



National Research Program 5.2. “Economic Transformation, Smart Growth, Governance and Legal Framework for the State and Society for Sustainable Development – a New Approach to the Creation of a Sustainable Learning Community (EKOSOC-LV)”, project 5.2.7. “Involvement of the Society in Social Innovation for Providing Sustainable Development of Latvia”

# THE ROLE OF EDUCATION IN PROMOTING SOCIAL INNOVATION PROCESSES IN THE SOCIETY

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# Theoretical framework (I)

The theoretical research was based on the scientific literature and sources from:

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



- ▶ **Web-sites** ([ec.europa.eu](http://ec.europa.eu), [www.tepsie.eu](http://www.tepsie.eu), [www.innovation.cc](http://www.innovation.cc), [youngfoundation.org](http://youngfoundation.org), [www.socialinnovationeurope.eu](http://www.socialinnovationeurope.eu), [www.si-drive.eu](http://www.si-drive.eu), [www.ssireview.org](http://www.ssireview.org), [www.oecd-ilibrary.org](http://www.oecd-ilibrary.org), [www.innovativelatvia.lv](http://www.innovativelatvia.lv), [socialinnovation.lv](http://socialinnovation.lv), [izm.izm.gov.lv](http://izm.izm.gov.lv), [www.lm.gov.lv](http://www.lm.gov.lv), [www.birdhub.eu](http://www.birdhub.eu), [www.em.gov.lv](http://www.em.gov.lv), [www.vraa.gov.lv](http://www.vraa.gov.lv), [www.liaa.gov.lv](http://www.liaa.gov.lv), [likumi.lv](http://likumi.lv), [socialinnovationexchange.org](http://socialinnovationexchange.org)).



# Theoretical framework (II)

More than 70 references were chosen for analysis including:

- ▶ **Journal articles** (some titles of journals: 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).
- ▶ **PhD and MA theses, conference proceedings, PowerPoint presentations;**
- ▶ **Project deliverables** (reports, handbooks, reviews, guides, policy documents) developed by The Young Foundation & NESTA, OECD, TEPsIE, SI-DRIVE, Social Innovation Europe Initiative, Bureau of the European Policy Advisers (BEPA), European Commission).



# Theoretical framework (III)

## A multidisciplinary literature review of main conceptual findings social innovation contents:

- ▶ Definitions of social innovation;
- ▶ Core elements and common features of social innovation;
- ▶ Typology of social innovations;
- ▶ Fields, sectors, and levels of social innovations;
- ▶ Processes and models of social innovation;
- ▶ Social innovation indicators and measurement tools;
- ▶ Citizen engagement in social innovation;
- ▶ Barriers to social innovation;
- ▶ Relationship between social innovation, education, and family;
- ▶ Different approaches to social innovation;
- ▶ Conclusions and recommendations for the future empirical study;
- ▶ Bibliography;
- ▶ Glossary.

## A multidisciplinary literature review on social innovation

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# Theoretical framework (IV)

- ▶ **Definitions of social innovation** (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, & Mildemberger, 2014).
- ▶ **Core elements and common features of social innovation** (Ümarik, Loogma, & Tafel-Viia, 2014; Minks, 2011; Bulut, Hakan, & Duygu Seckin, 2013; Edwards-Schachter, Matti, & Alcántara, 2012; The Young Foundation, 2012a).

For the purpose of this research the authors use the definition of social innovations as “...**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. In other words, social innovations are both good for society and enhance society’s capacity to act.**” proposed by partnership of TEPSIE project (The Young Foundation, 2012, p. 18; Krlev et al., 2014, p. 201).



# Theoretical framework (V)

social

challenges quantity

value well-being cross-sector

capital system

partnership life welfare

change action relationships

problems practices impact  
transformation

quality



# Theoretical framework (VI)

- ▶ **Typology of social innovations** (The Young Foundation, 2012a; Davies, 2014; Nambisan, 2009, cited in Lundstrom & Zhou, 2011);
- ▶ **Fields, sectors, and levels of social innovations** (The Young Foundation, 2012a, 2012b; Bund et al., 2013; Bonifacio, 2014);
- ▶ **Processes and models of social innovations** (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);
- ▶ **Social innovation indicators and measurement tools** (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);
- ▶ **Citizen engagement in social innovation** (Davies & Simon, 2012, 2013a, 2013b);
- ▶ **Barriers to social innovation** (Davies & Simon, 2012, 2013a, 2013b);
- ▶ **Different approaches to social innovation** (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).



# Theoretical framework (VII)

According to European Commission (2011) and Bonifacio (2014), there are three key approaches to social innovation:

- ▶ **The social demand approach (*the 'ghetto' view*)** which responds 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 (EC, 2011, p. 36-38; Bonifacio, 2014, p. 153-154).





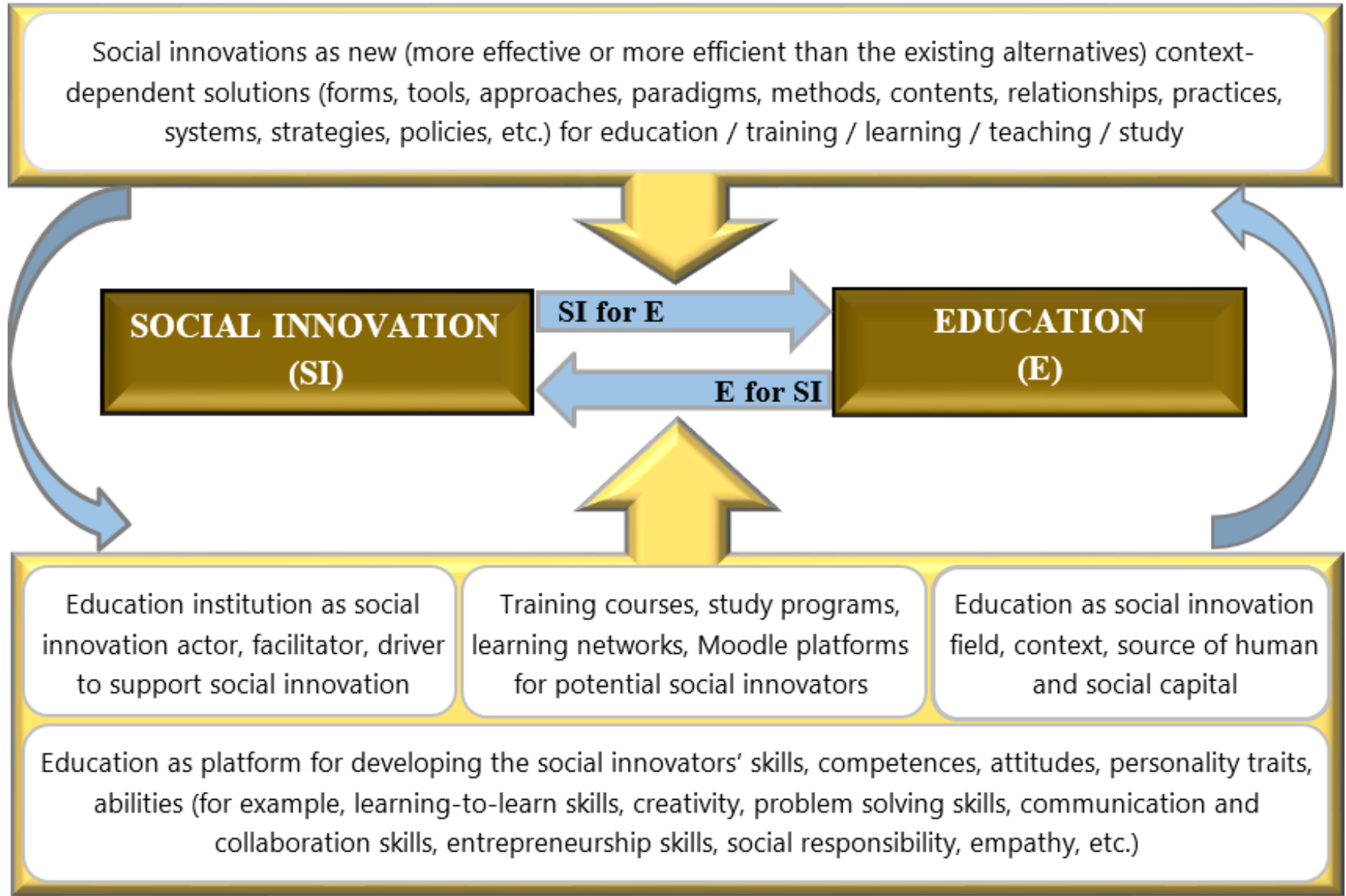
# Theoretical framework (VIII)

The relationship between social innovation and education was analysed in two directions according to the motto “Innovating to learn, learning to innovate” (OECD, 2008) such as:

- ▶ **social innovation for education and its quality improving, supporting, transforming, etc.** (Pol & Ville, 2009; OECD, 2008, 2013; EC, 2011; Bulut et al., 2013; Krlev et al., 2013; Ümarik et al., 2014);
- ▶ **education for social innovation and its promoting, spreading, growing, etc.** (EC, 2011; Mancabelli, 2012; Nichols et al., 2013; Bhatt & Altinay, 2013; TEPSIE, 2014).

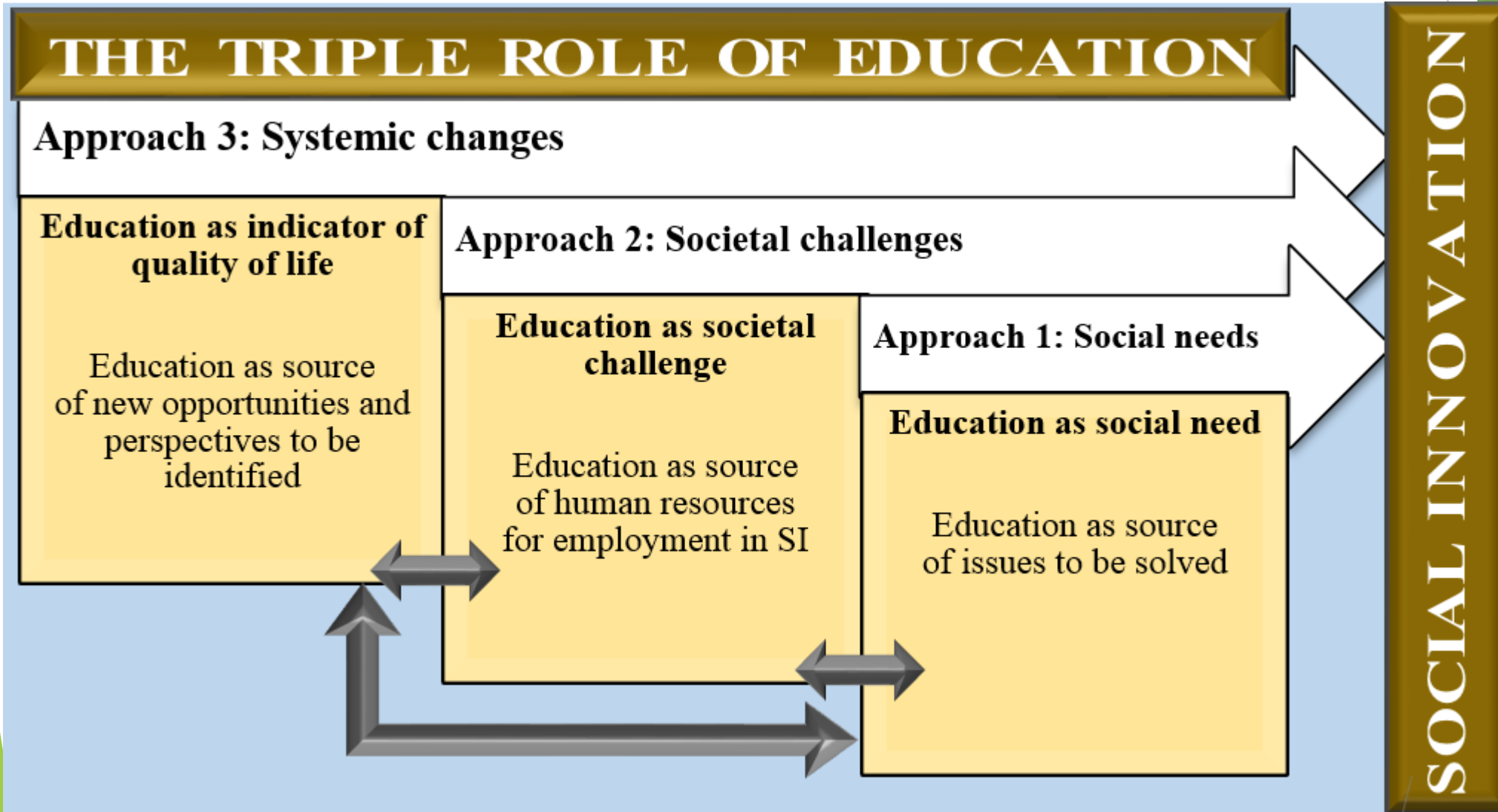


# A conceptual model of interaction between social innovation and education *(elaborated by the authors)*





A conceptual model of the triple role of education in promoting social innovation (*elaborated by the authors*)





# Conclusions and recommendations (I)

- ▶ Recent studies (Pol & Ville, 2009; Edwards-Schachter et al., 2012; Cajaiba-Santana, 2013; Ümarik et al., 2014) have shown that the concept of social innovation is used in various and overlapping ways in different disciplines; the research on social innovation is highly diversified, fragmented and includes interdisciplinary approaches to social innovation from different fields such as territorial and urban development, sociology, public administration, social entrepreneurship, history, economics, social psychology, management, social movements, creativity, political science, communication technologies, environmental sciences, human services, etc.
- ▶ Many researchers are dissatisfied with the current situation in the field of social innovation studies, because a more coherent concept of social innovation is needed (Oeij et al., 2011). In order to provide a more holistic view of the phenomenon of social innovation (Cajaiba-Santana, 2013) as a complex, multidimensional concept (Edwards-Schachter et al., 2012), context-dependent phenomenon, strongly influenced by the socio-cultural, institutional and geographical background of the actors involved (Howaldt et al., 2014), the systemic understanding of the development and research of social innovation is needed. For that research should be based, for instance, on:
  - ▶ systems ecological approach (Nichols et al., 2013);
  - ▶ perspectives of social constructionism, sensemaking, and story-telling (Cajaiba-Santana, 2013);
  - ▶ design approach (Murray et al., 2010; Hillgren et al., 2011);
  - ▶ participatory design (Hillgren et al., 2011); community-based, collaborative and/or interdisciplinary research (Nichols et al., 2013);
  - ▶ multiple case study approach, conducting interviews, observing meetings and events (Dover, 2011); comparative case study research, conducting in-depth interviews (Le Ber & Branzei, 2010); case studies by conducting qualitative semi-structured interviews with individuals directly involved in the spreading social innovation (Davies, 2014);
  - ▶ survey method (Bulut et al., 2013).



## Conclusions and recommendations (II)

- ▶ The concepts of education and social innovation are interrelated. Education has triple role in promoting social innovation processes in the society. The three components of this role (social need, societal challenge and indicator of life quality) are interdependent; that requires a holistic view of the triple role of education as source of topical issues, human resources and new opportunities and perspectives.
- ▶ The concept of social innovation is still relatively new in Latvia; therefore it is to be studied and comprehended by the society via conducting empirical community-based, collaborative and interdisciplinary research on social innovation in Latvia. It requires the elaboration of interdisciplinary methodology for empirical research on social innovation in Latvia within and crossing the fields of education, economics, regional development, etc.



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# THANK YOU for your attention!

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