Sabiedrības iesaiste sociālās inovācijas procesos Latvijas ilgtspējīgas attīstības nodrošināšanai

Apakšprojekta 5.2.7.4. (EKOSOC-LV) vadītājas

Dr.paed. **Svetlanas Surikovas** (Latvijas Universitāte)

atskaite par 1. posma gaitu un starprezultātiem

Projekta 5.2.7. (EKOSOC-LV) sanāksme
2015. gada 17. janvāris, Rīgas Tehniskā universitāte

Individuālie uzdevumi 1.posmā

▶ Izpētīt sociālās inovācijas būtību, elementus, modeļus, formas, rezultatīvos rādītājus, sabiedrības iesaisti sociālās inovācijas procesos ietekmējošos faktorus un sabiedrības līdzdalību sociālās inovācijas radīšanā nodrošinošos nosacījumus, liekot īpašu uzsvaru uz izglītības un ģimenes radīto kontekstu sociālekonomiskās pieredzes apgūšanā Latvijā un pasaulē.

▶ Apkopot teorētiskā pētījuma rezultātus un izstrādāt zinātniskā raksta koncepciju „*The role of education in promoting social innovation processes in the society*" iesniegšanai RA IDF PSPI ikgadējai starptautiskajai zinātniskajai konferencei "Sabiedrība. Integrācija. Izglītība." (2015. gada 22.-23. maijs).

Apakšprojekta 5.2.7.4. EKOSOC-LV 1. posms tika plānots no 2014. gada 1. oktobra līdz 31. decembrim, tad tas tika pagarināts līdz 2015. gada 31. janvārim.

1.posma gaita un starprezultāti (I)

- Informācijas avotu meklēšana:

  - **Datubāzēs** *EBSCO host, Emerald Insight, Cambridge Journals, JSTOR, ProQuest Dissertations & Theses Global, OECD iLibrary, SAGE Journals, Science Direct;*

  - **Mājas lapās** *ec.europa.eu, www.tepsie.eu, www.innovation.cc, youngfoundation.org, www.socialinnovationeurope.eu, www.si-drive.eu, www.ssireview.org, www.oecd-ilibrary.org, www.innovativelatvia.lv, socialinnovation.lv, izm.izm.gov.lv, www.lm.gov.lv, www.birdhub.eu, www.em.gov.lv, www.vraa.gov.lv, www.liaa.gov.lv, likumi.lv, socialinnovationexchange.org.*

1.posma gaita un starprezultāti (II)

- Informācijas avotu atlase un analīze:

  - **Vairāk nekā 70 avoti tika atlasīti analīzei, t.sk.:**

  - **Žurnālu raksti** (daži žurnālu nosaukumi: *International Journal of Social Quality; International Journal of Innovation Science; Innovation: The European Journal of Social Sciences; Ecology & Society; Review of Policy Research; Canadian Journal of Nonprofit & Social Economy Research; Information Systems Management; International Small Business Journal; CoDesign; Management Decision; Society and Business Review; Journal of Educational Administration; Journal of Knowledge Management; International Journal of Productivity and Performance Management; Social Policy and Society; European Review; Local Economy; The Journal of Applied Behavioral Science; Business & Society; European Urban and Regional Studies; Evaluation; Convergence: The International Journal of Research into New Media Technologies; Technological Forecasting and Social Change; Procedia - Social and Behavioral Sciences; The Journal of Socio-Economics; The Innovation Journal: The Public Sector Innovation Journal; Organization; Stanford Social Innovation Review; Journal of Business Ethics*).

  - **Maģistra/doktora darbi, konferenču rakstu krājumi,** *PowerPoint* **prezentācijas**;

  - **Citu projektu un iniciatīvu** (piemēram, *The Young Foundation & NESTA, OECD, TEPSIE, SI-DRIVE, Social Innovation Europe Initiative, Bureau of the European Policy Advisers (BEPA), European Commission*) **ietvaros izstrādātie materiāli** (ziņojumi, pārskati, rokasgrāmatas, vadlīnijas u.c.).

1.posma gaita un starprezultāti (III)

Atlasīto informācijas avotu analīzes rezultātā ir tapis multidisciplināra literatūras apskata melnraksts 70 lpp. apjomā

A multidisciplinary literature review on social innovation

-draft-

Dr.paed. Svetlana Surikova

University of Latvia

January 2015

CONTENT

1.posma gaita un starprezultāti (IV)

- Multidisciplināra literatūras apskata melnraksta saturs:
  - Sociālās inovācijas definīcijas;
  - Sociālās inovācijas pamatelementi un pamatiezīmes;
  - Sociālās inovācijas tipoloģija;
  - Sociālās inovācijas sfēras, sektori un līmeņi;
  - Sociālās inovācijas procesi un modeļi;
  - Sociālās inovācijas indikatori un mērīšanas instrumenti;
  - Sabiedrības iesaiste sociālās inovācijas procesos;
  - Šķēršļi sociālās inovācijas ceļā;
  - Sociālās inovācijas, izglītības un ģimenes savstarpējās sakarības un atkarības;
  - Dažādas pieejas sociālās inovācijas būtības izpratnei un izpētei;
  - Secinājumi un ieteikumi empīriskā pētījuma veikšanai;
  - Bibliogrāfija;
  - Glosārijs.

1.posma gaita un starprezultāti (V)

Sociālās inovācijas definīcijas (*Edwards-Schachter, Matti, & Alcántara, 2012; OECD, 2010; Lundstrom & Zhou, 2011; Westley et al., 2014; McCarthy et al., 2014; Nichols et al., 2013; Heller, 2014; Young, 2011; Klievink & Janssen, 2014; Dover, 2011; Cajaiba-Santana, 2013; Pol & Ville, 2009; European Commission, 2011, 2012, 2013; Howaldt et al., 2014; The Young Foundation, 2012a; Krlev, Bund, & Mildenberger, 2014*).

Table 1. **Some definitions of social innovation** (table content adapted from Edwards-Schachter, Matti, & Alcántara, 2012, p. 680)

Definition	Author
"*practices* more or least directly allow to an individual - or a group - *of taking in charge of a social need* - or a set of social needs - which are not satisfied"	Chambon et al. (1982, p. 8)
"*a process of collective creation* in which the members of a certain collective unit learn, invent and lay out new rules for the social game of collaboration and of conflict or, in a word, *a new social practice*, and in this process they acquire the necessary cognitive, rational and organizational skills"	Crozier and Friedberg (1993, p. 19)
"*the generation and implementation of new ideas* about social relationships and social organization"	Mumford (2002, p. 253)
"*new organizational and institutional forms, new ways of doing things, new social practices, new mechanisms, new approaches and new concepts* that give rise to concrete achievements and improvements"	Centre de Recherche sur les Innovations Sociales (CRISES, 2004)
"*the development and application of new or improved activities, initiatives, services, processes, or products* designed to address social and economic challenges faced by individuals and communities"	Goldenberg (2004, p. 1)
"*new forms of social relations*, including institutional and organizational innovations, *new forms of production and consumption*, and *new relationships between economic and social development*"	Neamtan and Downing (2005, p. 12)

Figure 1. **The relationship between social innovation and business innovation** (Pol & Ville, 2009, p. 884)
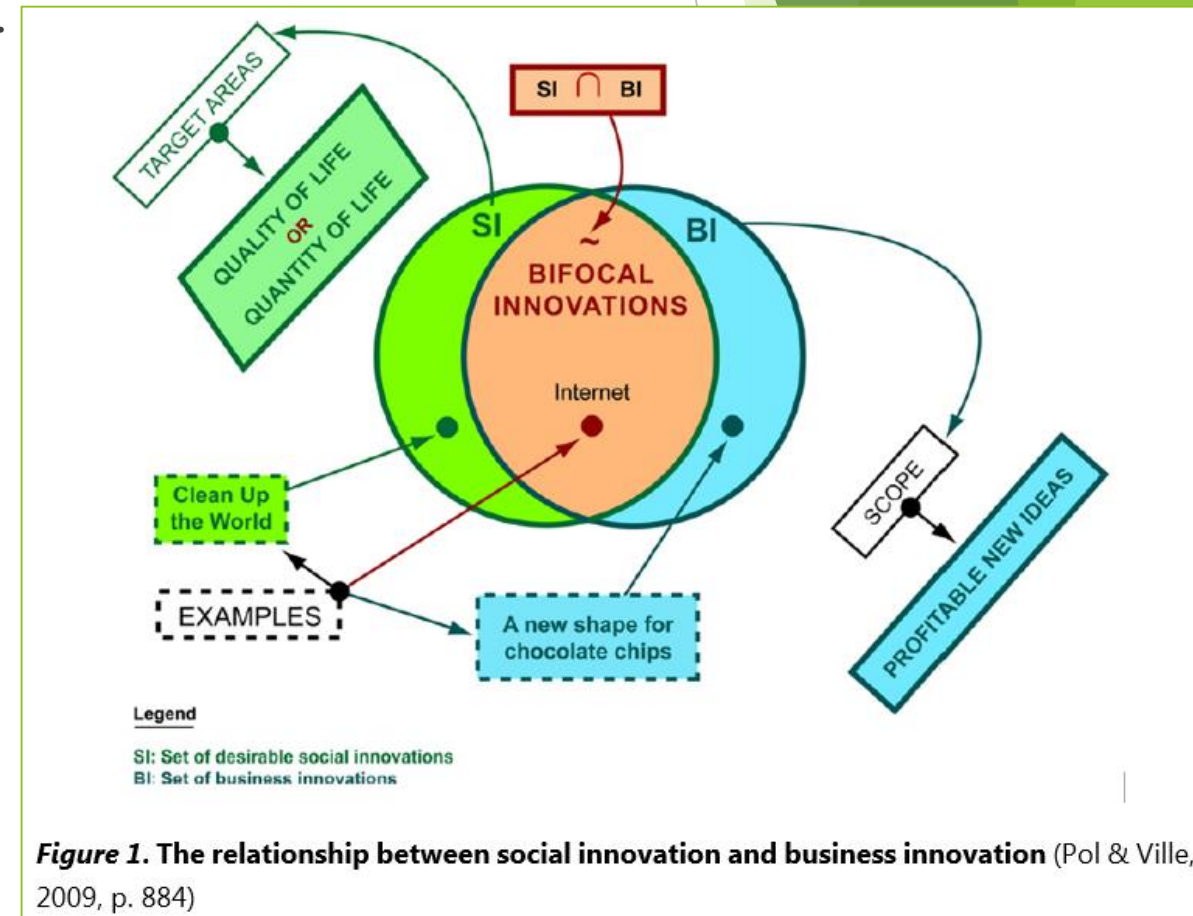
1.posma gaita un starprezultāti (VI)

- **Analizējot sociālās inovācijas būtību, tika konstatēts, ka ar sociālo inovāciju ir saistīti vairāki citi jēdzieni (koncepti):**

    - **Sociālā sistēma** (*McCarthy et al.*, 2014; *Westley at al.*, 2014; *Cajaiba-Santana*, 2013);

    - **Sociālā vērtība** (*Le Ber & Branzei*, 2010; *Bonifacio*, 2014; *Minks*, 2011);

    - **Sociālās vajadzības** (*Heller*, 2014);

    - **Sociālās problēmas** (*Minks*, 2011);

    - **Sociālie izaicinājumi** (*The Young Foundation*, 2012a);

    - **Sociālā ietekme** (*Ortega et al.*, 2014);

    - **Sociālās pārmaiņas/transformācija** (*Dover*, 2011; *Cajaiba-Santana*, 2013; *Minks*, 2011; *OECD*, 2010; *Westley et al.*, 2014; Eiropas Ekonomikas un sociālo lietu komiteja, 2012);

    - **Sistēmas maiņa** (*Nichols et al.*, 2013; *OECD*, 2010; *Westley et al.*, 2014);

    - **Sociālā kvalitāte** (*Oeij, Dhondt, & Korver*, 2011; *Li, Sun, & Lin*, 2012);

    - **Dzīves kvalitāte** (*Pol & Ville*, 2009; *Li, Sun, & Lin*, 2012; *Edwards-Schachter, Matti, & Alcántara*, 2012; *Bonifacio*, 2014; *OECD*, 2010);

    - **Dzīves kvantitāte** (*Pol & Ville*, 2009);

    - **Labbūtība, labklājība** (*Edwards-Schachter, Matti, & Alcántara*, 2012; *Bonifacio*, 2014; *Young*, 2011; *OECD*, 2010);

    - **Sociālā darbība/kopdarbība** (*Cajaiba-Santana*, 2013; *Bhatt & Altinay*, 2013);

    - **Sociālais kapitāls** (*Bhatt & Altinay*, 2013);

    - **Sociālā prakse** (*Oeij, Dhondt, & Korver*, 2011; *Howaldt at al.*, 2014; *Klievink & Janssen*, 2014; *Cajaiba-Santana*, 2013);

    - **Starpsektoru (starpnozaru) partnerība** (*Le Ber & Branzei*, 2010; *Jiménez Escobar & Morales Gutiérrez*, 2011);

    - **Attiecības** (*Jensen, Phillips, & Strand*, 2012; *Li, Sun, & Lin*, 2012; *Klievink & Janssen*, 2014; *Klein et al.*, 2012; *Gharabaghi*, 2013; *Nichols et al.*, 2013);

    - u.c.

1.posma gaita un starprezultāti (VII)

Sociālās inovācijas pamatelementi un pamatiezīmes (*Ümarik, Loogma, & Tafel-Viia*, 2014; *Minks*, 2011; *Bulut, Hakan, & Duygu Seckin*, 2013; *Edwards-Schachter, Matti, & Alcántara*, 2012; *The Young Foundation*, 2012a).
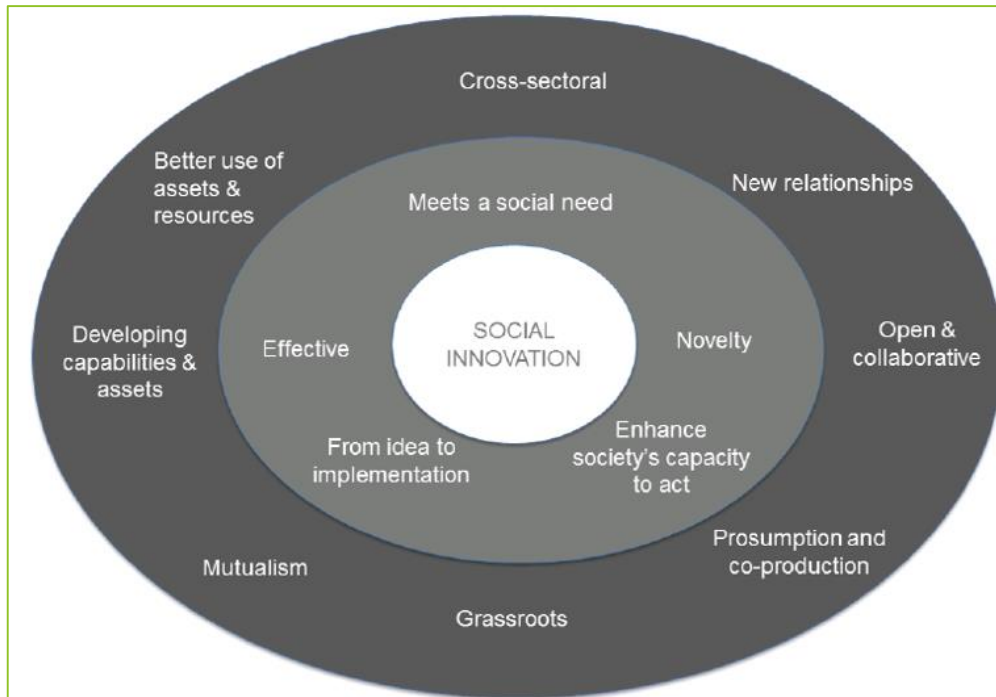

Figure 2. Core elements and common features of social innovation (The Young Foundation, 2012a, p. 18)

Table 3. Characteristics of social innovation obtained from the analysis of 76 definitions (Edwards-Schachter, Matti, & Alcántara, 2012, p. 679)

Dimension	Characteristics
Aims	• Social and public good (Chambon et al., 1982; Gillwald, 2000; Gurrutxaga & Echeverría, 2010; Hochgerner, 2011; Mulgan, 2006a, 2006b; Rodríguez Herrera & Alvarado Ugarte, 2008; Taylor, 1970). • Social values generation and improvement of quality of life and sustainable development (Gillwald, 2000; Goldenberg et al., 2009; Henderson, 1993; Howaldt & Schwarz, 2010; Levesque, 2005; Phills, Deiglmeier, & Miller, 2008).
Purposes/ objectives	• Detection of real social needs (Hochgerner, 2011; Howaldt & Schwarz, 2010; Moulaert et al., 2007; Mulgan, 2006a, 2006b; NESTA, 2007). • Oriented to resolving social problems and aimed at both nonprofit and profit benefits (Andrew & Klein, 2010; De Muro et al., 2007; Prahalad et al., 2009; Rodríguez Herrera & Alvarado Ugarte, 2008).
Drivers	• Environmental, economic, and social challenges at the global and local levels (Goldenberg et al., 2009; Howaldt & Schwarz, 2010; Mulgan, 2006a). • Social demands that are traditionally not addressed by the market or existing institutions (Echeverría, 2010; Moulaert & Mehmood, 2010; Rodríguez Herrera & Alvarado Ugarte, 2008).
Sources	• Plurality of innovation sources in different areas (economic, business, social, cultural, and artistic) (Echeverría, 2010; Hochgerner, 2011; Neamtan & Downing, 2005).
Context	• Society, culture, market (Echeverría, 2010; Howaldt & Schwarz, 2010; Levesque, 2005). • The social region and community development (Moulaert & Nussbaumer, 2004; OECD, 2004). • Result of combination between "bottom-up" and "top-down" dynamics (Goldenberg et al., 2009; Hubert, 2010; Rodríguez Herrera & Alvarado Ugarte, 2008).
Agents	• Three interrelated areas: civil society, state, and business agents (Chambon et al., 1982; Echeverría, 2010; Novy & Leubolt, 2005; Rodríguez Herrera & Alvarado Ugarte, 2008). • "Cross-fertilization" among the nonprofit, government, and business sectors - the "fourth sector" (Murray et al., 2009; Phills et al., 2008).
Sectors	• Cutting across organizational and sectoral boundaries (Echeverría, 2010; Goldenberg et al., 2009; Prahalad et al., 2009; Rodríguez Herrera & Alvarado Ugarte, 2008).
Process	• Model of placed-based innovation - contextualized and path-dependent - for innovation activities (MacCallum et al., 2009; Moulaert & Nussbaumer, 2004). • Focus on technologies as enablers of innovation (Howaldt & Schwarz, 2010; Prahalad et al., 2009). • Active role of the users/people and creation of new social relationships in codevelopment and cogeneration of innovations (Harrison et al., 2009; Murray et al., 2009; Prahalad et al., 2009).

1.posma gaita un starprezultāti (VIII)

- **Sociālās inovācijas tipoloģija** (*The Young Foundation*, 2012a; *Davies*, 2014; *Nambisan*, 2009, citēts *Lundstrom & Zhou*, 2011).

- **Sociālās inovācijas sfēras, sektori un līmeņi** (*The Young Foundation*, 2012a, 2012b; *Bund et al.*, 2013; *Bonifacio*, 2014).

Social innovation does not refer to any particular sector of the economy, but to innovation in the creation of social outputs, regardless of where they emanate. As such, social innovation can take place in all **four sectors**:

- The non-profit sector
- The public sector
- The private sector
- The informal sector (The Young Foundation, 2012a, p. 26).

Social innovation has been pursued at **three different levels**, from the *micro level*, delegating the role of generating social innovation to the individual entrepreneur, through the *meso level* of public/private partnerships, to the *macro level* whereby governments and institutions innovate patterns of social interaction to generate social value through policies, laws, and institutional reforms (Bonifacio, 2014, p. 147).

The TEPSIE partners use the following categories of **social innovation fields**:

- Education
- Health & Care
- Employment
- Housing
- Social capital & Networks
- Political participation
- Environment (Bund et al., 2013, p. 47).

Table 4. Types of social innovations

Types of social innovation	Examples	Source
New products	assistive technologies developed for people with disabilities (voice synthesizers)	The Young Foundation, 2012a, p. 25
New services	a) mobile banking (MPesa in Kenya) b) new interventions or new programmes to meet social needs	a) The Young Foundation, 2012a, p. 25 b) Davies, 2014, p. 5
New processes	a) peer-to-peer collaboration and crowdsourcing b) co-production of new services	a) The Young Foundation, 2012a, p. 25 b) Davies, 2014, p. 5
New markets	Fair Trade or time banking	The Young Foundation, 2012a, p. 25
New platforms	new legal or regulatory frameworks or platforms for care	The Young Foundation, 2012a, p. 25
New organisational forms	a) community interest companies b) hybrid organisational forms such as social enterprises	a) The Young Foundation, 2012a, p. 25 b) Davies, 2014, p. 5
New business models	social franchising, or just in time models applied to social challenges	The Young Foundation, 2012a, p. 25
New practices	new practices which require new professional roles or relationships	Davies, 2014, p. 5
New rules and regulations	the creation of new laws or new entitlements	Davies, 2014, p. 5

Sociālās inovācijas procesi un modeļi (*Ortega et al.*, 2014; *McCarthy et al.*, 2014; *Cajaiba-Santana*, 2013; *Howaldt et al.*, 2014; *Bund et al.*, 2013; *Krlev, Bund, & Mildenberger*, 2014; *Murray, Caulier-Grice, & Mulgan*, 2010; The Young Foundation, 2012a; *Lundstrom & Zhou*, 2011).
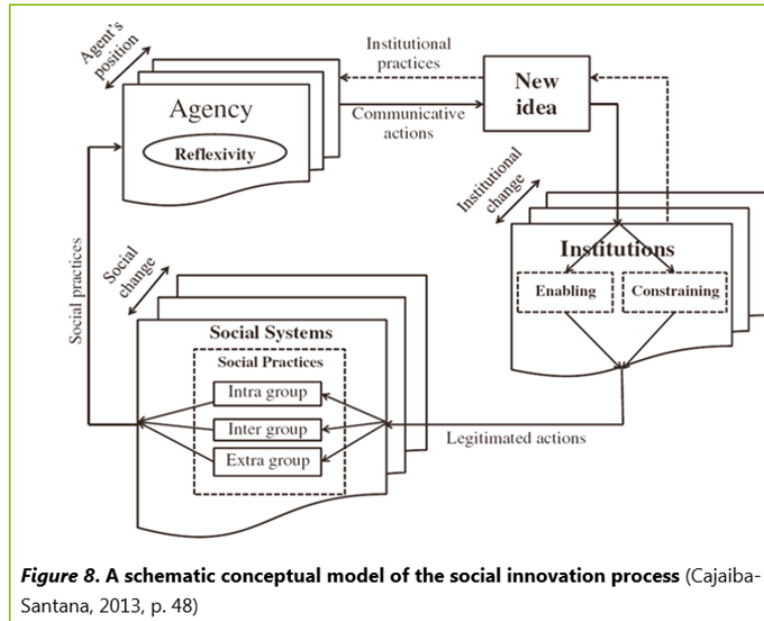
Figure 8. A schematic conceptual model of the social innovation process (Cajaiba-Santana, 2013, p. 48)
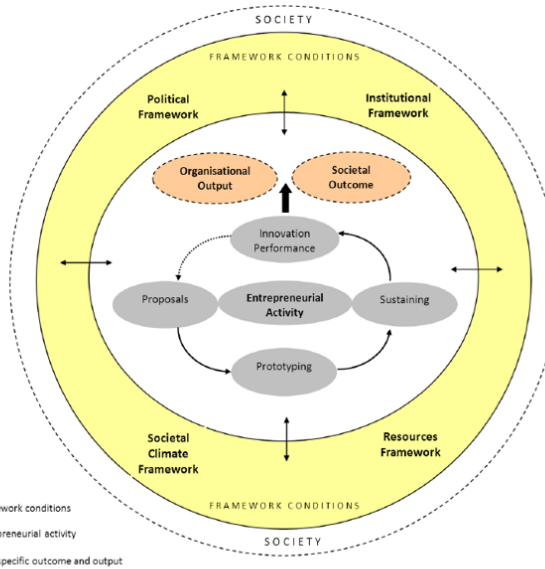
Figure 11. Integrated model for measuring social innovation (Bund et al., 2013, p. 31)
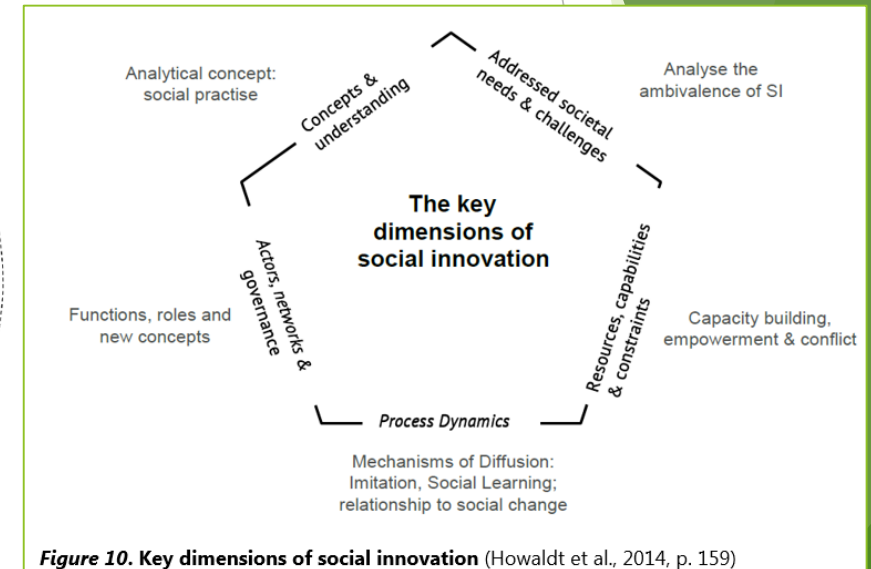
Figure 10. Key dimensions of social innovation (Howaldt et al., 2014, p. 159)

Figure 3. A Social Impact Model and its three maps: the vision, the empathy, and the model map (Ortega et al., 2014, p. 76)

Figure 13. Policy analytical dimensions concerning social innovation and entrepreneurship (Lundstrom & Zhou, 2011, p. 145)

Figure 12. The process of social innovation (The Young Foundation, 2012a, p. 34)

1.posma gaita un starprezultāti (X)

Sociālās inovācijas indikatori un mērīšanas instrumenti *(Krlev, Bund, & Mildenberger, 2014; Bund et al., 2013; Ims & Zsolnai, 2014; Schmitz et al., 2013; Minks, 2011; Krlev, Glänzel, & Mildenberger, 2013; Bulut, Hakan, & Duygu Seckin, 2013).*

Table 5. Social innovation criteria and measurement (table content adapted from Krlev, Bund, & Mildenberger, 2014, p. 209)

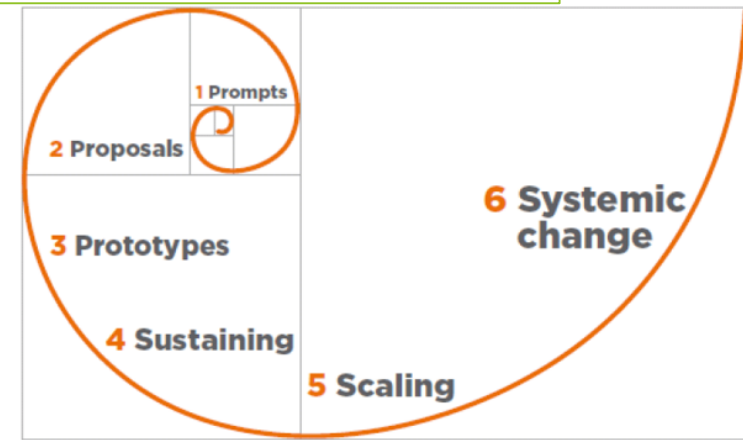| Social innovation criterion	How to take the criterion into account in the measurement of social innovation
Newness	As the blueprint is not supposed to measure single cases of social innovation, the criterion of "newness" is not explicitly incorporated. The view that social innovations are mainly defined by their consequences and impact instead of their absolute degree of newness (Gillwald, 2000, p. 6) is being applied. Thus, the blueprint deals with the nature and existence of social needs in a very generic way and uses these both as reference points for assessing innovation potential and the performance of the latter. Changes in needs are interpreted as a sign for new products, services, or processes.
Multiple dimensions of improvement	Moulaert et al. (2005) differentiate between the content dimension (satisfaction of human needs), the empowerment dimension of social innovation (socio-political capabilities), and the process dimension (changes in social relations). With the macro-level approach we can in particular trace improvements in the satisfaction of social needs of societies as well as improvements in their innovation capacity (and thus, the first two aspects). The state and the structure of relationships and networks to meet social needs (Reeder, O' Sullivan, Tucker, Ramsden, & Mulgan, 2012, p. 8) in contrast requires network analytical methods and case studies that pay respect to the circumstance that social innovation is "[. . .] embedded in the 'social fabric' of communities" (Reeder et al., 2012, p. 11). Social relations can thus, not be captured in detail in the proposed measurement approach.
Sector neutrality	The proposed approach is not focused on a single sector because social innovation can occur in any sector (Murray, Caulier-Grice, & Mulgan, 2010, p. 3; Nicholls & Murdock, 2012, p. 2).
Process of social innovation	Despite the chaotic nature of social innovations, a process circle of social innovation is often being applied (Bureau of European Policy Advisors [BEPA], 2010, p. 53), which is also central to our measurement model. The embedding into a wider framework is also increasingly common in the context of mainstream innovation (Rothwell, 1994; Furman, Porter, & Stern, 2002).
Qualifying improvements	Through monitoring changes in social needs as well as social innovation enablers in a longitudinal way, improvements of society's capacity to act can be measured. Interesting in this respect are four qualifiers for

Table 6. Social innovativeness index (table content adapted from Krlev, Glänzel, & Mildenberger, 2013, p. 8)

	Strongly agree	Agree	Dis-agree	Strongly disagree	%*	Explanatory notes (All quotations refer to the TEPSIE definition of social innovation)
Innovativeness						
We put strong emphasis on the development of new products or services	4	3	2	1	15	"Social innovations are new solutions (**products**, **services**, models, markets, processes etc.) (...)"
We put emphasis on the development of new organizational processes	4	3	2	1	20	"Social innovations are new solutions (products, services, **models**, markets, **processes** etc.) (...)"
We improve products and services frequently	4	3	2	1	10	These two items take a closer look at the mode of innovating. While most organisations do improve products/services more or less regularly, they may do so without being very systematic, planned, or intentional in their approach. Radical, disruptive improvements are more of an indicator for innovation. This is reflected in the higher weighting allocated to these innovations.
We improve products and services rather radically and disruptively	4	3	2	1	15	
We believe that our organisation is a first mover in the field (often being the first to introduce new products, services or processes)	4	3	2	1	20	"Social innovations (...) 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." It is assumed here that first movers do actually lead to and/or imply more effective, new, improved and/or better solutions.
We often behave in ways that are unconventional or contrary to existing practices and norms in the field	4	3	2	1	20	"Social innovations (...) 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." It is assumed here that "non-conformers" actually tend to develop more effective, new, improved and/or better solutions.
Sub-total	Max: 4			Min: 1	100 %	
Orientation towards social mission and collaboration						
For us, creating social impact has priority over creating profit	4	3	2	1	~ 29	"Social innovations (...) are both **good for society** and **enhance society's capacity to act**."
We find it difficult to reconcile our social mission with commercial pressures	4	3	2	1	~ 13	This is an indicator for social mission orientation, even though it may be argued that social mission accomplishment may go hand in hand with commercial success.
We put strong emphasis on new partnerships	4	3	2	1	~ 29	"Social innovations (...) lead to **new** or improved capabilities and **relationships** and better use of assets and resources."
We always reinvest all surplus into our organisation to fulfil our social mission	4	3	2	1	~ 29	Re-investing surpluses is another measure of social mission orientation, because it demonstrates that social mission is the prime objective of an organization.
Sub-total	Max: 4			Min: 1	100 %	
Total (weighting 50-50%)	Max: 4 points			Min: 1 point	100 %	

A measurement tool to evaluate social innovation *(Minks, 2011)*

The following three sets of questions attempts to provide such a measurement tool (Minks, 2011, p. 61-67).

Set One: Is it Social Innovation?

"Newness" of the idea - whether an idea is truly innovative or just a good idea.

- Is the idea innovative?
- Is it a new approach not just for the individual or organization implementing it, but a new approach that no one has thought of or applied to this particular problem before?
- Is it a radical (vs. an incremental) innovation?
- Does the innovation change what the work to solve a problem is (versus changing how existing work is being done more efficiently or effectively?)

Problem-solving - whether the innovation might lead to social change.

- Is the innovation social in nature?
- Does it solve a problem and improve the public good?
- Does the innovation attempt solve a large, difficult, intractable, unstructured – or "hard" social problem (versus changing an "easy" problem)?
- Will people's lives improve because of this innovation?

Openness - evaluate the dependence of an innovation on a particular sector, and relationship to existing organizations

- Is the social innovation being implemented by a nonprofit, government, business, foundation, individual, or some combination?
- Is the innovation effort being led by an individual within some kind of organizational structure or with some organizational support?
- Does the design of the innovation allow for it to be implemented within existing systems and structures?

For a new idea to be considered social innovation, it must answer yes to all questions in sets one and two. Yes answers are preferred for set three because they indicate a greater likelihood of new solutions and of the innovation actually being implemented, but are not absolutely necessary for something to be considered social innovation (Minks, 2011, p. 61-62).

Set Two: Evaluating the Work of Social Innovation

Problem Definition - evaluate how the problem to be solved by the social innovation was defined.

- Did the innovator redefine the problem to be solved, and think about it in new ways?
- Did the innovator engage other people in identifying the problem?
- Did the innovator consult with those directly affected by the problem to get more information about the problem before designing a new solution?

Solution Design - evaluate how possible solutions were identified and selected for implementation.

- Did the innovator consult with both experts and non-experts?
- Were the solutions designed through co-creation, with people and not for people?
- Were those responsible for implementing the innovation and end-users and other stakeholders involved in identifying possible solutions?
- Was there a shared vision developed before specific strategies or details were planned?
- Was a design approach used that analyzed and synthesized information?

Implementation - evaluate how easily and effectively the innovation can be implemented.

- Is the innovation able to be piloted or tested on a small scale before full-scale implementation, and if so, was it tested?
- Did the innovator investigate and decide on a specific organizational setting or form for the innovation?
- Did the innovator form new partnerships to implement the innovation?
- Is the innovation affordable and able to be fully funded with available sources?

Evaluation - measure whether the innovation is being effectively evaluated.

1.posma gaita un starprezultāti (XI)

Sabiedrības iesaiste sociālās inovācijas procesos (*Davies & Simon*, 2012, 2013a, 2013b).

Figure 15. A typology for mapping citizen engagement in the social innovation process (Davies & Simon, 2012, p. 9)
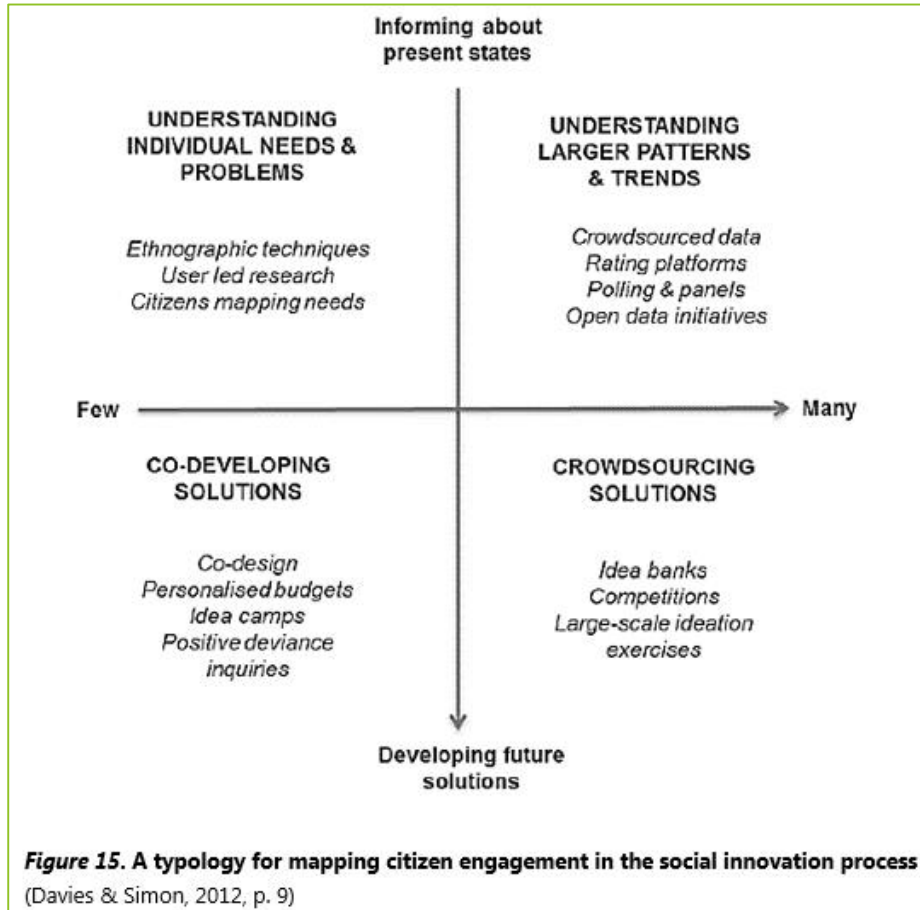
Table 9. Functions and examples of engagement in social innovation (Davies & Simon, 2012, p. 11-12)

Functions of engagement	Examples
Providing information and resources	• Taking part in qualitative research • Mapping exercises • User led research • Community/participatory mapping and research processes • Crowdsourcing • Calls for ideas • Idea banks • Volunteering • Donating time or money
Problem solving	• Competitions and challenge prizes • Co-design processes • Positive deviance methods • Social innovation camps • Deliberative exercises • Participatory workshops (participatory learning and action)
Taking and influencing decisions	• Campaigning • Boycotting unethical goods • Ethical purchasing • Formal governance roles • Co-operative models of governance • Participatory budgeting • Participatory planning • Citizen juries • Citizen panels • Grant allocations through public voting

1.posma gaita un starprezultāti (XII)

Šķēršļi sociālās inovācijas ceļā (*Mendes et al.*, 2012).

Table 10. Structural barriers to social innovation in all sectors (table content adapted from Mendes et al., 2012, p. 27-28)

Barriers	Quoted references
Complexity and uncertainty of social processes and their consequences	
Problem complexity	Chalmers (2011, 2012)
Flawed by unforeseen side effects	Mulgan (2006)
Insufficient information and uncertainty about the future impacts of innovation	van der Geest &Heuts (2008)
Path dependence	Seyfang & Smith (2007)
No independent source of money and insufficient funding	Mulgan (2006); Caulier-Grice et al. (2010); Hubert et al. (2011)
Lack of data and measurement	Hubert et al. (2011)
Poverty traps	Moore & Westley (2011)
Rigidity traps	Moore & Westley (2011)
Political and public policy context	
Tight monopolization of power in the society	Mulgan (2006)
Inhibition of free communication	Mulgan (2006)
Top down approach to policy formulation and implementation	Hubert et al. (2011)
Lack of legal and cultural recognition	Hubert et al. (2011)
Inadequate public procurement and commissioning mechanisms	Caulier-Grice et al. (2010)
Culture where the response to social problems is seen has something that has to be done by public organisations	Hubert et al. (2011)
Fragmented knowledge transfer policies	Waasdorp & Ruiter (2011)

Table 11. Agency barriers to social innovation in all sectors (table content adapted from Mendes et al., 2012, p. 28-29)

Barriers	Quoted references
Social innovation not wanted	Mulgan (2006)
Social innovation insufficiently useful	Mulgan (2006)
Social innovation not good enough relative to alternatives	Mulgan (2006)
Efficiency reasons	Mulgan et al (2007)
People's interests (direct and indirect economic damage)	Mulgan et al. (2007); van der Geest & Heuts (2008); Acemoglu & Anderson (2000)
People's minds	Mulgan et al. (2007); Miller (2010)
Personal relationships between movers and shakers	Mulgan et al. (2007)
Distrust by the rest of the society with respect to the innovators	van der Geest & Heuts (2008)
Stakeholders don't agree on a common approach to the changes brought about by the innovation	van der Geest & Heuts (2008)
Inexistence of "the third who joins" in social networks	Obstfeld (2005)
Lack of networks and network intermediaries	Mulgan et al. (2007); Caulier-Grice et al.(2010); Chalmers (2011, 2012); Moore & Westley (2011); Waasdorp & Ruiter (2011)

1.posma gaita un starprezultāti (XIII)

Sociālās inovācijas, izglītības un ģimenes savstarpējās sakarības un atkarības:

▶ **Sociālā inovācija izglītībai un ģimenei: atbalsts, kvalitātes uzlabošana, efektivitātes veicināšana, transformācija u.c.** (*Conger*, 2009, citēts *Bulut, Hakan, & Duygu Seckin*, 2013; *European Commission*, 2011; *OECD*, 2008, 2013; *Ümarik, Loogma, & Tafel-Viia*, 2014; *Krlev, Glänzel, & Mildenberger*, 2013; *Pol & Ville*, 2009);

▶ **Izglītība un ģimene sociālajai inovācijai: atbalsts, iedvesma, veicināšana, radīšana, aprobēšana u.c.** (*TEPSIE*, 2014; *Mancabelli*, 2012; *Hwee Nga & Shamuganathan*, 2010; *Howaldt et al.*, 2014; *Davidsson & Honig*, 2003, citēts *Bhatt & Altinay*, 2013; *The Young Foundation*, 2012a; *Nichols et al.*, 2013; *Weber*, 2012; *OECD*, 2013; *European Commission*, 2011).

Table 13. Innovating to learn, learning to innovate

Social innovation for education/family and its supporting, quality improving, facilitiating, transformating, etc	
Trends	**Examples**
Social innovations as new (more effective or more efficient than the pre-existing alternatives) learning/education forms, tools, approaches, paradigms, methods, content, relationships, practices, systems, policies, etc (depending on context)	**Whenever there is an innovation in education, further innovations following a social innovation in the field of education makes education system more effective.** Some of the contemporary implications of these innovations in Turkish education system are: in-class educations, attendance requirements, compulsory preschool education, test improvements, counselor support, online education broadcast and life-long learning programs. Moreover, computer-based long distance education is a sign that the idea of "individual development and learning can be time and location free" is also accepted as an alternative postmodern system to current system. Thys, computer-based long distance education is also admitted as an important social innovation (Conger, 2009, cited in Bulut, Hakan, & Duygu Seckin, 2013, p. 124)

Education/family for social innovation and its supporting, encouraging, facilitating, promoting, growing, etc.	
Trends	**Examples**
• Family/education institution as social innovation actor, driver, facilitator to support social innovation; • Education as social innovation field, context, source of human and social capital;	**Social innovation spans a myriad of sectors, institutions, the public, private and third sectors and it can be undertaken by individuals of all ages.** It does not only involve many types of institutions but also encompasses many different roles and tasks. Given the potential associated with social innovation, one can argue that developing the skills of social innovators is crucial to effecting social change. There is however an ongoing debate on what qualifications and competencies are required, what pedagogical methods work, whether formal or informal education is more effective, what learning environments work and what elements are needed to teach social mission and business outcomes (TEPSIE, 2014, p. 68).

1.posma gaita un starprezultāti (XIV)

Dažādas pieejas sociālās inovācijas būtības izpratnei un izpētei (*Pol & Ville*, 2009; *Borzaga & Bodini*, 2014; *Ims & Zsolnai*, 2014; *European Commission*, 2011, 2013; *Bonifacio*, 2014; *Cajaiba-Santana*, 2013; *Lisetchi & Brancu*, 2014; *Brown & Wyatt*, 2010; *Heller*, 2014; *Hillgren, Seravalli, & Emilson*, 2011; *Murray et al.*, 2010; *Nichols et al.*, 2013)

According to European Commission (2011, 2013) and Bonifacio (2014), there are **three key approaches** to social innovation (see *Table 14*):

- The **social demand approach** (the 'ghetto' view) which respond to social demands that are traditionally not addressed by the market or existing institutions and are directed towards vulnerable groups in society. They have developed new approaches to tackling problems affecting youth, migrants, the elderly, socially excluded etc.
- The **societal challenge approach** (the 'reformist' view) focuses on innovations for society as a whole through the integration of the social, the economic and the environmental. Societal challenges in which the boundary between 'social' and 'economic' blurs, and which are directed towards society as a whole.
- The **systemic change approach** (the 'empowering' view), the most ambitious of the three and to an extent encompassing the other two, is achieved through a process of organizational development and changes in relations between institutions and stakeholders. The process of reforming society in the direction of a more participative arena where empowerment and learning are sources and outcomes of well-being (European Commission, 2011, p. 36-38; European Commission, 2013, p. 6-7; Bonifacio, 2014, p. 153-154).

According to Cajaiba-Santana (2013), there are different **ways of studying and conceptualizing the social innovation**. The perspectives of *social constructionism*, *sensemaking*, and *history telling* might be of particular relevance to the study of social innovation since they stand for points of view more concerned with process than causality:

- From a **social constructionist perspective**, social innovation may be seen as emerging, and constructed from, social interaction between people and their socio-institutional context. During this process, the social interaction implies the co-construction of self and process.
- In terms of **sensemaking**, the process of social innovation construction might be perceived as arising from the way in which individuals see the world around them. It entails the identification of meaning against a situational institutional setting.
- From a **story-telling** point of view, the social innovation processes may be seen as part of a story. Stories are seen as theoretical constructs that reflect narrative structures in which a sequence of events is explained based on their relationships. Every social innovation represents a story, a rich account of the actions, events, and circumstances in which social context and actions are interwoven. From a positivist viewpoint, such accounts might be seen as mere description with little generalizable and theoretical relevance, but such narrations help theoretical development by highlighting patterns of behaviour and providing more complex explanations (p. 49).

In general, social innovation approaches are:

- Open rather than closed when it comes to knowledge-sharing and the ownership of knowledge;
- Multidisciplinary and more integrated to problem solving than the single department or single profession solutions of the past;
- Participative and empowering of citizens and users rather than 'top down' and expert-led.
- Demand-led rather than supply-driven;
- Tailored rather than mass-produced, as most solutions have to be adapted to local circumstances and personalised to individuals (European Commission, 2013, p. 8).

1.posma gaita un starprezultāti (XV)

Secinājumi un ieteikumi empīriskā pētījuma veikšanai:

- Ir daudz dažādu sociālās inovācijas definīciju. Mūsu gadījumā ir nepieciešama sociālās inovācijas darba definīcija, kas būtu noderīga, veicot mūsu empīrisko pētījumu. Varētu balstīties esošajos definējumos vai izstrādāt definīciju speciāli mūsu empīriskajam pētījumam. Ieteicamās definīcijas no esošajām alternatīvām, kuras piedāvā Eiropas Komisija, OECD, SI-DRIVE un/vai TEPSIE.

- Vairāki pētnieki nav apmierināti ar esošo situāciju sociālās inovācijas izpētes jomā, uzskatot, ka ir nepieciešama daudz saskaņotāka, sakarīgāka, loģiskāka sociālās inovācijas koncepcija *(Oeij, Dhondt, & Korver*, 2011). Lai nodrošinātu daudz holistiskāku, vienotu viedokli par sociālās inovācijas fenomenu (*Cajaiba-Santana*, 2013) kā kompleksu, multidimensiālu (*Edwards-Schachter, Matti, & Alcántara*, 2012), no konteksta atkarīgu fenomenu, kuru ietekmē iesaistīto dalībnieku sociokulturālais, institucionālais un ģeogrāfiskais fons, sistēmiskā izpratne par sociālās inovācijas radīšanu un izpēti (*Howaldt et al.*, 2014) ir nepieciešama, izmantojot, piemēram:
  - uz līdzdalību orientēto dizainu (*Hillgren, Seravalli, & Emilson*, 2011);
  - salīdzinošo gadījumu analīzi, nestrukturētās (padziļinātās) intervijas (*Le Ber & Branzei*, 2010);
  - gadījumu izpēti, veicot kvalitatīvās daļēji strukturētās intervijas ar cilvēkiem, kas ir tieši iesaistīti sociālās inovācijas izplatīšanā (*Davies*, 2014);
  - kopienā balstīto, kolaboratīvo un/vai starpdisciplināro izpēti (*Nichols et al.*, 2013);
  - aptaujas metodi (*Bulut, Hakan, & Duygu Seckin*, 2013);
  - daudzveidīgu gadījumu izpētes pieeju, veicot intervijas un novērojumus (*Dover*, 2011);
  - sociālā konstrukcionisma, apjēgšanas un dzīves stāstu (biogrāfisko) perspektīvu (*Cajaiba-Santana*, 2013);
  - dizaina pieeju (*Brown & Wyatt*, 2010; *Heller*, 2014; *Hillgren, Seravalli, & Emilson*, 2011; *Murray et al.*, 2010);
  - sistēmiski ekoloģisko pieeju (*Nichols et al.*, 2013).

- Sociālās inovācijas jēdziens Latvijā joprojām ir salīdzinoši jauns un tādēļ nav labi izprasts. Ir nepieciešami teorētiskie un empīriskie kopienā balstītie, kolaboratīvie un starpdisciplinārie pētījumi par sociālo inovāciju Latvijā.

PALDIES PAR UZMANĪBU!

Svetlana Surikova

Latvijas Universitāte

svetlana.surikova@lu.lv