SI-DRIVE
Social Innovation: Driving Force of Social Change

SOCIAL INNOVATION IN EDUCATION AND LIFELONG LEARNING: CASE STUDY RESULTS
POLICY FIELD EDUCATION AND LIFELONG LEARNING
DELIVERABLE D4.3

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Authors	Antonius Schröder, Luise Kuschmierz (TUDO) with support of Desislava Asenova, Zoya Damianova, Adriana Dimova (ARC Fund); Maria Elisa Bernal, Simone Cecchini, Beatriz Morales (ECLAC); A. Hamid El-Zoheiry, Mohamed Wageih (HU); Alexandra David (IAT); Maxim Golovchin, Ilia Kuzmin, Andrei Popov, Tatyana Soloveva, Svetlana Terebova (ISEDT RAS); Thomas Andersson, Svante Hultman (IKED); Giedrė Stumbryte, Ingrida Tinfavičienė (KSU); Stella Kalac, Mirna Karzen, Blanka Turza (SIL); Lea Brunn, Dmitri Domanski (TUDO); Doinita Ariton (UDG); Philip Schörpf, Ursula Holtgrewe (ZSI)
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A. METHODOLOGY

1 METHODOLOGY AND DESIGN

1.1 SI-DRIVE METHODOLOGY

The SI-DRIVE methodology is constructed as an iterative research process characterised by two empirical phases based on and feeding the three central research pillars of SI-DRIVE: theory, methodology and policy. Starting with a first theoretical, methodological and policy and foresight framework the empirical phase 1 lead to a global mapping of Social Innovation: comparative analysis of 1.005 cases worldwide, seven policy field reports, global regional report, external database screening, and eight first policy and foresight workshops. These results led to the improvement of the three pillars and set the ground for the second empirical phase: the in-depth case studies, which results will be presented her and in a reporting of each of the seven policy fields of SI-DRIVE. Finally, the results of both empirical phases will lead to a summarizing comparative analysis in each of the policy field and to the final theoretical framework, the final methodology and the final policy and foresight recommendations of SI-DRIVE.

Thus, the chosen triangulation and combination of quantitative and qualitative methods has also a sequential aspect: While the quantitative approach is more appropriate for the analysis of 1.005 mapped social innovation cases, the qualitative methodology is more relevant for the in-depth case studies (based on the quantitative and qualitative analysis of the first empirical phase).

Iterative Process: Two Empirical Phases Based on and Feeding Theory – Methodology – Policy Development
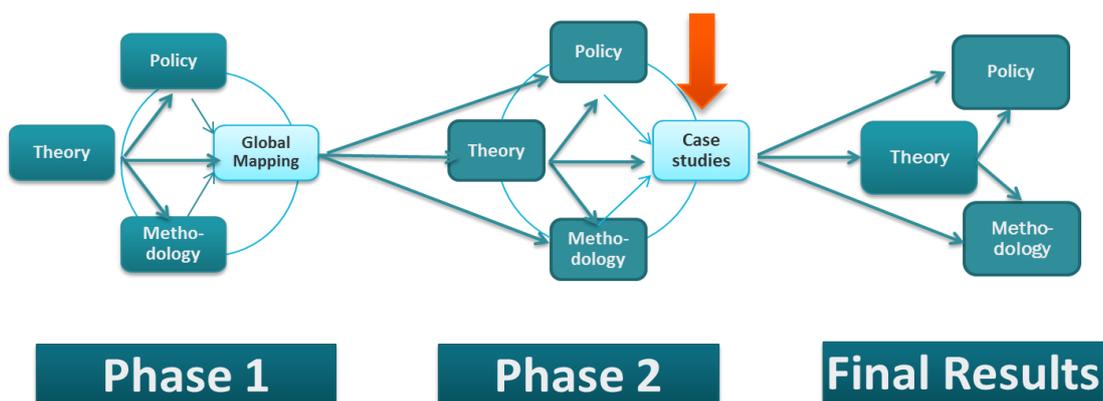
Figure 1:   Continuously Updated Research Cycle

So, this report is summarising and analysing the case studies conducted in the policy Field Education and Lifelong Learning, delivering a further depiction for the final comparative analysis within the policy field at the end of the project.

Background and Central Questions of the Case Studies

The focus of this qualitative research is on the dynamic **interrelation between social innovation, the practice field and various mechanisms of social change**. Therefore the guiding meta-question for the case studies of SI DRIVE is focusing on **mechanisms of social change**:

Does Social Innovation actively use, reflect or contribute to the defined mechanisms of social change (see annex)? Can we identify other, additional mechanisms?

All these mechanisms are reflected in the five key dimensions, but putting a focus on social change. Related to the five key dimensions of SI-DRIVE the main focus of the case studies is on **Governance, Networks and Actors** as well as on **Process Dynamics**, mainly asking which changes appear and by what/whom they are driven (see also the research foci in the Annex). Within these focused key dimensions and mechanisms of change **factors of success** (and **failure**) are of high importance as well.

The **degree of social change** is also considered: **diffusion** in society, degree of **institutionalisation**, and **importance of the practice field** and **initiative** for everyday life and local communities.
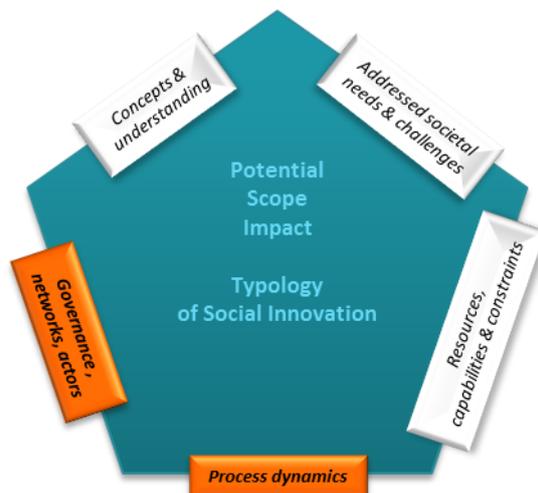
Figure 2: Five Key Dimensions of SI-DRIVE

Therefore, the main objectives of the case studies are aiming at a better understanding of

- The **processes and dynamics** of social innovation in relation to social change (institutionalisation, diffusion and imitation of social practices)
- The **functions and roles of actors and networks** for the development, diffusion, imitation and institutionalisation of social innovations
- Including the identification of **critical success (and failure) factors**, leading to social change.

Methodological Design

The methodological approach is consisting of two levels for the selection and analysis of cases:

- Selection of the relevant **practice fields** (about 2 or 3 in each policy field)
  Main criteria: Importance for the policy field, already leading to social change
  Main interview partners: different kind of representatives of the practice field, e.g. associations, interest groups, politicians, leaders, etc. - representing the Social Innovation Ecosystem or sectors (**public, private, civil society, and science)**
  additional documented material, documents analysis.
- Selection of social innovation **initiatives related to the chosen practice field** (about 4 to 5 cases in each policy field)
  Main criteria: Connection and contribution of the initiatives to a practice field.
  Main interview partners: people who were *actively* involved in developing the social innovation initiative, project organisers/participants/actors, users and beneficiaries – representing the Social Innovation Ecosystem or sectors (**public, private, civil society, and science)**
  complemented by additional document analysis.

Because the individual case studies can only illustrate the main issues in a given **practice field**, the analysis draws on cases from different contexts and ultimately can only be considered as one input to understanding the practice field (**hybrid approach** -- see figure below). Thus, it is important to point out that these **case studies are not necessarily fully representative of a given practice field**. This is especially so given that the practice field itself is a conceptual construct, albeit based on the expert judgement of SI-DRIVE partners who have detailed knowledge of the social innovation landscape and context in their country/region and who have selected case studies to illustrate this. Although this document focuses only on what the case studies can tell us about a given practice field, a later SI-DRIVE report will also take direct account of the 1,005 cases in SI-DRIVE's database, as well as broader secondary research, when drawing more comprehensive conclusions about each practice field and each policy field in general.
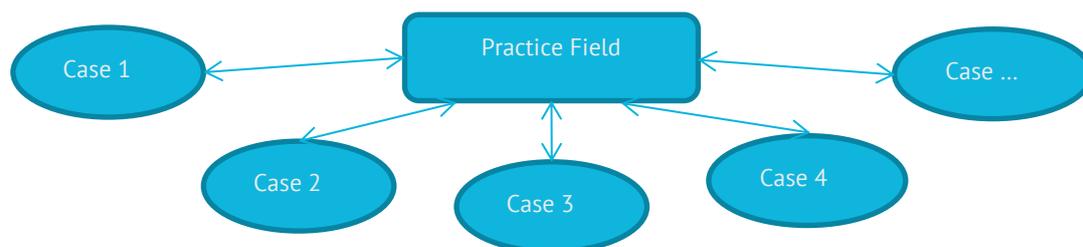
Figure 3: **Hybrid Approach of Practice Fields and Related Cases**

All in all a selection of about ten cases were planned within each of the policy fields, ending up at 82 case studies (18 in this policy field). The cases were nominated on the background of given framework and the partners' knowledge and experience. Beneath practical points like access to and willingness of the initiatives to participate and a general regional variety the following aspects were taken into account:

- For the **selection of the practice field**: The (strategical) relevance for the policy field, the differentiation/ spread of single cases, and an advanced development phase (cases that are already in the implementation, impact phase).
- For the **selection of the related cases**: The selected cases should already be highly developed (implementation or better impact phase, embedded in networks, movements or umbrella organisations), and be representative for the practice field showing its variety in terms of social demands and regions.

Against this background the cases were **selected from the existing mapping data base**. If there was a new important case of high interest (not in the database) there was the possibility to add at least **one additional case** per policy field. Because the global mapping stressed that social innovations often comprise more than one policy field **overlapping cases** were taken into account and finally assigned by the policy field leaders.

The template developed for the case studies had a **common, but flexible structure**. This means that the main topics and the related main questions had to be reflected, additional questions helped to structure the deepening of topics appearing as relevant from the interviewees or interviewers perspective, and from the particular context of the initiatives, the actors of the social innovations or practice fields.

While the case study inquiry followed the context and perspective of a single initiative, the structure of the reporting document is starting with the practice field as the overarching context for the related case studies, bundling and summarising the results of the different related cases, illustrating the practice field, summarising the given topics (reflected in the single case studies).

Therefore the structure of the template for the case study inquiry is the other way round as the template for the reporting:

1. The **case study inquiry** (**bottom-up**: initiative perspective as the starting point) opened the interview with the perspective of the initiative, leading to the overarching perspective of the related practice field in the end: focusing on the context of the concrete initiative (starting with the idea, passing the development process and ending with the impact perspective) → leading to and completed by the practice field context (integration of the initiative in the broader practice field background, conclusions, institutionalisation).

2. This report, in contrast, follows the **reporting template** (**top down**): the context of the practice field is the starting point, providing the overarching perspective and examining the main issues of social change. The template thus groups the cases within each practice field at the beginning, and then - after the detailed description and illustration of each case - goes on to draw practice field conclusions. The report finishes with some overarching policy field conclusions drawing on these practice field analyses with their constituent cases.

Prior to the case study analyses, other relevant information from the first phase mapping, as well as broader secondary research results (including information about the practice field), were integrated into the case interview template. For the case study fieldwork and analysis, a common agreed structure across all the seven policy fields was developed, including the case study template, QCA[1] -- qualitative comparative analysis -- questionnaire, and reporting template.

Within the case study template the questions do not vary much between the case level and the practice field level, but the answers relating to the questions were elicited to reflect the different levels. For instance, in a more mature case and practice field, there may be a wide set of competitors given that it has become better established as a social practice, normally over a relatively long time period, such as in car sharing. In possible contrast, a less mature case or practice field that is still in its infancy (although still relevant to examine), competition may be very variable and different in quality or limited overall. The concept of a **social practice** is when there is already a relatively well developed set of different cases, when the original initiators of the first social innovation projects may already be difficult to identify, and where variations, iterations and further innovations on top of the original initiatives have already been applied. A social practice may also be shown by a bundle of initiatives (institutionalised in a practice field), that have different business models, with a variety of services and types of users and beneficiaries, as well as incremental differentiation between different cases.

The following procedure is characterising the case study performance:

1. Extraction of the given information from the mapping database and integration into the reporting template, interview guide for the specific initiatives.
2. Search for additional documented materials (internet, literature, etc.) and integration of the results in the template as well.
3. Selection and inquiry of key persons for the practice field and the related cases.
4. Interviews, group discussions, site visits etc. (of **relevant actors** of the initiative)
5. Reporting within the given template (integrating all the information of the database, interviews and group discussion in one template).
6. Qualitative Comparative Analysis (QCA) questionnaire (as a ground for the comparative analysis study across all policy fields in a subsequent stage)
7. Summarising reporting document (done by the work package leaders).

1.2 EDUCATION AND LIFELONG LEARNING: PRACTICE FIELD AND CASE SELECTION

Within this policy field of Education and Lifelong Learning the partners agreed on two main practice fields and three additional cases from three other practice fields, exemplified by at least 18 cases. The high number of cases chosen (ten were planned) refers to the fact that in this practice field more cases (211 are recorded in the database of the global mapping), more partners and global regions are present than in other practice fields and to the selection process representing as much variety of cases as possible. The chosen practice fields refer to the main societal challenges and the most mapped areas of this policy field:

A. **Reduction of educational disadvantages**: This is an important issue around the world, a heterogeneous field, characterised by a high variety and diversity and a high number of mapped cases (44 cases within the mapping database)

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[1] QCA results will be analysed in an additional compiling report embracing all the seven policy fields.

B. **New learning arrangements, interactive education**: This is a more homogeneous field, with specific differentiation and a high number of mapped cases (41 cases)

Beneath the two mostly mapped practice fields three smaller, but technology, economy and quality oriented practice fields were chosen:

C. Digital inclusion via new digital and virtual learning environments for disadvantaged groups (13 cases)
D. Quality improvement of the formal education system (13 Cases)
E. Strategic partnership education and economy (transition management, labour market needs, skills miss-match and lack of professions) (7 cases).

These three additional cases (see table below) are also addressing the cross-cutting character of Social Innovation:

- C. Combining digital solutions with new learning and communication arrangements, and reducing of educational disadvantages (JAKOM)
- D. New ways of recruiting motivated young teachers (quantitative and qualitative teacher gap) improving the education system and the link to social innovations (Teach for Lithuania)
- E. Supporting economy by continuous improvement of university curricula according to the needs of the labour market (AMP).

The selected cases are placed in thirteen countries in six global regions showing some similarities concerning the general approach (holistic view, learner orientation, reflecting system lacks, etc.) but also specific regional, culture based solutions:

- Northern Europe: Finland, Sweden, Lithuania
- Western Europe: Germany, Austria
- Eastern Europe: Bulgaria, Croatia, Montenegro, Romania
- Russia
- Latin America: Bolivia, Chile, Argentina
- North-Africa: Egypt.

Table 1: Practice Fields and Selected Cases

Case No.	Name	Country	Partner	Description
Practice Field (A): Reduction of educational disadvantages				
1.	Tausche Bildung für Wohnen - TBfW) (Exchanging Education for Habitation)	Germany	TUDO	The initiative is offering a new learning environment and aiming at improving equal opportunity and integration for children with a precarious living background in a disadvantaged district. Core of the idea is that so-called godparents (students who are teaching and coaching the children) can live without paying rent in the district; in return, they educate and supervise children from structurally disadvantaged neighbourhoods
2.	Talent Scout	Germany	IAT	Talent scouts identify and empower young people from deprived households, recognising and exploiting their talent to obtain a university degree and therewith, enhance their employability as highly skilled workforce.
3.	PROSA - School Project for Refugees	Austria	ZSI	The initiative offers high quality education for refugees who are not allowed to attend school, providing self-organised schooling to refugees above the age of compulsory education and thereby overcoming a gap in state provision.
4.	Lernhaus (Learning House)	Austria	ZSI	An institution where children and youth between six and 15 years receive teaching aid and tutoring free of charge. Lernhaus is also a meeting point outside of school premises, where children are given space and time to work and learn, but also to engage in leisure activities.

Case No.	Name	Country	Partner	Description
5.	Fryshuset (Youth Centre)	Sweden	IKED	A bottom-up initiative now one of the largest youth centres in the world organising premises and activities to help young men from risk groups (e.g. drug addiction, alienation, criminality) to gain a platform for learning and self-developing by making problem creator's part of resolving social problems.
6.	Educate Me	Egypt	HU	Addressing illiteracy as one of the largest problems in education in Egypt today with a contextualized model, student centred learning, community-run not only helping the kids be literate but develop also to become self-actualized in a cycle of three steps (awareness, choice and action).
7.	Hospedaje Estudiantil en Familia (Student Lodging with Families)	Bolivia	ECLAC	The initiative increases school enrolment, reduces school dropout and repetition that affect students in rural areas. Living far away from school and walking long hours to get to the schools led to the solution of student lodging in guest families nearby the school.
8.	Abuelas Cuentacuentos (Storytelling Grandmothers)	Argentina	ECLAC	The initiative is fostering reading abilities of boys and girls with the help of senior citizen volunteers (grandmothers), in a programme that has expanded inter-generational dialogue and gives a leading role to elder people.
9.	Papinotas	Chile	TUDO	Papinotas is a company based online platform for teachers sending text messages (SMS) directly to parents' mobile phones. The core idea is to achieve better flow of information between teachers and parents in order to create a more favourable environment for education leading to higher attendance at school and other positive effects.
Practice Field (B): New learning arrangements, interactive education				
10.	Jumpido (Gaming for Math)	Bulgaria	ARCF	Jumpido is a software tool developed for children that teaches math through interactive games. It comprises a set of educational games for primary school pupils and offers an innovative way of learning that makes children be physically active in the classroom (jumping, waving, squatting) while simultaneously it helps them to learn Mathematics in an engaging way.
11.	Timurovtsy (Young Volunteers) for Information Society	Russia	ISEDT RAS	The project has the goal to eliminate computer illiteracy. The project involves volunteers (pupils and students), who teach elder people computer and office equipment skills at the premises of computer-equipped classrooms in universities and libraries.
12.	Scientific and Educational Center (SEC)	Russia	ISEDT RAS	The essence of the initiative rests on the organization of an integrated chain of training for highly qualified personnel, covering the entire educational process, from elementary school to post graduate university courses. It thus aims at strengthening the availability of highly skilled specialists in the academic and higher educational sphere from an early education stage on.
13.	Friluftsfrämjandet (Outdoor Association)	Sweden	IKED	Based on local clubs, a wide array of outdoor activities is arranged for local communities with the purpose to learn about nature by doing things together across age, religion, political opinion, etc.
14.	Storycrafting	Finland	IKED	This project aims at listening to children's narratives by an easy to use method through which "children are telling". It thereby moves away from the traditional, objectifying approach to children's education, focusing on the questions raised by children and developing a participatory and co-operative approach.
15.	Pripovijedaonica (Storytelling)	Montenegro	SIL	The social innovation focusses on anti-bullying education by applying new learning methods in a form of storytelling instead of traditional approaches.

Case No.	Name	Country	Partner	Description
Practice Field (C): Digital inclusion with new and virtual learning environments (for disadvantaged groups)				
16.	JAKOM (assistive communication tool)	Croatia	SIL	JAKOM is an IT based assistive technology and alternative solution designed to improve communicational abilities of (autistic) persons with intellectual and communicational impairments, between parents and handicapped children. This communication platform could be also used for better involvement and inclusion in everyday life and society (e.g. consultations, hospital treatment, shopping, and other social participation).
Practice Field (D): Quality improvement of the formal education system (teacher recruitment)				
17.	"Renkuosi mokyti" Teach for Lithuania	Lithuania	KSU	This social innovation is the first private business initiative in Lithuania to initiate changes in Lithuanian educational system by attracting the best university graduates to work as a teacher. The core idea is to bring innovative people into the education system by attracting talented young people
Practice Field (E): Strategic partnership education and economy (transition management, labour market needs)				
18.	University graduates and the labour market APM	Romania	UDG	APM aims at developing a system that tracks to what extent graduates from university transit to labour markets and to what extent the knowledge acquired during higher education fits to company needs.

B. PRACTICE FIELDS AND EXEMPLIFYING SOCIAL INNOVATION INITIATIVES

The following chapter is summarising the chosen practice fields and the related initiatives, which were selected by the partners of the policy field "Education and Lifelong Learning". After a more general practice field description it will be described in how far the cases are contributing to configuring the practice field. Additionally the main aspects analysed inherently are:

- **Processes and dynamics** of social innovation in relation to social change (institutionalisation, diffusion and imitation of social practices)
- **Functions and roles of actors and networks** for the development, diffusion, imitation and institutionalisation of social innovations
- Identification of **critical success (and failure) factors**, leading to social change.

The key question is the relationship between social innovation projects and social practice (fields) as a part of impact and the underlying **mechanisms leading to social change**.

2 PRACTICE FIELD A: REDUCTION OF EDUCATIONAL DISADVANTAGES

2.1 DESCRIPTION OF THE PRACTICE FIELD

Basic principles or backdrop of the broader practice field are human rights, solidarity and the allocation of resources. In a narrower perspective, for the provision of education, the challenge is to overcome and prohibit exclusion and to foster inclusion and participation. Therefore Education and Lifelong Learning is of high interest for societal cohesion and integration having a recurring focus of public interest when it comes to social disadvantages. This leads to a reflection of reducing educational disadvantages in almost all the relevant global, European and national policy papers concerning Education and Lifelong Learning (see the State-of-the Art Report, Deliverable 4.1, Schröder/Baumeister 2015, p. 9f.), such as:

- Promoting equity, social cohesion and active citizenship, reducing the number of early school leavers and drop-outs as well as the number of people with insufficient abilities in reading, math and natural sciences (e.g. in the EU: Education and Training 2020, Bruges Communique 2010)
- Adult literacy, equal access, equality (UNESCO 2015: Education for All, UN-Convention on the Rights of Persons with Disabilities, UN Millennium Goals 2015: Universal Primary Education).

The practice field "Reduction of Educational Disadvantages" is reflecting the **social need of the inclusion of vulnerable groups and the societal challenge of guaranteeing equal opportunities**. Not to leave someone behind a lot of initiatives and projects are focusing on the needs of educational disadvantaged groups (e.g. migrants, refugees, handicapped people, dropouts, women in specific areas / countries) and specific areas (e.g. rural areas, areas with limited media and IT access, limited infrastructure) improving access to education, increasing the quality of learning and activate and re-integrate the potential of excluded groups. Specific learning arrangements, integrative measures and networking for the educational inclusion of vulnerable groups could be found throughout all lifelong learning phases and stages from early childhood to senior citizens, including the improvement of formal education (primary, secondary, tertiary), establishing second education chances and finding new ways of non-formal education, learning-for-life. All in all: Improving the general level of education within an area and/or in society, integrating marginalized people by education, improving societal participation and integration. This is underlined by the fact that other societal sectors, such as economy, strive for better trained and educated people and in this sense for a trained and high qualified workforce. So reduction of educational disadvantages goes hand in hand with improving employability and economy, participating in social life and society, and not at least with increasing social cohesion. Against this

background not only a lot of global, European and national policies and measures are set up, but also a huge variety of specific local social innovations is developing (this is reflected in the broad selection of the SI-DRIVE cases).

Social innovations are often identifying and solving **deficits and limitations of the education system**. A lack of official solutions or programmes for the problem at hand is mainly the starting point. The practice field of overcoming educational disadvantages is partly shaped by the very slow-going innovations in the established institutions of education with their still apparent socially selective character. While knowledge about the impacts and recommended routes of reform (from, for example, the PISA and PIAAC studies, labour economics and also education sciences with an increasingly comparative focus) is widely spread, the institutionally dense education system with its interlocked regional, national and federal state-level responsibilities has strong path dependencies and vested interests that encourage **compensatory rather than transformative** social innovations – although the difference is not always well definable.

Educational social disadvantages appear not only in the so called developing countries (e.g. Egypt: last rank in primary education quality). Even in industrialised countries there are still obvious inequalities in education and lifelong learning, which strongly fall back to deprived groups and socio-economic backgrounds.

The global mapping of SI-DRIVE showed that the reduction of social disadvantages is the main important issue for social innovations in Education and Lifelong Learning around the world. It is a heterogeneous practice field characterized by a high variety and diversity and a high number of mapped cases (44 cases could be found within the mapping database). Therefore the selected initiatives for the case studies cover a wide range of answers to existing social needs, focusing on specific new solutions, and representing the heterogeneity of the practice field:

1. An initiative to support social disadvantaged children (mainly with a migrant background) in a city quarter by a **local barter business model** offering education for a flat (free habitation for young people in the quarter, if they teach and coach disadvantaged children in the quarter. (Exchanging Education for Habitation - TBfW).
2. **Talent promotion** through talent scouts **at an early stage in the learning biography** to empower young people from deprived households to recognise and exploit their talent for obtaining a university to degree and therewith, enhance their employability as highly skilled workforce. (Talent Scout)
3. Education for refugees above the age of compulsory education, not entitled to attending public schooling anymore (**target group specific formal education gap**). (PROSA)
4. An institution for supporting disadvantaged pupils between six and 15 years not only by teaching and tutoring free of charge, but creating a meeting point outside of school premises, where children are given space and time to work and learn, but also to engage in leisure activities (**holistic education support**). (Lernhaus)
5. A bottom-up initiated and run centre organising and providing various activities, learning and coaching for deprived young men (already causing problems), guiding them on their way into adulthood. Main approach: **making "problem creators" a part of resolving social problems**. (Fryshuset)
6. Addressing illiteracy with a contextualised model of student centred learning, not only helping the kids be literate but develop also their **self-actualisation**. (Educate Me)
7. Increasing school enrolment and repetition, reducing school dropouts in rural areas (students who live far from school and must walk long hours to get to schools) by organizing a **student lodging system** of guest families, eliminating former child labour. (Hospedaje Estudiantil en Familia – Student Lodging)
8. Fostering reading of young children with the help of senior citizen volunteers, expanding **inter-generational solutions** and giving new roles to elder people. (Storytelling Grandmothers, Abuelas Cuentacuentos)
9. A company offered **online platform for teachers** sending text messages (SMS) directly to parents' mobile phones leading to direct information between teachers and parents and resulting in higher attendance of pupils at school (improvement of school participation). (Papinotas).

Already this list of selected cases shows the variety of educational disadvantages and related solutions. **Related to education system** the selected cases are responding mainly to social demands not covered by the formal system. Education system's representatives often expressing their concern but do not know how to overcome deficits, limitations or gaps of the formal education system. Therefore the selected cases are mainly focusing on not (fully) considered niches and specific demands:

1. **Specific target group approaches** (driven by advocacy, affectedness): Demands not recognized by system players, reflected by own experiences of initiators (e.g. TBfW) or actors (e.g. talent scout), taking over advocacy for disadvantaged people because the affected population took the situation as unchangeable or is not able to express their demand explicitly (e.g. Fryshuset, Lernhaus, …), intermediaries or affected persons take over their advocacy.
2. **System repairing approaches**: Demands recognised are becoming a new complementary part of the existing education system (e.g. PROSA).
3. **New approaches outside the system** (at once): New solutions, not tending to enter the formal system (e.g. TBfW, Fryshuset), focusing on how to engage and build self-confidence for disadvantaged groups (often ramification of learning with other activities and other sectors).

Because education as such is a topic that matters in society and is highly regulated by policy **a lot of actors and measures** could be found in this practice field. Although there are also a lot of solutions and measures to integrate disadvantaged people into the education system, into society and economy there are still gaps and demands not solvable by public administration and the players in the education system. From the perspective of actors social innovations for reducing educational disadvantages are highly related to **engaged and affected initiators** and the important **role of (supporting) volunteers** often close to educational professions and/or to the disadvantaged groups.

Other important players are rather **big NGOs/NPOs** that could be seen as kind of umbrella organizations (like the Red Cross in Lernhaus) focusing on similar targets and generally not comparable to small initiatives (because of professional management and fund raising, financial backing, higher sustainability and institutionalisation of innovations, dissemination and transfer possibilities, establishment in the landscape of the reduction of social disadvantages, networking and cooperation). In a broader view also publicly funded institutions (like adult schools) and a not countable number of similar organisations, working in education for disadvantaged groups are also part of the practice field. As some initiatives are embedded in umbrella organisations or are exclusively publicly funded, developmental paths might be very different. Because most of the cases reflected here are not systematically funded initiatives a common theme is financial scarcity and precarious backing conditions.

Collaboration and networking with other actors in the practice field is of high importance:

1. Due to the given social demand and societal challenge of integrating disadvantaged groups the practice field has a lot of actors who are politically strongly embedded and closely linked to policy makers or political parties and there are respective communities and networks that could help placing and developing an initiative. (**political networking**)
2. The case studies show the importance not only to be connected to policy and education system institutions but also to other non-profit organizations, mainly because of a target group related cooperation: refugees/migrants (e.g. PROSA). (**target group related networking**)
3. Bringing together and bridging between diverse actors from other policy fields and sectors is particularly important for support addressing life-long learning in a comprehensive, holistic way: e.g. integration in the labour market, employability, integration in society as such (→ social innovation eco-system (Howaldt et al. 2016), collaboration as mechanism of change chapter 2.2). (**cross-sector collaboration and networking**)

Due to the diverse shape and roots of organisations and associations in the practice field (as already mentioned, it consists of numerous small, medium, institutionalized, public, non-profit, for-profit, and other organisations) interaction happens in **formalised, established and informal networks and communities**. Both could be found in relation to the target groups or social innovation activities, but depending strongly on the connectivity of the initiators. In general, networks for the exchange of information and knowledge are crucial for the practice field and because the practice field is at the interface of education and employment, social services and policies, there exist many relevant established communities and networks; sometimes established in the education system or in the region, and mostly related to target groups (such as refugees/migrants, handicapped people, etc.). Depending on the (sub)practice fields, there are also regular meetings for counselling services or social work or for political engagement, where various organizations participate. Most of this kind of networking is organised informally, ad hoc and driven by individual actors of the field. Interviewees regard informal communities as most essential developing initiatives in a similar context, with friends and people becoming volunteers, or supporting the idea with political, private, and other engagement. Such "**communities of practice**" of students and young professionals often mark a starting point, when people extend their activities and start their own grassroots and volunteer initiative. In effect, they 'reinvent' a

community of practice and from that innovative character gain legitimacy in spite of initial mistrust of established institutions.

As already mentioned **dissemination and diffusion** is on the agenda of the initiatives but takes place in an unsystematic and unstructured way. Often the beneficiaries (i.e. students) become multipliers of the initiatives (e.g. Storytelling: within their own families, especially for their brothers and sisters). Volunteers take an advantage by feeling useful (e.g. elderly people, grandmothers in Storytelling, students in PROSA) and by giving a new meaning to their life (e.g. educated refugees as new volunteers - PROSA). Important **side effects** could be considered as well: Changing or abolition of deficits or unacceptable conditions (child labour in Student Lodging) through civil society empowerment and volunteering citizen engagement.

2.2 MECHANISMS OF SOCIAL CHANGE

Against the described background this chapter is revealing the mechanisms of change in the context of sustainable development and social transformation processes and how they are bridging social innovations with the (formal education) system and public policy. Following the distinction developed in the SI-DRIVE report "Social Innovation and its Relationship to Social Change" (Howaldt/ Schwarz 2010) based on Wilterdink (2014) (see Annex 6.1 for a theoretical description of the mechanisms) the following mechanisms of social change to reduce educational disadvantages are reviewed:

Learning

Looking at the cases different learning aspects are of relevance:

- **Mutual learning** (by doing) of beneficiaries, initiators, volunteers and other people involved (knowledge, skills, competences development) (e.g. grandmothers of Storytelling exchange their experiences, success, problems and solutions)
- **Social learning** of the (almost local) society actors, education system players through recognition, assimilation and implementation of new information and knowledge (absorptive capacity building)
- **Empowerment and capacity building** based on learning effects and leading to new practices and positioning of the people involved (e.g. Student Lodging, Storytelling).

The **learning processes** embrace new findings and knowledge about users, laws/regulations, relevant actors in the field, scientific knowledge, facts from media, statistics, etc. (**absorptive capacity building**). Most of the initiatives can be seen as a kind of **learning eco-systems** or mutual learning systems of all involved actors: Not only the beneficiaries are learning, but also the developers/initiators and the nearer environment (parents, stakeholders, citizens of the local district involved, neighbours, policy makers, company representatives, engaged NGO/NPOs, just to name the main actors of the cases in this practice field). This includes learning effects of public authorities: e.g. concerning the overcoming of difficulties with law and regulation and recognising boundaries of existing systems (TBfW: tax classification of social enterprises, PROSA: education gap for elder young refugees).

The **interrelation** of the social innovation initiative **with the formal education system** and its actors is a crucial link and often a **predetermined breaking point**: Social innovations are usually open to share information with other players and jointly organised workshops, visits, exchange of staff and clients are common practice in the field and allow information and knowledge to spill to other projects or areas. However, the formal education system is an area that adapts new practices, information or knowledge very slowly and reluctantly, which makes it difficult for new modes to be easily diffused (e.g. 'Jugendcollege'/PROSA initiative provides an example where many different organizations are cooperating and working towards a common goal – but with limited connection to the established education system).

Mutual learning (mainly individually and by acting) is based also on information and knowledge sharing and exchange. This exchange is handled without restrictions among most initiatives and organisations, but mainly not institutionalised in any formal way it is depending on individuals' activities and commitments.

Learning does not only take place on the job, but also by using external data as a legitimation for starting or running the initiative: Statistics from national, local or international surveys (global competitiveness report), media, NGO grass-roots connection to local communities as a basis for initiatives' legitimacy. Therefore this is also a part of empowerment and capacity building.

Social learning has played a key role to the extent that different actors understand the enormous benefits of the initiative, allowing a more rapid expansion. Within social learning processes – based on success stories – integration and institutionalisation of new practices in the formal education system (e.g. Talent Scout: new ways of talent identification and support), innovative ideas are absorbed by further system actors (schools, universities, ministries, etc.) (**absorptive capacity building**). But because most of the grassroots initiatives are located somewhat outside the education system (see interrelation challenges with the formal system), their knowledge is often not directly transferred into schools, universities and other education system's organisations and professionals apart from informal paths and connections.

In traditional (public) education environments, both **empowerment and capacity building** are often buzzwords rather than an actual strategy; for social innovation initiatives in this practice field capacity building can be seen as a prior condition for their development and sustainability. Empowerment and capacity building in this practice field concerns both the innovators and the beneficiaries, but it includes in the majority of cases further (local and regional) actors (parents, teachers, students, etc.). Up to – to a certain extend - the whole inhabitants of an area (e.g. a quarter or district in the case of TBfW) are a target group for empowerment. The empowerment of host women through access to cash income (Student Lodging) and the empowerment of schools by own budgets (Papinotas) are further examples of a kind of local community empowerment.

Founders got to learn a lot about management, managerial skills: Sometimes supported by professional coaching of social innovation related foundations and academies (e.g. TBfW), but moreover, with its step-by-step approach in developing the initiative, much of the learning can be considered as learning-by-doing with trial-and-error.

Absorptive capacity building is an essential part of the initiative's and practice field's success, integrating existing and developing new knowledge. Activities conducted in the past will inform actions of the future. Mutual learning in a collaborative way, embedding as much different actors as possible will ensure successful and ongoing deployment, activating the potential of social innovations in this practice field by empowering socially disadvantaged people (e.g. through self-activation –Educate Me, Fryshuset).

Variation

The national and local policy context – to be more concrete: the formal education system - is setting the limits for social innovations and their variation. Therefore the reflected cases are mainly single innovation projects which in a few cases (e.g. Talent Scout) are integrated as new practices in the formal system or in new collective ideas based on new beliefs or values (e.g. refugees welcome movements). Against this backdrop and limitations social innovations for the reduction of educational disadvantages are only incremental and not disruptive innovations, being more an evolution than a "revolution". Finding notable incremental reform progress in education, it is often hampered by slow and resisting structures. Therefore the described cases are repairing system gaps, by taking up concrete unsolved needs not covered by the system. Doing so, social innovation responds to ongoing deficiencies; however, do not scale or evolve into wider systemic changes.

The variation of social innovations for the reduction of educational disadvantages is therefore punctual and limited to specific needs not covered by the system or limited capacities of the public administration (e.g. resulting in a need for volunteer and citizen engagement). The silo character of system institutions leads to another variation of social innovations extending the system: the connectedness with other sectors (such as employment, economy, etc.) going beyond system defined limits. Social innovative solutions show the gaps of the formal system as well as the need of adaption of legislation and the improvement of infrastructure, but the latter is seldom touched (as the chosen cases show). If there are system changes they are influencing the possibilities for social innovations a lot: e.g. giving schools on the local level more leeway or an own budget responsibility (e.g. Papinotas).

To be able to generate impact, to scale and diffuse social innovation the initiatives in Education and Lifelong Learning need political support. Therefore it is important to consider political programmes directed at improving specific

situations, in order to receive the required political support and funding. Besides system integration this support has to go beyond "applauded" recognition (TBfW: a lot of positive feedback, high level attention and different awards, but no concrete support). Moreover, policies could also help the networking activities of social innovations and support by tailor-made policies.

The actual policy context is defining the scope of the practice field to a high intense: e.g. civil society movements and new regulations concerning refugees, such as access to public education or housing programmes or the overall policy towards refugees might change the whole practice field over-night. Social movement (welcome refugees) and public incidents (like Cologne New Year´s Eve) are influencing the activities in the practice field.

Selection

Because there is a general high attention of society to education the reduction of social disadvantages is on the political agenda. Education is the key factor for the future of the people and society. When it comes to practical and concrete solutions the local or regional level is the place where selection, adoption, diffusion and imitation, and social change takes place; national or global programmes support this. Reduction of educational disadvantages takes place in a target group specific manner (refugees, dropouts, deprived pupils, etc.) at the local level: Therefore there is a high demand for the initiation and diffusion of target group specific solutions in the local area (administrative defined and ruled regions). Diffusion of successful initiatives to the national and global level is existing (e.g. lab schools in Educate Me), but remains an exception.

Diffusion of grassroots initiatives are mainly depending on acceptance, support and integration of the system, the system players. Selection takes place by path dependencies and limitations, e.g. the use of ancestral models (Storytelling Grandmothers) had not been considered by public institutions of education whereas Talent Scout was initiated, developed and institutionalised with educational institutions concerned (universities of a region). Additionally the (sometimes active) adaption of the solution by similar big players (NGO/NPOs within the area, national and global) is helping to get a "critical mass" which cannot be ignored by the formal education system players. Both a successful solution and a critical mass of acceptance and diffusion are the selection criteria for scaling and transfer.

However, success and diffusion of the initiative is highly depending on the individual initiators and actors. Networking and alliances and the connectivity to other actors than the ones from the education sector is desirable (e.g. TBfW: regional development, housing societies). An interdisciplinary and cross-sectoral approach for local development in a holistic way is demanding action and cooperation with civil society at eye level. Involvement of well-known persons (politicians, authors/writers, etc.) and international volunteer networks (international network of storytellers) are examples that could be found in the cases studied.

Although the initiators have dissemination in mind straight from the beginning and they are highly looking for political interest, acceptance and support, they often do not have capacities for it and diffusion is more informal than strategic. This is due to the fact that an additional high investment (money, time, networking, etc.) had to be made which is not given or affordable, the solution of concrete problems at the local level is in the foreground.

However, **informal adaptation and imitation** takes place: Because of open information sharing and exchange of knowledge in the field (see "learning mechanism"), ideas and practices easily diffuse to other geographical areas or to other projects. Some of these imitation processes are documented through visiting other facilities; most processes however are kept informal between the actors of the practice field.

Not only diffusion to a national or global level but also selection on the local area is depending on taking over and financing the solution through (local) system communities. From the perspective of competition there is no selection, because every initiative is new and has its own specific field, complementing each other and therefore improving the whole practice field. If the initiative is successful it is often absorbed by a bigger player (NGO/NPO) in the related field or by the institutions of the formal education system. The question is how far increasing competition (e.g. on funding, see "competition mechanism") in the practice field will affect single initiatives.

But the cases show as well that a shift to the learner perspective and public engagement is necessary and helpful to initiate, adopt and diffuse social innovations across different sectors and areas. This includes also raising public awareness, ensuring public engagement and participation.

Conflict, tension and adaption

The reduction of educational disadvantages is less a matter of conflict than a specific social need of disadvantaged target groups in general. However, conflicts and tensions resulting from educational inequalities, leading to follow-up costs and other adverse effects of failed integration of social disadvantaged groups are important drivers for the development of the practice field (not only in relation to the education sector but the labour market and societal participation in general).

Conflicts and tensions between demands and solutions for specific target groups and existing regulations and divided formal responsibilities (silos) are the main problem and referring again to the needed **creative tension** between system solutions and social innovations.

Cooperation

Instead of competition and market factors social change by social innovation in this practice field is characterized by problem affected and concerned individuals and cross-sectoral cooperation of actors and stakeholders concerned. Therefore all the initiatives are emphasizing the relevance of cooperation and networking. Membership in (sometimes up to now not existing) relevant networks is regarded as very important and integral to developing and promoting social innovation practices.

Although networking is seen quite important in general and one set of cases is very well integrated in local, national and/or international networks another set of cases is characterized by a kind of "stand-alone character" because networks related to the specific topic / solution are not existing or not yet realized (e.g. TBfW). But it has to be said that the innovators are connected at least to more or less informal and not professionalised networks and cooperation structures, depending on the individual actors. Because of missing resources and the focus on solutions for the clientele, it could be said that up to a certain degree innovativeness is hindering a network development.

Integration is found in already existing networks like specific ones concerning target groups (e.g. refugees, migrants, women, handicapped people, etc.) or societal challenges (integration, inclusion, diversity management, etc.), networks of other sectors/topics (e.g. Fryshuset: networks including, music, basketball, etc.) or more general networks (e.g. social entrepreneurship networks). Cross-sector networks are mainly appearing on the local level, covering different stakeholders necessary for the solution in a kind of social innovation eco-system (policy, economy, civil society, science).

The importance of membership in professional networks or in communities is heavily depending on the organisations or project's own position in the field. **Important and bigger players** bring in their own reliable networks and communities; for **individuals or smaller initiatives**, financially less potent actors, membership in networks and communities is seen as essential, because cooperation with other actors is indispensable to successfully place a new initiative, but often more informal and loose.

This practice field's success is not defined through embedding in **social movements** (with the exception of the refugee movements - PROSA), but is reacting to and participating in spontaneous movements in civil society. This rather applies to more independent non-profit organisations than to institutionalised actors with strong links to policy makers. It is important for actors in the practice field to be part of such existing movements, to be visible and to make allies to other actors. In so far embedding in networks of social movements might be a path for successfully evolving in the field, especially where targets of empowerment and integration are involved.

Relevant for all the cooperation is the free exchange of knowledge (see "learning mechanism") to bundle resources or to get access to expertise as well as **trust and acting at eye level**, not only in the networking but also for the working between initiative and beneficiaries (e.g. Fryshuset, Talent Scout). The **participation of professionals** with extensive knowledge in education and pedagogy is essential, gathering educational researchers and practitioners (e.g. Educate Me) to consolidate the models and to contribute to the quality of education and learning. In this respect especially

regional universities are not solely producers of knowledge, but can act like responsible entities for social change and regional development (e.g. Talent Scout, see also SEC in the practice field of new learning arrangements). Cooperation with **schools and teachers** (open for the consideration of new models and joint efforts to implement desired change) is very important for system integration of the initiatives from a practical perspective (e.g. Papinotas, Educate Me).

Last but not least **charismatic leadership** is of high importance in the almost smaller initiatives analysed in this practice field, in opposite to initiatives born in bigger NGO/NPOs (e.g. Lernhaus) and already institutionalised initiatives. But charismatic leadership in some cases is also a burden, because from a certain stage of development on initiatives have to become independent from the founders. However, the chosen initiatives of this practice field show that it is necessary to have people who can handle trust issues with the target group the best, as being or have been part of the target group and showing by own career that success is possible. Initiators concerned by the problem themselves, of a high intrinsic motivation and close milieu relation are more able to overcome individual (clientele) and institutional (formal education system) resistance.

Competition

As already stressed several times social innovations in this practice field are driven by the societal challenges of reducing social disadvantages in education, they are aimed at solving related social demands on the local level: Therefore competition and market issues are not relevant in the forehand, innovation is not seen as a competitive advantage. But having a closer look the case studies reflect a more differentiated picture showing also different kinds of competition:

- Competition is not given because of focusing on different demands, solutions, target groups; different geographical areas, especially in rural areas (e.g. Student Lodging).
- Competition is seen a necessary part for the selection of best solutions, and as a pressure for innovations needed and social change, setting the public sector under pressure for innovation (institutional, structural changes) (e.g. Educate Me).
- Competition among the initiatives is given for funding (via public programs), public awareness, policy recognition and support, clientele/students (e.g. universities in a region are competing for students – Talent Scout).

Competition in the practice field is indirect, i.e. not in competing over a target group, but in competition for scarce **public or private funds**. As usually different actors focus on different target groups, geographical regions, or services, innovative solutions are not seen as a competitive advantage and thus are not protected but rather shared with other organisations. The overarching goal of supporting disadvantaged groups and providing education, no matter who carries out the work, contributes to a **non-competitive mind-set**. But it comes to competition for **funding** mainly with larger organisations, more professionalised in accessing funding mechanisms and proposals. Compared with these organisations, the small initiatives are disadvantaged "in the competition for public money" (even small initiatives sometimes are more efficient in reaching impact than the big ones).

Awards are important funding and publicity sources in the field of grassroots initiatives– leading towards marketing and impression management but also introducing competition where collaboration would be more appropriate.

Competition is important for realising **pressure for change** (of the formal system) and may be important for breaking "control" by prevailing new practices, but excessive competition within constrained, limited frameworks may be counter-productive by hindering new ideas and adjustment. Anyway, competition is almost seen as a win-win-situation: In this practice field, competition implicates improving the own idea and the fact of competition just mean a better education and a higher attention in political and social movements. The known social innovations in this practice field in general have the same focus: improving education for disadvantaged groups.

Diffusion of (technological) innovations

The diffusion of innovations for the reduction of social disadvantages in Education and Lifelong Learning is driven by expressed or assumed demands. Reduction of educational, social and structural disadvantages is a challenge at the local level almost in every region or local area. The integration of refugees, migrants, the prevention of parallel societies, ghettoization and parallel societies are needed almost everywhere. Trigger is the high demand of solving

these problems (societal challenge in supporting the future, high qualified, socially integrated people) and bringing solution into social practices and social change (structural, organisational, individual).

In most of the cases it is reported that complementary innovation is mainly not required. But what is underlined is the complementary, supporting role of technology in terms of **digitalisation** (e.g. social media), depending on the distribution and availability for disadvantaged groups (e.g. the number of cell phones in Chile is higher than the number of population, which sets the ground for the communication between teachers and parents in Papinotas, or the use of digital environments for the learning and communication with handicapped people, see JAKOM in practice field D Digital Inclusion described later on).

Although there is no specific role of technology for changing social practices in most of the selected cases it is important to estimate its role in **public relation and dissemination**. The usage and access to internet, digital tools and thereby globalisation is of revolutionary importance in general, but not often used in relation to solutions for the reduction of educational disadvantages. This might be of growing importance concerning the issue of a better digital inclusion of the target groups in this practice field (see practice field D).

Other relevant complementary innovations needed are economic or **business models** to make the innovation sustainable. This includes also the interrelation to the labour market and inventions in complementary areas or policy fields: e.g. financial support to host families (Student Lodging) did not only overcome child labour as a form of payment but empowered women economically who have never had economic independence and increased the local economy as a kind of side effect.

Implementing structures for transfer are important to the founders of social innovations to secure the benefit for other actors and institutions: Transfer of concepts or business models to stimulate similar activities in other geographical areas or transfer to other social demands and target groups (e.g. TBfW barter model could be transferred to elderly social care in a quarter).

Planning and institutionalisation of change

The close interrelation of the social innovation solutions to the formal education system and the limited ability of system change are reducing the possibility of institutionalisation. Moreover the planning of social change is also hardly possible in such a diverse and complex practice field with so many different players, strategies, target groups and interests. Because of differing origins, initiatives may either have clear strategies and political agendas for change or are rather bound to 'do something good' focusing on solving isolated problems rather than change the formal system.

If the achievement of social change is planned depends on the organizations' origin, their alignments and their scale. While small and grassroots initiatives may have social change on their agenda they often could not manage to reach this objective, the bigger institutions in the practice field (NGOs/NPOs) are rather trying to improve the status quo, but are not bound to question the underlying structures too much. Changes that happen within the system usually are incremental and implementation takes a disproportionate amount of time. Therefore political development could be a driver or constraint for institutionalisation (e.g. PROSA and the refugee challenge). As well educational reforms (like decentralisation and own budgets for schools) could foster or hinder social innovations.

The main success factor for an institutionalisation of the social innovation is the collaboration with the formal system or the public sector. The cases show three kinds of strategies or institutionalisation strands:

1. Creating win-win situations between initiatives and public sector (e.g. Storytelling: foundation and local municipality financing the solution together)
2. Consistency with the formal system, creating massive impact and relevance for the formal system (e.g. Talent Scout).
3. Institutionalisation through integration in the public system (e.g. Educate Me).

Yet, the differentiation between these three institutionalisation strands implies by no means that an initiative only belongs to one or the other. They are rather characterising different outcomes which might as well all together be found in a single initiative. While the first two might be institutionalised inside and outside the formal system but in

collaboration with it, the third "strategy" making social innovations sustainable is mainly characterised by taking them over and/or generally funding them by policy; in short: Integrating them in the system. This could be seen as an institutionalisation through impactful models, building evidence contextual to the local or national framework/context, scaling the solution and outcomes to other institutions and regions.

2.3 SOCIAL INNOVATION INITIATIVES RELATED TO THE PRACTICE FIELD "REDUCTION OF EDUCATIONAL DISADVANTAGES"

In the following the nine cases underlying the analysis of this practice field and the conclusion to be made will be described in detail, following the structure of the case study template.

2.3.1 Case A1: Exchanging Education for Habitation (A Barter Business Model), Germany

Description, development of the Social Innovation Initiative

The initiative for exchanging education for habitation ("Tausche Bildung für Wohnen" TBfW) was developed in 2011 grounded on a former broader approach that failed. Based on this experience the initiative is concentrating and aiming at improving equal opportunity and integration for children with a precarious living background. Reducing prevailing social disadvantages by offering a new learning environment, the initiative is offering young adults (mostly students) a true-to-life field of work (teaching, supporting and coaching), the disadvantaged children a new perspective and is thus impacting the disadvantaged local district of a city (Duisburg-Marxloh) positively (social integration and regional development). Core of the idea is that so-called godparents (the students) can live without paying rent in the district; in return, they educate and supervise children from structurally disadvantaged neighbourhoods.

> **Short Biography**
>
> 2011: Project conception
> 2012: Winning of "Act for Impact" Competition
> 2013: Setting up of pilot phase
> 2014: Receiving seed funding; acquiring property; recruiting first volunteers working as educational god-parents
> 2015: Starting day-to-day work with first three children
> 2016: Second generation of god-parents recruited; increased number of participating children and employees

The initiative is currently focusing their ambitions on Duisburg's district Marxloh. Marxloh is marked by high degrees of migration (70%), unemployment (23%), vacancy of living space (currently at 7%, however when the project started the rate was at 13%), and many children (approximately 50%) under the age of 15 years are depending on transfer benefits. Moreover, Marxloh is considered one of the poorest districts in Germany.

These circumstances are a result of a (economic) structural change (steel and coal industry closed, and with that many jobs disappeared). Therefore, a lot of German people left the district, ghettoization of migrants and language problems occurred. These circumstances can be considered the conflict that triggered the project's founders' desire to address the challenges prevailing. The founders of the initiative stressed that the target group, the children themselves are not socially disadvantaged; however, they are in fact structurally disadvantaged. The advantages of the migrant background (e.g. bilingualism) are not considered, one should look at the potentials and not only at the deficiencies.

Against this background, the problems and needs addressed are numerous and can be summarizad as follows:

- Disadvantaged children gain access to education and everyday life learning. Exchange, knowledge transfer, relationship building and the creation of a mutual understanding are, next to dialogues about the perspectives of a self-defined future, core to the daily pedagogical work of the initiative.
- Volunteers working as (educational) godparents have the opportunity to access free living space for a minimum of a year and to learn from the experience made. To engage in the barter, they basically have to assist the children with their homework, offer tutoring, and engage in leisure time activities.
- Also, the volunteers have multiple positive effects on Duisburg-Marxloh, as they can be considered as role models engaging in and benefiting from the development of their new neighborhood, networking and finally anchoring themselves in the community. With other volunteers in Marxloh, a fruitful mixture of different

social, intercultural, ethnical, religious, generational backgrounds is supported and taken as a basis for collaboration in regional development.

- Lastly, the problem of abandoned property in Duisburg-Marxloh will be reduced as empty spaces now find a new use. Next to being re-used, the project is also taking measures to up-value the property through intense renovation work. Exchange education for habitation therefore can – in a small scale up to now - also be thought of as a revitalisation and regional development measure.

With "Exchange education for habitation" a new interactive 'service' or **barter model** has been developed that involves various stakeholders and creates several win-win situations. On the one hand, the new solution improves education (private lessons, coaching, tutoring, daily life support) and living conditions of children, on the other hand it changes the quarter by renovating abandoned houses, providing affordable living spaces to students, eliminating and upgrading of vacant houses or apartments; not at least improving the living conditions in the local area.

Tausche Bildung für Wohnen e.V.

Participation in and winning of Act for Impact with substantial prize money and professional business development advisory

Professional concept development involved business plan developemnt; stakeholder and demand analysis as well as an analysis of potential funding sources

critical recovery

resources

In 2014, seed funding by Duisburger Entwicklungsgesellschafti granted; project could move to pilot phase

Speed up

Acquisition of borrowed property

Three childreen are piloting the project in 2015

In May, 2016, the number of participating children increased to 70

Initiative still in implementation / learning phase with ambitions to scale initiative

Speed up

Failure served as input to refocus resources and knowledge

2011

2016

| Failure | Reorientation Renewal | Professional Concept Development | Securing / Allocating Resources | Pilot | Imple-mentation |

Figure 4: Biography Education for Habitation (TBfW)

Actors, partnerships, alliances, networks

The project "Exchange education for habitation" did not evolve in a formal partnership with other organisations. Basically, the two founders were the main responsible in setting up the initiative and can be considered "lone warriors". However, to make their initiative a success story, they had to build up alliances. The network surrounding „Exchange education for habitation" is quite huge, spanning entire Germany, and includes foundations, politicians as well as other start-ups:

- Divers local partners: Initial partners in a broader sense, indirectly involved in the initiative, can be found in the municipality of Duisburg and the neighbourhood district, as for instance schools, youth centres, social centres, churches, other cultural and pedagogical centres, and charitable organisations. Moreover, the initiators also have supporters in the public policy domain which advances the case of TBfW and provides

connections to political institutions in terms of further support and funding. Seed funding was received by the Development Agency of the city of Duisburg.

- Vodafone Foundation: The Vodafone Foundation in Germany is a company-related foundation and can be considered an independent, not-for-profit institution and social policy think tank. It provides long-term support to programmes and initiatives with the focus on social issues, especially in the field of education and social mobility. Support is granted by means of programmes, awards, competitions and scholarships. One such programme is the "Act for Impact" which aims at supporting social enterprises working in the field of education and social integration. In 2012, the initiators participated in the competition and won the prize money as well as a start-up consultancy service (Social Entrepreneurship Academy SEA, see below) which helped them to professionalize their concept.
- Social Entrepreneurship Academy (SEA): The Social Entrepreneurship Academy was established in 2010 and is a joint-venture by the Munich's four university-based entrepreneurship centres. The network-based organization operates under the slogan "education for societal change" and provides training services to social entrepreneurs and change makers, also instilling entrepreneurial thinking within the initiatives. The academy was an important partner in the concept design phase of the project. Through its advice, the planning of which stakeholder to approach and what resources to ask for, became more professional. E.g. the two initiators had to come up with a stakeholder analysis first before actually asking for support.

Innovative solution

The innovative character of "Exchange education for habitation" is the combination of educational issues with urban development issues and approaches to providing internships opportunities to students. As a holistic approach it is tackling the needs of all actors and beneficiaries involved, valuing up the neighbourhood, solving a local demand by local actors.

Insights and learning were a major development and success factor:

- **Leading to the solution:** Several aspects led to the development of the initiative. First of all, the personal experience of one founder who recognized that living in Marxloh also implies suffering under structural disadvantages. This is directly linked to the second reason, the precarious conditions of Marxloh and the conflicts that these are triggering. Lastly, one could argue that the experience and knowledge gathered from prior failure and local community work of the two initiators was also helpful in realizing that a successful initiative require a focused approach of using up resources and tackling.
- **Improving the professionality of the initiative:** An important input for the project founders was the knowledge gained by the professional consultancy service of the Social Entrepreneurship Academy. Especially managerial skills and competencies were gained during the course of conceptualization, professionalizing strategies to integrate stakeholder, conducting a demand analysis at local level, asking community members, schools and public institutions to provide feedback to the idea of 'Exchange education for habitation'. Other competencies gained were related to setting up a business plan as well as conducting alternative cost calculations.
- **Optimising the funding strategy:** After the seed funding phase the founders examined and integrated public funding sources (e.g. education and integration program of the federal government), which could be used also for this holistic approach to education. This was a time consuming and not so easy task, due to the specifications of the public programs, focusing on concrete and not holistic areas and the different responsibilities of the public institutions (silo thinking and acting).

Gaining momentum

The **development strategy** of the initiative was built on a business plan, facing no competition and not looking at transfer and diffusion options up to now. The main focus was to find a way of integrating and supporting disadvantaged young children in a new learning and leisure space. Anyway, several attempts for gaining momentum and dissemination of the idea were realized: taking part in national events for social entrepreneurs, accessing a new knowledge network, especially to improve managerial skills and to be included in the Social Entrepreneurship landscape in Germany.

Also, its high publicity and the media attention received right in the beginning, at a time where the project did not even start, offered a good starting point for acquiring and finding potential supporters for the initiative. Looking for new income streams, the initiative is accessing existing policy programmes that haven't much been recognized before. By accessing public funding opportunities systematically, funding, and with it, growth of "Exchange education for habitation" is gaining momentum.

Challenges and barriers in the execution of the project were more or less of bureaucratic nature. This relates especially to the fact that public institutions do not know how to classify this kind of social initiative, and are stuck in their institutional logic. No special offices or funds for such holistic approaches are available, interdisciplinary thinking and acting is missing. This also applies to situations when negotiating at political level.

Also funding remains an important but challenging barrier. Especially when considering that the initiative is regarded as a flagship project that is running cost-effectively and service-efficiently. Funding remains problematic as competition for public finance is intense, especially if a given initiative is new to the market and not well established yet. Exchange education for habitation experienced this situation as well, in which the initiators had to wait several years until seed funding was secured.

However, personal ambitions and the positive feedback received at all ends, from the community, media, NPOs and foundation sector as well as politics probably kept the motivation high. It is noted that thinking about the people for whom the initiative is designed can be considered a motivational **driver**.

The initiative is a good example that acceptance, awards and non-monetary support are necessary but not sufficient, that a professional management and business plan is needed to survive. The most further important **success factors** of the initiative have been the personality of the two founders, the support by politicians, the publicity and efficiency of the initiative as well as the prevailing need for education and integration measures in the district (Marxloh). Other success factors have been the local and communal embeddedness of the initiators and the connectedness to and knowledge of relevant stakeholders, as they already engaged in Marxloh before the start of the initiative. Also the training courses for the educational mentors, the students, are really good, which might be another success factor, providing additional incentives to the students. Not at least the consulting at the beginning of the project and the previous experience of failure of a more diverse initiative (as a critical incident, starting something new) helped to set a sustainable and professional ground for the development of the initiative (as a kind of barter business model), even overcoming the withdrawal of one of the founders.

Nevertheless especially **charismatic leadership** played an important role in making the initiative a success. The initiators could convince other parties and supporters from their idea easily, leaving the impression that they would be capable of running such an initiative without much external assistance (despite of funding). This can be attributed to their personality, a can-do mentality, and an already existing involvement within the local community.

Complementary innovation

Complementary and technological innovation is not necessary.

Impact, diffusion and imitation

The initiators defined success and **impact** of their project very much related to the social demand and the needs of the involved main actors (children, students, housing companies), the local development recently and in the future. Additionally it is planned that all current and future activities of the project will be monitored and evaluated scientifically, including the perspectives of the children, parents, teachers, social workers and the volunteers about the children's progress. Moreover, statistical data as key performance indicators, for instance the number of hours taking care of children or offering advice to parents, will be documented. It is also planned to release an annual report in accordance to the social reporting standard that would detail the activities of the organization, thereby providing a picture of the impacts made.

Currently, it is assumed that the initiative has the following impacts:

- Establishment of a prevention chain against social, cultural and economic discrimination.

- Integration of young migrants by improving education and knowledge for everyday life, establishing a space for positive experience.
- Increasing attractiveness of the local district, so that young academics consider living in the area. Thereby, social structures will be diversified, overcoming ghettoization.
- Using the space of vacant building and contribute to revaluation of properties within the neighbourhood.
- Strengthening the sense for community through integration into local infrastructures.

Absorptive capacity has been and will be an essential part of the initiative's success, integrating the knowledge of a former failed activity as a starting point of the initiative. It was mentioned several times that the initiative's development can be described as a step by step approach with high degrees of experimentation and trial-and-error. Therefore, it had been the activities conducted in the past that informed actions in the future. Since the initiative is still in its starting phase, absorptive capacity will play an important role in the future, too.

Transfer and exploitation are not on the agenda of the initiative in the given stage. It is clear that at some point the initiative should be scaled. By now, however, it remains unclear how this will be done. This relates to the fact that the initiative is still in its infancy, experiencing new situations each day and does not have a set of routines yet.

A reason why Vodafone foundation and also public policy is supporting the initiative extensively is related to the fact that from the initiative's inception onwards the aim always had been to not just operate in Marxloh but other areas, too. The reproducibility and the opportunity to impact society at the largest scale possible has always been a motivational driver. For that to be achieved, however, the experience made with TBfW must become faultless, become best practice and routine so that the routines can be written down and become replicable elsewhere. Even though the idea in itself is rather simple, the organisation to stem the initiative is immense.

Moreover, not only regional replicability is an issue. Considering other variables that affect specific regions, one could adapt the model to other practice fields, like care of elderly people. Therefore, with „Exchange education for habitation" a form or a model has been found that can be filled with different content, thereby replying to different local/regional needs. Generally, it is planned to establish a **social franchise model** so that the innovation can be transferred geographically but also to other barter business topics (exchange activities, concerning health and social care for elderly people within a quarter), eventually as a model for social barter business and for other policy fields. However, for diffusion taking place either regionally or sector-wise, it seems important that the relevant public and administrative agencies see the synergies "exchange education for habitation" has to offer.

The issue of transferability was discussed also from the perspective of integration in the formal education system, e.g. schools could take over the project's concept and responsibilities Therefore, collaboration with educational institutions in a network-style approach could be one big aim, instead of a franchise model, for the organisation. But this kind of transferability is determined by the acceptance and leeway of public institutions (the education system).

Role of policy

There has been active political support by individuals at regional and national level. The support can be described as arranging meetings between the initiative and for the initiative hard-to-reach but valuable possible supporters, therefore enhancing the initiative's network. Thus, political support in terms of promoting "Exchange education for habitation" is happening. However, the core problem of not fitting well in any predefined (political) responsibility area has not yet been solved and therefore public funding is still a remaining challenge.

Moreover, the question remains whether the initiative wants to become dependent on politics. Rather, the initiators want to view policy as a networker and ambassador for the initiative and its impacts made. Also support activities would be valuable to the initiative, e.g. when scaling the project in other region that political actors could help the project to identify the relevant stakeholders to approach/reach. It can be assumed that especially policy at local and regional level will be of relevance for the initiative, as the project has adopted a community approach.

Right now, however, the initiative is in the phase to become stable and self-sustaining. Therefore, support for the further development will become easier to obtain. Politicians visiting the initiative increasingly have the feeling that the solutions offered, the structures and processes of the organization as well as the facilities used by the initiative become more tangible and feasible, leaving a positive impression.

Connectivity to the practice field

The connectivity to the practice field reduction of social disadvantages is given, but it is a good example for a demand related approach which has to combine different social demands in a barter business model, combining education of disadvantaged children with needs of other actors (affordable rooms, local development).

2.3.2 Case A2: Talent Scout (Early Stage Promotion), Germany

Description, development of the Social Innovation Initiative

My Talent Scout (further called "Talent Scout") is a project originally initiated and pillared under the umbrella of the Westphalian University Gelsenkirchen (which is a regional university of applied sciences with a strong concentration on STEM-based courses and mainly technology-driven studies) allocated in the German city Gelsenkirchen, in the state of North-Rhine Westphalia and the specific sub-region called "Ruhr Area". The idea is based on helping young talented people which often are part of vulnerable and marginalised groups such as migrants, post-migrants (second and third generation of migrant children), young people from socially deprived environments, single parents and people with disabilities as well as young people from "non-academic"-families etc. Moreover, the organisation, once started as a project, which aims at the recognition of talents, bases on the presumption that each individual possesses a talent, which needs to be found and encouraged. The focus is gaining regional (with the focus on North-Rhine Westphalia and specifically the Ruhr Area) untapped talents, in order to present them opportunities for starting the way of higher education or VET (vocational education and training); to assure that each "young" individual has the same equal possibility to step into "formal education" and achieves a degree. Talent Scout also supports the entrance to the labour market of young people.

It is important to stress here, that the Talent Scout does not primarily search for individuals who have high marks at school, but rather for people who are motivated, but uncertain how to leave the cultivated known territory (mainly the familiar surroundings of pathways).

Biography at a glance	
2009	A long-term strategic project "FH Integrativ" ("Universities of Applied Sciences Integrative") was initiated at the Westphalian University in order to answer the future challenges of universities of applied sciences (foremost against the background of the regional concerns). The main clue about the project is to assure by a mix of strategies the role of universities of applied sciences as education players/partners within a region including the development and implementation of future study courses with an even stronger focus on STEM, the minimisation of the drop-out quota of students, the attraction of students and talented people (also from outside the region), networking activities etc.
2011	"My Talent Scout" project was initiated from the "FH Integrativ" project and the main Talent Scout for the strategic and operative level was occupied. The work with several schools and further partners started and the work of the "Talent Scout" was the only project of its art in Germany.
2014	The Ministry of Education developed the idea to start a North-Rhine Westphalia-wide (NRW) centre for "My Talent Scout" and supported the project monetary.
2015	The "NRW-Centre Talent Scout" started its work still under the umbrella of the Westphalian University. A higher amount of schools could be attracted for the work.
2016	17 co-workers (the so-called Talent Scouts) were occupied for the "NRW-Centre Talent Scout" and the regional radius was expanded. Meanwhile, beside the activities taken by the Talent Scout, the "Talentkolleg Ruhr" in the partner city Herne was initiated, which is also allocated in the cities Essen and Dortmund. It is an organisation under the umbrella of the Westphalian University Gelsenkirchen, University Duisburg-Essen, University of Applied Sciences Dortmund and the Mercator Foundation. The aim of the Talentkolleg Ruhr is to help people to enter the higher education, especially people coming from non-academic families, deprived environments, with a migration background. It considers their talents and personal development, wishes and gives orientation for the best possibilities how to turn it into reality. The offers of the Talentkolleg Ruhr also address external potentials, even from abroad. (Thus, the activity portfolio bases on the Talent Scout idea very strongly).

The problem and at the same time the need is/was, to treat (young) individuals despite their social, economic and familiar background, equally, when it comes to education and labour market opportunities. The talent scout especially addressed the region of North-Rhine Westphalia and especially the Ruhr Area, which is a melting pot of different cultural and socio-economic roots, but also families who are economically under the standards of average families. The area seems to be less taken into consideration as an area known for higher education, therefore it depends on the investment in and the development of own local potentials. Especially here, many talents seem to be untapped and at the same time need a future vision to take part in society – for this individual work and empowerment is needed.

The need for such a project can be seen from two perspectives:

1. The educational/economic perspective: The regional (Ruhr Area) education institutions and firms depend on young talents. There is a skills-shortage in several firms and professions, which already now has some chain reactions along the entire value chain/sectors. With the forthcoming digitalisation even more specific knowledge is needed and human capital, which is "well-educated" and regarded as regional future potential. Through occurrences such as the digitalisation new forms of networking, work place organisation/management and several other changes are coming, which need professional knowledge of people. High-educated young people are needed by the regional economy and there still are not enough talents in the region to match the companies' requirements.
2. Social conflict: There still are many young individuals, which are parts of the vulnerable and marginalised groups, believing that there is no way for them to start higher-education paths and become highly-educated. Often they lack resources, such as the financial support, the social support (family and friends), the information needed and others. As many programmes do not address the young people directly, the Talent Scout gives them the feeling of being understood and commits to them, while they commit to a new pathway.

There is a bunch of tools and activities the Talent Scout uses to reach out for young talented people: identification of untapped talents at schools, consultation of schools and young individuals, close face-to-face work with teachers, qualification consultation, help for learners, networking, bringing the education and economic responsible into co-operation, support with finding a VET and study place and/or course and the education institution that fits most for the individual, support in finding financial possibilities to be supported and independent during the study time (e.g. scholarship), career guidance and advice, long-term supervision, guests/visitor appointments with companies and higher education institutions etc.
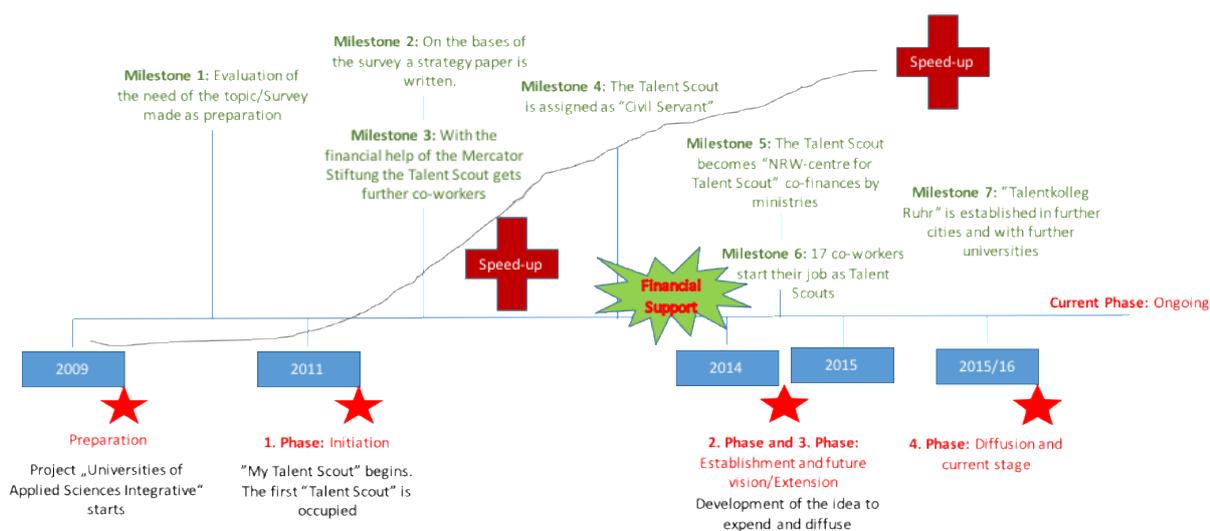

Figure 5: Biography Talent Scout

Actors, partnerships, alliances, networks

At the beginning of the project idea, there was only the "Talent Scout" himself and a representative of the Westphalian University, responsible for the strategy implementation of the previous project "FH Integrative". They started a co-operation and developed a strategy and a vision for the project "My Talent Scout". As the Talent Scout is a project under the umbrella of the Westphalian University, it gained very soon external attention by public making. To make the project a success story very soon a close co-operation with further regional authorities was initiated.

From 2009 up to now the Steering Committee (SC) of the project can be drawn as follows:

- *Internal SC:* presidium/executive committee of the Westphalian University (WU), diversity representative, representative of the senate, representative of students,
- *External Regional SC:* city of Gelsenkirchen, district Recklinghausen, trade and economic associations, schools and education representatives
- *External Supra-regional SC:* Ministry of Integration, Ministry of Science, Ministry of Education
- *Project Level:* regional schools, education actors, teachers and students, graduates, chambers of commerce.

The initiator was the responsible person from the Westphalia University, who got in touch with the later "Talent Scout" in the course of the strategic orientation of the university. The "Talent Scout" himself was driven by his personal carrier and personal life path and his experience in migrant communities, being self a person with a migration history. He is a member of several trust networks, which benefits his work:
- Firstly, before he began his function as a Talent Scout, he was occupied in the Ruhr Area (focus on the city of Dortmund) as a social worker for years, co-working explicitly with vulnerable and marginalised groups (here especially migrants in first and second generation). His former contacts still accompany him during his current position.
- Secondly, he is part of the Turkish migrant community and is fully informed about the habits, culture, social exclusion, assimilations and differences of migrant groups. This history of course brings the Talent Scout several advantages in his mundane work and also in the strategic thinking, regarding the needs of his target groups. He shares a similar mind-set. Looking at own experience and being part of the target groups he can be named a **charismatic leader**.

Further initial partners such as schools in the first place were found by commercial activities, by focused persuasive efforts and eye-level contact. By the course of time, and by media presence, as the success of the project began to be visible, the political level stepped into play. Further economic and education partners were found by active search and promotion of the project.

Innovative solution

The innovative character of the project is characterised by its holistic approach oriented at the individual learner personality, biography and background. Basis on the one hand is the perceived social responsibility of the University of Applied Sciences (Westphalian University) for the demands and development of the region, on the other hand continuous learning process and absorptive learning of the initiators as well the experience and capabilities of the Talent Scout to handle the need of his clients were pushing the innovative solution.

Innovative character of the solution
The innovative character of the solution is the personal and individual supervision and support at school level of the target groups (in that means it is mostly **service innovation**). It does not start after the school time, as many further projects, but already during the school time, taking into account the individual biography and environment. The time factor, by which is meant, that the individual support is very time-consuming plays a huge role.
It is also a holistic approach taking into account the professional career path development and the individual consultation and the commitment working at the personal life level with the young people.
Moreover, the project is not build in the way, that the young people need to contact the Talent Scout when having questions and needing a consultation, but the Talent Scout and meanwhile his colleagues reach out to the pupils and offer them solutions, they never thought would turn out in reality.

Absorptive learning

An important input for the project founders was the knowledge gained during the time in which they experienced that real talents are not only to be found among pupils with good marks and degrees at school, but that there are several people who are not as good at school, because their social and economic environment as well as the family background do not allow them to better involve into education. The strategy was then changed by these findings, getting more insights into the classes of schools and using the help of the teachers even stronger to recognise the talents. Moreover, this brought the awareness not only to support the young individual themselves, but to consider help for the whole family and circumstances the young individual is circumstanced by.

Experience of the Talent Scout
The Talent Scout studied social work and after his study time stepped into the job of a social worker, where he mainly worked with young people on the street in the city of Dortmund. His paths led him to the current position of being the first Talent Scout German-wide. This former experience of the Talent Scout taught him that developing a solution for young people to increase their quote in higher education, needs to be on eye-level contact. That means that they (the target group) do not feel the role of a mentor-mentee relationship, but that they communicate at eye to eye with the Talent Scout and accept him as part of their community. Moreover, the Talent Scout knowns from the former experience how important commitment and trust issues between him and his clients are.

Gaining momentum

The first key factor was the developed strategy, which was filled with the occupation and experience of the Talent Scout and his personal and occupational career paths. As the first Talent Scout can be considered as a charismatic leader, it needs to be admitted that probably over 70% of the success of the social innovation is up to his activities, networks and charisma. The last stage of the life cycle and the success of the project by now are the involvement of the politics into the project (especially the financial support of the ministries to expend the project to the whole region) and the strong interest of media, who really made the project visible German-wide.

The project no longer is local and even regional focused, but also reaches out outside the Ruhr Area itself. The Talent Scout now has several further Talent Scouts to support him (approx. 17) who do the daily work. The number of schools co-operating with the initiative is increasing. There is a co-operation with further regional universities, who join the project and support it.

Not so much as a barrier, but rather as a challenge in the project's development, the development of close co-operation with the schools can be named (meaning the collaboration with the formal education system). Because the networking culture in the Ruhr Area is not as strong as possible and schools mostly concentrate on their formal responsibilities (their "core business"), it was difficult to convince the schools to co-operate with the Talent Scout. At the beginning they were not open to such an idea, as they had some former experience with similar project, which were not successful but time-consuming. Bringing the Talent Scout to the position of a civil servant contributed for overcoming this challenge.

Complementary innovation

In terms of complementary innovative activities a demand analysis at the beginning, absorptive learning during the development and the advancement of the education system in the direction of a more holistic responsibility for the learners (instead of the pure institutional perspective and path dependency) are of relevance.

Demand
There was a survey taken by the Westphalian University and the first Talent Scout to evaluate what exactly is needed in the region to increase the numbers of students. Also, there was a survey made, who the drop-out are and what kind of barriers still exist with the target groups and wring them from taking the higher education path. As far as we can remember (it was not officially mentioned explicitly in the interview) the Talent Scout also drove through the social deprived quarters of the cities of Ruhr Area and talked to people on the streets and to school teachers, asking them what needs a change, and how to step into his function. He wanted to fill the job of a "Talent Scout" with content, which really hits the bottom of the problems of the target groups.

Absorptive capacity

The knowledge and recognition of steps during the process of the development of the project up to the expansion of course played a role. It was rather in the way to learn from the made experience and adapt it into the daily work. It for sure was nothing that changed the whole strategy of the project, but smaller steps in the daily work and organisation.

Further steps needed
The education systems must change in terms of becoming more individual supportive from an overarching and holistic learners´ perspective. This includes stronger networking between schools and universities or further higher education institutes and a closer connection to economy and economical demands. This all could lead to an increase of social equality and economic growth (via collaboration and regional social responsibility).

Impact, diffusion and imitation

An evaluation of the success was made during the phase of diffusion and expansion of the project, as a kind of basis for the financial support of the ministry and the institutionalisation of the initiative. But of course the success can be measured by the individual pathways of the individuals who are and were joining the Talent Scout, their evolution and career paths. Probably, a further factor is the number of schools and universities the Talent Scout is co-working with.

The following **impact** points can be summarized for the project:
1. Prevention of exclusion of young people with a migration background and further social deprived people during their education phase
2. Equality among all groups of young people when it comes to education and equal chances at the labour market despite their background
3. Strengthening the co-operation activities between schools, higher education institutes and the economy
4. Strengthening the economy by better educated young people
5. Strengthening the role of universities as regional partner.

The **diffusion** has already taken place with the expansion of the project to the organisation "NRW-centre for talents", taking it from local to regional level - support by the Ministry of Education, of Science and Integration and setting the ground for institutionalisation outside but in close relation to the formal education system. Also, an affiliation of the main centre was placed in further cities. Probably, in future times, it would be a matter to diffuse the idea outside the regional borders; however this is still not the case.

Empowerment and mutual social learning is in the centre and is the backbone of the initiative. This is part of the activity (empowerment through education and knowledge development for migrant children and young adults, integrating their parents, etc.) and it is necessary for running the initiative: learning by doing, mutual learning of the employees and actors of the initiative, the students tutoring, the involved network partners, the inhabitants of the area, etc.

Role of policy

There has been active political support by the ministry of integration, the ministry of education and the ministry of science. They supported the project in financial terms, so that the project could grow and expend, becoming an institutionalised "NRW-centre for Talent Scout". There was also the possibility to diffuse the idea to further universities and cities of the Ruhr Area. However, the involved ministries supported the project after a long phase of the project establishment when the success and public awareness was evident. The problem with the policy culture is that it mainly focuses on overall solutions, but not on tailor-made one, which often refer to specific regions and local problems.

Connectivity to the practice field

The project and meanwhile the initiative "NRW-centre for Talent Scout" impact the reduction of young people's educational disadvantages by measuring not their school degrees and formal qualification, but by the identification of their hidden potentials. It also strongly helps young people who never took into consideration higher education and higher job positions to step into this pathway.
The holistic approach focused on the learner´s personality, supporting at eye level, and the institutionalisation in close collaboration with and supported and financed by public institutions of the formal education system.

The initiative shows the relevance of trust networks and peer working with eye-level contact between the responsible and the target groups. This is due to the fact, that many deprived groups lost their trust in the "system" and cannot believe that they have equal possibilities as anyone else. The success stories of the "Talent Scout" are learning effects for further target groups and actors involved. They indicate that the formal education and the linear CV are not at all that relevant in terms of talented people. Thus, new ways of talent identification could be exposed and integrated into education systems and labour market.

It is important that the knowledge of the work in this practice field can be absorbed by further actors beginning with schools and ending with policies. The awareness of the hidden potential of an individual should be the measure of all things and not always the formal education and career paths. Also, further projects and initiatives on that topic should absorb the knowledge of the "Talent Scout" work to learn and see which instruments were used in the daily work and how to handle trust issues and leadership in this context. More knowledge on the target groups needs to be exposed and transferred for the day to day work.

2.3.3   Case A3: PROSA (Overcoming Formal System Gaps), Austria

Description, development of the social innovation initiative

The central goal of the project is to provide access to education for refugees who are not allowed to attend school. In Austria, compulsory school attendance for children ends around the age of 15. Asylum seekers above that age do not have a right to enrol in education until their status is recognized. Since asylum procedures frequently stretch over a couple of years, young people have long periods during which they are neither allowed to attend regular school nor to work or take vocational training. This amounts to a status of comprehensive social exclusion that is at odds with the overall target of integrating people into the labour market as fast as possible once their right to asylum is recognized – but apparently not before.

At PROSA refugees without access to education at a regular school can get education and take the exam to receive a school leaving certificate of lower secondary education free of charge regardless of age or country of origin. In addition, PROSA also focuses on improving the refugees' participation in daily life and on political education. Teaching is modular and offers up to five basic education modules. German is learned in all modules. Obligatory subjects are German plus history and political education, English plus geography and economy, Math and vocational orientation. Optional modules are creativity, health and the social system, nature and technology, or a third language. The program is accompanied by social workers and psycho-social support. PROSA offers regular classes at two locations in Vienna. Teaching is carried out in modules that are organized according to the pupils' capabilities rather than according to their age. Everyday tutoring is organized through a volunteer buddy system. The project aims at a holistic view on the prerequisites of learning, and aims at assuring certain stability for the target group. Besides education, participation initiatives and social and psycho-social assistance PROSA also provides meals and free public transportation tickets for its students. As the initiative grew it recently started hiring paid employees to organize and manage the initiative.

Short biography
The project started in 2012 when a group of friends, students (in teacher training, educational guidance, German as a second language, etc.) met a group of young Afghan refugees during a creative project in Lower Austria. These boys were not eligible for compulsory schooling or able to participate in any educational courses, furthermore they were very immobile (being sheltered in the countryside) and had little money. The initiators decided to assist them in finding an existing educational program, conducted some research and developed a concept based on that of the Munich-based initiative "Schlauschule". In addition to providing teaching, they organized accommodation in Vienna for them, recruited friends and other volunteers, established cooperation with two schools that provide classrooms and with the official representation of university students in Austria, and initiated a range of grassroots projects addressing housing, health, vocational guidance and counselling under the umbrella of the "Initiative for Education Austria – a lot more for everyone". In autumn 2012 already, two classes at 15 students each were offered. Over the following years, some professionalization and expansion took place; the initiative hired social workers, successfully competed for

awards for social innovation, migration and social initiatives, raised funds and established differentiated roles and functions. Media described it as "wonderfully chaotically-ordered" initiative.[2] The European refugee crisis of 2015 provided further momentum. It generated public and media interest and mobilized both volunteers and donations. In autumn 2016, 180 young refugees have passed exams and received their lower secondary school diplomas. In 2016, the FSW (Funds Social Vienna, the agency providing and funding social services in Vienna) became an important partner in expanding the initiative, bringing together a range of non-profits and the local community college in the Jugendcollege (youth college), a programme for basic education for 1.000 people in Vienna. Under the name 'Start Wien – das Jugendcollege' young migrants, people applying for asylum, people with granted asylum and people with subsidiary protection status receive basic education. PROSA participated in developing the program and provides training for around 300 young people. The programme is publicly funded by the City of Vienna through FSW and also ESF funds for three years.

PROSA
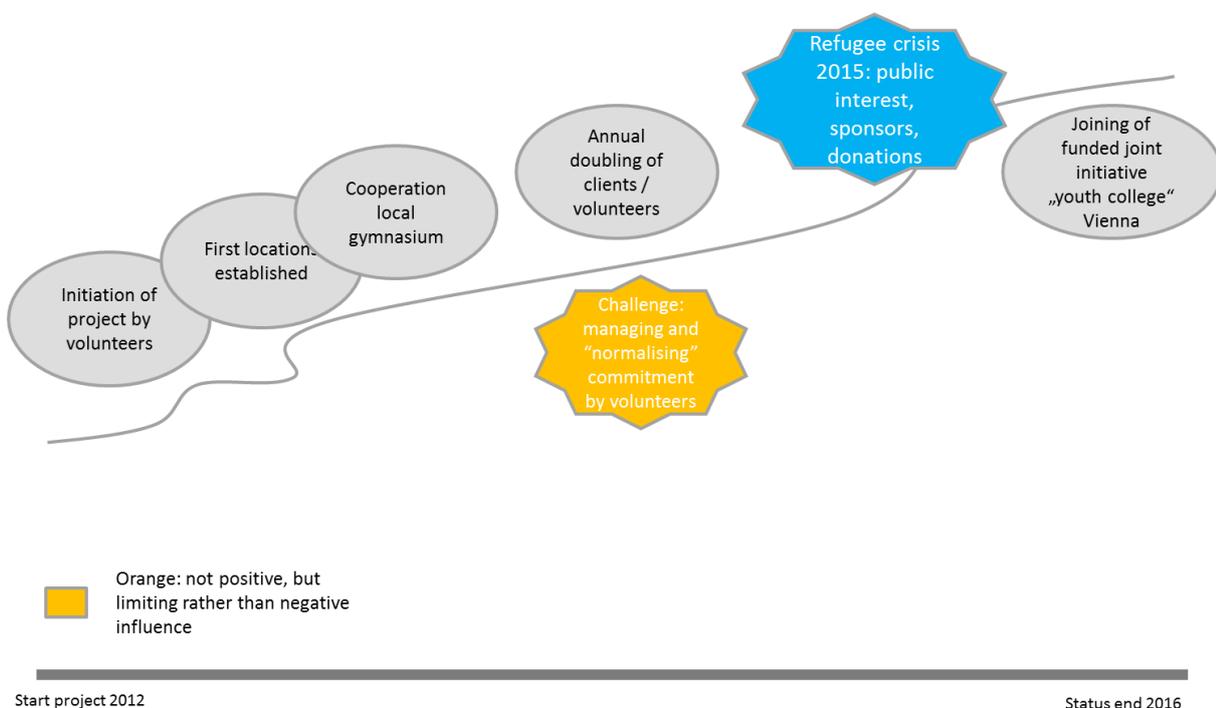
Figure 6: Biography PROSA

Actors, partnerships, alliances, networks

Personal involvement was a main motive for the initiating group. Many were in an education or training context. Moreover, some founding members had migrated to Austria themselves or had parents who migrated. The group likewise has a history of political activism and engagement with the 'refugee movement'. For this group, professionally invested in education and sensitive to discrimination, the comprehensive exclusion of an obviously needy and interested target group from the education system can be seen as major drivers to initiate the PROSA project. Core members report investing around 50 or more hours per week over the first year into the project, and as students and language trainers were flexible and willing to make this a priority in their lives. They were able to gain support by other volunteers. Nevertheless, after the initial period, over some turnover among activists limiting involvement to a sustainable amount and formalising roles and functions was necessary. After initial collaborations with schools, company and public sponsors, charity initiatives and crowdfunding networks became partners and funding sources. Other, similar initiatives developed in Vienna and collaboratively exchanged knowledge and information.

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[2]   http://diepresse.com/home/leben/mensch/4721915/Wunderbar-chaotischgeordnet-PROSA-eine-Schule-fuer-alle

Innovative solution

The initiative offers innovative solutions on several levels, first the core concept is providing education to a societal group (refugees) that is excluded from the schooling system. Second, PROSA's educational services aim at including volunteer teachers and 'buddies', people who work with the target group and meet them on an equal footing and develop contact and relationships beyond the professionalized and institutionalized roles of teachers and pupils. Third, the initiative works towards an integrated educational approach, including social workers and therapists into their program. And fourth, with its accompanying projects [Home], work:in, "refugees welcome" it provides a broader setting to education and include social work and therapy, career planning and a living space agency to provide an environment where people are able to learn.

Gaining momentum

Interviewees identify the undefined organisation structures as both a beneficial driving force and a hindering barrier for the project's evolution. PROSA's organisational openness allows people to act relatively freely within the organisation and contribute and develop the respective expertise. Many members run through different stages of volunteer work, either by being a 'buddy' or by teaching or searching for funding, and thereby broadening their view and becoming familiar with the respective division's needs. Roles and responsibilities of volunteers develop according to both the needs of the project and the time and capabilities that participants can make available. However, many responsibilities remain undefined due to a lack of structure. PROSA specifically addresses the issue and works towards professionalizing the organization, also by using mediation, which is often offered as an in-kind contribution by sponsoring companies or institutions, or by implementing new structures and defining the responsibilities of certain positions. This enables the organisation to substitute volunteers who are leaving the organization without threatening PROSA's core structure. This requires an encompassing documentation on the various positions for volunteers and paid employees alike. A new board, clearer communication routes and responsibilities are steps towards a more professional organisation that are under way.

Complementary innovation

Generally, the initiative compensates for the failures and exclusions of the Austrian education system as it is providing education to a particularly excluded target group. Instead of waiting for society to take actions for social participation or labour market integration, the strategy in this regard is to integrate needed functions into the project that improve the prerequisites for getting an education, as was done with the sub-projects Refugees Welcome, [Home] and work:in.

Impact, diffusion and imitation

For the young refugees the impact shows in being successful in their new environment and being able to make a contribution to society. Most importantly the initiative assists people in acquiring an acknowledged school-leaving certificate. In addition, it fosters social cohesion, reduces mutual fears of refugees and the host society alike as opportunities for encounters between migrants and regular citizens are provided. These efforts prevent from homelessness, unemployment, poverty, fears or depression. However, the initiative clearly states that it aims at building up capacity to find solutions in a solidary way and thus strive to provide an environment where its clients are empowered. Alumni are encouraged to volunteer as teachers or buddies, helping and assisting other pupils. At public events, alumni and volunteers are invited to speak on behalf of the organization – in general, the initiative does not strive to be a voice for the target group but rather tries to create an environment where young refugees are able to raise their own voice. Therefore, political education receives additional weight at the PROSA school and beyond, providing first-hand experience of interacting with the host society. Most clearly PROSA's evolution and its impact are visible in the institutionalization of the program for basic education and its collaboration with other education providers and institutions to upscale access to education for refugees (connected complementarily with the formal education system).

Role of policy

For an initiative that is dealing with refugees and at the same time (partly) relying on public funding the political context is very important. Ups and downs in sentiment towards refugees and subsequent policies have direct impact on the initiative's work. In terms of financing PROSA was never solely relying on public funding, but also acquired financing through private actors and sponsors. Nonetheless, it has important cooperation with policy actors in Vienna

('Jugendcollege') and with rising publicity policy actors play an increasingly crucial role. In the beginning of the project PROSA received funding from the students representation and used rooms of the Austrian social democratic party, but this cooperation lasted only a short period. There were attempts to cooperate with the Austrian employment service (AMS), but in spite of the AMS' official course of granting refugees' access to the labour market, it was made clear that funding for PROSA was not possible due to their formal responsibility. On the other hand, policies of education, a subject divided between the federal and country (Bundesländer) level in Austria, mostly remained quite passive and indeed are strikingly absent from the "Jugendkolleg" initiative. Hence, formal policy from the start played a hesitant part and the grassroots initiative was viewed with some detachment by both labour market policy and education policy actors (lost in the middle of these two silos, divided responsibilities).

Connectivity to the practice field

Basic principles of the broader practice field are human rights, solidarity and the allocation of resources. The professions of both school teaching and further education share a normative commitment to inclusion and tend to be aware of the deficits and limitations of the school and further education system at large. Working at the margins or with vulnerable groups, the basic prerequisites of learning come into sharp focus. A configuring aspect of the field is the lack of an official solution or program for the problem at hand, i.e. that young refugees over the age of 15/16 are not entitled to receive basic education. PROSA brings a large role of volunteers to the practice field that are often close to the profession and also to the clientele.

2.3.4 Case A4: Lernhaus (Holistic Education Support), Austria

Description, development of the Social Innovation Initiative

The Lernhaus (learning house), established in 2011, is an institution run by the Red Cross in Austria where children and youth between six and 15 years receive teaching aid and tutoring free of charge. Lernhaus provides this service mostly in a non-school environment with professional personnel supported by volunteers who work with children in small groups or individual settings. Early assistance, starting in elementary school is a key asset of the project. This helps to prevent early discouragement or negative routines settling in and thus to overcome deficits and social exclusion. For older children during their year of graduation (at age 15) the project offers specific modules for finding occupations or further forms of education. Lernhaus has one location in Vienna, supporting approximately 60 children and young people each year, and three smaller locations in Lower Austria (the province around Vienna) and two in another Austrian region (Tyrol). These locations are generally smaller and tied closer to individual schools. The guiding principle of Lernhaus is to assist children to graduate from compulsory school and thus build capacities and opportunities for socially and/or economically disadvantaged groups. Even though the project does not exclusively target groups of migrants and/or refugees, a significant share of Lernhaus-children belong to these groups.

The initiative has its roots in a charity foundation (KAA) established by a newspaper and several companies in collaboration with the Austrian Red Cross first to provide humanitarian aid for natural disasters. After 2011 the fund changed its emphasis. The founding members looked for targets for aid that were in line with Austrian regulations of foundations' public benefit status, with founding members' marketing strategies and CSR considerations, and opened the possibility to receive public funding as well. With this mix of objectives, focusing on children and young people as a target group seemed obvious. In cooperation with Accenture the project was expanded to a wider target group, including youth up to school-leaving age.

Starting on a small scale in terms of numbers of supported children, the initiative continuously grew until it reached the facility's limit of capacity in Vienna around 2014/15. The initiative was then taken up in two other Austrian provinces by regional divisions of the Austrian Red Cross. The first Lernhaus outside of Vienna was founded in Neunkirchen, Lower Austria in early 2013. A second location in St. Pölten opened in in late 2013 in cooperation with a local elementary school (sharing the school facilities). The third location in Lower Austria was established in 2014 in Gänserndorf. In 2014 another Lernhaus was founded in Kufstein, Tyrol and in 2016 a Lernhaus in Wörgl, also Tyrol, opened its doors. There are also talks with the Styrian Red Cross Association about opening a location there. However, provincial Red Cross organisations need to find their own funds to set up a Lernhaus.

Lernhaus
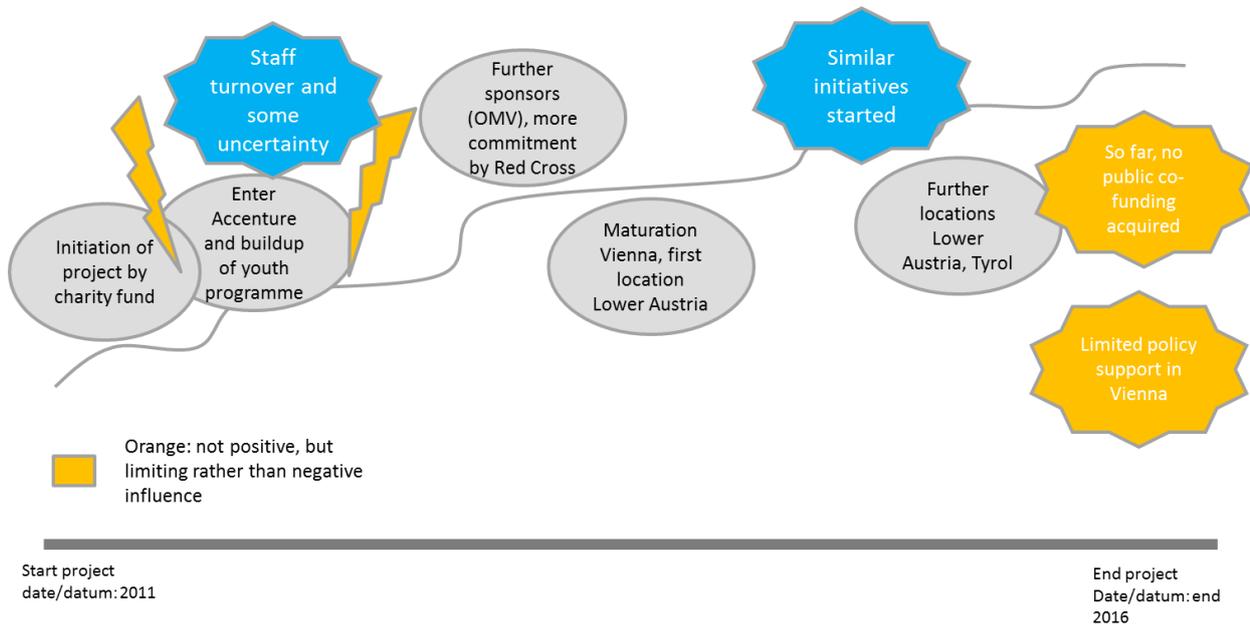
Figure 7: Biography Lernhaus

Actors, partnerships, alliances, networks

Founding members were the Austrian Red Cross, the federal guild for construction, the banking conglomerate Raiffeisen and the insurance company UNIQA. Other sponsors were acquired over time. An important partner was found in the University for Business and Economics Vienna, which established a project for distributing volunteer students to various initiatives and also hosted the Lernhaus. Two years into the project, the consulting company Accenture, a long-time (financial) partner and sponsor of the Austrian Red Cross was approached and invited to cooperate on the Lernhaus. Accenture in this cooperation provides financial funds, pro bono consulting (and IT application development).

Among partners, two conflicting logics can be discerned: On the one hand the funding partners strived for a publicly well-known showcase project. The Austrian Red Cross was focused on implementing a high-quality project, providing services for its clients. Accenture was most keen about getting publicity about the activities via the newspaper. Working out how to balance the different interests and outcomes between questions of quantity and quality, publicity and orientation towards its clients, and what the project evolved to over the years, took time and discussions. On the operative level, in the geographically and substantially divergent Lernhaus, managers of the sub-projects enjoy considerable discretion nevertheless. They took most decisions themselves and checked for approval later.

Innovative solution

Lernhaus provides preventive learning support for socially disadvantaged children mostly in a non-school environment professionally supported by volunteers. This support is concentrated at two important staged of education: (1) at an early stage helping to prevent early discouragement preventing social exclusion, (2) at the graduation phase for finding occupations or further forms of education.

Gaining momentum

Expanding the initiative was deliberately planned. The programme was set out to act as a model for the education for disadvantaged groups and, using publicity channels via the Kurier newspaper, strategically aimed for media and public attention for both the initiative and its sponsors. It was clearly designed as a blueprint for imitation by Red Cross

associations in other Austrian provinces and for external actors. Even though the newly founded locations are based on the same principles and concept, they are no mere imitations but have been adapted according to needs, possibilities and the specific environment. As funds in the provinces were scarce, it was decided not to use separate facilities, but rather to use existing structures or to cooperate with schools where the need was most prevalent. As a result, the programme had to be adjusted to the existing context, using facilities when available, working with fewer employees and focusing on pupils from specific schools and also accepting restrictions imposed by schools. The Lernhaus branches in Lower Austria and Tyrol have no own facilities but cooperate with local schools and use classrooms at the school's premises in the afternoon. The focus lies only on elementary students; youths are not included.

At present, the Lernhaus project is generally deemed a success and further regional expansion is possible, but there are structural and resource-based limitations - and other, similar initiatives in the field are also being developed. This is not seen as competition since Lernhaus is very aware of its limited resources and the operative level certainly has a preference for focusing on quality over rapid expansion.

Complementary innovation

Apart from its CSR efforts, Accenture also developed a monitoring software that helps to track the youths' learning progress which after some difficulties is now used in Vienna for the older children and youths to enter their daily activities, grades of tests, consists of a calendar with important dates and over a longer perspective allows progress to be monitored. The responsible person at Accenture can imagine the software to be used by external organizations as well as free open source software, but currently there are no plans to upscale the product. The data that is produced is only accessible by the project managers on-site and is used to track the pupils' learning progress. The project managers and pupils at the start of a semester jointly define goals that should and can be reached and respectively discuss the progress and the accomplishments at the end of the semester. By being involved into this process of defining goals and monitoring pupils have a better understanding of their own performance.

Impact, diffusion and imitation

The Lernhaus foremost has impact on the clients' daily lives, improving their chances to successfully graduate from school, of participating in the labour market and of social integration. Due to the focus on high-quality services, the initiative has so far been limited with regard to the overall number of clients. At the Viennese location annually around 60 children and youths are continuously supported, at the three locations in Lower Austria and two locations in Tyrol roughly the same number of children is supported. Besides the impact for the target group, the volunteer model allows for regular encounters between Accenture mentors, university buddies and Red Cross volunteers. Volunteers describe these encounters as extremely fulfilling.

The expansion of the concept was intended from the early days of the project and all federal state associations of the Red Cross are included in imitating (and adapting) the concept. The CSR motivation and the connection to the charity network place the initiative always a little apart from other, similar education programmes that have more of a grassroots origin and orientation.

Role of policy

Political influence and the affirmation of political sides play a crucial role for the initiative and at least one person in the KAA consortium had a politically active history, but currently no active policy actors are members of the consortium. Political constellations played a major role in getting funding and support. Also policy programmes have the potential to play a determining role, for instance if the concepts and ideas of Lernhaus were implemented in the public education system, Lernhaus may become redundant. The refugee movement and policy reactions since 2015 directly and indirectly influenced the project. On the one hand the Red Cross received increasing private donations during the time, which also supported the Lernhaus. On the other hand, an increasing number of Syrian refugees are joining the institution.

Connectivity to the practice field

Although the Lernhaus contributes to the reduction of educational disadvantages, its quantitative impact is not too great and over the past years many comparable actors have started to work towards similar goals from varied starting points in education policy, other non-profit organizations and civil society. Still, the organization has some advantages over other actors that make them an influential initiative: it has the Red Cross as a big umbrella organization that supports and helps to diffuse the idea and it cooperates with a newspaper that spreads information on the Lernhaus and provides publicity. Thus it can be argued that the initiative had more influence on the practice field than the bare numbers imply, but still must be considered a small project in a large landscape with many different actors.

In addition to the diffusion to other Austrian states and the exchange of knowledge with other organizations, over the past few years new players have entered the field of complementary tutoring for the disadvantaged and established charities and education institutions extended their portfolio towards similar activities. The programme 'Förderung 2.0' (Support 2.0) initiated by the social-democratic city government of Vienna (in response to the persistent lack of progress in national reforms of the education system) and the municipal community colleges (Volkshochschulen) aim at providing learning support for children. It is debatable if these newly established initiatives were merely based on the apparent need for learning support or if they took the Lernhaus as a model. Even though the general goal of supporting children and youth graduating from compulsory school is the same, the programmes are structured and carried out very differently. The programme involves tuition free of charge for children in elementary schools in Vienna from 2014 and was expanded to grammar schools and lower secondary schools a year later. The 'Verein Wiener Jugendzentren' (Viennese Youth Centres) also tested implementing learning support at their centres and established the format at selected locations. Informal exchanges between Lernhaus employees and youth centre employees occurred in this case, however it is again uncertain if it contributed to building up the programme.

2.3.5 Case A5: Fryhuset (Making Problem Creators Part of the Solution), Sweden

Description, development of the Social Innovation Initiative

Fryshuset (http://fryshuset.se/in-english) is a NGO run centre that organises various activities for boys and girls and which guides them into adulthood. The core idea is to build a sustainable society where every human being is awarded the possibilities to join and take part actively. Learning support in wide aspects is the main driver and tool which guides the coaching support and the activities. It is another way of answering societal challenges: making problem creator's part of the task to resolve social problems.

Short biography

Fryshuset's activities and programmes started in 1984. A group of enthusiasts led by the leader Anders Carlberg contacted YMCA in Stockholm. The mission was to find space which could be used as a basket hall and gather all children and youngsters who wanted to play. An old cold storage house (Fryshus) was empty and Anders Carlberg and his team got access. They started to renovate and build a sports hall along with smaller rooms that would be suitable for rock bands to use for practice and playing music.

Anders Carlberg managed to further secure support from ABF, a study circle union. Basket and rock music dominated during the first years but the social engagement, education and other passionate interests grew in response to the great need and demands from civil society. After around 10 years, too little space was available for all the activities. In 1997, Fryshuset could rent a big house from the municipality, with 9 floors located in the south of Stockholm.

The house was adjusted and enlarged with sport halls and music scenes and worked perfectly during a short time until the space once again became too small. Fryshuset moved to an old industry area and schools were started with thousands of pupils on all levels taking active part.

In 2005 Fryshuset´s concept was adapted by Gothenburg and Malmö.

The Fryshus-spirit started as an inspiration and knowledge arena and during 2008 -2011 different inspirational conferences were arranged with 8.000 participants taking part from all over Sweden. Important youth issues were discussed and dialogue organised between the elderly and younger people. The social problems in society were put in focus. Anders Carlberg and the personnel never hesitated to welcome any youngster - skinhead or not, drug addict or not, immigrant or not, criminal or not. By that attitude and welcoming an extraordinary spirit grew and the conviction that by meeting different people and have them in focus it is possible to help those who need it the most.

Today, Fryshuset Stockholm owns the premises run by the organisation. Fryshuset has more than 200 member organisations within the field of child and youth issues. There are around 50 different activities like education schools, projects, sports, music, conferences, and so on.

Organisational platforms (now part of the operation) include: Riksnätverket Fryshusandan, KFUM Fryshuset Basket, KFUM Fryshuset Basket Event, KFUM Fryshuset Fritid, and KFUM Fryshuset Kultur.

Against this background, the problems and needs addressed are numerous and can be summarized as follows:

- Demand from young people, especially boys, to count, to be "seen", receive guidance and have meaningful learning activities, educational possibilities and leisure time programme.
- Bridging between generations and countering bewilderment and loss of direction for young, especially in marginal groups.
- A platform that is inclusive and enabling offering mentorship, bottom-up initiative and meaningful activities for young.
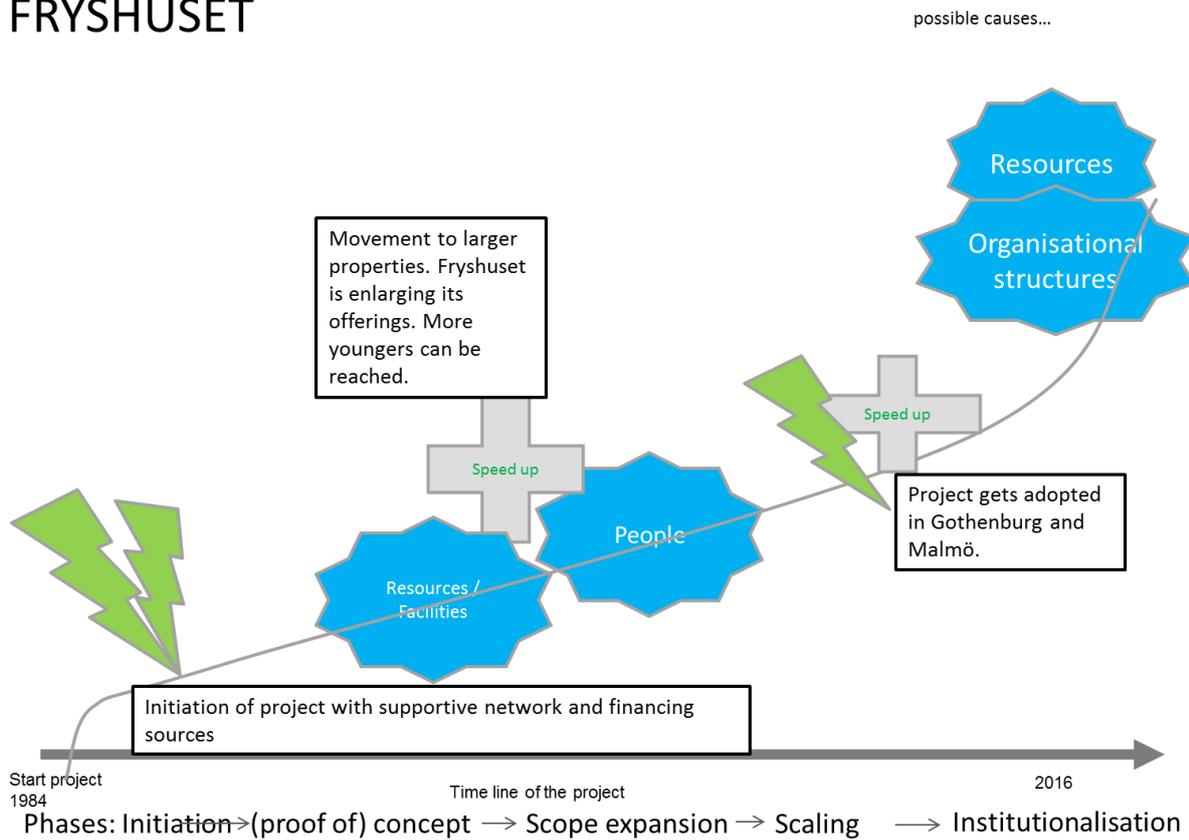
Figure 8: Biography Fryshuset

Actors, partnerships, alliances, networks

The inspiratory person and driving entrepreneur Anders Carlberg had a group around him who shared the same values and drive to find a solution to the problem to locating spaces for basketball halls. They cooperated with YMCA and ABF - an adult education association, which became the main partners supporting implementation and scaling. Note: Beneath networking also single persons or organisations could be the initiators.

Youth "culture" grew from 1950, involving the rise of various formal as well as informal networks, having a major impact on Anders Carlberg and his fellow initiators of Fryshuset and similar movements. Most of the project members were or had been active in left-wing political parties. Formal membership was not important in itself but members shared and developed their opinions, becoming drivers of a demand to create better chances especially for young boys who belong to weak social groups.

Social movements about equality and fair chances for all that swept over Europe in the late 60s and 70s impacted Anders Carlberg and his group.

Innovative solution

The initiative was taken by Anders Carlberg and other young men to obtain their own buildings and start activities to guide young boys into adulthood by providing good role models and inspiring activities. Bridge-building groups consist of boys and men who engage in sports, camps, study visits, charity work and also studying and discussing such topics as morals, justice and ethics.

The main characteristic and distinct features of Fryshuset are not about premises or actual activities but about the shaping of relationships and mentorship between the boys and their role models.

Sociology, psychology and youth culture create the scientific background. The ideas behind Fryshuset´s policy were to create cooperation areas between young people and between young and elderly and to be a social complement. It is not about challenging but helping and assisting where no other actor is at hand. Inclusion not exclusion - everyone is welcome. Fryshuset is not a discussion club but an action driven one: Support new ideas and catch new ones; work horizontally.

Gaining momentum

The enthusiast and entrepreneur Anders Carlberg and his associates made a strong drive to persuade politicians and local organizations and companies to support their ideas my making premises available for youth activities on the terms of youth themselves. On that basis, and by developing a range of activities to back especially young men in trouble and present them with positive role models that could help build their self-confidence, they aimed to show a new way forward how to address the social problems of young people.

Drivers: the need of coming up with new solutions to outstanding problems, a social movement, a dedicated founder with strong personality and communications skills, an inspiring new idea and a revolt against traditional public support and initiative for youth, along with new theories how to promote youth culture.

Barriers: Funding challenges and lack of institutional access.

Milestones: First, it had to do with securing the premises. Second, devising them in so as to fit to the objectives. Third, the inauguration when Fryshuset had been renovated. Later on, moving to a bigger building in the south of Stockholm when the existing premises had become too small, moving to the old industrial area where much bigger area could be used and owned by Fryshuset, the start of formal education - schools through primary level, secondary level, adult education, folk high schools and advanced vocational education.

From the initial stage, when the training was ad hoc and informal, it gradually became more structured, formalised and integrated with the formal education system, spanning primary and secondary levels and also at the level of adult education and in the folk high school system (often preparatory for higher education level), as well as in the vocational part of higher education. All these formal education classes obtained permission along with funding from the central National Authority for education.

Complementary innovation

Fryshuset started as a revolt against the established system for social welfare with its own new framework and strategy. It was probably essential that the traditional frameworks for "law, order and discipline" were ready to accept more of own initiative and two-way communication.

The innovation was driven by both explicit and latent demand and the need to approach the social problems that increased especially among boys.

Fryshuset was a bottom-up initiative catalysed and coordinated by an individual champion enabling an organisation that innovated in complementary areas. These included ways to obtain and devise premises, the approach to youth engagement, and mentoring. Fryshuset was able to communicate and get support from authorities and existing organisations for its innovative approach

Impact, diffusion and imitation

The key actors did not think about defining success but hoped to enable social rehabilitation for as many young people as possible and thereby contribute to resolving what they saw as fundamental problems in society. Their initiative exerted a major impact, mostly through their example of demonstrating such dedication but also by overcoming traditional hurdles and achieving improvement and increased respect and appreciation for all young people with a drive to achieve good results, even in a non-conventional manner.

The actors had their strategy developed from early on but focused on fulfilling one step at a time, such as securing premises. In this sense, concrete measures of success were defied. They did not define long-term success at the start though. They were just filled up with the mission to launch a new model to help young boys in risky social situations.

The success, as documented over 30 years, is one of the greatest ever in Sweden from an activity of a comparable kind.

Fryshuset engaged and supported tens of thousands of young men since its inception: The creation of a new platform for youth initiative, including both premises and projects, which have spread to 200 associations across Sweden, some in Denmark and soon in Norway. Fryshuset is financially solid with 130 000 euro in profit and 25 million euro in turnover as of 2013. It is the largest organisation for young people in Sweden today with around 50 social activities, 7 activity houses in Swedish cities, 550 employees and activities for 30 000 young people at present.

Remaining questions for the initiative: How to measure the economic and human benefits due to Fryshuset's programme / projects? Positive development for thousands of young people is of no doubt but how about economic and financial results?

Fryshuset has engaged a company called "Institute for Social Ecological Economics (SEE)", www.seeab.se, to study and measure 13 of Fryshuset´s projects. 5 of them are parts in the yearly presented result conclusion. One of them is called "Lugnagatan" (Peaceful Street). "Lugnagatan" started 1995 as a project and is now a social company driven by young entrepreneurial people with experience of drug addiction, alienation and criminality. They are employed, often full time, and they work in Stockholm and Malmö. They are called hosts. In Stockholm they work in the environments around collective traffic and in Malmö in a part of the city called Rosengård with a strong presence of socially weak persons. The employees in "Lugnagatan" represent 30 countries and 35 languages. Half of them have worked for more than two years in the organisation. "Lugnagatan" reaches a group of youngsters which other actors have difficulties in reaching. It is about building relations and networks and focus on future possibilities rather than the failures of yesterday. As employed in "Lugnagatan" the young people get the crucial first step and possibility to reach the labour market.

The visual results of "Lugnagatan´s" activities are concluded as follows:

- Thanks to what the hosts do and how they act the vandalism, mischiefs and scribble are severely diminished in schools and apartment areas as well as public areas at the collective traffic.
- Future welfare expenses like health care, social benefits, costs due to sick leave, criminal care, police actions, unemployment benefits etc. which do not occur.
- The reduction of new recruitment of young people into the asocial and/or criminal gang structures.

SEE and their national economists, Ingvar Nilsson and Anders Wadeskog, have estimated the costs and profit, for society, based on certain agreed assumptions and underestimated profit. The cost factors are easier estimated than the profit ones. SEE gives the following presentation:

- A host would have caused the society a cost of 65 000 € yearly
- 30 full time working hosts in Stockholm would have cost appr. 2 million € yearly
  Every full time working host generates a profit of 4 500 € yearly
- Long term socio-economical profit is estimated up to 30 million € in Stockholm and in Malmö 5 € million €
- In Rosengård the municipality allocates 600 000 € during 3 years and the profit is approximately 5 million € during 3 years.

Another way of making the costs and profit visible is to study the results in another project called "Passus". One gang criminal person causes society the cost of 2,5 million € in a 15 years' perspective. In 2015, Fryshuset helped 36 persons to leave gang criminal environments which resulted in a societal profit of approximately 100 000 million €. In 2015 Fryshuset had a turnover of 30 million €.

Income sources:

- Allocation from National Agency for Education due to school activities and programmes
- contributions& sponsoring
- selling of service
- renting out space

Expenses:

- schools
- work projects & entrepreneurship
- youth culture
- steering and administration
- different projects

Absorptive capacity

Learning support is very much about developing and reaching out with new tools to those that need them. At the same time, it is about being able to break through and gain support for new practices which somehow do not come about by themselves within the prevailing structures. This means handling of information and communication skills are essential. The successful deployment further demands scope for experimentation and the possibility to fail, try again and an environment that is conducive to openness.

Transfer and exploitation

The knowledge transfer was crucial because the strategy and methods were built around defined key cores. Fryshuset`s activities and programme are based on these cores and had to be carefully transferred and adapted when shifting to later premises and new client groups.

Role of policy

Severe social problems met with insufficient policy responses traditionally, leaving many young people in a worsening situation where there were lacking support and also being alienated from society. For those without supporting family, the consequences would be dire and closely associated with problems of poverty, unemployment, weak health, crime, and so forth. The need arose of a different approach that centred on own-initiative by the young individuals in trouble. Fryshuset importantly communicated this need and was able to gain the support of politicians, organizations and some companies. Different kinds of support were provided, including in linking with various networks, financial, marketing, and arrangements regarding premises.

Connectivity to the practice field

There was an inter-related advance, with traditional and authoritarian approaches breaking down and social innovations such as Fryshuset demonstrating and showing the way for practical methods that are reliant on another vision and approach.

2.3.6 Case A6: Educate Me (Improving Literacy and Self-actualisation), Egypt

Description, development of the Social Innovation Initiative

The main problem the initiative "Educate me" is addressing is that children going to public schools in Egypt are not getting adequate quality education. They are at most getting barely any education and there exists a significant percentage of illiteracy inside the schools.

The idea was to develop a contextualized learning model, student centred and community-run that would help the children not only to be literate but to help them develop actual skills of these times, and a value system helping the children to become self-actualized. Self-actualization is implemented in a cycle of three steps; awareness, choice & action.

The initiative consists of three main components:

1. Lab Schools: A community school where a student-centred learning model is implemented. The curriculum blends the Egyptian national standards and requirements with 21st century skills and a value system. The decentralized model is all community-run; all staff including administration and facilitators is from the community.
2. Professional Development: This is implemented in existing public schools through designed Learning Journeys (capacity building) for teachers. Each journey is one-year long and is composed of hands-on trainings, observations, mentorship and coaching focused on three modules (Behavior Management, 21st Century Skills and Child Psychology).
3. School Transformation: A more holistic approach incorporating the professional development model, but comprising the whole school structure, including school management, administration, counsellors and activity teachers as well.
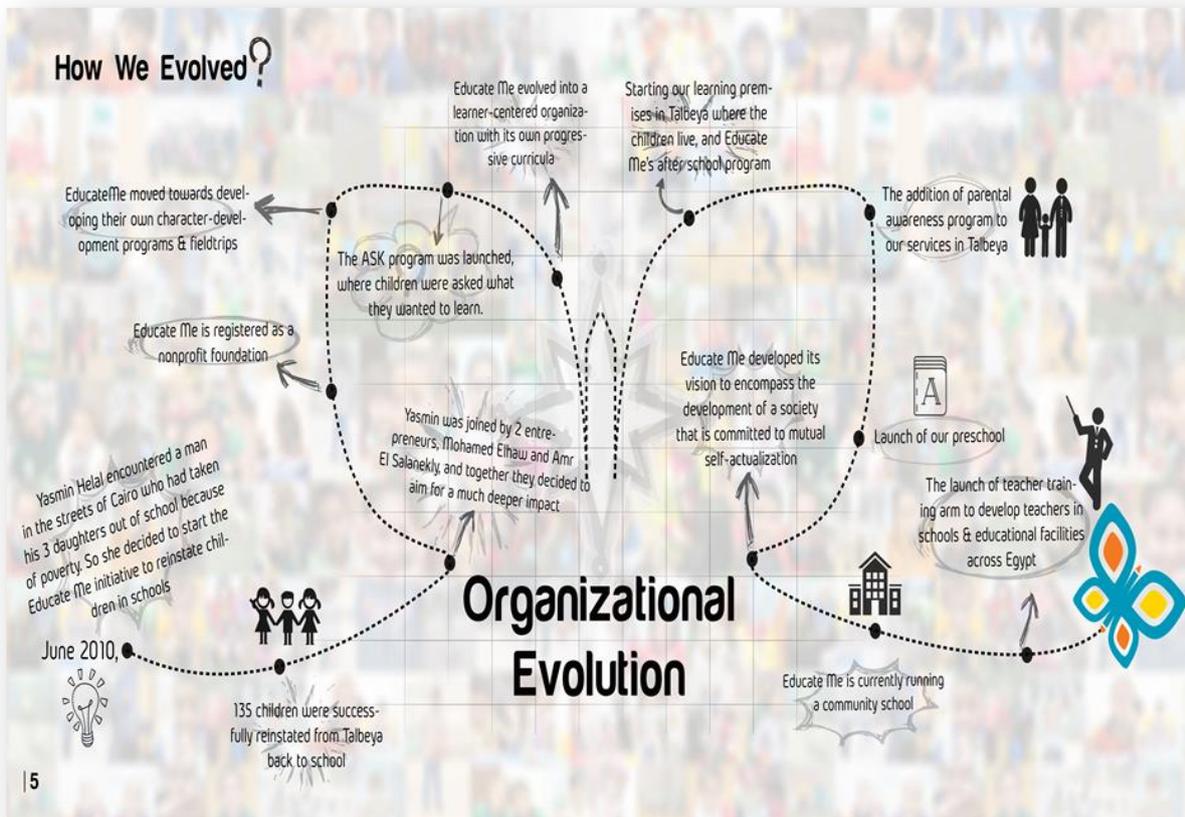
Figure 9:   Biography Educate Me

Actors, partnerships, alliances, networks

The main initiators are individuals who later partnered with the underprivileged communities (acting as administrators and facilitators), public schools (administrators and counsellors), offering themselves for transformation and a wide-range of corporations who provide funding for the initiative, as a form of Corporate Social Responsibility (CSR).

Innovative solution

The innovative solution is evident in the model, which is contextualized as a community-centred and community-run model, utilizing administrators and facilitators from the local communities. It is also evident in the holistic approach focusing on a value system to help kids become self-actualized.

Gaining momentum

Mainly working first-hand with the local community (underserved neighbourhood called Talbeya) and gaining trust through its community leader the initiative was gaining momentum through connecting to donors and volunteers through Facebook and social media (organization was mainly relying on crowd-funding for the first few years). Several awards and affiliations pushed the development of the initiative.

Evolution happened through grass-roots connections and being open to receiving feedback from local community and entering (statistical) data, clarifying the current situation.

Figure 10: Awards and Affiliations of Educate Me

Complementary innovation

Technology played an important role through the use of digital and social media. Also technology (social media) made crowd funding possible which was the main funding mechanism for the first few years.

Impact, diffusion and imitation

The success of Educate Me is coming from indicating increasing impact related to pre-schooling and community run schools in addition to the public schools. Solving the problem of quality in Egypt through equipping teachers to start working with low-resources on student-centred learning model is considered the main success factor.

The diffusion strategy is characterised by scaling and institutionalisation. Key features are:

- Adopting partnership (eco-system establishment): between private sector, civil society and public sector (ministry of education), where private sector provides financing, civil society provides the expertise and public sector provides the access to schools.
- Talent attraction: creating a pipeline of qualified candidates who are aware of understanding of the context to lead the innovation.
- Open communication and feedback channels: between donors, NGO, government and beneficiaries (teachers and school management)

The barriers for a wider diffusion are:

- Financial limitation
- Insufficient access to policy makers and *big* donors
- Lack of policies and procedures for institutionalising operations
- Lack of inclusive and inspiring organisational leadership
- Lack of awareness of the organisational critical success factors and elements that should scale, based on effectiveness and not intuition (professional management).

Role of policy

Regulatory frameworks are required to ensure a constructive environment for innovation and participation of policymakers in such social innovation practices, which gives credibility to the initiative and encourage donors to participate (building trust).

Connectivity to the practice field

Educate Me is a good example of setting up cross-sectoral collaboration for solving a basic and major problem of education – illiteracy. Without literacy social disadvantage and exclusion is cemented and no progress (in economy and society) is made. The combined self-activating approach is additional improving and empowering the (learner) personality.

2.3.7 Case A7: Hospedaje Estudiantil en Familia (Student Lodging with Families), Bolivia

Description, development of the Social Innovation Initiative

After some time of working on the improvement of the quality of education, the Village Foundation (*Fundación Pueblo*) became aware of difficulties of providing access to education in rural areas; for instance, most of the children must walk more than one hour to get to school. In the search of solutions, the Foundation considered alternatives such as school transportation, traditional boarding school models and the Aymara ancestral custom of ¨Utawawa¨ (giving accommodation for working, namely by child labour). Traditional boarding involves high investment and operation costs; furthermore, to bring together students from very isolated areas makes it impossible for many of them to spend the weekend with their family and without a family structure during the week, which is important for students under 10 years age. Transportation is not a viable solution given the conditions of the road infrastructure and the distance between many homes and the nearest road. On the other hand, although the ¨Utawawa¨ was widely accepted and used, it had the problem of child labour.

The Village Foundation decided to implement a model based on the ¨Utawawa¨ custom, eliminating child labour and using an alternative payment for the lodging. In order to avoid child labour, the host families receive a payment for each scholarship student hosted and for each school day.

Biography of Student Lodging with Families

The Village Foundation (Fundación Pueblo) initiated the pilot of Student Lodging with Families in Yanacachi, Department of La Paz. In 1997, twelve students entered the programme, and four host families received them. In 2001, the number of students had risen to 41, served by ten host families. Since 2008, given the excellent results, the municipal government assumed the cost of the programme and its administration. Today it is an integral part of Yanacachi's public policy for education.

In 2002, the foundation decided to expand the model to Cayimbaya, in the municipality of Palca, department of La Paz. While it worked and served as a pilot, in 2004 it was transferred to the municipality and shortly after, unfortunately closed due to a lack of funding by the municipal authorities.

In 2004, the Foundation started the implementation of the model in the following municipalities in the north of Potosi: Colquechaca, Llallagua, Pocoata, Uncia and Chayanta. Currently, in all these places the management and execution of the programme is in charge of the municipality. The Village Foundation (Fundación Pueblo) has also begun to implement the model in the Department of Tarija, in Yuchará and central Copacabana and, some progress has been made in Yesera (Tarija municipality).

The diffusion of the programme has been promoted by the Foundation itself, in addition to the activities that have made international organizations such as ECLAC and UNICEF. Foundation officials are constantly making contacts with local authorities and education institutions where students live in scattered areas. Moreover, the model has been presented in various competitions such as the Social Innovation Contest of Colsubsidio in Colombia, where the programme won the first place in its category.

Meanwhile, ECLAC began the dissemination of the programme in 2007 during the Social Innovation Fair in Brazil, where the programme won the second place. The Foundation was also invited to the Social Innovation Fair in 2008 in Colombia. In February 2011, ECLAC in collaboration with the UNESCO Regional Office for Latin America and the Caribbean convened a Virtual Forum on the Students Lodging with Families, which was attended by more than 1500 people from all over the region. In August 2011, the program participated in the tour conducted by ECLAC with the support of the W.K. Kellogg Foundation and INDESOL, Mexico. During the tour, presentations were made in Mexico City, Puebla, Oaxaca, San Cristobal de las Casas, Mérida, Xpujil and José María Morelos. At the conclusion of the tour, INDESOL expressed its interest in taking elements of the program in order to implement them in the Mexican Republic. In September 2013, the programme participated in the workshop for the replication of social innovation models, which was held in Lima, organized by SEGIB and ECLAC.
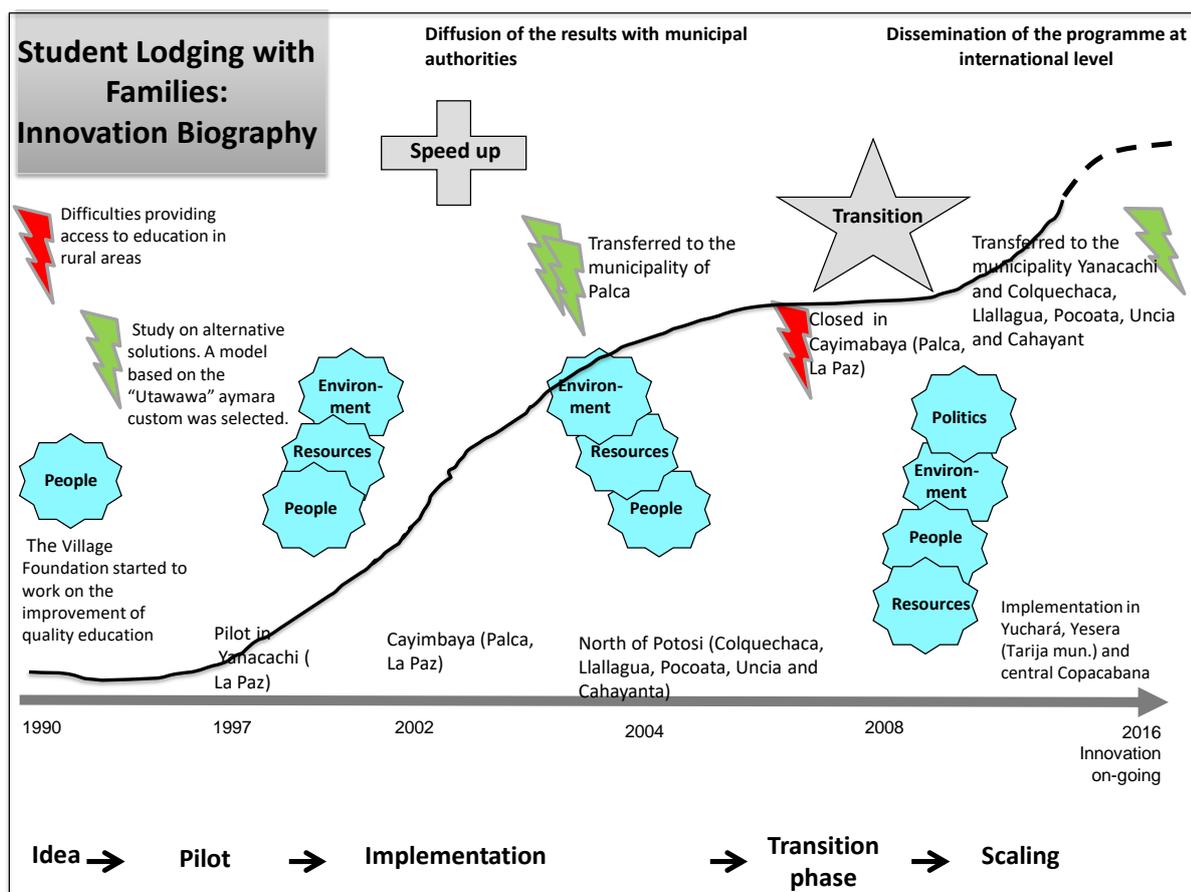
Figure 11: Biography Student Lodging

Actors, partnerships, alliances, networks

The Village Foundation is the main responsible and its basic incentive to start the social innovation project was to provide real access to education for students with low income and living in remote rural areas, in order to improve their educational performance. The key cooperation mechanism in this model is the relationship with local authorities, families (both host and scholarship students families) and the educative community in general. The participation of professionals with extensive knowledge in education and pedagogy is essential to consolidate the model and contribute to the quality of education and learning of the scholarship students.

The additional partners are: the community (supports the development of the programme); host mothers and families (receive scholarship students); students; fathers and mothers; the educative community, mainly teachers (help in identifying scholarship students); municipal/local authorities (commit with financial support for the implementation of the programme); the School Board (composed by parents representative, school officials, teachers and students` representatives); among others.

Innovative solution

Prior to the conceptualisation of the solution and the development of the programme, three alternatives were analysed: school transportation, traditional boarding school and the ¨Utawawa¨ ancestral custom which used child labour as form of payment for the lodging. By eliminating child labour, a new version of ¨Utawawa¨ was the best feasible solution.

The Village Foundation was able to recognize the relevance of an ancestral tradition and to eliminate its negative element: child labour. In addition, the Foundation included strategies to ensure better quality of education for the students. It is not only that they can attend school but they can also enhance their learning outcomes.

The factors that have promoted the development of the initiative are: the interest of parents for the education of their children, availability of mothers who assume the responsibility of being hosts, and the commitment of local authorities to participate through the education budget as well as the willingness to assume the execution of the programme after a few years.

Gaining momentum

The main significant momentum was to ensure that local authorities take over the programme as a government programme (public institutionalisation in the education system), which allowed it to become a public policy in several municipalities, and not only an innovative activity carried out by a civil society organisation. The project gained momentum when the municipal authorities of Yanacachi assumed the funding and management of the programme. At that moment, the programme became a model of public responsibility assumed by municipal authorities through their education budget. As this gained momentum, the community got involved in the budget allocation, through the participatory budgeting process, which has played a central role. The participatory budget model prevails in Bolivia.

Another important change was to extend the coverage from basic to high school education, because there are more rural schools up to secondary education.

Complementary innovation

The complementary innovation is the monetary payment to host mothers instead of the child labour used in the ancestral model as a form of payment for the lodging.

The introduction of payments to the host mother was very well received by these mothers who in many cases for the first time had the capacity to generate income for their families, which in turn might contribute to the economic empowerment of these women. In addition, the monetary income of these women contributed to boost the local economy because through their incomes they were able to buy in small shops in the same community. In addition, the fact that most children stay all week in the village generated a higher level of purchases in the local market.

Impact, diffusion and imitation

The main impacts have been: The enrolment of students - especially females - living in scattered areas increased; dropout rates were reduced due to the elimination of the fatigue associated with long walking distances, which is especially difficult in rainy days. Learning and school performance improved, thanks to less fatigue to get to school resulting in more time to study and less school absence. An indirect impact was the enhancement of local economy, thanks to the payment received for host mothers and cooks.

The programme was expanded to other areas of Bolivia. The social innovation was initially implemented in areas of high indigenous population and in the region Tarija it has been adapted to a largely peasant population.

The diffusion of the programme has been promoted by the Foundation itself, in addition to the activities that have been conducted by international organizations such as ECLAC and UNICEF. The Foundation is constantly looking for both domestic and international alternatives to develop the programme in new places.

Role of policy

While central level policy does not directly affect the programme implementation, some national public policies do so, for instance, the Housing Programme, the School Food and Juancito Pinto. Political actors at the local level are key to the implementation and development of the programme. Without their participation it would be impossible that the local government assumes budgetary commitments and the model in the medium term.

In addition, the fulfilment of the Millennium Development Goals influenced the local authorities to support this model. Regarding the economic context, the fall in oil prices has affected the amount of resources available for education in general and for this programme in particular.

Connectivity to the practice field

The programme is a part of endeavours to reduce social disadvantages, specifically related to access to education, increasing the quality of learning and the reduction of dropout and repetition rates. This innovation has ensured that the right to education became a reality for students living in widely scattered locations, because their access, in practice, is not always feasible or it is under negative conditions affecting their performance and learning negatively.

2.3.8 Case A8: Abuelas Cuentacuentos / Storytelling Grandmothers (Inter-generational Solutions), Argentina

Description, development of the Social Innovation Initiative

Implementing the Storytelling Grandmothers project was an idea of the Argentinean writer Mempo Giardinelli, as a positive response to his concern about reading habits among the Argentinean population, mainly in the lower-income sectors.

It was in the mid-90s, in Germany, when Mempo Giardinelli became aware of an initiative in which older adults visit the terminally ill patients for reading them stories, novels and poems and, thereby, helping them to relieve the pain of knowing they are dying. Thus, from the idea of helping to "die well" emerged the idea of helping to "live well" through the reading of stories.

Main goal of the initiative was to foster readings habits in the early childhood and adolescence, giving the children an opportunity to get access to books and exercise their right to read; thanks to elderly volunteers, supported by a group of didactic and reading pedagogy professionals, and private companies that contributed to carry out the idea.

Biography of Storytelling Grandmothers

In 1999, the initiative of developing a Storytelling Grandmothers programme was started.
In March 2001, the Storytelling Grandmothers programme was officially launched with the call for schools and grandmothers who want to be storytellers in schools of the most vulnerable areas of Resistencia, capital of the Province of Chaco, where the headquarters of the Mempo Giardinelli Foundation is based.
In 2002, the model is extended to Corrientes, capital of the Province of Corrientes. The Grandmothers model is established in Corrientes both in schools and public libraries.
In 2005, the program was replicated in Medellín, Colombia.
In 2006, taking the model of the Foundation the Ministry of National Education of Argentina created the Programme "Storytelling grandmothers and grandfathers" that has countrywide coverage.
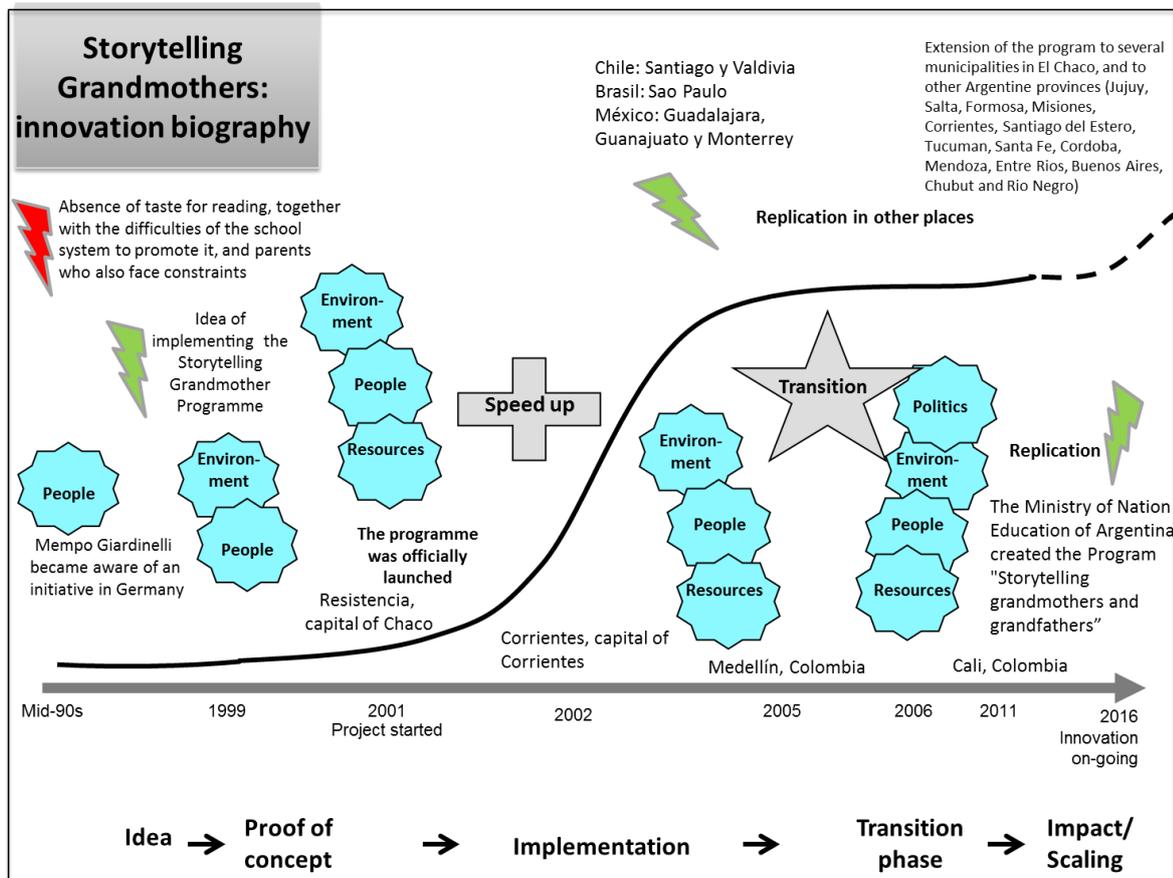
Figure 12: Biography Storytelling Grandmothers

Actors, partnerships, alliances, networks

The initial network, which currently continues as the fundamental basis of the model, is formed by: the Mempo Giardinelli Foundation, main responsible for the design and implementation; the grandmothers who volunteer to read to children; and the registered schools in the program. In 2006, an additional actor of great importance joined the network: the Ministry of National Education of Argentina, which took over the model, institutionalized it within public policy and extends it to the whole country.

Innovative solution

The Storytelling Grandmothers program has several aspects that stand out for their innovation. Besides promoting reading as a cultural and intellectual development, it contributes to develop citizenship. It is a strategy of forming intellectual skills which are essential for the development of imagination and interest. The absence of taste for reading, together with the difficulties of the school system to promote it, and parents who also face constraints, made the development of such models indispensable. The solution is innovative to the extent that it assures that students from underprivileged strata can get into the habit and taste for reading, like those of upper strata, through the intergenerational transmission of reading with the help of people from the community.

There is no doubt that the programme contributes to develop the pleasure of reading among children and also gives seniors a new meaning to their life. The latter is also an innovative way to support the consolidation of structures in which older adults are very useful and well respected for their skills and knowledge. Given the increase in life expectancy at birth, it has become increasingly necessary to find spaces where older adults are integrated productively in society and this is clearly an example.

The way in which the project is managed is also innovative. It has a minimal amount of staff dedicated to coordination and management tasks, but at the same time it has the flexibility required to address the specific situations of schools and institutions attended as well as grandmothers.

It is equally important for grandmothers to feel that they can take responsibility and that they are valued. A product of this freedom is, for example, that there are grandmothers who have organised and asked directly well-known local writers to accompany them in their readings. Others have gathered to record disks for the blind, some have made celebrations for children's birthdays, and others have appeared on local radio programs explaining the importance and the main results of their experience.

Finally, the programme is innovative in a pedagogical sense. It seeks to stimulate student interest and motivation for reading through the development of pleasure and not obligations and tasks to be fulfilled. Its method aims to the autonomous development of the students. Additionally, the framework of the storytelling conditions figured out by grandmothers is different from the ones that would and could be developed with teachers. The grandmother not only conveys knowledge and culture, but also, for most of the beneficiary children, affection. These children live in generally dysfunctional family situations and, therefore, greatly appreciate that there is an adult who takes time to be with them, who is patient and understand them.

Gaining momentum

There are three gaining momentums: (1) Expansion of the model in the region, overcoming a singular activity. (2) International extension, for instance, its replication in Medellín, Colombia. (3) The adoption of the model as a public programme by the Ministry of National Education in Argentina ("Storytelling Grandmothers and Grandfathers").

The most important elements behind the development of the programme are the credibility of the Mempo Giardinelli Foundation and the huge commitment of schools, their directors and teachers and the grandmothers. There is a lot of demand by schools to participate in the programme. Nevertheless, there is no competition between grandmothers, or between schools or institutions that develop this type of activity, clearly what exists is collaboration.

Complementary innovation

If the participation of older people is considered as a complementary innovation, it is indispensable for the development and success of this social innovation. Of course, reading could be performed by other age groups, for example by students in the last years of high school or in college. However, it is clear that this activity has been important in the lives of older women, who have found that they are useful and central to the life of children.

Impact, diffusion and imitation

The Storytelling Grandmothers programme has had a high social, educational and inclusive impact. First it gives access to quality books and children's literature to children and adolescents with vulnerable living conditions and low family incomes.

The short-term impact is the increase in the demand for loaned books at school libraries. Regarding the medium-term impact, the testimonies of teachers and specialists highlight the changes that children participating in the program underwent over the course of the years, especially in terms of developing associative thinking, better reading comprehension and expressing preferences that facilitate learning.

The model requires people who are willing to read in schools or libraries as well as girls, boys and adolescents who are enthusiastic about reading, which is a virtuous circle that can easily be achieved. It is a very simple model and easy to replicate. The Mempo Giardinelli Foundation has made a deliberate effort to spread the model of its programme nationally and internationally, with great success. The extension of the programme within Argentina was very important and has also been institutionalized as a public programme. In Latin America, replicas of the programme are in operation in Medellin and Cali in Colombia and Santiago and Valdivia in Chile.

Role of policy

A key issue in a country with a high degree of political polarisation, such as Argentina, has been to unlink the programme from any political party. Furthermore, the complex economic and political context of Argentina when the programme started did not influence its development or diffusion. The success and excellent results of the model led to the implementation of "Storytelling Grandparents and Grandmothers" by the Ministry of National Education of Argentina that institutionalised it and spread the initiative throughout the country.

Connectivity to the practice field

This initiative has a very close relationship to the practice field of reducing social disadvantages, specifically through to improving reading skills and the taste for reading. Not only because the original model was launched in schools with the participation of all the educative community, but also because reading is an integral part of the educational process and learning. This relationship thus exists even when activities are carried out in spaces other than schools, such as public libraries and hospitals.

2.3.9   Case A9: Papinotas (Online Platform for Teacher – Parents Communication), Chile

Description, development of the Social Innovation Initiative

Papinotas is a social enterprise based in the Chilean capital Santiago which offers an online platform for teachers sending text messages (SMS) directly to parents' (or legal guardians, in the following text always named as parents) mobile phones. The idea is to achieve a better flow of information between teachers and parents in order to create a more favourable environment for education leading to higher attendance at school and other possible positive effects. Parents are better informed about their children's behaviour and special needs as well as on events at school. Papinotas reads and analyses these messages and gives feedback to teachers in order to improve communication (e.g. about missing information). The introduction of this platform has been particularly relevant for public schools, usually attended by students with less economic resources, where parents often are disconnected from teachers.

The idea of Papinotas was created 2012 while the founder worked at the ministry of education. During evaluating the bureaucratic and slow educational system she realized the quite low attendance in school as the main problem that led to bad marks and a general low interest in school. This could be improved by better communication processes. So she developed the idea of an easier communication between teachers and parents to support the educational process. In 2013 Papinotas was sold the first time. Important for the evolution were also the demonstrations 2011 and 2012 all over Chile, students claimed free and equal education and set in motion a general social movement focused on education. 2014 they scored a big success and employed 20 more workers. Also the possibility to work with municipalities implicated a higher attention.

Auto-financed

Networking: Teach4all

Working with municipalities

Idea: possibility for parents to respond

Financial support from Socialab Chile and CORFO

2013: 89% of the users want to renovate the contract

2013/14: Other organi- zations were founded

2014: expansion

2014: educational reform

2015: Papinotas won price "Avonni en Educación"

Uncer- tanties caused by refom

2013: sold the first time

Created 2012

2011- 2012: Demon- strations in Chile

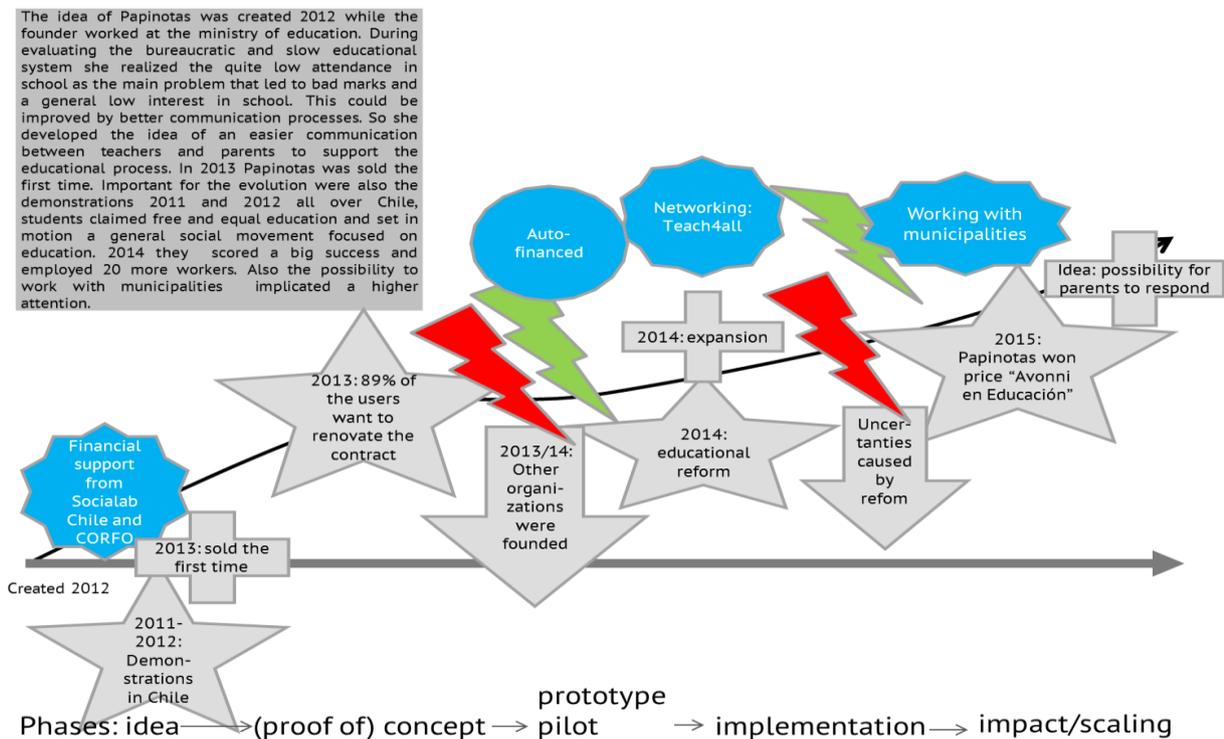Phases: idea → (proof of) concept → prototype pilot → implementation → impact/scaling

Figure 13: Biography Papinotas

Actors, partnerships, alliances, networks

The actors originally involved were the company itself, schools and parents. Generally, they work as an independent actor, apart from political movements. Recently, Papinotas started to involve municipalities in order to achieve broader impact. National Government can be seen as an indirect actor, as it supported Papinotas through funding (Start-up Chile, Corfo; these are organisations subsidizing growth of innovations).

Therefore, in terms of governance, besides policy programmes non-governmental structures, such as Socialab should be mentioned as a relevant framework. As Papinotas received some funding from different public sources, creation of economic value along with social value has always been an explicit goal and some commercial success has been achieved, allowing for complete independence from funding. The company is supported by a sort of advisory board consisting of renowned experts in school education.

Papinotas participates in Teach for All (Enseña Chile), an organization to expand educational opportunities around the world by increasing and accelerating the impact of national organisations. Papinotas offers access to its platform for teachers in Chile. Together they develop documents to evaluate methods and organise meetings to improve teaching.

Innovative solution

The innovative character of Papinotas can be seen in a response to a social demand. But in a broader sense, it can also be considered addressing the societal challenge of an inclusive society with access to education playing a key role.

The company is pursuing the concrete goal of improving communication between schools and parents in order to achieve better attendance. Its purpose is to contribute to better awareness among students and teachers regarding the importance of involving parents. Papinotas has applied an already existing technology (SMS) in a way that is easy to understand and to use in order to create a new communication channel. Hence, technology plays an important role when it comes to implementing this social practice (but the innovation lies in the social practice, not in the technology).

As a result, there is a better flow of information and special needs of students and education in general gets a higher priority in the daily routine of parents. All in all, Papinotas intensifies the relationship between all participants. This fact is important, analysing the innovative character. Systemic change in terms of creating better environment for education is also addressed here.

Gaining momentum

Papinotas is easy to use and not expensive. The impact can be already detected in a short period. As schools have started to receive more independent financial support thanks to the education reform, conditions to subscribe contracts with Papinotas have even improved. For improving the system, Papinotas uses surveys, asking participants about the effectiveness in communication, attendance and education. The company has the goal of diffusing through Latin America, but growth in Chile is the main priority. Recently, Papinotas – which is not offering a patented product – has been facing a growing number of competitors who sell similar product to schools, although they usually try to offer a variety of solutions without explicitly focusing on the challenge of improving communication between teachers and parents. Altogether, it remains to see how far the company can keep on growing.

Complementary innovation

Complementary innovation is not really required on the part of users in order that this innovation can be exploited successfully. Technological demands are relatively low. However, it has taken some time to develop a system of mutual communication between teachers and parents (originally, only teachers could send a message). It has required some technological development, but without real innovation. Hence, the role of technology is quite important although the requirements are relatively low: an internet access is needed at schools for sending the messages, while parents just need a mobile phone.

Regarding the absorptive capacity of the company, recognition, assimilation and implementation of new information and knowledge is an important issue for Papinotas. The team follows all relevant changes of the educational system, including new laws and other modifications in order to consider them for its work and make adaptations if necessary.

Impact, diffusion and imitation

The impact can be measured by the number of sold platform accesses, especially regarding renovated contracts, which indicates a successful work in terms of continuity. Another important indicator is higher attendance of students. The quality of communication between schools and parents has also improved according to Papinotas, but it is difficult measure.

As showed above, one reason for the success of Papinotas is the focus on a simple solution. However, there is also the fact that all participants have increasingly recognised the importance of a better communication. Furthermore, the competitive factor between schools has to get attention, too. SIMCE (the *Education Quality Measurement System in Chile,* which is a battery of tests used to measure certain aspects of school curricula) evaluates different subjects, the teaching and the students' notes, so it is not just the schools idealism that builds the frame for Papinotas. The schools need the children's participation to achieve better results.

For logical reasons of efficiency, Papinotas realised the importance of focusing on networking. This has helped to achieve a broader attention and recognition in society, e.g. Papinotas won awards and received a higher media presence.

Role of policy

On the one hand, the government can be seen as a direct actor because of the financial aid that was given to Papinotas. On the other hand, the Ministry of Education is involved in an indirect way through the education reform (approving a higher financial support for schools), thus improving conditions to subscribe contracts with companies, such as Papinotas. Political institutions are also playing an increasingly important role on the local level, as Papinotas has started to involve municipalities in order to achieve a broader impact.

Connectivity to the practice field

Education is seen as a way to reduce any kind of poverty and disadvantages. Practices aim to improve the socio-economic conditions in which people live. Due to the already mentioned education reform, this practice field is going to be more focused than before; there exist a number of organisations trying to achieve improvements in the field of education, especially to reduce educational injustice and meliorate framework conditions for education. The evolution of this practice field can be seen as a part of social change. Its importance is still increasing, so that in the future more organisations, such as Papinotas can be expected to emerge.

2.4 PRACTICE FIELD CONCLUSIONS

The reduction of educational disadvantage as societal challenge is characterised by a high diversity of demands and social innovation initiatives. The cases analysed underline that this is an overarching practice field focusing on specific disadvantaged target groups, often disadvantaged not only from an education perspective but also by cumulative handicaps. Accordingly, this practice field has interrelations to other practice fields (e.g. digital inclusion (JAKOM), skills miss-match (APM)) and to other policy fields such as Employment (e.g. Talent Scout, see also Oeij et al. 2017, SI-DRIVE Deliverable 5.3) and Poverty Reduction and Sustainable Development (see Millard et al. 2017, SI-DRIVE Deliverable 10.3).

It has to be stressed, that especially in this practice field not only the national, regional and local policies have direct influence on starting and developing an initiative, also the global directives could help legitimising and launching social innovations; e.g. to fulfil the Millennium Development Goal on Education convinced local authorities to support the model developed by Student Lodging and Educate Me.

The social innovation initiatives stressed that they are starting and working with the **potentials** and not disadvantages of a person: Disadvantaged does not mean that the beneficiaries are disadvantaged from their personality but that there is a structural disadvantage (grounded in e.g. ghettoization, parallel societies, unemployment, disregarded districts, and others) and a missing integration and social coherence, social inclusion (e.g. of refugees, handicapped people, misfits, …).

Against this backdrop, the analysed cases are mainly characterized by a **holistic approach** combining different types of innovation (services, products, processes, etc.) and including different sectors or functional systems (beneath education, social care, economy, culture, politics, legislation, etc.). It is evident that the reduction of educational disadvantages is integrated in a comprehensive lifelong learning approach (see Kruse/Schröder/Kaletka/Pelka 2010), oriented at:[3]

- The individual **learner personality and biography** (e.g. of autistic people - JAKOM), leading to student-centred learning models, self-actualisation (e.g. reduction of drop-outs and repetition rates - Educate Me) and self-confidence building (e.g. of people with a criminal background - Fryshuset), career planning as active reduction of social disadvantages (e.g. of deprived social groups – Talent Scout.), from teacher to learner centric approaches, with early support of the learning process, from teaching to coaching and self-activation, self-confidence (TBfW, Fryshuset)
- A **comprehensive understanding of learning**: skills for life management (not only employability), "education for life" (TBfW), social and cultural competences
- The **learners´ (social) environment**, milieu specific orientation, local area and/or target group oriented.

This three-fold holistic perspective is facing institutional (e.g. financing, access and missing counselling), situational (e.g. individual and social living conditions, no support of family, companies etc.) and dispositional barriers (e.g. no trust in own learning and capabilities). Taking the holistic approach seriously leads to an incorporation of all the relevant actors and people concerned to solve the problem together and in a sustainable manner: Integrating and participating of not only beneficiaries (like refugees, migrant children, etc.) but also the nearer "environment" like parents (esp. Papinotas), neighbourhood, actors of the local area (e.g. TBfW: churches, housing societies, etc.). It shows as well the relevance of the local living area and the activation and integration of the inhabitants for the sustainable reduction of social disadvantages. And it illustrates the necessity of integrating the learning process and its outcomes in a broader perspective (including e.g. employability, social integration, and social care) as well as effectuating impact on different intervention levels (Hochgerner 2011):[4]

- **Learners** (micro level): improvement of qualification and competences, integration in the educational system, employability and life-management, self-activation, quantitative and qualitative participation in education, etc.
- **Regions** (meso level): social innovations in correspondence to the regional-local development, improving education and training policies, prevention of consequential social costs, cross-sector collaboration, access to education in rural areas, substitution of negative conditions, etc.
- **Institutions** (macro level): fostering structural and institutional changes of the education system in the broader sense, professionalization, efficiency and effectiveness, filling financial, educational and legislation gaps, allowing support by volunteers, including "hybridization" at the boundary between society (practitioners/users) on the one hand and science/education system (experts/developers) on the other hand, etc.

This holistic concept is also leading to **connectivity to other practice or policy fields**: Improvement of living conditions, regional/local development, social work, psycho-social care, labour market access, habitation for low money, intergenerational exchange, early occupational orientation and career planning, identification of hidden potential, ... - inside and outside the education system, but always related to it!

The holistic approach leads as well to a kind of **paradigm shift** in education: **from an institutional to a learner's perspective**. The analysed cases are following a strict user focus instead of looking at institutional possibilities and constraints: What kinds of measures are needed from a beneficiary's perspective to reduce educational disadvantages? In fact the social innovation cases take up institutional constraints and system gaps and tend to go beyond existing system borders.

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[33] See also Schröder (2012), Implementing Innovative Structures to Improve Lifelong Learning, ZSI Discussion Paper Nr. 28, p. 7.
[4] Hochgerner, Josef 2011: The Analysis of Social Innovation as Social Practice,
http://www.socialinnovationexchange.org/files/The%20Analysis%20of%20Social%20Innovatio ns%20as%20Social%20Practice.pdf (14.11.2011)

This might lead to social change at the end:

- By bringing in new structures or principles for education or improvement of the education system,
- Organised mainly or starting as local social innovation processes, if possible integrated in networking and collaboration across sectors (housing, work, etc.)
- Improving, changing, and creating new social practices concerning social roles, relations, norms and regulations,
- And finally going beyond existing borders and existing networking.

The cases studied are not covering all the described stages and may stay at a very low level, but they show the potential of social change given by the description above.

Compared with this the **institutional perspective** is characterised by the fact that the education system has gone through many transformations, but generally compared to social innovation solutions the existing systems are too slow to react to new or changing demands and requirements (e.g. growing quantitative and qualitative demands for migrants/refugees integration). A lot of basic demands, not solvable by educational institutions (because of missing resources, not feeling responsible, legislation borders, …), are taken up by the engagement of social innovations and the involved citizens and volunteers; demands that sometimes are not only articulated by the pupils/students/learners directly but by parents, teachers, NPOs/NGOs, social enterprises, associations, and engaged people (people concerned or feeling bothered).

However, the chosen initiatives for the SI-DRIVE case studies mainly **start as (local) grassroots initiatives (bottom-up)**. While some of them remain outside the formal system (e.g. TBfW, Lernhaus), some of them became recognised and awarded system players (e.g. PROSA). Starting often small in scale they are or they could be seen as a new complementary part of the existing education system and/or a NGO/NPO based kind of social movement combining similar projects and measures (e.g. LERNHAUS). Beneath **system integration** of successful social innovations (ministries replicate and expand, e.g. Storytelling Grandmothers) also big NGOs take over (like Red Cross Austria, Lernhaus) and **imitate and diffuse** effective solutions to other geographical areas. While most of the concepts could be easily transferred and adopted to other geographical regions or societal areas (e.g. TBfW to social care of elderly people) and geographical transfer is almost on the agenda of the initiatives the transfer to other areas is mainly missing (because of limited resources and transfer networks and possibilities).

As local and regional policy programmes and integration are mainly influencing the practice field (in terms of initiating, supporting, funding, integrating, disseminating, diffusion, etc.) their representatives have to be embedded in the development and diffusion of the initiatives. This is especially important because some initiatives are confronted with hindering laws and regulations (e.g. TBfW, PROSA), trying to overcome them by alliances and networking (based on the perspective of the beneficiaries, learners).

Focusing on mechanisms of change based on sustainable development and social transformation processes there is a mostly more than less significant and unneglectable interrelation between social innovations and the (formal education) system and public policy, in all types of mechanisms but in this practice field mainly when it comes to learning, variation, selection and institutionalisation.

All types of **learning** could be seen as a mechanism of change and are pushing the solutions for the reduction of educational disadvantages: mutual learning of the involved actors, social learning of system actors, absorptive capacity building of key stakeholders, empowerment and capacity building of beneficiaries, (local and regional) actors (parents, teachers, students, …), and up to some extent inhabitants of a living area. It comes to learning eco-systems or mutual learning systems of all involved actors whereas the linking with the (formal) education system and its actors is a crucial and often a predetermined breaking point: Results of grassroots initiatives are often not directly transferred to system players (schools, universities and other education system´s organisations and professionals) apart from informal paths and connections. This is not only relevant for learning but as well for all the other relevant processes of changing social practices.

The national and local policy context – to be more concrete: the formal education system as such - is defining the scope of the practice field and setting the limits for social innovations and its **variation**; depending on the policy context and programmes as well as on the acceptance and participation of system actors and stakeholders. Because of

the **system dependency** of the initiatives innovations are more **incremental and compensatory** than transformative or disruptive innovations; they are punctual and limited to specific needs not covered by the system or because of limited capacities of the system actors.

Reduction of social and therefore also educational disadvantages is of high attention in society, because education is seen as key for individual development, social integration and cohesion as well as key for economic success and growth. The initiatives studied show a focus on the local area, this is therefore the main area of **selection**, relating in diffusion and adaptation, even as a starting point for national or global diffusion (if reached). The reduction of educational disadvantages takes place at the local level, where people live and learn. The given local demands for initiating and diffusing of solutions are target group specific. Selection, diffusion and adaption takes place more informal than strategic and are vastly depending on integration, support, acceptance by the system, by the adaption of similar players, depending on individual initiators, the integration in networks and alliances and the connectedness to other areas or policy fields (e.g. employment, regional development). Because of high investments (money, time) diffusion is of minor relevance for the initiatives, solving concrete problems at the local level are in the foreground.

Selection takes place in surviving in or with the formal system; there is no selection based on direct market competition (besides for funding) because every initiative is novel, complementary and has its own specific issue, and therefore improving the practice field as a whole. To sum up the main success factors are impact, financial resources, government support (and buy-in), self-activation, and public engagement. Beneath the policy and system support the success and sustainability of social initiatives is also very much depending on **charismatic leadership** and the "leading champion" in an area. Seen mainly as an important success factor to survive in such a complex environment there is also another side of the coin: If main actors lose their engagement or fail this implies not only a decreasing of the own activity but also a negative ground for other initiatives.

Solutions for the reduction of educational disadvantages are less a matter of **conflict** than a specific social need and to take care of; and they are a result of the **tension** between social demands and needed solution on the one hand and existing regulations and divided formal responsibilities (silos) as well as other system failures on the other hand. The main driver for the reduction of educational disadvantages and the **adaption** of successful solutions (besides "doing something good for society") is to avoid follow-up costs and other adverse effects (low educational level of the potential workforce, missing integration and participation in society, criminality and dropouts).

Cooperation is the essential for the development and sustainability of the initiative. Overcoming restrictions by law and regulations is only possible by building alliances and creating networks. But networking is often defined by institutional structures and needs cooperation with and within the education system, across different (system) responsibilities (within or across educational sectors). Basis for the cooperation is a shift from the institutional to the learners´ or beneficiaries´ perspective, putting beneficiaries and solutions on top.

Because of the objective of supporting disadvantaged groups and providing education to them, reflected by a non-competitive mind-set of the initiatives, **cooperation instead of competition** is case: creating social demand driven win-win situations, working with different target groups, on different problem solutions, or/and in different areas. Anyway, having a closer look competition matters in sense of pressure for change and selecting the best solutions. So far, the tension of producing innovative solutions outside the formal education sector and public responsibility leads to a kind of competition between public sector and civil society, a pressure for public institutions to modernise the education system or to integrate or cooperate with social innovations. Within the social innovation scene there is for sure a competition for awards, funding, public awareness, policy recognition and others. For social entrepreneurs competition is relevant because of similar solutions of other companies (esp. digital tools).

The **diffusion** of innovations is driven by expressed or assumed demands of specific disadvantaged groups. Although **complementary innovation** is mainly not required, the supporting role of technology is mentioned in specific cases (mainly social media) but dependent on its distribution and availability (positive example Papinotas). In addition, complementary economic business models as well as awards (best in competition) are of relevance to sustain and diffuse the solutions.

Because reaching the goal of sustainable reduction of educational disadvantages for specific target groups **planning and institutionalisation** are on the agenda of the initiatives right from the beginning; but driven by social demands not by money making sustainability is hardly depending on issues the initiative cannot control: precarious conditions (e.g.

funding gaps, loss of key persons), political and local developments, acceptance and support by the education system, and else. The political context and development could thereby act as a driver or constraint (e.g. education of refugees).

Grassroots bottom-up initiatives have more difficulties concerning planning and institutionalisation than big players (NGO/NPO, universities), even they are often delivering highly efficient tailor-made local or sectoral, target group specific solutions. However, in general there is only limited ability to system change. Reaching a critical mass and evident impact is a pre-requirement to be institutionalised, in the end mostly by integration or "buy-in" within the formal system. This leads the attention to the main success factor, the collaboration with the formal education system and the public sector: as win-win situations between foundations and public sector (e.g. Student Lodging), as being consistent with and having relevance for the formal system, finally institutionalisation through integration in the public (education) system. The latter is reflecting the bottom-up and top-down strategy of public policy: national or regional policy programmes supporting the development of bottom up activities and taking up and integrating the best solutions for further top-down diffusion.

3 PRACTICE FIELD B: NEW LEARNING ARRANGEMENTS AND INTERACTIVE LEARNING

3.1 DESCRIPTION OF THE PRACTICE FIELD

The expansion of educational opportunities and the improvement of learning possibilities are recognised as a prior societal challenge, and the practice field of new learning arrangements seeks to overcome this. New learning arrangements can be defined as creativity promoting learning environments, individualised and modular training programs and peer-to-peer learning. Central governments are often held accountable for the education and training systems in each country; however, a shift towards "public-private" partnerships concerned with education is increasing vastly.

Moreover, to secure the expansion of educational opportunities an increasing accessibility to modern learning opportunities and contents has to be given, including the accessibility to new media, the competences to use them and the infrastructure for it (e.g. "Digitalization" of schools). Furthermore flexible learning forms (online, continuous, modular, e-learning) have to be integrated into curricula, training programs and courses, educational methods, etc.

The improvement of learning possibilities and options for pupils has been registered as a social need in order to enhance the educational opportunity for students of all ages. Education and lifelong learning has been made a priority not only by European countries but also on a global perspective in order to overcome existing problems as for instance the mismatch of skills between the education and work sector and modern teaching and learning methods that are tailored around individual needs. The objective for the practice field on enhancing educational opportunities is to create a more interactive learning environment for students by implementing teaching and learning styles that can be promoted in a creative and attractive manner.

The recognisable **target groups** for this practice field can be applied to all students of all ages who are at all stages of the education system but also throughout lifelong learning "from the cradle to the grave". This is the case because alterations and improvements are being made to all features of the education and lifelong learning processes. Introducing new methods of education such as digital learning environments and peer-to-peer learning methods means that learning possibilities are continuously being advanced to ensure students achieve individually related to their own learner personality and biography the best education possible for their working future and the participation in society and social life.

In each country there is a variety of **actors** at different levels working to implement the expansion of educational opportunities and improvement of learning possibilities. For instance, at EU-level, there arise a wide range of EU-institutions working to improve the learning opportunities available for students. To demonstrate this, the Erasmus+ programme introduced by the European Union seeks to extend the learning possibilities available to students by providing them with funding in order to enhance their skills in a (foreign) workforce setting. In a more global context, UNICEF works with children from all regions in the world to ensure they are receiving a quality education to enhance their future prospects. For instance, they promote literacy levels through ensuring that schools closely monitor and assess the literacy and numeracy skills of children. This exemplifies the practice field of new learning arrangements because it seeks to enhance the educational environments that pupils partake in by creating educational methods that are *interactive* and *encouraging* for each pupil.

Drivers of social innovation in the context of enhancing learning possibilities include the support by (national) governments, the EU and networks as well as the experienced need for alternative solutions. Governmental support has been for instance an important driver for the Scientific and Educational Center (SEC) whereas JUMPIDO could expand internationally with the help of EU funding (just to mention some of the selected cases of this practice field). These drivers are also in alignment with the main findings of the first mapping (comparative analysis) of SI-DRIVE, where it has been noted that networks, individuals and groups as well as governance and politics can be considered a driving force or an enabling factor.

However, next to drivers, initiatives in the practice field of new learning arrangements and interactive learning also face **obstacles and barriers**. Considering the overall objective of the practice field, to tackle traditional ways of learning by introducing new ways, it is not surprising that conflicts about paradigm shifts exist in society. However, also barriers and challenges identified within the first mapping are applicable to the practice field. Interviewees reported that they faced difficulties in the development of their initiatives due to financial/funding challenges, due to a lack of personnel, and due to legislative barriers. JUMPIDO, for instances, further reported that they faced difficulties in introducing their solution because of ICT illiteracy (knowledge gaps on user-side) and the experienced amount of competition from the market.

The global mapping of SI-DRIVE showed that new learning arrangements and interactive learning enjoys high priority within the policy field education and lifelong learning. From the 211 initiatives identified in the policy field in total, 41 can be related to this practice field; thereby it is almost as important as the former described practice field Reduction of Educational Disadvantages. The selected initiatives cover a wide range of answers to existing social needs, both in terms of new learning arrangements and new digital learning environments:

1. **Jumpido** is an organisation that creates **interactive games** through which children get taught math. The software incorporates motion sensors, and in order to solve given problems, students must use physical gestures.
2. **Timurovtsy** (young volunteers) of information society strives to **eliminate computer illiteracy**, thereby minimising social exclusion through **reducing the digital divide**. It focuses its efforts to specific target groups, e.g. vulnerable population groups, unemployed, unemployed and single mothers, physically challenged people, pensioners and others.
3. An initiative that aims at strengthening the **availability of highly skilled specialists** in its academic and higher educational sphere is the Scientific and Educational Centre (SEC). The essence of the project rests on organising an integrated chain of **training for highly qualified personnel**, covering the entire educational process, from elementary school to post graduate university courses.
4. A major movement open to public, aiming at diffusing better **knowledge about nature** and, for those engaged, to develop harmonious relations, is **Friluftsfrämjandet** in Sweden (Outdoor Association).
5. **Storycrafting** in Finland is an initiative and represents an **easy to use method** through which "children are telling". It thereby moves away from the traditional, objectifying approach to children's education, focusing on questions raised by children and developing a **participatory and co-operative approach**.
6. Pripovijedaonic or "**Storytelling**" represents a social innovation focusing **on anti-bullying education** by applying new learning methods in a form of storytelling instead of traditional approaches.

As can be seen when having a look at the different case studies, the practice field of new learning arrangements and interactive learning is quite heterogeneous. It differs in terms of target groups: while some of them (e.g. Storycrafting and Storytelling) exclusively focus on young children, other initiatives are open to public (Friluftsfrämjandet) or specific social groups (Timurovtsy). Also if considering where the initiative first originated, it becomes quite obvious that a majority was developed outside the system, however also granting space for initiatives to be developed within existing system structures (SEC, Timurovtsy).

Moreover, the important role of cooperation in order to achieve social innovation goals becomes evident in all selected cases. Especially significant seems the cooperation with policy and public institutions of the education system. Concerning the latter, cooperation with educational services is highly vital to the success of the chosen initiatives; however, cooperation becomes often difficult to maintain as resistance to new learning paradigms still exists.

3.2 MECHANISM OF SOCIAL CHANGE

Mechanisms of social change are mainly reflected in developing new learning arrangements and its selection and diffusion.

Learning

The practice field has been shaped by the recognition that learning arrangements do not have to be teacher – or classroom-centred only. Instead, the practice field has drawn on a changing perception that **learning is an individually tailor-made and ongoing process** which encapsulates all stages and areas of life and welcomes the opportunity to arrange with new learning situations, e.g. outside the classroom, providing options for hybrid solutions.

The blending of different learning and teaching methodologies has the potential, according to research findings, to enhance learning process optimisation. According to Bärenfänger (2005), if learning becomes more self-directed, implying that a student may decide "[...] what, where, when and how [to] learn [...]" (ibid., p. 15), learning becomes more flexible and fosters knowledge of how two learn, hence contributing to lifelong learning.

Part of the driving force for social innovation has been the demand for meeting special needs and supporting special skills among some pupils/students/individuals. Some have served to strengthen self-confidence or other soft skills. Some are driven by the notion that the learning process needs early support. In some countries (like Sweden), the shift from traditional teacher-centric training to a more student-centric approach has led to problems, e.g. with children running into much greater problems with quantitative skills, leading to another wave of social innovations offering learning support to cope with the situation.

Furthermore, the practice field shows that **empowerment and capacity building** are important, providing a win-win situation for producers and users alike. People learn in different ways, in different arrangements and with different methods. Awareness that learning and henceforth its support is an ongoing process throughout an individual's life helps to foster a greater openness to new possibilities, to enhance people's self-esteem and self-confidence, empower them and building the capacities that will help them in their future and for lifelong learning.

Also **mutual learning** is taking place. Especially at individual level, mutual learning processes based on the exchange of information and knowledge or the learning of new techniques and practices seems to be of high relevance. Taking for instance the case of Timurovtsky, mutual learning occurs in two directions: First of all, an individual has the chance to learn how to use Information and Communication Technology (ICT) and in the course of learning will understand how ICT can contribute to simplify specific life situation (e.g. making an appointment with authorities). At the same time, the young volunteers involved have the opportunity to acquire relevant 21st century soft skills and other social competencies while teaching ICT.

By integrating prior acquired knowledge and making new experience and learnings during the course of project development, it can be said that **absorptive capacity** plays an important role for the success of initiatives in the practice field. In all the case studies listed, the initiators integrated prior experiences, observations or knowledge in the planning phase of their project. Moreover, during the projects' development and implementation phases, new knowledge and skills where acquired that additionally informed actions. The case of Storytelling is a good example for illustration. During course of action, the project team acquired new knowledge and skills connected with fundraising and financial management of the project. In the beginning, the project was ambitiously envisioned and experienced difficulties in finding financial support. They thus realised they (a) had to reduce the scope of activities and (b) had to search for partners at higher, institutional level.

Moreover, for the practice field of new learning arrangements and interactive learning, the integration of new knowledge and **technology** plays a significant role. Not only in the field of pedagogy and skills development, but also in terms of how technology could be deployed in order to create new learning methods. It therefore seems crucial not only to design methods in a way that they are easy to use, but further to gain the required support from society and other relevant actors in order to break through the prevailing system. Therefore, initiatives should have space for trial-and-error experimentation, and additionally should be strong in communication and being convincing.

Variation

Variation of new collective ideas that inspire change is important for the development of the practice field. New values and goals that evolved in the educational domain can be attributed to the effects of globalisation. For instance, rapid developments in technology and communications can be regarded important in changing learning systems; moreover, a shift in society from industrialisation towards an information-based society is contributing significantly as well. The effects of globalisation do not only impact the way how students learn, but what they should learn too. To

succeed in the globalised and digitalised world, students (respective learners in general) should be inflicted with a differing set of knowledge, skills and competencies, e.g. critical thinking, digital literacy, creativity, innovativeness, collaboration and entrepreneurial skills.

Considering the **policy contexts** influencing the variation of social innovations, there are two major developments that have shaped the practice field. First of all, society becomes more aware of the importance of education and life-long learning. At the time, educational systems struggle in meeting societal expectations. That refers for instances to the generation of skills needed in the 21st century, entrepreneurship education or creativity enhancing schooling methods. That might be why policies in general have opened-up to complementary bottom-up efforts (relevant for social innovation activities), e.g. through the provision of a variety of resources.

Moreover, it has been stressed that the policy context of a given social innovation can be either considered as in favour for the initiative or as a hurdle. Considering the latter, the case of Storytelling had to struggle with an unsupportive policy context. Due to lack of capacities and political interests, diffusion of the initiative on a higher national level, i.e. implementation of project activities in different regions or reaching out to a larger number of preschool institutions, was temporarily at risk and represented a major barrier to the initiative's development. However, especially policy support at local and regional level has been found to influence initiatives positively. Such support relates to funding schemes, but further to the regulatory environment in which an initiative operates.

Additionally, supranational framework conditions put national policy under pressure to act: Henceforth, responsibility to tackle specific issues in the practice field is often directed to social innovation initiatives. It has also been mentioned that a lack of financial resources at the national state's side may strengthen policy's willingness to accept such initiatives.

Selection

In the past, learning support has evolved and diffused in diverse ways depending on the nature of the solutions at hand. Educational systems of the past were, for instance, plagued by inequality and social innovations served by creating schemes that could for example distribute scholarships and help those without financial resources to access education. Today, social innovations in creating new learning arrangements are commonly driven by the need to strengthen motivation and provide non-conventional modes of learning. Therefore, processes of adoption, diffusion, and decline are very widespread in the practice field.

In fact, initiatives developed clear didactical approaches and as well technology based solutions already diffused which are not only regionally or nationally active, but even on a global scale. Jumpido, for instance, has been adopted by ten per cent of Bulgarian schools, further expanded in 16 countries across four continents. Such diffusion can be related to the initiatives' willingness to expand the solution to other areas and to the ease of implementing a given approach further. Concerning the willingness to diffuse a solution, most cases reveal that the activity has been planned beforehand, with a concrete strategy and with the help of network partners and stakeholders.

However, a social innovation in the practice field of new learning arrangements may retreat when request for it is weakening, which may be due to e.g. changes in social structures, or further technological development, implying they essentially become less relevant or obsolete. As a related factor, competencies that are important for perpetuating learning support may be waning or moving elsewhere. A combination of factors/circumstances such as these may lead to the demise of the social innovation.

Conflict, tension and adaption

Conflict and social change is based on different premises. Scepticism and a reluctance to change have led to some obstacles to the development of this practice field. The conflicts become particularly visible between those actors who are open-minded towards new learning arrangements and methods, therefore positive about educational system changes, and those actors who support the traditional educational paradigm (e.g. tensions of teacher-centric learning vs. learner-centric). Hence, new emerging paradigms in the way of how to structure educational systems, which learning methods to apply, as well as what kind of knowledge to impart with the students, is causing a conflict that directly impacts the practice field. The case Storytelling (Pripovijedaonica) in Montenegro is proving well that demands for social change in society provides potential for conflict creation. As the national Ministry for Education is

responsible for the quality of programmes and the design and implementation of the curriculum, NGOs and the civil sector feel responsible to undergo activities that aim at improving system failures that have been uncovered e.g. through PISA testing. An important actor that concerns itself with the improvement of learning methods is for instance UNICEF.

However, some cases stressed that conflict has not been a phenomena during the development of the practice field. It was noted that tensions existed in society to change current educational procedures and systems. Especially in regard to educational institutions to open up towards new technological developments, these tensions for adoption and adjustments have been huge.

In society, tensions regarding the existing education systems exist. It has been reported, for instance, that there is a demand among social groups for changing educational practices, e.g. by making them more inclusive, by the effective inclusion of technologies in educational processes, or through the teaching of a differentiated set of skills that are required in the 21st century. Among societal actors, awareness that education and lifelong learning becomes an ever more important aspect of an individual's personal development is strengthening tensions in society. Also in the selected case studies, social innovations evolved due to a pressing social need, expressed societal demand and therefore, tensions between the current formal systems and what is needed by society occur.

The Timurovtsy movement reveals, for instance, how such societal tensions can lead to the development of a social innovation. Russia is plagued with high degrees of computer illiteracy. That not only has negative implication for its own workforce competitiveness, but more importantly for the social inclusion and participation in modern society by Russia's computer illiterate population. A failure by government to implement measures to circumvent the aforementioned problem led to the project initiation and the development of the Timurovtsy movement.

Cooperation

Networks and the connectedness to networks seem to be an important facet within the practice field of new learning arrangements and interactive education. These networks can relate to companies, non-governmental organisations, foundations as well as public institutions that help developing and scaling projects. Especially public institutions have been stressed as a highly involved actor. Several different public (national) institutions have been named that provide access to relevant networks communities, information and methodologies.

Learning support, the innovation of new learning arrangements and introduction of new learning arrangements is often evolving against the backdrop of a state's education system, which in turn is in most cases dominated by the public sector. Therefore, the **institutional structures** that determine the nature and dynamics of interaction between partners in the practice field are often defined by public bodies – at local, regional and national level – as well as the laws and regulations imposed.

Overall, cooperation with and membership in professional networks is seen as advantageous. It provides initiatives with the opportunity to share and learn from best practices, to access support and assistance as well as broadening up various learning possibilities.

Almost all cases proved that the embeddedness in a social movement is very important for the success of the practice field. That can be attributed especially in terms of overcoming resistances to change, in the development of new learning arrangements and the broadening of new learning possibilities.

Generally, social innovations need to link up different actors, capable of reaching out to users and to mobilise competencies and training to deliver on those needs in new ways, while overcoming resistance to new initiatives and change more broadly. Therefore, institutional adaptation and evolution in support of greater openness and the creation of arenas for cooperation and development - both professionally and personally – has been essential.

Lastly, as can be seen from the case studies conducted, **charismatic leadership** plays an essential role in the development of social innovation in this practice field. More to that, different initiatives even stressed leadership as a key success factor for the respective social innovations, as they raise awareness about the specific issue, have the vision and self-confidence in pursuing these problems, and also the skills in undertaking the organisation of the social

innovation. Thereby, they can convince others of their idea, create commitment in society, erode potential resistance and enable proactively bottom-up initiatives.

Competition

Competition is seen as an important driver for change in the practice field of new learning arrangements. Considering IT-related initiatives such as JUMPIDO, a social innovation that creates math-teaching software on a gaming basis for children, being the first to market in order to gain a competitive advantage is deemed more important than for other initiatives in the practice field. Next to market competition, however, initiatives are also competing for resources. These can be of monetary nature, but also refer to other resources. Similar to other practice fields, smaller (and more importantly new) initiatives are often placed at disadvantage, compared to larger and well established organisations, when applying for governmental support. Moreover, especially in the field of introducing new learning arrangements, a natural competition for values, beliefs and practices exists.

Diffusion of (technological) innovations

As already mentioned, the improvement of learning possibilities and options for students have been registered as a social need because educational opportunities for students of all ages must be updated and enhanced due to contemporary and future demands. For that matter, the issue receives much attention by governments all over the globe, pinpointing to the fact that educational opportunities must be enhanced through the creation of a more interactive learning environment for students by implementing stimulating and creative learning methods.

The conducted case studies by SI-DRIVE underpin the expressed demand for new learning arrangements by society. This can be attributed to an education system's failure to address children's or student's need for specific knowledge and skills necessary in the 21st century as well as the students' desire as to when and where to learn.

New learning arrangements thus will foster learning that is tailored to the needs, wants and capacities of the individual. It therefore enables students to study in relevant and real-world contexts as well as it allows equitable access to quality learning tools (Partnership for 21st Century Skills, 2007).

However, a distinction between didactical and technological innovations must be made. Didactical innovations – thus, innovations in terms of organisation, content or method of teaching – have the potential to lead to changes in learning processes and knowledge transfer. Cases as Storycrafting, Storytelling and Friluftsfrämjandet prove that social innovations in this practice field attempt to transfer knowledge or create an understanding through new didactical approaches. Jumpido, on the other hand, exemplifies an initiative that can be linked to technological innovations. Next to it, the case of Jumpido – the interactive math learning software for children – also highlights the fact that technological innovations can provide impulses to renew current didactical methods applied.

Concerning the growing importance of Information and Communication Technology (ICT) in education processes, it becomes clear that participants in the practice field of new learning arrangements and interactive learning should become more familiar with the usage of new technologies. Only with the knowledge of how ICT can contribute to education and life-long learning, the tools at hand can be exploited most efficiently.

Almost all cases made clear that actions by government are necessary in order to make social innovation initiatives successful. Such actions are particularly related to the provision of funding and support. But also at local level, spaces and rooms for bottom-up initiatives to develop should be granted. It has been stressed that a higher degree of cooperation (or the willingness to cooperate) by governments is required in order to reach out to relevant stakeholders, e.g. teachers and volunteers, and institutions, e.g. schools. Cooperation is further required in terms of establishing favourable legal conditions, thus eliminating the regulatory barriers that inhibit the initiatives in developing their full potential.

Another point mentioned was related to the aspect of collaboration and cooperation between different actors. Initiatives such as Storytelling and Storycrafting proved that a bridging of relevant societal actors – may it be the government, civil society or the business sector - can help initiatives to achieve their goals more effectively.

However, also in regard of teachers' competencies and skills, actions are required. At "instructor" level, it becomes evident that teachers must be inflicted with new competencies, skills and knowledge (e.g. IT skills in the case of Jumpido; valuation of new didactical approaches as in the case of Storycrafting and Storytelling) in order to benefit from social innovations in the practice field. That requires an openness to learn at the side of instructors, but further adaptions in curricular for teachers' education.

Concerning the **role of technology**, the diffusion of technological inventions and innovations plays a crucial role in the development of the practice field of new learning arrangements and interactive learning. In particular, the implementation of information and communication technologies (ICT) is stressed several times. By integrating ICT in the educational process, education has the potential to become more open, to expand the access to learning, to improve quality of learning and learning content. Moreover, blending of different learning methods becomes easier to achieve through the facilitation of ICT and the internet. Jumpido, for instance, illustrates that social innovation in the practice field can be triggered through technological advancements by making them an integral part of the social innovation or the didactical process.

Additionally, for social innovations in the practice field to be applied successfully, **complementary innovations** may be required. When looking for instance at the ICT side of this practice field, it becomes obvious that technical complementary innovations have the potential to broaden the scope of learning and teaching arrangements in the field by becoming an integral part. Moreover, innovations around the development and diffusion of the needed skills and competencies are closely linked to those innovations as well, as they would allow for their successful exploitation and implementation.

Planning and institutionalisation of change

For the practice field of new learning arrangements and interactive learning, both specifications can be named: initiatives that planned social change and practices beforehand, and those who did not. For the latter, it can be said that institutionalisation and diffusion evolved spontaneously and not as a planned process. Rather the presence of unsolved problems as well as a need for tailored and individualised solutions that incumbent institutions could not deliver triggered the process of social change. On the other hand, social innovations that planned social change beforehand, having concrete ideas of what skills and competencies to instil with the learner, had almost concrete pictures of how the change should look like.

However, institutionalisation of a given solution is not necessarily granted. This depends on several aspects of the development of social innovation. Especially its acceptance and endorsement by local and national public policy authorities play a crucial role for institutionalisation (and integration in the formal education sector). It is interesting to note that some of the solutions have been integrated into the formal system, irrespectively of whether they have been developed by actors outside the system (Jumpido), in collaboration with the system (Storycrafting) or by actors within the system (SEC). Moreover, the aspect of collaboration with relevant stakeholders, from industry, civil society and the policy, has been an important key to diffusion, scale and finally, institutionalisation.

Nevertheless, some initiatives are facing stagnation in diffusion (Storytelling) because they are not promoted by system actors (ministries, schools, etc.), others depend on the market (Jumpido) or are placed outside the education system (Friluftsfrämjandet) and yet others could be used in other settings as well (Storycrafting). In other words: There is an unlocked potential for diffusion and social changes.

3.3 SOCIAL INNOVATION INITIATIVES RELATED TO THE PRACTICE FIELD
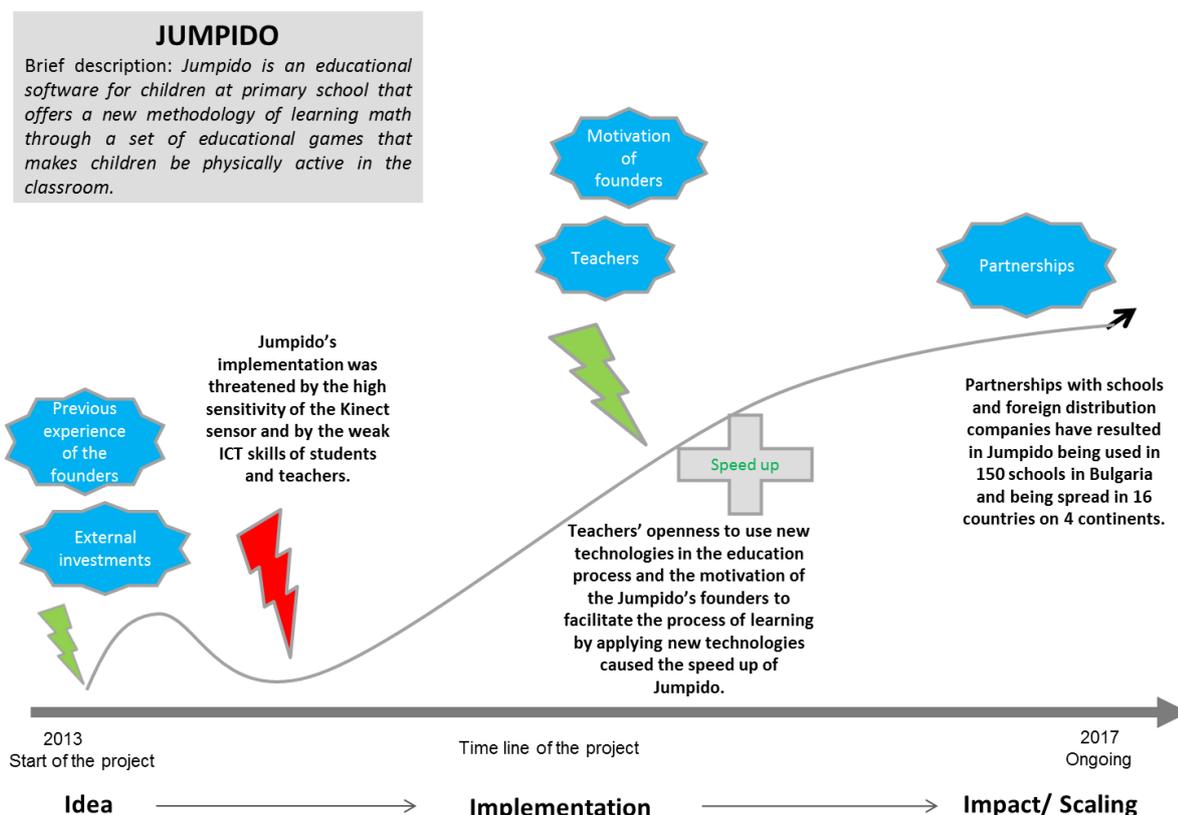
3.3.1   Case B1: Jumpido (Gamification of Math), Bulgaria

Description, development of the Social Innovation Initiative

Jumpido is educational software for students at primary school that offers a new methodology of learning mathematics through a set of educational games that makes children be physically active in the classroom.

Jumpido was released in 2013 and was based on the previous experience that the founders have had made with developing solutions in the field of education. Their observations from the classroom showed that children were full of energy but the traditional form of education made them spend long hours sitting in school. Furthermore, children liked to play with their peers but most exercises were individual. Another challenge observed in the classroom was that some of the projects given to children were not suitable for their level. In order to address all these challenges, the founders of Jumpido decided to use children's energy together with the existing advanced technologies and to develop a product that will allow children to be physically active and at the same time to learn mathematics.

Currently, Jumpido is used in over 150 schools in Bulgaria and is included in the school's curriculum in 15 other countries (Mexico, India, Indonesia, USA, Columbia, England, Egypt, Morocco, etc.) on four continents – Europe, Asia and South and North America.

JUMPIDO

Brief description: *Jumpido is an educational software for children at primary school that offers a new methodology of learning math through a set of educational games that makes children be physically active in the classroom.*

Motivation of founders

Teachers

Partnerships

Previous experience of the founders

Jumpido's implementation was threatened by the high sensitivity of the Kinect sensor and by the weak ICT skills of students and teachers.

Speed up

External investments

Partnerships with schools and foreign distribution companies have resulted in Jumpido being used in 150 schools in Bulgaria and being spread in 16 countries on 4 continents.

Teachers' openness to use new technologies in the education process and the motivation of the Jumpido's founders to facilitate the process of learning by applying new technologies caused the speed up of Jumpido.

2013
Start of the project

Time line of the project

2017
Ongoing

Idea → **Implementation** → **Impact/ Scaling**

Actors, partnerships, alliances, networks

The initial actors in Jumpido's development are its founders who had previous experience in working together in a successful company in the educational sector. Their basic incentives were mainly moral – to develop a product that would facilitate the educational process and would help children to learn mathematics while being physically active.

Since the founders wanted to spread their product not only in Bulgaria but also abroad they needed a partner to help them with marketing, participation in meetings, looking for foreign partners, etc. In this regard, they contacted the LAUNCHub fund, which is a seed and acceleration fund located in Sofia, Bulgaria. The fund bought a part of the company and provided funds for the development of the product.

Teachers can be regarded as a very important partner in the project development and integration in the learning process as well. They have helped the founders get familiar with the current situation in the classroom. Other important actors are distribution companies from abroad that help spreading Jumpido in the particular countries. These local partners are getting trained how to use Jumpido, they buy the software and have a team that goes to schools and promotes and sells the product.

Innovative solution

Jumpido is regarded as an innovative solution as at the moment there is no other product in the field of education which allows children to be physically active while learning mathematics at the same time. When launched in 2013, it was the first project of this type in the field of education that used motion sensors (a 3D camera) to monitor the movements of students. Before the sensor was most commonly used for games or music related projects.

Jumpido can be considered as addressing system innovation since it tries to introduce systemic change in the educational system in Bulgaria and in updating educational methods, which have begun to become obsolete by new technologies and a better, more scientific understanding of optimal approaches to childhood education. It also addresses a technological innovation since it uses new technologies (sensors) and integrates them in the educational process in order to help children learn mathematics in an easier and more interesting way.

Gaining momentum

There were several challenges that the founders of Jumpido faced during its development. The sensor itself was one of these challenges as it is an innovative and sensitive technology and even minor issues could affect its precise functioning. However, with the time going the effect of this challenge has been mitigated and overcome.

Another challenge has been to integrate the new technologies in a meaningful way into education so that they can add value. Going international has also been a challenge. Jumpido has been developed by a small company with limited human resources of three people, and it has been really hard to enter markets abroad. What has helped Jumpido succeed was that it represents something unique and very different from what already exists on the market.

Barriers: While there are no explicitly mentioned barriers to the deployment of the social innovation, a common problem with the use of ICT in the classroom is that teachers and students often do not have the necessary ICT skills to fully exploit available ICT. This is true even when such technologies are available to them. While this is likely to change as younger teachers who have more computer and digital competences enter the system, this is still likely to be a barrier in the future.

Drivers: Major drivers for the development of Jumpido have been the previous experience that the founders have had with developing products in the field of education, the openness of teachers to use new technologies in the education process and the motivation of the founders to apply an entirely innovative technology to the education process in order to facilitate the process of learning. Furthermore, the financial support provided by LAUNCHub (part of the EU programme JEREMIE) has also contributed to the successful development of Jumpido.

Complementary innovation

Gaining benefits from Jumpido requires improving the computer competences of teachers so that they would be able to work with the software and to apply it to the learning process. Moreover, a financial support from the Ministry of Education for the schools that want to use Jumpido could also play a positive role.

By developing an entirely new product, the founders of Jumpido had to generate the demand for it by themselves. It has been a real challenge, since the founders had to explain to teachers and students not only what the product does but also to explain the essence of the technology itself. It has been an entirely new concept to detect body movement in order to be able to move objects on a board in front of the user by raising hands. No one has ever thought that a need for such product exists. However, it could be claimed that Jumpido addresses the demand amongst parents and teachers for a solution that can help children to become interested in and learn math skills.

The key intention of the founders of Jumpido has been to develop a product that could be used by all the teachers. They have been following their core principle when creating the product - to make it so simple that everyone could be able to use it. Thus, they wanted to facilitate the recognition, assimilation and implementation of the new information and knowledge that Jumpido brings. For each game they have provided simple instructions that should be followed by the teachers and the students. The founders have tried to make the adoption process as simple as possible. They visit teachers during the first lessons when using Jumpido so that they can explain how it works and can assist in case any help is needed.

Concerning the role of technology, Jumpido was entirely based on a new technology (a 3D sensor) so it can be claimed that technology has a very important role in the social innovation. It is at the core of the innovation allowing for the movements of children to be detected.

Impact, diffusion and imitation

Jumpido has positively impacted the results achieved in Mathematics. A research has been made, showing that it helps children improving their performance. 95% of teachers that use Jumpido admit that it facilitated the learning process and would recommend it to their colleagues. Currently, around 10% of Bulgarian schools use Jumpido and it is spread in 16 countries on 4 continents.

The diffusion of the social innovation has been realised through the website of Jumpido, through direct sells in Bulgaria, participation in different conferences, fairs in Bulgaria and abroad. Different opinions exist regarding whether the diffusion of the social innovation is desirable. What can be claimed for sure is that students need to be physically active because they are full of energy. The fact the solution was adopted by many schools in Bulgaria and abroad indicates that the diffusion of the social innovation is feasible.

With regard to imitation it should be noted that Jumpido is an entirely new product that cannot be seen anywhere else and has not been imitated. The solution has been originally developed by the project partners and did not exist in other areas. The founders have copy rights over the software but have not patented it, since patenting IT is a very long and expensive process.

Role of Policy

Although policy actors do not play any role in the social innovation development and implementation process, the Ministry of Education could do a lot in order to stimulate the development and diffusion of Jumpido. It could learn from good practices from abroad, for example from Estonia, where a lot of communication especially at the interface between public and private is already digitalised, and also Portugal where the government provides each child with a laptop in order to stimulate the use of technologies and to ensure access to the internet. Thus, not only the child gets access to the internet and technologies but also its family. Good practices exist in the field of education, and they are not so expensive, but they just need to be noticed by the responsible government actors and applied in the particular country.

3.3.2   Case B2: Timurovtsy (Volunteers) of Information Society (Elimination of Computer Illiteracy), Russia

Description, development of the Social Innovation Initiative

The "Timurovtsy of information society" project is aimed at eliminating computer illiteracy, primarily among socially vulnerable groups: unemployed citizens; unemployed mothers with children; citizens who lost their job during crisis; laid-off military men who were transferred to the reserve, in particular in connection with reductions in the size of armed forces; people with disabilities; pensioners; etc.

The project activities allowed the development of a special educational program called "KiberLikbez" (cyber elimination of computer illiteracy). The programme features educational courses that are taught not by trained educators, but by young people, i.e. school children, students who, firstly, have more developed skills of working with IT-technologies than the older generation, and, secondly, have the potential of passing on their knowledge.

The courses are taught at schools, higher education institutions, and libraries. Thus, the implementation of the project handles one more important social task, i.e. arranging intergenerational communication, lowering intergenerational differences, and improving relations between children and parents.

The "KiberLikbez" programme is built in an interactive game form and is taking into account the age structures of participants entering the courses. Thanks to such an approach, strong generational relations are being built, the

general emotional and psychological climate of the movement's participants is being balanced, and in addition the patriotic mood is also being developed.

The project's founder took notice of a discrepancy between the implementation of public policies and their goals. Thus, the state programme of the Russian Federation "Information Society (2011-2020)" launched an online portal of state services. This resource was significantly financed. However, the percentage of people who use it or who were able to use it was scanty, which resulted in the lack of understanding and keen criticism by society and media.

For the older generation it is difficult to collect information about the work of state bodies, to search for lists of documents required to get state services, to know the working hours of the needed authority, etc. Thus, the "digital inequality" is pulling the older generation at social risk. In contrast, young people have huge ICT-resources, corresponding knowledge and skills, which can be effectively used for adaptation of the older generation in the information society.

The backbone of the "Timurovtsy movement" at that moment was represented by students of the Moscow College of the Moscow State University of Economics, Statistics and Informatics (MGUESI) who passed the competitive examination of computer knowledge and communication skills.

The project started in the Primorskiy Krai. After that it was joined by the Khabarovsk Krai, the Sakha Republic (Yakutiya), and the Altai Krai. Later on, the project expanded in the whole territory of Siberia.
From July – December 2011 the pilot project of the All-Russian Children and Young People Volunteer Movement "Timurovtsy of Information Society" was launched in the Omsk Oblast. During the pilot stage there were tasks to teach basic computer work skills to the population of the Omsk Oblast's Moskalenskiy Municipal District (primarily to the socially vulnerable groups of the population). Simultaneously, the volunteer groups were being formed. At a further stage, the project's initiators in Siberia started to prepare a unique project of launching the Timurovtsy movement in all Russian regions. In 2015 the project's participants involved 21 areas of the Federation and more than 2 million people.
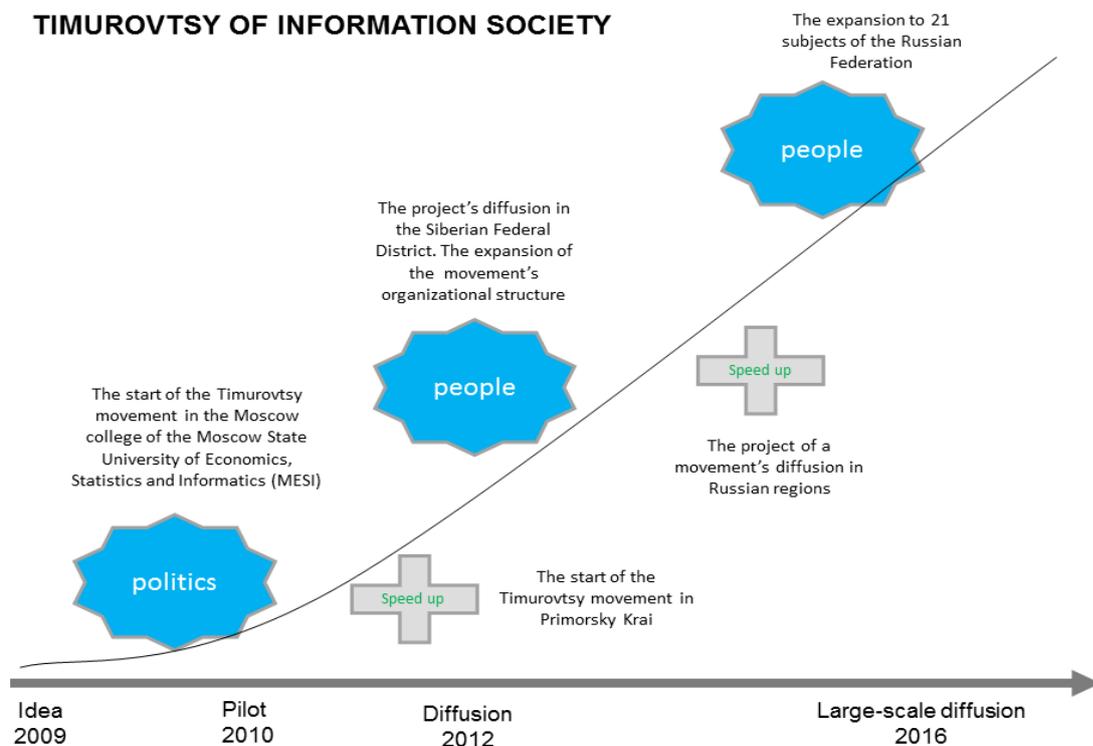

Figure 14: Biography Timurovtsy

Actors, partnerships, alliances, networks

The project's implementation formed a social movement – the All-Russian Children and Young People Timurovtsy (Volunteer) Movement "Timurovtsy of Information Society" – was built as an umbrella organisation. The structure of the movement has three management levels:

1. Federal headquarters (project coordinators).
2. Regional organisations –or commissariats which include representatives of the region's educational authority, executive body responsible for informatisation, directors of schools, school psychologists, informatics teachers, and psychologists.
3. Volunteer teams - Volunteers from among school children and students are recruited at special stations that act on behalf of the regional commissariats.

The project's organisation and coordination at the federal level is supervised by the Russian Agency for Information Society Development. The Agency developed the All-Russian programme for teaching computer literacy, which is the project's methodological basis.

Initially, the main feature of the project was its low cost strategy. The project developed an educational programme that did not require significant budget and funds for implementation, which is very typical for Russia during the period of economic transformations. The programme is based on volunteer work and the usage of already available computer facilities for teaching of the courses.

At present time, the development of the movement actively attracts small and medium-sized businesses that in one way or another uses computers and Internet within its activities. Such organizations can partially pay for the educational process.

After completing the courses, the representatives of the business, as a rule, hire the participants who were taught the computer skills. Thus, the participants of the programme "return into society", and employers get new staff that is ready to work for comparatively low salary (employability).

As a result the project is generating several win-win situations:

- The older generation and other individuals from socially vulnerable groups – get taught necessary knowledge and skills;
- Young people apply their knowledge in practice and share their experience with others;
- The state gains significant advantages, since such projects lower existent digital inequalities, social aggression, and the older generation's lacking adjustment to new life conditions, while the costs for educational infrastructure development are low.

Governmental bodies

The project uses its own funds. At the same time, state support also plays an important role in the development of the "Timurovtsy Movement". Official support is, for instance, provided by the Ministry for Communications of the Russian Federation, the Federal Youth Agency, and the Agency for Strategic Initiatives.

The project was chosen by the Agency for Strategic Initiatives to become a part of the portfolio of "leader projects", which are granted with state financial support.

Universities and other research organisations

Until 2015 the project closely cooperated with the Moscow State University of Economics, Statistics and Informatics. In 2010 the Moscow College of MGUESI held events dedicated to the solemn start of the All-Russian Children and Young People Timurovtsy (Volunteer) Movement in Moscow, such as round tables and public lectures. However, the cooperation between MGUESI and the project has been stopped due to the college's shutdown in 2015.

Media

Although the "Timurovtsy" movement does not have its separate web-site yet, the project is very well covered in the media. Different information resources are used for this, e.g. the portal of the RARIO Agency on the Internet (with a separate web-page where the project's goals and necessary contacts are listed); information web-sites of educational organisations (schools, higher education institutions) that teach "Kiberlik" courses; periodicals (newspapers, journals) covering forum activities of the project.

Non-profit organisations and professional networks

The activities of the project are supported by a range of non-government and non-profit organizations.

Innovative solution

Personal experience: The attitude of the project's founder as a competent and experienced public worker was crucial to the creation of the project's idea. His attitude is that every person should freely use electronic state services regardless of his or her location and age.

New services: The charity project "Bank of second hand computers." was established in the framework of the movement "Timurovtsy of Primorye." A technological park is established within the framework of the project, and is financed through donations by partner organisations in the form of electronic devices withdrawn from service. All equipment donated is given to people undergoing training in the "Kiberlikbez" courses and that do not have the financial means to buy the equipment.

Educational services: methodological innovation was created within the framework of the project. This methodological approach allows transferring computer skills in layman's terms to older generation without organising educational infrastructure: since all training activities are not based on newly built but on existing facilities; not with new equipment but having been in use earlier. This saves considerable funds.

Organisational innovation: As mentioned above, the project does not have its own educational infrastructure, its own staff; it uses schools facilities, universities and libraries for its activities.

Despite this, the draft clearly shows an organisational structure. The "Timurovtsy" movement is essentially an umbrella organisation with unified organisational headquarters and regional offices.

Gaining Momentum

The development of the initiative is mainly characterised by the drivers and barriers listed below.

Drivers:

- Legislation requirements: the main driver of the project is the support of the federal and regional authorities and non-governmental organizations that are interested in achieving a number of objectives of the state programme "Information Society (2011-2020)". According to the project coordinator, a significant role is also played by the data for performance assessment of regional executive authorities, especially in terms of the implementation of information and communication technologies. Focusing on these figures is obligatory for the authorities. So officials are easier to contact in supporting the movement "Timurovtsy".
- Active demand: strong demand appears in the environment of the project beneficiaries. This applies to the elderly people who are interested in working with the portal of public services, and to the young people who need to show their social activity.
- Availability of networks: the project is designed to provide strong support not only at the federal level, but also in the different regions. Here, the regional authorities show their initiative, as well as educational and youth organisations small and medium-sized businesses, too. Representatives of these organisations are usually combined in commissariats, further acting as regional project units.
- Charismatic leadership: The project founder put forth the idea and concept of the project. His authority in the public and in government circles has had a positive impact on developing the project, henceforth its movement.

Barriers: The programme was facing administrative barriers. Some administration personnel as well as teachers of schools, where the courses take place, are often considered an obstacle in promoting the project. Due to their misunderstanding of the project's objectives, they have doubts in preserving the financial institution funds after being visited by their "elderly strangers". A number of teachers and directors are afraid of the sanitary-epidemiological situation at school.

Complementary innovation

Role of technology: Modern technologies (computer and internet technologies) play a major role in the project. With their help, the educational process is carried out. They are provided free to actors on charitable basis with rare exceptions.

The development of the NPO sector is also involved: According to the project coordinator's opinion, the support provided to social projects by the government simplifies the process of promoting the movement "Timurovtsy" in the regions to a great extent. Every year, Russia's federal budget allocates funds in order to support non-governmental organisations. A number of measures are stipulated that are aimed at increasing support for socially oriented organisations, in terms of legislative, organisational measures, direct (state orders, contracts, grants) and indirect (benefits) financing.

Impact, diffusion and imitation

Impact is given for education and employment issues:

- Education: The project created an exemplary educational programme that is suitable for the replication in regions with different socio-economic conditions. Methods of teaching are developed together with the Ministry of Communications and Mass Communication of the Russian Federation, and include instructions and methods to organise the learning process at the regional and municipal levels.
- Employment: The project helps disadvantaged groups within the population to improve their computer literacy, and to form new working skills. This creates impacts when the entrepreneurs involved in the project, employ students after they finalized the courses.

Developers and project coordinators are interested in spreading the project to other areas and in expanding the "Timurobtsy movement". Therefore, they promote such initiatives. On the other hand barriers exist: In addition to administrative barriers, misunderstandings of project goals in professional circles occur. Another serious barrier to diffusion is the lack of a bonus system, which would promote the volunteers and their managers.

Furthermore, the initiative has the idea of simplifying the system of copying the original idea by removing all sorts of institutional constraints. Therefore, the developers consciously did not register the copyrights of the project.

The role of policy

The state support for social entrepreneurship and the establishment of measures for Russia's entry into the information society influenced the project significantly.

Moreover, Russia announced its plans for a full-scale entry into the global information society by signing the Okinawa Charter in 2000. However, the readiness of the country to solve this problem is very low. Concerning the value of the network readiness index the Russian Federation ranks 41st among 143 countries. Additionally, the ICT Development Index ranks Russia in the 45th place. The main obstacle for the country becoming part of the information society is the presence or complete absence of computer skills.

One aim of the state is the transfer of public services with the use of unified forms in the federal state informatisation system. The portal of public services is intended to provide assistance to the people. 495 million rubbles from state budget were spent for launching the portal in 2009. Despite these investments, the proportion of electronic services users does not exceed 30% of the Russian population. The reason for this situation is the "digital gap" in the population.

According to the project coordinator, all possible support measures are being given to the project by the state.

3.3.3 Case B3: Scientific and Educational Centre - SEC (Training for High Qualified People), Russia

Description, development of the Social Innovation Initiative

The main purpose of the Scientific and Educational Centre project is to organise a comprehensive chain of training high qualification specialists from "school - college - post graduate study". It's mission is to create the conditions to identify and develop capabilities of the youth in the region and to attract talented young people in its scientific sphere of scientific research; to establish an effective staffing system of the region on this basis; to form; to train and educate people with an innovative way of thinking, high responsibility, and a creative attitude to work.

The idea of creating a scientific and educational centre in Vologda developed with understanding the need to address the problem of providing highly qualified personnel in the region's economy. In view of this, a project of a multi-stage system of specialist training was developed, and it was supported by local and regional authorities.

The pilot phase of the project was launched in 2002 on the basis of one of the specialized classes at the "Lyceum №32», Vologda. The next year the project has become a city-wide initiative and an agreement was concluded to establish a scientific and educational centre of economy and information technologies in cooperation with the St. Petersburg State Engineering and Economic University and the Vologda State Technical University.

Later, almost all universities of the Vologda region joined the cooperation with the SEC. The creation of a branch of the St. Petersburg State Engineering and Economic University that has been directly integrated in the chain of personnel training promoted the implementation of the SEC project.

From 2005-2008 grants of the Ministry of Education and Science of the Russian Federation were received according to the program "Development of scientific and technical potential of the higher school" together with partner institutions that also contributed to the development of the project.

Full-time and distance education with the organisation of economic internet school in 2010 were supplemented online, thus significantly expanding the geography of the project's participants.

Currently, SEC covers 14 regions of the country, the Republic of Belarus, Kazakhstan, Ukraine, and the number of users is about 1000 people. The number of enrolled students exceeds 600; 400 students included in the SEC activities. As for 2016, the number of graduate students is 29 people.

SEC ISEDT RAS (Lifelong learning)

2005-2008 – receiving grants from Ministry of Education and Science under the program "Development of scientific and technological potential of the higher school"

Shutdown of the Vologda branch of the St. Petersburg State University of Engineering and Economics which was included in the SEC staffing system

resources

project progress is positive

Speed up

project progress is negative

Opening of the online Economic school

politics

Receiving support from the President of Russian Federation Vladimir Putin

Nowadays the number of pupils enrolled is more than 600 people; more than 400 students and 29 postgraduates are enrolled in the SEC activities.

politics resources

Receiving support from the local authorities and Russian Academy of Sciences within the framework of targeted funding under the program "Support for young scientists"

Start project

Idea	Concept/Pilot	Implementation	Impact	Diffusion	Institutionalization
2001	2002	2004	2008	2010	2016

Figure 15: Biography SEC

Actors, partnerships, alliances, networks

SEC is a part of the Institute of Socio-Economic Development of RAS. The founder of the project was at the origins of academic science in the Vologda region.

Formation and development of the SEC as an innovative structure, being a multi-stage system of training and re-training of highly qualified personnel for science, economics and authorities in the region, is largely due to the personal initiative and activity of the members of the original team and partners. In addition to the project's founder it included: the staff of ISEDT RAS, the leadership of the St. Petersburg State Engineering and Economic University and the Vologda State Technical University (now the Vologda State University). After the successful implementation of the pilot phase and obtaining government support, the project gained further impulse for development. "Of course, much of SEC establishment and development is due to its founder who was supported by staff and partners».

Universities and other research organisations

Since SEC is a subdivision of the Institute for Socio-Economic Development of the Russian Academy of Sciences (ISEDT RAS), it has close ties with educational and research organisations. Together with the Vologda State University it opened the basis department "Regional economics and management" in 2016. The department will carry out the implementation of the education programme in accordance with national standards for higher education. In addition to this, students of the Vologda State University and other universities in the region have practice in ISEDT RAS on a regular basis and participate in events organised by SEC.

SEC also cooperates with the Moscow School of Economics. Employees of the University regularly held lectures and various educational courses for post graduate students of SEC. In accordance with the arrangements, SEC students are provided with a possibility to enter the Moscow School of Economics for a master's degree on preferential terms.

In addition, SEC cooperates with different departments of the RAS, including the Institute of Economics of the Russian Academy of Sciences and the Institute of Sociology of the RAS. Guest lectures by famous scientists, employees of the institutions are members of the organising committees of conferences, competitions and Olympiads. Post-graduate students and young scientists have the opportunity to undergo training at the base of Russia's leading scientific organisations.

Governmental bodies

It was important to get state support at the stage of creating the project. In 2002, the creation of SEC was approved by the Vologda Administration and the Vologda Region Government and in 2003 by President Putin. During the entire period of the project, it received support by the authorities (except financial support).

Media

Working with the media is an important aspect of the SEC activities at the ISEDT RAS in order to raise awareness of local community about its activities. The project supervisor and the team are actively involved in various activities and programmes and give interviews to newspapers and magazines.

Non-commercial organisations

The Scientific and Educational Centre cooperates with the Vologda regional public organisation-centre of assistance in development programmes "Junior Achievements". Various activities are organised in the framework of joint efforts aimed at developing talents and aptitudes, knowledge and experience exchange. Moreover, active cooperation is carried out with the regional centre of youth and civil initiatives "Commonwealth" and SEC has different town arrangements with pupils, students and young professionals.

The scientific-educational project "School of the young scientist 35" is realized together with the Youth Government of the Vologda region, supported by the Regional Government, the Council of Young Scientists and Specialists of the Vologda region and of ISEDT RAS. The project is aimed at popularization of scientific knowledge and modern technologies among children and youth. It includes master classes for pupils in such subjects as mathematics, programming, robotics, economics, archaeology, ecology, psychology, ethics, and others. In addition, workshops for children and young people related to scientific and technical creativity, summer school thematic areas, and trainings are going to be hold within the framework of the "School of the young scientist 35".

Other organisations

Due to the fact that the SEC activity is aimed at making a chain of continuous education, thus solving a wide range of tasks, this stipulated the necessity for cooperation with various organisations. The project is currently actively working with youth, scientific, educational, social organisations, enterprises, and many more.

Innovative solution

The Research and Education Centre comprises service, system and organisational innovation:

- Services concerning complex scientific training and educational services, involving programs for additional education at schools, graduate and postgraduate courses, as well as additional professional education.
- New scientific and educational structure as a multi-system innovation solving two main problems: to be the link between education and science and to make the research and training of highly qualified personnel as close as possible to the needs of the region. At the heart of its work has been the idea of continuity. It ensures the continuity of the educational process in the chain "school - higher school - post-graduate course (doctorate course)." The content side of the mission of the educational institution is to create all conditions required to identify and develop the abilities of children and to involve young people in scientific activity. Coming to the SEC and further studying economics at the age of 11 years, a talented child has the chance to become a PhD after having left school (7 years), bachelor course (4 years), master's course (2 years), post graduate school (3 years), and then to aspire to the degree of a doctor of Science.

- The essence of the SEC activity is to organise an integrated chain of training highly qualified personnel, covering the entire educational process. For example, schoolchildren who showed their worth when studying economic disciplines will form student groups with economic specialties. After completing their studies at a higher school, young people come to the post graduate course for specialties concerning research in the field of economics and management. Having defended their dissertations, they can be involved in the activity regarding the problems of accelerating socio-economic development of the region. These young specialists will be engaged in the commercialization of promising scientific and technical developments and projects, creating start-up companies on their basis.

Gaining momentum

Gaining momentum could be described mainly by the drivers and barriers following.

Drivers:

- *A team of like-minded professionals:* One of the key success factors of this social innovation is the availability of an effectively working team of associates. The SEC staffs are actively involved in project management, offering ideas for its further development, many of them being realized.
- *Active demand:* According to the results of the pilot phase, a great demand for the SEC services was identified by both the government and ordinary people that allowed the project to expand the coverage first to the municipal scale, and then to the regional, national and even international scale.
- *Financial and law-making support:* Creation and further development would have been impossible without support, especially at the early stages of the project. Political support was received from both, local and regional as well as federal level. The protection from the Russian Academy of Sciences was received, that not only supported the initiative, but also included financial support, without which the progress of the project would have been difficult.
- *Networks and multiplicators*: Various communication media, professional societies, public and state organisations, educational and research institutions and others played a significant role in the promotion and development of the SEC.

Barriers:

- *Lack of funding:* a serious obstacle to the project expansion was the lack of financial support at the early stages, but it later was received from the Russian Academy of Sciences.
- *The absence of legislation on networking:* there was no legal basis for the organisation of educational services through networking at the time of creating the project. In addition, a number of limitations to implement general secondary education programs still have to be overcome.
- *Closing the branch of the St. Petersburg Engineering and Economic University in Vologda:* The closure of a branch of the St. Petersburg Engineering and Economic University became a serious blow for the current system of continuous training. The branch has been directly integrated into the educational chain. In this regard, the leadership of the SEC had to refocus cooperation in the direction of joint activities with other universities in the region, especially with the Vologda State University.

Complementary innovation

First of all, the students' ambitions in obtaining the necessary knowledge in economics and information technology is a necessary precondition for the success of the project

Absorptive capacity plays a decisive role in the project development. Currently, all the necessary conditions have been created for the successful development and application of new knowledge in the SEC. Project staff regularly undergoes training courses, participates in various training seminars, and conferences. In addition, all students are also given the opportunity to develop their skills and acquire new knowledge.

Moreover, the role of technology is undeniable. Technology did not only contribute to the organisation of various forms in realizing the educational process, but also played a key role in the informatisation of education in general. Economic Online School functions on the basis of the SEC, electronic diaries are used in the educational process,

interactive activities, teleconferences, and Skype conferences are held. It is the use of Internet technology and the emergence of interactive learning opportunities that helped significantly in expanding the geography of the project.

Impact, diffusion and imitation

Impact is found to different sub-systems:

- Sub-system of basic general, secondary (full) general and additional education of children:
  The SEC of ISEDT RAS has been creating conditions for the identification and development of talented young people in the region for over ten years. The average number of students mastering the program of basic general, secondary (full) general and additional school education is more than 500 people. The development of personal growth of students at the SEC, the realisation of their creative potential is also realized through extra-curricular activities. The main forms of activity are: the organisation of competitions and Olympiads in Economics, discussion club meetings, thematic weeks, trainings and business games, excursions to enterprises and profession-oriented economic sessions.
- Sub-system of higher education: bachelor and master degree programmes
  Achieving the objectives of the social innovation and creating a system of "end-to-end" training of highly qualified personnel is realised through cooperation with universities in the city. The number of students interacting with the SEC of ISEDT RAS in 2015 was 385 people. Involving students in science is realized in terms of delivering lecture courses, organizing competitions of research works and conferences, scientific seminars, debates, economic lectures etc.
- Sub-system of highly qualified personnel training:
  The training of highly qualified scientific personnel is the final step in the REC system of ISEDT RAS and it is realised in terms of post-graduate studies in the field of economy, e.g. in the field of economy and management of the national economy; finances, money circulation and credit; mathematical and instrumental methods of economics. From 2000 till 2015, 57 post graduates and research staff members of ISEDT RAS defended the thesis, including 53 people defended the thesis for the Candidate of sciences, and 4 people for the Doctor of Science.

Diffusion of the project is one of the priority areas. Currently, the SEC services cover 14 regions of Russia and some CIS countries (Belarus, Kazakhstan, and Ukraine). It is planned to further expand the coverage area. To further expand the geographic scope of the project, it is necessary to strengthen activities in the direction of work with information resources, including the media. In turn, the search for potential foreign partners (educational and scientific institutions) can be done by opening international Master programmes.

Role of policy

Political support played an important role in the development of the project. In the beginning, the project was supported by the Administration of Vologda and the Vologda Oblast Government when it was still in its ideation stage. After its pilot phase, the project was supported by the Russian Federation's President Putin, who approved the initiative and requested to assist the leadership of the Vologda region and the RAS. As a result, government agencies have provided their assistance in the development of the project throughout SEC's history.

One of the factors that influenced the idea of SEC is the huge shortage of qualified scientists in the region, as well as the desire to create an own system of continuous staff training from school to post graduate school. The shortage of qualified staff is one of the most urgent problems for the Russian science. Along with a significant reduction of the entire academic community in Russia, the share of young scientists of the most productive age rapidly decreases. Over the last fifteen years the post graduate school lost its academic basis, almost equal to the master's course of study in its mass training. As a matter of fact, 60% of university graduates enter the post graduate course, and as a result 30% of them do not come to defend their thesis. There has been a tendency of reduction of the post-graduate student number (by 55%) in the Vologda region since 2010. There is also a reduction in the number of post graduate students and their defence in economic specialties.

Besides, the situation is worsened by the experienced "brain drain". Over the past 20 years, 70-80% of leading mathematicians and 50% of leading theoretical physicists have left Russia. The main reasons for emigration are low

wages, as well as a poor material and technological research base. Especially in disciplines with the greatest innovation potential, the brain drain is immense.

Desired policy support is needed. The Federal Law "Concerning Science and State Scientific and Technical Policy" regulates that scientific organisations in Russia may carry out educational activities in master's degree programs, programmes of training teaching personnel in postgraduate course (graduate military course), residency training programmes, and also additional professional programmes and programmes of vocational training. However, it is necessary to make amendments concerning the possibility of conducting educational activities by a scientific organisation in the form of "additional education".

The increase of state-financed openings for the postgraduate course: The tendency to reduce the number of postgraduate students is connected with the reduction of the number of places available under the distribution of admission quotas at the expense of federal budget allocations. The competition is organised by the Ministry of Education and Science, and "Responsibility Centres" participate in defining offers for the volume of state-financed openings for particular areas of training and specialties. These responsibility centres include the federal executive authorities, state corporations, employers' associations, NGOs, universities' associations. It should be noted that when approving the admission quotas in recent years, there has been the reduction of state-financed openings concerning non-demanded areas of training on the labour market and at the same time the shift to those areas of training that meet government priorities. Therefore a reduced number of state-financed openings non-demanded on the labour market (not by applicants) exist in some fields of study (economic, juridical, humanitarian ones) and an increase in the number of state-financed openings in the priority areas of the state (engineering fields).
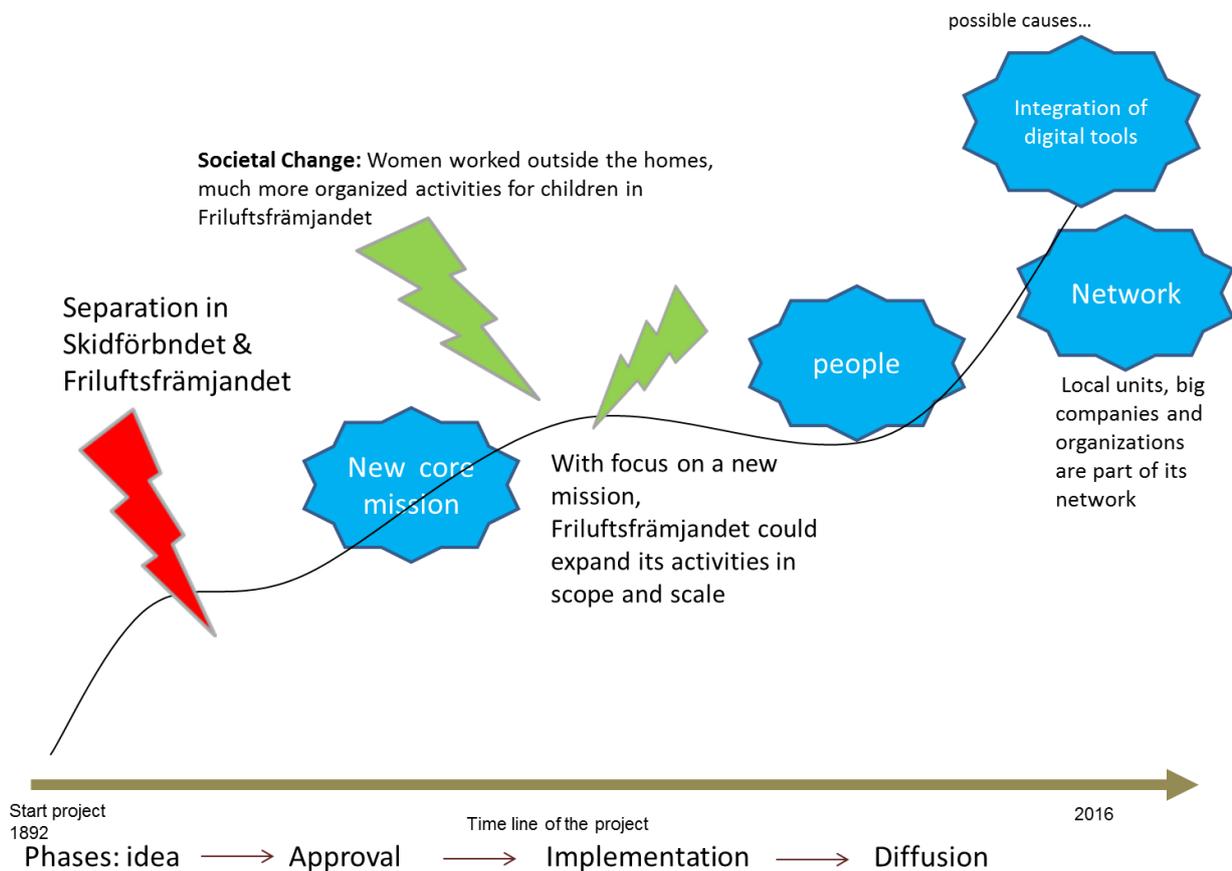
Support by governmental bodies for the most part had a political character (lobbying). The SEC was not supported financially by the government institutions, so in this area the project needs support.

3.3.4   Case B4: Friluftsfrämjandet (Outdoor Association), Sweden

The social innovation project in brief

Friluftsfrämjandet (Outdoor Association) trains the outdoor guides and instructors in Sweden and offers collaborative outdoor adventures for all ages. Participants hike, bike, walk, climb, paddle, ski and skate together, for the purpose of learning, gaining respect for nature, and having fun together. Activities are open to the public. Membership is required for advanced or recurring activities. The philosophy is based on universal access and inclusion and the premise that it is natural to do things together with no limits based on age, religion, political opinion, etc.

Friluftsfrämjandet initially developed skiing programmes for people interested in and capable of skiing at a competitive level. Gradually, its activities were broadened by using special leaders to breed new groups of skiers who wanted to develop. Later, outdoor activities were developed for the green period of the year as well, in part with support of "allemansrätten", the Swedish law ensuring access for all to nature. Leaders were engaged to take care of hiking and walking groups.

possible causes...

Integration of digital tools

Societal Change: Women worked outside the homes, much more organized activities for children in Friluftsfrämjandet

Network

Separation in Skidförbndet & Friluftsfrämjandet

people

New core mission

With focus on a new mission, Friluftsfrämjandet could expand its activities in scope and scale

Local units, big companies and organizations are part of its network

Start project 1892

Time line of the project

2016

Phases: idea ⟶ Approval ⟶ Implementation ⟶ Diffusion

Figure 16: Biography Friluftsfrämjandet

When Skidförbundet and Friluftsfrämjandet separated, a new focus was placed on non-competitive activities. Friluftsfrämjandet became more and more focused on a new core mission, i.e. to stimulate outdoor activities in general as a source of people having fun together. Friluftsfrämjandet developed a clear and simple broad strategy that any Swede could participate in.

The number of members is close to 84,000. Some 7,000 certified trainers and organisers lead 10 million hours of outdoor activities each year. Some 300 local units are responsible for undertaking them, from Kiruna in the north of Sweden to Smygehuk in the South.

Actors, partnerships, alliances and networks

The highest body is Riksstämman, where members can take part in individual capacity or as elected representatives from local units. 78 such representatives (ombud) from the regions and local units are elected. Each region has 4 ombud. A young organisation meeting elects four representatives (ombud) and 50 are divided to cover bodies with many members. Each region should have at least 1 youth member.

The organisational structure is led by a Secretary General and a professional board which has 5 meetings per year, which carries responsibility for strategic leadership and execution. An election committee prepares candidates for the board with a view to competence and the need to develop the organisation in the short and long term. Diversity is aimed for in the representation, including with regard to gender, age and ethnicity. A "leading group" is responsible for implementation of the board's decisions.

Major supportive partnerships and alliances include:

- A group of Swedish Military Men.
- SJ (Swedish State Railways)– Sweden – public, power and influence, financing
- Svenska Postkod Lotteriet - public – Sweden, financing
- Idre Fjäll – Sweden, premises, centre for educating new leaders
- Day care centres all over Sweden, users of the programme - the activities
- Schools all over Sweden, users of the programme - the activities
- Sport clubs all over Sweden - centres for activities, educators, leadership

The additional partners supported the core values. They promoted the mission for outdoor life and contributed my marketing and financing and standing up for the Swedish "allemansrätten" and skiing tradition.

Innovative solution

Friluftsfrämjandet offers outdoor adventures for all ages. Competition is not part of the concept but focuses on creating experiences together. The key concept "I Ur Och Skur" signals that happiness is possible under all conditions (rough translation: come rain or shine).

The combinations of outdoors activities, regardless of weather and season, guided by educated, dedicated leaders, the drive to have fun together in the nature under secure precautions and learning to use the nature and act sustainable is the innovative basis of this initiative.

Insights and learning leading up to the solution

The initiators realised that it would be necessary to educate leaders - guides to stimulate, teach, create learning and joyful activities where people in all ages could enjoy and have fun together outdoors.

The fact that outdoor activities in all kinds of seasons and for all citizens and ages are good for their health, body, and well-being is the main background driver to the social innovation of Friluftsfrämjandet.

In recent years, it has become more and more difficult and ponderous to attract the younger generation. Temptations due to the internet and digital revolution have slowed down the attractions offered through outdoor activities. The average age among people engaged in Friluftsfrämjandet has risen steadily during the last decade.

Personal experience

The initiators were a group of Swedish Military men who called themselves the National Association for the Promotion of Nordic Skiing in Sweden. They wanted to improve people's health through activities in nature. The initiators established the so called "Skid- och Friluftsfrämjandet" (Ski and Outdoor Life Union).

Evolution of core idea

The evolution has been deliberate and controlled, guided by the objective to achieve "Outdoor activities for everyone". Although run in a professional manner, the operation is based on spontaneity and ideological non-profit motivation, and thus represented more of a social movement.

Gaining momentum

The **drivers** are all connected to healthy living, having fun outdoors, enjoying life and being together.

By habits and history, Swedish citizens are used to be out in the nature - often together in the family and use all the great values there are. Walking, skiing, swimming, picking berries, running, cycling, enjoying the forests, lakes, rivers and the sea, fishing and much more. The sector-specific condition that hamper the diffusion processes are nowadays often due to earlier mentioned changed interests among the younger population and the fact that the grown-ups seem to have much less time and thereby interest to engage in outdoor activities and life.

The driving factors were and are: experience outdoor activities together with others, flavoured by joy, happiness, knowledge and security.

Technology in the form of modern information systems made it possible to reach new groups of people. The developed spontaneous activities could benefit from good marketing and thereby reaching new users. Grown up persons could more easily appear and participate in spontaneous meetings like "let us meet tomorrow and walk" or "we meet at the bridge for biking" or " who is interested in climbing can show up on Wednesday at 6 pm at the sport field".

Key to the success in linking information and marketing in schools and pre-schools has been the engagement of children - the users. New users have also been enrolled due to the diffusion of information via social media.

Barriers derive from competing interests among different people and also resistance to trying out new activities, including outdoors (in nature). Barriers of the latter kind follow from new distractions rising out of young people's dedication to digital tools which make them adverse to external activity and may prompt an indifference to the world.

Obstacles related to cultural interfaces and general attitudes impede attracting and engaging immigrants in various activities.

Complementary innovation

Absorptive capacity: Since the separation between the skiing competitive fraction and the general outdoor activities, the latter could develop its aim to engage children, work together with sport clubs, arrange new activities, achieve societal policy support on governmental level and become more evident in keeping the core values.

Cooperation in and with schools and day care institutions has been key for building the modern platform with a view to making use of the passion to do good for other people. Defend the green areas in urban environments. Parents must be inspirers and show the children the value of engagement and passion in outdoor life. Parents must take their time and go out and show the children all possibilities outdoors. The civil society should support the possibility to pay less money for membership.

The key for Friluftsfrämjandet, which is its prime source of empowerment and its strength when it comes to integrating and using new knowledge and information, has do to with its consistency and ability to stick to its core values.

Role of technology: Technology through the information systems made it possible to reach new groups of people. The developed spontaneous activities could benefit from good marketing and thereby reaching new users. Grown up persons could more easily appear and participate in spontaneous meetings.

Impact, diffusion and imitation

Impact is shown by wide-spread engagement of people in outdoor activities, among the 84.000 members and more. Some 8.000 certified trainers and organisers lead 10 million hours of outdoor activities each year. There are 300 local units widely spread all over Sweden undertaking them. Awareness and a mind-set ensure that people feel more comfortable when being out in nature. A number of activities target children and the young specifically. More than 200 Swedish pre-schools follow the key concept with certified trainers. Also, Friluftsfrämandet influences government decision-making through active lobbying.

The activity programmes have broadened, activities for younger children have empowered many schools and day care institutions, spontaneous activities have been developed and reached new users, many new projects have been launched, the cooperation with sport clubs have developed, and integration issues and programmes have been discussed and started.

Role of policy

In the beginning, policymakers played no role for the development of Friluftsfrämjandet. The Swedish regulation making access to natural habit, free for all ("allemansrätten"), became a strongly enabling factor, however. A decade ago, Naturvårdsverket, a Swedish national public authority, set up 10 guiding objectives for outdoor activities, which were close to the core values that guide Friluftsfrämjandet and its activities, providing further momentum to the movement.

While the role of policy may be formulated as protecting the public good and fostering public awareness and attitudes in support, it has essentially served as partly a follower, and partly a supporter, of leading social innovations such as Friluftsfrämjandet.

Social innovations are often developed where orderly policies are not yet in place. Social innovations often impact policy makers and play a role in setting the direction for formulating objectives for policy formulation. In this sense, social innovations benefit from policy promotion to a certain extent, making solutions possible, supporting and assisting in tricky situations or in overcoming financial issues.

The role of policies at a different level

National frameworks have been mostly prescriptive or enabling in a general sense. Regional and local policies are rather tailored as responses to precise needs and opportunities, as a natural consequence of their greater proximity and sensitivity to specific issues. Examples are initiatives to create conditions for natural reserves or urban development and design in support of the organisation and its activities.

The national policy framework contributed importantly from an early stage by promoting university and equal access for all to the experiences of nature, coupled with a call for respect and not doing harm, regardless of circumstances, locations or other restrictions. Policy programmes promoting innovation played a role in late stages by enabling greater access to resources and cherishing a development perspective in effect empowering the organisation to further develop activities around its core values. Regional and local authorities provided support through the establishment of more naturally friendly urban planning, natural reserves and other supportive infrastructures.

3.3.5   Case B5: Storycrafting (Participatory Approach), Finland

Description, development of the Social Innovation Initiative

Storycrafting has developed the intention to give both the client (child, teenager, grown-up, patient at a hospital and more) and the expert similar chances and possibilities to tell and to be listened to. The client (in this case the child) has the right to be seen, heard and to be participant. To be able to reach shared cooperation it is necessary to know very well what and which factors could impede a mutual dialogue without neglecting the competence and knowledge by the expert.

Children are telling - moving away from the traditional, objectifying approach to children's education, focusing on the questions raised by children and developing a participatory and co-operative approach.

The participatory and narrative method of Storycrafting works with the children in practical interactions. Storycrafting creates time and space to encounter children and to share with and listen to them. Through the selected method, the children are empowered: they become accustomed to explaining their ideas.

Against this background, the problems and needs addressed are numerous and can be summarised as follows:

- The need of overcoming hierarchical and streamlining pedagogy and attitudes towards young children.
- The need of working out better communication with children and youngsters, as teachers and experts may not reach through using traditional means.
- The need of new responses to psychological problems like suicidal behaviour among the young
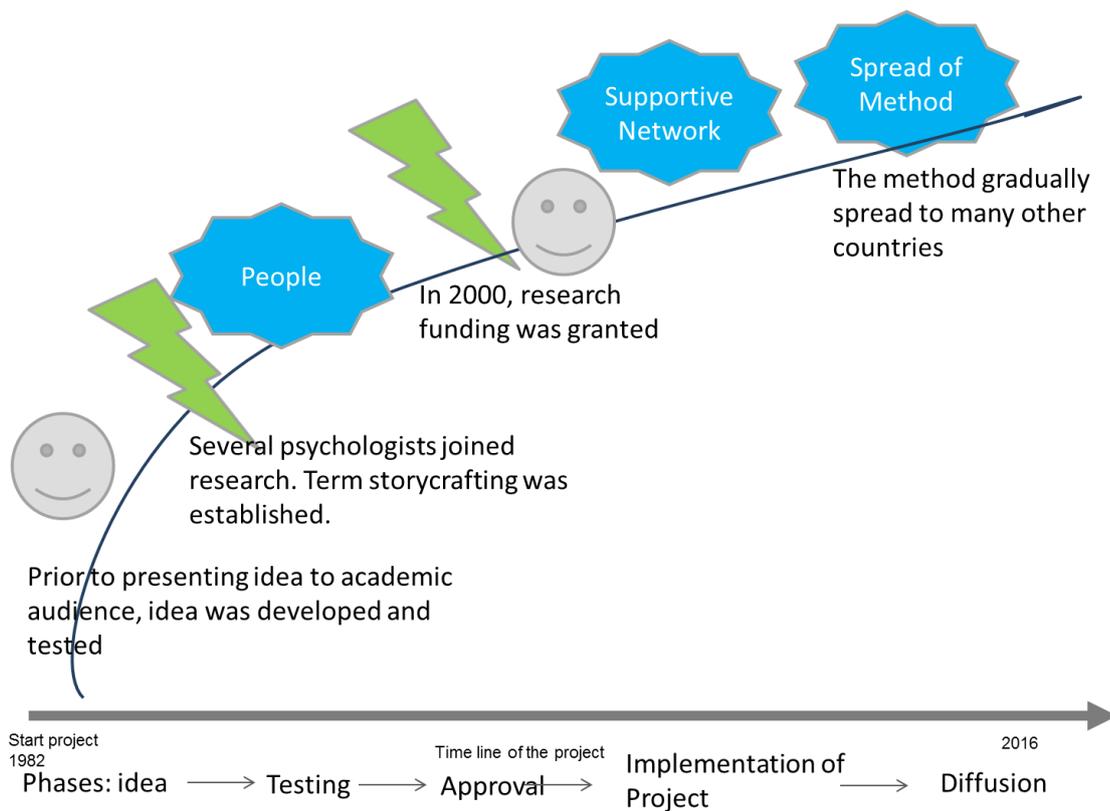
Figure 17: Biography Storycrafting

Actors, partnerships, alliances, networks

A psychologist in Finland developed the Storycrafting method based on the fact that children need to be heard and have the right to affect everyday action. By using free narrate, the children were listened to and became the subject - not the object.

Initial partners: In the beginning there was only one actor – the initiator who was able to draw on her parallel engagements as a school psychologist and social worker, and who had the confidence of schools, parents and children to carry out her activity and generate a learning process.

Further, additional partners: STAKES (Finland´s State Institution for research and developing work in social and health care). The ordinary school was there and the links to social services.

Apart from that, no overarching organisation or policy programme entered into the picture during the first decades. Storycrafting is an example of a solution – of a method grown out of one person's professional achievement and personal drive.

During the last decade, Storycrafting was institutionalised at a higher level and was organised under the umbrella organisation "Children are telling".

Innovative solution

One source that the innovator got inspiration from was an article by Carr 1986 about "a story is a way to organise and unify experiences". And also narrativity builds understanding of the self, the others and the world. Narrative meaning structures can be distributed to different modes of existence: the lived, the told and the inner modes, which affect each other. The stories lived are related to a person´s life. A told story is a story told to someone else and an inner story is the story a person tells him/herself about the past, the present or the future.

- Another source and inspiration was Astrid Lindgren and her stories.
- Also Dostojevsky with his deep observations of the soul of a human being.
- The Swedish author Stig Dagerman´s poems were inspirational as well.
- The solution brought a radical shift compared to established practices and contained several innovative features.

A central aspect has to do with a shift in child vs. grown-up interface, and particularly the listening role assumed by the latter. This role is not just about silence, but active listening – it is about assuming a concrete and engaged mood. It has to be evident that he/she really is listening.

The Storycrafting method includes 4 steps:

- Tell a story that you want.
- I will write it down just as you tell it.
- When the story is ready I will read it aloud.
- And then, if you want you can correct it or make any changes.

After many trials and mistakes the instruction was shaped as a short introduction to the child and kept as short as possible in order to avoid the expert´s importance and as simple and child-adapted as possible to get the child to understand what the expert is expecting from the child. Expecting here means that the child just tells freely and the expert will only listen and write down what the child is telling. The method replaces the traditional expert-centred way of performing into a child- and client-centred approach, without interpretations.

The result is only about focusing on the child/client and his/her free telling about, for example, a drawing, something that has happened, different thoughts or problems, wishes of all kinds. The method is empowering the client´s self-confidence. He/she has been seen and been the subject for the expert´s interest.

Storycrafting is merely used in primary school but would work out well for elderly pupils, in families, in different kinds of environments where people socialise, in social health care, interviews with immigrant children, police-criminal examinations and so on.

- When Storycrafting is used for the young pupils is has been proven that the improved self-confidence has long term effect.
- Pupils do not get grades in Storycrafting. It is a pedagogical method as a base for learning and self-confidence.
- This is how the personal, inner story became the focus in the method called Storycrafting.
- By testing and testing, trial and error, searching for a strategy and a method to reach the client/patient/pupil/child, the initiator is indeed a change agent.
- The expert and the client meet on equal terms and possibilities to be heard, seen and listened to.

Gaining momentum

The strive from the initiator was to find a solution where the expert in conversations with clients/children could reach them and find a combination of psychological, pedagogical and cultural interaction.

By using video techniques and by filming the clients/pupils and what and how they performed as well as how the expert behaved and performed, the initiator got aware of, at last, how to define the instructions for Storycrafting.

The method developed over the years, drawing on various people independent of age or life situation. Everyone is carrying stories, big or small, serious or full of humour, experiences well worth telling. It often amounts to a good therapy to have the possibility to communicate with a good listener.

Challenges and barriers The initiator's dissertation, which was called "What are we doing with the children`s questions?" provided her with great possibilities to investigate the dialogue- expert-child perspective. She further developed through her post doc investigation "Playing researcher" - being assisted by a photographer who filmed the

performances and helped her to further work deeply with and organise the data. The main question was: "How do children work and treat the things and occurrences they hear, see and experience".

After working with the expanded material, she was able to reach the conclusion and answers to some crucial questions:

- When are the children active and inspired?
- How do children play together and how do they act when they are researching about the things they are interested in?
- What discoveries do the children make?
- What ways of actions and instructions extinguish or support the children´s inspiration?

Complementary innovation

On the individual level there was no complementary innovation involved. However, on the institutional level, complementary innovation played a role in facilitating the innovation. The change to a holistic approach towards the education of children paved the way for the initiative to select a different route from the formerly established authoritarian and objectifying structure of teaching, now focusing on the children's perspectives as key in this case.

Impact, diffusion and imitation

Storycrafting has been widely applied with tangible success as it has proven successful inducing social skills, communication skills, creativity and self-confidence in education. As a result, Storycrafting is the only Finnish method selected from among hundreds of proposals to qualify as a function model in promoting children´s mental health (Mental health Europe 1999). It has been granted an award in the field of education for international understanding and been referred to in the Development Plan of Child and Youth Policy 2007-2011 (The Ministry of Education).

Diffusion is highly feasible due to the general applicability of the method. On the other hand, success is strongly dependent on the training of experts, so that the method is used correctly as a means of strategy-instruction guiding the expert and the listening. Storycrafting is not a simple way of talking but a structured tool to empower pupils/children/clients. Diffusion on this basis is highly desirable and has succeeded to some 20 countries.

Transfer and exploitation

As Storycrafting was more and more well known, the mechanisms multiplied thanks to mouth to mouth information, enlarged number of witnesses from professionals using the method, rewards, usage of website, participation in different international networks and academic courses.

Role of policy

The quality of education used to play second fiddle relative to the emphasis on discipline. The authoritarian approach came at the price of self-confidence for children. As policymakers and school personnel started to adopt a holistic approach, a personalised approach took hold. Policies in Finland continued to emphasise traditional learning and a strong position for the teacher, but the way was paved for a diversity of other initiatives. Policy moreover helped engineering a conducive research-practice interface in the educational sector, with receptiveness in the profession for evidence-based learning.

The high regard for quality and good results for students influenced the direction of efforts in Finland. The influences of these conditions on social innovation have been indirect, while direct support has been less important in the early stage of development. In later stages, as social innovations become mature and diffuse, policy support by way of national guidelines and offerings of supportive organisation and tools have been greatly important, including tools for building alliances and extending membership networks.

Policy supported integrated research-practice learning and encouraged improvement generally. The declaration of the UN on "The rights of the child" further laid the foundation for appreciation. A global learning process further helped

underpin recognition of the innovation through the diffusion process - after about 10 years of hard work in trying to find a perfectly tailored strategy and instruction for the cooperation between the expert and the child/client.

Connectivity to the practice field

There was an inter-related advance, with authoritarian approaches breaking down and social innovations such as Storycrafting demonstrating and showing the way for practical methods that are reliant on another vision and approach.

Storycrafting - learning support has had great impact because of its wide applicability, staring out with children but with ramifications for learning in all stages. It helped put focus on how to build self-confidence through two-way communication and interactive learning, feeding the rise of this practice field.

3.3.6   Case B6: Storytelling (Pripovijedaonic) (Anti-Bullying Approach), Montenegro

Description, development of the Social Innovation Initiative

Pripovjedaonica was the first project in Montenegro focusing on anti-bullying (peer and youth violence) education for preschool children that has included parents and families, teachers, and volunteers but also children through acting, dancing, drawing and other activities. The project has implemented new learning methods in a form of "storytelling" rather than more traditional approaches for preschool children.

The idea was born in 2012 based on the research developed by UNICEF on the role of schools in addressing peer violence. The research was conducted in 2005 and published in the UNICEF manual "School without violence – toward safe and stimulating environment for children". According to their report, more than half of the children in Montenegrin schools already experienced some form of peer violence, which was a clear indication that education on the prevention of violence at the school age might be too late and that steps should be undertaken at an earlier age. The research was carried out in several stages over the period of 6 years and it led project team to several findings: first of all, undertaken measures for the prevention of the violence were insufficient, schools and their management were not actively engaged in the implementation of agreed measures, students at the very early age experience violence meaning that actions need to be taken earlier and innovative ways of the learning about violence and its consequences should be found to produce greater impact.

The social innovation was created by a team of three colleagues with various skills and professional backgrounds (pedagogue, teacher and an animator) – two of them are part of the Association of the Parents and one is a famous performer. They have developed the idea, selected kindergartens, gained permissions from the Ministry of Education, held auditions for the volunteers and gained funding from fACT (Foundation for Active Citizenship). In the period of one year (2012-2013), the three innovators held 13 workshops, 9 in three different groups within the kindergarten "Jelena Cetkovic" and 4 in the National Library "Radoslav Ljumovic". An educational brochure was created in order to be used as a tool for further workshops.

The parents expressed great interest in this project because of its non-traditional formal learning approach and have attended so called "Picnic workshops" specifically crafted for parents. The actual storytelling sessions were performed individually in the kindergartens for several months and the project team received reports from the teachers about the activities that took place. They also organised education for teachers and parents in storytelling methodology and included other institutions in order to increase their capacity in this approach as well as in the subject of peer violence with the main goal to ensure the sustainability of the project. The project was very successful and also was able to raise some funds from a local donor, which enabled the start of its implementation.

However, lack of the financial and organisational capacities in addition to personal constraints of the team members have resulted in a temporary pause of the project in 2014. In 20015, some positive developments such as the launch of "Igrackoteka" (library for toys) and the associated Development centre, which includes premises and programmes for education of parents and children has indicated a revival of the project activities. The letter of interest was also signed with UNICEF and the Faculty of Philosophy creating an opportunity for gaining support of the initiative at the higher, national level.
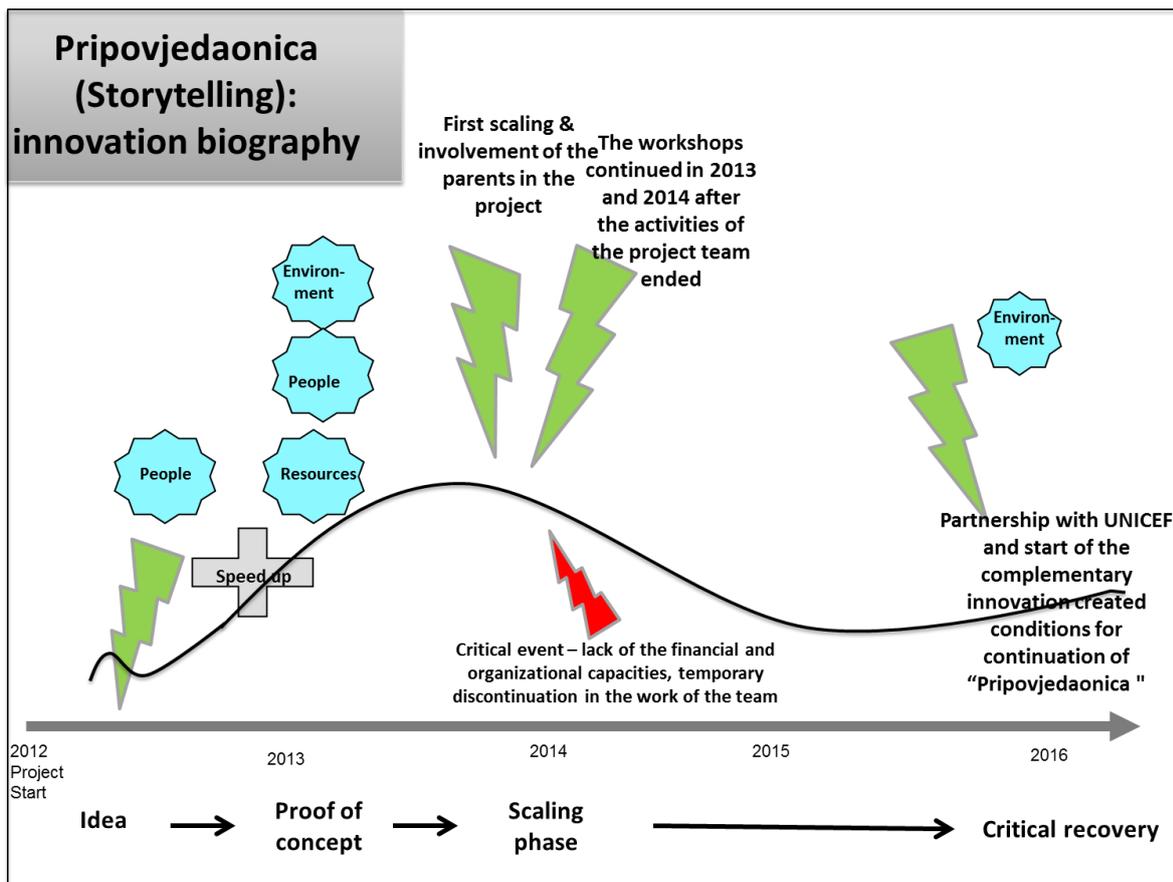
Figure 18: Biography Storytelling

Actors, partnerships, alliances, networks

Main responsible persons (core team) were a famous children animator and two members of the NGO Association of the Parents. Wider team included further members of the NGO Association of the Parents. Additional partners were students and members of the Volunteer club of the Gymnasium "Slobodan Skerovic", members of the Volunteer club of Faculty of Economics of Monte Negro and Faculty of Philosophy in Niksic, National Library "Radoslav Ljumovic", preschool education units of "Jelena Cetkovic 2", which belongs to the system of public preschool institution "Dina Vrbica".

The project was supported by the Fund for Active Citizenship (fACT) and Co-operating Netherlands Foundations for Central and Eastern Europe (CNF).

It aimed at active participation of kindergartens' personnel as well as parents. Additional goal of the project was to ensure implementation of this kind of education after the core team finished with the initial workshops. In order to achieve this, students and volunteers were invited to participate in the education and conduction of project activities.

Innovative solution

The innovative solution of this social innovation lies in a relatively new learning methodology for Montenegro that uses "storytelling" to convey positive values and teaches children non-violent behaviour. Through the history, „storytelling" was a primary way to accomplish successful communication with children of younger age. Studies and practices have demonstrated that not only children are fascinated by the stories but they tend to identify themselves with the main protagonists, which makes them more receptive to moral and human values imbedded in the story. Moreover, storytelling is a perfect medium for transferring difficult messages such as anti-bullying because unlike conventional reading of stories, storytelling allows a direct contact between the storyteller and the child.

Furthermore, the project incorporates new beliefs such as that: education and prevention of peer violence has to start at the earlier stage of childhood because at preschool age, children are more receptive to positive morals from the stories; children easily identify themselves with the main actors of the stories and entertaining methods of learning ensure their participation.

Along with the promotion of values such as acceptance of differences and tolerant behaviour, the initiative have included various stakeholders starting from kindergartens, schools, universities, volunteers and parents who wanted to create a systemic change in the approach to the peer violence problem.

Gaining momentum

As it was previously mentioned, the strategy was to include as many stakeholders as possible. This especially concerns involvement of kindergartens and their teachers in the whole process; they were directly contacted and they expressed their interest and willingness to cooperate. Volunteers were selected through auditions. Although the initiative did not experience any particular obstacles in placing their innovative solution in the preschool organisations, the main impediment was a lack of willingness to cooperate at a higher institutional level (ministries, government). This has resulted in difficulties regarding funding of the initiative. Moreover, the innovators experienced administrative hurdles in working with volunteers as demanded by the 'law on voluntary work'. They were required to follow strict administrative procedures for which they did not have the capacity to do.

The critical events that influenced the development of the initiative were on one hand private circumstances that have resulted in a separation of team members (one person who was the leading driving force of the project temporary moved to Brussels) and on the other hand lack of financial and organisational support on a higher institutional level (ministries, government offices etc.). However, some new innovative projects started within the Association of Parents ("Igrackoteka" and Development Centre) which provides new opportunities for the continuation of project activities in a more complementary way and to use the premises of the centre. Moreover, some new actors got involved; first of all, the parents who recognized importance of such education and some new "unplanned" activities took place in the form of so called "picnic" storytelling workshops that were focused on parents and children.

Complementary innovation

Complementary activities, such as "Igrackoteka" and the Development centre were indirectly requested by users (i.e. parents). During the implementation of the project activities of Pripovjedaonica, parents have expressed a great deal of interest to attend storytelling workshops with their children and gain the skills necessary to use the storytelling methods on their own. In this context, users (parents and children) showed interest for other educational activities and possibilities offered by the centre (playing, borrowing of toys, other educations for parents and children, etc.). Within the Development centre a special unit called "centre for early development" was formed that was dedicated to the preschool education of children (up to age of 4) and parents. It was especially focused on the improvement of their interaction. Hence, the Development centre has created new space and opportunities for the continuation of the storytelling project.

In 2016, the project has moved to the next phase and several letters of interest were signed; one of them is with UNICEF. Cooperation with organisations such as UNICEF, that have a long history and reputation, is expected to enable higher level of willingness to cooperate on an institutional level, which is critically needed. In addition, a letter of understanding was signed with the dean of the Faculty of Philosophy in Niksic which has already cooperated with the team. Moreover, with this letter of understanding the faculty agreed to send students from the Faculty of Philosophy on the practical training in "Igrackoteka and Development Centre" and some of the activities of "Pripovjedaonica" are planned within this centre.

Impact, diffusion and imitation

When the idea was in the phase of development, the team has defined several indicators for a successful implementation: the goal was to include 50-60 children from kindergartens in the project and to include 15 children in each workshop held with parents (at the premises of the library). The first goal was achieved while the second was even exceeded, because the interest was much larger (ranging up to 25 per one workshop). Besides, the parents and teachers were given questionnaires in order to determine their opinion about the programme design, participation of

children and the level of satisfaction. After the analysis of the questionnaires, it was concluded that both parents and teachers showed great level of contentment with the concept of the workshop and the engagement of the children. Thus, it was concluded that the project at its first phase achieved its goals. However, for a larger social impact in the form of reduction of bullying and peer violence, the project should be implemented on a larger scale, including more institutions. However, this consequently requires bigger organisational and financial capacities. Moreover, it requires more time for implementation and a systematic approach in measuring the project's social impact.

Diffusion over different stakeholders (volunteers, universities) was planned from the beginning in order to ensure continuation of the project activities. The initial plan was to train other stakeholders in education and performing activities and thus ensure diffusion after the end of the project activities.

The main barrier in the implementation of the project was the fact that the project team was comprised of only three persons, working basically on a voluntary basis while engagement of volunteers required much stronger organisational, administrative and financial capacities. One of the main obstacle were conditions set by the current Law on Voluntary Work in Montenegro, requiring from the organiser of volunteer work to pay health insurance for volunteers and to fulfil many administrative tasks, making it impossible for the project team to deal with it. Their way of dealing with this problem was to engage volunteers indirectly i.e. over the existing volunteering clubs and not to engage volunteers under age of 18 because that complicated the whole procedure. As a result, the total number of engaged volunteers was much lower than it was previously planned. That was also the reason why the scope of the diffusion was limited.

Storytelling has been used throughout the history as an entertaining way of communication and learning of children of the younger age. However, in the Montenegrin system of preschool education it was not previously used in this manner especially not in the treatment of peer violence. Imitation is desirable as long as it benefits children and raises tolerance in society.

Role of policy

Although there is a strategic and legal framework in dealing with preschool education, as well as with a problem of peer violence in Montenegro, practice has demonstrated that in reality there was a substantial lack of implementing the defined actions and measures.

The strategic framework is informed by the Strategy of Early and Preschool Upbringing and Education 2016-2020, while the legal framework is comprised of several laws (General Law on Education and Upbringing, Law on Preschool Upbringing and Education, Law on Upbringing and Education for Children with Disabilities and Law on Social and Child Protection). The majority of the budget for the preschool education is spent on salaries, premises, utilities and similar costs, leaving only a small portion of the funds available for other purposes. Regarding peer violence, there are two regulations that explicitly prohibit violence and discrimination among children. However, the regulations do not focus on the prevention of peer violence among children.

The notable progress in treating the problem of violence certainly has to be accredited to UNICEF and the programmes they have been implementing for several years. However, despite all, peer violence still raises concerns by parents and public. Ombudsman for human rights and freedoms in Montenegro recorded more cases of reported peer violence, and in addition to that, several cases reported by media show severity of the violence as well as inappropriate reaction by school management. Although there is a legal framework that defines strategies in dealing with the problem and it creates certain space for development of new educational models in the prevention of peer violence, unfortunately practice shows that this system is not working, that there is a lack of cooperation between institutions, parents and teachers. Policy programmes are definitely important for this innovation, especially in the stage of institutionalization. It is important to obtain support from policy level in order to spread the innovation to a larger number of preschool institutions.

3.4 PRACTICE FIELD CONCLUSION

Overall, the initiatives identified in the practice field of new learning arrangements and interactive learning have several interrelations with other practice fields within the Education and Lifelong Learning domain. Within this policy field interrelation can be found to digital learning environments and digital inclusion, social inclusion of vulnerable groups, as well as increasing teachers' and trainers' teaching competencies. Some cases even reveal interfaces with other policy fields, e.g. Employment and Health and Social Care. Whereas the first interrelation is not really surprising, the latter can be explained by the applicability of developed solutions in different sectors.

The solutions described by the case studies can be classified as being didactical innovations – therefore organisational, content or methodological innovations in teaching which would lead to changes in intended learning processes due to changes in the way how knowledge is being transferred[5] - or as technological innovations. The latter means that the solution is a technological innovation itself that should become integrated into didactical methods. One can therefore reason, that technological advancements can stimulate the development of didactical innovations. This has also been acknowledged by the initiatives. Even though the final product is seldom a technology itself, technological devices and ICT have served as an important mean for exchange, data collection and research, communication, and diffusion activities.

An evident paradigm shift among societal actors, policy makers and actors of the educational institutions from traditional teaching approaches to a more learner centred perspective, technological advancements as well as society's frustration with systems' reaction to social developments and challenges can be named as the main drivers for initiating social innovations in the practice field. Moreover, the practice field is shaped by digitalisation and globalisation, and the recognition that a new set of 21st century skills must be instilled with the learner. However, prior experiences by initiators or other projects, new approaches and research findings also served as an important input for the development of the solution.

Against this backdrop, the role of government can be described either as a barrier or as an enabler of social innovations in the practice field. The policy context of an initiative should ideally be supportive of social innovation by providing the required legal framework conditions, installing financial programmes, granting room for experimentation and lastly, showing a willingness to cooperate with initiatives. Especially the latter point of opening up to new governance seems to be of high importance as education is highly regulated by policy. Whether a solution can reach out to "inner-system" institutions vastly depends upon public authorities' decision-making and can thus impact greatly on an initiative's success and/or potential to become institutionalised.

Even though imitation does not play a significant role within the practice field, diffusion does. Most of the initiatives already diffused to other geographical areas, nationally and internationally, and also had the intention to do so from the beginning. This can be related to the initiators' initial (planned or unplanned) drive for changing or improving current educational practices and didactical approaches. As a result, competition does not come from imitation but rather from the competition for resources. Especially in terms of funding, smaller initiatives are at disadvantage compared to larger and maybe well-established organisations, often lacking the financial resources to further deploy the developed solution.

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[5] https://blog.llz.uni-halle.de/2013/10/technologische-und-didaktische-innovationen/

4 ADDITIONAL PRACTICE FIELDS

In addition to the case study analysis and comparison in the two main practice fields of the global mapping of SI-DRIVE three cases of three other practice fields were chosen to illustrate the variety of social innovations in the policy field Education and Lifelong Learning:

- An IT based communication and learning tool for autistic people (JAKOM) as an example of the practice field New Digital and Virtual Learning Environments
- An innovative approach that tries to improve the quality of the education system by attracting, qualifying and recruiting talented students for the job as a teacher in order to close the quantitative and qualitative gap of teachers (Teach for Lithuania).
- The development of continuous institutional measures and activities to ensure the transition of graduates from tertiary education to the labour market and company needs (APM).

It has to be stressed that these cases could not be seen representative for the practice fields. They are illustrating the answer of a specific social demand through social innovation, characterized furthermore through their connectedness with other practice and policy fields.

4.1 PRACTICE FIELD C: NEW DIGITAL AND VIRTUAL LEARNING ENVIRONMENTS (EXAMPLE JAKOM, CROATIA)

4.1.1 Description of the Practice Field

Underlined by the analysis of the global mapping of SI-DRIVE (see Eckhardt/Kaletka/Pelka 2011: New initiatives for the empowerment of people with activity limitations) it is obvious that for more than a decade, virtual or digital learning environments have become a crucial part of modern learning approaches and are of growing importance in Education and Lifelong Learning in general. In their capacity as web-based platforms, they are providing learners and teachers with tools in order to enhance access to resources, foster decentralised and time-independent learning, facilitate communication and support the management of courses with necessary material and other elements of learning processes. Typically, they support different roles for different groups of users who can be organised according to courses, provide assessment tools, can record participation times and allow the share of learning materials while making virtual communication between users possible. Educational institutions like universities are already benefitting from virtual learning platforms resulting in already institutionalised new practices by supporting courses or even providing the possibility for virtual classes completely independent of time restrictions or physical presence at a fixed place. Apart from such institutions, they are also of substantial interest as assistive tools for persons with disabilities or within a setting of limited mobility by providing channels for communication and interaction in the decentralised virtual space. They are considered to be an element for digital social inclusion. Hence, these platforms are not only social innovations on their own but can also foster new innovations by enabling and empowering marginalised groups within society. Therefore, virtual learning environments could also play a crucial role in supporting processes of social innovation by including people with disabilities or within a setting of limited mobility, by not only seeing them as objectified targets of solutions but making them social inventors or social innovators themselves.

Assistive technologies are still largely unknown: among parents of children with disabilities, but also among professionals working with this group. Latent demand is shaped also by groups who are not satisfied with institutional care and education and are in search for alternative (self-learning) forms of education. Both groups represent the need for including digital solutions in the learning processes and making digital innovation available and popularised.

Successful business stories evidence that there is a niche market for assistive digital solutions. Demand for such products is partially expressed by the society groups who are informed and realise benefits of assistive technology in education and rehabilitation. Therefore an **IT based alternative communication** solution to improve communicational abilities of persons with intellectual and communicational impairments (autistic people) named JAKOM was selected for in-depth analysis.

The initiative was chosen also because it shows that social innovations are covering more than one practice and policy field: The initiative is crucially impacting the reduction of social disadvantages in a holistic way integrating not only the directly tutored beneficiaries, but also their parents and other actors. It shows as well the relevance of the local living area and the need to be connected with actors and areas of everyday life (e.g. health and social care, shopping, public services matters).

JAKOM aims at stimulating communication and learning through technology going beyond a pure educational tool. In essence JAKOM allows information exchange (which can be interpreted as learning) and communication that leads to social integration of persons with intellectual and communication impairments. If successfully diffused, this implementation could be transferred not only in education but in areas such as employment, poverty reduction, health and social care, etc.

JAKOM offers self-learning tools designed to stimulate communication between autistic people and others (parents, doctors, etc.). Although its impact is not recorded, there are many successful examples of commercial and non-commercial digital products and services that contributed to configuring this practice field. For example, Croatian social innovation Servus is an electronic system which enables the user to manage his/her home by voice commands. Available to every person with disabilities in Croatia this success story proves that successful business opens door to involving public institutions into social innovation policy making processes (in this case assistive technology). The product enables people with serious disabilities to easily handle their needs within their home by way of voice system and therefore, live more independently. Due to measured success of his products (testimonials, promotion, informing public) and other voluntary work (establishing a faculty course on assistive technologies, organizing conferences and discussions) the initiator started negotiations with Croatian Health Insurance to get partially financial support for purchasing and institutionalising this digital assistive technology nationwide.

4.1.2 Mechanism of Social Change

Because it is only one case which was analysed in this practice field the identification of mechanisms of change is strongly limited but may illustrate first trends:

- **Learning** is characterised as learning by doing in the development of the tool and its implementation in interaction with the autistic person. Missing managerial competences could be seen as the main lack for further deployment of the tool developed.
- **Variation** is given by specific needs of disadvantaged or handicapped groups and the necessity of tailor-made tools. Political programmes, values and believes in society fostered by global directives (like the UN Convention on the Rights of Persons with Disabilities) are forming the scope and demand for social innovations in this field. Anyway the social innovations in this practice field recurring to different groups of handicapped people may stay in a niche, not realising a critical mass.
- **Selection:** The example JAKOM illustrates the barriers of achieving full inclusive education that embraces innovative, advanced practices and lifelong learning. Faced with the lack of institutional support and informing, parents of autistic children have formed general opinion of distrust and resistance against public institutions. Facing institutional barriers, improving the quality of life of autistic people is done by bottom-up initiatives and individual projects.
- **Conflict, tension and adaptation** are characterised by the treatment the innovator faced: Provision of support to his autistic child was seen below quality level and didn't stimulate any psychosocial progress in his mind. That's why the innovator referred to rehabilitation centres as a 'prison' rather than a place that can increase the quality of life and enable autistic people to live more independently. His claims were not only related to the lack of financial resources and organisational capacities available to such institutions but also to the problems of uneducated, unmotivated staff; unfair and uneven distribution of resources and inefficient institutional monitoring and evaluation of their performance.
- **Cooperation** was intended but not really realised by the innovator. First, there are no networks specialised for digital and virtual learning but there are systems of support that offer assistance in developing socially feasible innovative solutions, including digital innovation. Such networks consist of different actors, depending on the support they offer. Actors are intermediaries (HUB Zagreb, HUB 385), civil sector working in the area of innovators interest, businessmen (angel investors, consultants) and academic research community. All these, work tight to establish visibility and develop innovative commercial or non-commercial solutions (including IT innovations).

- **Competition** is neither an incentive nor a general issue in developing such a niche solution.
- **Diffusion of (technological) innovations** is of importance but was not realised in this case due to several reasons: Lack of managerial competences, lack of reliable cooperation partners, etc. Charismatic leadership and expertise is a necessary condition but not sufficient when it comes to popularising of assistive technologies and problems disadvantaged groups face on a daily basis. Effective evidence based promotion needs public advocacy and support.
- **Institutionalisation** in this case is not in prospect. Using an assistive technology in specialized educational programmes is often recommended but mostly in a non-obligatory and non-supported way. On the other hand, individual purchase is not stimulated and one of the most common problems is the expense of supplies, insufficient contribution of state funds and the lack of action of the local community for these "niche" solutions. However, producers are addressing these issues to relevant institutions and try to influence a collective opinion that some progress could be achieved in the future.

4.1.3 Case C: JAKOM (Assistive Technology for Autistic People), Croatia

Description, development of the Social Innovation Initiative

Persons with intellectual and communication impairments are considered one of the most socially isolated groups in the Croatian society. Therefore policy makers and institutions implemented laws and regulations that ensure respect of human rights as well as practical issues. But existing regulations seem not to work in practice due to a lack of institutional capacities, financial resources and educated experts. Execution of specialised educational programmes is therefore partial, does not include all the users in need and the programmes are not standardised in terms of quality and quantity. Educational barriers slow down the learning processes of persons with intellectual and communicational impairments and thus prevent social integration and social inclusion of these groups. These situational and specific challenges have played an important role in shaping common parental attitudes that social integration could be achieved only if education is, at least partially, provided at home. There lies the collective need in searching for adequate tools that stimulate the learning process and make everyday communication easier and more efficient.

JAKOM is an IT based augmentative and alternative communication (AAC) solution designed to improve communicational abilities of persons with intellectual and communicational impairments. In its structure, JAKOM consists of JA-KOM AAC portal with the integrated web Communicator. JA-KOM ACC portal is a depository of educational materials and Web-Communicator is an interactive web service that simplifies and facilitates communication for persons with intellectual and communicational impairments. The innovation was developed in 2011 out of a personal, family need to understand emotional state, causes of certain behaviours, motivation and personal aspirations of their autistic child. Later on, JAKOM was transferred to Amorevera, an association supporting people with intellectual and communication difficulties and published online. In a project course, there were several partnership potentials to improve and diffuse JAKOM. However, these partnerships weren't established and many internal and external capacity deficits caused JAKOM to stagnate and not reach its full potential.

JAKOM's core idea is to bring an assistive technology to all in need. Through simple design and the fact that it is provided without any additional cost JAKOM reaches out to previously, from a market's standpoint, neglected groups of customers. The social innovation has been developed under the premise to improve education for a disadvantaged group and to ensure that assistive technology is available for every household.
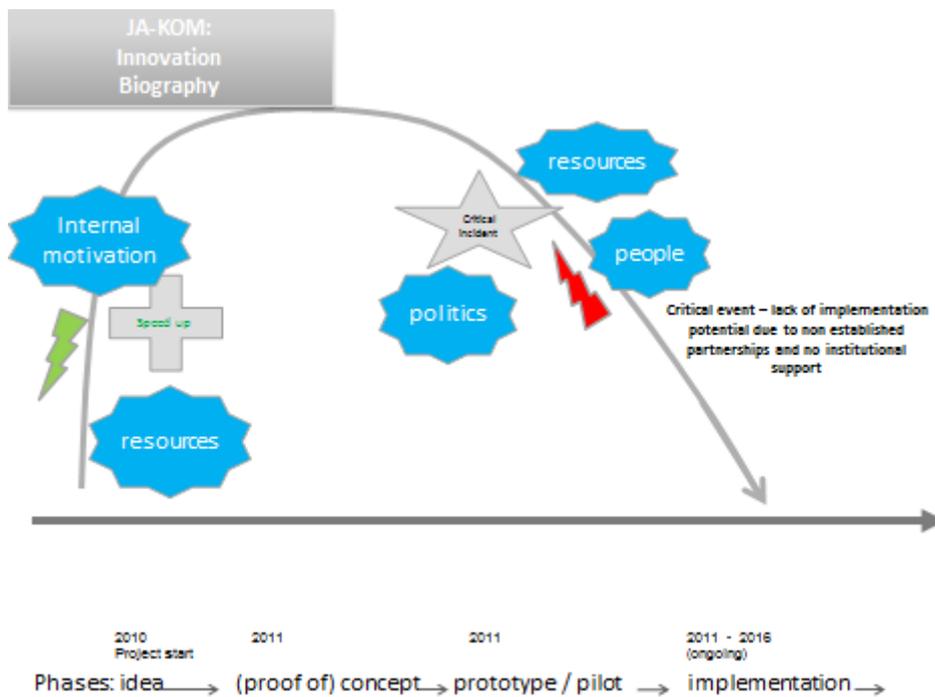
Figure 19: Biography JAKOM

Actors, partnerships, alliances, networks

The innovator developed JAKOM in 2010 with the technical assistance of his son, using personal resources. In 2011 JAKOM was launched online and its ownership was transferred to the Amorevera association. In the course of implementation there had been deliberate efforts to establish partnerships: academics, research groups and networks, as well as other public institutions. However, most of them failed in an early negotiation phase and influenced stagnation in further deployment and diffusion of the innovative solution. Potential partnerships included the Faculty of Education and Rehabilitation and the Faculty of Electrical Engineering and Computing, both working on bringing assistive technology to those in need. Based on past experiences, strong isolation and lack of potential to establish new partnerships influenced certain stagnation in development, distribution and visibility of the social innovation.

More productive partnership was established in 2012 with the Typhlological Museum with whom the innovator worked on adapting JAKOM to enhance museum experience for autistic visitors. This was a successful project aiming at educating and encouraging interaction of the target group with cultural contents and resulted in the new innovative solution called I-Museum-COM.

Innovative solution

As a parent of an autistic child, the innovator has gained a personal and practical experience in how to handle all challenges related to his child. Dealing with critical situations (e.g. aggressive child's behaviour) has motivated the innovator to develop an assistive communication tool. In the course of the innovation, the innovator gained technical knowledge and gathered direct feedback from his autistic son and other platform users. These insights encouraged him to research more deeply and work on upgrading the initial innovation.

The innovative aspect of the solution lies in addressing the needs and abilities of a specific group of users (both parents and children). With several technical adjustments, add-ons and a new delivery system (purchase), JAKOM differs from other similar products and encourages social integration in a user need specific way. JAKOM's potential to become a service innovation lies in possibilities of exploiting the innovation in order diffuse it (from family, private household and sector) to other sectors based on everyday life demands and integration (health, public administrative activities, …). That could be achieved with further customisation and implementation of JAKOM into public services

(e.g. public administration and transportation, healthcare, education) and other interaction mechanisms (e.g. shopping, paying bills, and purchasing medicine). If so, full service innovation could be established by influencing systemic change in terms of integration and independent living for autistic people (and improving everyday communication parents and autistic children).

Gaining momentum

The evolution of innovation was mostly a result of eventualities. Development was driven only by an innovator's intrinsic motivation. After the innovation was launched, in an early stage of implementation failed partnerships determined its evolution course. Lack of internal capacities and cooperation with possible funders and acknowledged supporters caused the innovation to stay somewhat ˝stuck˝ in the implementation phase. Due to missing managerial competences there were no concrete plans (roadmap) or sustainability strategy developed to bring the innovation to mainstream. Possibilities and ideas for commercialization and diffusion, in an innovator's mind-set, depend only on providing institutional support to JAKOM, which at the end, wasn't received. Also, success factors weren't measured so there is no real evidence of JAKOM's direct or indirect impact.

Complementary innovation

The innovator believes that complementary innovation should be contained in innovative educational practices for parents and their children and overall capacity building of involved stakeholders. Internal capacity deficits are seen in the lack of human, financial, and other capital needed to ensure further deployment of innovation. When it comes to parents and experts more effort has to be put in education and promoting evidence based practices that embrace innovation. Both can be solved if institutional efforts were distributed at engaging in participative dialogues with the community stakeholders, promoting innovative practices and implementing them in formal educational practices.

Impact, diffusion and imitation

JAKOM is a social innovation that has faced implementation stagnation. Reasons can be interpreted in many ways. For instance, the innovator didn't put effort into developing strategies and impact measurement systems around JAKOM that could serve as evidence based proof of its quality and benefits. On the other side, JAKOM didn't receive much institutional attention and support. That manifested in diffusion barriers and formed a general attitude of distrust towards policy makers and law enforcement institutions. All in all, the innovation didn't reach the diffusion stage.

Role of policy

National policies did not stimulate creation nor diffusion or adoption in the area of inclusive education / assistive learning technologies primarily because this innovation was developed by the innovator out of his personal, family needs. Secondly and what is more important, the existing political structures do not participate actively in the creation of an environment that stimulates the development and implementation of innovative approaches in educational processes for autistic persons. Although national governments in Croatia recognise that various actors / stakeholders should participate in the education and lifelong learning policy cycle, they generally are not able to shift from the current role of the state being the provider of education and the controller, to the role of state being the facilitator of different actors' views and perspectives about education and lifelong learning.

4.1.4 Practice Field Conclusions

JAKOM is an initiative that demonstrates the use of digital technology for inclusive education. The developed tool is an approach for new communication and learning channels with handicapped people, relevant not only for the education sector but also for other areas of everyday life of these people (e.g. communicating with actors of health and social care, within shopping activities, for visits of museums etc.).

Because its life cycle was short and JAKOM hasn't reached its full potential, the innovation is a good example of how a passive, non-supportive environment can de-stimulate bottom-up and crowd sourced innovation. Even though, there are good examples of businesses practices in the area of assistive technology in Croatia. Successful business stories prove that there is a niche market (demand) for assistive digital solutions. By raising awareness and getting media attention, these actors push policy makers to get more involved in solving social issues of disadvantaged groups. Still,

today there are no major evidences of institutionalisation in this practice field. Using an assistive technology in specialised educational programmes should be stimulated and recommended by public authorities with an adequate supply and support, even though this is not a "mass market".

Initiatives like JAKOM face decline because they fail in getting integrated in networks and cooperation structures, they could not get public and societal attention and there are no support mechanisms which ensure the deployment of the solution to the market, to the user group.

4.2 PRACTICE FIELD D: QUALITY IMPROVEMENT OF THE FORMAL EDUCATION SYSTEM

4.2.1 Description of the practice field

In response to a growing importance of education and lifelong learning in the course of the transition to knowledge-based societies, educational systems worldwide and within Europe have come into focus regarding their capacities. These well established and rather stable systems have to cope with several societal challenges, especially (1) *ageing societies*, (2) *skills shortages* in the workforce, and global competition as well as high (3) *unemployment rates* (EC, 2017). Against this background, present educational practices are currently being reviewed and refined, using different approaches. Several programs have already been launched of which e.g. Erasmus+ is following a wide approach, focusing on the overarching topics of not only „education, [but also] training, youth and sport" (Erasmus+ 2017: 5). Within this and similar programmes, several fields of education are addressed. They focus on e.g. international competences by providing student exchange programmes, foster digital or media literacy or facilitate the expansion of tertiary education. However, a notably strong element in the development of education and lifelong learning are the teachers. Based on their role as knowledge carriers, they are considered the key factor for quality improvements in this field as they are the central anchor point in learning environments.

For this reason and reflecting demographic change and a modernisation of the education system, the project **Teach for Lithuania** was selected as an initiative changing the educational system by recruiting the best university graduates to work as a teacher. The core idea is to bring innovative people into the education system by attracting talented young people. Additionally the project developed indirect measures aimed at avoiding or reducing structural educational disadvantage in schools (giving opportunities to secondary schools to empower the learners and having motivated teachers to inspire them). This case also aims at motivating young graduates to innovate teaching practices (see also practice field "New Learning Arrangements") and act as "change agents" and innovators of the school system.

The project „Teach for Lithuania" refers to the period of economic growth in Lithuania in 2008 which led to a great need for teachers at school. A bank and the School Development Centre (based on experience from Estonia) decided to start a social innovation in order to attract young people to participate in the education system. From 2010 this social innovation has been run by the School Development Centre as the main responsible actor, continuing this initiative independently, without any financial support, due to the societal challenge to renew the ageing teaching workforce and attract young people to the profession.

4.2.2 Mechanisms of Social Change

Because this social innovation rather resembles a strategy aimed at modernising the formal education system by new recruitment and attraction of teachers, not much could be said about variation, selection and diffusion. Interesting trends could be stated for the following mechanisms of change (but only related to the Lithuanian case):

- **Learning:** First of all, the developers of the project are learning, as well as the teachers and students that are taking part in the initiative. In developing the initiative, much of the learning can be considered as learning-by-doing with trial-and-error. The project is considered to open the door for improving education by "new" teachers: to build alternatives to current forms of teacher recruitment and then overcoming traditional teaching and learning methods and teacher roles.

- **Conflict, tension and adaptation:** The teaching workforce is ageing and there are difficulties in attracting young people to the profession. It was not a concrete conflict that caused the social innovation initiative but the situation that talented people are not interested in working at schools when they graduate.
- **Cooperation:** The project is creating a unique network of young teachers, personnel selection and professional assistance companies, schools and education providers (municipalities) in cooperation between education and business. These networks of likeminded initiatives rather constitute a (learning) forum in which an exchange of current status quos, challenges and progressions made is taking place.

  Before the start of the initiative, the main initiators worked in the field of education in preparing methodologies for schools and providing them with expert assistance. At the same time, they participated in the working groups that were created by responsible ministries and other government and municipal authorities. In fact, the initiative's founders accumulated expertise and skills to understand the broader context of both the political, strategic, school and student side, allowed taking a fresh look at existing instruments and programmes for young people in the attraction of work in schools and offering more innovative ways. A significant impact on the programme's innovativeness is related to the extensive initiative alumni network, which periodically offers more innovative ways or means of improving the programs that are more in line with schools and students, and their parents' needs. The main advantage of the initiative is that it is based on real needs, which are identified during work in schools getting problem insight from the inside.

- **Competition** is a driving force of change because of the new ways of recruiting and attracting talented people from outside the system for teaching. This might have an influence on teachers and school using traditional recruitment strategies and the learning arrangements, in the end: a pressure to system improvement.
- **Planning and institutionalisation of change:** Not only changes in schools are intended but also through integration of the alumni in public administration and ministries a broader education system change is expected (infiltration and improvement of the system by young, motivated and modern teachers).
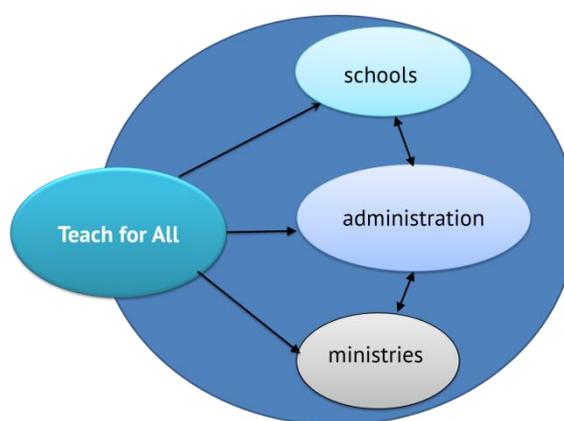
4.2.3   Case D: Teach for Lithuania (Quality Improvement of the Education System), Lithuania

'Renkuosi mokyti" / "Teach for Lithuania" is focusing on the improvement of the quality of the education system. Education and Lifelong Learning is depending on motivated and up-to-date qualified teachers; the quality of teaching and teachers are a crucial key element for delivering education and lifelong learning. Teachers are the main link between the formal education system and social innovations coming from outside the system, in this initiative new ways of recruiting and educating young teachers are developed to solve a system problem: to bridge the quantitative and qualitative teacher gap and improve the education system by qualified and motivated teachers.

Description, development of the Social Innovation Initiative

This social innovation is the first private business initiative in Lithuania to initiate changes in Lithuanian educational system by attracting the best university graduates to work as a teacher. The core idea is to bring innovative people into the education system by attracting talented young people. A unique attraction scheme for young teachers, a selection and professional assistance model was developed and implemented in cooperation of education and business.

Biography of the initiative	
2007	First idea and private investment from a one of the biggest commercial banks in Lithuania (SEB bank)
2008	Financial crisis, break of agreement
School Improvement Centre took over the initiative and started acting as a leading organization.
2009	Starting with 20 young people interested in working as a teacher at school
2016	More than 100 young professionals have been working in more than 40 schools all over the country and reached more than 7.000 children.

Due to pre-crisis (2004-2007) fast economic growth in Lithuania, the lack of teachers in secondary schools was obvious. One of the biggest commercial banks in Lithuania (SEB bank) took initiative to invest in the educational sector in order to prepare teachers for schools. SEB bank has agreed with the School Improvement Centre as a project partner to run this project for 10 years. The financial and economic crisis in 2008 was the reason for the bank to stop its financing and to cancel the agreement. They agreed to finance only the first group of teachers for two years. The two persons from the School Improvement Centre, who have already esteemed the importance of this project, have decided to continue the project by themselves without any external financing. From 2010 the School Improvement Centre runs this project. About 100 young people have been working as teachers at almost 40 schools all over the country in 2016. For the moment these teachers reach around 7.000 children. About 80 young leaders have finished the two-year programme, 80% of them stay at the schools, the rest work in the educational system at national level or are involved in educational activities through volunteering activities. Specific elements /services used in this initiative have been adopted at national level by the Ministry of Education, e.g. the mentoring system for new teachers and the systematic training for teachers.
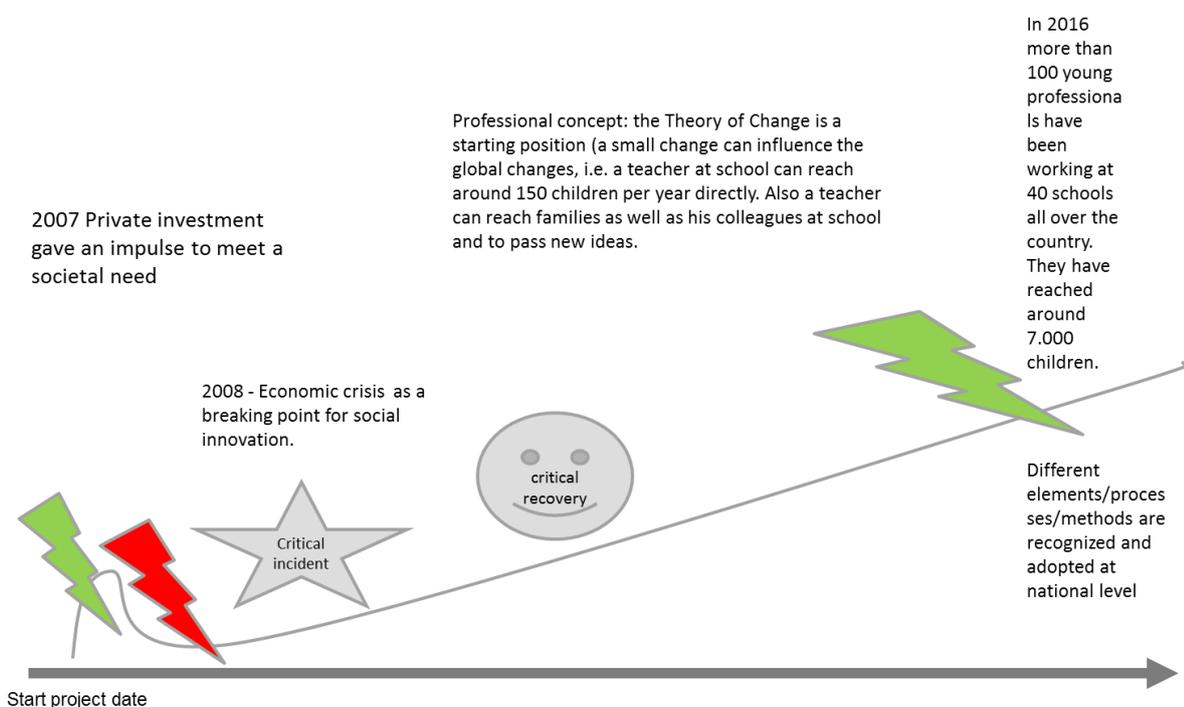
Renkuosi mokyti (Teach for Lithuania)

Figure 20: Biography Teach for Lithuania

Actors, partnerships, alliances, networks

The project „Teach for Lithuania" originally came from the need for more and better teachers at school in the period of economic growth of the country. SEB bank expressed its willingness to motivate young people to take over a job as a teacher talking to the School Improvement Centre. Both institutions (based on experience from Estonia) decided to start this social innovation project in order to attract young motivated people. After the SEB bank decided to stop its investments to, the initiators from the School Improvement Centre (SIC) as a NGO continued the initiative independently, without any external financial support.

This social innovation has become a member of the "Teach for Lithuania" international network that connects independent public organisations, which aim to improve educational opportunities in their countries, involving potential future leaders. Network members and partners are pinpointing to the reduction of educational *disadvantages* among regions and countries. Teach for Lithuania aims to increase and accelerate the impact of its members: member

organisations share their experience and resources to help each other to overcome challenges and achieve the maximum of possible social changes.

Innovative solution

Insights and learning leading up to the solution: The emergence of the initiative was led by a number of reasons. First of all, the founder of the initiative - School Improvement Centre (SIC) - acted for a long time as a methodological assistance to ministries, public authorities, educational and training institutions for the development of school programmes, organisational processes, etc. Many years of experience in working with schools and the ongoing collaboration with stakeholders (school managers, parents, teachers, etc.) allowed highlighting the fundamental systemic problems in the education system – lack of young and motivated people in the system, declining teacher motivation, prominence of the academic knowledge in schools,

> **School Improvement Centre (SIC)**
> School Improvement Centre is a public institution implementing its mission to build a free, responsible, creative and professional education community for over fifteen years. Additionally there are other activities initiated by innovative educational projects.

etc. Another reason that led the initiative was that the School Improvement Centre, in cooperation with state and local authorities as well as participating in the provision of expert assistance in the various working groups which prepares strategic, programmatic and other documents, realized that the set aims are purely declaratory in nature and not implemented in practice. For example: Although it is declared that the child and his needs in the educational system is the most important, but in practice the actions are focused on the preservation of the current situation in the education and ensuring the financing of educational institutions (the most important is not the child's needs, but the "funding basket").

Process innovation: Exiting services and practices - selection system, training methods, and consultancy system - are delivered outside the education system. Young people are not forced to work at schools after they graduate the programme, but the aim is to prepare them to be active participants of the educational system, citizens who do care about the education system and educational processes and the welfare of children at school.

Gaining momentum

Drivers: The main driver is the high support by schools, students and their parents, and communities who seek changes in schools and related public institutions. Also, the initiative currently has a wide network of initiative alumni who are actively involved in the initiative activities.

Another factor that has had a major impact on the development of the initiative has been the main partner - one of the largest banks in Lithuania – and its withdrawal from the project. On the one hand it was a relevant actor starting the initiatives; on the other hand the withdrawal was going in hand with a loss of stable funding. But this has led to new opportunities: The bank's withdrawal allowed both to get rid of one bank draft label, as well as to move the initiative to the national level. The new actors made the initiative more known, integrated it in a broad support network of partners and concentrated it to school and society needs.

Barriers: The main obstacle to the growth of the initiative is the lack of funding. During the first year of the withdrawal of the main partner the initiative lost a stable and secured funding. This basically reduced the scope of the initiative and the achievement of its objectives. However, as the initiator of the initiative (from the School Development Centre) has seen its sense of continuity, it has not been terminated, but scope of the activities decreased several times. Currently, the initiative is supported by private donations. Although this initiative and is implementation at national level have a positive impact on the whole Lithuanian education system, it does not receive funding from the public budget. This financial instability restricts the initiative in attracting more talented people to Lithuanian schools. The second obstacle is related to the formal requirements in teacher qualification, which is excessive and does not allow people working without the formal requirements. This limits the number of young people, who want to participate in the initiative and its given opportunities.

Complementary innovation

Absorptive capacity is seen as an essential part of the project's success. These capacities also comprise the organisation's ability to exploit the acquired knowledge, to foster communication and to establish relationships

among members of networks: teachers, school management, parents and education stakeholders (municipalities and ministry of education).

Impact, diffusion and imitation

It is planned that all current and future activities of the organization and its influence on systemic change in education, politics and in society will be monitored scientifically. By now the required finances are still lacking. However, the idea is that qualitative and quantitative data will be collected from parents, teachers and children.

The initiative includes the **systemic innovation**, because identified good practice during the implementation of the initiative is intended to be shifted to the system level. The initiative identifies additionally main barriers in the legal regulation of the educational system, which are a major obstacle to positive change (such as the formal criteria for the application of the teaching profession, salary, "scissors", etc.). Since the initiative's owners are also involved in various political-level working groups, these proposals are included in the political agenda, which allows initiating positive systemic change and innovation on the public administration level.

The initiative has created in a basis of the new and unique program, which could also be described as a public benefit **services innovation**. This program is unique also because it is not static, but it is constantly updated based on the identified practical experiences, the changing needs of children and their parents or global trends. The Alumni of this initiative, who have created a wide range of initiatives support, also helps to renewal this program.

Diffusion is feasible and desirable but it depends on funding. It is an option for the future as the initiative is still in the learning process of how things work out and there exist uncertainties about availability of funding and policy support. It is clear that at some point the initiative should be scaled. By now, however, it remains unclear how this will be done. That relates to missing managerial capabilities and to the fact that the initiative is still in its infancy, experiencing new situation each day and does not have a set of routines yet. There exists no explicit strategy to diffusion but implicitly the diffusion may scale by increasing the number of quality teachers at schools, by those teachers taking leadership positions at schools.

Role of policy

There has been some political support, however, that support stems from personal interests. Generally, interaction with policy actors can be described as coincidental, by chance. The School Improvement Centre as an initiator of the project starts and carries out a variety of support measures to encourage positive changes in education through advice to teachers, schools, local governments, public and non-governmental as well as business organisations, educational issues in Lithuania and other countries and collecting and disseminating information about new educational ideas. Even though the initiative received positive feedback at political level, support could have been more exhaustive according to project initiators.

Political promotion would definitely be helpful for the project. It might be impeded by changes in policy priorities with each new government having different visions. Joint policy events and events promoting experience sharing, conferences and meetings for raising awareness of the various education methods developed as well as conducting workshops are necessary to promote social innovation in education. Despite the lack of policy promoting social innovations, some promotion by individual politicians has been helpful in extending the project's network of potential supporters. But it was also being mentioned that there has to be a kind of independency from policy for the project to be implemented and continued effectively.

4.2.4 Practice Field Conclusions

To improve the quality of the education system the chosen case has developed indirect measures avoiding or reducing educational disadvantage in schools (at least partly and on the long term) by focusing on the key element for education: the teacher. Unlike other cases in the policy field of Education and Lifelong Learning, Teach for Lithuania rather can be considered a "ready-made" strategy that specifically aims at recruitment and qualifying of teaching staff in order to (a) respond to demands for more teaching personnel, and (b) give impetus to the education system by integrating young and creative volunteers into the classroom scenario.

Started by a business partner (a bank) interrelations with the Policy Field Employment, employability and other practice fields in this policy domain of Education and Lifelong Learning are on the agenda as well as an education system improvement. For instance, by integrating volunteers, hence non-traditional teachers, into the education system, it is likely that new and non-traditional didactical approaches will be applied – hence it can provide answers to the demand for new and alternative learning arrangements. Moreover, and as previously mentioned, the initiative further attempts to reduce educational disadvantage in the schools focusing on structural elements of the education system.

The case also reveals the important role of cooperation and networks in terms of bridging like-minded initiatives and providing a forum for learning from best practices, failures and progressions. This role of networks has been highlighted in other cases too, e.g. Exchange Education for Habitation TBfW, and can be considered a relevant factor in contributing to the learning of the (successful) development of social innovations and initiative development.

Moreover, the initiative can be said to have a powerful change-making character. This is due to its close interconnectedness with public bodies (administration and ministries) as the initiators and alumni are maintaining relationships with relevant authorities, providing their expertise and are participating in working groups. It is a project developed outside the systems that works within the system, namely in schools, thereby collecting the knowledge and experiences required to structure their programmes in a way that they are relevant for the target group. Nonetheless, also this case demonstrates that even though the initiative has the legitimisation to operate by society and teachers, stronger political support, in terms of funding and promotion is required for the continuous development, diffusion and growth of social innovations.

4.3 PRACTICE FIELD E: STRATEGIC PARTNERSHIP EDUCATION AND ECONOMY (LABOUR MARKET NEEDS)

4.3.1 Description of the practice field

The practice field of strategic partnership between education and economy refers to how the basis of education must focus closely on the relationship between educational and employment institutions in order to meet future occupational demands and minimise the miss-matches of skills between education and employment. To overcome the social problem of e.g. skills shortages in the workforce, national education systems, which vary according to the country in question, enforce not only basic literacy and numeracy skills at the primary education level, but they also introduce further education courses or training programmes that lead to a direct profession.

As previously mentioned, a social problem closely linked to the concept of education and lifelong learning is skills shortages in the workforce, which leads to the issue of under-skilled workers and a miss-match of competences. In order to overcome this social problem, the education system must be reformed for the purpose of providing a high quality education to equip individuals entering the workforce with the necessary skills to ensure their employment prospects. It is necessary to adapt education systems so that educational programmes are tailored to the learner in order to make vital connections between schooling and the world of labour through methods such as vocational programmes and employment/company related demands.

For instance, in 2012, the G20 acknowledged the issue of high rates of youth unemployment, the mismatch of skills between labour market and the education system as well as the need to strengthen cooperation between the business and the education sector. As a result, the G20 Task Force on employment committed to promote and/or strengthen quality apprenticeship systems, consideration of programs that have proven to be effective in school-to-work transition as well as promoting internships and on-the-job trainings (World Economic Forum, 2014, p. 16).

Similarly, in a report from 2014, the world economic forum recognised the importance of improving the quality of education and training as well as the education system's responsiveness to labour market needs (World Economic Forum, 2014, p.17). Next to the overall aim of raising the quality of and participation in education, the WEF (2014) explicates that diversification in education is required, hence that the instilment of medium skills (VET) and high skills (tertiary education) with the student are both relevant in labour markets and for economic growth. Moreover, the WEF

(2014) stresses the importance of public-private partnerships as these provide the learner with the relevant on-the-job experiences.

A similar action plan has been adopted by the European Commission (EC, 2012). In its "Rethinking Education" strategy, the European Commission seeks to focus on the knowledge and skills gained by students in education, rather than simply the length of time they spend in education. This overcomes the social need of skills shortages in the workforce by providing students with the necessary skills for a particular area of employment. Furthermore, they stress the importance of promoting entrepreneurship education. As such, entrepreneurship education should not be regarded as the education about businesses and economics. More likely, entrepreneurship education refers to the development of personal attributes and skills that are required for an entrepreneurial mind-set. Moreover, it should aim at raising awareness about the opportunities entrepreneurship can offer as a career path by, e.g., teaching the specific business skills and knowledges of how to start a business.

Next to this, the EC further stresses that "investment in education and training is key to increasing productivity and economic growth and is a concern for all" (EC, 2012, p.11). Partnerships of public and private institutions can be considered a source of funding; however, they also represent a platform for targeting the right and required skills. Investments by the European Union in sector skills alliances, for instance, have the aim to adapt education and training systems closer to the needs of companies (EC, 2012).

Concerning the above mentioned points, also the APM case study can be considered as a contribution to (higher) education system adoptions towards the needs of companies and employers. APM was selected because of its development of continuous institutional measures and activities to ensure the transition of graduates from tertiary education to the labour market and company needs. The initiative contributes to the development of research that assesses the impact of education (in this case on the labour market by tracking the careers of alumni. As such, APM aims at developing a system that is assessing how University graduates transit to labour markets and attempts to capture how and to what degree these graduates make use of the knowledge acquired during their higher education. For this matter, not only the input of graduated students is an important measure. However, the study also cooperates with industry participants, asking their opinion of how well students are prepared to enter the labour market. Thereby, the project does not only concern the issue of employability but further investigates to what extent the knowledge provided at higher education institutions does match industry requirements, thus evaluating whether there exists a skills mismatch and gap and how to close it.

4.3.2 Mechanism of social change

The case study APM does not show any essential processes concerning **selection** and **competition**; selection and competition are not of relevance. The relevant other mechanisms of social change can be described as follows:

Learning: The study was implemented according to a unitary methodology, which was based on a series of elements specific to graduates' insertion in the labour market monitoring studies. It includes the knowledge of other studies in the field, i.e. the general objectives of monitoring studies, research questions and instruments, management structures involved in such studies' coordination, the planning and duration of implementation. Moreover, an important learning has to deal with the development of constant and stable diagnosis tools in terms of graduates' employability. As such, a diagnosis tool that is not changing much over time and finds application in different research settings has the potential to serve as a device for policy decision making as the data conducted becomes more reliable. The case study further reveals that **capacity building** played an important role by learning from the previous phases of the project. **Empowerment** of the universities and their students is given through the correlation between study contents and outcomes with employment requirements by the industry sector.

Variation: Concerning variation, not much can be said in the case of APM. However, it becomes apparent that the need at national level to investigate the causes of professional success or failure and to analyse the impact of various features of the higher education system, has driven project development and serve as a basis for the adoption of evidence-based policy decision making in the management of higher education institutions.

Tension, conflicts and adaptation are characterised in the case of APM by the pressure to change current educational practices in the direction of the labour market needs. High youth unemployment rates and strategies for the transition from university to the labour market are needed. Economy is often dissatisfied with the curricular implemented in

current education systems. Thus, conflicts are in line with the societal challenge of a mismatch of relevant skills needed for employment and economy and the educational skills provided by the formal education systems. The successful transition from University graduates into the labour market requires a throughout analysis of employment patterns after graduation, why some students have been successful and others not. This could require significant remodelling of current higher education systems: Referring on the one hand to the correspondence of curricula or content taught to skills and capabilities of relevance for employers, on the other hand to new practices of higher education transition management in general.

Cooperation is highly important for the success of initiatives in this practice field. As the employability of graduates and youth as some priority for policy, there is always a chance to cooperate with governmental institutions for the advancement of the issue. This has been done with the AMP project. The initiators cooperated, next to research institutions (transferring the already existing know-how on the subject), with governmental institutions which were essential for the project's success. This can be explained by the fact that the employability of graduates of higher education institutions is an issue that increasingly concerns several institutional actors. High rates of youth unemployment in most European countries secure the issue of tracking graduates' employability pattern a high rank within the agenda of higher education policies. Moreover, cooperation with higher education institution was important, too. The higher education institutions selected cooperated in achieving the database with the contact information from graduates so that questionnaires can be sent to the target group for completion. The higher education institutions developed appropriate questions to get feedback on specific profiles and the features of their individual programs.

Diffusion of (technological) innovations: Technology has been pivotal to the project's execution in terms of reaching and connecting with the participants and in terms of analysing and maintaining the data set.

Planning and institutionalisation of change is of high importance for the practice field. As already mentioned many national governments having at least the reduction of skills mismatches at their agenda and are becoming more and more interested in the promotion of public-private partnerships. The case of APM, however, reveals that its project design – working together with other national higher education institutions and in support of national government bodies – that the institutionalisation of research findings will be important in the future in order to improve the transition from graduates to the labour market. Anyway, up to now it is more a project than an institutionalised new practice.

4.3.3   Case E: University Graduates and the Labour Market (APM), Romania

The APM project (university graduates and the labour market) has the following specific objectives in addressing economic challenges: the correlation between the education career and acquired competences on the one hand, and the graduate's social-biographic profile on the other hand; the evaluation in how far graduates make use of the competencies acquired during studies in their professional career. Moreover, the project offers the opportunity of developing, testing and consolidating institutional instruments, at national and university level, in order to perform periodic monitoring of labour market insertion of higher education graduates. Thereby, the APM initiative is contributing to the development of assessing the impact of higher education and improving graduates employability chances.

Description, development of the Social Innovation Initiative

The APM research can be considered as the first exercise of monitoring the insertion into the labour market of graduates from higher education at a national level. The study objectives have been to correlate the academic offer and the learning outcomes to the conditions of employment; how these are articulated to the views of relevant employers and recruiters, but also by graduates who have already been integrated into the labour market. Thus, the study aims at comparing graduates and employers' opinion about this correlation and to build a coherent picture for the Romanian case.
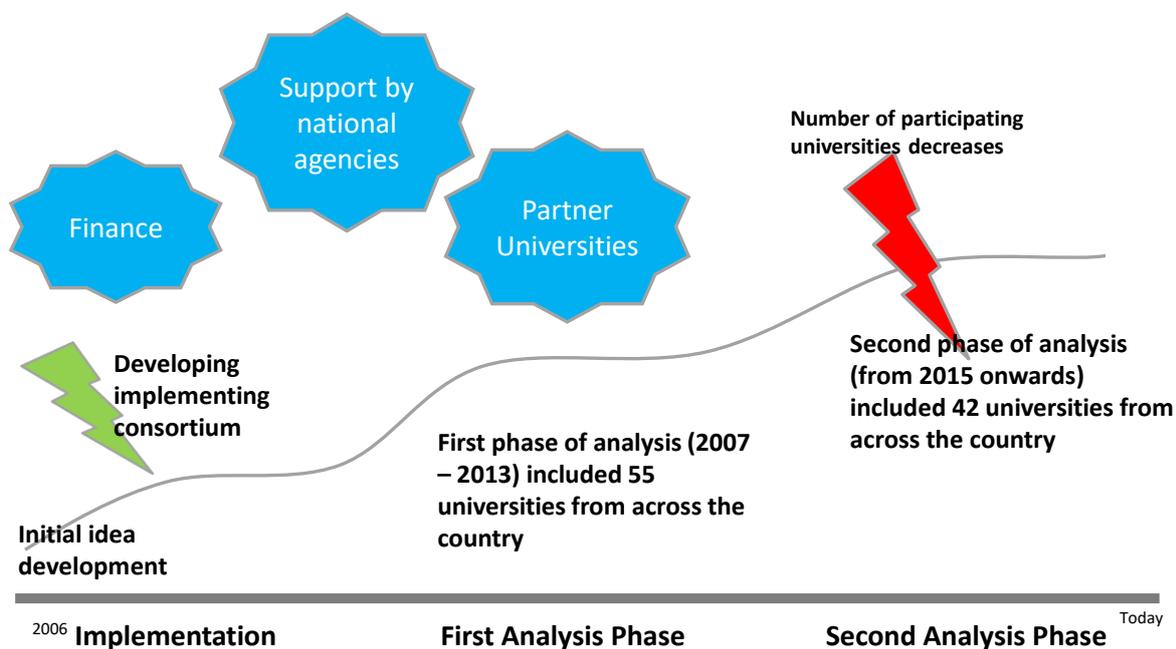
APM

Support by national agencies

Number of participating universities decreases

Finance

Partner Universities

Second phase of analysis (from 2015 onwards) included 42 universities from across the country

Developing implementing consortium

First phase of analysis (2007 – 2013) included 55 universities from across the country

Initial idea development

2006 **Implementation**   **First Analysis Phase**   **Second Analysis Phase** Today

Figure 21: Biography APM

Biography of APM	
2006	The project Phase 2006 - "Active Adapting of higher education to labour market requirements" could be seen as a starting point, beneficiary was the Romanian Agency for Quality Assurance in Higher Education, implementing consortium includes the Education Centre 2000+, Education Consulting 2000+ and Mott MacDonald.
2006	APM project elaboration: • Analysing different monitoring systems of higher education graduates in order to determine their professional career after study completion • National partnership foundation: National Council for Higher Education Financing (CNFIS), Executive Unit for Financing Higher Education, Research, Development and Innovation (UEFISCDI), connected with the National Authority for Qualifications (NCA), the Romanian Agency for Quality Assurance in Higher Education (ARACIS) • INCHER Kassel was contracted for technical assistance
2007-2013	APM project implementation: • Sending to each authorised/accredited university an open invitation to participate in the study • 55 universities have responded positively, signing a contract which provided a framework for mutual cooperation • Data collection and reporting.
2015	The second research report conducted within the APM project - Electronic Platform (sapm.forhe.ro) for the continuity of specific activities concerning students monitoring related to professional insertion

Actors, partnerships, alliances, networks

The initiator of the project is the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI). The project consortium includes the International Centre for Higher Education Research (INCHER) Kassel and The National Council for Higher Education Funding (CNFIS).

The project was financed in the framework of the Sectoral Operational Programme Human Resources Development (SOP HRD). UEFISCDI was the applicant and the administrator; while CNFIS can be considered "the brain" of the project – being responsible for conception of activities, the evaluation of quality of the deliverables etc. INCHER Kassel assures the transfer of know-how.

Initial assessment of the interest shown by universities for tracking graduates' careers was made since the start of the project, when the central team sent an open invitation to universities offering undergraduate programmes to participate in the study. In the first phase (2007-2013), a total of 55 universities have responded positively signing a contract which provided a framework for mutual cooperation. Diversity of the participating institutions, with 41 state universities and 14 private universities that are well distributed regionally, offering different subjects and degree programs, proved that the level of interest depends primarily on the strategic vision of their leadership. Interest shown by universities to participate with financial support in the new study (for promotions in 2006 and 2010) was a signal for the relevance and importance of the project outcomes. On the one hand, it may be noted that the number of universities has declined, from 55 institutions participating in the first study to 42 universities for the second round. It must be mentioned that by the experience gained during the first round, half of the participating institutions have decided to carry out the process of contacting graduates independently and almost a quarter allocated additional financial resources.

Innovative solution

University Graduates and Labour Market (APM) was the first national project that tracked the relationship between university studies and the careers of young people, its main role being that of increasing the institutional capacity of the universities for developing monitoring studies constantly. The project achieved this by providing higher education institutions with monitoring instruments that allow the correlation of university study offers and employers' requirements and create the premises of a long term approach, in which this type of research will be done at national level annually. The data is organised in a series of analysis categories such as socio-biographic characteristics of the graduates, studies and course of studies, competences at the time of graduation and professional requirements,

central aspects of job search, employment situation, and indicators for professional success. The break variables are the following: domain of study, region of high school, type of high school and gender.

To cover the entire list of research questions for the first phase of the project, an extensive questionnaire was used, standardised across all universities, developed by the core team of the project and in close cooperation with experts of INCHER Kassel. The questionnaire was built on the basic structure used in the German project KOAB. For this, selected elements of the German partner used for projects CHEERS and REFLEX were selected, in addition to specific elements of the Romanian education system. Before capturing a reference format questionnaire, a seminar was organised with representatives from participating universities, so that additional items could be proposed. Given the comprehensive approach adopted in developing the reference format, proposals have been reduced in number and did not justify the development of individualised variants. Finally the decision was made to use a single questionnaire and adding to the basic design elements of several specific fields of psychology and law. In the frame of the second research, the graduated students were invited to answer to questionnaires using an electronic platform. The limits of the study relate to the fact that graduates were not actively involved in this project; rather they provide information about their study programme for future university students.

Gaining momentum

Financial support: The APM project was implemented in the frame of the Sectoral Operational Program Human Resources Development (SOP HRD) who sets the priority and the major intervention areas of Romania in the field of human resources in order to implement the EU financial assistance through the European Social Fund, within the frame of the "Convergence" objective, for the programming period 2007-2013.

The institutional partnership was important for the project success: The National Council for Higher Education Financing (CNFIS) Executive Unit for Financing Higher Education, Research, Development and Innovation (UEFISCDI), which were connected to the National Authority for Qualifications (NCA), the Romanian Agency for Quality Assurance in Higher Education (ARACIS) were involved partners.

Complementary innovation

The APM Study included graduates after five years of graduation in order to identify the pattern of employment of graduates in the medium term. But it is a systemic problem nationwide, the lack of longitudinal studies with similar methodologies to collect comparable data for all programme studies and for longer periods of time. The continuation under the current project and then the institutionalizing at systemic level of a national study type tracer, modelled in accordance to the previous APM study, represent fundamental conditions to ensure the ability of decision makers' to adopt evidence-based policies in the management of higher education qualifications and the designing of study programmes.

Role of technology: An online platform was developed by UEFISCDI and facilitates the upload and the updating of the graduates' contact data. Access to the platform is made with username and password and data upload requires using .xml and .csv files. The online platform allows automatic sending of emails of invitations and reminders, as well as process monitoring, by marking contacted graduates, graduates who access the questionnaire and those who haven't been contacted (and whose date have been uploaded later on). Electronic invitations are customized automatically with the university's visual identity as sender of the message, name and gender of the recipient. The online platform also facilitates customising and sending of letters of invitations for mail contact. The invitation to participate in the study consists of the message regarding the filling in of the questionnaire (also comprising the access code) and a distinct page, with information referring to the study: purpose, coordinator, how to participate, how to fill in the questionnaire, what happens after data collection, details on data protection etc.

Impact, diffusion and imitation

The APM project research can be considered as the first exercise of monitoring the insertion into the labour market of graduates of higher education at the national level. However, it should be emphasised that the two most important institutions of higher education in Romania, Bucharest Polytechnic University and the University of Bucharest did not respond to the invitation to participate in the study. Because of this, the overall results of the study were disrupted in

the areas of education, so, the economic field was oversized due of the influence held by participation in the project of the Academy of Economic Studies in Bucharest.

The second research report conducted within the APM project, largely covers the conclusions presented in the first report, but contains some elements of a more general nature aimed at long-term goal that has been pursued: ensuring all necessary prerequisites for conducting periodic studies monitoring labour market insertion of graduates.

As a critical element is the stable framework to enable the completion of these studies nationally. This weakness is identified and it must note that although it was designed as a flexible tool with a high level of autonomy, no online questionnaire or platform contacting graduates can operate independently. It must be created an institutional structure to take over the regular updating of applications and forms, to address any failures and to assure the coordination of the application process of the study for graduates' successive generations

Role of Policy

The project's general objective is the strengthening of the role of universities in assessing how the knowledge, competences and skills acquired during study programmes are sufficient to allow university graduates to embark on the labour market or continue their studies. The strengthening of the ability of universities to develop such monitoring has as long-term goal to create a network of universities able to carry out in cooperation, independent studies on the insertion of graduates in the labour market, using tools and common methodologies, providing relevant information to be aggregated and analysed at the national level.

The APM project was financed by the Sectoral Operational Program Human Resources Development (SOP HDR), Priority Axis 2 – Linking lifelong learning and labour market – having as main target groups: students, graduates, apprentices etc. Its specific activity is the monitoring of graduates' insertion into the labour market, which will support the identification of potential barriers and will facilitate corrective actions.

The social innovation is not defined with these words, but it is implied because all projects proposal approved to financing must have a very clear presentation of "added value", that means new methodology, results etc. Also "added value" is an evaluation criterion of projects.

4.3.4   Practice Field Conclusions

As can be seen from the case of APM, the relation between what is taught in schools and its relevance for national labour markets enjoy high priority at national level. It therefore does not come at surprise that the APM project was initiated by an educational institution itself and received the required support by other educational institutions as well as different policy programmes that supported the project financially.

Cooperation has been therefore one of the most important success factors of the initiative and spans a wide array of stakeholders – from policy makers, to employers and graduates – the input of all stakeholders involved in the chain of "producing" and "using" the competencies and skills developed during higher education studies was relevant in achieving the research objective. Moreover, like in other practice fields, the APM project takes advantage of previously made experiences. Similar statements have been made for cases, i.e. in the practice field of new learning arrangements (e.g. Storycrafting). However, the findings and/or solutions from other projects are tailored in a way that would suit the specific context. However, to buy-in the know-how of INCHER, financial support must have been granted beforehand.

Next to this, one can argue that the research findings of the first evaluation phase have been partially institutionalised. They served as input measurement for further rounds of analyses within the APM project, but also for independent research ambitions by previously participating universities. Moreover, institutionalisation of the results is planned in the way that the conclusions drawn from the analysis will be used for evidence-based policy decision making. By basing decisions on such comprehensive research findings, changes to the structure of university courses and curricular or even on whether to integrate "career planning" services could be achieved, thereby working closely to real-time market demands.

5 SUMMARY AND CONCLUSIONS FOR THE POLICY FIELD

The following summary and conclusions are based on the results of 18 case studies in five practice fields (mainly related to the reduction of educational disadvantages and new learning arrangements). The analysis conducted is a further element for the cyclical improvement of theoretical, methodological and policy implications. The report is also preparing the ground for the follow-up policy and foresight workshop on Education and Lifelong Learning and part of the compiling report summarising all seven policy field case studies in a comparative way. Finally, it serves as a relevant part for the final analysis of this policy field. In this final outcome, the results of the State-of-the Art Report (Schröder et al. 2015), the global mapping (Howaldt et al. 2016), this Case Study Analysis and the Policy and Foresight Workshops will be integrated, compared and synopsised for the policy field Education and Lifelong Learning.

Summarising the case studies, it becomes evident that social innovations in Education and Lifelong Learning are **incremental** and in different ways and intensity always related to the (formal) education system and policy. Social innovations staying outside and with no relation to the formal education system as well as social innovations related to lifelong learning going beyond primary, secondary and tertiary education exist (like Friluftsfrämjandet) but remain exceptional. Lifelong learning as a perspective is reflected only in a marginalised way in the practice fields chosen, esp. when it comes to non-formal and informal lifelong learning of adults. However, this does not mean that lifelong learning doesn't play a role in social innovation of this policy field at all: There is a specific practice field "New strategies and structures for lifelong learning" in the global mapping represented by 17 cases recorded (which will be analysed and integrated in the final report of this policy field). Additionally, it has to be stressed, that the practice field definition and distinction has to be further developed within the final analyses of SI-DRIVE. The cases have several overlaps with other policy and practice fields. Assigning an initiative distinctly to one practice field is often not of evidence and more a matter of a negotiation process.

Variety and Diversity

The cases represent the **high variety and diversity of solutions** for social demands as stated in several outcomes of SI-DRIVE (see e.g. the results of the global mapping, Howaldt et al. 2016). The geographical outreach is different, depending on the practice field. While in the majority of the practice fields local target groups and local solution are in the centre (see reduction of educational disadvantages), there are also globally positioned solutions (mainly in the field of new digital learning arrangements) and some nationally oriented solutions (see Teach for Lithuania). Furthermore different approaches to innovate are covered: From new didactical and technological learning arrangements over local, economy and education combining improvements to target group specific solutions.

A social innovation initially consists of an idea of intended change in social practices that in some way or another can contribute to overcoming social problems or (partly) societal challenges. Being embedded in a specific social context, in this case mainly dominated by the (formal) education system, the cases studied show that tangential societal *function systems* (such as politics, law, and economy) and *subject areas* (disadvantaged groups, family, employment, etc.) as well as substantive *concepts of reference,* e.g. self-actualisation, individual learner personality, etc.) come into play.

The variety and diversity is underlined by the quantitative analysis of counting the most used synonyms in the case study description (done via NVivo)[6] which shows that education mainly concentrates on the (formal education) system. The tag cloud underlines that the further perspective of Lifelong Learning going beyond the formal primary,

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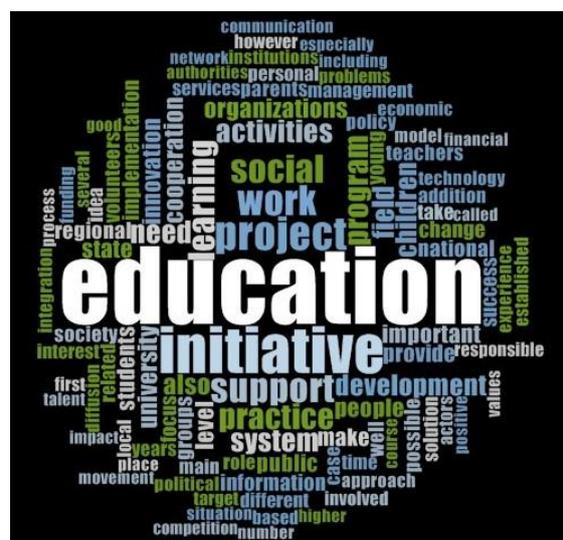
[6] NVivo is software for analysing qualitative data. The software allows classifying, sort information and examining relationships in the words used to describe the cases. studies.

secondary and tertiary education system is not part of the mind-set of the social innovation initiatives analysed in the chosen practice fields. Besides "initiative" (2.060 words of this synonym are counted in the case study descriptions) the high ranking of the synonyms concerning the word "project" (981 words) indicates the strong project perspective of the social innovations, meaning that most of them face limited funding and time perspectives, not aware if the project will be institutionalised somehow and sometime. Besides this, other word similarities are focussing on:

- "Work", "practice" and "activities" underlining the strong action and practice oriented approach.
- "System", "state", "support", "authorities" and "program" are stressing the strong system relation.
- "Social", need", "problems", "change", and "innovation" refer to the social needs and societal challenges.
- "Learning", "cooperation", and "implementation" are process relevant aspects.
- "Policy", "university", "students", "teachers", "children", "parents", and "volunteers" are listing the main actors and beneficiaries.

Not part of the systemic and dimensional perspective above but also important is the high number of the words "also" and "however", which again highlight that social innovations are combining different (sometimes contradictory) aspects. Of minor relevance are "competition" (164 words) and "technology" (191 words), ranked at the end of the 100 most relevant synonyms.

Holistic concept based on the learner's perspective

This variety also reflects the **holistic concept** of the initiatives integrating relevant stakeholders of **other practice or policy fields** (see the results of the analysis of the global mapping, illustrated by the figure below, Howaldt et al. 2016, p.23). Especially the reduction of educational disadvantages is mainly connected to Employment and Reduction of Poverty and Sustainable Development.
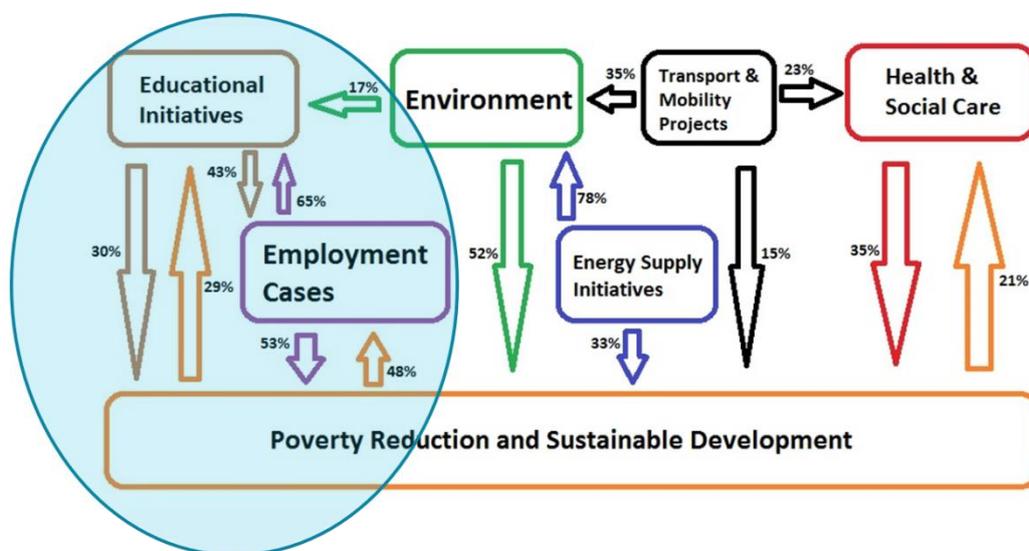

Figure 22: Connectedness of Education and Lifelong Learning to other Policy Fields

Although the selected cases are mainly related to improving the formal education areas (primary, secondary and tertiary education), it is visible that, instead of an institutional or education system related standpoint, they are focusing on the **learners' perspective**. The social innovation cases focus not only on the reduction of educational or social disadvantages in a broader sense but on the empowerment of people concerned, finding **"solutions for the learner and with the learner"**. Therewith, top-down or system governance is enriched by social innovations with a bottom-up perspective of learners and **learning processes** (by people concerned, by the given demands, by taking up problems from the ground, not solved by the education system and institutions). Hence, they are a way to overcome the existing innovation barriers (of the formal education system and its silo thinking and acting).

System dependency

Again, the main element for social innovations in the chosen practice fields of Education and Lifelong Learning in all stages (from the idea over invention and implementation to scaling, institutionalisation and diffusion) is the **interrelation of innovative initiatives with the (formal) education system and policy**. One could find three main distinctions:

- Innovations that are initiated, implemented **within the system** (system immanent) (e.g. APM, SEC)
- Innovations that are initiated, implemented and conducted **outside the system** (system external) (e.g. Friluftsfrämjandet, Jumpido, Papinotas, TBfW),
- Innovations (**hybrid solutions)** that are initiated outside the system, but
  - o Affect the system (e.g. Teach for Lithuania) or "repairing" system failures (e.g. PROSA) or
  - o Integrated in the system (e.g. Talent Scout).

To be more detailed, it could be said that initiatives starting outside the system perform different strands of development:

- System initiated but outside acting: e.g. through universities initiated general digital skills improvement of the local citizens through young volunteers (Timurovtsy)
- System initiated and remaining / staying inside the system: e.g. higher education impact improvement related to the needs of economy (APM), SEC
- Generated outside the system, but (partly) integrated and institutionalised by and within the system: e.g. Talent Scouting for early talent's identification and support
- Staying outside (but related to) system development:
  - – not accepted/integrated (e.g. JAKOM),
  - – as an alternative to traditional learning (e.g. Friluftsfrämjandet: learning outside institutions, in nature, Storytelling)
  - – as a new concept outside clear formal responsibilities of the system (e.g. TBfW: combining learning and coaching with improving the housing situation in a district).

Social innovation solutions (also in their great variety) generate **creative tension** to national, regional and local education systems. They can be seen as a demand for innovating, further development and social change. This works in both directions: System changes can lead to more leeway for social innovations coming from outside the system and social innovations can push the system to necessary improvements. However, this tension leads to a kind of competition between the public sector and civil society. Initiatives, which are not accepted, supported or tolerated by the system may face failure more often, becoming victims of circumstances, of power relations, or of selection based on competition between institutions of the formal education sector and social innovation initiatives.

Compatibility with the education system, involving public sector actors and considering path dependencies are relevant for scaling, diffusion and sustainability of social innovations in the policy field Education and Lifelong Learning. If not compatible, social innovations in the selected practice fields face challenges in developing, surviving, impact, scaling, institutionalisation and diffusion. Consequently, there is mainly a particular relation up to a close dependency from the (formal) education system, independent of the idea generation, implementation and further development:

- Ideas for innovations are mainly informed by gaps in the formal education system
- Intervention and implementation have to be checked with actors of the formal system and policy
- Institutionalisation and diffusion are mainly depending on the system actors´ acceptance and support and the system integration.

As the cases show, there is a concentration on the improvement of the formal education sector, attending to update the education system (infrastructure, teaching materials, quality of teaching, accessibility, relation to target group disadvantages and company needs, and others). Therefore, social innovations (or the development of new practices) are mostly done within the given formal structures. Innovations going beyond or changing given formalities, structures and procedures are mainly restricted to existing (legal) leeway or the necessity to change formal and legal structures (incl. law). In regard to filling specific gaps of the system, there is no social innovation initiative which has not related or has to relate its efforts to the formal, public education system. To put it albeit somewhat over the top: System

organisations (ministries, schools, etc.) determine institutionalisation and diffusion of social innovations coming from outside the system, there is no way outside of it.

Anyway, the formal system is also acting and reacting on social innovations in a constructive manner:

- As **initiator**, relevant development partner, offering and benefiting from an experimental sphere without any risk
- As an **integrator** fostering scaling and institutionalisation
    - Within the system by initiating or taking over and integrating social innovations
    - Besides the system (in relation to specific needs and areas of the system, improving it from outside, mainly because of benefits from external resources (volunteers, donations, etc.)
- As a **supporter** or "**tolerator**" of stand-alone initiatives (with more or less acceptance, and minor or no support of system institutions).

Innovation biographies

Against this contextual backdrop, the different biographies reflected by the cases lead to at least four main development models:

- Continuous growth (straight or with ups and downs)
- Step-by-step or stage model
- Up and down: failure; wavelike performance with alternated success and failure
- Growth followed by stagnation (or failure, in relation to the intended objectives).

Of course, the biographies do once in a while follow linear mechanisms, but the main development is following the step-by-step model, facing some kind of stagnation after scaling stages.

Continuous Growth
Talent Scout; Frihuset;
Papinotas; Timurovtsy;
Storycrafting;
Educate Me

Continuous Growth with up and downs
PROSA; Jumpido;
Teach for Lithuania

Step-by Step
TbfW; Lernhaus;
Student Lodging;
Storytelling
Grandmothers; SEC;
Friluftsfrämjandet;
APM

Growth followed by stagnation
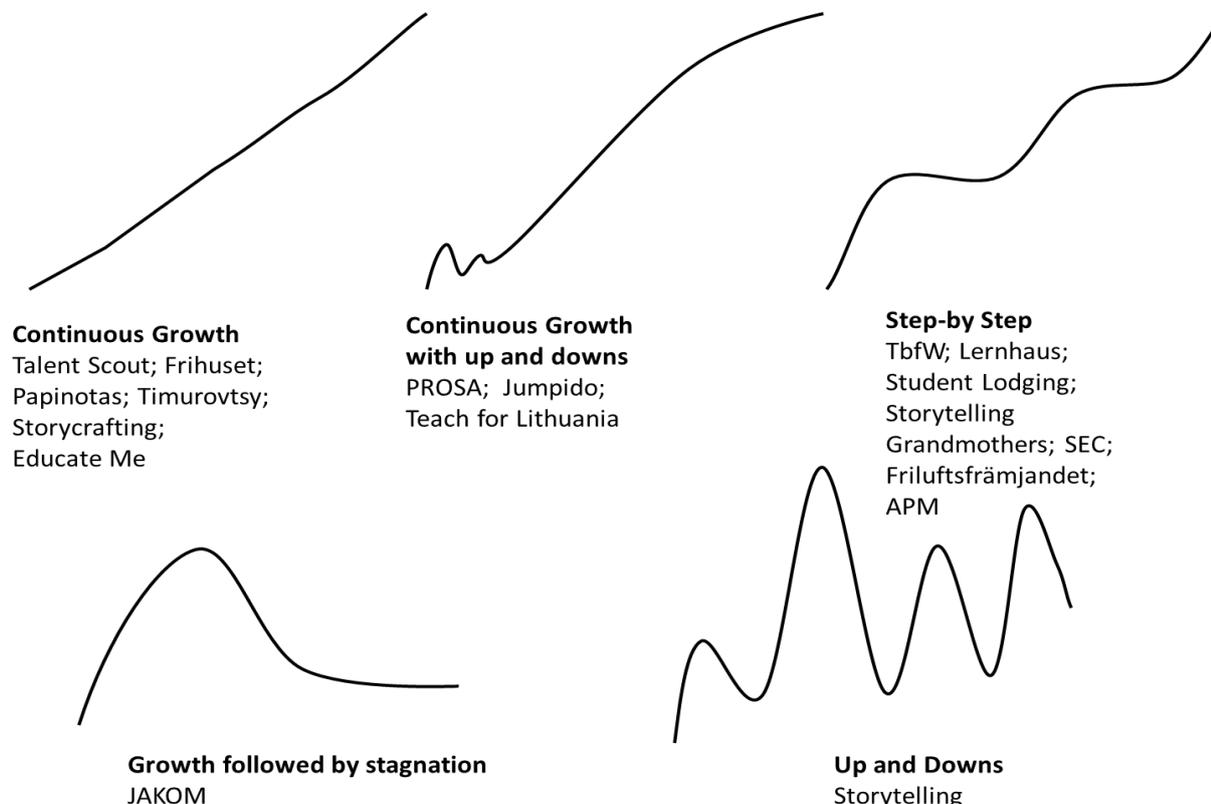JAKOM

Up and Downs
Storytelling

Figure 23: Development Models of Social Innovations

When looking at the different case biographies, it becomes obvious that the process dynamics of the different social innovations are not related to the assigned practice fields. The biographies are affected by success factors (mainly financial backup, support of system actors, communities and companies, awards, political changes, personal ambitions, embeddedness in network, and others) and critical incidents, events (leaving key personnel, funding scarcity, missing support and acceptance by system players, changes in partner structures, and others).

Most social innovations in the policy domain of Education and Lifelong Learning can be described as following a step by step approach. This approach is characterised by learning-by-doing. The input of new learnings, knowledge and (financial) resources and other is typically triggering phases of growth until stability of the initiatives' performance is reached. A good case to illustrate this dynamic process is Exchange Education for Habitation. The initiative had its idea development phase already in 2011. However, due to a lack of required resources the solution could not be conceptualised and implemented. After winning the "Act for Impact Award" in 2012, the initiators could start the professional concept development phase and acquire the assets required for the project development. Due to its professionalization, financial support could be secured, leading to the first pilot phase. From that point onwards, the initiative's performance increased continuously, however best practices still have to be developed. Important success factors for the initiatives following a step by step approach have been for instance the publicity of the initiative (Lernhaus), support by politicians (SEC), local and communal embeddedness of initiators (Exchange Education for Habitation) as well as financial backup through sponsorship, donations, state funds or awards.

Following this, continuous growth of the initiatives is the second most identified process dynamic for social innovations in this policy field. Talent Scout, Fryshuset, Papinotas, Timurovtsy, and Storycrafting are the cases ascribed to this development model. This approach can be characterised as taking on a continuous, fairly smooth upward growth path, without (any) major political incidents or crises. Growth is secured due to stable partnerships with local/national governments and/or (international) networks that help spreading the solution. Moreover, financing may be a challenge for the initiatives, however, due to stable partnerships or the initiative's business model, initiatives are less sensitive to external funding sources (being financially independent) than initiatives with other development paths.

The process dynamics of continuous growth with up and downs are similar to the developments observed with the continuous growth model, however, they differ in terms of experienced initial difficulties. Jumpido, for instance, had starting challenges as they integrated sensitive technology in their product, but in its course of development, were able to solve the issue. Teach for Lithuania represents another interesting case, for which hurdles in its beginning can be ascribed to the withdrawal of financial support by an important partner. However, instead of quitting their activities, the initiative decided to rather scale down its ambitions and could manage, with the help of donations, to start a first pilot.

A development path that is characterized by several up- and downward movements can be ascribed to the initiative "Storytelling". The up and downs often are the consequence of driver or push factors and barriers that either prompt or hinder the initiative's performance, e.g. support by policy and NGO actors, securing of funding, administrative obstacles etc. For instance, in the beginning of the initiative's starting phase, the initiative faced its first hurdle: The acquisition of volunteers became more difficult than expected due to existing laws. However, first upwards development could be recorded due to the large interest by parents in the initiative's activities. This upheaval, however, became disrupted again by the lacking willingness of ministries and government to cooperate at higher institutional level, resulting in difficulties to secure stable funding. In 2015, the initiative could manage to recover, e.g. through the launch of the "library of toys", and to start off with its activities again.

Also JAKOM could be seen as an example for failure or at least growth followed by failure and stagnation at a very low level, It has to be stressed that due to the selection criteria and the methodology chosen (see chapter 1), failures are not in focus but are almost inherent in the development of the chosen cases, leading to some breaks and stops, which were mainly overcome by new attempts of the initiatives, starting at another level, with another strategy or from another background or with other actors, partners.

Actors

The actors involved in the social innovation initiatives stem from **all sectors (private, non-profit, public and civil society**) and take over different responsibilities. An interesting finding in the policy field of Education and Lifelong

Learning relates to the fact that actors from all sectors (science/education, policy, civil society and economy) have at least once functioned as an initiator in the different practice fields. Whereas most initiatives were initiated by independent individuals (TBfW, Storytelling), also NGOs (Teach for Lithuania), public organisations or associations (Red Cross in Lernhaus), businesses (Teach for Lithuania, Jumpido) and educational institutions, in particular Universities (SEC, APM, Timurovtsy), played a significant role in developing and implementing projects that are aimed at solving social needs.

The main actors in detail are:

Government: At national level, governments play a supporting role. Even though, many initiatives stressed that national government support could be more exhaustive by providing financial schemes and programmes and the regulatory framework conditions in which social innovation could prosper. Some cases (e.g. APM, SEC, Storytelling Grandmothers) underlined the important role of government, and their respective ministries, in terms of financing the initiatives, promotion and even in assisting in institutionalisation processes. In fact, the case of APM represents an initiative in which governmental bodies functioned as initiators.

At regional and municipal level, the involvement of governmental actors becomes more evident. That relates to the fact that social innovations are often aimed at solving specific local needs, are therefore punctual and limited to specific system gaps. Local authorities' role is described as providing support and advice to initiatives (Talent Scout), committing financial resources in order to implement solutions (Student Lodging) as well as approving and promoting initiatives (SEC, TBfW).

NPOs/NGOs/Foundations: The role of NGOs and NPOs is of two facets. First of all, they can be the source of developing social innovations. This has been, for instance, the case with Teach for Lithuania and Storytelling. The idea to solve specific problems (supply of teachers, peer violence among children) led to the formulation of required solutions. However, next to the fact that NGOs can be considered the driving force behind a social innovation, they are also an important cooperation partner. They assist social innovation initiatives through their support and promotion, e.g. by organising joint (promotional) events, and as accelerator as they may take over solutions and imitate and diffuse them to other geographical areas (Lernhaus).

Moreover foundations can play a pivotal role in pushing social innovations forward. They provide professional expertise and funding programmes, competitions and awards to assist visionary people in implementing their ideas. Foundations also are directly involved in the social innovation process by either being a (co-)initiator or an umbrella organisation (Talent Scout) of the initiative or lastly by having responsibilities for project development and implementation.

Civil Society / Local Community: The local community is pivotal to social innovations' success. They grant initiatives with important resources, most probably with a license to operate and legitimation. Many grassroots initiatives presented in this report have their roots in civil society, thereby local community or civil society function as initiators. However, local community takes over additional roles of user / beneficiary / participant of social innovation projects. This can be explained by the fact that most initiatives have a specific target group which can be found in predefined geographical areas (TBfW, Timurovtsky). Moreover, it represents an important source for personnel resources as most volunteering comes from the local community.

Companies: Economy has an important role in sponsoring and disseminating, acting as local distributor of social innovation initiatives. Especially banks have been singled out several times in funding specific initiatives (Teach for Lithuania, Lernhaus). Next to this, sponsoring sometimes happens within companies' corporate social responsibility activities, in which the businesses try to improve public relations (Lernhaus) through engaging in activities that would create social value. Another role identified with companies is that of a social enterprise. Some of the solutions presented (e.g. Papinotas, Jumpido) were developed in (social) businesses and therefore represent a business product or solution which is for sale in the market.

Moreover, the role of consultancy services was singled out in several cases. Consultancy services assisted initiatives in their professional development, mainly through transferring managerial know-how and mentoring, e.g. basic issues such as how to set up a business plan, but also more concrete knowledge on which stakeholders to approach how and when (TBfW).

Seed accelerators (even though they may be private or public or a mix of both) also served as a source of funding and mentorship for initiatives in the policy field.

(Representatives from) Educational Institutions: Schools, kindergartens and other public institutions responsible for education, and especially teachers as facilitators and ambassadors of new educational practices, represent an important role for the policy field of Education and Lifelong Learning, as they are the active players within the system. Institutions often provide the space to initiatives to test the solution or for experimentation. In the case of Timurovtsy, schools for instance, offered their premises to the initiative so that they had the necessary room to teach the IT skills to elderly people. Moreover, they are important clients/users for the social innovations, making direct use of the solution offered (Papinotas, Friluftsfrämjandet, Storytelling).

Teachers, in particular, play an active part in implementing solutions, granting mentoring and advice (Teach for Lithuania) to social innovation initiatives. E.g. the case of Jumpido illustrates how the perceptions by teachers provided the innovators with the necessary insights in order to develop their math teaching software. Also in the case study of Teach for Lithuania it becomes evident that mentoring by teachers was essential in developing the required skills with the initiative's volunteers. As teachers are working within the system, they can pass their insights and knowledge to social innovation initiatives and provide advice in how far such a solution is fitting current classroom settings.

Universities and other research institutions can also be considered as a driver for social innovations. Some reported cases approve that universities often are the birthplace of initiatives, i.e. in the case of APM and SEC. They are important cooperation partners in terms of implementing a solution (Talent Scout), organising promotional events (SEC), providing resources and volunteers (Storytelling), being responsible for distributing the solution (Timurovtsy) and transferring important know-how (APM).

Social change

If **social change** has evolved, it happened spontaneously, not as a planned process, but due to the presence of outstanding, unsolved problems in education and learning, and the presence of diversity and a need for tailored solutions that could not be delivered by the incumbent institutions of the formal education system. Important elements are the evidence and success of the solution, the critical mass of implementation and the presence of financial backup that support the provision of diverse solution providers. Social innovations that arose "bottom-up" and diffused to reach large numbers of users have tended to transform into well organised structured activities that acquired public support and gradually became endorsed or integrated by the public system.

In relation to the analysed practice fields the following first outlines of **mechanisms of change** could be illustrated:

- **Learning**: Mutual learning, absorptive capacity building and empowerment are all relevant in the practice fields. Whereas mutual learning takes mostly place at the individual level of people involved and concerned or of the people targeted by a solution, capacity building is often linked to the initiative itself and interrelated to "path dependencies of development" – as experiences from the past will form actions in the future. Capacity building (also for system improvements) and empowerment create win-win situations for producers and users alike.
- **Variation**: In terms of variation, initiatives are focusing on social needs and demands that are not yet covered by the formal system. A distinction can be drawn when considering global mega trends such as the digitalisation and globalisation. These two trends are informing especially the practice field of new learning arrangements a lot, as new learning opportunities but further new learning demands arise in society.
  Considering the policy context, especially at local and regional level, political support is deemed as highly important. Through funding schemes and a supportive regulatory environment policy contributes positively to the initiatives' successful development.
- **Selection**: Selection, adoption, diffusion and imitation, and social change are mainly depending on the connectedness with the formal education system. Initiators have diffusion of the solution in mind right from the beginning, but there is no systematic planning or strategy for it. However, it seems that initiatives in the practice field of reducing educational disadvantages face more obstacles in diffusing their solutions to other areas than in the practice field of new learning arrangements. That may relate to the fact that the approaches and solutions in the latter practice field are easier to replicate to other contexts because of its more general and overarching character for education and lifelong learning. Moreover the target group specific solutions overcoming educational disadvantages are not easily transferable to other target groups and issues.
  In all the practice fields informal adaption and imitation take place as most of the solutions are not restricted but open for other actors (see competition).

- **Conflict, tension and adaption**: Conflicts and tensions arise due to perceived system gaps. Whereas tensions created in the practice field of new learning arrangements arise from conflicting paradigms of what and how to teach, conflicts in the practice field of reduction of educational disadvantages arise from system gaps and failure as well as from follow-up costs incurred by society (missing integration in society, the labour market).
- **Cooperation**: All the practice fields are emphasizing the relevance of cooperation and networking. Membership in relevant networks is regarded as very important and seen as advantageous and precondition for being successful. Network actors can be found in all sectors; besides education and science: business, civil society and the public sector. As social innovations in the policy field are evolving against the backdrop of formal systems, the cooperation with universities, schools and teachers is very important for social innovations in this practice field.
  Charismatic leadership is generally considered as highly important. However, the practice field of reduction of educational disadvantages reveals that this is more applicable to smaller initiatives as for initiatives that were initiated by bigger and already established organisations.
- **Competition**: (Market) competition does not play a significant role for most initiatives. Only a few initiatives reported that being first to market is important, i.e. as they distribute IT-related products to schools. However competition among initiatives for resources (public funding and support) is taking place in the policy field in general. Moreover, some cases pinpointed to the fact that smaller initiatives are often placed at disadvantage, compared to larger and well established organizations, when applying for governmental support.
- **Diffusion**: The role of technology is more important for cases in the practice field of new learning arrangements. As such, technology and ICT have great potential to become an integral part of future didactical processes. Nonetheless, technology plays an important (but sometimes not recognised) role in all practice fields in terms of communication, research, public relation and dissemination – mainly in connecting with relevant stakeholders from policy and educational institutions.
  The role of complementary innovation is distinct in the different practice fields. Whereas complementary innovation in the practice field of new learning arrangements may be more of technological nature and with it, further requires complementary innovations in teacher education, the role of complementary innovations in the practice field of reduction of educational disadvantages relates to new business models that would make social innovations more sustainable.
- **Institutionalisation:** As already mentioned institutionalisation and planning of social change is mainly dependent on the relation, acceptance and integration in the formal education system. Beside "buy-in" of successful initiative by the education system (e.g. Talent Scout) some initiatives face stagnation in diffusion (Storytelling) because they are not promoted by system actors (ministries, schools, etc.); but there are also very successful initiatives institutionalised outside the education system (Friluftsfrämjandet). Anyway, institutionalisation and planning of social change are not elaborated systematically and an unlocked potential for diffusion and transformations is evident.

Looking at **business models** it has to be stated that there are mainly no systematic models or serious developments in this direction. As stated in relation to the mechanisms of change (see the following analysis) competition is not in the mind-set of most of the initiatives. Anyway, different kinds of attempts are obvious in the analysed cases:

- Social enterprises (with not for profit revenue models) (TBfW, Fryshuset, Teach for Lithuania)
- Initiatives embedded in corporate social responsibility programmes or measures (funded by companies) (Lernhaus)
- Hybrid revenue models (sponsored by economy, fees, etc.)(Educate Me)
- Licensing models (Jumpido)
- Associations funded by fees (Friluftsfrämjandet)
- Small business (Papinotas).

Policy implications

From a policy perspective the dependency of most of the social innovation initiatives from the (formal) education system is of high relevance. This interrelation is pending on social demands resulting from system failure or gaps, taken up by people directly or indirectly (by taking over advocacy) concerned. Threefold "path dependencies" come across:

1. Social innovations integrated in the system from the beginning or later after evident success and impact (system intern)
2. Social innovations acting outside the system but with a strong connectedness to it (hybrid system)
3. Social innovations acting and staying outside the system (system extern).

The analysed cases show that social innovations in Education and Lifelong Learning cause a kind of "**creative tension**" between the formal education system and the bottom-up initiatives. Exploring new ways of finding solutions and collaborations across the divided and formal responsibilities of the education sector and across other policy fields (e.g. employment, labour market), social innovations are pushing the formal system to relevant changes: Leading to a "good" and functioning formal education system providing – in parallel – enough space for social innovations to flourish.

In line with the demands of the information and knowledge society, business and other societal organisations can benefit from the development and availability of better tailored and engaging learning instruments and environments, therefore openness to diversity and bottom-up initiatives matters greatly. Policy has to find new ways of helping these bottom-up initiatives not only to get lost in silo thinking and divided responsibilities of the education system (see PROSA, TBfW) but to ensure that the relevant actors also from other areas (e.g. labour agencies, labour market and employment policies) are open and not hesitant or passive to new solutions and cooperate across borders.

It is clearly evident that, if authorities take over the initiative as a government programme (public institutionalisation in the education system, public policy element), new solution are diffused widely within the system improving it. Yet, the case of Student Lodging shows this model of public responsibility assumes new frameworks (decentralisation and budget allocation, participatory budget models, adjustment of regulations and law).

Becoming more flexible and deviate from silo-thinking within bureaucratic structures is a precondition to allow social innovations and the main challenge for policy. As the initiatives often use non-traditional approaches to solve specific local issues, thereby not necessarily working in the sphere of education only, having interrelations to other political areas instead, they experienced difficulties in requesting political support as no authority really felt responsible for a given problem.

Even though solutions are very much appreciated by society, the **adoption, diffusion and imitation** of initiatives very much depend on the integration in, the support of or the dissemination via the education systems and public policy. The initiatives have seldom found a way of their own (e.g. Friluftsfrämjandet). Institutional logics and working habits must change in an interdisciplinary and non-silo oriented way, so that initiatives in a given practice field can operate effectively and easily access the support needed (e.g. embedding such initiatives with existing educational structures, e.g. schools and henceforth the teachers).

Factors from the cases studied relevant for the **sustainability** of the initiatives are impact (evidence based models), financial resources (hybrid revenue model and revenue generating activities) and government support (up to buy-in: aligning the model with the strategies of national education, keeping the government involved and informed of the activities and developing models feasible to adoption by ministries). If support and integration of the initiative is not given (for different reasons, as it is evident in the case of JAKOM) the development and diffusion stops, the failure is predictable and predetermined.

Against the described dependencies above, **public policy actors** will have to take over a new critical role in fostering social innovation and its impact, not only by funding, stimulating and unlocking social innovation but also by coordinating and integrating social innovations in the existing system, giving leeway or changing the education and lifelong learning system if necessary. This includes not only serving an **intra-sectoral** but also a **cross-sectoral innovation friendly environment:** collaboration with public actors of other policy fields, such as Employment and Reduction of Poverty and Sustainable Development.

Social innovations in Education and Lifelong Learning are needed that go beyond the borders of (still) separated education areas, explicitly by looking at transitions and demands from a **learner's (and not an institutional) perspective**. To unlock and use the potential of social innovation, public policy has to take over the role of enabling, up-taking, fostering and giving leeway for social innovations as well as finding new ways of balancing centralisation and decentralisation.

Policy advice to boost social innovation as a concept in Education and Lifelong Learning related to a better and coherent understanding and visibility of this kind of innovation is needed: This has to be done by fostering collaboration and transparency about deficits and conflicts, engaging stakeholders in education via cooperation and networking, giving social innovative initiatives within and outside the education-system more leeway. Less compliance, recognising the added value of social innovations, more promotion of the emergence of social innovations as well as dealing with diversity and learning from diversity are also characterising new policy approaches in education and lifelong learning.

As in the case of technological innovations, social innovations are not necessarily implemented and diffused by the inventor. The skills required to invent a new solution, differ from skills needed to scale it up and market the invention as innovation (Schumpeter 1964). Therefore, the selection and diffusion of social innovations could be fostered –as the case studies show - by:

1. An innovation friendly environment (leeway for experimentation within and outside the system)
2. Systematic diffusion platforms (for exchanging approaches, solutions and knowledge)
3. Setting up of (topic related) communities (across sectors and silos).

As most of the examined initiatives are already diffused to other geographical areas, nationally and internationally, and also had the intention to do so from the beginning, a more systematic and professional diffusion strategy and platform is needed. Social innovations are often **designed as a blueprint** (e.g. PROSA, TBfW) but (due to missing resources: time, possibilities and capabilities) not diffused sufficiently.

Because most of the cases studied are starting at the local level as an answer to a local demand an **innovation friendly environment** at the local level is important, fostering collaboration between different sectors (e.g. through the implementation of networks as platforms to to learn, exchange knowledge and expand the solution), between research and practice, and the availability of seed funds specially to support practical experimentation. This includes also a policy approach that serves social innovation with new occasions of a **better use or combination with existing technologies** and with **relevant complementary innovation** (e.g. Lernhaus: monitoring software tracking the learning progress).

While social innovation in Education and Lifelong Learning is clearly taking place, already changing practices and activating change in education systems, leeway for a more supportive environment is still left in order to benefit from the potential of social innovation and facing the upcoming challenges for societies. This has to be grounded in a collaborative manner between social innovation grassroots initiatives and the formal education system.

6 ANNEX

6.1 MECHANISMS OF SOCIAL CHANGE (BASED ON WILTERDINK 2014)

1. **Learning**: Evolutionary theories (Dosi, 1982; Nelson & Winter, 1982) in social sciences stress the cumulative nature of human knowledge. Actors realize mistakes, apply new ideas and engage in processes of learning, which results in tacit and codified new knowledge (Cowan, David, & Foray, 2000).
2. **Variation**: Variation can range from 1) new (collective) ideas to 2) single innovation projects which introduce novelty and hence variation. Ad 1) Collective ideas are the cause and consequence of social change. The spread of beliefs, values, value systems, of fashions, of **religions**, of cultural symbols, of rules of behaviour. Ad 2) Single innovation projects are on the one hand incremental innovation projects that innovate along a given trajectory; on the other hand, radical innovations that deviate from the trajectory and may lay the ground for a new trajectory.
3. **Selection**: This incorporates processes of adoption, diffusion and imitation, but also processes of **decline** and death of initiatives.
4. **Conflict**: Group conflict has often been viewed as a basic mechanism for social change, these **include** revolutions, but also minor conflicts. Social change in this view, is the result of the struggle between a predominant class and a dominated class which strives for (radical) change. (conflict model of society by Ralf Dahrendorf)
5. **Competition**: seen as a powerful mechanism of change as competition makes it more likely to **introduce** innovations in order to have competitive advantages.
6. **Cooperation**: Although competition as a driver dominates theories that put individualism, individual utility at the fore, where social change is the results of individuals pursuing their self-**interest**, other strands of literature have shown that cooperation (e.g. literature on innovation systems, game theory) or altruism (e.g. Ernst Fehr) also lay the basis for human action.
7. **Tension and adaptation**: In structural functionalism social change is seen as an adaption to some tension in the social system. E.g. a gap between fast-changing technology and necessary **associated** institutional change of some type (see W. Fielding Ogburn)
8. **Diffusion of (technological) innovations**: Some social changes results from innovations adopted in society, may be technological invention, scientific knowledge, but also new beliefs, ideas, values, religions, in short ideas. High uncertainty, most innovations disappear, those that survive follow an S-curve of adoption (cf. Geroski, 2000).
9. **Planning and institutionalisation of change**: Social change may result from goal-directed large scale planning, by governments, bureaucracies, and other large scale organisations. The wider the **scope**, the more the competencies needed, the more difficult to reach goals and the more likely that unforeseen events interfere. Planning implies institutionalisation of change, but institutionalisation does not imply planning (Wilterdink, 2014). Included here are changes in the organisation of the state, interstate relations, laws and directives, programmes etc.

6.2 RESEARCH FOCI OF SI-DRIVE DERIVED OUT OF THE KEY DIMENSIONS

The critical literature review opened the view on a theoretically sound concept of social innovation grounded in theories of social change, innovation studies and social innovation research. Based on the results of the critical literature review eight, first research propositions were elaborated and became the basis for the empirical work of the global mapping.

Research Focus 1: Concepts and Understanding

Social innovations in the perspective of SI-DRIVE encompass new practices – concepts, policy instruments, new forms of cooperation and organisation – methods, processes and regulations that are developed and/or adopted by citizens, customers, politicians etc. in order to meet social demands and to resolve societal challenges in a better way than

existing practices. The emergence of such new social practices, including patterns of imitation and adaptation, will be subject to research of SI-DRIVE.

In this perspective, research will be focused on analysing the process of invention, implementation (introduction to a context of use), diffusion and institutionalisation of new social practices in different areas of social action. A great deal of attention should be devoted to better understanding the relationship to technological innovation as well as innovation oriented at creation of economic rather than social value.

Research Focus 2: Ambivalence

Referring to both the normative and analytical concepts of social innovation (cf. CLR of SI- SI-DRIVE) highlights the importance of identifying to whom a social innovation is "desirable" – whose objectives and whose demands are being met and whose objectives and demands are being overlooked?

This difficulty is reflected in heterogeneous and conflicting interests in different societal sectors, e.g. in civil society (Scoppetta, Butzin, & Rehfeld). We also have to consider *"unforeseeable social side effects"* (Howaldt & Schwarz) of social innovations. Their impact may differ according to different actors or groups of actors and there may be winners and losers of social innovation, e.g. according to *"different perspectives of development"* (e.g. Western against native). Establishing a new social practice can mean – using a Schumpeterian term – 'creative destruction' of another previously dominating social practice. In this regard the empirical research will put more emphasis on analysing the ambivalence of the outcomes of social innovation (i.e. social side effects, unforeseeable consequences, different perspectives), also in relation to actors' intentions.

Research Focus 3: Process Dynamics

Considering the experiences in the field of technological innovation a pending task would be thinking towards a concept of Social Innovation Assessment, as one aspect of policy recommendations to be developed.
The successful implementation and/or active dissemination of a new social fact *usually* follows targeted intervention but can occur also through unplanned diffusion (Greenhalgh et al., 2004) – how much this is the case will be subject to research.
From this perspective one of the main objectives of the empirical work of the SI-DRIVE project should be analysing the process dynamics of social innovation (idea –implementation – social practice – institutionalisation).

Research Focus 4: Relation to Social Change

While social and economic problems identified in public discourse are increasingly prompting a call for extensive social innovation, the relationship between social innovation and social change remains a largely under-explored area in the social sciences as well as government innovation policies. To better understand the relationship between social innovation and social change we have to analyse the mechanisms of social innovation processes (e.g. imitation and social learning).

Special attention will be devoted to social innovation as a mechanism of change residing at the micro and meso level. In the context of the broad debate surrounding sustainable development and necessary social transformation processes (Geels & Schot, 2007) the question of the relationship between social innovations and social change arises again. To better understand this relationship we have to analyse the social embeddedness of any innovation in a dense network of innovation streams.

Taking into account the micro-foundation of social change we have to analyse how processes of social change can be initiated which go beyond the illusion of centralist management concepts to link social innovations from the mainstream of society with the intended social transformation processes.

Research Focus 5: Governance

To understand the modes of governance of social innovation, one focus should be on networks, including social networks, and their actor constellations, modes of cooperation and communication channels.

The literature review has provided starting points of how diverse modes of governance might be according to the mode of innovating. For example, governance structures might differ according to the intention or purpose of actors (i.e. the formation of a strategic alliance to communicate interests, to have access to various resources in the process of innovating/ community of practice, etc.). As with innovation management within firms, the role of employees and the governance of employee involvement in innovation processes at the work place is a central question. Concepts such as frugal and reverse innovation originating from the global south describe alternative innovation logics (downscaling and innovations diffusing from the global south to the global north) with supposedly different governance structures that need to be understood to grasp the variety of types of social innovation and vice versa.

As a conclusion relating to the diverse forms of governance we suggest studying the specific governance in different types of social innovation processes and assess the particularities as compared to other innovation processes.

To develop an integrated understanding of the role of various actors in social innovation, a broader concept is needed that appreciates social entrepreneurship but also takes account of other actor types.

Research Focus 6: Actors

The different roles and functions of actors will be studied by SI-DRIVE. Especially in comparison to social entrepreneurs, there is an under-representation of the various other actor types and their specific impulses and impacts as generators of social innovation. As a conclusion, different types of actors and their roles in the generation and spread of social innovations will be discussed.

Furthermore, a research focus on diverse actor types relates – again – to the issue of adequateness and transferability of existing concepts. While actor constellations in innovative environments have been conceptualised by triple and quadruple helix models, there should also be openness towards the potential of developing new conceptual models describing actors' relations and functions in social innovation.

Research focus 7: Drivers and Barriers

In order to establish a systemic view upon social innovation, it is suggested to put an additional research focus on the drivers and barriers of social innovation - including the influence of power, the role of conflict, and the relation to inequality.

Various concepts reflected in this report have been helpful to understand drivers, barriers and governance of innovations and because of their pertinent clarity they are also widely diffused in political programs and strategies to support innovation.

There is a lot to learn from these concepts for scholars of social innovation and it should be thoroughly tested, in how far concepts of innovation studies are applicable to study the systemic dimension of social innovation and thus are of relevance for better understanding of particular drivers, barriers and governance.

Research Focus 8: Civil Society and Citizen Empowerment

We have to put a strong focus on the role of civil society (citizens, NGOs, social movements, communities) in the innovation process. In particular, we should analyse how the social innovation cases in SI-DRIVE have diffused and whether this facilitated the empowerment of citizens.

However, given the fact that SI-DRIVE is a research project of global reach, the conception of what is considered as civil society might need adjustment to the specific contexts of the diverse world regions. Alongside civil society, the social economy is environment equally often mentioned as an important source of social innovation. It is thus suggested to pay particular attention to the environments of civil society and the social economy in order to understand their particular distinctions. Studying these distinctions is of special relevance for public decision makers, as it provides the relevant background against which supporting infrastructures can be developed. So the research focus will be to understand the particular distinctions of these areas/fields, especially related to the set-up of supporting infrastructures for social innovation.

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