IMPACT REPORT

DEVELOPING ENTREPRENEURIAL MINDSETS THROUGH INTERGENERATIONAL PROJECTS

JUNE 2020

CONTRIBUTORS

Dr Ainurul Rosli	Reader in Enterprise and Entrepreneurship, Brunel University London & Project Leader
Dr Jane Chang	CEO of GRITse
Dr Olivia Tan Swee Leng	Director of Technology Transfer Office at Multimedia University & Project Co-Lead
Shawn Ng	Impact Officer, Social Innovation Movement
Jian Li Yew	Impact Facilitator, Social Innovation Movement
Hasbe Bakar	Impact Facilitator, Social Innovation Movement

PARTNERS

Brunel Business School, London, UK

GRITse, UK

Social Innovation Movement, Malaysia

Malaysia Multimedia University, Malaysia

Department of Social Welfare/ Jabatan Kebajikan Masyarakat, Malaysia

PAWE Putrajaya Activity Centre for Older Persons, Malaysia

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FOREWORD

Dr. Ainurul Rosli

Director of Business Engagement at Brunel University & Project Leader

'Developing Entrepreneurial Mindsets through Intergenerational Projects' was a 10-month innovative collaboration between senior citizens, students and academics which was designed to start a national conversation about the potential for entrepreneurship to bridge generational divides and build an inclusive society where all members play an active role in its future.

For me and my team, it was important to build upon the insights gained from our successful entrepreneurial programmes in the UK and to adapt them in new ways in order to bring tangible benefits to communities in developing countries. We began by turning our attention to Malaysia, where myself and my co-founder have deep roots, with the aim of promoting activities which strengthen intergenerational relationships and knowledge sharing.

Malaysia has an advantage when it comes to education and skills, which is promoting itself as a regional hub for entrepreneurship, and also continues to be inclusive with the involvement of the ageing community. Inclusivity in education, however, goes far beyond age, to address not only the changes of demographic needs within Malaysia's ageing community, but also younger students' learning aspirations and their own sense of fulfilment.

Our hope has always been to ignite the strength of passion and courage required to undertake entrepreneurial activities in all those who take part in our programmes, and to continue to find new ways to bring lasting changes to local communities. Throughout the programme, my team and I have been excited to witness the changes that have resulted from the participants endeavours, and we feel optimistic about what the future holds.

On behalf of my whole team, I wish to express my gratitude to Brunel University for funding this project, to all our partners for their support, and to the hard work of our participants who provided us with key insights into the issues resulting from ageing populations.

EXECUTIVE SUMMARY

Across the globe, governments are having to adapt for an ageing population, with a need to support the 'Third-Age', defined as the "golden years" of adulthood between retirement and the beginning of age-imposed limitations (Bülow and Söderqvist, 2014). One area of research that is gaining traction suggests that intergenerational activities may assist in ensuring that an ageing community continues to be actively involved in their societies through sharing their values and experiences across generations.

The purpose of this report is to present evidence-based findings from the project 'Developing Entrepreneurial Mindset through intergenerational Projects', a 10-month programme that brought together academics and practitioners from both the United Kingdom and Malaysia who sought to enable intergenerational stakeholder engagement through entrepreneurial activities.

Drawing upon both qualitative case studies and surveys, and quantitative social value reporting, the report outlines the key outcomes achieves as well as lessons learned during this project which could serve to strengthen future programme outcomes. The report concludes with three key areas for policy makers to consider with regards to ageing populations, as well as recommendations for sustainable intergenerational practice. An overview of policy recommendation can be seen in Figure 1 below.

It is hoped that the insights contained within this report will contribute to robust development-oriented policy that supports entrepreneurship, as well as contributing to the timely national conversation about tackling ageing populations through the implementation of intergenerational activities.

Figure 1

Table of policy recommendations

General Policy Direction	Short-term Policy Options	Medium-term Policy Options	Long-term Policy Options
Foster Intergenerational culture between older adults and the younger generation	Provide enhanced opportunities for intergenerational lifelong learning and training	Establish space for older adults to have productive and flexible engagements with younger adults	Embed service learning within curriculum for Higher Education business programmes
Shift normative cultural perceptions of elderly from dependency to empowered	Create holistic care structure that incorporates mental wellbeing	Pilot projects that encourage partnerships between corporates, universities and the local community, and embed holistic care through practitioners training	Strategic reorientation of government funding to take into consideration older adults involvement as valuable contributors to social innovation project
	Upgrade skills of older adults through mindset and skills based training		

ABOUT THE PROGRAMME

With active ageing and intergenerational innovation in mind, GRITse Community Interest Company, in partnership with Social Innovation Movement, developed a 10-month project which brought together several strategic partners to explore the impact of intergenerational entrepreneurial activities on senior citizens in Malaysia.

Through weekly focused digital coaching sessions, the programme's participants were supported to work across contextual generational divides and hierarchies, and were provided opportunities for growth in three key areas; **Digital Business Acumen with a Purpose, Cross-Generational Synergy and Mindset Development**. The programme then encouraged participants to put their training into action by structuring their efforts around live crowdfunding campaigns to raise money for 5 entrepreneurial projects.

The outcome of this tailored blend of mindset development and practical skills is evident in the **perceptual and behavioural shifts** that have been initiated as a result of the participants' engagement with the programme, and in the crowdfunding campaigns, with each of the 5 teams successfully raising funds to varying degrees. It is hoped that the programme will serve as a pilot or sandbox for senior centres across Malaysia to test out different approaches and entrepreneurial projects.

Core Values

Team Learning

Mindset Development

Learning by Doing

Co-Creation

Intergenerational activities

1 **TRAINING THE TRAINERS:** Training facilitators in the process and benefits of team learning with a focus on intergenerational dynamics.

2 **DIGITAL BUSINESS ACUMEN WITH A PURPOSE:** Training to understand the crowdfunding platform, fundraising and how it works.

3 **CROSS GENERATIONAL SYNERGY:** Each member applies their expertise to their projects, building understanding and empathy among all participants.

4 **MINDSET DEVELOPMENT:** Participants are provided with training and simulated 'pressure' exercises to shift their approach towards an active mentality.

5 **Growing through PRACTICE:** Participants test their skills in a real live environment, structured around a crowdfunding campaign.
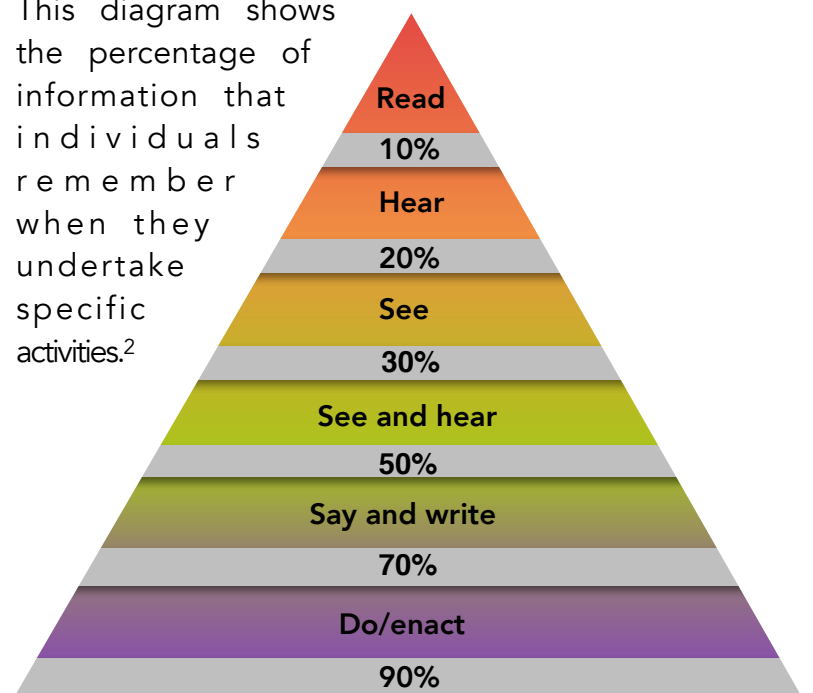
METHODOLOGY FOR DELIVERY

Each stage of the intergenerational programme was designed to help maximise the participants's learning outcomes, building upon successful entrepreneurship projects in the UK and the team's combined expertise in team learning, entrepreneurship and education[1].

Its delivery is a ever evolving process that seeks to strike a balance between more conventional learning methods, such as disseminating knowledge through presentations and group based discussions and dialogue sessions, with practice based learning methods which encourage participants to put theory into action. This draws upon Edgar Dale's Cone of Experience (see below), which highlights the need to move beyond traditional teaching pedagogies.

In this programme, weekly digital sessions were split equally between theoretical training which aimed to developing the participants' confidence and building empathy across generational divides, and practical workshops which sought to up skill individuals in using digital tools, culminating 5 crowdfunding campaign for local entrepreneurial projects.

EDGAR DALE'S CONE OF EXPERIENCE

This diagram shows the percentage of information that individuals remember when they undertake specific activities.[2]

Read
10%
Hear
20%
See
30%
See and hear
50%
Say and write
70%
Do/enact
90%

PATHWAY TO IMPACT

LASTING IMPACT

WIDER IMPACT AND CONTRIBUTION
Deeper understanding of intergenerational issues which can shape policies and further studies on third age, sandbox for other senior citizen centres to model innovative approaches.

CHANGES IN BEHAVIOUR OR PRACTICE
Development of an entrepreneurial mindset through opportunity creation as the basis for forging meaningful relationships and promoting social and emotional growth for each participant.

SHORT AND MID-TERM OUTCOMES

CAPACITY / KNOWLEDGE / SKILLS
Financial sustainability of senior centre, employability of partaking students, confidence of facilitators to lead, proactivity in problem solving, ability to use technology and integrate into life and business settings, resource management and productivity (all participants).

AWARENESS / REACTION
Increased community spirit and awareness of third age issues among all stakeholders, ability to plan for the future.

UPTAKE

OUTPUT
Five crowdfunding projects raising RM 5,695.00 (£1050), two impact reports, news coverage, 105 posts & 752 engagements on social media.

ACTIVITIES
Launch event, train the trainer sessions (2 day face-to-face workshop for academics and senior citizens), 6 week online programme, de-brief.

INPUT
£14,150 funding from Brunel, supported by MMU and SIM, entrepreneurial expertise by GRITse, crowdfunding platform from MyStarr.

Employing Morton's framework based upon contribution analysis[3] in tandem with our own research[4], we assessed the process through which impact is created by the programme.

The next section focuses upon measuring and quantifying the subsequent outcomes which occurred through this process.

This was done using a combination of participant baseline and post surveys, social value reporting, and qualitative case studies.

Input refers to the resources required to establish the programme.

Uptake refers to the engagement of participants in the course, in addition to external stakeholders through conducting research, reading reports, and spreading the word.

Use refers to how people act upon what they learnt either by changing their view, passing it on or applying it to practice.

Impact refers to the the change that occured as a result of the programme.

SOCIAL VALUE CALCULATIONS

What is Social Value?

Social Value is a holistic approach to assessing the impact of a specific programme, taking into account diverse factors such as the wellbeing of individuals and communities, the enhancement of social capital and environmental benefits, among other factors.

While the idea of social value has been around since the 1800s, it was not until the Public Services (Social Value Act) was passed in the UK in 2012 that it has been employed by organisations to strategically quantify their efforts in terms of time, cost and quality.

Since 2013 there has been a rapid rise in the routes taken to create social value by a diverse array of stakeholders, providing both the potential for innovation in measuring social value and a lack of standardisation with which to compare outcomes across differing contexts.

However, by utilising outcomes, and their economic value equivalent, from a vast array of established social value data sets, it is possible to quantify the social value of this project in a way that attains a degree of standardisation for comparative purposes. Whilst there exist a plethora of data sets, the Unit Cost database[5], Global Value exchange[6] and the Office of National Statistics[7], represent 3 of the most extensive and widely used, together containing 3000+ different outcomes.

Social Value Methodology

Choose outcomes → Allocate to individual participants → Apply impact measure → Perform calculations → Determine ROI

1. CHOOSING OUTCOMES

Utilising a variety of methods, including participant surveys and weekly observations, researchers tracked the engagement and 'distance travelled' for each of the project's participants. These findings were then used to map the participants' journeys against existing outcomes from key social value databases, in addition to the SDGs and other relevant frameworks, to create a social value map of the programme, which comprised a total of 17 key outcomes.
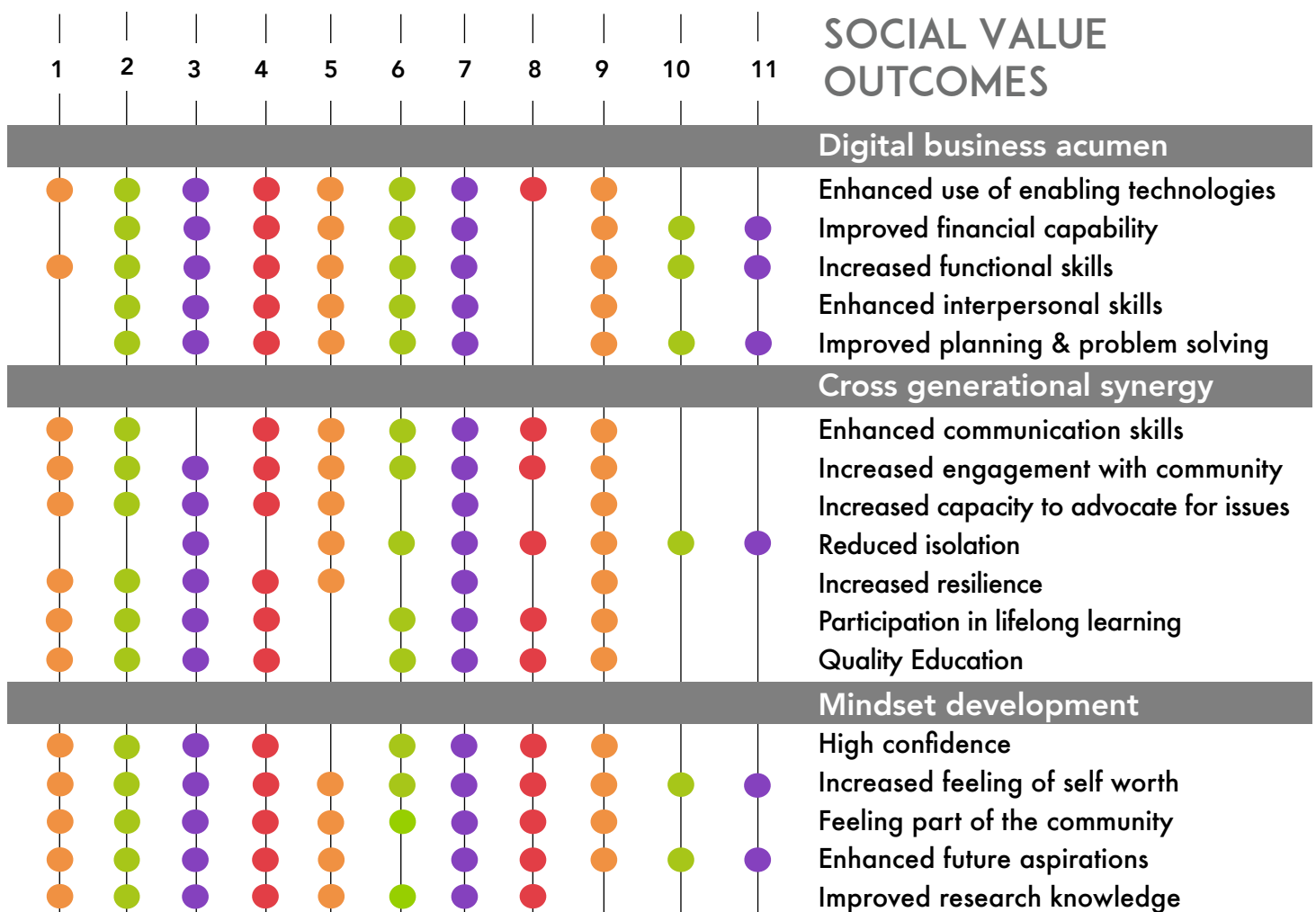
To ensure that the impact evaluation for the project was appropriate for the context, the program was designed with the objectives of Department of Social Welfare/Jabatan Kebajikan Masyarakat (JKM) in mind, and outcomes were chosen which evidenced the skills and mindset shifts that would enable Third Age community members to remain active members of their communities.

SOCIAL VALUE CALCULATIONS

2. MAPPING THE PARTICIPANTS' JOURNEYS

As each participant's experience of the programme was unique, researchers tracked their learning and growth of throughout the programme on an individual level, whilst being attentive to the importance of the group environment to learning outcomes. This data was then utilised to measure the distance travelled for each person against 17 social value outcomes that best aligned with the research findings.

Below is a visual breakdown of the outcomes achieved by each participant, identifiable by a corresponding number which has been used throughout the report to refer to a specific individual.

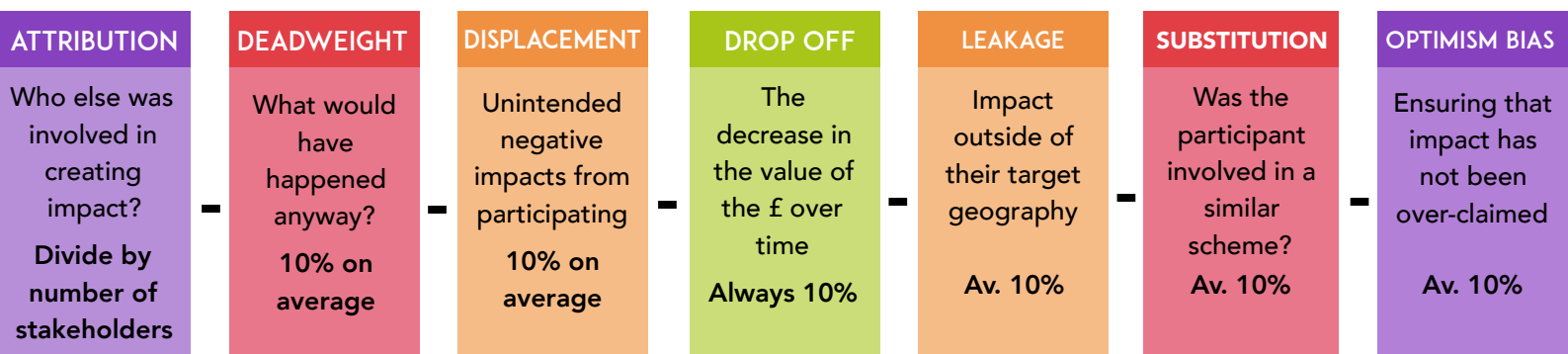|	SOCIAL VALUE OUTCOMES
Digital business acumen	
	Enhanced use of enabling technologies
	Improved financial capability
	Increased functional skills
	Enhanced interpersonal skills
	Improved planning & problem solving
Cross generational synergy	
	Enhanced communication skills
	Increased engagement with community
	Increased capacity to advocate for issues
	Reduced isolation
	Increased resilience
	Participation in lifelong learning
	Quality Education
Mindset development	
	High confidence
	Increased feeling of self worth
	Feeling part of the community
	Enhanced future aspirations
	Improved research knowledge

SOCIAL VALUE CALCULATIONS

3. APPLYING THE IMPACT MEASURES

To determine the value of the identified outcomes, financial proxies were applied to each outcome[8] based upon data from the three main datasets outlined on Page 9.

To ensure that the value of the outcomes accurately reflected the impact generated by the project, impact measures were applied, allowing for adjustments to be made based upon several influencing factors. These factors are explained below:

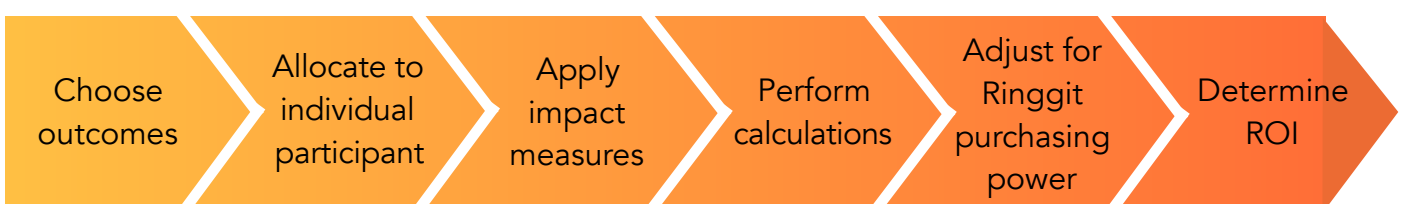| ATTRIBUTION	DEADWEIGHT	DISPLACEMENT	DROP OFF	LEAKAGE	SUBSTITUTION	OPTIMISM BIAS
Who else was involved in creating impact? **Divide by number of stakeholders**	What would have happened anyway? **10% on average**	Unintended negative impacts from participating **10% on average**	The decrease in the value of the £ over time **Always 10%**	Impact outside of their target geography **Av. 10%**	Was the participant involved in a similar scheme? **Av. 10%**	Ensuring that impact has not been over-claimed **Av. 10%**

Utilising as a starting point the industry standard percentage of 10% typically applied for each impact measure, the impact measures were adjusted according to the specificities of each individual, with the exception of the attribution impact metric which was applied to the project as a whole, and included all organisations who worked to bring the project to life.

A more detailed explanation of what factors were considered with regards to attribution percentages for this project can be found in Figure 2 of the Appendix. Figure 3 of the Appendix then provides for a full breakdown of the actual percentages that were applied to each participant, after they had been tailored to their circumstances.

4. PERFORMING THE SOCIAL VALUE CALCULATIONS

The following process was then applied to calculate the equivalent financial value generated by the project:

Choose outcomes → Allocate to individual participant → Apply impact measures → Perform calculations → Adjust for Ringgit purchasing power → Determine ROI

SOCIAL VALUE CALCULATIONS

5. CALCULATING THE RETURN ON INVESTMENT

Following the methodology outlined on the previous page, the social value calculations, once adjusted for the **purchasing power of the Malaysian Ringgit**[9], revealed a ***total economic value of RM 342,221*** (see Appendix 3 for a breakdown by each participant). This was then compared to the cost of running the programme to determine a return on investment *(ROI) ratio of 4.4 RM **for every 1 RM invested,*** based upon a total investment of £14,150 (RM 77,213), which was provided by Brunel University London.

MONEY IN		TOTAL VALUE
RM **77,213**	**>>**	RM **342,221**

ASSESSING THE ROI RATIO

Although the lack of standardisation within the field of social value makes it challenging to compare projects, the UK's Central Government HM Treasury Green Book[10] provides guidance which serves to contextualise this project's ROI against both government and industry expectations of value creation for comparable programmes.

ROI
RM **1** : RM **4.4**

Making use of this guidance, the government advocates using benefit-cost ratios (BCR) to analyse a project's viability of generating value. As the outcomes of a programme are never guaranteed and are vulnerable to external or unknown influences**, *it is generally considered that a BCR close to 1:1 is a risk***. This is because if the programme's foreseeable outcomes generate a value which would place it close to a 1:1 Benefit Cost Ratio, it would only take a few of those outcomes not being achieved to throw the BCR into negative figures.

On the contrary, the further away a project is from a 1:1 ratio the more likely the project is to generate more value for the economy than was invested and to be deemed a success. ***The 1: 4.4 ratio of this programme is therefore a strong indicator that it produced significant impact both at the individual level and within the local community***.

This, however, remains merely one way to quantify the impact of the programme. The next section explores the journeys of three elderly participants involved in one of the five projects, and the experiences of the academics and students, via two separate case studies, in order to provide qualitative data to compliment these calculations.

CASE STUDY

> **I'M EXCITED FOR THIS CROWDFUNDING CAMPAIGN! IT HELPS US TO TRY DIFFERENT WAYS TO SUPPORT OUR PROGRAMMES AND KEEPS THE PAWE SUSTAINABLE**

Team A's project aimed to **help the senior citizens to become more independent** whilst also generating crucial income for the senior citizen centre, through urban farming. Such an aim aligned directly with the PAWE's stated mission to become financially sustainable whilst also maximising the development and **skills of its Third Age community.**

As part of the programme, the team had the opportunity to create a crowdfunding campaign, teaching crucial **digital and entrepreneurial skills** and encouraging a growth mindset among senior citizens.

Through the programme's intergenerational approach, the team was able to become greater than the sum of their parts, with senior citizens **learning to identify the value of their social networks** in a digital age. As a result, the participating senior members were able to leverage their networks, with one engaging a digital influencer to increase their exposure.

Whilst the crowdfunding campaign failed to reach its overall target, resulting from a lack of testing their core message among their target demographic, the actions undertaken by the team for the purposes of crowdfunding **elicited attention from a national market leader** in telecommunications who enabled the project to scale their message beyond

where the participants were able to take it directly. This resulted in further exposure to and **interest from external stakeholders**, such as a prominent ageing institute, who the team successfully **secured a partnership with to develop their projects** further.

Perhaps more significantly, the experience led to significant **growth mindset** among senior citizens who gained confidence in their ability to create and **implement financial solutions** for themselves, and to utilise social media effectively. As a result, the teams senior members cited an **increased sense of purpose**, and an ability to turn this purpose into **aligned action.**

Finally, whilst the project started as a hobby, the interest generated from the crowdfunding bid has led to the **project being taken forward beyond the life of the intergenerational programme,** with the participants building upon what they have learnt to create **another crowdfunding campaign independently** to continue **to raise money for their project,** with the aim of making it into a **tangible business.**

Key Achievements

National exposure through crowdfunding

New partnership

Potential for sustainable business

Crowdfunded RM 840

> " THIS PROGRAMME HAS MADE ME FEEL MORE PURPOSEFUL AND THAT THE ACTIONS I TAKE NOW WILL HAVE AN IMPACT ON THE COMMUNITY " - **Student Participant**

The distance travelled by academics and students, whilst not the main subject of this report, hints at further benefits of the project.

From the leadership side, academics learned to **break out of traditional pedagogic teaching** to play the role of facilitator and questioner, **empowering group members to participate and take action** rather than acting as passive learners. At various stages, participating academics also played to their strengths by **acting as moderators to bridge the outcomes that were desired by the senior participants with the students capabilities.** However, the roles became complicated with the arrival of team coaches, leading **some academics to fall back into traditional teaching roles which sought to divide groups by their respective age categories,** reinforcing the boundaries between stakeholders that the programme sought to dismantle.

Nonetheless, the project achieved **demonstrable shifts in perception,** with 86% of academics reporting **lasting changes in their empathy** for their senior counterparts, and **100% having discussed issues affecting the ageing community more** in public spheres after the programme. Thus, the project **demonstrated the vast** potential benefits of the model, with the need to place greater attention upon communicating the specific roles of stakeholders, to strengthen outcomes.

But it was the students who seemed to have grown the most throughout the programme, reporting a marked improvement in their overall **confidence and their sense of purpose and personal growth.** They also exhibited staggering and tangible growth in both their **innovativeness and appetite for community development,** along with proactiveness in solving challenges.

Perhaps more crucially, students **learned to connect and empathise with their elderly group members,** with some sharing techniques designed to prompt critical thinking from different viewpoints, encouraging others to **move beyond their own thinking to connect with different stakeholders.** As a result, the students reported that they had a better understanding of ageing community challenges, a shift from just 6% prior the program, to 94% after.

Regrettably the programme saw some students drop off due to their difficulties in juggling their involvement with exams. Such factors highlight **the need to embed the project more fully in the students studies,** in order to overcome these frictions.

Overall, both academics and students demonstrated a renewed sense of empathy and understanding of the issues that for elderly citizens face, which may come to profoundly **shape how they participate in society** for years to come.

LESSONS LEARNT

This programme sought to adapt and mirror the success of previous entrepreneurial programmes ran in the UK to provide benefits to ageing community members in Malaysia. It saw the implementation of training and activities designed to bridge generational divides utilising entrepreneurship as a vehicle for fostering greater parity and inclusivity between students, academics and elderly members of the community.

Throughout this programme, key outcomes were observed among its elderly participants, which fulfilled many of it's initial aims. Most notably, many elderly participants were left feeling more confident utilising technology in their daily lives, leading to an increased sense of connectivity with others across the globe, coupled with a desire to act as advocate for senior citizens to play a more active role in their communities.

Regarding the programmes endeavours to create a collaborative process between elderly members and other stakeholders, the programme also provided significant benefits in terms of enabling students to better understand their older peers, and empowering and up skilling elderly participants to feel confident in using technology. At the same time, it was also noted that many participants were unable to break out of their pre-existing cultural roles, which presented limited learning opportunities as well as communication barriers. In particular, students and lecturers felt unable or unwilling to speak out on certain crucial matters due to a cultural sense of deference towards the elderly. As such, many projects lacked the necessary sense of equal partnership, leading to less effective project execution.

As a result, the programme provided 3 key insights into how to strengthen future outcomes:

Inculcate a sense of ownership and shared purpose among all the stakeholders

Select a target audience based upon their sense of purpose and interest, encourage participants to share their skillsets and pick up new ones by creating projects that cater to their interests, determine the participants' sense of motivation and utilise this to invoke drive and commitment.

Provide a stronger driving force, both internally and externally

Pivot coaching strategies accordingly and guide participants where their skills are lacking, increase monitoring and interject during crucial junctures to ensure participants do not stagnate or become discouraged, help visualise the goal and roadmap, reflect periodically with the team on their purpose, increase the frequency of interaction among participants.

Foster an equal partnership where all participants have an equal voice

Encouraging curiosity and learning from all participants, allow and encourage reserved members to voice out and communicate, have discussions around everyone's ideas, validating their opinions, foster reflective sessions to allow participants to voice their emotions.

CONCLUDING REMARKS

Aligned with the objectives of Pusat Aktiviti Warga Emas (PAWE) Putrajaya to improve the quality of life of older adults through active and productive living, this project aimed to investigate the impact of intergenerational activities upon the development of an entrepreneurial cognitive skill set among ageing community members. Through the implementation of training and activities designed to bridge generational divides, the project provided the opportunity to test and scale the "Entrepreneurial Mindset Development Framework" developed by Dr. Ainurul Rosli (Brunel University London), Dr. Jane Chang (GritSE UK) and Dr Olivia Tan (Multimedia University Malaysia).

Among the numerous social value outcomes evidenced through the report, the programme resulted in five crowdfunding projects for PAWE Putrajaya, successfully fulfilling its original objectives, and building upon groundbreaking entrepreneurial development programmes run by GritSE in the UK. The programme also crucially highlighted challenges posed by the societal norms regarding deference to the elderly, which provided crucial insights into how this issue might be more centrally tackled in the future in order to more fully realise collaborations between the Third Age participants and younger societal members.

It is our belief that utilising the core framework of this programme as a starting point, PAWE centres have the opportunity to experiment with the model and pilot different projects in each centre with the aim to find the most suitable approach to meet the needs and specificities of each respective PAWEs. Such an approach aligns directly with JKM's "One PAWE, One Product"/ "Satu PAWE, (Satu Parlimen), Satu Produk" initiative, which aims to enable PAWE centres in Malaysia to operate sustainably and independently.

Policy Recommendations

With the insights gained from this pilot project, we propose the following **policy recommendations**:

Firstly, we recommend **embedding service learning within the curriculums of Higher Education business programmes,** with academics redesigning **modules around the activities to support intergenerational practices, a**nd the government supporting PAWE and Higher/ Further Education Institutions in these endeavours.

Secondly, and intertwined with the first suggestion, we posit the strategic reorientation of government funding to take into account the value of older societal members in social projects. Older adults remain an undervalued resource to share values and experience, while younger adults can bring fresh perspectives and ideas. **The interaction between these stakeholders provides the basis for better decisions, better resource allocation, and more innovative approaches** in addition to building a more inclusive society premised upon mutual respect and empathy.

In undertaking such actions, we believe that governments can **unlock value currently obscured** in approaches to their 'Third Age' population, **shifting the focus from a dependency model** to one in which **elderly members are empowered** and valuable members of society.

OUR TEAM

Jane Chang is a scholar of cognitive entrepreneurship and entrepreneurship education, with a passion for social innovation. Her work on entrepreneurial cognition has shifted the mindset of individuals across the world, including within economically deprived areas of London and Borneo, and among scholars of world-class nations, into a space of community learning.

As the CEO of GRITse, she works alongside organisations to help them understand and demonstrate their value in community projects. She is also internationally recognised for developing innovative approaches to ensuring that strategic leaders capture evidence for decision making in organisations and policy best practice.

Dr. Jane Chang
✉ Jane@gritse.org

Dr Ainurul Rosli is Reader in Enterprise and Entrepreneurship and the Director of Business Engagement at Brunel Business School, Brunel University London, in addition to the co-chair of Practice and Impact SIG of Institute Small Business and Enterprise, and a member of Social Value UK.

She has led four projects that embedded pathways to impact and social value calculations both in the UK and Malaysia. She incorporates strategy, social impact and entrepreneurial practice in her work. As a key tenet of her philosophy, she believes in the importance of university-community interaction and research with impact, and its ability to drive forward businesses and societal transformation.

Dr. Ainurul Rosli
✉ Ainurul.Rosli@brunel.ac.uk

Olivia Tan Swee Leng is the Director of the Technology Transfer Office at Multimedia University, Malaysia, and the project co-lead. She has extensive experience as both a solicitor and an advocate in the area of Corporate Litigation, Intellectual Property, Banking and Conveyancing. In 2018, she was appointed by the Department of Social Welfare, Kuala Lumpur as the assessor of strategic development for the Activity Centres for the Elderly in Kuala Lumpur.

An honorary member, and committee member, of the Activity Centre for the Elderly, she is passionate about empowering the older generation to remain active members of their communities.

Dr. Olivia Tan Swee Leng
✉ oliviatan@mmu.edu.my

OUR TEAM

Shawn Ng is the Impact Officer for Social Innovation Movement, a position that utilises his experience in implementing and assessing projects that promote greater equality and mitigate injustices experienced within marginalised communities. He has worked with development and social justice issues across the board, with his most recent work focusing on transparency and accountability advocacy within Malaysia's public and private spheres.

He has an academic background in Politics, Philosophy and Economics, in addition to specialising in Green Management, Energy and CSR.

Shawn Ng
✉ Shawn@simovement.org

Envisioning a world where knowledge, action and capital complement each other, Jian has dedicated her career to the impact sector. She is the Managing Director of Citrine Capital, a profit with purpose investment company, and co-founder of Social Innovation Movement, a non-profit think thank.

Previously, Jian was involved in several impact-orientated institutions. In every role, she collaborates with impact partners across sectors and industries to seize opportunities and achieve common goals. She has attained a Masters' Degree in International Development from King's College London, and an undergraduate degree in Biochemistry from the University of Melbourne.

Jian Li Yew
✉ Jian@simovement.org

Hasbe has worked at a number of startups and non-government organisations (NGOs), as well as working alongside several social enterprises in her decade-long career, which has been structured around her passion for community development. She has a diverse range of experience relating to planning and organising Corporate Social Responsibility and community engagement projects, strategic planning through content ideation, stakeholder liaison and operations.

She is currently completing her Masters Degree in Community Development (CSR) from University Putra Malaysia and is a graduate of Upper Iowa University in Bachelor of Science in Psychology.

Hasbe Bakar
✉ Hasbe@simovement.org

ENDNOTES

1 Chang, J. and Rieple, A. (2018). Entrepreneurial Decision-Making in a Microcosm. *Management Learning.* Available at https://doi.org/10.1177/1350507618777929.

2 Edgar, D (1969). *Audio-Visual Methods in Teaching,* 3rd edition.

3 Morton's concept of 'The Impact Journey' as outlined in *CFRF* (2013) Assessing Research Impact: A Case Study for Participatory Research. See also Morton, S (2012) Exploring and Assessing Research Impact. Social Policy Edinburgh, *University of Edinburgh.* PhD.

4 Rossi, F., Rosli, A. and Yip, N. (2017). Academic Engagement as Knowledge Co-Production and Implications for Impact: Evidence from Knowledge Transfer Partnerships. Journal of Business Research (80). pp. 1-9.

5 Unit Cost Database mainly focuses on economic and fiscal impact created. Visit http://www.neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database for more information.

6 The Global Value Exchange primarily focuses on social outcomes. Visit http://www.globalvaluexchange.org/ for more information.

7 The Office of National Statistics mainly focuses on economic and fiscal including Gross Value Added. Visit https://www.ons.gov.uk/ for more information.

8 As a result of the need to evidence outcomes in specific ways, not all had an associated financial proxy. In this case, seven outcomes; enhance the use of enabling technology, improved financial capability, engagement with the community, increased capacity for advocacy, participation in lifelong learning, quality education and improved knowledge transfer from universities, lacked available data on the financial impact of these outcomes.

9 As the social value databases utilise either the British Pound or the US Dollar as the basis for their calculations, it is necessary to adapt them to reflect the purchasing power parity of the Malaysian Ringgit. Using http://salaryconverter.nigelb.me/ it is possible to calculate how much money would you need in Malaysia to buy the same things you could buy in the UK, and therefore the equivalent contextual social value created.

10 Read the full HM Treasury Green Book at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685903/The_Green_Book.pdf

11 Whilst the 'Third Age' is not specifically mentioned in the elimination of discrimination in education, we have sought to expand this goal to include age as a discriminatory barrier.

12 Using the Global Value Exchange, you can access specialist tools such as HACT version 4 (HACTv4). Visit http://www.globalvaluexchange.org/ to find out more.

APPENDIX

Figure 1

List of social value outcomes used, their corresponding data sources and explanation of the impact created.

Outcome	Impact	Data source
1. Enhanced use of enabling technologies	Strengthen the means of implementation and revitalise the global partnership for sustainable development through information and communication technologies.	Sustainable Development Goals
2. Improved financial capability	Improved financial capability, literacy and management, and understanding of legal matters for Individuals.	Global Value Exchange
3. Increased functional skills	Individual is equipped with basic practical skills required in everyday life as a result of attending training/course	Global Value Exchange
4. Enhanced interpersonal skills	Individual has enhanced interpersonal skills as a result of attending a course	Global Value Exchange
5. Improved planning and problem solving	Improvement in the ability to solve problems and plan for the future	Global Value Exchange
6. Enhanced communication skills	Improvement in communication skills for the purpose of social good	Global Value Exchange
7. Increased engagement with the community	Strong public participation in citizenship and communities, and good social cohesion for Individuals	Global Value Exchange
8. Increased capacity to advocate for issues	Citizens show greater commitment for advocacy initiative for Public/Citizens	Global Value Exchange
9. Reduced isolation	Older individual feels less isolated and is able to build new relationships with likeminded people.	Global Value Exchange
10. Increased resilience	Service user reports a sense of having control over their own destiny and ability to make decisions	Global Value Exchange
11. Participation in longlong learning	Individual has the capability to develop skills for participation in productive and valued activities in society	Global Value Exchange
12. Quality Education	4.5 Eliminate all discrimination in education[11] 4.7 Education for global citizenship	Sustainable Development Goals
13. High Confidence	Individual aged over 50 feels more confident and self-assured	HACTv4[12]
14. Increased feeling of self worth	Individual identifies as having self-worth and sees an improvement in this over time	Global Value Exchange
15. Feeling part of the community	As an older person, the individual has a positive perception of the local community, and is more connected to that community.	Global Value Exchange
16. Enhanced future aspirations	Individual has an increased peace of mind and feels more optimistic about the future	Global Value Exchange
17. Improved knowledge transfer from university research	Strengthen the influence of publications and research on communities, through individual stakeholder engagement	Global Value Exchange

Figure 2

Explanations of how impact metrics were applied to the project.

Impact measure	Factors included
Attribution	The attribution impact measure, which was set at 100%, looked at the project as a whole, and included all the projects partners; Brunel Business School, Brunel University London, GRITse UK, Social Innovation Movement Malaysia, Malaysia Multimedia University & the Department of Social Welfare/Jabatan Kebajikan Masyarakat Malaysia.
Deadweight	The deadweight impact measure took into account the fact that the PAWE centres were already seeking to improve, and it is possible that some form of training or activities would have happened anyway. In two cases, deadweight was set at 50% to show where the two individuals did not diverge very much from their normal mindset and activities.
Displacement	Displacement which seeks to adjust for unintended negative consequences for attending the programme sought to account for the loss of time in attending the project, which some reported as taking time away from looking after their grandchildren.
Drop off	The decreased value of the local currency over time due to inflation, always set at 10%.
Leakage	Leakage addressed the likelihood that the benefits of the programme would be felt outside the PAWE centre in the long term. In many cases, leakage was set at double the standard percentage to account for those who worked on crowdfunding projects which were unlikely to continue their links with the PAWE centre beyond the programme, and for those individuals who retained strong links with other communities.
Substitution	Substitution sought to account for whether there was other training or assistance available to the participants which could have created impact, and was set at double the standard percentage to take into account other stakeholders who helped to make the programme a success who were not officially officiated with the programme.

Figure 3

Impact metric percentages applied to each participant.

Participant	Attribution	Deadweight	Displacement	Drop off	Leakage	Substitution	Optimism Bias
1	100%	20%	10%	10%	20%	20%	10%
2	100%	20%	10%	10%	10%	20%	10%
3	100%	20%	10%	10%	20%	20%	10%
4	100%	20%	20%	10%	10%	20%	10%
5	100%	20%	10%	10%	20%	20%	10%
6	100%	20%	20%	10%	10%	20%	10%
7	100%	20%	20%	10%	10%	20%	10%
8	100%	20%	20%	10%	10%	20%	10%
9	100%	20%	10%	10%	10%	20%	10%
10	100%	50%	10%	10%	20%	20%	10%
11	100%	50%	10%	10%	20%	20%	10%

Figure 4

Breakdown of social value calculations for each participant.

Participant	Social Value Output (£)	Equivalent Ringgit Purchasing Power	Adjusted Social Value Output (£)
1	£19,775.64	RM 40,912.14	£7,469.53
2	£22,409.26	RM 46,360.62	£8,464.28
3	£20,142.17	RM 41,670.43	£7607.97
4	£19,919.34	RM 41,209.43	£7,523.80
5	£16,101.69	RM 33,311.42	£6081.83
6	£10,790.44	RM 22,323.43	£4075.70
7	£20,791.62	RM 43,014.02	£7853.28
8	£10,694.36	RM 22,124.65	£4039.40
9	£23,390.57	RM 48,390.77	£8834.94
10	£702.03	RM 1,452.37	£265.17
11	£703.03	RM 1,452.37	£265.17

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