NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
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CHALLENGES OF GENERATING SOCIAL INNOVATION PROJECTS AT NEAR EAST UNIVERSITY IN NORTHERN CYPRUS

TAMER GARIP

MASTER'S THESIS

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ASST. PROFESSOR AHMET ERTUGAN

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ACCEPTANCE/APPROVAL

We as the jury members certify the 'Challenges of Generating Social Innovation Projects at Near East University in Northern Cyprus' prepared by the Tamer Garip defended on 18..../.June.../.2021... has been found satisfactory for the award of degree of Master

JURY MEMBERS

Asst. Prof. Ahmet Ertugan (Supervisor)
Near East University
Faculty of Economics and Administrative Sciences, Department of Marketing

Prof. Dr. Serife Eyupoglu (Head of Jury)
Near East University
Faculty of Economics and Administrative Sciences, Department of Business Administration

Asst. Prof. Dr Ayse Gozde Koyuncu
Near East University
Faculty of Economics and Administrative Sciences, Department of Business Administration

Prof.Dr. Hüsnü Can Başer
INSTITUTE OF GRADUATE STUDIES
Director

DECLARATION

I Tamer Garip, hereby declare that this dissertation entitled 'Challenges of Generating Social Innovation Projects at Near East University in Northern Cyprus' has been prepared myself under the guidance and supervision of 'Ahmet Ertugan' in partial fulfilment of the Near East University, Institute of Graduate Studies regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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ACKNOWLEDGEMENTS

ABSTRACT

CHALLENGES OF GENERATING SOCIAL

INNOVATION PROJECTS AT NEAR EAST UNIVERSITY

IN NORTHERN CYPRUS

The purpose of this study is to identify the challenges/barriers of generating social innovation (SI) projects and the ways of overcoming those challenges at Near East University (NEU) in Northern Cyprus (NC).

A qualitative method of inductive analysis was used to analyse the data collected from the 22 interviewees through semi-structured in-depth interviews carried out at their office and was recorded. However, two interviewees who had agreed to be interviewed during the interview requested if they could send their answers by email. This request was granted, and their answers were received by email and included in the analysis of this study.

The study's findings are based on the analysis of the in-depth interviews of 22 interviewees and a thorough literature review on innovation and social innovation. The study identified ten main challenges/barriers to generating social innovation projects in terms of importance. These are; 1. Lack of cooperation between universities, businesses, government, local governments, NGOs and academicians; 2. Lack of skills, motivation and energy of the academic and the senior staff; 3. Lack of access to the funds; 4. Lack of incentives and encouragement; 5. Lack of promotion and awareness of SI; 6. Our education system; 7. Lack of consciousness of the people in Northern Cyprus; 8. SI is the responsibility of NGOs and the Government and not the university; 9. Lack of time

and resources needed by the academics and the senior staff; 10. People's lack of interest.

However, NEU is in the best position in NC to overcome these challenges due to its visionary founder and the Executive Board and the massive infrastructure investment undertaken by NEU in the last decade. NEU is currently building public schools nationwide, art galleries, hospitals, and innovative factories such as the Gunsel electric car.

The study also identified four recommendations by the interviewees to overcome the challenges/barriers and has grouped these findings as 1. Work in closer cooperation with other HEIs, NGOs, local governments, and government 2. Make SI central to the university structures; 3. Review of the university's education policies and curriculums; 4. Develop SI courses aimed at educating different groups of the society.

As the 50-year history of INN and SI around the world shows that the regional location of a country, its socioeconomic conditions, its economic politics, its democracy, its wealth distribution, the influence of NGOs on the society, the education level of its citizens, its cultural forces and the level of infrastructure investments are all factors affecting the quality and the quantity of SI projects to blossom and attract the necessary skills, finance, support, and partners for sustainable SI. The study identified that NEU is the leading technological innovator in NC and is expected to be the leading SI force soon.

There is one limitation to the study. The university employs the interviewees, and they may have been reluctant to reveal their true thinking not to affect their future career prospects with the university.

Practical implications of the study are that the interviewees are the top decision-makers of NEU; therefore, they can either implement the recommendations of the study or carry out further nationwide research into SI.

The study is of value and original because it may aid the top decision-makers of the university to start thinking of SI and how it can play a central role within the university structures. It is of value to the researchers worldwide who may want to compare the challenges of SI in their organisations and their countries with similar socio-economic, cultural forces. Further research could be carried out with surveys, focus groups, and in-depth interviews with the other stakeholders of SI in NC, including other HEIs, local governments, government, businesses, NGOs, and international students in NC. There are over 100,000 university students in NC, and over 30% of these are from 40 different countries, and their input will be invaluable to the development of SI in NC.

The study has concluded that the biggest challenge of generating SI projects at NEU is the lack of SI education of NEU's top decision-makers and senior academics. This education should be designed specifically for the target groups, and it should be a priority of the Executive Board of NEU if it wishes to continue to be regarded as a 21st-century university.

The second group of people to be educated should be those working at NGOs, government, local governments, and businesses.

Moreover, thirdly, all other HEIs and all international and national students and the public members should be educated.

The study recommended that further 3 extensive quantitative and qualitative research is carried out a) to identify NC's human assets that need to be educated for generating SI in NC.

b) to identify the barriers to cooperation between the universities; between a university and the NGOS; between government and a university; between a local government and HEI; between businesses and HEIs for generating SI.

c) to find out why the NGOs or the members of the public do not or cannot put pressure on the government or local governments to generate SI projects in NC

Finally, the study recommends that before attempting to solve the ten challenges identified in the study or implementing the four recommendations by the interviewees, the education of SI of the top decision-makers of NEU is completed.

Keywords: social innovation, innovation, higher education, university, barriers to social innovation, Near East University, North Cyprus.

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LIST OF ABBREVATIONS

NEU: Near East University

SI: Social Innovation

NC: Northern Cyprus

CSR: Corporate Social Responsibility

INN: Innovation

MEU: Middle East University

METU: Middle East Technical University

UN: United Nations

THE: Times Higher Education

TRNC: Turkish Republic of Northern Cyprus

IBM: International Business Machines

NGO: Non-Governmental Organization

USA: United States of America

UK: United Kingdom

IVLP: International Visitor Leadership Program

NERITA: Near East Research Innovation Technology Area

KAYAD: Women's Legislative Support Association

YODAK: Higher Education Planning, Evaluation, Accredit. and Coord. Council

GDP: Gross Domestic Product

HEI: Higher Education Institutions

INTRODUCTION

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CHAPTER 1
PURPOSE OF THE STUDY

The primary purpose of this study is to identify the challenges/barriers of generating Social Innovation (SI) at the university and to identifying the ways of overcoming these challenges/barriers by making recommendations. The secondary purpose of this study is to raise awareness of SI and aid the top decision-makers of the NEU in understanding the issues regarding SI. The study also hopes to contribute to the general body of research on the challenges of SI at Higher Education Institutes (HEIs)in countries with similar socio economic and cultural forces experienced in Northern Cyprus (NC.)

1.1 Scope of the Study

The study used inductive analysis by doing qualitative in-depth, semi-structured face to face interviews with the top decision-makers of NEU. When met for the interview at their offices, two interviewees stated that they would prefer to send their answers by email. Their request was granted, and their answers are also included in this study. In total, 22 interviewees were contacted, and their responses analysed.

The interviewees' titles and their job descriptions at NEU was an essential factor in selecting the interviewees. This selection of the interviewees was vital for the study to be effective and meaningful. They were selected because they can make policy changes, approve resources and funds, and make changes to the academic programmes.

Of the 22 interviewees, 5 were members of the 'Executive Board of NEU'. The Executive Board of NEU is the highest body of NEU, and it is made up of 7 people, including Prof. Dr. Irfan Suat Gunsel.

22 Interviewees included 4 Vice-Rectors, 1 General Secretary, 5 Deans, 4 Vice Deans, 2 NEU Research Centre Presidents, 3 Heads of Departments, 1 Deputy Head of Department, 1 senior lecturer and 1 NEU Hospitals Director.

In total, ten questions were asked to the interviewees, of which 3 were key questions.

1. From your experience, what sector or bodies should be responsible for generating social innovation projects? e.g., Universities? Government? Local Governments? NGOs? Businesses? Academics? Students?

2. What are the challenges to overcome to increase the number of Social Innovation projects generated and implemented by NEU?

3. What are your recommendations to Higher Education Institutes (HEIs) as to how can they increase the generation and implementation of Social Innovation projects?

Although SI has become a popular term among academia in the last decade, there is still no agreement on the definition of SI, and there are many definitions to choose from. The concept of SI is either vaguely understood by many or confused with Corporate Social Responsibility (CSR) and is used interchangeably.

Understanding the differences between technological or organisational innovation and SI and understanding the differences between SI and CSR is critical for the purpose of this study. The study will define these terms to avoid confusion.

Even though there are hundreds of definitions for SI in academia, for the purpose of this research, this study has chosen to use the following definition by Stanford Business Centre for Social Innovation:

"*A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals.*" (Stanford Social Innovation Review)

1.2 Methodology and Research Design

To identify the challenges/barriers to generating SI at NEU, a qualitative method of in-depth semi-structured interview technique was used. This consisted of analysing the recorded and transcribed in-depth interviews and applying an inductive analyses method on the answers (Inductive analysis aims to systematically generate theory grounded in specific instances of empirical observation). The answers of the interviewees were categorised and classified.

A thorough selection, review, and analysis of scientific articles, books, indexed journals, and existing documentation on critical factors were considered before the planning and administration of the interviews and the main questions to be asked. The search was conducted in databases of indexed articles, books and the internet using the following descriptors in the search: "social innovation", "social innovation projects", "social innovation factors", "barriers to social innovation",

"higher education and social innovation" and "challenges to social innovation". With the selected articles and documents, a comparative, selective and critical analysis was carried out to obtain relevant information.

Ten challenges/barriers have been identified, and this study has been ranked in order of 'frequency of mention' by the interviewees expressing their views during the interviews. Qualitative inductive analysis method was used to analyse the meaning of these sentences and the paragraphs. For example, when an interviewee said that there were no challenges/barriers to SI but recommended that there should be easy access to funding, this was included as a 'challenge' as well as 'recommendation' that there was 'no easy access' to the funding unless the interviewee stated that currently there was 'easy access to finance'.

1.3 Results of the Empirical Evidence

The study's findings are based on the analysis of the in-depth interviews of 22 interviewees and a thorough literature review on innovation and social innovation. The study identified ten main challenges/barriers to generating social innovation projects at NEU and identified four main recommendations made by the interviewees for the ways of overcoming them. The ten challenges/barriers in terms of importance are 1. Lack of cooperation between universities, businesses, government, local governments, NGOs and academicians; 2. Lack of skills, motivation and energy of the academic and the senior staff; 3. Lack of access to the funds; 4. Lack of incentives and encouragement; 5. Lack of promotion and awareness of SI; 6. Our education system; 7. Lack of consciousness of the people in Northern Cyprus; 8. SI is the responsibility of NGOs and the Government and not the university; 9. Lack of time and resources needed by the academics and the senior staff; 10. People's lack of interest.

The detailed analyses of the interviews can be found in chapter 5.

1.4 Conclusions and Recommendations

This study aimed to discover if there were any challenges/barriers at NEU for generating SI and identify the recommendations of the top decision-makers of NEU to overcome these challenges/barriers.

The study identified four major recommendations of the interviewees for ways of overcoming the challenges.

The four recommendations by the interviewees for the way forward were as follows.

1. Work in closer cooperation with NGOs, local governments, government and other HEIs 2. Make SI central to the university structures; 3. Review of the university's education policies and curriculums; 4. Develop SI courses aimed at educating different groups of the society.

However, there are 5 different ways that universities are getting involved with SI around the world. These methods are:

1. Creating spaces and changing structures internally.

2. Embracing a network approach - Partnerships, collaborations, networks for change.

3. Redefining their strategy - Strategy, policy - changing institutional frameworks/ systems /mindset & culture shift.

4. Preparing students for the real world - Programs, student experience, curriculums and to teach in a cross-disciplinary way.

5. Building shared knowledge - Developing research, shared definitions, theory of social innovation and cross-sectoral research areas.   (Julie Munk, So Jung Rim, Louise Pulford, 2017).

The study concluded that the opinion of the decision-makers is divided at NEU over the way forward for selecting the most suitable SI method for NEU.

It is recommended that further research is carried out to be able to select the most suitable method out of the possible five methods above.

CHAPTER 2

LITERATURE REVIEW

2.1 The Context for Social Innovation

Social innovation has become very popular in the last 10-15 years because the existing structures and policies have not been able to solve the urgent issues of the day, which can be listed as climate change, global epidemics such as Covid and its effects on the economies and the fabric of the societies. Another big issue is the constant and fast widening of the inequality gap amongst the people and amongst the countries

In the USA and Europe, Governments, Local Governments, NGO's, HEI's and even private individuals have been generating SI projects for over 50 years.

The terms used in this study require definitions since one of the main challenges/barriers identified in this study has been that there seems to be confusion of what is SI and CSR and Innovation (INN) mean.

A review of the literature has been made to clarify these terms.

2.2 History of Social Innovation

In times of economic crises and other disasters, the governments, and NGOs and even individuals were motivated to generate social innovation. When the industrial revolution began in the 19th century, and people started working in the factories rather than in the fields, people emigrated in large numbers to the cities from the villages, and the problems of the society grew substantially. Poverty and inequality, and health issues rocketed, and during these times, SI projects saw a huge increase (e.g., building societies, cooperatives, civil rights movements, trade unions etc. was born). These were early SI.

Inequality, global warming, and widespread poverty in the 21st century was highlighted by the rise of the internet, and it made everyone aware of all the problems still existing in our world. The Internet contributed hugely to the increase in awareness of SI benefits around the world, and most developed countries governments began to be interested in SI. (EU Vienna Declaration 2011).

2.2.1 Introduction to Social Innovation

Social Innovation projects aims are to solve social problems, whatever those social problems may be. Every country has specific problems unique to itself depending on its economy, culture, infrastructure, and education. Usually, SI's begin life locally but end up being regional or international (e.g., fair trade and microcredit) if they can be exported. Some SI are local and specific to that country or that region or that village. They cannot be exported.

Here are 12 contemporary definitions of SI collated by Cunha & Benneworth (2013)

"A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals."	Phills et al. (2008: 36):
"Innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organisations whose primary purposes are social.'"	Mulgan (2007a: 8):
"New ideas (products, services and models) that simultaneously meet social needs and create new social relationships or collaborations. In other words, they are innovations that are both good for society and enhance society's capacity to act."	Murray et al. (2010: 3); cf Bacon et al. 2008, 13)
"'Social innovation' seeks new answers to social problems by identifying and delivering new services that improve the quality of life of individuals and communities; identifying and implementing new labor market integration processes, new competencies, new jobs, and new forms of participation, as diverse elements that each contribute to improving the position of individuals in the workforce."	(OECD's LEED Programme, n.d.)
"New combination and/or new configuration of social practices in certain areas of action or social contexts prompted by certain actors or constellations of actors in an intentional targeted manner with the goal of better satisfying or answering needs and problems than is possible on the basis of established practices."	Howaldt and Schwarz (2010: 21)

"The implied new idea has the potential to improve either the quality or the quantity of life".	Pol & Ville (2009)
"Mould-breaking ways of confronting unmet social need by creating new and sustainable capabilities, assets or opportunities for change".	Adams and Hess (2008: 3)
"Changes of attitudes, behavior or perceptions of a group of people joined in a network of aligned interests that in relation to the group's horizon of experiences lead to new and improved ways of collaborative action within the group and beyond."	Neumeier (2012: 55)
"Path-dependent and contextual. It refers to those changes in agendas, agency and institutions that lead to a better inclusion of excluded groups and individuals in various spheres of society at various spatial scales"	Moulaert et al. (2005: 1978)
"A complex process of introducing new products, processes or programs that profoundly change the basic routines, resource and authority flows, or beliefs of the social system in which the innovation occurs. Such successful social innovations have durability and broad impact".	Westley and Antadze (2010: 2)
"New solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. … both good for society and enhance society's capacity to act."	Caulier-Grice et al. (2012: 18)

"New ideas that resolve existing social, cultural, economic and environmental challenges for the benefit of people and planet… systems-changing – it permanently alters the perceptions, behaviors and structures that previously gave rise to these challenges."	(Centre for Social Innovation n.d.)

Table 2.1 12 contemporary definitions of Social Innovation
(Source: Cunha & Benneworth (2013))

Another definition of SI was provided by one of the interviewees during the interview which is worth mentioning.

"Universities exist for three main reasons: research, education and society serving. We need to question what is meant by "serving the society," if you are serving the third-class society or you are allocating the funds for transformations in the society. As NEU we are not serving the society but transforming it, that is why we are after the innovation. "Serving the society" is not about allocating the funds for your profit, it is aiming an innovation. For instance, car museum, hospital and so one is considered as transformational innovations. *In concept of Social Innovation, we need to consider the motion of transformation. In other words, in the end of the innovation project, society should be transformed or changed in a positive way.*"

SI is a socially innovative practice that delivers socially just outcomes by developing novel solutions, creating social value by advancing the development of its citizens and establishing collaborative networks by challenging the existing social institutions.

Here are 4 examples of SI projects which started locally but scaled up to become regional and international success stories:

1. The Open University – and the many models of distance learning that have opened education across the world and are continuing to do so.

2. Fair Trade – pioneered in the UK and USA in the 1940s-80s and now growing globally.

3. Greenpeace – and the many movements of direct ecological action have transformed how citizens can participate directly in social change.

4-Grameen Bank –new models of the village and community-based microcredit have been applied worldwide and was founded by Muhammad Yunus in Bangladesh.

2.2.2 Types of Innovation

There are two important types of innovation:

Most innovations are incremental innovations. An existing process or outcome is improved in a novel way, and it is either more efficient or more effective than the previous.

a) Incremental innovation (e.g., electricity plugs with options for different sockets)

Radical innovation is scarce since its radically different from the previous process or outcome

b) Radical innovation (e.g., Smartphone and wheel)

Many innovations create benefits for society, primarily through increasing employment, productivity, and economic growth. Some even generate social value above and beyond their apparent economic impact. The computer dramatically enhanced individual productivity, learning, and creativity. (James A. Phills Jr., Kriss Deiglmeier, & Dale T. Miller, 2008)

"Yet that does not make these products social innovations…An innovation is truly social only if the balance is tilted toward social value—benefits to the public or

society as a whole—rather than private value—gains for entrepreneurs, investors, and ordinary (not disadvantaged) consumers".

Social innovation can be a product, production process, or technology (much like innovation in general), a principle, an idea, a piece of legislation, a social movement, an intervention, or some combination of them. (James A. Phills Jr., Kriss Deiglmeier, & Dale T. Miller, 2008)

2.2.3 Key factors of Social Innovation

The key factors that influence social innovation in non-governmental organisations are team training, leadership, organisational culture, team commitment, external pressure, resources and available means, external support and demands of interest groups Rodríguez Blanco, Carreras and Sureda (2012) (Mediterranean Journal of Social Sciences, 2008).

Because of the fast rise of internet technology, the cooperation between the non-profit (universities and NGOs) and big businesses and the governments are becoming easier. It is becoming relatively easier to find partners to generate SI projects.

Developing social innovation projects requires changes to the current social practice, to implement these changes requires an organised community or non-governmental organisation to improve the innovation on social care or the productive dynamics of social practice—Astorga (2004) (Mediterranean Journal of Social Sciences, 2008).

Innovation is best developed when effective partnerships between small organisations and businesspeople and large organisations can develop the idea on a large scale. Sánchez (2014) (Mediterranean Journal of Social Sciences, 2008).

SI is not undertaken in isolation by lone entrepreneurs but is an interactive process shaped by the collective sharing of knowledge between a wide range of organisations and institutions that influence developments in certain areas to meet a social need or to promote social development. (Phillips, Lee, Ghobadian, O'Regan, James, 2015).

The European Commission's 7th Framework Program systemised the challenges to social innovation into two groups:

- structural challenges such as social, political, economic, technological, etc. context within which social innovators operate.

- agency challenges - organisations involved in social innovation processes and interactions among them.

2.2.4 Criteria for Innovation

From a thorough analysis of literature on the definitions of INN, the study uses the concept that the following three criteria must exist for a 'process' or an 'outcome' to be classified as INN.

These are:

a) It must be novel.

b) It must be improved (i.e., is it more effective or more efficient than the previous process or outcome).

c) It must be sustainable.

If any one of these criteria does not exist, then that outcome or process is not an INN.

Innovation is either a process or an outcome.

a) Innovation as a *process*. The organisational and social *processes* that create innovation (e.g., Google organisational structure and Facebook)

b) innovation as an *outcome*. These are new products and technologies (e.g., smartphone) and production methods (e.g., use of advanced 3d printers for the production of electric car Gunsel).

2.2.5   Corporate Social Responsibility vs Social Innovation

During the interviews, several interviewees asked if they were involved in SI projects; they said they had been involved in many SI projects. They were describing CSR projects as SI projects. They were not aware of the huge differences between SI and CSR. This is identified as one of the challenges/barriers of generating SI projects.

Here are the definitions of CSR and SI this study has chosen to use for this study:

CSR is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. In contrast, *SI is a novel solution to a social problem that is more effective, efficient, sustainable, or just than present solutions and for which the value created accrues primarily to society as a whole rather than private individuals*".

Social Innovation projects are very different from CSR projects, and for a project to be classified as SI as it must fulfil the five crucial factors;

 (a) if it solves a problem addressed for the benefit of the society, (b) if it is sustainable, (c) if it has inter-sectoral collaboration, that there are different actors in the initiative and that they relate to each other, (d) if its scalable and replicable, (e) type of innovation constitutes an innovation that is incremental or radical Buckland and Murillo (2013). (Mediterranean Journal of Social Sciences, 2008)

2.2.6 Barriers to Innovation

Even though they are highly beneficial to the people or the organization, some INN is not accepted, and they fail. However, Some INN is less beneficial to the organization, or the people are accepted and implemented. This is due to the four common barriers to INN.

The most common four barriers to INN are;

a) Efficiency; once they have established their systems in any organization, they do not like to change those systems because it is inefficient during the change. They like to keep the status quo.

b) Peoples' interests. Through many connections during their work relationship, people will establish favorable terms for themselves, and it is not in their interests for those relationships to be changed. They will resist any change.

c) Minds of people. Once people establish systems that is the best system with proper procedures and methods, they find it difficult to change their minds. The longer they use the system, the more they believe that it is the best system possible, and any change is a risk. It provides security and becomes part of their routine. Organizations are made up of people. Until new people come to the organization making any change seems a threat to their prosperity and comfort.

d) Relationships. Much of the government and the social sector business rely on establishing personal relationships and breaking down these relationships is detrimental to every group. (Garip, 2007)

A review of the literature shows that the main challenges identified in European Union are: (a) lack of technical capacity; (b) aversion to risk; (c) financing structures; (d) the management team lacks sufficient confidence in innovation; (e) mixed teams: volunteers and paid staff; and (f) lack of experience in innovation. (Mediterranean Journal of Social Sciences, 2008)

A study carried out in Latvia in 2017 showed that barriers to SI in Latvia (the study was not specific to an HEI) most frequently faced (a)lack of financing; (b)passivity in the society; (c)administrative and bureaucratic challenges; (d)lack of openness of the society to other people's experience and collaboration; (e)absence of legal framework; (f)passivity and low level of support from stakeholders; (g)lack of experience in realising the project; and (h)lack of access to information needed

The most frequent means for overcoming these challenges utilised by the interviewees were;(a) promotional activities, (b)external financial support and (c)external support. Nevertheless, seven more means: (d)external source of information; (e)project modification; (f)communication with stakeholders; (g)own funds; (h)efforts to improve the legal framework and (i)competencies of the project team; These were revealed to be significant in overcoming the challenges faced. (Karine Oganisjana, Yulia Eremina, Salome Gvatua, Benjamin Ngongo Kabwende, Ozoemena Joseph Chukwu, 2017)

2.3 Higher Educational Institutions and Social Innovation

Contemporary social issues, such as poverty, inequality, and climate change, exceed the capacity of a single sector to solve and require the collaboration of the public, private, and nonprofit sectors. In this context, universities play a unique and increasingly comprehensive role in educating students, generating new knowledge, and advancing their communities' social and economic conditions. Even though universities in the past 30 years have been modernizing through marketisation and privatization, they hold an important position in creating new collective social systems (Middleton, 2000),

This marketisation and privatization has made universities increasingly competitive rather than collaborative institutions (Marginson, 2011).

The 21st century's global challenges are entirely different to those of the 20th, but their solution is critical to human society into surviving into the 22nd (European

Commission 2008). Acid rain, climate change or oil shortages were once seen as discrete, isolated problems, yet it is increasingly clear they are systemic outcomes from prioritizing economic growth at all costs. Solving these 'grand challenges' demands new forms of social organization facilitating human welfare whilst respecting the earth's ecological limits, creating collective action and coordination providing resilience against these new threats (Urry, 2015) (Damme D. V., 2009).

Understanding how universities can contribute to solving these problems requires a good understanding of the characteristics of SI.

A systematic review of social innovation literature identified a wide range of characteristics of social innovation based on 76 extant definitions. However, they noted that social innovation had evolved to become a 'wash list' of activities, aspirations, ideologies, and rationalities Edwards-Schachter et al. (2012) (cf. Howaldt & Schwarz, 2010; Salamon et al., 2010; Elliot, 2013; Iizuka, 2013) (Paul Benneworth, Jorge Cunha, 2015).

HEIs are bureaucratic organizations and do not have the knowledge or the skill sets to cultivate and nurture and incubate good ideas. HEIs have been attempting to improve their technology transfers by setting up Technological innovation centers or Techno parks, and some HEIs are still struggling with technological innovation.SI is an entirely new area, and only the top universities are beginning to think about including SI centers or units or including SI centrally in their organizational structures. One way of solving these is through the recruitment of Heads of Innovation both for technology and SI.

2.3.1 Emergence and Evolution of Forces that Influence Social Innovation at HEIs

Many forces influence the evolution and emergence of social innovation at HEIs, and these may be classified as External, Internal and Cultural Forces.

Market competition*.* A key driver behind the rapid growth of SI initiatives is competition across the higher education market.

Donor influence. Donor influence and financial support is also a key driver behind the development of SI initiatives.

Internal Forces: Institutional Leadership.

Deans. Institutional leadership, especially the role of deans, is another key influence on the SI initiatives.

Faculty. Faculties also are a strong force in the emergence of SI initiatives.

External Forces. In addition to the strong influence of students, market competition, donors, and institutional leadership, external forces outside of the institutions also have an important role.

Outside organizations. Some NGOs are also key influencers.

Culture and Context Institutional. The institutional culture and context shape the development and focus of the SI initiatives

Centers adopt the culture, language, and strengths of their institutions. SI Initiatives are mainly influenced by the culture, language, and strengths of their institutions.

Pedagogical approach. The research data also found that the institution's pedagogical approach was also a key influencer.

City, state, and regional context: The data showed that social impact centers are naturally influenced by their surrounding city, state, and regional contexts. (McBeth, 2018)
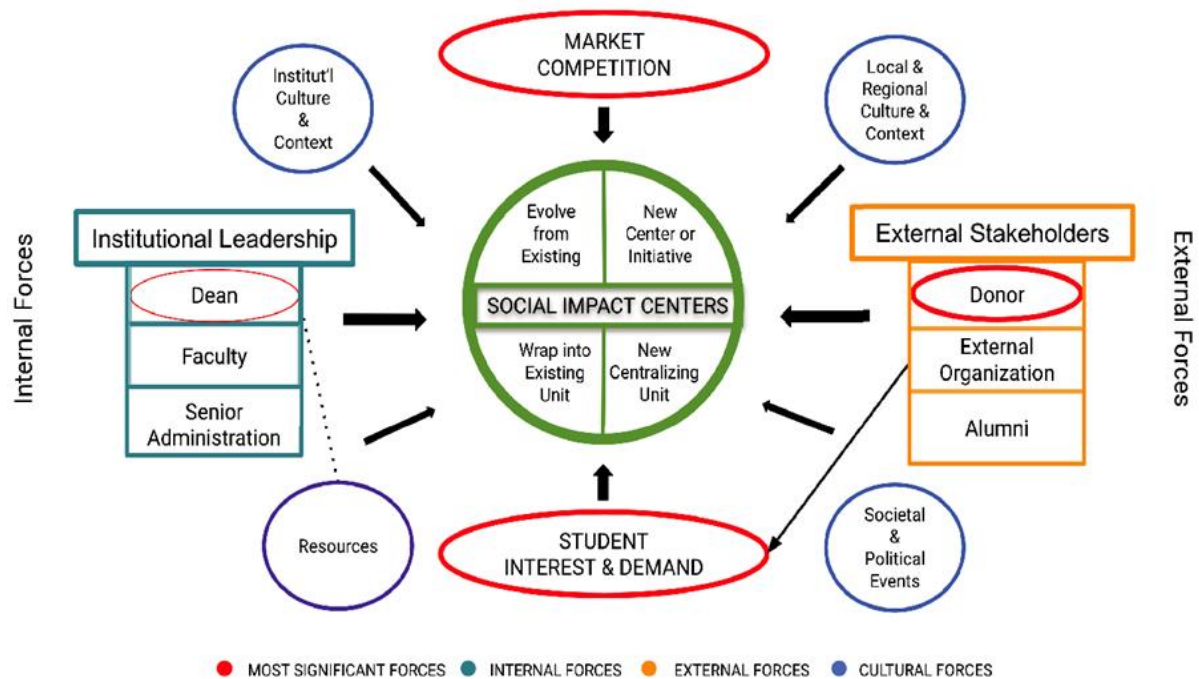
Figure 2.1 Emergence and evolution model of the internal, external, and cultural forces that influence the emergence and evolution of social impact initiatives

2.3.2 Involvement of HEIs in Social Innovation

Higher Education Institutes do not engage systematically in SI (only 14.9% by HEI's). The low 14.9 % of SI by HEI's (NGO's 80%; Businesses 67%) means we must understand the role of the HEI's better to increase the SI contributions. This low contribution to SI is completely opposite to their role as knowledge providers in classical Innovations. HEI's represent ideal partners to help break down or at least mitigate against multiple challenges to social innovation. They can serve as intermediaries; provide R&D; Provide logistic support to the society; mentor and train; provide technical facilities and physical space and most importantly take risks with novel ideas which is the cornerstone of all innovation". Anderson, Domanski & Howaldt (2016)

A key issue for university involvement in social innovation activities is aligning universities' core teaching and research missions and social innovations' desired

outcomes, which may be a novel social service or activity (cf. Robinson & Hudson, 2013).

Universities societal roles involve providing higher-level education for students and workers, whilst social innovation appears to be oriented around the delivery of social services. In some societies, notably in Latin America, universities have an explicit duty on universities and graduates to deliver social services via service-learning, encouraging more university engagement in SI (Tandon R., 2008) (Tapia, M. N, 2008) (Ramirez A. S., 2011).

The CERI report (1982) characterized the kinds of contributions that universities could make to community development, including making facilities available, delivering services to them, analyzing their needs on behalf of others, analyzing their problems and delivering a new solution to them (cf. Benneworth, 2013).

Support provided	Role name	Contribution	Vector
Knowledge	Knowledge Provider	The university provides existing knowledge or creates new knowledge which informs the development of a solution	Academics, research Centers
	Knowledge Bridge	The university works with a social partner to co-create new knowledge which contributes to a social innovation	Academics, students, science shop, service Learning

Material Resources	Financier	The university invests in activities which contribute to testing or upscaling SI activities and delivering innovative services	University trading Company
	Landlord	The university makes its facilities available during the SI process, including offices, libraries, and laboratories	University estates department
'Know how' and 'know-who	Advisor	The university provides advice to social innovators on how best to access external knowledge resources/ who might be able to help them	Transfer office, business development officers, Reach
	Mentor	The university helps to persuade third parties of the value of the SI and them to adopt or invest their resources in the social Innovation.	Senior managers, university corporation, university boards

Table 2.2 A typology of how universities might be able to contribute to social innovation.

The university might use its networks to create the initial experiment or even push for its later upscaling (Humphrey L. & Benneworth P., 2010). Different contributions may be made for each role at each stage, whilst space precludes setting out a complete overview (Cunha J. & Benneworth P. S., 2013).

SI Process Stage	Academic researchers
Idea Generation	Own research knowledge
	Past practical experience
	Wider academic networks
	Academic could be the social innovator
	Uncover and support community solutions to major societal challenges
Creation of Experimental Space	Persuade/ convince others to join the coalition
	Facilitate the coalition running – organizing/ hosting meetings
	Validate the 'innovativeness' of the SI
	Helping finding funding, e.g., through a research project

Demonstrator	Supporting the delivery of the demonstrator
	Validating/publicizing the success of the demonstrator
	Providing resources for delivery, e.g., students
Decision to Expand	Committing resources to the next stage of the development
	Persuading the social innovator to start upscaling/ expanding
	Decide to start upscaling (academic as SI)
	'Proof of concept' that the idea is expandable
Support Coalition	Identify all of those interested in the solution
	Mobilize all of those interested in the solution
	Make the public argument for expanding the SI.
Codification	Produce a guide, toolkit, vade mecum for the activity
	Provide training for the next wave innovators
	Creating an epistemic disciplinary community, embedding in education
Diffusion	Publicize the idea and sustain momentum
	Staff exchange

Table 2.3 How university knowledge producers (e.g., academics) can contribute through social innovation's different stages.

2.3.3 Overcoming Challenges to Social Innovation in HEIs

Universities face increasing numbers of urgent demands in making strategic choices, leading to a situation termed 'mission overload' (Ćulum, 2013) (Damme D. V., 2009) (Enders J. and Boer H. , 2009).

A key challenge for universities supporting SI strategically is being able to place SI centrally within university structures.

A review of the literature identified three key criteria that must exist for HEIs to foster SI successfully:

(a) HEIs, by their nature, can be incubators. They have multifaceted and entwined aims in their roles as research centres and as centres of student learning.

(b) to have a vast number of academics and thought leaders and new thinkers questioning the status quo. The combination of academics, students, and staff allows for all sorts of innovation, including social innovation.

(c) To have the infrastructure and space to let innovative ideas prosper and to be able to afford it if they fail. To have access to resources (be it physical space, internet access, subsidised technology, as well as skilled (lecturers) and unskilled (students) human resources.

Because HEIs employ highly educated human resources that are costly and have access to low-cost manual labour (students), it is unique to help society better itself.

Explicitly broadening innovation's scope to include social partners highlights the importance of SI produced via interaction between universities, NGOs, businesses, local governments, members of the community, and government in ways that see university knowledge transferred into society via societal problem-solving. Many university communities are involved in SI throughout the process and across both loops, contributing indirectly to creating socially innovative

organizational forms that improve social justice. (Leydesdorff L. & Etzkowitz H., 2003) (Leydesdorff L., 2010)

It is important to look beyond universities' direct resource benefits from SI activities, whether income generated, opportunities for estate development, or supporting student recruitment. Equally important is understanding how these benefits contribute to the performance of core university missions, particularly in the context of broader stakeholder expectations on universities, by providing access to new kinds of knowledge that underpin these core university missions. (Paul Benneworth, Jorge Cunha, 2015)

There are five different ways that universities are getting involved with SI around the world.

1. Creating spaces and changing structures internally.

2. Embracing a network approach - Partnerships, collaborations, networks for change.

3. Redefining their strategy - Strategy, policy - changing institutional frameworks/ systems /mindset & culture shift.

4. Preparing students for the real world - Programs, student experience, curriculums, and teaching in a cross-disciplinary way.

5. Building shared knowledge - Developing research, shared definitions, theory of social innovation and cross-sectoral research areas. (Julie Munk, So Jung Rim, Louise Pulford, 2017).

CHAPTER 3

HIGHER EDUCATION IN NORTHERN CYPRUS

3.1 Historical Perspective

The first university established in North Cyprus was the Eastern Mediterranean University in 1979, followed by Girne American University in 1985 and Near East University in 1988. With the establishment of a new university called '15 November University' in 2020, universities have reached 20 Universities in North Cyprus with over 100,000 students.

In 2005, the Higher Education Planning, Evaluation, Accreditation and Coordination Council (Yükseköğretim Planlama, Denetleme, Akreditasyon ve Koordinasyon Kurulu - YODAK) was established by Law No. 65/2005 and replaced the former Organisation as an independent body with increased responsibilities for accreditation and quality assurance.

According to YODAK report as of 2018, we have 19 universities, 1442 programs, 4564 faculty members and 103,549 students, including 12675 TRNC, 55015 TC and 35859 foreign nationals. As of December 2018, our universities have been recognized by more than 80 countries institutionally. In addition, our top 5 universities have 127 program accreditations from over 20 international organizations as of December 2018. (YÖDAK Üniversitelerimiz, 2018)

1. Doğu Akdeniz Üniversitesi
2. Girne Amerikan Üniversitesi
3. Yakın Doğu Üniversitesi
4. Lefke Avrupa Üniversitesi
5. Uluslararası Kıbrıs Üniversitesi
6. ODTÜ Kuzey Kıbrıs Kampüsü
7. İTÜ-KKTC Eğitim Araştırma Yerleşkeleri
8. Akdeniz Karpaz Üniversitesi
9. Girne Üniversitesi

10. Kıbrıs İlim Üniversitesi

11. Kıbrıs Sosyal Bilimler Üniversitesi

12. Kıbrıs Amerikan Üniversitesi

13. Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi

14. Uluslararası Final Üniversitesi

15. Ada Kent Üniversitesi

16. Bahçeşehir Kıbrıs Üniversitesi

17. Rauf Denktaş Üniversitesi

18. Arkın Yaratıcı Sanatlar ve Tasarım Üniversitesi

19. Kıbrıs Batı Üniversitesi

20. Onbeş Kasım Kıbrıs Üniversitesi

There are currently 13 more universities under construction which have applied for accreditation by YODAK (Higher Education Planning, Accrediting, Auditing and Coordination Committee of North Cyprus). (Wikipedia, KKTC'de Eğitime başlanmamış üniversiteler) These are:

1. Kıbrıs Metropolitan Üniversitesi

2. Avrupa Liderlik Üniversitesi

3. Akacan Üniversitesi

4. Akacan Teknik Üniversitesi

5. Lefkoşa Merkez Üniversitesi

6. Uluslararası Aydın Üniversitesi

7. 15 Temmuz Üniversitesi

8. Erkman Üniversitesi

9. Nobelyum Üniversitesi

10. Kıbrıs Milenyum Üniversitesi

11. Mesarya Teknik Üniversitesi

12. Kıbrıs Yenikent Üniversitesi

13. Kıbrıs Yükselen Üniversitesi

Vice-Rector, NEU, Professor Dr Tamer Sanlidag, stated that "Now we are 21 universities in Northern Cyprus. We have more than a hundred thousand students

in TRNC; we have a population of 350 thousand people. That is why higher education is important for the country. We have 21 faculties in the university. You will not find any other private university with this many faculties, even in Turkey. Here is research, innovation, electric car, art movements, artistic activities, museums. We prove ourselves as the top 500 goals globally, namely the 4th generation university, that is, we try to go back with all the loads. When you look at other universities in Cyprus, some of them are specific, except for a few, they are art universities, but in general, they only undertook the mission of education. So, they can adopt it as an example model, suggesting the model we received. Only education is the easiest aspect of the job; it is the academy, it is classroom teaching, so it does not go beyond it, then it does not meet the concept of university The state planning organisation has 6-year growth figures, past three years, or 3 years ahead, all the predictions about the high education sector on this island and the higher education sector in the next 3 years despite all economic turmoil. Our demand or expectation from the state is that it will grow at least 3.5%. We want universities to remove legal obstacles and bureaucratic obstacles in front of them. Firstly, we want legal regulations to remove these obstacles. Apart from this, especially the decision-makers of science diplomacy, that is not only the government but also the presidents, should be included; we want the existing rulers to do art diplomacy, science diplomacy, tourism diplomacy to increase the welfare of the country, otherwise only the point where universities can bring the country through their efforts is known. All universities are making sacrifices and making significant efforts, so they must change their perspective to universities, put forward a separate vision about it, and work for this purpose. Our expectations from faculties are more on the increasing level of quality of education. If we have 33 research application centres and institutes, such as Near East institutes, except the faculties, it is better to increase the awareness to increase the number of social innovation projects."

3.2 Northern Cyprus Higher Education Institutions and the Application of Social Innovation

There are 21 HEIs in NC; however, only 3 HEIs have allocated significant resources or funding to INN projects. (NEU, METU and EMU). ARUCAD, Lefke European University, Cyprus International University, Girne American Universities are also beginning to produce good innovation, CSR and SI projects in the last few years.

3.2.1 Near East University

NEU is the leading university in North Cyprus and ranked 30th by Times Higher Education (THE) (the "2021 World University Impact Ranking" in category "Quality of Education"). NEU has been a leader in North Cyprus in every field, from technology to medicine to science to arts, since its foundation in 1988 by Dr Suat Irfan Gunsel.

NEU has also been involved in many CSR Projects and is currently building infrastructure, e.g., public schools, public art galleries, public libraries, innovation centres throughout NC. Therefore, it is well suited to be the leader in championing SI in NC and solidify its position as a world-class 21st Century University.

In cooperation with IBM, the Near East University has established the NEU Innovation and Information Technologies Centre, which is the centre of research-development and innovation facilities, and the basis of NEU Techno Park in 2007. The sole aim of this Centre is to be in service and offer training in cooperation with NEU-IBM Advanced Research Centre as well as providing the background necessary for advanced scientific research and achieving to a level where the centre will be an attraction centre to carry out research, development and innovation activities not only in TRNC but also in the region and world. (NEU- IBM Advanced Research Centre, 2007)

In 2019 NERITA (Near East Research Innovation Technology Area) was formed to further innovation at NEU. An excellent example of an SI project was from NERITA and Robotics Lab in 2019 called 'FeedMe Station', where stray dogs and cats can be fed with automatic vending machines in the community. (NEU Robotics Lab weekly summary-19, 2019)

Head of Robotics Lab Dr Ersin said, "In NC, we have many stray animals, and I wanted to do something for them. I was working with the Veterinary faculty to be informed about feeding and looking after these animals. Also, I was curious about taking these animals to my house. We designed a machine in a laboratory where I work as a head along with ten more people. It was a vending machine for animals which consist of cat food, dog food, and water. The water was there all the time, but the food had a limited supply. While doing this project, I contacted the Veterinary faculty, several municipalities, universities, animal organisations. For now, I am working on one project, and it is going to be launched soon. The first version of it is working in the Innovation centre. The second and Third versions will be cheaper so that we can distribute it all around the island.

Moreover, I am still involved in a project I previously mentioned. It is a working prototype for tests so that we can move on further. Also, I am working on a postage stamp so that I can get more investors."

Figure 3.1 SI project from NERITA and Robotics Lab in 2019 called 'Feed me Station'
(Source: NEU Robotics Lab)

Near East University Technology Initiative NERITA also held a workshop titled "Innovation in Crisis and Post-Entrepreneurship After Pandemic" to be positioned correctly in the new world order that will change after the COVID-19 pandemic, to determine the positive aspects and opportunities of national and international change, and to determine the working principles of the new and critical important entrepreneurship ecosystem in Cyprus. (Near East University NERITA gathered the sectors at the "Innovation in Crisis and Post-Entrepreneurship After Pandemic" Workshop, 2020)

Also, in February 2020, Cyprus's first electric car was launched by NEU and is expected to be on the roads in 2022. (The first model of Günsel, The Domestic Car of the TRNC, was launched with a magnificent ceremony, 2020)

Figure 3.2 Cyprus's first electric car was launched by NEU
(Source: Günsel Car)

This is a good example of the ability of NEU to produce innovative technologies, as is the Robotics team's success in winning the world championship. A robotics football team from the TRNC has won the first place at the RoboCup 2018, the world cup of robot football held in Canada. (Near East University ROBOCUP World Champion in 2018, 2018)

Figure 3.3 Near East University ROBOCUP World Champion in 2018
(Source: Near East University)

During Covid-19 in 2020, NEU Robotics Lab engineered a new ventilation machine for hospitals because there was a shortage worldwide.

Alternative Multiple Breathing Apparatus machines (see below) and FeedMe (see below) are 2 good examples of technological innovation SI projects because it was not for 'profit but for the community' and they were 'novel'.

NEU is the leader in innovation, corporate social responsibility projects and social innovation projects in North Cyprus followed by Eastern Mediterranean University with its Techno Park.

Figure 3.4 Alternative Multiple Breathing Apparatus
(Source: NEU Robotics Lab)

Figure 3.5 FeedMe
(Source: NEU Robotics Lab)

A new master program, 'Innovation and Management, was established by Professor Dr Mustafa Sagsan, and this program aims to understand the fundamental output of organizational knowledge.

During the interviews at NEU, the interviewees made statements about NEU, HEIs, government and SI in NC. Here is a collection of some of those statements, which is a valuable insight into the minds of the interviewees to analyse their perceptions of SI in NEU and NC.

I think NEU itself is a social innovation project
if you will invent something and you want to sell it, you will face seeing problems in the market because of the political motives
NEU welcomes people who come and give any exciting ideas. So, anyone can apply from other universities; however, it is challenging to do because, in NC, we do not have international cooperation

It is not easy to generate any project without proper infrastructure. NEU is doing well because they are opening exhibitions and art galleries, building schools in different parts of the island

you need to invest in infrastructure, and then the SI projects will follow up

The national level should be the priority. However, unless SI becomes international, you will only be able to resolve the problems of your own country

If you have an international context, you may adapt those projects that are already being implemented there; you may modify them following the conditions of your country and vice versa

That is why it is essential for NGOs to be international and after they can ask for the government support

citizens in democracies can take the initiative. We do not have to wait for the government to do it; you can take the lead because that empowers you as a citizen

if you cannot do anything or nothing can be done, at least you can follow the projects of NEU

The ministry and other bodies should reconsider and reorganise the education system and set standards

In the beginning, the government should supply financial support

they[govt.] can supply services of experts who are related to social

innovation
The challenge is being faced by the universities in finding supports for such projects
if we think of a whole society as a benefit, all reps of universities can be taken under the auspices of the ministry of education
Government and other municipalities should appreciate universities for this job
form focus groups   to discuss these questions among themselves, like a brainstorming session
we need to change the mind of the state
I recommend them to take a more active role in science, art, and guiding society
the decision-makers of science diplomacy, that is, not only the government but also the presidents, should be included, we want the existing rulers to do art diplomacy
all universities are both making sacrifices and making significant efforts, so they must change their point of view to universities, put forward a separate vision
[universities] have many academicians and students [who can work on SI]
NGOs also should use the ideas of the international students, especially

which could be very helpful in generating SI projects
we have the internet, and NGOs may create a website where they could ask people from all over the world about the ideas and problems to overcome

Table 3.1 The statements made by the interviewees
(Source: 22 Interviewees Answers Analysed)

3.2.2 Eastern Mediterranean University (EMU)

EMU in 2012 set up the Entrepreneurship and Innovation Center with Cyprus Turkish Chamber of   Industry to give support and encouragement to the businesses and the community towards innovation. EMU has done many CSR projects and aided businesses as a Techno Park but have not been involved in a SI project such as NEU's Feed me project.

3.2.3 Middle East Technical University (METU)

Technology Valley has opened its doors in early 2021; however, Covid has not been able to function as a design and production zone that brings together all the stakeholders who can participate in technological, innovative, sustainable, and effective production processes.

METU website state their aim as follows.

Technology Valley is a technology development zone that brings the public industrial corporations together with entrepreneurs, researchers, and students, creating innovative solutions with interdisciplinary studies and supporting all the innovative and open-to-development designing and production processes.

METU, with its innovation centre Kaltev, ARUCAD, Lefke European University, Cyprus International University, Girne American Universities, are also beginning to produce good innovation, CSR projects in the last few years. (METU Kaltev)

The METU Kaltev Technology Valley website states their aim as.

Academics and researchers who want to transform the outcomes of their research into products that can solve problems of the world.

Companies that want to have R&D leap with know-how and modernise their production processes.

Entrepreneurs who want to transform their ideas into products.

Students who ambitiously want to start their careers by working with research groups.

3.2.4 Other NGOs and Individuals Generating SI in NC

Apart from the universities, there are individuals and NGOS's from North Cyprus who are not affiliated to a university producing SI projects. Mine Atli, an activist from the NGO KAYAD has won the 'IVLP Alumni Award, Innovation and Social Change' in 2019 for the "Activist of the year" by Global Ties, USA. (2019 IVLP Alumni Award for Social Innovation and Change Awarded to Cypriot Activist, 2018).

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Research Design

A qualitative method of in-depth semi-structured interviews was used to identify the challenges/barriers to generating Social Innovation at NEU. This consisted of in-depth interviews applying a qualitative inductive analyses method on the answers. A thorough selection, review, and analysis of scientific articles, books, indexed journals, and existing documentation on critical factors were considered before the planning and administering of the interviews and the main questions to be asked. The search was conducted in databases of indexed articles, books and the internet using the following descriptors in the search: "social innovation", "social innovation projects", "social innovation factors", "barriers to social innovation", "higher education and social innovation" and "challenges to social innovation". A comparative, selective and critical analysis was carried out with the selected articles and documents to obtain relevant information.

By carrying out a qualitative inductive analysis, this study aimed to uncover deeply held attitudes and perceptions that are important in NEU's senior decision-makers towards the concepts of SI and the perceived challenges/barriers to generating SI.

The great advantage of qualitative inductive analysis in this study is that it can be characterised as approaching and thinking about the problem. Qualitative inductive analysis can provide a positive social psychological critique of any phenomenon under the gaze of the researcher.

The context was established by a thorough literature review of SI and arranging informal in-depth face to face interviews with the interviewees. The Interviews were recorded with the approval of the interviewees except for 2 interviewees out of 22.

Once the interviews were recorded, they were transcribed and then coded and summarised to various headings generating ten different reasons for 'challenges to SI' ... The Transcripts were analysed and examined through the methods of qualitative inductive analysis. Discursive statements were collected and examined, and then coded under various challenges.

The interviews were recorded and transcribed and, in some cases, have been translated from Turkish to English. Then they were closely read and themes or "bodies of instances" related to the meaning and usage of the term 'social innovation' were analysed. (Jonathan Potter, Margaret Wetherell, 1987)

This study is worth doing because it has been proven by many studies that those countries that have generated SI projects have been more successful in creating a more equitable and just society. Neither capitalism nor socialism or any other system has successfully solved all the problems existing in these areas. SI is a suitable method for tackling poverty, global warming, inequalities, and many other ills that hurt the communities around the world. Many examples are given of successful social innovation projects in the literature review on INN.

The study also aimed at making the top decision-makers more aware of SI. The study believes it met this objective by interviewing the top decision-makers of the university and raising awareness. The study hopes that the Board of Trustee members who have been interviewed will be more favourable towards SI and place a higher priority on the university's agenda. The study hopes that the policy towards SI will change substantially, and it will be actively promoted and funded by the university. Universities in North Cyprus have a significant role in developing science and arts and social justice because TRNC is not recognised and does not have the qualified personnel, or the funding required to generate and coordinate SI projects. It is expected that the results of this study may be used as a guide for generating more SI in NEU.

The study believes that there is no clear understanding of what social innovation is amongst the interviewees and cannot generate social innovation projects. The

academics believe that the university does not value social innovation projects since the demand by the Board of Trustees is towards CSR and not SI. The environment at the university is not very conducive towards generating SI because of the time pressure the academics are under due to the increased lecture times and paper publications at recognised journals.

The study believes that the interviewees may have reservations about telling the 'whole truth nothing but the truth' since they are employed by the university and may worry about affecting their career progress.

My personal experiences of having been a Board Member of a Trustee for over six years at a Cyprus International University and having interviewed over 100s of people in the past for jobs in education and creative sectors gives me valuable communication skills to analyse the subtext of what is being said at the interview.

The study "Barriers to Social Innovation and Ways of overcoming them in Latvia" have produced a similar result to the challenges identified in NC.

There is a slight possibility that the results and the conclusions may be wrong because the interviewees may have been reluctant to answer since they were working at NEU at the time of the interviews. However, from my experience and personally knowing the interviewees, everyone I interviewed seemed to speak freely and genuinely and answered all the questions truthfully.

4.2 Data collection

Data has been collected through face-to-face interviews conducted at the interviewees' offices and then transcribed and, in some cases, translated from Turkish to English. The voice records have been transferred to a USB and securely stored and locked at the NEU Communication Faculty, Vice Deans office. During the interviews, most interviewees felt uneasy answering the question 'what is Social Innovation?". They felt that they should know what it means and tried to describe it without admitting they did not know. The majority of the interviewees

guessed the answer and described Corporate Social Responsibility projects and not Social Innovation projects, and their body language reflected this uneasiness. Some interviewees wanted to end the interview there and then, and some gave concise answers. Those who knew about Social Innovation felt comfortable and wanted to give all the details they could about the projects they had been involved. They seemed to be very proud to have been part of a SI project in the past.

4.3 Sample Selection and Sample Size

Sample Selection and Sample Size was significant for the validity of this study; therefore, most decision-makers of NEU were interviewed.

The Board makes significant decisions in the NEU of Trustees of NEU.

NEU Board of Trustees is made up of 7 people, and 5 of the Board Members were interviewed face to face using a semi-structured in-depth interview technique. NEU Senate consists of 50 Academics, and the study carried out in-depth semi-structured face to face interviews and recorded over 20% of the 50 senators. 2 Academics (one Dean and one Vice Dean) preferred to send their answer by mail rather than be interviewed and recorded. Their answers are also included in the study. In total, there were 20 interviews and two written answers sent by email. All 22 interviewees were asked the same ten questions, and they were all interviewed at their offices at NEU.

CHAPTER 5

FINDINGS AND ANALYSIS

5.1 Introduction

North Cyprus is a developing country, and it relies on financial aid from Turkey for its survival; therefore, the Governments and the Municipalities do not have sufficient resources to distribute for social innovation. However, some big corporations from Turkey such as Turkcell and Telsim, support CSR projects started by the Universities. Universities in North Cyprus, specifically Near East University is the leading higher education institute to generate social innovation projects.

In the 21st century, universities have a significant role to play in generating SI in the world; however, the duty of generating SI projects fall greater on the shoulders of universities in North Cyprus since TRNC is not recognised internationally and the government do not have the resources or the funding for these projects. NEU may be the leader of all universities and lead by example to all other universities in this field.

Most universities have set up reward and punishment systems, rigid processes, and structures. Universities must make an extra effort to be less rigid in their processes to work better with communities, businesses, and the communities. Reward systems must be reviewed when it involves SI projects and supply more multi-disciplinary courses to generate SI.

Visible support at all levels (from Top decision-makers to academic staff, and the admin staff must be seen to be supporting) is the key to the success of increasing SI. To do this, the university needs to achieve a cultural shift supporting SI.

Universities original two missions are R&D and teaching. Most academics do not necessarily understand the difference between Corporate Social Responsibility (CSR) and SI projects, and therefore there are no SI projects generated at HEIs in NC.

SI should be integrated into the third mission (3rd mission understood as social responsibility, outreach, and engagement).

Also, the HEIs need to change their education policies and their bureaucratic organisation structure if they hope to create 'good ideas' from their students and their academics.

(a) SI activities need to be ad hoc, altruistic

(b) Universities must find a method to measure the social return on investment. Moreover, because of this, there are no professional support mechanisms to support SI.

Until Universities and government create the infrastructure and the funding to make this possible, the university decision-makers will be reluctant to take SI seriously and accept that SI is an effective socioeconomic instrument.

There is also the challenge of integrating both the bottom-up and top-down perspectives. (i.e., what is the need of the society) Moreover, the best way for that is to be involved with the community, policymakers, and the business.

5.2 Data Analysis

During the face-to-face interviews, 22 interviewees were asked the following ten questions.20 interviewees were recorded; however, two interviewees stated that they prefer to give written answers and not do the interview.

The questions were:

1. Please state your title.

2. Please explain what you understand by Social Innovation?

3. Please explain if you have ever been involved in Social Innovation projects in the past? If so, at what capacity were you involved? What can you tell us about the projects?

4. Are you currently involved in any social innovation projects? If so, at what capacity?

5. If the answer to question 4 is yes, at what development stage is your innovation?

6. Is your solution sustainable? What sustainability problems do you encounter?

7. From your experience, what sector or bodies should be responsible for generating social innovation projects? e.g., Universities? Government? Local Governments? NGOs? Businesses? Academics? Students?

8. What are the challenges to overcome to increase the number of social innovations projects created and implemented by NEU?

9. What are your recommendations to Higher Education Institutes' as to how they can increase the creation and implementation of Social Innovation projects?

10. What measures would you recommend supporting Social Innovations and innovators on the national level?

The interviewees were not interrupted or corrected during the interview.

The interviewees' comments have been analysed and coded into ten challenges. Here are the ten challenges listed with 'important comments' made by the interviewees on the challenges.

	10 Most Frequently Mentioned Challenges by the Interviewees
C1	**Lack of cooperation between universities, businesses, government, local governments, NGOs and academicians**
1	it is pitied to see that the scientists compete instead of coming together and work

	for innovations
2	mainly universities are contributing to social innovation projects
3	I would recommend those other universities on the island to increase their SI projects. They should talk with the community more about their needs
4	we support one thing, and it works for a period and then the Government changes and everything changes
5	All should take part in this
6	first, NEU is alone; the policies are not functioning for all together with society and the other universities
7	if there is a particularly innovative idea coming from one university, it would be good to share it and function with other universities
8	it is better to involve in that project as many people as is possible, like this it will bring more benefit to society also
9	I think everyone should contribute. Local governments, businesspeople, academics, students, and universities should work in cooperation
10	universities can create many social innovation projects with students and academicians in cooperation with local administrations
11	Usually, [HEIs] receive negative publicity and feedback regarding the SI projects
12	The main obstacle for NEU in generating SI project is that the university is doing all these activities alone without the support of other NGOs or local governments

13	all bodies need to play a part in generating SI projects
14	the ideas for those projects should come from NGOs and local governments because they are more involved with actual people, and they listen to their problems
15	Universities and governments need something in between like an "agency" so that they can turn ideas and proposals into projects and then talk to businesses or government
16	ideas should come from NGOs, associations, unions, and municipalities
17	Universities are the ones who turn the ideas into projects
18	academicians are the ones who will assist in turning their ideas into projects
19	in the university, there are some projects, but they cannot succeed because they do not contact society as whole
20	university cannot do everything alone
21	They need to build relations with society, explain them the meaning and importance of social innovations, and ease their daily lives. Because there is no relation with society, their projects will fail
22	Governmental politics should supply the knowledge about the social innovations and support it
C2	**Lack of skills, motivation, and energy of the academic and senior staff**
1	we need to look at the communication skills of the academician we hire

2	faculty members could go and demand new projects
3	finding individuals who are willing to contribute
4	it is a big challenge to trace such kind of people who are willing to be a part of these projects
5	the head of the research centre and deans should "put their hands under the stone," look around and think of what they can do for society
6	Let everyone consider one social innovation project, and in this way, it would be more stimulating
7	Not just deans are responsible, but teachers also
8	I think its motivation to create ideas
9	the problem is that they (people) are so slow and non-trustful
10	The first problem comes in us
11	the lack of trust with the remarkably close environment
12	but the main problem is internal; people are going out as single fame, we do not have unification feelings
13	we share or not, but the things should go through the committees
14	we never have a proper system
15	that someone is good or bad, we should share it and discuss that means it should

	be open, because in reality people get educated with the social pressure
16	at the current situation of universities, they are failing, there are one thing universities, and the idea should work parallel, and they should interact with each other, but it does not work like that
17	you short the outcomes so that you can apply within one or two years. This is the problem of all the universities, they build the programs for the next twenty years, and no one wishes to see that, and no one wishes to finish it
18	We have many students who do research, and we have many research centres. Energy, time, the focus should be devoted to one project so that they can mention more creative ideas
19	I think to increase the number of projects, develop, and keep them and overcome the difficulties; we need to find the right people who can be successful in solving the problems, creative and who can come together to produce solutions
20	It is essential to ensure that local artists take part in the events our project is forming to support them in participation in artistic activities
21	Convincing those who are against innovative ideas by rational means is a priority
C3	**Lack of access to the funds**
1	because finances or external support is just a difficulty
2	Organizing some funds would help
3	I am sure that we have a financial problem, and it is not easy to find money to implement your projects

4	open competition for the projects so that further they would financially support it
5	the lack of finance
6	But if they [HEIs]will be thinking about how to survive all the time, then there is no even a time to think about projects
7	because of the lack of finances
8	it is difficult for the government to open any fund to support the universities because of lack of finances
9	the only way to improve these projects is our contribution
10	we are still at the beginning of the road. I believe we can implement our SI because now we will be gaining some external support as well. As we know, without money, nothing can be done
11	Another problem for improvement is that we do not know the political [recognition] of most foreign countries we cannot find external financial support
12	It is not possible for them [new HEIs in NC] to implement the project if they do not have enough resources
13	there is a possibility of support from the finance ministry because, in future, these projects are going to influence the economy of the country
14	the ideas for the projects can come from universities or somewhere else and applied to the governmental committee to get some financial support if needed
15	Funding, so that staff and students can buy equipment

16	Most people face financial problems to embody their ideas
17	Finances are needed just to embody the project
18	Funding is the biggest challenge
C4	**Lack of incentives and encouragement and the lack of recognition of the effort needed**
1	I think the lecturers and the students should be given incentives for the same thing created
2	Everything is ready; I need somebody who would push me to do it
3	they should support people who have the ability and the brain
4	They are not good at planning themselves, but if they have the ability, it functions
5	say that you are the driving force, you own the brain, you get the money, and the rules should collaborate
6	governments could support the universities, as they are the primary source of Social Innovation projects, by the mean of giving them certain privileges for proper functioning
7	the things should be seen as a work, not necessarily in a material way, of people who will be dealing with social innovations
8	when a person, who is studying or working and dealing with social innovation at the same time, will be telling about its others should encourage him

9	some committee could be created to support social innovations and innovators
10	If academics are working on a project, it should be counted as part of their workload
11	Education and encouragement are needed, so that staff and students would be more interested in developing a project
12	A competition, or a symposium, to bring people together
13	Creation and strengthening of Social Innovation Ecosystem is needed
14	It is necessary to evaluate the potential of the young population and to produce projects
15	By using the power of smart technologies, groups can be formed, and cooperative works can be evaluated throughout the country
16	The government could announce a competition on Social Innovations and select the best project, among others. It could inspire other people to think about it more
C5	**Lack of promotion and awareness programmes of SI**
1	we are unable to understand the concept of CSR, so we cannot understand social innovation either
2	the awareness should be created
3	head of those research centres should be at the level of that awareness
4	after creating this awareness and transmitting it to teachers, there will be great projects

5	The main challenge to overcome is to know what Social Innovation is
6	we do not promote innovations; we are very conservative
7	I need people who would tell me what is happening around me because I do not see much around the campus
8	We can organize an open meeting where people can share what kind of problems, they face
9	understanding [SI]
10	it is better to increase the awareness to increase the number of social innovation projects
11	As projects on social innovation increase, awareness will be created across the community
12	universities have to go to people and educate them, lobby them
13	The biggest challenge is the lack of awareness of the importance of social innovation Lack of awareness is the biggest obstacle
14	firstly, we need to know what social innovation means and then take steps. Society needs to get informed more about social innovations because both actors need to act
15	Raising awareness of the society in projects that destroy environmental pollution and natural resources
C6	**Problems with our education system**

1	our educating system is focused on successfully passing the exams but not the real-life problems
2	The skills of the new generation come with team management and understanding the social responsibilities
3	If we forget about the scope of producing the diplomas and shifting to the outcome, it could be the best
4	you need people who are creative, intelligent, free-thinking, and open-minded
5	we are teaching students Maths or English at school; the result is that we stop them from improving their creative sides such as music, drawing, and painting
6	we should emphasize more on creative classes and make students accessible thinkers
7	We need to educate our students on another level
8	Our expectations from faculties are more on the increasing a level of quality of education
9	Education and encouragement are needed, so that staff and students would be more interested in developing a project
10	Courses related to social innovation should be opened to the relevant departments of each faculty at universities, and projects should be supported
11	There are always insufficient numbers of good HEIs in any country. universities do not have enough professional academicians who have experience in a specific field

C7	**Lack of consciousness of the people in Northern Cyprus**
1	private acting with a sense of social responsibility and does not allocate a budget for these things
2	due to the lack of power of NGOs in the civil field, there is no pressure on organizations or the state
3	lack of a sufficiently sizeable civil area has different dimensions for the organizations of the state
4	Even though they have money, they could not invent some things which would help the society
5	it is consciousness
6	We need to supply the information about the social innovation firstly inside the university, to students, academic staff, and so on, to increase their consciousness
7	After we can apply the same outside of the university to the citizens
8	on this island, most people just talk about the problems we face, but there are very few people who are really trying to find solutions to these problems
9	it is not easy to create a national consciousness
C8	**The primary responsibility of SI is of NGOs and Government**
1	NGOs are the key responsible bodies for generating SI projects, and we have enough number of them

2	every project which is regarded as helpful for society will be supported by the university or by our faculty
3	the demand should come from higher authorities
4	demands coming from higher authority will be evaluated, and I do not think that there are a few of these
5	they can supply services of experts who are related to social innovation
6	In the beginning, the government should supply financial support
7	the government should be responsible for that, but unfortunately, in North Cyprus, the government is not interested
8	NGOs. Because government only think about collecting taxes
9	This kind of projects should be supported by the government
10	Among government and municipalities, I would like to put more responsibilities on municipalities because they are more involved in the daily life of society than the government
C9	**Lack of time and resources needed by the academics and the senior staff**
1	this type of projects is time-consuming
2	These projects require intense efforts and sacrifices
3	it is necessary for [uni.] build a team and supply them sufficient time and resources

4	high load of teaching and have significant responsibilities; it is difficult for them to find time
5	most of the university's workload is even more than NEU it is hard for the instructors to find time
6	NEU has a lot of other fields to work on, besides SI projects
C10	**People's lack of interest**
1	we need to change the point of view of people here
2	because of the lack of interest [by people] in these projects, our government is not very progressive in this sphere
3	people need to pressure their government in cooperating with universities. In this way, it will be better to proceed with the project rather than doing it alone
4	I think that in North Cyprus, there is no interest in social innovations. It is not about the financial status
5	the mentality of people needs to be changed

Table 5.1 10 Most Frequently Mentioned Challenges by the Interviewees
(Source: 22 Interviewees Answers Analyzed)

The result of the study has identified ten significant challenges to overcome to significantly increase the quantity and the quality of the SI projects at NEU.

1. Lack of cooperation between universities, businesses, government, local governments, NGOs and academicians;

2. Lack of skills, motivation and energy of the academic and senior staff;

3. Lack of access to the funds;

4. Lack of incentives and encouragement and the lack of recognition of the effort needed;

5. Lack of promotion and awareness programmes of SI;

6. Problems with our education system;

7. Lack of consciousness of the people in Northern Cyprus;

8. Main responsibility is of NGOs and Government;

9. Lack of time and resources needed by the academics and the senior staff;

10. People's lack of interest; point of view.

The studies concluded that implementing these recommendations will benefit NEU and NC.

From the analyses of the interviews, it can be deduced that the interviewees were not clear the distinction between CRS and SI and they all believed that they have been involved in SI projects and that NEU was generating a lot of SI projects by building hospitals, opening Car Museums or Art Galleries. This confusion of CSR and SI is probably one of the most critical challenges of generating SI.

How can NEU generate SI if the top decision-makers and academics agree on a SI and CSR project?

Without educating the top decision-makers about the benefits of SI to the university and society, it would not be possible to select a method of SI suitable for the university.

5.3 Recommendations from the Interviewees

Here are the analyses of the interviews in which significant recommendations have been grouped under four headings for overcoming challenges/barriers to SI.

	4 Most Frequently Mentioned Recommendations to overcome the challenges
R1	**work in cooperation with other HEIs, NGOs, Local governments, Government, Businesses, Citizens**
1	we could directly work with the NGOs doing long-term projects
2	academicians in NEU or MEU need to do more of a good thing
3	unite the work capacity of people and work hard for it
4	it could be great to acknowledge the capacity of other universities
5	direct responsibility of institutions and organizations to plan and organize these projects
6	there must be a coordinated work which would regulate supervisory agencies and see their needs
7	they must take into consideration the laws published by the state on this issue
8	not just universities responsibility
9	municipalities and universities should play a part

10	universities and municipalities can support each other
11	The challenge is being faced by the universities in finding supports for such projects
12	All of them must be in a cooperation
13	we need to work with ministries and university
14	All sectors are responsible for generating SI projects
15	Universities cannot be innovative on their own
16	At one point, they will face some governmental regulations
17	the state also somehow should cooperate
18	the public should be more involved, and the government, local governments or companies should be responsive to individuals and communities
19	The government and municipalities should come together and be responsible for Social Innovations
20	I think universities cannot do a lot about it
21	it is not the job of universities to create awareness Universities can prepare the base and support so the rest can carry on
22	develop contributions from all and will be unified. This is the idea of Northern European Countries

23	The government is there just to support, and when there is an outcome of some projects, they look at it and put it in legal conditions
24	business, universities, and governments each one of them gives 1 per cent free funding in Europe
25	in the long-term, we need to give everything to universities so that their outcome product will be of a high quality
26	universities are doing their social innovation or research projects
27	First, it can be done by university's financing, after it can be done if the government will financially support these projects in a meaningful way
28	I would say that universities and non-governmental organizations are responsible for generating the social innovation projects
29	Another way of improvement is that other big firms can financially support the universities; unfortunately, in our country, there are not any big firms or international firms that could support universities
30	Universities, National and Local Government, should fund projects
31	If a local business is likely to benefit from the innovation, they should contribute to time and money
32	The main obstacle for NEU in generating SI project is that the university is doing all these activities alone without the support of other NGOs or local governments
33	They [HEIs] have to approach NGOs and local governments with what

	the mission is
34	They [HEIs] need to talk to businesspeople, local government, and act as a listener in this process
35	By collaborating with NGOs and local governments, they can achieve their goals, and they can have good ideas on what is needed by people
36	the government's politics should aim to help the ones who are implementing and generating social innovation projects
R2	**NEU to consider selecting a method for its future SI Strategy**
1	if you want to become a real university, you need to pay attention to such projects as Social Innovations and try to contribute to them
2	Innovations must be done for the society
3	not just for the innovation itself but the university also
4	university to be one of the high-ranking universities in the world we need to manage such Innovations
5	we are responsible not just for human beings but also for every creature
6	The university is very alert about it
7	studies and evaluations on this subject in universities must be taken into consideration
8	universities as person can develop a policy to support students and their academic mission. They do not need to build it

9	the research part of the university should concentrate on social innovations
10	all universities are not profit-oriented, and some projects should not be profit-oriented
11	Universities should act as an example in this field
12	A social responsibility project that does not yet have universities is unimaginable
13	We can bring together the university and society and create something which will have a social benefit
14	the university aims to think about how to give education and at the same time to contribute the benefit for the society
15	These sectors should make social innovation their target
16	academic mission is the driving force; they are the initiators, and students are the carrying force because they are the future academics, ministers, and prime ministers
17	we need somebodies to support such projects. The primary source here, regardless of the knowledge and technology, are universities
18	I would say that universities and non-governmental organizations are responsible for generating the social innovation projects
19	I never thought that government could achieve this coordination. This is considered primarily for Northern Cyprus

20	There is also a social awareness or activities aiming to transform the society
21	Universities should not focus just on the academic sphere; they also should improve their social life
22	universities to be not only as academic educating institutes but to interfere and fulfil the social life of people
23	universities should do their social innovation projects and do not wait for support from the government because universities know better what they are doing
24	University has its priorities, and social innovations are not one of them. First, social innovations should be a priority
25	University should put social innovations in their priority
26	Even making some introduction on social innovation by the university would be good
27	First, the primary mission is to make some benefits for the society
28	Courses related to social innovation should be opened to the relevant departments of each faculty at universities, and projects should be supported
29	It depends on the country you live in. In the case of NC, universities are the core institutions for generating SI projects; Universities are the ones who should lead other NGOs and local governments

30	universities have to take responsibility because they are the education sector
31	They should promote Social Innovations as part of a university
32	I think everyone should contribute to it, but most of the responsibility in universities. Because universities have a resource of people, who have an idea about the SI, and they are interested and conscious about it
33	the universities are the most responsible for generating the social innovations
34	Universities should be responsible for that
R3	**Review of HEIs education policies and curriculums**
1	our educating system is focused on successfully passing the exams but not the real-life problems
2	The skills of the new generation come with team management and understanding the social responsibilities
3	If we forget about the scope of producing the diplomas and shifting to the outcome, it could be the best
4	Particularly for Northern Cyprus, people's vision is not into some innovations
5	Sometimes when students' graduate, things are left up in the air, also when staff leave. Projects should be collaborative and be able to

	continue from year to year
6	Education and encouragement are needed, so that staff and students would be more interested in developing a project
7	More cross-faculty collaboration should be encouraged
8	Courses related to social innovation should be opened to the relevant departments of each faculty at universities, and projects should be supported
9	There are always insufficient numbers of good HEIs in any country. universities do not have enough professional academicians who have experience in a specific field
10	Support can be obtained from university students in social innovation project studies. Students can be promoted to these programs with a scholarship. Students in their fields of interest can be assigned alternately based on the social risks in the regions
R4	**Develop courses aimed at different distinct groups of the society**
1	Unis can work with the government in supplying certified programs/education on SI
2	it requires education and culture
3	As academics, we can educate people
4	spread knowledge to non-educated fields
5	higher education institutes should add new courses to develop creativity

	and freedom of scientific thinking
6	We need educated people to plan the projects in a long-term period to predict the results
7	because of the lack of interest [by people] in these projects, our government is not very progressive in this sphere
8	Courses related to social innovation should be opened to the relevant departments of each faculty at universities, and projects should be supported
9	universities should train people and make sure that they get educated and comprehend the mission

Table 5.2 4 Most frequently mentioned recommendations to overcome the challenges
(Source: 22 Interviewees Answers Analyzed)

The study identified four recommendations by the interviewees to overcome the challenges/barriers and has grouped these findings as 1. Work in closer cooperation with other HEIs, NGOs, local governments, and government 2. Make SI central to the university structures; 3. Review of the university's education policies and curriculums; 4. Develop SI courses aimed at educating different groups of the society.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

The study has concluded that the biggest challenge of generating SI projects at NEU is the lack of SI education of NEU's top decision-makers and senior academics. This education should be designed specifically for the target groups, and it should be a priority of the Executive Board of NEU if it wishes to continue to be regarded as a 21st-century university.

The second group of people to be educated should be those working at NGOs, government, local governments, and businesses.

Moreover, thirdly, all other HEIs and all international and national students and the public members should be educated.

It is also recommended that before attempting to solve the ten challenges identified in the study or implementing the four recommendations by interviewees, the above education of NEU top decision-makers is completed.

6.1 Recommendations for Further Research

It is recommended that further three extensive quantitative and qualitative research is carried out a) to identify NC's human assets that need to be educated for generating SI in NC.

b) to identify the barriers to cooperation between the universities; between a university and the NGOs; between government and a university; between a local government and HEI; between businesses and HEIs for generating SI.

c) to find out why the NGOs or the members of the public do not or can not put pressure on the government or local governments to generate SI projects in NC.

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APPENDIX

APPENDIX 1

A. Questionnaire for the senior academics and staff of Near East University

1. Please state your title.

2. Please explain what you understand by Social Innovation?

3. Please explain if you have ever been involved in Social Innovation projects in the past? If so, at what capacity were you involved? What can you tell us about the projects?

4. Are you currently involved in any Social innovation Projects? If so at what capacity?

5. If the answer to question 4 is yes at what development stage is your innovation?

6. Is your solution sustainable? What sustainability problems do you encounter?

7. From your experience, what sector or bodies should be responsible for generating social innovation projects? e.g., Universities? Government? Local Governments? NGOs? Businesses? Academics? Students?

8. What are the challenges to overcome to increase the number of Social innovations projects created and implemented by NEU?

9.What are your recommendations to Higher Education Institutes' as to how they can increase the creation and implementation Social Innovation projects?

10. What measures would you recommend for the support of Social Innovations and innovators on national level?

APPENDIX 2

(During the interviews, only 2 interviewees out of 22 said they would prefer to answer the questions by email rather than interview)

(1)

1. Head of Research

2. The values of world are constantly changing. The new wealth is not a GDP but wellbeing of people. Everything should be oriented on a human health and wellbeing. It is not about the industry and economy anymore. That is why engineering-oriented companies such as Google hire anthropologists and other social scientists to understand the needs of society. And another triple innovation requires universities to be not only as academic educational institute but to interfere and fulfil the social life of people. Innovations must be done for the society. For example, if we want to do something beneficial for the society of this island, we should understand needs of these people. I would say that it is done not just for the innovation itself but for the university also. For our university to be one of the high-ranking universities in the world we need to manage such Innovations.

3. I have been involved in number of projects as I am setting up the Techno Park. One of the sub functions of these projects is enabling disabled people. We were working with deaf people also. It is important to apply these technologies as these people do not have enough of resources to buy them on their own. Another interesting project was related to as we call in Turkey 'Purple roof.' It was about helping beaten women through the web designing to come back to their daily life at full capacity. Another project was about enabling the prisoners. It was quite interesting project. We were educating the prisoners so that after they can function in a society and their daily life. Also, we were supplying some tool for the farmers in the poor area of West Turkey so that they will be able to survive through farming. It also was remarkably interesting project, and we need to come back to such projects because it is adding a value at many levels.

4. Indirectly I am involved in a project which is helping to disabled people by training them. And I am indirectly involved in supplying human forces. As I am a member of European Doctor Education, and I am advising the new disciplines. For instance, I was going to South Africa and providing the opportunity for the other African countries as well as for immigrants.

5. These projects are almost finishing. Also, I was discussing with my colleagues while drinking tea about what we can do on this island. There are villages, women shelter and other things. They have asked me if I am willing to join them and I agree. There is another feeding project for the street animals. There is a feeding machine which enables animals to go to shelter. So, we are responsible not just for the human beings but also for every creature.

6. There could be sustainability problems but there is a one thing I am surprised about and happy to see. It is a level of appreciation of Turkish Cypriots about the animals' related project. I see that they are well educated and willing to hold up this project. Another problem is that people here on the island pay too much attention to the labels of products, so to say the popularity of the brand you are using. I have not seen this much of curiousness on labels in such small place anywhere else in the world. I could even call it as Scarlet letters. It is scary. It urgently should stop.

7. NGOs are the key responsible bodies for generating Social Innovation projects and we have enough number of them. And then the government and other municipalities could guide these NGOs and work together for the benefit of the society. For instance, the thing we are trying now is one of the municipalities in Alsancak region can invite the government to work together. So, we see the opportunity to be supported for the benefit of stray animals. Mostly I see these projects being criticized by British population on this island. For instance, the tulips projects: women collect the tulips with gloves on their hands and then sell it on Saturday and Sunday morning markets in Lapta region. All the money they gain they give to cancer dealing people and they could manage a lot of money. I have been visiting every single Sunday morning market as I am interested in it and exactly same British ladies are

selling the tulips despite the weather changes. We could learn from these good examples.

8. As a university we are being criticized because some of our graduate students after graduating from here went back to their own country like Nigeria and did not know much about local diseases there. We were giving them a textbook without thinking about these people who will graduate and about what surrounding and at what capacity they will face. But after the objections and criticism from their ministry we could manage to correct these problems. I am afraid our educating system is focused on successfully pass the exams but not the real-life problems. For example, if the projects of the Law faculty would teach their students how to set up the Techno Park or how to overcome the international free trades it would be excellent. But I am afraid they are not doing it and just giving the textbook. What I want to say is that if we can apply the academic education on a daily life practice. After a couple of years there will be new disciplines and they will need new people, so we need to teach our students these skills. With another Head of European Universities Association, we were in Georgia. The topic we were interested in was new skills of Europe and how we could apply them on East and how to unite everything. The skills of new generation come with team management and understanding the social responsibilities. So, these are critical features. It is no longer about your mathematical skills. It is beyond that. You need to understand what is going on and be part of it. If you are focusing on these skills, it means you are already with the society, government, and social innovation. You do not need anything else.

9. First it is an enormous success. Here the half of the budget is being given for the Higher Education Institutes. If we forget about the scope of producing the diplomas and shifting to the outcome it could be the best choice to do specializations in some certain fields which would give them an enormous power. The universities which have been functioning on the island for decades could become research universities, for example NEU, MEU and METU. Other younger universities can hardly become a research university. So, my advice for them, first, is to become specialized on certain field.

Second, they could be open for co-merging their capacities. So much is missing from this island like laboratories, and it is pitied to see that the scientists compete instead of coming together and work for innovations. Third, it could be great to acknowledge the capacity of other universities. For example, METU does not have the hospital and they could come to us to unite out powers which we need. Otherwise, our nation, our island cannot become a trademark of high-ranked innovation centre. For example, we were trying to do the electric car which is in car museum of NEU before the Turkey to be able to compete with the rest of world. Like in Malta island case focusing on specialization on certain field. For example, East European countries like Croatia known for the aviation. We also could become known for some trivial things and be a good model for East Mediterranean countries. Also, we need to change the concept of that our island is having problems with the UN piece forces stopping war like in North Korea. We could easily change it with the supplying some innovation projects. We should not do it for the elite groups of society but for the middle class.

10. Firstly, we need to look at communication skills of the academician we hire. Secondly, we could directly work with the NGO's making long-term projects. Thirdly the government could appreciate more the work done by others so they could form test groups within the society. And finally, we could highlight that academicians in NEU or MEU need to do more of good thing than bad. Another thing we need to pay more attention on the environment. Also, we could unite the work capacity of people and work hardly for it.

(2)

1. Dean

2. In my understanding, Social Innovation is a project that is open to the public, which is aiming to produce changing and developing projects for their benefit by the mean of administrating it.

3. Every action or activity, which is done in the art space, is open not just for this faculty's students but for all community and public, that is why it is done for the benefit of public. All the things which are done for public to face the art and to be nourished by the art are evaluated as Social Innovation. İ have been involved there as an artist. But, of course, as a teacher if you are thinking that your students, whom you are raising now, will join the society, in general meaning that is also evaluated as a Social Innovation.

4. I am involved in university's project. As you know this year will be opening of the Cyprus Modern Art museum, if nothing will bother. Even the museum by itself can be evaluated as a Social Innovation, by the mean of, as İ have said before, facing the art and some paintings by public, enlightening, and improving their knowledge in art, self-improvement changes for people. So, to say, last times any events done in our faculty are done through the museum.

5. When you are entering the campus, it is already seen that the constructions are going very quickly. Even if we do not know all the techniques of building, till now there were open more than 200 art exhibitions of foreign and domestic artists, and over 20 000 registered paintings were collected. So, at this level I am involved there. In addition, we are not responsible for the building deadlines and to catch up the date of 15 November 2020.

6. I never have thought of it. Despite that usual museums are not building for profit of any body, this museum being set up by the university or to be more exact, it is being supported by Mr. Suat Günsel. As we know all the construction and managing plans have been done very well. The museum is a building for extended period; for sure it will continue its existence, and hopefully in the future it will be continued in this way.

7. Firstly, the artists should be responsible also for this project, in the direct meaning. In another economic sense, I do not think that university really in a need of external financial support, or at last İ am not informed about these needs. I think that it should be supported by the paintings of artists, because

it should be considered as a structure that will transfer to future generations. In addition, the official and private organizations and other social municipalities as NGO's should support financially such projects. At least, people at a certain location should take the ownership of what is done for that area.

8. You are the one who specify the part of the Social Innovations, how it will be, what it will be, from the other side the demand should come from higher authorities. The university is very alert about it, or at least this is how it should be. The university has already been developing such kind of projects, which are incredibly useful for the society, within its capacity. For sure all the demands coming from higher authority will be evaluated and I do not think that there are a few of these requests. To sum up, every project which is regarded as a helpful for the society will be supported by university or by our faculty.

9. Here are a lot of universities by number. But among them I can highlight the one which is working on this topic very well, the Near East University is active on an elevated level. My recommendation for other Higher Education Institutes, if you cannot do anything or nothing can be done, at least you can follow the projects of NEU, after it with the realizing that you can also be somehow useful, you can improve and develop own projects.

10. We cannot measure them but follow. To be honest, just after you have asked, I am questioning myself if we are really in a need of Database. I think if we had it, it would be especially useful, in a sense of evaluating what has been done and what will be done on these issues. As I have said before the existence of the Database will be extremely helpful. But we do not know who will do it. University has already been applying it to their works. To success in common jobs, we need to be enforced by something, or we need to try to do it.

(3)

1. Dean

2. From Social Innovation I understand that institutions and organizations renew themselves to find solutions to latest problems arising in environment or within them, of course with benefit for society.

3. I have been involved in the European Union projects twice. There to strengthen the capacity of the National Education we were mentioning some innovative solutions and new strategies. To supply new policies, we have prepared a long conference where we were explaining the change management and leadership to the directors and their helpers at National Education. I was the project creator.

4. Currently I am not involved in any projects.

5. ------

6. ------

7. Of course this is a direct responsibility of institutions and organizations to plan and organize these projects. However, there must be a coordinated work which would regulate supervisory agencies and see their needs. In other words, they must take into consideration the laws published by the state on this issue. In addition, studies, and evaluations on this subject in universities must be taken into consideration. The reason it is not so effective in our country is that private acting with a sense of social responsibility and does not allocate a budget for these things. Secondly, due to the lack of power of NGOs in the civil field, there is no pressure on organizations or the state. Therefore, the lack of a sufficiently large civil area has different dimensions for the organizations of the state.

8. As far as I see here in NEU managing of such projects is good and people are willing to do some things and there are a lot of projects. What I recommend is faculty members could go and demand for new projects but do not wait for them to implement the projects that are on the ground. Because the effect from these projects should come just from one place and of step-by-step.

9. This is not just universities responsibility. It is also about the educational policy in Cyprus. The ministry and other municipalities should reconsider and reorganize the education system and set standards.

10. To be able to measure it we need a point to see at what state we are and what we are going to do in the future. For now, we cannot measure because we cannot compare, so to say is it big or insignificant compared to what. And I do not know the current situation. We need to do a deep research on a budget and the money flow rate within the country to know the current situation.

(4)

1. Dean

2. From the aspect of innovation it is a kind of a social responsibility to cooperate. Government, municipalities, and business companies can work on creation something new for the benefits of a society.

3. Unfortunately, I have not been involved in any Social Innovation project. To be honest, İ do not even know if we do have such projects in our country.

4. No, currently I am not involved in any Social Innovation project.

5. --------

6. İ cannot answer this question.

7. As İ have mentioned before, local governments, municipalities and universities also should play a part, as universities are education and research-based institutions. Moreover, research part of the university should concentrate on social innovations. Likewise, all universities are not profit oriented and some projects should not be profit oriented. Universities should act as an example in this field. Furthermore, universities and municipalities can support each other.

8. As an island, we are unable to understand the concept of cooperate social responsibility yet, therefore we cannot understand social innovation either. The challenge is being faced by the universities in finding supports for such projects, finding bodies to work with such projects, finding individuals who are willing to contribute because this type of projects is time consuming. These projects require intense efforts and sacrifices; it is a big challenge to trace such kind of people who are willing to be a part of these projects.

9. If universities are willing to set up and conduct these types of projects then it is necessary for them to build a team and supply them sufficient time and resources. As instructors have a high load of teaching and have big responsibilities, it is difficult for them to find time for such projects. This concept is valid for all universities not only for NEU; most of the university's workload is even more than NEU it is hard for the instructors to find time for such projects. As a result, we should decrease the workload to obtain the time of instructors.

10. This must be at governmental level; I think at the beginning government should supply financial support to businesses to help them getting a start. At least they can supply services of experts who are related to social innovation. Universities can work with the government in supplying certified programs or some sort of education related to social innovation.

(5)

1. Dean

2. In my understanding Social Innovation is an applying some new things to existing system with the benefit for the society.

3. No.

4. For now, I have an idea in my mind and hopefully I will see the ministry to apply it. It is about teaching children with Down syndrome how to cook and

giving them ability to cook by themselves and rise their trust in themselves. I am planning to see the ministry in a very soon time and apply this project.

5. This project is on written stage, moreover, I already have discussed some details with ministry. However, it is still on applying stage.

6. Anyway this project does not need any financial support to be sustainable. I already had a meeting with earlier minister in SOS. SOS is an organization where all food products for children with Down syndrome go. It will be even more sustainable. If there are five chefs working, one will work. Because children will cook their own food, so it is more than just sustainable.

7. All of them must be in a cooperation. For example, in this project the ministry of labour is interested in children with Down syndrome. We will ask for an external contribution from the labour ministry, the ministry of education and other municipalities. These children can put their food for sale. Municipality can set up a restaurant within its own structure and all these children with Down syndrome can sell their food there. But firstly, we need to work with ministries and university. A social responsibility project that does not yet have universities is unimaginable.

8. I do not think that there are any problems. For example, for this project you apply and get the sources, but this project with zero sources. Even if we want to get a source, university always helps, so we have not faced any problems until now. In increasing perspective, to lead projects to appear from other faculties, the head of that research centre and deans should "put their hands under the stone," look around and think of what they can do for society. We can bring together the university and society and create something which will have social benefit. Also, the awareness should be created. But the head of those research centres should be at the level of that awareness. Let everyone consider one social innovation project and in this way, it would be more stimulating. Not just deans are responsible but teachers also. In other words, I believe that after creating this awareness and transmitting it to teachers there will be great projects.

9. Same way, as I said before, the aim of university is to think about how to give education and at the same time to contribute the benefit for the society. Because the ones who do research in university are people. If academics are strong enough, then we need to think about what we can do for the society. And it should not be difficult for the university to be creative.

10. The Near East University already has a capacity and staff to set up on its own. But if we think of a whole society as a benefit, all representatives of universities can be taken under the auspices of the ministry of education. It should not be considered as a separate study; a committee is set up. Under that committee people will create some things. I believe that in Northern Cyprus a lot of creative projects will be done.

(6)

1. Vice Dean

2. In my understanding it is an innovation that is brought for the benefit of society. Important to note here is that people should need that innovation. Any project done should be beneficial. Also, social responsibility project is multi-faceted. Social responsibility projects are being carried out in all areas with or without awareness. For sure I could continue talking about it more because it is very wide topic.

3. It may not be necessarily social innovation project, but from my experience this is most close to this understanding. I am working in pharmacy faculty and there we are teaching students how to do some pills for instance. After we are checking if they understood the topic by the mean of exams or surveys. In this perspective it is more motivational work in theoretical meaning. Because giving knowledge is also giving a benefit for the society. But not all people realize it. Another example, since Cyprus tulip is an endemic plant, it came to the level where people will be punished for picking them up. Therefore, giving the education is important.

4. I already have explained it.

5. I already have explained it.

6. Yes, it is sustainable.

7. All sector you have listed here, in my opinion, are responsible for generating Social Innovation projects. The main challenge to overcome is to know what the Social Innovation is. These sectors should make the social innovation as their target because none of them is working just to keep these projects. We as a university are working for our aims. Even if so, we are already bringing some benefits for the society. For instance, electric car invented by our students is somehow bringing benefits for people. Particularly for Northern Cyprus, people's vision is not into some innovations. Even though they have a money, they could not invent some things which would help the society. First, we need to change point of view of people here. We as a university doing a lot of innovation things, which at the same time helps the society. For instance, museums, artistic activities and so one. To sum up, particularly for Cyprus to overcome the number of the Social Innovation projects, education, and point of view of people are main factors.

8. I would like to continue my answer to earlier question. As I already have mentioned we need to change our point of view. Maybe gaining a support from professionals would benefit in generating number of these projects. But on the other hand, the person who was working in Turkey cannot know all the factors in Cyprus at a prominent level. Even if that person a professional in his field, he will not gain a support from his government as before. At one point keeping these projects will be limited. Even if I will be consulting him it will not work, and we will be stuck at this point.

9. I would recommend to other universities here to cooperate. Moreover, some common points could appear and be presented. There are no limit polemics here. What do we have in Northern Cyprus? Nothing. So, they can think of the needs of people here and bring some ideas. As academics we can educate people and spread knowledge to non-educated fields.

10. Universities cannot be innovative on their own. At one point they will face some governmental regulations. So, the state also somehow should cooperate.

(7)

1. Board of Trustee

2. When it is done for the benefit of the society. It is innovative activities that contribute to people and environment as well.

3. I have been involved in university projects. There we have been doing such activities that could benefit for the 4000 students, who are staying in dormitories.

4. No, currently I am not involved in any Social Innovation project.

5. ---------

6. ---------

7. Actually, the government should be responsible for that, but unfortunately in North Cyprus the government is not interested in contributing for the social innovations. Here mostly universities are contributing to social innovation projects, which are being done not just for the benefit of the students, but for our citizens also. Government and other municipalities should appreciate universities for this job.

8. First, it is a consciousness. We need to supply the information about the social innovation firstly inside the university, to students, academic staff and so one, to increase their consciousness. After we can apply the same out of the university, to the citizens. The Social Innovation projects will be increased as much as the consciousness of the people will increase.

9. The same recommendations as for NEU can be applied for other universities. Also, they can take NEU as an example, because all the

activities that done in our innovation centre are not just for the benefit of university but for whole country. I believe that other universities also can do some projects which could help all the society.

10. As I already said, government and other municipalities can take an example from universities, especially innovative activities that universities do for the benefit of the society.

(8)

1. Head of Department

2. Anything new which is making our lives better and increasing the quality of our lives through innovations is coming from us, public. It can be anything which is used in daily life, for example using new materials in making cupboard, new arrangement in the garden which can increase the quality of production of plants. Another example is usage of things at work like changing the shape of the desk or the way we place our computer on the table which will make our life more productive. Important to note that if it is done for the whole community, it is social innovation, if it is done within home, it is personal innovation. Once I have seen how in London school children were crossing the road in the morning, it was not carried out by the police it was done by their own voluntary ladies who were appointed to help children to cross the road, these ladies were called lollipop ladies. This is another example for the social innovation.

3. I already have answered.

4. I am setting up the neighbourhood watch area. In addition, I will try to bring something new at my workplace but not this semester.

5. -------

6. I think its motivation to create ideas, because finances or external support is just a difficulty, its nothing to do with sustainability. İ would recommend

sustaining new creative ideas. For the development of social innovation projects, you need people who are creative, intelligent, free thinking and open minded. When we are teaching student math or English at school, in result we stop them from improving their creative side such as music, drawing, and painting. I think we should emphasis more on creative classes and make students free thinkers.

7. It should be universities who are responsible for generating innovation projects. But universities have same problem: they should develop free thinking creative classes and must develop projects appointing their volunteers to lead the community in carrying up with social innovations.

(9)

8. I think NEU itself is a social innovation project because no one considered it feasible when it first started. It is fully based on imaginations, that why it is developing nonstop. The owner's encouragement and clear in his saying 'to live on an island as on a continent' is full of self-confident. This statement explains that he wants to think globally not locally. He does the things which other people will not even consider and even if they consider they will just think of it as dream. When I saw the swimming pool being built, I thought that it is not right because swimming pools are usually managed by the municipalities or governments because it is a very capital-intensive investment; and unless you hire many people using it you will not make any money of it. But now it is full of visitors not only from university but also people from outside are coming and using it. So, to say, NEU itself is a social project; we come out with innovative ideas all the time, but it should be split at the levels of NEU. I think the lecturers and the students should be given incentives to the same thing created.

9. My answer will be the same as İ have mentioned before: higher education institutes should add new courses to develop creativity and freedom of scientific thinking.

10. I believe public should be more involved than government, government or company should be responsive to individuals and communities. Anything

innovative should be taken seriously but again it requires education and culture. We as a community should be creative and free thinking. But we do not promote innovations, we are very conservative, we like to save old habits or new habits that were already used by someone. For example, we would not buy a new car unless our neighbour has bought one; we would not choose the colour of the car unless we see which colour our neighbour is using. Our haircut, the way we dress choice of where to buy a house and so one is related to copycat, because we are not thinking. We must be creative. It will only come from individual thinking and we should encourage individual thinking at schools. Apart from interviews like this, the author should think about forming focus groups where 5-10 people with same interest come together to discuss these questions among themselves, like a brainstorm session; that would bring more ideas and more definitions on social innovation.

1. Head of Department

2. In my understanding Social Innovation is that kind of innovations which make the daily life easy as for people, same for animals. In addition, last couple of years I am working on that.

3. Recently I was involved in a project called 'Feed Me'. As you know İn Northern Cyprus we have a lot of stray animals and I wanted to do something for them. I was working with Veterinary faculty to be informed about feeding and looking after these animals. Also, I was curious about taking these animals to my house. We designed a machine in a laboratory where I work as a head along with 10 more people. It was a vending machine for animals which consist of cat-food, dogfood, and water. The water was there all the time, but the food had a limited supply. While doing this project I contacted Veterinary faculty, several municipalities, universities, animal organizations.

4. For now I am working on one project and it is going to be launched soon. The first version of it is working in the Innovation centre. Second and Third versions are going to be cheaper so that we can distribute it all around the island. And I am still involved in a project I previously mentioned.

5. It is a working prototype for tests so that we can move on further. Also, I am working on a post stamp so that I can get more of investors.

6. The advantage of working with robots is that they never complain, and I can always tell them what to do. But in the other hand I have a problem in a social part of it, as NMO organizations and some other municipalities want to take a control over my projects but without any of responsibilities. In a very beginning of my project, I already have said them to highlight the thing they do not like and try to get what they want from another person, but not after a couple of years when I already have started on project and I do not want to see rubbish all over Cyprus. Sustainability is especially important. As one side putting afford another side also should give same amount of afford. Every step has its problems. Even now when I want to move further one side is telling me not to do it because as they say I will bring more rubbish.

7. The government and municipalities should come together and be responsible for Social Innovations. As streets being their property, we cannot do anything we want. Also, to do any project I need water and electricity. I think universities cannot do a lot about it. Also, volunteers can take a responsibility on Social Innovations. But again, the problem is that they are so slow and non-trustful. I was asking them to open a bank account to see the money flow rate. I was not going to use any of their money; moreover, I have spent $400 from my own pocket for the first version. And now I am ready to spend money for the second version of my project. Everything is ready just I need somebody who would push me to do it.

8. The first problem comes in us. I need a people who would tell me what is happening around because I do not see much around the campus, because I live in a campus most of the time, I stay nearby the Innovation centre, sometimes going to Veterinary. For instance, I do not really know what is

happening on the library side of university and I do not know what kind of problems there are. We can organize an open meeting where people can share what kind of problems they face. Another social project I am doing, I put an ashtray in our garden to test people if they will throw their cigarettes there. But as you may see it is not working. We need to educate our students on another level.

9. I would recommend other universities on the island to increase their Social Innovation projects they should talk with community more about their needs. For instance, I am going to municipalities to know what they are complaining about or when I see any minister on a street he just starts to complain about his needs.

10. I am sure that we have a financial problem, and it is not easy to find money to implement your projects. Organizing some funds would help for it. They could open a competition for the projects so that further they would financially support it, after people would start thinking about the Social Innovation projects more. In addition, on this island most people just talk about the problems we face, but there are very few people who are really trying to find solutions for these problems.

(10)

1. Head of Research Centre

2. In my understanding the Social Innovation is a creating something beneficial for the society, but it should involve every part of the society starting from the beginning and going like a wave to the end creating a new system. It could be a system, approach, or application that you are doing it all together and have a feeling that you are being involved.

3. Yes, I have been involved in Denmark. It produces something which looks for new medical applications together with the food and drug administration, where we share the same building and they have standard application for research, but then they collaborate to build it in a bigger version and then we

choose the wider city as a pilot city to develop innovative approaches stating from green environment to everything that was called the bio park. I was responsible for the southern Denmark region; it is divided into seven regions I was also responsible for the down south region; these two regions are the main realities. We tried to produce healthy ageing and people who suffer from COA which is coped and cancer. And how they could be having more opportunities outside and going around sharing things and elderly joining young style where they have nurseries involving with elderly taking care, initially standing out 3 times a week, before they did not know each other. They were gaining mass with grandparents and grandkids. Gradually it was the plan; they reached to meet each other every day for 3 hours. And then kids cooking for the grandparents unless they have an incredibly special diet which comes from outside that they only being served. These kids are starting from 1.5-5 years, it is quite a decent work, and they are happy both sides that is what we hear in the reports.

4. I doubt we would call it social innovation projects but yes in Cyprus I have been trying to do with the cancer society where we try to get collaboration works every year. We just finished a new informative broacher they got approved by the ministries and delivered to the society which includes the early signs of cancer and how to get an active life, so its kind a giving information and making people aware that how they can help themselves and then the society because if you are not living a decent quality life that means you are not living an excellent quality life and not helping yourself and neither the society that is a small step. But this is one of the things which we are doing and trying to raise the awareness for a different cancer types and celebrate the special days moreover we join the disabled kid days and raising awareness that they are not any different than us just they have some special needs, but they have place in the society. I have a small group and I gathered every 3 months with new a new families kids and they are fully normal and teach them how to act beside the non-healthy special need kid so give them a necessary love than the care addition to that how to handle their problems m because it could be an orthopaedic problem that they just need a push and sometimes it could be a understanding that you don't irritate them

and then they kind a loose control special train and the umbrella kids, so far we have 25 different families and they are functional very well. These are small approaches from my behalf. I started and I had my new genetic society students club, I am educating them, and they are educating the others. So, it is again growing like a wave where you raise the awareness and problems get solved by it. We also started the similar approach in near east elementary school and college to have a private teacher those kids who have a problem that they cannot follow or join the class and they got tired, and they will be taken out for 2 hours and another kind of syllabus for them and repeat the things in their mood and later join back the class. This is the way kids known to accept them because they know how to handle them, and it functions very well. This is the model which they are using in secondary, and I tried to apply it here. Initially the plan was to build the classes but of course economic reasons we only done it as an application now.

5. Already answered.

6. Both the lack of finance and understanding, the lack of trust with the remarkably close environment. In our society people has always expect something behind it, when you are trying to lead something, they think it is a one man show and they are afraid they do not realize that you are trying to trigger but you do not need to be in front of the line. And that becomes a bummer when you go back people are also forgot and it is not the case, or they try to someone whom you educate to carry so should start the other way. It works in Denmark but not here, because people are after fame and we do not have money and next term we support one thing and it work for a period for increasing the awareness of science and such understanding where the earlier prime minister had a scientific committee and it worked on certain levels. Government change and everything changes so this is so far the evidence and where the problems started.

7. All should take a part in this, universities as a person can develop a policy to support students and academic mission but they do not need to build it because it is not a job of universities to create awareness. Universities can prepare the base and support so the rest can carry on, which will gradually

develop contributions all together and unified. This is the idea of up north countries. The government is there just to support and when there is an outcome of some projects, they look at it and put it in legal conditions. They support financially but not 100% business, universities and governments and there is a special rule in up north each one of them will give one free percent as a finance and as from outcome everybody does 100% from their side that's why it functions and the academic mission are the driving force, they are the initiators and students are the carrying force because they are the future academic missionary, ministers and prime ministers so that how it functions I believe in this so it works and it should work for us we just need to change the mind of state.

8. A Lot, first NEU is alone, the policies are not really functioning for all together with society and the other universities, but the main problem is internal, people are going out as a single fame in which we are lucky, and we do it because we are belonging to here and we do it all together. We should do it as a no name, when we look at Europe, apart from individual synthetic finding, innovation we do not hear single names we hear university names like Harvard. That is the biggest challenge we are facing that we do not have unification feelings.

9. If we share or not but the things should go through the committees, things should have a structure where they should be evaluated, what we are doing in general is that we build something on a paper than there are always exceptions, and the application is based on exception and then we never have a proper system. Higher education should be the first example for us and this is a rule with no exception and everything should go according to the rules and if the is an exception that someone is really good or really bad we should share it and discuss that means it should be open, because in reality people get educated with the social pressure so if you are all having, it sounds a bit of socialistic idea but that's how this works if you are bored and to be a better example to each other, that you would behave better, moreover universities should began applying these rules instead of supporting only a person who ever get a fame actually they should support people who has the

ability and the brain. They are not good at planning themselves but if they have the ability it functions. As an example, every university has 20-25 departments they could choose from the faculty 5 people and say that you are driving force, you own the brain, you get the money, and you must do this then expectation you had on the list and the rules should be collaborated. When you look at the current situation of universities they are failing, there is one thing universities, and the idea should work parallel, and they should interact with each other, but it does not work like that.

10. So, measures should be that you short the outcomes so that you can apply within one or two years. This is the problem of all the universities, they build the programs for the next twenty years and no one wish to see that, and no one wish to finish it. We should have a plan for half a year that 1 year and then if all goes as it is than this program could be applied for 20 years. Then you have a high chance to achieve more, and people are taking their part and they all look enthusiastic at the beginning, but no one is doing anything.

(11)

1. Vice Rector, Member of Board of Trustees

2. In my understanding, Social Innovation is what you do for the society without considering the self-profitability. Universities exist for three main reasons: research, education and society serving. We need to question what is meant by "serving the society," if you are serving the third-class society or you are allocating the funds for transformations in the society. As NEU we are not serving the society but transforming it, that is why we are after the innovation. "Serving the society" is not about allocating the funds for your profit, it is aiming an innovation. For instance, car museum, hospital and so one is considered as transformational innovations. In concept of Social Innovation, we need to consider the motion of transformation. In other words, in the end of the innovation project society should be transformed or changed in a positive way.

3. Personally I have not been involved in any social innovation projects. But as a management we promote these projects, that is why in every department we have a society serving course. Behind that, we encourage our lectures to promote some innovation projects. Moreover, these projects should be new in their perspective and be different from others. We have more advantages in comparison to other institutions, because we have more students, more "brains," who are producing innovation projects.

4. ----

5. ----

6. It is hard to judge whether the projects are sustainable or not without the time. We need to wait until project is completed. When you are doing something, it should be in a long-term planning, because during your project you will face some problems and you need to solve them. You can judge if it is sustainable.

7. NGOs. Because government only think about collecting taxes. But we are talking about not just theory but practice also. So, NGOs look at the things forms human point of view considering the sustainability and survival of all living beings on earth. Governments should not just collect the money but also share and invest in this kind of projects. NGOs which are not working for their own profit will be the best to be responsible for society improvement projects.

8. We need educated people to plan the projects in a long-term period to predict the results. From very traditional view first to evaluate the project we need to see if it is profitable or not. The main product of the universities is science and knowledge, which will serve the society in long-term period. Academicians are doing a big job because this knowledge is making the society better.

9. As I already have mentioned, universities and other educational institutions should see if their outcome product, which is knowledge, is profitable or not. It is not a noticeably big deal to find it out. In a short-term it is easy to make a

profit. But in long-term we need to give everything to universities so that their outcome product will be of a high quality. After all universities can serve the society not only with a Social Innovation projects but with any other kind of projects. For instance, in USA universities are giving lot of grands and discounts because they believe that their American society will gain profit from it. Moreover, if universities are given some privileges, then they can produce more of these Social Innovation projects. But if they will be thinking about how to survive all the time then there is no even a time to think about projects. State should understand this.

10. As I have said before, governments could support the universities, as they are being the main source of Social Innovation projects, by the mean of giving them some certain privileges for proper functioning. Because if the university will be facing just survival questions it will not have a time for the projects. For instance, in Canada they produce technology and knowledge. They do not have a human resource as Chinese. That is why they produce innovative technologies and benefit from it. This kind of countries may gain a money not just from the tourism but from applying innovative projects. So, universities should be focused on innovative knowledge and social projects. If they will produce the thing which already has been done, then there is not any difference, and it is not an innovative project. Also, we need some bodies to support such projects. The main source here, regardless the knowledge and technology, are universities.

(12)

1. NEU Vice Rector,Member of Board of Trustees

2. In my understanding Social Innovation is all the new things which are bringing benefit for the society.

3. No.

4. ----

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7. I would say that universities and non-governmental organizations are responsible for the generating the social innovation projects. So, I never thought that government can achieve this coordination. This is considered especially for Northern Cyprus.

8. Let me give you some information about it. I will say without classifying these projects. So, last year in university there were 232 international exhibitions, 600 scientific activities. So, when you look at it, there are at least 2 scientific events every day on campus. There is also a social awareness or activities aiming to transform the society. Also, there is at least one artistic activity happening every day on campus, so if I need to make a general evaluation, I do not know any other university with so many activities on behalf of my own university. Moreover, I would like to say that there should be discussed not the quantity of these projects, but the quality and how much of benefit from these projects. So, imagine that I took a photograph, a 4-year-old boy saw this in exhibition, I saw 80-90-year-old artists, I saw hundreds of international artists, I saw Cypriot artist, I saw the people, I saw academics, and I think their impact on a society was high. Now there are a lot of museums in territory of our university: Günsel museum, car museum, Cyprus modern art museum, Herbarium natural history museum. So, we can expect from the government just some cooperation, I mean children from kindergarten, elementary school, middle school, and high school can come to visit these museums to experience everything in live. For example, in children's university that we organized, we have constructed such thing, there is no theoretical narration, actions are carried out purely practical. Children met artists and scientists ted-a-ted. There were no attendance problems, no criteria for success, and 150 odd students participated in this and other similar programs over a period. Our expectations from faculties are more on the increasing a level of quality of education. If we have 33 research application centres and institutes, such as Near East institutes, except the

faculties, it is better to increase the awareness to increase the number of social innovation projects.

9. Now we are 21 universities in Northern Cyprus. We have more than hundred thousand students in TRNC, we have a population of 350 thousand people. That is why higher education is important for the country. Before I have started working here, I was working as a part-time teacher for three years and was observing the university from outside. I was attending the classes and have been involved in some projects. After I entered here and received the administration responsibilities, I understood what the heavy burden is on our shoulders, because each area is putting very high-level targets. We have 21 faculties in university. You will not find any other private university with this many faculties even in Turkey. Here is research, innovation, electric car, art movements, artistic activities, museums. We prove ourselves as the top 500 goals in the world, namely the 4th generation university, that is, we try to go back with all the loads. When you look at other universities in Cyprus, some of them are specific, except for a few, they are art universities, but in general, they only undertook the mission of education. So, they can adopt it as an example model, suggesting the model we received. Only education is the easiest aspect of the job, it is academy, it is classroom teaching, so it does not go beyond it, then it does not meet the concept of university. So not only in education; I recommend them to take a more active role in science, art, and guiding society.

10. The state planning organization has 6-year growth figures, past 3 years, or 3 years ahead, all the predictions about the high education sector on this island and the higher education sector in the next 3 years despite all economic turmoil. Our demand or expectation from the state is that it will grow at least 3.5%. We want universities to remove legal obstacles and bureaucratic obstacles. Firstly, we want legal regulations to remove these obstacles. Apart from this, especially the decision makers of science diplomacy, that is not only the government, but also the presidents, should be included, we want the existing rulers to do art diplomacy, science diplomacy, tourism diplomacy to increase the welfare of the country, otherwise only the

point where universities can bring the country through their own efforts is known. It is obvious that all universities are both making sacrifices and making significant efforts, so they must change their point of view to universities, put forward a separate vision about it and must work for this purpose.

(13)

1. Vice Rector, Member of Board of Trustees

2. Social Innovation is something which is done for the benefit of the society.

3. I have been involved in research project, which is also bringing some benefits for the society. There we were discussing what kind of advantages in political sphere we can bring for Turkish Cypriots, and especially in economic sphere, because in that sense it has freezing period of 10 years in selling and buying the immovable property. I was involved there as one of the governors.

4. Now I am also involved in society helping research project. It is about researching the ways to improve and to spread the national values of Turkish Cypriots. Now we have done with the questioning people. For the questionnaire we have prepared 700 survey papers. After we will look at these surveys and make some results, which will help us in bringing one general solution in increasing the national values.

5. This is a long-term project because it is not easy to create a national consciousness. For now, we have done studies to understand what is valued by Turkish society here; further steps will be in interpretation these studies. As I said, this project should be done very carefully, therefore, it takes lengthy period of time. After results of survey step-by-step we will plan further activities. This project takes nearly 10 years and can be changed depending on several factors.

6. For now we do not face any financial problems, because this project is supported by the government. But we cannot predict for sure what will happen in 3-5 years.

7. This kind of projects should be supported by the government. But unfortunately, because of the lack of finances and interest in these projects our government is not very progressive in this sphere. That is why other municipalities and universities are trying to full fill this disadvantage. For example, universities are doing their own social innovation or research projects. And other 3rd playing actors as European Union, America or some other foreign actors also trying to full fill the disadvantages of our government. In the other hand we do not know for sure if they are really helping us or just trying to influence the Turkish Cypriot society. We need to look over this very carefully.

8. First of all, it can be done by university's own financing, after it can be done if government will financially support these projects in a meaningful way. For example, in America the government supporting universities greatly. In 2018 they allocated from budget 2.8 milliard of US dollars just for research. But for our case it is difficult for the government to open any fund to support the universities, because of lack of finances. NEU is trying to improve their projects with their own forces without gaining any external support, so it is normal if the contribution will not be seen in brief period of time. Another way of improvement is that other big firms can financially support the universities, same as in Holland. Unfortunately, in our country there are not any big firms or international firms that could support universities. So, the only way to improve these projects is our own contribution. We wanted to celebrate the NEU's 25th anniversary and built a team for that. We searched how the Oxford University is celebrating its 800th anniversary. Of course, the contribution for the society of these two universities is different. We as a 33-year-old university still need to improve ourselves in a sense of ways to bring up some benefits for the society by the mean of the technologies and projects. As far as I know at least 5 firms are working with us in a technological sphere to contribute to the projects. For now, we are still at the

beginning of the road. But after I believe that we can implement our social innovation projects, because now we will be gaining some external support as well. As we know without money nothing can be done. Another problem for improvement is because of that we do not know political state of most foreign countries we cannot find external financial support. But it is not same for the academic sphere, because we already have a lot of foreign teachers here and we do not face any problems with them. But if you will invent something and you want to sell it, you will face see problems in market because of the political motives.

9. Universities should not focus just on the academic sphere; they also should improve their social life. There are 16 universities and 8 of them are still on the beginning stage and waiting from them contribution will be as dreaming. It is not possible for them to implement the project if they do not have enough of resources. There are at least 5 basic universities with the best resources, NEU, EMU and other 3 are the ones, where the staff appropriates the norms, and which exists already lengthy period of time. But if you want to become a real university, you need to pay attention to such projects as Social Innovations and try to contribute in them.

10. As I said, I think universities should do their own social innovation projects and do not wait for a support from the government, because universities know better what they are doing. But there is a possibility of support from the finance ministry, because in future these projects are going to influence the economy of the country. As I mentioned before there will not be any visible results in brief period of time, so we need to wait until the economy of country or daily life of people will be influenced by these projects to be able to measure it.

(14)

1. Deputy Dean

2. In my understanding Social Innovation is innovation which is bringing some changes in a society with the benefit for them.

3. Yes. In the past I have been one of the staff members, who was doing some works on opening sport hall in Turkey. We have changed some rules of entry and exit for the people within the public sports complex named "19 May". So, people from outside also were able to use these sport halls and benefit from it, they have started to train with same conditions as licensed athletes have. Anyway, sport halls were empty, so we have decided to manage it as a project with the benefit for the society.

4. No.

5. ----

6. ----

7. If there will be just one responsible body, it will create an arguments and misunderstanding. Committee also can be created and managed by the government. To be clearer, the ideas for the projects can come from universities or somewhere else and applied to the governmental committee to get some financial support if needed.

8. University has its own priorities and social innovations are not one of them. First, social innovations should be in a priority. Also, the things should be seen as a work, not necessarily in material way, of people, who will be dealing with social innovations. For instance, when person, who is studying or working and dealing with social innovation at the same time, will be telling about its others should encourage him.

9. Same recommendations as for NEU also working for other universities. I do not think that ranking the universities would be healthy and effective, because nobody supplies anything as an academic performance. University should put social innovations in their priority. Even making some introduction on social innovation by the university would be good. First, the main mission is to make some benefits for the society. For instance, NEU open a hospital and it helped the society.

10. As I have said before, some committee could be created to support social innovations and innovators, because if there is particularly innovative idea coming from one university, it would be good to share it and function together with other universities. By this I mean that it is better to involve in that project as much people as it is possible, like this it will bring more of benefit to society also.

(15)

1. Deputy Head of Department

2. For me it means some type of innovation that will help society, however novel, complex, simple, or whatever it is.

3. I have been involved in several things; it depends how far I go back. I have always been an activist. From my student days, I was a member of the university Anti-Apartheid group, and I regularly collected money and organised events. I am still a member of Greenpeace and support them. I do online volunteering, as a Manchester University Alumni. Distance learning education, we do that now with our undergraduate and degree programs, and I have been involved in distance learning education for 10 years.

4. Currently I am involved with our village community group, as a committee member, organising the digital media for the strawberry festival and verigo grape festival. I am not sure if this count, it is not a profit-making organisation, and we do it to promote the culture of the village. And the distance learning.

5. I have tried to create a cross-platform presence for the village, through Facebook (including developing photo lenses), Instagram, and a You Tube account.

6. The festival is self-funding, with the help of various individuals and the local council. I do the digital marketing pro bona.

7. Universities, National and Local Government should fund projects. If a local business is likely to benefit from the innovation, they should contribute to time and money. If academics are working on a project, it should be counted as part of their workload.

8. Sometimes when students' graduate things are left up in the air, also when staff leave. Projects should be collaborative and be able to continue from year to year. Education and encouragement are needed, so that staff and students would be more interested in developing a project. More cross faculty collaboration should be encouraged.

9. Funding, so that staff and students can buy equipment.

10. A competition, or a symposium, to bring people together.

(16)

1. NEU Vice Dean

2. Social Innovation is to design and activate innovative solutions for all cultural, social, environmental, and economic problems to ensure a sustainable structure in the society and the world we live in.

3. In a camp that I attended within the scope of the European Union Project, opinions were provided on raising awareness by using social media to create sustainable environmental awareness and about what tools the masses can do for the environment and which tools should be used effectively to spread the activities quickly.

4. ---------

5. ---------

6. It supports Scientific Research Projects, European Union Projects and many other projects of universities that can receive financial support in our country.

7. I think everyone should contribute. Local governments, businesspeople, academics, students, and universities should work in cooperation.

8. I do not think it is an obstacle. Especially universities can create many social innovation projects with students and academicians in cooperation with local administrations.

9. As projects on social innovation increase, awareness will be created across the community. Courses related to social innovation should be opened to the relevant departments of each faculty at universities and projects should be supported.

10. Creation and Strengthening of Social Innovation Ecosystem is needed. It is necessary to evaluate the potential of the young population and to produce projects. By using the power of smart technologies, groups can be formed, and cooperative works can be evaluated throughout the country.

(17)

1.Vice Rector, Member of Board of Trustees

2. In general Innovation is something which makes life easier. Social Innovation for me is making benefit for the whole society.

3. No.

4. No.

5. -------

6. -------

7. It depends on the country you live in. In the case of North Cyprus, I would say that universities are the core institutions for generating SI projects. Universities are the ones who should lead other NGOs and local governments. But in case of European countries, I would say that Specialised European Government institutions should be more involved.

8. The main obstacle for NEU in generating SI project is that university is doing all these activities alone without the support of other NGOs or local governments. Usually they receive negative publicity and feedback regarding the SI projects. Specifically, NEU has a lot of others fields to work on besides SI projects. So, I think NGOs and government should give support in generating SI projects for North Cyprus.

9. SI projects require funding to be generated. For this reason, it is difficult for the small universities to generate projects on their own. Therefore, small universities can form a group and work on one project together.

10. NEU welcomes people who come and give any interesting ideas. So, anyone can apply from other universities as well, however it is very difficult to do, because in North Cyprus we do not have much of international level of cooperation. For instance, in other countries they already have financial institutions which support SI projects. Here, people need to pressurise their government in cooperating with universities. In this way it will be better to proceed with the project rather than doing it alone.

(18)

1. Board Member of University Hospitals

2. SI for me should be a project that have new ideas to improve public well-being, provide better quality of life, make life easier. Most important, it must decrease the income inequality gap. It is also important to understand what SI means.

3. No.

4. No.

5. --------

6. --------

7. As a matter of fact, all bodies need to play a part in generating SI projects. However, the ideas for those projects should come from NGOs and local governments, because they are more involved with actual people and they listen to their problems. Universities and governments need something in between like an "agency" so that they can turn ideas and proposals into projects and then talk to businesses or government. I think that ideas should come from NGOs, associations, unions and municipalities. Universities are the ones who turn the ideas into projects. Difference between university and business is that business activities need to be self-sufficient and profitable for them to be involved. But universities are not making any money out of these projects but they have many academicians and students who can. I think NGO's also should use the ideas of the international students especially. Because in North Cyprus we have students from different countries with different background and experience, which could be very helpful in generating SI projects. And academicians are the ones who will assist in turning their ideas into projects.

8. First of all, universities have to take a responsibility because they are the education sector. They have to approach to NGOs and local governments with what the mission is. Firstly, universities have to go to people and educate them, lobby them. What is actually needed here is the infrastructure. It is difficult to generate any project without proper infrastructure. In this sense, NEU is doing well because they are opening exhibitions and art galleries, building schools in different parts of island. So firstly, you need to invest in infrastructure and then the SI projects will follow up.

9. There is always insufficient numbers of good Higher Education Institutes in any country. In other words, universities do not have enough professional academicians, who have been working in a specific field. It is very rare to see a CEO of aviation or engineering field, who ends up being a lecturer. For instance, in Europe universities invite professionals and businesspeople to give   lectures. As a result, universities learn what are the problems of the people that need to be overcome. Universities could do the same here. They need to talk to business people, local government and act as a listener in this

process. Firstly, universities should train people and make sure that they get educated and comprehend the mission. By collaborating with NGOs and local governments they can achieve their goals and they can have good ideas on what is really needed by people.

10. Of course the national level should be the priority, however, unless SI becomes international you will only be able to resolve the problems of your own country. If you have international context, you may adapt those projects that are already being implemented there; you may modify them in accordance with the conditions of your country and vice versa. That is why it is important for NGOs to be international and after they can ask for the government support. Nowadays we have internet and NGOs may create a web site where they could ask people from all over the world about the ideas and problems to overcome.

(19)

1. Lecturer

2. Social Innovation is about supplying social and general benefits for the society by bringing new concepts and new ways of supplying these benefits.

3. Yes, I did personal development courses for the municipalities for free at Nicosia. It was a voluntarily work to promote this kind of personal development thing in the society.

4. No, currently I am not involved in any Social Innovation project.

5. ---------

6. ---------

7. Government needs to take a responsibility, but also citizens in democracies can take initiatives, for example cleaning neighbourhood. We do not have to wait for the government to do it, you can take the leadership

because that empowers you as a citizen. This is related to compute and empowerment and every citizen should consider it as a moral responsibility.

8. We have many students who do research, and we have much research centres. Energy, time, focus should be devoted to one project so that they can mention more creative ideas. The biggest challenge is the lack of awareness of the importance of social innovation. Now most universities abroad are always trying to serve the community, they are not staying within the walls of university. Lack of awareness is the biggest obstacle.

9. They should promote Social Innovations as part of a university.

10. Government could announce a competition on a Social Innovations and select the best project, among others. It could inspire other people to think about it more.

(20)

1. Head of Department

2. It is any changes, not just innovations but also thoughts or ideas, applied within the society. It is contribution done for the society.

3. I have been involved in several projects, but I cannot remember any which was contributing and helping the society.

4. No, I am not involved in any Social Innovation projects now.

5. --------

6. --------

7. I think everyone should contribute for it, but most of responsibility in universities. Because universities have resource of people, who already have an idea about the social innovations, and they are already interested and conscious about it. Also, among others there are interested in it, but mostly people face financial problems to embody their ideas. Among government

and municipalities, I would like to put more responsibilities on municipalities, because they are more involved in a daily life of society than government. But still municipalities need to respond the governmental politics. So, the universities are the most responsible for the generating the social innovations. Even if the university is a place where we gain some theoretical education, it should touch our social lives also. For example, in other universities in America, England, Italy and many other countries they help to students to make their lives easier. In addition, the government's politics should aim helping to the ones who are implementing and generating social innovation projects.

8. I think that in North Cyprus there is no interest in social innovations. It is not about the financial status, firstly we need to know what social innovation means and then take steps. Finances are needed just to embody the project. For example, in university there are some projects, but they cannot succeed because they do not contact society at whole. Society needs to get informed more about social innovations, because both of actors need to act, university cannot do everything alone.

9. They need to build relations with the society, explain them the meaning and importance of social innovations and how it could ease their daily lives. Because of that there is no relation with society, their projects will fail.

10. Governmental politics should supply the knowledge about the social innovations and support it. Also, the mentality of people needs to be changed.

(21)

1. Vice Dean

2. I think this is an improving of social needs by the mean of innovations, making them efficient and developing innovative ideas. It is a new phenomenon that has been used often for the analysis of social problems.

3. I have been involved in artistic formations and activities for more than 25 years. Artistic exhibitions, formations, platforms, museums, and galleries have a prominent place in the context of ending the problems and needs that arise in society. It should be innovative and apply different approaches in terms of their creation, development, and sustainability.

4. Yes, I am involved in that project at whole capacity.

5. I have been involved as part of the Cyprus Museum of Modern Art project for more than a year. Considering that art museums are a mirror of the society and an indicator of culture, the purpose of this project is to carry out artistic works in artistic organizations, artist residences, workshop environment, to open exhibitions and having the quality works by Cyprus Museum of Modern Art. This will transfer the culture and art works for future generations in an effective way. Currently, our project continues to develop at the highest level.

6. Our project will continue to develop via different methods and techniques in a period. For sure it will be continued with some innovative ideas and analysis.

7. Universities should be responsible for that. As academic staff and students relate to university, they also should be responsible.

8. Universities and academic staff are giving support for the rational, constructive, useful social innovations, which can help whole society.

9. I think to increase the number of projects, develop, and keep them and overcome the difficulties we need to find the right people who can be successful in solving the problems, creative and who can come together to produce solutions.

10. It is important to ensure that local artists take part in the events our project is forming, to support them in participation in artistic activities.

(22)

1. Dean

2. In order to improve the existing solutions by using new/updated resources, social innovations are crucial.

3. Recycling projects at the Mediterranean coast by organising a group of people from different neighbouring subdivisions, while cleaning the beach line.

4. No.

5. No.

6. Not relevant.

7. Universities, Local governments, and students.

8. Funding is the biggest challenge.

9. Support can be obtained from university students in social innovation project studies. Students can be promoted to these programs with a scholarship. Students in their fields of interest can be assigned alternately based on the social risks in the regions. For example, Assignment of students in the architecture and civil engineering departments on the site while the houses in the earthquake zone are being built. Persuading people whose homes will be rebuilt to settle in safe areas. Raising awareness of the society in projects that destroy environmental pollution and natural resources.

10. Keep track on modern technologies and materials on your own business related with your major. Convincing and buying those who are against innovative ideas by rational means is a priority

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02.01.2019

Dear Tamer, Garip

Your application titled "The Challenges of Generating Social Innovation Projects in Near University" with the application number YDÜ/SB/2019/499 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee