive advantage
 - 97 Result of Active Citizen program
 - 98 Ministry-level collaboration
 - 99 Project 1665
 - Higher education institutions difficulty in promoting
 - 100 social innovation/social enterprise
 - 101 Provincial support
 - 102 Lack of management skills
 - 103 Lack of support for social enterprises
 - 104 Benefits for lecturers
 - 105 Reference of foreign policy
 - 106 Technology/profits vs. social
 - 107 Student satisfaction
 - 108 Trust
 - 109 Trend of start-up education

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

The below list outlines some of the more prominent research centres/institutes regionally and globally focused on social innovation and related topics. The list is not intended to be exhaustive and merely provides a snapshot of some of the institutions that are now actively building social innovation into their research base²².

1. Jockey Club Design Institute for Social Innovation (Hong Kong PolyU)
<https://www.polyu.edu.hk/disi/en/>
2. Skoll Centre for Social Entrepreneurship (University of Oxford, UK)
3. Centre for Social Innovation (University of Cambridge, UK)
<https://www.jbs.cam.ac.uk/faculty-research/centres/social-innovation/>
4. Institute for Social Innovation and Impact (University of Northampton, UK)
<https://pure.northampton.ac.uk/en/organisations/institute-for-social-innovation-and-impact>
5. Yunus Centre for Social Business and Health (Glasgow Caledonian University, UK) <https://www.gcu.ac.uk/yunuscentre/>
6. Centre for Evidence and Social Innovation (Queen's University Belfast, UK)
<https://www.qub.ac.uk/research-centres/cesi/>
7. Center for Social Innovation (Stanford University, USA)
<https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi>
8. Sol Price Center for Social Innovation (University of Southern California, USA)
<https://socialinnovation.usc.edu/>
9. Social Innovation and Entrepreneurship Faculty Learning Institute (Duke University, USA) <https://entrepreneurship.duke.edu/news-item/duke-social-innovation-entrepreneurship-faculty-learning-institute/>
10. Institute for Social Innovation (Carnegie Mellon University, USA)
<https://community-wealth.org/content/institute-social-innovation-carnegie-mellon-university>
11. Institute for Corporate Social Innovation (Rutgers Business School, USA)
<https://www.business.rutgers.edu/ricsi>

²² This list first appeared in Hazenberg, R., Wang, N., Chandra, Y. & Nicholls, N. (2019),

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12. Institute for Social Innovation (Fielding Graduate University, USA)
<https://www.fielding.edu/our-programs/institute-for-social-innovation/>
 13. Social Enterprise Institute (Northeastern University, USA)
<https://www.northeastern.edu/sei/>
 14. Social Innovation Institute (University of California Riverside, USA)
<https://socialinnovation.ucr.edu/social-innovation-institute>
 15. Social Innovation Institute (MacEwan University, Canada)
<https://www.macewan.ca/wcm/SocialInnovationInstitute/>
 16. Institute for Social Innovation and Resilience (University of Waterloo, Canada)
<https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/about>
 17. Centre for Social Impact (University of New South Wales, Australia)
<https://www.csi.edu.au/>
 18. Social Innovation Research Institute (Swinburne University, Australia)
 19. Institute for Social Innovation (ESADE Ramon Llull University, Spain)
<https://www.esade.edu/en/faculty-and-research/research/knowledge-units/institute-social-innovation>
 20. Social Innovation Institute (Consortium of Academics, Lithuania)
<http://www.sii.lt/ekspertai.htm>

