HIGHER EDUCATION INSTITUTION (HEI) LEARNING HUBS: A CASE STUDY ON SOCIAL ENTREPRENEURSHIP IN THAILAND AND MYANMAR[7]

Liliya Terzieva[8], Lisa Mahajan[9] & Monique Schulte[10]

Summary

Despite continuous efforts in various economies, amongst others in South-East Asia, the full potential of social entrepreneurship (SE) is difficult to realize (STEPup project comparative study findings). Challenges that need to be addressed include the lack of skilled employees, business understanding among founders, access to funding and infrastructure and a lack of social impact measurement. Higher education institutions (HEI) are often challenged with limited engagement, also in terms of student support of early entrepreneurial activity. This disbalance has also been observed in Thailand and Myanmar, with the Erasmus+ funded project STEPup (2020-2023) seeing an opportunity to create and strengthen innovative social entrepreneurship practices for disruptive business settings in the two participating countries. Research based on the review of

---

[7] The paper was presented at the 7th Business & Entrepreneurial Economics Conference – BEE 2022, Plitvice Lakes, June 3-5, 2022 and abstract of the paper was published in the Book of abstracts, ISSN: 2459-5187.

.[8] Liliya Terzieva, Lecturer, Professor Designing Value Networks at The Hague University of Applied Sciences, The Netherlands, E-mail: l.v.terzieva@hhs.nl

[9] Lisa Mahajan, Lecturer and International Project Manager at FH Joanneum University of Applied Sciences, Austria, E-mail: lisa.mahajan@fh-joanneum.at

[10] Monique Schulte, Lecturer at Breda University of Applied Sciences, The Netherlands, E-mail: schulte.m@buas.nl

scientific articles, the conduct of focus groups (n= 42 from 38 different external stakeholder organizations) and numerous interviews and creative sessions with stakeholders of the social entrepreneurship domain also revealed the necessity to act in a self-organizing and organic SE support system. This paper aims to present recommendations and strategic guidelines to increase access and opportunity for existing social enterprises and social entrepreneurs who are planning to create and sustain an SE ecosystem through the framework, support, expertise and structure of existing higher education institutions. In addition, Higher Education Institutions in Myanmar and Thailand would serve as a good practice case on how to design and develop resource hubs for social enterprise practitioners and engage stakeholders from all sectors to tackle social issues and promote awareness of the social enterprise sector's potential.

Keywords: social entrepreneurship; community development; student-centred activities.

1. INTRODUCTION

Growing connectivity in society comes with a developing amount of socially complex issues for the stakeholders within almost every industry. There is a growing number of challenges in which many actors are involved that interact with one another in a non-predictable manner (Ramaswamy and Grouillart, 2010:109). Issues such as sustainability, cultural awareness, heritage preservation, organisational and public innovation, or enabling long-term impact contextual solutions. Coping with these socially intricate issues asks for a generative operating logic of inspiration and orchestration. This should complement the conventional mechanistic operating logic characteristic for the existing sectors that is perfectly effective in coping with technically complex issues. All the above goes beyond just one or more disciplines and actually encompasses the entire multifunctional arena where social entrepreneurs operate hand in hand.

Seeing beyond the above, there would be one abbreviation to which the 21st century would certainly be attributed, and then it is certainly VUCA. The term VUCA first appeared in the American military in 1987 based on leadership theory (Warren and Burt, 1985) to describe or reflect the Volatility, Uncertainty, Complexity, and Ambiguity of the general conditions and situations of the world because of the Cold War (Nurbantoro, 2021).

How the term has, however, evolved by now is the direction of VUCA moving from emerging ideas in strategic innovation development that apply across organizations, from business to education. VUCA stands for Volatility, Uncertainty, Complexity, and Ambiguity. Volatility in its turbulence essence depicts the motion and dynamics of

change and its pace, fluctuating, not escalating. Uncertainty, on the other hand, stands for the necessity of letting go of predictions and forecasts and adapting to the way everything occurs organically. Complexity, on the other hand, refers to everything being connected to everything else and the system's view of the world. And last but not least, ambiguity touches upon the multiple perspectives and the obscurity of socially constructing reality.

And as Nurbantoro (2021) states, the elements of VUCA provide a context in which organizations (both business and socially driven) need to look at current and future conditions in order to determine policies and plans. The special meaning and relevance of VUCA are the basis upon which education also moves to the realm of continuous yet sustainable and impact-oriented change. In general, the way VUCA tends to build organisational capacity and create synergies between organisations and education can further collaborate can be summarised within the following: (1) anticipating problems and reframing them into challenging opportunities; (2) understanding the pattern of problems and design contextual actions; (3) appreciating the interdependence of variables; (4) being ready and open for alternative realities and challenges; (5) collectively interpreting and co-creatively addressing opportunities.

Nowadays, it is evident in practice, but it is also academically supported that the VUCA (volatile, uncertain, complex, ambiguous) perspective of reality offers a more promising perspective on change and value creation in society than the existing industrial and linear perspective does. One sign of this statement is that educational institutions and business and social organisations are challenging the existing ones with different business models and collaborative logic. But even while there is this changing thinking on 'how to create value 'and 'how to change', existing companies and institutions are struggling with this process of strategic innovation as Prahalad and Ramaswamy (2004) state: "The new paradigm of co-creation presents an enormous opportunity for enterprises that can figure out how to harness it. Individuals are far ahead of most organisations in their eagerness to engage in co-creating value, and organisations must now respond." (Ramaswamy and Grouillart, 2010:109).

This paper aims to be an example for other universities on how cooperation, partly at a distance, with European and Asian countries can be prosperous. Using the case of the EU-funded STEPup project implementation for capacity building (Strengthening innovation social entrepreneurship practices for disruptive business settings in Thailand and Myanmar), this paper provides an insight into our learning outcomes, which we intend to make available to others. The specific recommendations and strategic guidelines present how to achieve the above, including developing provincial centres attached to participating higher education institutions at the example of universities in Thailand and Myanmar with the purpose to increase access and opportunity to a social enterprise (SE)

ecosystem for those already existing social enterprises and social entrepreneurs who are planning to create one.

In addition, within this paper, it shall also be explored how long-term capacity-building activities were provided to develop both the skills of the entrepreneurs themselves and to support the viability of the social enterprise. Lastly, as uniquely placed institutions to serve as a 'bridge' between the different stakeholders, Higher Education Institutions in Myanmar and Thailand would serve as a good practice case on how to design and develop resource hubs for social enterprise practitioners and engage stakeholders from all sectors to tackle social issues and promote awareness of the social enterprise sector's potential.

2.   ESSENCE   AND   THE   ECOSYSTEM   OF   SOCIAL ENTREPRENEURSHIP

Social entrepreneurship can be viewed as the process of applying innovative business models to address social problems (for people and communities) by achieving both profit and purpose (Terzieva and Herpich, 2021). Social entrepreneurship is there to create long-term value and generate sustainable impact for society and the connected ecosystem. There needs to be emphasised the difference between a "regular/traditional business model" and a "social business" one. The first and foremost differentiation is the proximity within the continuum of "profit" versus "purpose". Whereby within the traditional business model value is measured mainly by means of financial terms; with the social business model the value that enterprises aim at is maximising social gain and utility, which is achieved by means of innovation while still ensuring that the organisation is financially viable (Garcia-Jurado, Perez-Barea and Nova, 2021).

Social entrepreneurship is an economic reality in many Asian countries such as Thailand and Myanmar; however, it usually applies to small businesses struggling to make money with no prospect of growth. Social entrepreneurs either do not know that they are social entrepreneurs or have no knowledge of how to scale their businesses to make a real impact on society. Additionally, social entrepreneurship is not a desirable career path for young people, which is partly due to the scarce educational offer in higher education institutions. Innovative, disruptive business ideas need to emerge to not only tackle the societal challenges in the countries but also to give students the possibility to acquire skills needed by the labour market to allow them to play an active role in society and achieve personal fulfilment.

Considering the ageing population, globalisation, growing inequality and the effects of the COVID-19 pandemic, the Kingdom of Thailand is facing a significantly

reshaped labour market, which requires new skills for higher employability (OECD, 2021). The working-age population is expected to shrink by around 11% as a share of the total population between now and 2040 – from 49 million people to around 40.5 million people (Kielstra, P. and McCauley, D., 2014). According to recent UN data, it is projected that by 2050, 51,1% of the Thai population will be aged 65 and above, compared to an OECD average of 48,8% (OECD, 2021). This opens the possibility and needs for future businesses to focus on health, care-taking and other connected societal circumstances. Furthermore, the country´s educational system is not equipped to handle the demands of a changing economic reality. Despite the government spending significant amounts of resources, secondary and tertiary levels institutions cannot deliver the quality to match the country´s current stage of economic development, which is due to government inefficiencies and education inequalities between rural and urban areas (Scott & Guan, 2022; ADBInstitute, 2022). The Thai government seems to fully recognise the economic disparity, demographic challenges and education gaps and their associated social welfare issues the kingdom faces and has been trying to launch measures to resolve them. Thailand 4.0 is an ambitious reform strategy that seeks to offset the impact of the Thai ageing population by transitioning the economy towards a knowledge-based society with education as a main pillar in ensuring success. (Scott & Guan, 2022). Progress can however only be achieved very slowly with the economy being further strained by COVID-19-related supply chain shortages leading to companies retreating from global operations and looking for options to meet local and regional needs. (OECD, 2021).

This has led to an increasing interest in the use of social enterprise to address some of the most pressing issues within Thai society by delivering both social impact and economic benefit. Thai governments have been attempting to support social enterprises in different ways. The major turning point for social entrepreneurship (SE) and social business in Thailand was the launch of the National Social Enterprise Committee (NSEC) in 2009. Additionally, there is also a growing number of social enterprise networks in operation across Thailand. In terms of Thai Higher Education Institutions, the landscape is still evolving with only some universities offering social entrepreneurship classes at a Bachelor's and Master's level. (IDB, 2016).

Higher Education is an ideal context for social entrepreneurship. HEIs are under increasing demands to prove they are providing high-quality outcomes for research, innovation, teaching and graduate employability. Social entrepreneurship can meet these demands. It is now important to make use of the positive climate and connect the different initiatives by offering an approach that interlinks learning environments in HEIs with students and businesspeople in the SE context.

When looking at Myanmar, the social entrepreneurship ecosystem is even less developed. Although Myanmar has made some important initial moves to overhaul its

economy, it remains by far the poorest of the ASEAN member states. The isolationist policies and economic mismanagement of previous governments have left the country with poor infrastructure, underdeveloped human resources, and inadequate access to capital, which will require a major commitment to reverse (The World Factbook, 2022). Low public spending on education has contributed to weak outcomes in World Bank rankings, in addition to other service delivery challenges in this sector. The 6-month interim budget of 2021-2022 allocates only 7.1% of expenditure to education (World Bank, 2022). Due to the difficult political situation, students are faced with a lack of available educational institutions, a lack of accreditation from institutions trying to transfer knowledge to young people, together with unavailable infrastructure, which includes online learning possibilities during and after the COVID-19 school closures (Gomersall & Floyd, 2022).

Therefore, social enterprise, although a relatively new phenomenon, is proving extremely popular. Innovative approaches to commercial enterprises motivated by community development are becoming increasingly common in major cities. The recently enacted Myanmar Companies Law 2017 provides an overhaul to the current legal framework for corporate structures but does not address social enterprise structures. Also, there is currently no official legal definition of what constitutes a ´social enterprise´ in Myanmar (Thomson Reuters Foundation, 2018). One challenge is the staying power of social entrepreneurs, due in part to the fact that so many of these social enterprises are focused on niche markets. To have a lasting impact, they will need to transform to mass markets or replicate their models. More systematic and long-term support, as well as increased cooperation between government, development partners, and enterprises, will be needed to support the rise of the social entrepreneurship sector beyond its nascent stage (Cheney, 2017).

The societal problems identified in Thailand and Myanmar and the resulting need to invest in social entrepreneurship can only be tackled through the creation of symbiotic relationships between universities, social entrepreneurs, and the community by acting as a bridge between these stakeholders. Through the creation of a new generation of social innovators and change-makers, HEIs provide a stream of new recruits to social enterprises thus helping to mainstream this sector while serving the community through service projects.

Through engagement with HEIs, the social entrepreneurs working to help those on the margins can input into the required entrepreneurial skills and learning outcomes of the curricula and provide valuable opportunities for experiential learning and internships. Lastly, communities can work with both educational institutions and social entrepreneurs to identify and solve pressing issues they face. Furthermore, social entrepreneurship helps educators in developing socially aware and responsible future leaders and provides an

opportunity for universities to engage with established business owners and communities to invite them to be part of the delivery of learning outcomes.

3. STEPUP PROJECT INTRODUCTION

The STEPup project (Strengthening innovative social entrepreneurship practices for disruptive business settings in Thailand and Myanmar) received funding from the EACEA Erasmus+ program for the duration of 36 months starting in January 2020. The participating institutions are coming from 3 European countries and 2 South-East Asian ones, namely Thailand and Myanmar. In order to involve local industry and keep the business aspect in mind, a social enterprise from Thailand has also been involved. (See Table 1).

Table 1. Partnership consortium

No	Partner	Country and type of organization
1.	FH JOANNEUM Gesellschaft mbH	Austria, HEI
2.	Cracow University of Economics	Poland, HEI
3.	Breda University of Applied Sciences	The Netherlands, HEI
4.	Payap University	Thailand, HEI
5.	Burapha University	Thailand, HEI
6.	Mahasarakham University	Thailand, HEI
7.	Prince of Songkla University	Thailand, HEI
8.	National Management Degree College	Myanmar, HEI
9.	University of Mandalay	Myanmar, HEI
10.	Chiang Mai Social Enterprise	Thailand, SE

In the 3 years of project implementation, it is aimed to modernise existing social entrepreneurship practices and promote innovation in Thai and Burmese HEIs by integrating advanced learning tools for the creation of disruptive business ideas into existing academic structures while strengthening the university-business collaboration through participatory schemes on a local and regional level.

This has been achieved through the introduction of various activities on a national, regional, and international basis. As a first step, teaching staff capacities and student skill sets were strengthened by conducting several day-long online and on-site training to deepen the knowledge of social entrepreneurship practices. To provide a fruitful learning environment on campus, each participating institution established Social Entrepreneurship Knowledge Hubs equipped with state-of-the-art technical infrastructure

available for free to students and university staff wishing to enhance their social entrepreneurship capacities and/or business ideas. In a second step, students were encouraged to put their knowledge into practice by participating in a local case challenge, which saw the pairing of one business student with one social enterprise to jointly discuss and solve a complex business problem. The goal was to foster innovative thinking in students and allow to them to act in ´real life´ contexts within a secure learning environment. The work culminated in local case challenge pitching events during which an international jury consisting of project consortium members and regional businesspeople chose a winning student team that provided the best ideas and solutions for the social enterprise's business problem. These winning case studies are currently being presented in a series of academic publications allowing students and institutions to extend their international networks and profile.

4. METHODOLOGY

The methodology used in this paper is an interpretivist inquiry modified by the collaborative educational design of the STEPup project as essence, in which there have been five phases of data collection and data processing: (1) through status-quo analysis conducted by means of desk research, focus groups and expert interviews where specific data has been obtained on the development of social entrepreneurship in Thailand and Myanmar along with the needs' analysis of the concrete social entrepreneurs when it comes to access to knowledge, competence and skill formation; (2) through the development of a Good practice catalogue entailing examples of social enterprise success stories in Austria, Poland and the Netherlands; (3) through tailor-made trainings with lecturers and future HUB employees of the six South-East Asian partners along a trajectory of 6 months starting with the initials of SE and moving towards the concrete implications of impact assessment and value generation including social canvas modelling and differentiation between beneficiary and customer service design; (4) through the liaison groups constituted for the establishment of the HUBs and (5) through the case challenge competition where action research has been applied throughout the entire process.

The sample for the status-quo analysis, the training and the HUB liaison groups consist of more than 120 respondents in their different roles and are involved throughout the different phases. All researchers had substantial participation in the entire data collection procedure.

In general, it can be stated that this is descriptive research in which deductive and inductive methods have been used by the researchers.

5. CASE CHALLENGE COMPETITION AS RESEARCH OUTCOMES

As mentioned above already, in order to foster university-business cooperation, students working within the Social Entrepreneurship Knowledge HUBs participated in the innovative social enterprise case challenge. Through the vocational trainings implemented in the project activity prior to this one (where the 6 SEA universities were in the lead of and paved the pathway towards visibility and value of the established HUBs), the students established direct contact with a range of social enterprises willing to collaborate with the HUB and benefit from its services. Resulting of this collaboration, each student was matched with one enterprise (thus within all six universities partners of the project consortium there were 6 students matched with 6 social enterprises – in total 36 students catering for 36 social businesses) about which a case study was created including a social media video produced with the equipment available in the HUB.

In the creation phase, the students were mentored by the specific company but also by the internal academic staff. The cases focused on the innovative, disruptive business improvement strategies, impact, and scalability to be implemented in the future by the enterprise, whereby all case challenges were discussed and approved both by the social enterprise as well as by the university supervisors and the EU partner consultants. Guidelines on how to develop such a case study were developed, and students got thoroughly familiarised with their logic and ideas for implementation. The guidelines included the methodology of implementation and the framework and gave detailed information on how the case challenge needs to be implemented. These guidelines supported the creation of high-quality and comparable outputs. Next to the guidelines, there was an evaluation jury procedure designed together with rubrics and criteria for the next step when the innovative social enterprise local case challenge events took place in the 6 respective regions.

The Local case challenge events took place in a series of a whole programme (in combination with site visits and other project consortium partners exchange) where each student working for the HUB as well as the ones taking part voluntarily presented the case study to a local expert panel consisting of academic staff both from the university itself as well as from the other partner universities in the respective other regions and company representatives, followed online by the EU project consortium partner representatives and other interested parties. Each university in Thailand and Myanmar implemented one of these events which on the one hand side supported the enhancement of interest in the topic and on the other hand the knowledge available in the social entrepreneurship HUBs. The latter contributed to fostering a higher demand for vocational trainings and HUB service provision in the future. All case challenge events were public meaning that also university representatives, academia and students and all

other representatives of the target groups of the project took part in the case challenge events. A winner was elected by the expert panel in each university (6 in total) according to the criteria set in the guidelines and the specific Jury procedure designed.

6. KEY FINDINGS AND INSIGHTS GENERATED

Taking into consideration the challenging times the STEPup project is being implemented, one needs to view the project outcomes as even going beyond what had been stated within the project proposal both in terms of impact as well as long-term and sustainable opportunities for the future of what has been already achieved (tangibly and intangibly.

In the beginning, it is important to emphasise how the training sessions followed an online model with fully adapted training materials and activities to allow first – more participants than initially planned to take part in the diverse sessions; second – open educational resources to be created which to be fully applicable to both the Thai and the Burmese contexts as well as to a wider scope with the objective to transfer knowledge, create synergies and enhance competence and skill building into the social entrepreneurship domain; third – a feedback loop to be installed so that the feedback of each training session to be incorporated into the next ones in order to meet the expectations and needs of the participants and to sustain the learning journey designed; fourth – the online format enables experts from all over the world to also contribute to the sessions along with the EU partners responsible for the content delivery.

As stated above, due to the high demand by the higher education institutions of the beneficiaries in Thailand and Myanmar, the partners agreed to increase the number of participants from each HEI from 3 to 5 participants. According to the initial plan 72 people had to be trained, however, 113 people participated in total in the four trainings. In each training, local case studies were included to show how to implement the concept of SE in Thailand and Myanmar. Moreover, the Open Educational Resources have so far been used (in English, as well as in Thai and Burmese) by more than 300 people who have downloaded them and have provided positive feedback on the outcomes generated.

To maximise the project's impact, each HEI had to conduct 2 multiplier events to share and multiply the knowledge gained from the training sessions. In this activity, the participants in the training sessions mentioned above changed their role from a trainee to a trainer. The topics of the multiplier events were tailor-made, depending on the participants' needs. According to the project plan, another 180 ambassadors had to be reached, however, more than 226 further ambassadors have been reached and trained already.

Moreover, the STEPup project made it possible at each and every of the 6 SEA higher education institutions for a Social Entrepreneurship Knowledge HUB to be established, fully equipped with a feasibility and sustainability plan elaborated and human capital assigned and employed. These physical spaces (despite the short time of their existence so far) have already proven to be the focal point of where continuous interaction between students, lecturers and industry players in the field of SE happens. Next to that, the Liaison groups formed among the Thai, Burmese and EU project partners contributed to setting business strategies for the SEKHs oriented towards 21st-century specifics and requirements.

As written in the approved project proposal, the University-Business Cooperation needed to be enhanced by motivating at least 5 students per SEKH and matching them with a social entrepreneur for mentoring purposes. The aim of the case studies as explained in detail above had to focus on innovative, disruptive business improvement strategies, impact, and scalability. The results of the case challenge competition are based on six student groups: n= 30 from Thai universities PYU, BUU, MSU, PSU, and Burmese universities NMDC, UM in the period from February 2022 to April 2022. Apart from establishing Social Entrepreneurship Knowledge Hubs (SEKHs) at each university equipped with modern technology to be used by students, multi-faceted learning activities have been conducted to give students the necessary insights into local social entrepreneurship practice.

The project has also been extremely active in regard to its digital and in specific social media presence. Currently, 552 people continuously like the specially created Facebook page, whereby 592 are following it and participating in the generated modes for interaction.

What has certainly become clear based on the data collected, processed and analysed (out of the activities and work packages implemented so far) was that to reach the impact goals, the focus of actions within the synergy pool education – work-field should lie on **community development**, which has been at the centre of the STEPup project´s learning approach by connecting students with specially trained university staff members, existing social entrepreneurs and other actors of the SE ecosystem while simultaneously providing physical infrastructure and workplace.

Figure 1. The three-tiered approach to creating sustainable networks
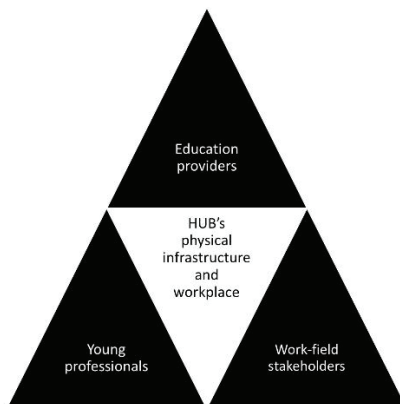
Applying a three-tiered approach (see Figure 1) proved successful in creating sustainable networks among members of business and academia, elevating students´ capabilities of business analysis and providing them with an international audience for their research. Further, the research on the project implementation shows that the established social entrepreneurship hubs have been promoted and positioned through the means of events, which created visibility for the participating universities and allowed them to offer a proven concept of collaboration and learning structures to external stakeholders for monetary and social value in the long run.

7. CONCLUSION

The purpose of any higher educational institution is to educate and develop future professionals who are fulfilling their role in society and their chosen professions and for engaging in research and development in their professional domains. Ultimately, their success is the measure of any HEI's success. Therefore, it is of utmost importance to define what such a success could mean. Being immediately employed is certainly one of the key indicators, however, also the extent to which the industry identifies the students as the players of value to have within their networks. And last but not least, another critical factor is the impact/societal relevance: having a marked positive effect or influence on the development of an industry or of society – sustainable and long-term-oriented.

It has been therefore the mission of the STEPup project and so far, coming to reality – to lay the foundations for social entrepreneurship to be organically embedded in

both the educational practices of the HEIs in Thailand and Myanmar as well as in the way the students and the lecturers themselves see this as THE pathway to go along. Having already trained people at the disposal, physical structures established, and moreover, educational models and pilots tested, one can truly state that not just the first step but actually the institutional and industry logics have been successfully intertwined.

Figure 2. Sustainable networks creating and sustaining education
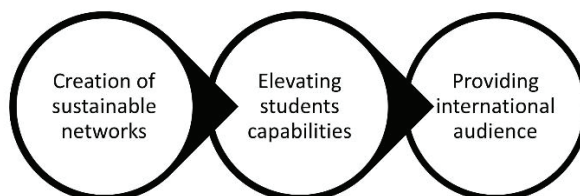
In addition, unexpected added value, insights and learning points emerged through and during the implementation of the STEPup project. Because all project participants had to deal with the COVID-19 pandemic quite early in the project, a fair amount has been learned from implementing this project in a hybrid way. The teaching material had to be developed with a view to a digital learning environment, taking cultural differences into account. This was a learning process for all partners, in which the English language, among other things, turned out to be a bottleneck that had to be moved around. The frequent use of break-out rooms has proven to be a success factor because this created a safe environment that made it easier for participants to express themselves (in English), but it also ensured that by working together in smaller groups, the participants got to know each other and there was more understanding and learning capacity and very importantly openness to vulnerability and uncertainty.

Other success factors for a similar project are the fact that all partners need to have a clear benefit of the project, both students and teachers, as well as all training partners and stakeholders; the goals of the STEPup project have been achieved due to the great involvement of everyone. In addition, it is important to ensure constant communication, which is multidirectional and at taking into consideration the specific context in place.

The need to create learning communities – by means of the established SEKHs – where students, industry partners, educators and researchers work together on practical challenges for industry and society has become the new norm. Thus, blending education,

research, and impact in learning environments that are international and intercultural as well (see Figure 2).

REFERENCES:

1. ADBInstitute (2022). Recent developments in basic education in Thailand: Issues and Challenges. https://www.adb.org/sites/default/files/publication/801746/adbi-wp1322.pdf

2. Cheney, C. (2017). The rise of Myanmar´s social entrepreneurs. Devex.com, https://www.devex.com/news/the-rise-of-myanmar-s-social-entrepreneurs-88704

   García-Jurado, A., Pérez-Barea, J. J., and Nova, R. (2021). A new approach to social entrepreneurship: A systematic review and meta-analysis. Sustainability, 13(5), 2754.

4. Gomersall, S., Floyd, A. Resilience: Myanmar students' experiences of overcoming eLearning challenges during COVID 19 and political instability. Asia Pacific Educ. Rev. (2022). https://doi.org/10.1007/s12564-022-09781-6

5. IDB (2016). Study of Social Entrepreneurship and Innovation Ecosystems in South-East and East-Asian Countries. Country Analysis: Kingdom of Thailand. The Japan Research Institute. https://publications.iadb.org/publications/english/document/Study-of-Social-Entrepreneurship-and-Innovation-Ecosystems-in-South-East-and-East-Asian-Countries-Country-Analysis-Kingdom-of-Thailand.pdf

6. Kielstra, P. and McCauley, D. (2014). The learning curve: lessons in country performance in education. London, England: Pearson. https://www.voced.edu.au/content/ngv%3A63152

7. Nurbantoro, E. (2021). Strategic leadership in the VUCA era: challenges facing Covid-19. Academia Letters, Article 2570. https://doi.org/10.20935/AL2570.

8. OECD (2021). Thailand´s education system and skills imbalances: Assessment and policy recommendations. https://one.oecd.org/document/ECO/WKP(2020)49/En/pdf.

9. Prahalad, CK. and Ramaswamy, V. (2004). Co-creation experiences: The next practice in value creation. Journal of Interactive Marketing 18(3): 5–14.

10. Ramaswamy, V. and Gouillart, F. (2010) The Power of Co-Creation. New York: Free Press.

11. Scott, T., & Guan, W. (2022). Challenges facing Thai higher education institutions financial stability and perceived institutional education

quality.Power   and   Education,   0(0).
https://doi.org/10.1177/17577438221140014

12. Terzieva, L. and Herpich, S. (2021). The rise of social entrepreneurship through populism. New Populism and Responses of the 21st Century – Online proceedings, India and USA.

13. The World Factbook (2022). Burma. CIA.gov. https://www.cia.gov/the-world-factbook/countries/burma/

14. Thomson Reuters Foundation (2018). ASEAN Social Enterprise Structuring Guide. Trust.org, https://www.trust.org/contentAsset/raw-data/33c07f11-2ab3-4737-849c-8b821adf3ca9/file

15. Warren, B and Burt, N. (1985). Leaders: Strategies for Taking Charge. New York: Harper and Row. https://doi.org/10.1002/hrm.3930240409

16. World Bank (2022). Myanmar Economic Monitor January 2022. World Bank Group.
https://thedocs.worldbank.org/en/doc/c3299fac4f879379513b05eaf0e2b084-0070012022/original/World-Bank-Myanmar-Economic-Monitor-Jan-22.pdf

CENTRI ZA UČENJE VISOKOŠKOLSKIH INSTITUCIJA: STUDIJA SLUČAJA O DRUŠTVENOM PODUZETNIŠTVU U TAJLANDU I MJANMARU

Liliya Terzieva, Lisa Mahajan & Monique Schulte

Sažetak

Unatoč kontinuiranim naporima u raznim gospodarstvima, između ostalog u jugoistočnoj Aziji, puni potencijal društvenog poduzetništva je teško ostvariti (rezultati komparativne studije projekta STEPup). Izazovi kojima se treba pozabaviti uključuju nedostatak kvalificiranih zaposlenika, poslovno razumijevanje među osnivačima, pristup financiranju i infrastrukturi te nedostatak mjerenja društvenog učinka. Institucije visokog obrazovanja često su suočene s ograničenim angažmanom, također u smislu potpore studentima u ranoj poduzetničkoj aktivnosti. Ova neravnoteža također je primijećena u Tajlandu i Mjanmaru, s projektom STEPup koji financira Erasmus+ (2020. – 2023.) i vidi priliku za stvaranje i jačanje inovativnih praksi društvenog poduzetništva za disruptivna poslovna okruženja u dvije zemlje sudionice. Istraživanje temeljeno na pregledu znanstvenih članaka, provođenju fokus grupa (n= 42 iz 38 različitih vanjskih dioničkih organizacija) te brojnim intervjuima i kreativnim sesijama s dionicima domene društvenog poduzetništva također je otkrilo nužnost djelovanja u samo-organizirajućem i organskim sustavima podrške društvenog poduzetništva. Ovaj rad ima za cilj predstaviti preporuke i strateške smjernice za povećanje pristupa i mogućnosti za postojeća društvena poduzeća i društvene poduzetnike koji planiraju stvoriti i održati ekosustav društvenog poduzetništva kroz okvir, podršku, stručnost i strukturu postojećih institucija visokog obrazovanja. Osim toga, visokoškolske ustanove u Mjanmaru i Tajlandu poslužile bi kao primjer dobre prakse o tome kako dizajnirati i razviti središta resursa za praktičare društvenih poduzeća i uključiti dionike iz svih sektora u rješavanje društvenih problema i promicanje svijesti o potencijalu sektora društvenih poduzeća.

***Ključne riječi**: socijalno poduzetništvo; razvoj zajednice; aktivnosti usmjerene na učenika.*