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Faculty of Engineering Economics and Management
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Project 5.2.7. “Involvement of the society in social
innovation for providing sustainable development of Latvia”



National Research Program “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)”

Challenges faced to the promotion of social innovation in Latvia: from the perspective of education

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The main results of the stage 1 & 2 of the project 5.2.7.
“Involvement of the society in social innovation for providing sustainable development of Latvia”



National Research Program “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 goal

- ▶ **Elaboration of a model of social innovation for:** promoting economic democracy; developing social and human capital; **improving collaboration** among state institutions, enterprises and the Latvian population **in order to solve social problems and motivate to get self-organised and actively participate in social innovation processes** strengthening society's securitability and ensuring its sustainable development.

The main results of the stage 1(I)

THEORETICAL RESEARCH

Searching and analysing the sources of information:

- ▶ **More than 70 references were analysed** including journal articles; 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).
- ▶ **A multidisciplinary literature review** of main conceptual findings on social innovation has been developed for elaborating the further research methodology and strategy of empirical study.

A multidisciplinary literature
review on social innovation

Dr.paed. Svetlana Surikova

University of Latvia

31 January 2015

The main results of the stage 1 (II)

- ▶ The interaction between social innovation (SI) and education (E) was analysed in two directions: (1) social innovation for education (SI for E) and (2) education for social innovation (E for SI);
- ▶ The two conceptual models have been elaborated: (1) A conceptual model of interaction between social innovation and education (see Figure 1) and (2) A conceptual model of the triple role of education in promoting social innovation (see Figure 2):

Figure 1.

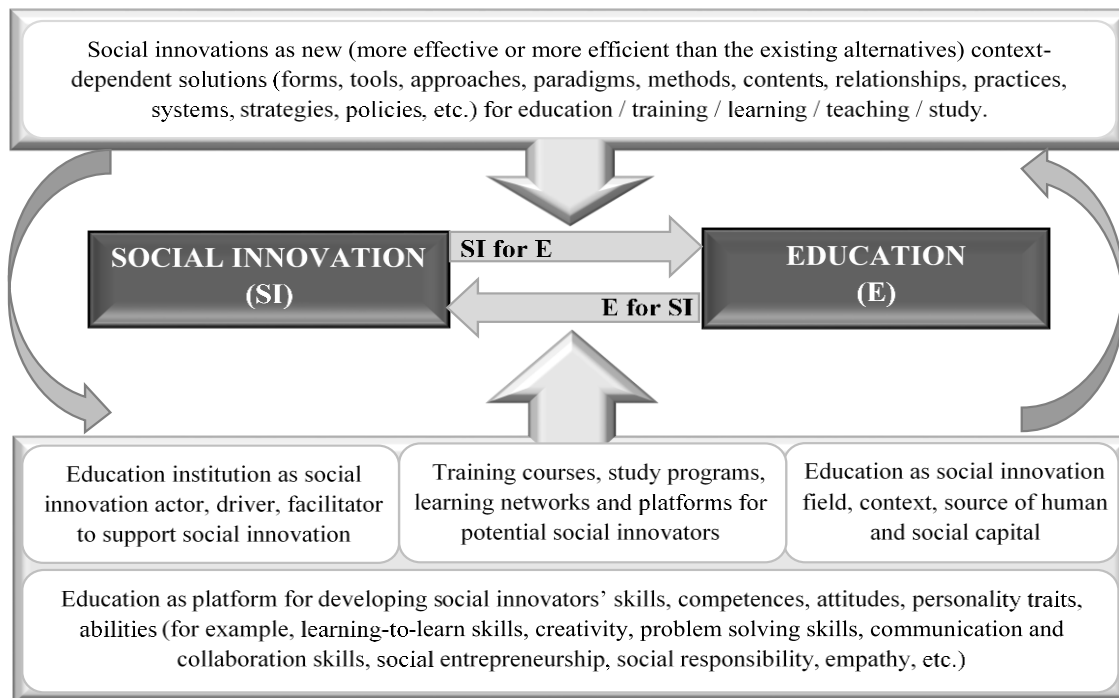
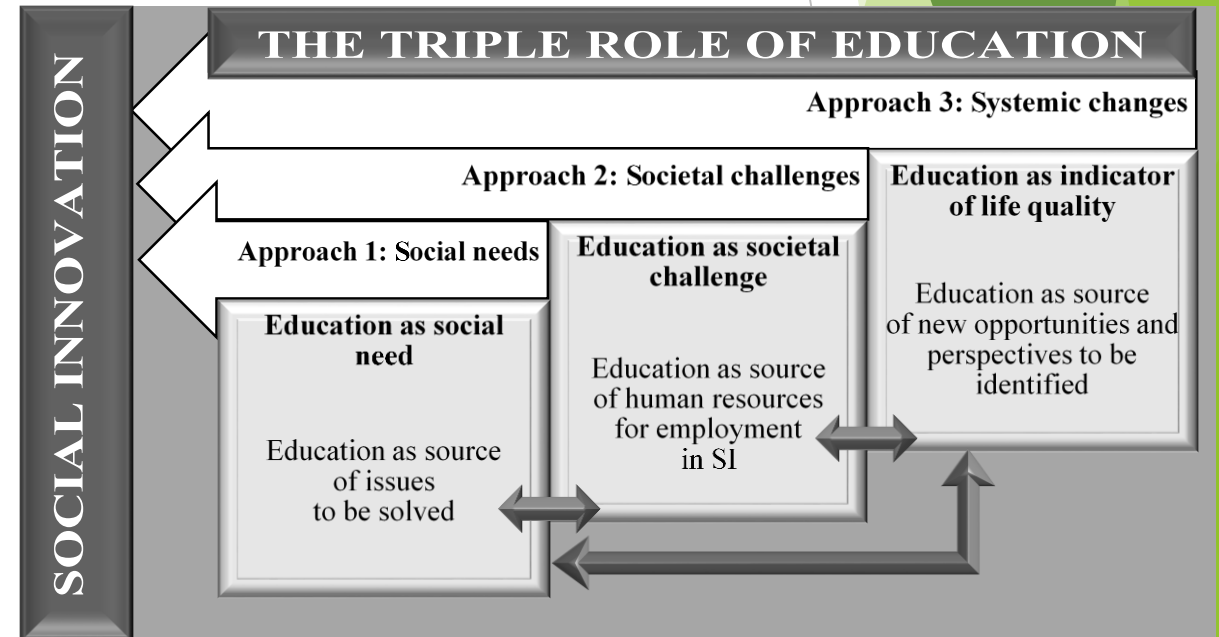


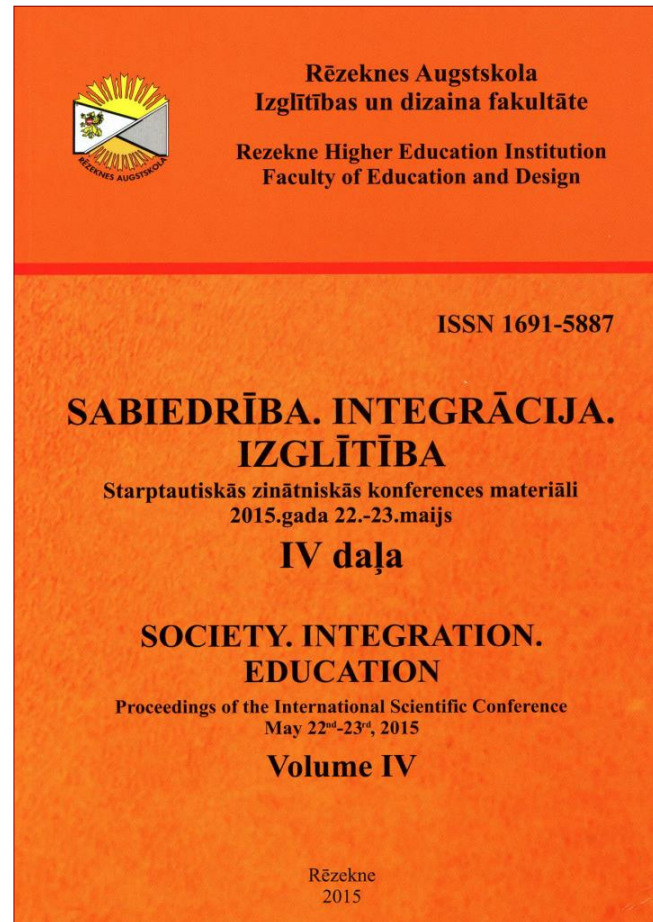
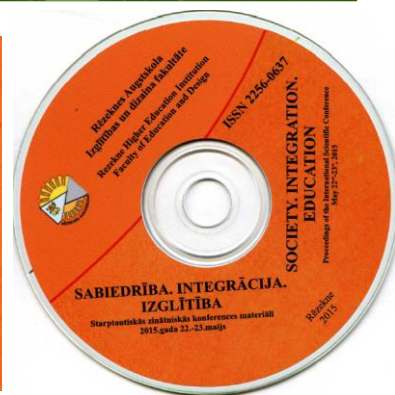
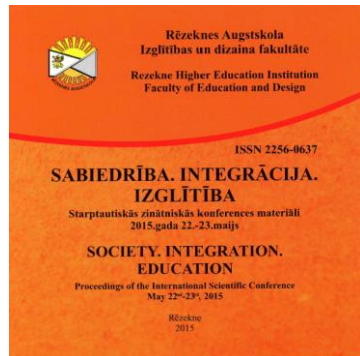
Figure 2.



Source: Surikova, Oganisjana & Grinberga-Zalite, 2015

The main results of the stage 1 (III)

The main results of the theoretical research (with special emphasis on the role of education in promoting social innovation processes in the society) were presented on 22 May 2015 at the international conference «Society. Integration. Education.» (organised by the Rezekne Higher Education Institution). The presented paper was published in the conference proceedings.



Svetlana Surikova, Karine Oganisjana, Gunta Grinberga-Zalite. The Role of Education in Promoting Social Innovation Processes in the Society

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

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Abstract. The purpose of the paper is to clarify the role of education in promoting social innovation processes in the society based on the main findings of the theoretical study conducted from October 2014 to January 2015 within the project "Involvement of the Society in Social Innovation for Providing Sustainable Development of Latvia" supported by the National Research Program 5.2. EKOSOC-LV. The paper provides the analysis of causal interaction between social innovation and education, as well as two conceptual models which disclose the relationship between social innovation and education and the triple role of education in promoting social innovation; both are elaborated by the authors.

Keywords: conceptual model, education, social innovation, theoretical study.

Introduction

The theoretical study conducted within the project 5.2.7. "Involvement of the Society in Social Innovation for Providing Sustainable Development of Latvia (EKOSOC-LV)" aimed to work out the methodology and basis for conducting the empirical research in order to reveal the character of social innovation processes in the Latvian society for elaborating a model of active involvement of different stakeholders in social innovation. This theoretical research was based on the scientific literature and sources from:

- EBSCO host, Emerald Insight, Cambridge Journals, JSTOR, ProQuest Dissertations & Theses Global, OECD iLibrary, SAGE Journals, Science Direct databases;
- 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.innovative-latvia.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 web-sites.

More than 70 references were analysed including journal articles; PhD and MA theses; conference proceedings; PowerPoint presentations; project deliverables (reports, handbooks, reviews, guides, policy documents) developed

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Electronic format: [Volume IV](#) ; [Abstract](#); [Full paper \(pdf\)](#), 11 p.

The first results of the stage 2 (I)

EMPIRICAL RESEARCH

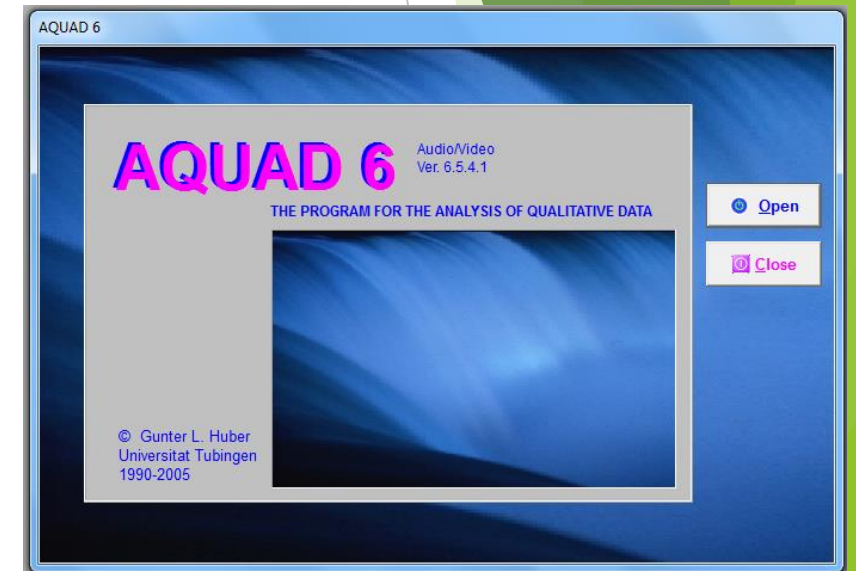
Preparing, organising (April-May 2015) and moderating (20 May 2015) the focusgroup discussion:

- ▶ 15 participants (8 invited specialists, 7 members of project team);
- ▶ 14 questions;
- ▶ videorecording the discussion.



The first results of the stage 2 (II)

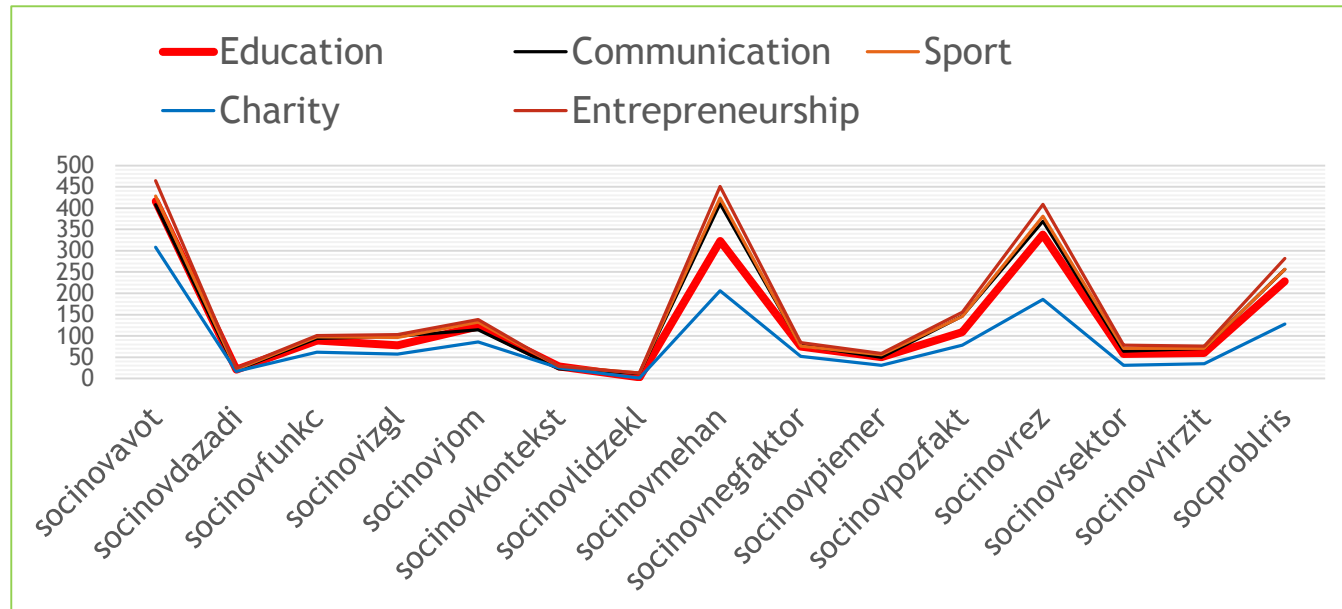
- ▶ **Transcribing the videorecords of the focusgroup discussion** (Linda Kelle as a responsible person):
 - ▶ One MS Word fail contains the scripts of all questions of the focusgroup discussion.
- ▶ **Preparing the qualitative data for open coding using AQUAD 6 software** (Karine Oganisjana and Svetlana Surikova as responsible persons):
 - ▶ fourteen RTF (rich text format) fails (one file per one question).
- ▶ **Open coding the qualitative data from the perspective of education using AQUAD 6 software** (Karine Oganisjana and Svetlana Surikova as responsible persons):
 - ▶ fifteen metacodes (each contains 2-55 conceptual codes);
 - ▶ profilcodes (gender: Male, Female; field represented by the participants of the focusgroup discussion: Education, Communication, Sport, Charity and Entrepreneurship);
 - ▶ speaker codes (for each invited specialists).
- ▶ **Processing and analysing the qualitative data from the perspective of education using AQUAD 6 software and MS Excel** (Karine Oganisjana and Svetlana Surikova as responsible persons):
 - ▶ frequency tables;
 - ▶ linkages;
 - ▶ implicants.



<http://www.aquad.de/en/>

The first results of the stage 2 (III)

The distribution of frequencies of the metacodes by the field represented by the participants of the focusgroup discussion



	A	B	C	D	E	F	G
socinovavot	464	428	416	408	428	308	464
socinovdazadi	24	21	21	20	21	17	24
socinovfunkc	101	93	89	94	98	62	101
socinovizgl	103	86	78	99	96	57	103
socinovjom	138	132	122	114	132	86	138
socinovkontekst	29	28	28	23	29	25	29
socinovlidzekl	13	3	3	12	13	1	13
socinovmehan	451	370	323	410	424	206	451
socinovnegfakt	81	73	72	76	73	49	81
socinovnegfaktor	84	76	75	78	76	52	84
socinovpiem	58	53	49	49	53	30	58
socinovpiemer	59	56	50	50	56	31	59
socinovpozfakt	156	127	109	147	146	78	156
socinovrez	409	363	338	369	381	186	409
socinovsektor	78	67	58	64	71	31	78
socinovvirzit	76	66	60	71	71	35	76
socproblris	282	248	228	256	256	128	282

A: /vir
 B: /siey
 C: /izgl
 D: /kom
 E: /sport
 F: /labd
 G: /uzn

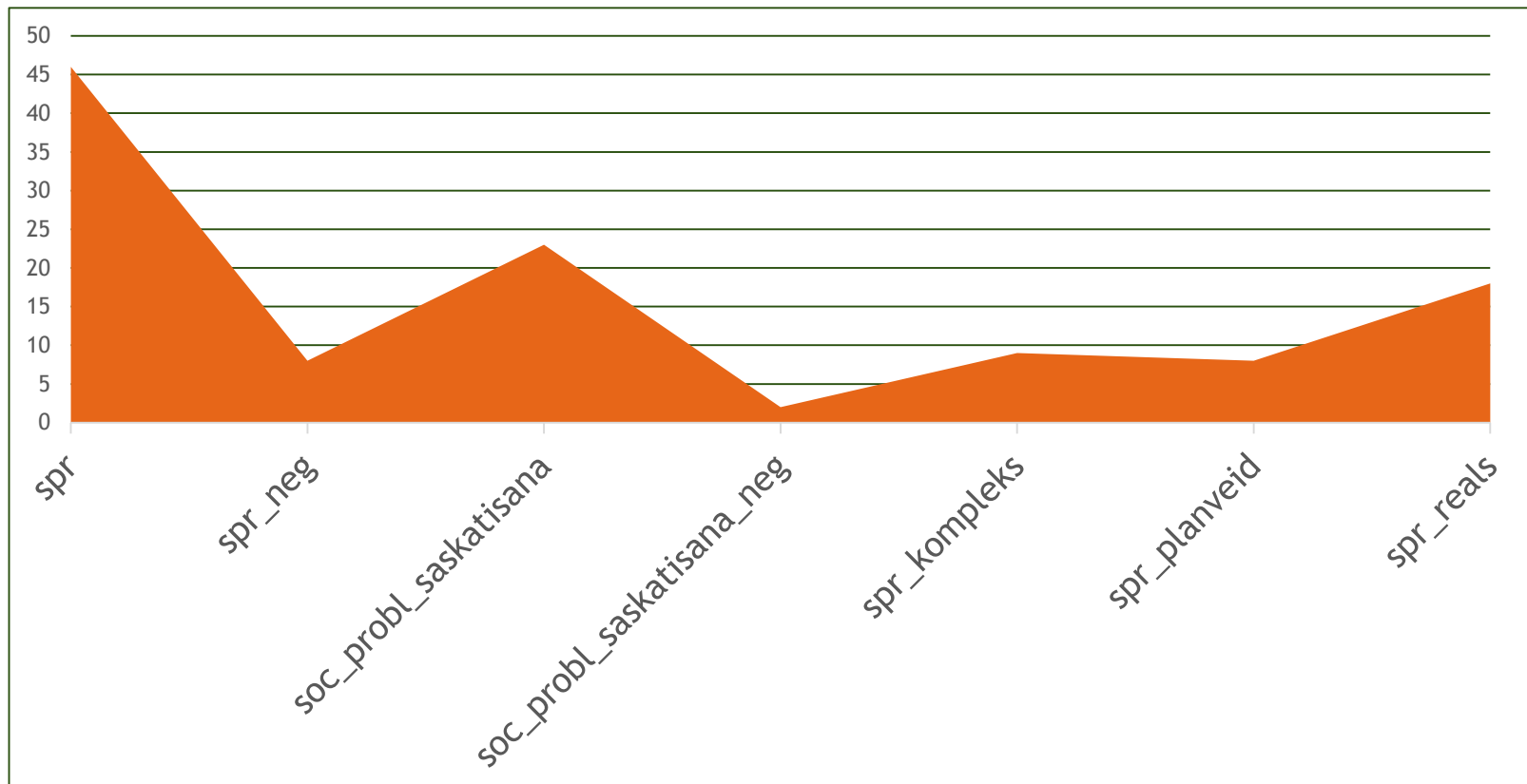
Table analysis (Project: fokusgrupa) Frequencies

Challenges faced from the perspective of education will be analysed within the following metacodes:

- Solving the social problems;
- Mechanisms of the social innovation processes;
- Drivers and implementors of the social innovation;
- Sources of social innovation;
- Factors hampering the development of social innovation;
- The context of developing the social innovation;
- Social innovation and education;
- Social innovation (different thoughts).

The first results of the stage 2 (IV)

The distribution of frequencies of the conceptual codes in the metacode “Solving the social problems” (*socproblr*)

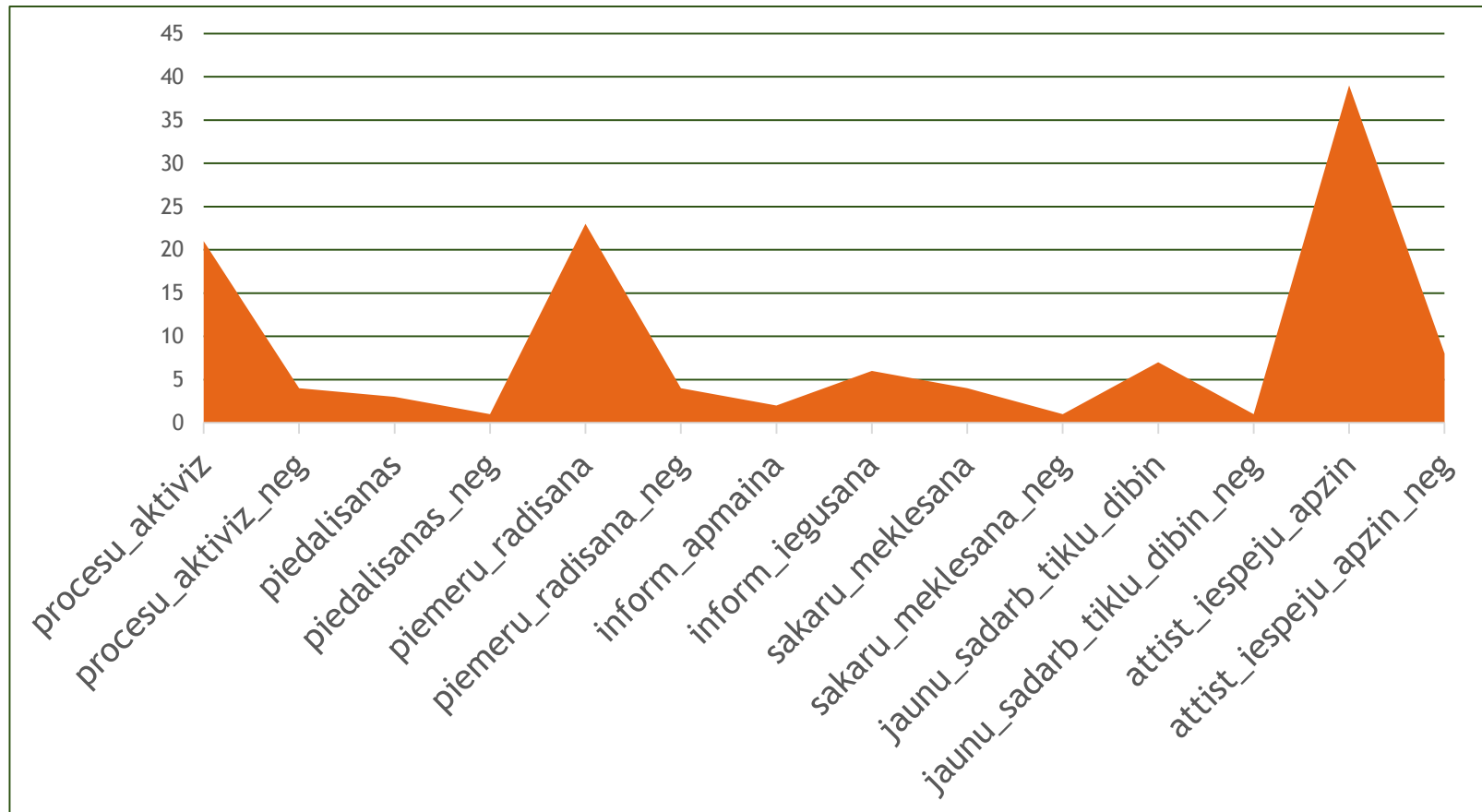


Challenges faced: from the perspective of education

- Skills of discerning the social problems;
- Skills of solving (complex, planned, real, etc.) the social problems.

The first results of the stage 2 (V)

The distribution of frequencies of the conceptual codes in the metacode «Mechanisms of the social innovation processes» (*socinovmehan*) (1)

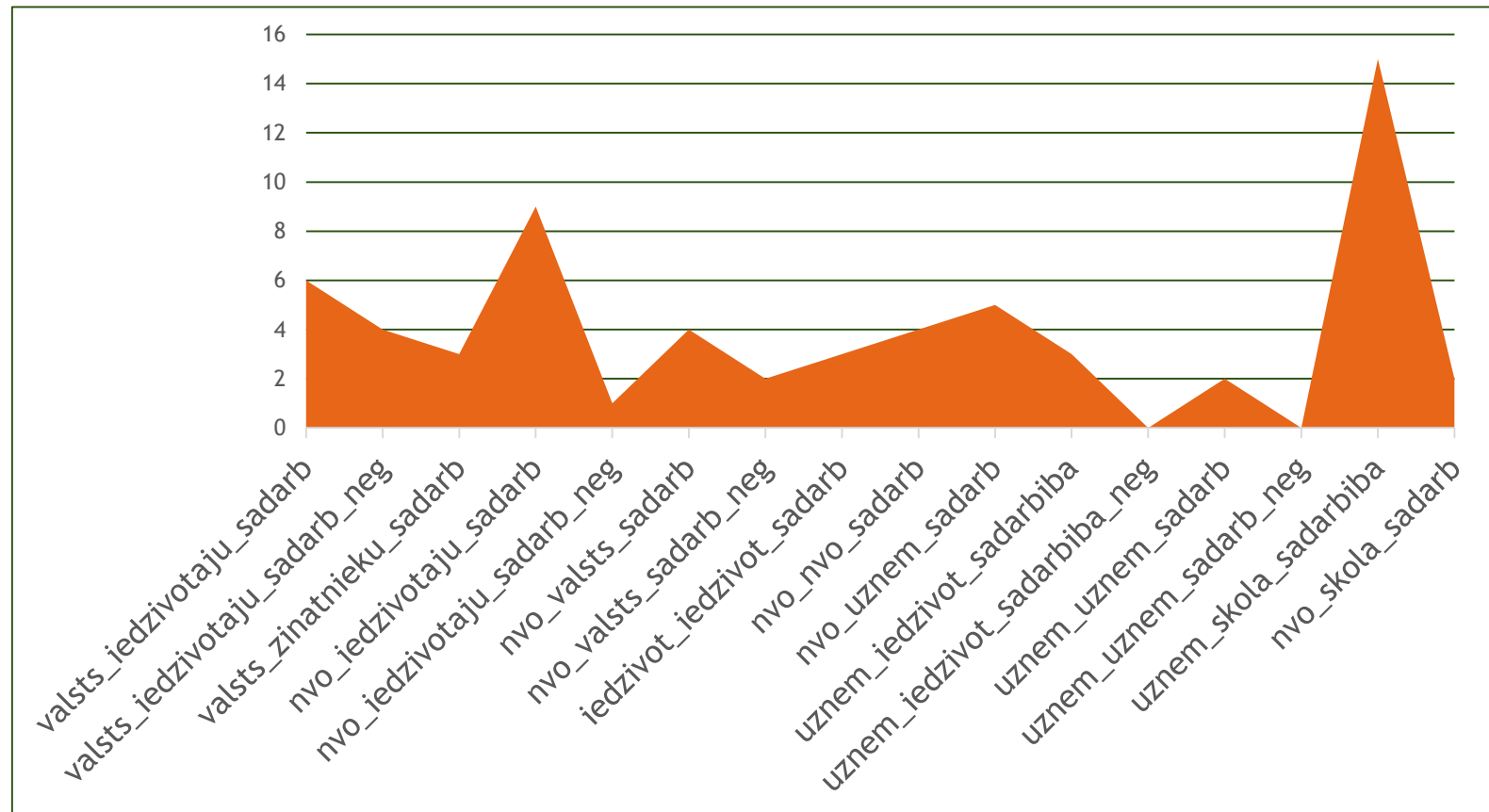


Challenges faced: from the perspective of education

- Awareness of development opportunities;
- Training of social skills (exchange of information, participation, networking, respect of others' interests, etc.);
- Showing the positive examples and activating the processes.

The first results of the stage 2 (VI)

The distribution of frequencies of the conceptual codes in the metacode «Mechanisms of the social innovation processes» (*socinovmehan*) (2)

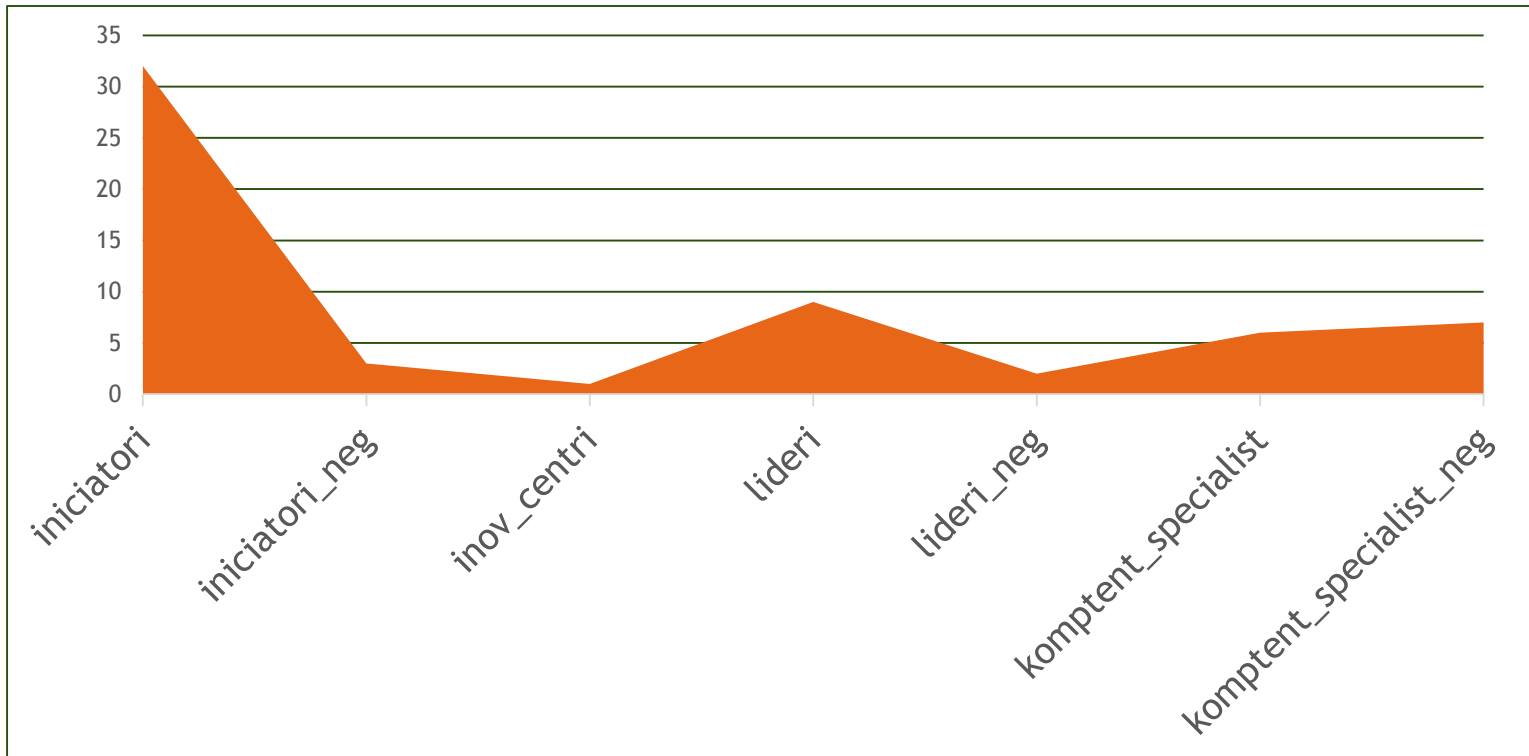


Challenges faced: from the perspective of education

- Discerning and implementing the opportunities of collaboration at different levels (individual, organisational, national);
- Educational institutions as partners of citizens, enterprises, NGOs, etc.

The first results of the stage 2 (VII)

The distribution of frequencies of the conceptual codes in the metacode «Drivers and implementors of the social innovation» (*socinovvirzit*)

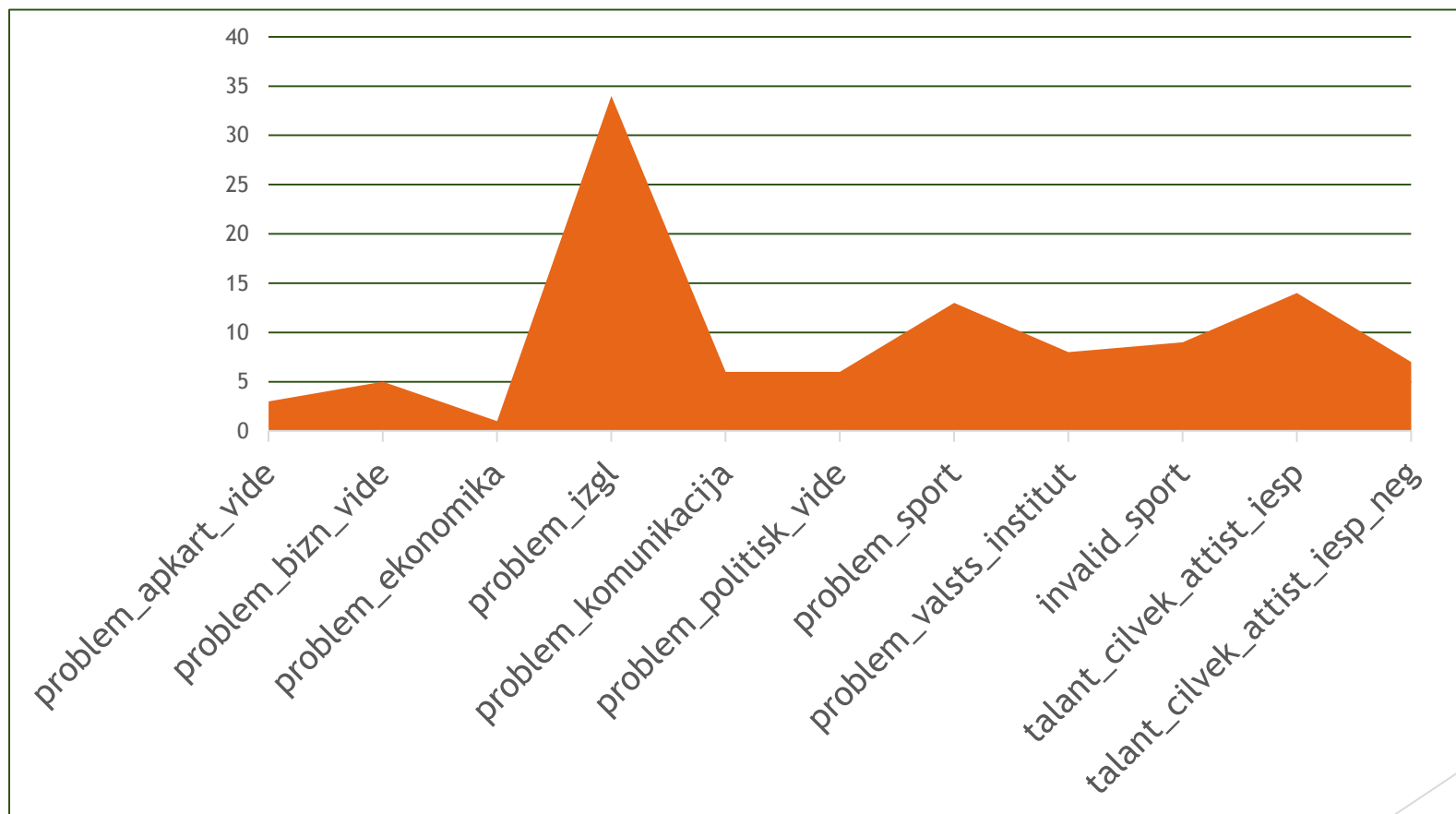


**Challenges faced:
from the
perspective of
education**

- Leadership skills;
- High-skilled, qualified, competent, competitive workforce;
- The level of quality of education.

The first results of the stage 2 (VIII)

The distribution of frequencies of the conceptual codes in the metacode «Sources of social innovation» (*socinovavot*)

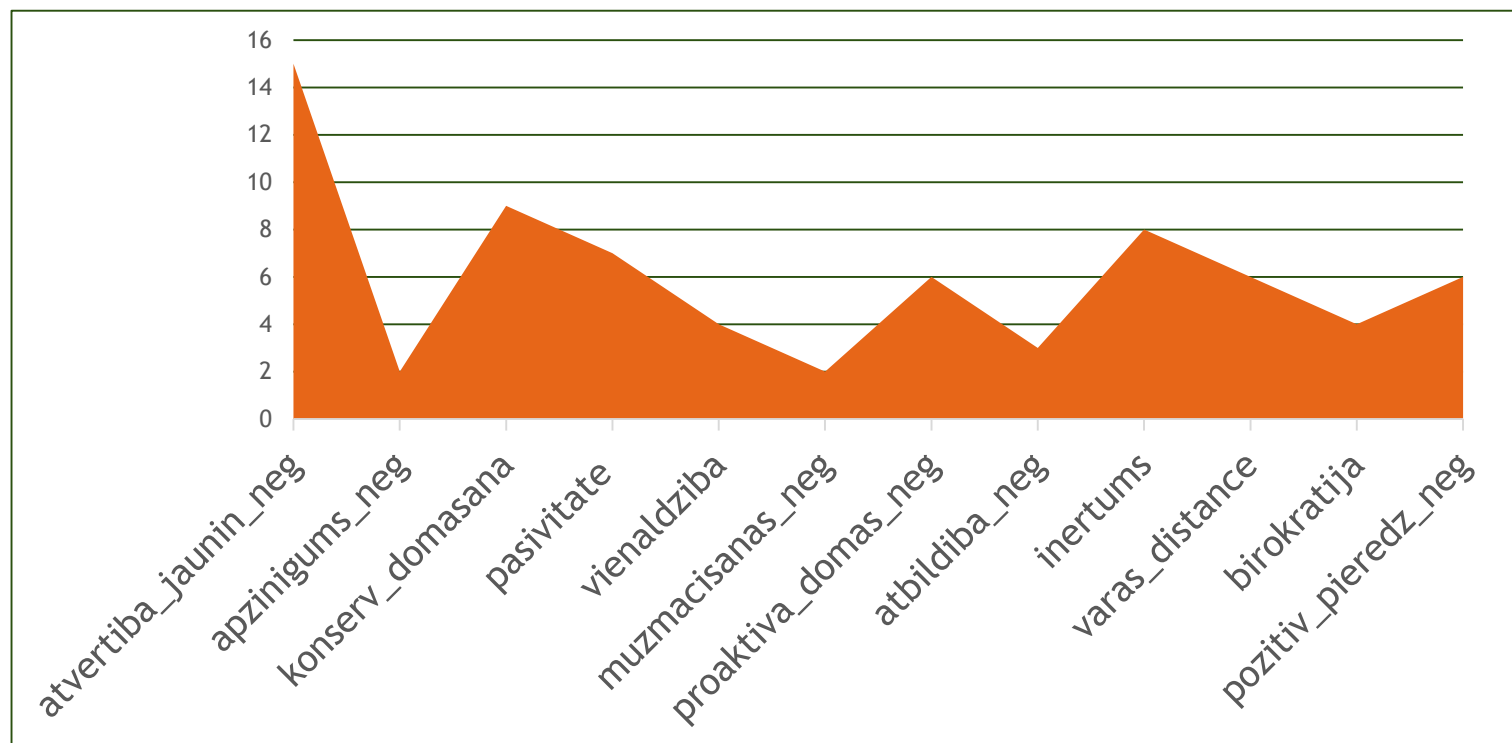


Challenges faced: from the perspective of education

- Problems in the field of education (also related to the ecology, business, sports, politics, etc.);
- Problems in educational institutions;
- Opportunities of developing the talented persons.

The first results of the stage 2 (IX)

The distribution of frequencies of the conceptual codes in the metacode «The factors hampering the development of social innovation» (*socinovnegfakt*)

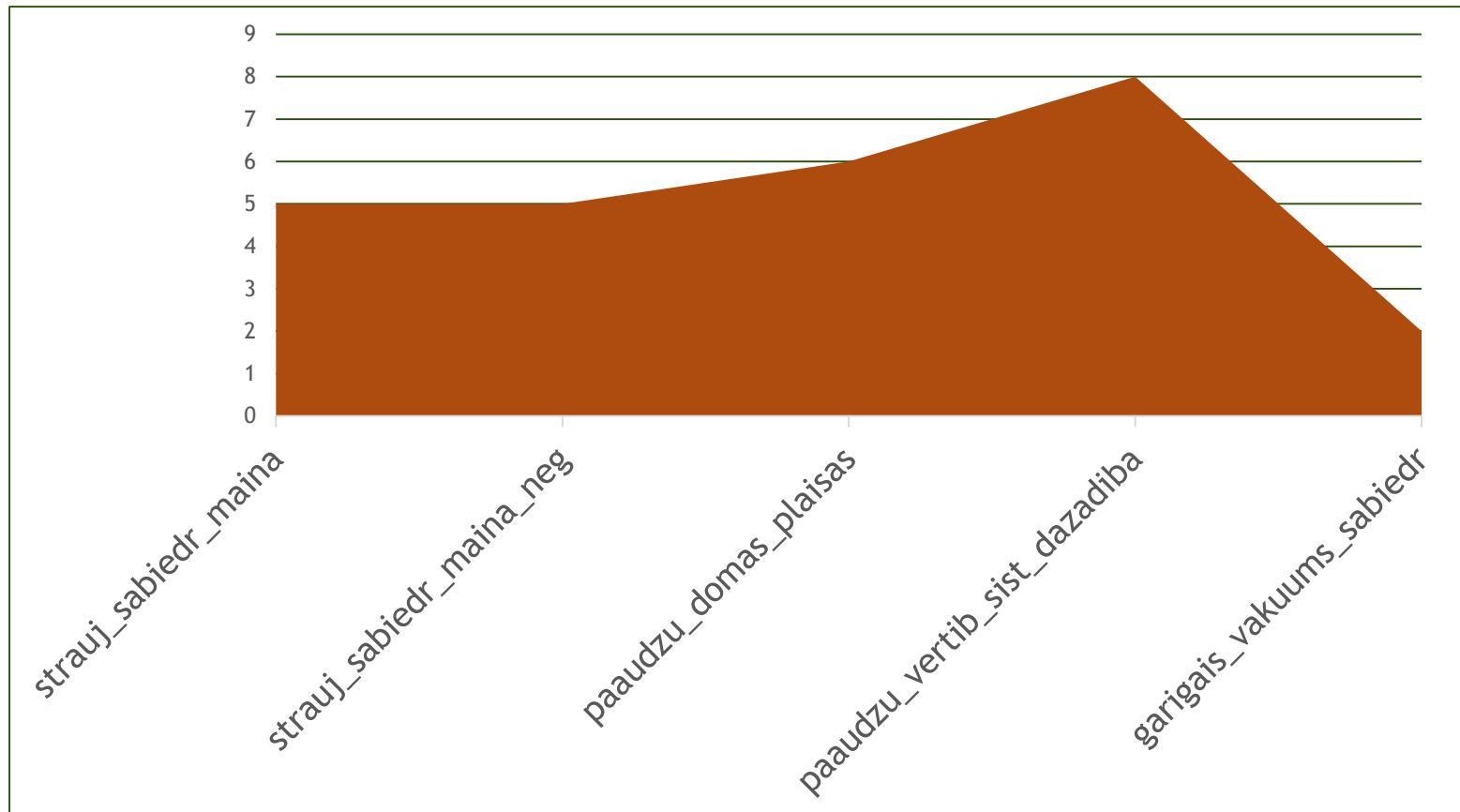


Challenges faced: from the perspective of education

- Providing the lifelong learning opportunities;
- Developing the personality traits (honesty, responsibility, openness, interest, etc.);
- Developing the proactive thinking skills;
- Generating the opportunities of positive experience.

The first results of the stage 2 (X)

The distribution of frequencies of the conceptual codes in the metacode «The context of developing the social innovation» (*socinovkontekst*)

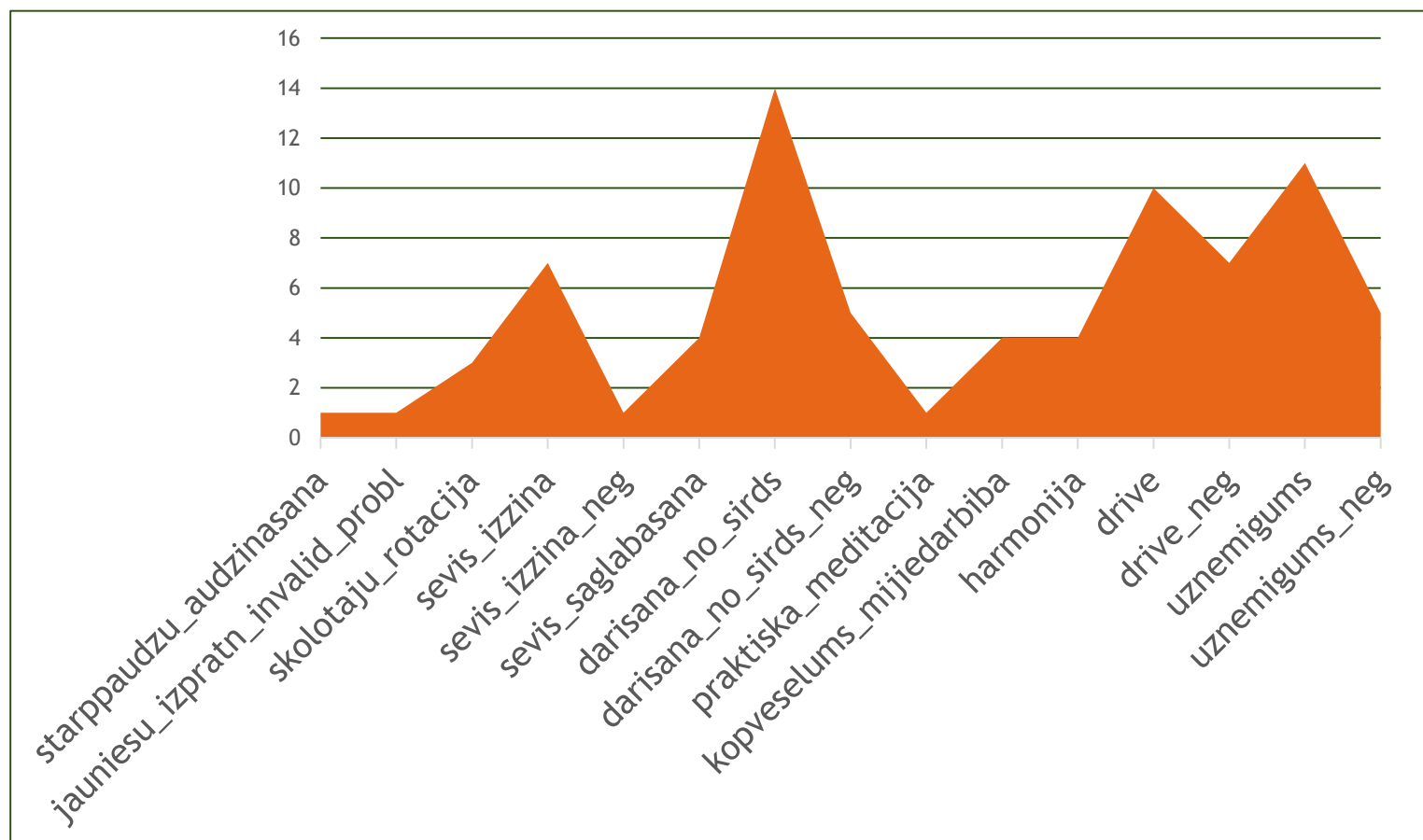


**Challenges faced:
from the
perspective of
education**

- The rapid change of society;
- The intergenerational gap;
- The spiritual vacuum in society.

The first results of the stage 2 (XI)

The distribution of frequencies of the conceptual codes in the metacode «Social innovation and education» (*socinovizgl*)

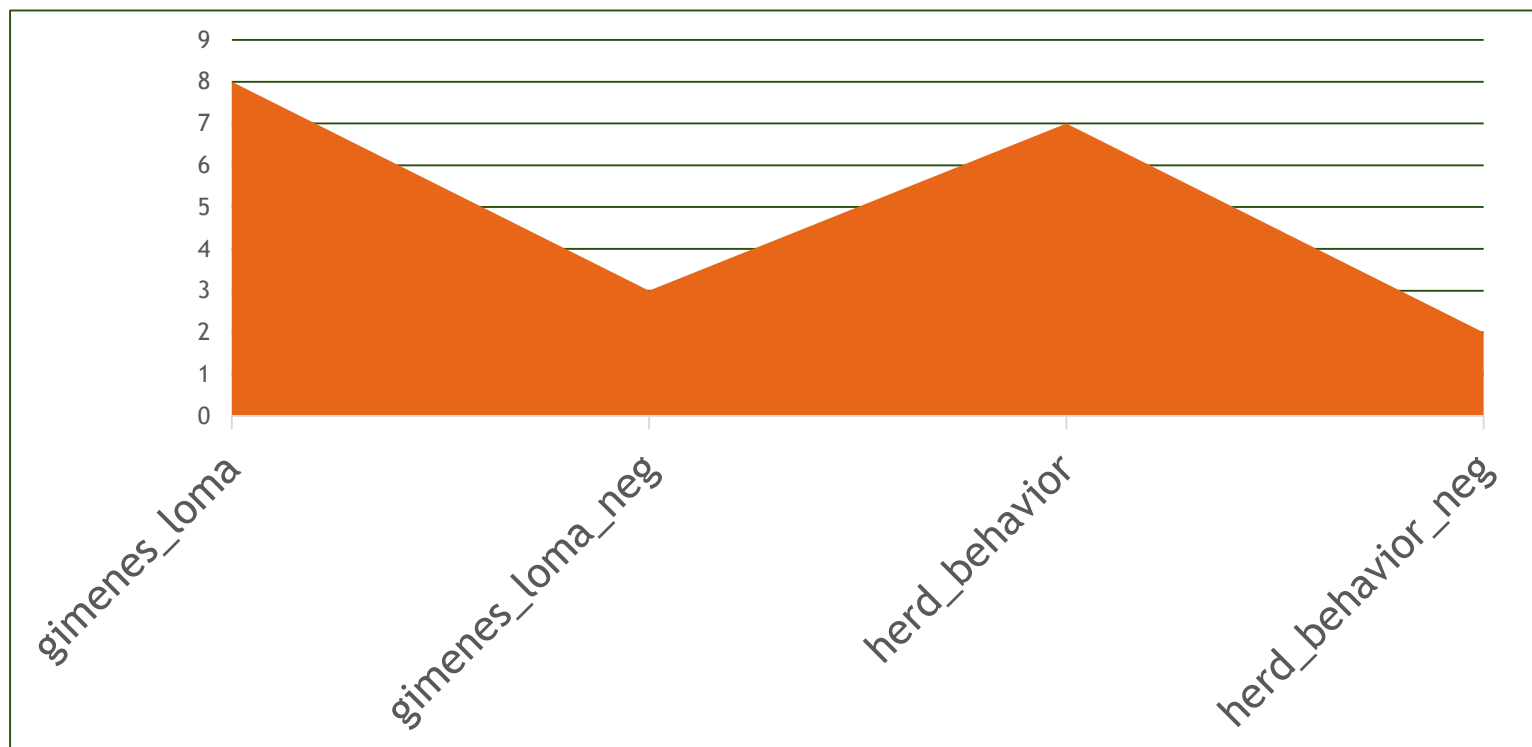


Challenges faced: from the perspective of education

- The quality of intergenerational education;
- The possibilities of teacher rotation;
- Spiritual education (self-cognition and preservation; holistic interaction with others, nature and the world; harmony between the exterior and interior);
- Promotion of personality characteristics such as perseverance, purposefulness, entrepreneurship.

The first results of the stage 2 (XII)

The distribution of frequencies of the conceptual codes in the metacode «Social innovation (different thoughts)» (*socinovdazadi*)



Challenges faced: from the perspective of education

- The role of family in involvement in social innovation processes;
- The level of family education;
- The conscious and unconscious copying (imitation) of the behavior forced by media (society, school, teachers).

Summary of the results of the stage 2 (I)

The challenges faced to the promotion of social innovation in Latvia (from the perspective of education) are divided into three groups:

Developing the personality traits

Skilling, reskilling and upskilling

Researching and improving the context

Summary of the results of the stage 2 (II)

In order to promote the social innovation in Latvia (from the perspective of education) people which have certain personality traits and skills (e.g., social innovators and their supporters) are needed.

Developing the personality traits

- conscientiousness;
- responsibility;
- interest;
- openness to novation;
- perseverance;
- purposefulness;
- entrepreneurship;
- etc.

Skilling, reskilling and upskilling

- leadership;
- proactive thinking;
- discerning and implementing the opportunities of development and collaboration;
- discerning and solving the social problems;
- social skills (exchange of information, participation, networking, respect of others' interests, etc.);
- etc.

Researching and improving the context

- the rapid change of society;
- the intergenerational gap;
- the spiritual vacuum in society;
- the problems in the field of education (lifelong learning);
- the role of family;
- _____
- showing the positive examples and activating the processes;
- generating the opportunities of positive experience;
- promoting the spiritual intergenerational education;
- disseminating the educational institutions as collaboration partners of citizens, enterprises, NGOs, etc.;
- etc.

Summary of the results of the stage 2 (III)

- ▶ The challenges faced to the promotion of social innovation in Latvia (from the perspective of education) are related to **developing the certain personality traits, skilling, reskilling and upskilling of Latvian citizens as well as reseaching and improving the Latvian context.**
- ▶ In order to promote the social innovation in Latvia (from the perspective of education) **people (e.g., social innovators and their supporters) are needed: the persons who have certain personality traits and skills and who are ready and able to act creatively but adequately in the existing context and in the same time improving this context by their attitudes, behaviours and actions.**



National Research Program “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)”

THANK YOU FOR YOUR ATTENTION!

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