

Institution: Glasgow Caledonian University		
Unit of Assessment: 17 – Business and Management Studies		
Title of case study: The creation of a new model for social innovation support		
Period when the underpinning research was undertaken: 2014 – 2019		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Simon Teasdale	Assistant Vice Principal of Social Innovation	2013 - present
Michael Roy	Professor of Economic Sociology and Social Policy	2011 - present
Stephen Sinclair	Professor of Social Policy	2006 - present
Simone Baglioni	Professor of Politics	2010 - 2020
Artur Steiner	Professor in Social Entrepreneurship and Community Development	2015 - present
Cam Donaldson	Pro-Vice-Chancellor (Research)	2010 - present
Thomas Montgomery	Research Fellow	2015 - present
Micaela Mazzei	Senior Lecturer	2014 - present
Period when the claimed impact occurred: 2015 – 2020		
Is this case study continued from a case study submitted in 2014? No		
1. Summary of the impact <p>Research into ecosystems and environments that support social innovation at GCU has led directly to the establishment of 21 Social Innovation Support Units in Latin America, Southeast Asia and five European regions, driving the development of new ideas to meet social needs that are unmet by economic markets. Devising a suite of tools and services and fully equipped co-working maker spaces, attracting funding totalling EUR3m, these units/networks have directly enabled the creation, incubation and development of over 200 new social innovations and enterprises, from collaborative housing initiatives in Rio de Janeiro, to a mine clearance social enterprise in Phnom Penh.</p>		
2. Underpinning research <p>In the past decade, social innovation has increasingly been considered an essential tool for identifying and responding to social challenges where the market and the public sector have failed. GCU researchers have developed an interdisciplinary programme of research around 'Supportive ecosystems and environments for social innovation' which has directly informed the design of Social Innovation Support Units.</p> <p>In 2013-14 we conducted systematic reviews of academic literature to conceptualise and theorise social innovation. Synthesis of this literature led us to theorise social innovation as involving new forms of interdisciplinary collaboration (also including research users) (R1); such collaboration leads to 'better' ideas (or innovations) for addressing social problems. In turn, these social</p>		

innovations can lead to wider social change when implemented in participatory ways. (R1, R2)

Subsequently we sought to understand how social innovation can be supported. The EFESIIS Project (Enabling the Flourishing and Evolution of Social Entrepreneurship for Innovative and Inclusive Societies - GBP2m) involved partners from 11 countries across Europe. Findings from an extensive survey of 258 stakeholders led to the development of a typology of ecosystems that can support the growth and flourishing of social innovation (R3). This was supplemented by an explanation of how social innovations (e.g. social impact bonds) interact with these ecosystems. (R4)

Research on social innovation 'Hubs' (funded by EMES and Impact Hub in 2014) sought to understand how they could be made more inclusive and attract more diverse participants. Findings showed that existing support structures favoured relatively privileged entrepreneurs rather than encompassing those in the greatest need. Recommendations were that Hubs should seek to offer financial support packages to less privileged participants; and 'reach out' into local communities through developing capacity, motivation and experience. (R5)

An in-depth auto-ethnographic case study on social innovation education (in 2014) focused on five management students developing links with practitioners (from Nepal), and supported by academics from different disciplinary backgrounds, as part of the Hult Challenge Competition (<https://www.hultprize.org>). Findings were that practice-based co-curricular activities are not an easy option for faculty: that students need extensive support, and that learning outcomes are enhanced through students working closely with those with a deep, contextualised familiarity of context in order to co-produce solutions. (R6)

Findings from the research (R1-R6) were combined to conceptualise a new approach to Knowledge Exchange which centred upon the development of a specialised Social Innovation Support Unit. The model aimed to:

1. Increase the generation of new social innovations, social enterprises and projects through the development of supportive ecosystems. (R4, R1)
2. Generate new collaborations between university academics, students, communities and social programmes at both a local and international level, in particular in low- and middle-income countries, benefitting more disadvantaged or marginalised (potential) entrepreneurs in resource poor environments. (R6, R5)
3. Provide all students with opportunities for entrepreneurial co-curricular activities to enhance the curriculum. (R6)
4. Lead to new funding opportunities, including microcredit resources. (R5)
5. Facilitate university engagement with communities (R6, R5, R1), providing students and academics with the capacity, motivation and experience to do so.
6. Develop tools to demonstrate and measure impact as well as the potential to develop new innovative models for social change. (R4)

3. References to the research

- [R1] Ayob, N., Teasdale, S. and Fagan, K., 2016. How social innovation 'came to be': Tracing the evolution of a contested concept. *Journal of Social Policy*, 45(4), pp.635-653. <https://doi.org/10.1017/S004727941600009X>
- [R2] Montgomery, T., 2016. Are social innovation paradigms incommensurable? *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 27(4), pp.1979-2000. <https://doi.org/10.1007/s11266-016-9688-1>
- [R3] Hazenberg, R., Bajwa-Patel, M., Mazzei, M., Roy, M.J. and Baglioni, S., 2016. The role of institutional and stakeholder networks in shaping social enterprise ecosystems in Europe. *Social Enterprise Journal*, 12(3), pp. 302-321. <https://doi.org/10.1108/SEJ-10-2016-0044>

- [R4] Roy, M., McHugh, N., and Sinclair, S. 2018. A Critical Reflection on Social Impact Bonds Stanford Social Innovation Review.
https://ssir.org/articles/entry/a_critical_reflection_on_social_impact_bonds
- [R5] Steiner, A. and Teasdale, S., 2016. The playground of the rich? Growing social business in the 21st century. Social Enterprise Journal 12(2), pp. 201-216
<https://doi.org/10.1108/SEJ-12-2015-0036>
- [R6] Teasdale, S., Steiner, A. & Roy, M. 2020. Wrestling with wicked problems? The value of business plan competitions to social entrepreneurship education. Journal of Nonprofit Education and Leadership 10(3) <https://doi.org/10.18666/JNEL-2020-V10-I3-9612>

Listed in REF2, [R1] scores 3 in ABS list with a citation index of 2.296. One of the first and most frequently cited journal articles on social innovation and the most cited paper in the Journal of Social Policy, it sets an important agenda for further research on how to optimise the use and development of this concept in contemporary welfare states. Also listed in REF2, [R2] scores in ABS list with a citation index 1.469 – it has had 90 citations (Google Scholar) since 2016. [R3] (ABS 1*) has a Cite Score of 0.9, with 56 citations (Google Scholar) since 2016/ [R4] (ABS 1*) has a Cite Score of 0.9, with 17 citations (Google Scholar) since 2018.

4. Details of the impact

Type of Impact: Contributing to innovation and entrepreneurial activity through the design and delivery of new products or services

GCU organised a series of international brokerage events to present its research and concept, culminating in '[Social Frontiers - The next edge of social innovation research](#)', hosted by GCU in collaboration with NESTA and the Young Foundation with 17 countries represented. This led to opportunities to apply its approach to social innovation support in low/middle income regions across the world. (R1)

Latin America

GCU-led a consortium of 15 partners including eight universities from Colombia, Panama, Chile and Brazil, to form the Latin American Social Innovation Network (LASIN - <https://lasinsisu.net/>) attracting national and international funding, including European Commission's CBHE Programme (EUR992,578). Applying GCU's locally contextualised approach (R2, R4), the consortium established eight pilot 'Social Innovation Support Units' (SISUs). Each unit consisted of a maker space equipped with digital tools, 3D printing and VR resources (with the value of approximately EUR30,000) in order to prototype social innovation projects, at the disposal of students, academics and external stakeholders (R1, R3). They also organised regional social innovation awards programmes and six complementary workshops to mixed cohorts of a total of 180 students, academics, community groups and social innovators. (R5, R6)

As a result of their activities, between 2015 and 2018, the SISUs in Latin America have developed and incubated 127 social innovations/enterprises (C1), involving 275 students and community practitioners (C2). Innovations included:

- Brazil: Theatre In Communities; Universidade Das Quebradas
- Chile: Balloon Latam; Take A Hand
- Colombia: Music Schools' Network of Medellin; Park Of Life; Asakaa, The Greeting of Areandina
- Panama: School Farm Casiciaco Maria Haren; Youths United For Dialogue; Art With Cause

The SISUs continue to thrive as borne out by testimonials from the university partners: for example, from UFRJ, Brazil: 'The social innovation work developed by GCU has had a continuous

impact on the UFRJ and the way we are providing support to social innovators and developing social innovations in the city of Rio de Janeiro.' (C3)

Two large-scale conferences promoting the SISU model in Panama and Colombia with over 400 attendees from across Latin America increased LASIN membership to 67 institutions across the region. (C4)

A letter from the European Commission to EU Ambassadors in Panama, Colombia, Chile and Brazil, highlighted the 'remarkable results achieved' and underlined that 'Thanks to the contribution made by the project, Social innovation issues are now at the top of the Partner Countries' public agenda and public policies and there is an increased number of local private and public funds aimed at promoting social innovation and financing social innovation ventures.' (C5)

Southeast Asia

A follow-up project, also led by GCU, was launched in Southeast Asia in 2016 with partners in Myanmar, Malaysia, Cambodia and Thailand. With funding of EUR999,445, the Southeast Asian Social Innovation Network (<http://www.seasin-eu.org/>) established SISUs which are currently incubating and supporting 74 new social innovation projects and enterprises (C6). The impact of the project in the region has been endorsed by the British Council which states 'The SEASIN project led by GCU has strengthened the fledgling social innovation eco-system within universities in Southeast Asia. It has done this by offering new approaches and models to developing organisations and initiatives (including social enterprises) that are addressing social needs that are currently unmet by either the public or private sector.' (C7)

Social innovations and enterprises supported by the SISUs include:

- Cambodia: Color Silk Enterprise Cambodia; Tree Alliance
- Malaysia: The Good Tavern Social Market; Agricultural Transformation Project involving Indigenous People in Lojing Highland, Gua Musang, Kelantan; Human Library Malaysia
- Myanmar: Career Enhancement Program for Social Enterprises /Entrepreneurs by Myanmar Business Executives Association; Recycle Myanmar
- Thailand: Local Alike, a Travel Social Enterprise; GLab; The Guidelight

The SISUs continue to be operational as supported by testimonials: for example, the Dean of the International College at the National University of Management, Phnom Penh states "In terms of sustainability, our university's Social Innovation Lab is now fully sustainable... and we continue to run design thinking workshops and design challenges for both our students and also social sector organizationsall of this would not have been possible without the support from Glasgow Caledonian University." (C8)

Europe

Further initiatives - including Social Innovation through Knowledge Exchange (SIKE - <https://sike-eu.org/> (976,575 Euros funding)), which was showcased at the 8th European University Business Forum (https://ec.europa.eu/education/events/8th-university-business-forum_en), have focussed on applying the same conceptual approach within Europe. This has led to the establishment of SISUs supporting 75 new projects in Scotland, Germany, Spain, Portugal and Croatia, and has culminated in GCU being endorsed by Scottish Government as the UK's National Social Innovation Competence Centre. (C9)

5. Sources to corroborate the impact

- (C1) List and details of all social innovation projects supported (Latin America)
- (C2) LASIN book describing SISUs and social innovations supported

- (C3) Testimonials from universities involved in LASIN
- (C4) Membership certificates of additional 59 Institutions joining LASIN and over 400 registrations for LASIN conferences
- (C5) Letter from the European Commission
- (C6) SEASIN book describing SISUs and social innovations supported
- (C7) Testimonial from Tristan Ace, British Council
- (C8) Testimonials from the Dean of the International College, National University of Management, Phnom Penh
- (C9) Testimonial from Scottish Government