

# **SOCIAL INNOVATION, EDUCATION AND NGO SECTOR**



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Recent financial and economic crisis, the public budget constraints, the limits of the market and the state to address important social challenges using conventional wisdom and traditional approaches, global challenges that are first and foremost threats, the need of traditional business to reconnect with society and to adopt more socially accepted behaviours and transition from an industrial to a knowledge and service-based society call for change in the way we act (Hans-Werner, Hochgerner and Howaldt, 2012). There is empirical evidence which supports the view that liberal social values, such as tolerance, rule of law and democracy, progress in nations where the benefits of economic growth accrue to all (Friedman, 2006). In contrast, declining living standards for the majority and the lack of employment opportunities for young people are two of the foundations of the renewed spectre of political extremism and heightened social tensions causing civic unrest in a number of countries (Grimm, Fox, Baines and Albertson, 2013).

There is reason to believe that the pace of social innovation will accelerate over the next century. In the next 20 years, the biggest growth for national economies is likely to come in health care and education. Growing social sectors are all areas in which commercial, voluntary and public organizations provide services in which public policy plays a key role and in which consumers together with producers generate value (Mulgan, 2006). The complex issues that organiza-

tions and sectors are not able to face on their own are accumulating, thereby increasing the need to develop new roles within and between social sectors (Björk, Hansson, Lundborg and Olofsson, 2014). According to the OECD Innovation Strategy (OECD, 2010) new sources of growth are urgently needed to help the world move to a stronger, more inclusive and sustainable growth path following the financial crisis. Innovation can be a critical part of the solution. While not a goal in itself, innovation provides the foundation for new businesses, jobs and productivity growth and is thus an important driver of economic growth and development. Innovation can help address pressing social and global challenges. Moreover, innovative economies are more productive, more resilient, more adaptable to change and better able to support higher living standards (OECD, 2010).

Social innovations have therefore become attractive to policy-makers and are a key element of the European vision, they appear both between the objectives of the Europe 2020 strategy and in all parts of the Horizon 2020 program. To address social challenges, the society will need a generation of educated, skilled and innovative individuals with a broad interdisciplinary education, visibility and decency for cooperation, reconciliation and dialogue. The document aims to answer how the development of that generation is being fuelled in Europe and in more detail in Bulgaria, Croatia and Slovenia.

# 01 INTRODUCTION

# 02 DEFINING SOCIAL INNOVATION

The term social innovation has been launched as a term for many different reasons. Systematic review of social innovation literature identified a wide range of characteristics of social innovation based on 76 extant definitions. Benneworth and Cunha (2015), based on the review, defined four understandings of the term: a mass change (1) in the organisation of a social function (2), collectively co-ordinated by novel societal institutions (3), that change social power relations (4). Mumford (2002, p. 253) provides the definition of social innovation that captures the four elements above, since the term social innovation refers to “the generation and implementation of new ideas about how people should organize interpersonal activities, or social interactions, to meet one or more common goals.”<sup>1</sup>

The definition of the social innovation has not only been the subject of researchers, but also policy papers. Social innovation has been defined in the Innovation Union Flagship Initiative (European Commission, 2010) as “an important new field which should be nurtured. It is about tapping into the ingenuity of charities, associations and social entrepreneurs to find new ways of meeting social needs which are not adequately met by the market or the public sector. It can also be about tapping into this same ingenuity to bring about the behavioural changes which are needed to tackle the major societal challenges, such as climate change. As well as meeting social needs and tackling societal challenges, social innovations empower people and create new social relationships and models of collaboration. They are thus innovative in themselves and good for society’s capacity to innovate.” Pol and Ville (2009) conclude, that today the term “social innovation” is used in various and overlapping ways. Firstly, as the prime mover of institutional change. Secondly, social innovation resulting in improving either the quality or the quantity of life. Thirdly, social innovation resulting in public good, and lastly, social innovation resulting in improvement in the quality of life, while separating the term from business innovation.

**Social innovations are approaches and solutions to social needs or common problems that are implemented in, and impact, society.**

1 Other widely used definitions: Björk, Hansson, Lundborg and Olofsson (2014, p. 15) see social innovation as “new approaches and solutions to social needs or common problems that are implemented in, and impact, society. Social innovations are inclusive, and create new social relations or collaborations.” Goldenberg, Kamoji, Orton and Williamson (2009, p. 3) write about social innovation as “the development and application of new or improved activities, initiatives, services, processes, or products designed to address social and economic challenges faced by individuals and communities.”

## 2.1 SOCIAL INNOVATION POLICIES

While societal development in the nineteenth and twentieth centuries was driven by technological progress and economic dogmas, the twenty-first century supposed to give rise to social innovation to encourage societal and systemic changes. The concept found a central role in European strategic policy papers, innovation road maps and public discourses. It is also included in the OECD Innovation strategy (OECD, 2010), in which social innovations are acknowledged to tackle the global challenges such as climate change and the greening of the economy. Social innovation is a key element of the European vision incorporated in Europe 2020 strategy by the European Commission. Europe 2020 aims to convert Europe into a social market economy delivering high levels of employment,

social and territorial cohesion (European Commission, 2010). Social Business Initiative (European Commission, 2011) brought social entrepreneurship to public attention while the term “digital social Innovation” leveraged technological innovation and start-up movements to address societal challenges. In the period 2014–2020, EU has financed social innovation in various programmes: European structural and investment funds, H2020, EaSI (Employment and Social Innovation Programme), COSME, Erasmus for Young Entrepreneurs, Creative Europe Programme, and Eco-Innovation Action plan. Under the current research framework program in the European Union, Horizon 2020, social innovation has gained a stronger position as a concept to develop research and initia-

tives that promote knowledge and practice for a socially and environmentally sustainable Europe. Social innovation is included in all parts of Horizon 2020 but is especially prominent under the Societal Challenges “Health, Demographic Change and Wellbeing” and “Europe in a Changing World – Inclusive, Innovative and Reflective societies” (Björk, Hansson, Lundborg and Olofsson, 2014). Horizon 2020 has its Collective Awareness Platforms for Social Innovation and Sustainability Programme. Also, the European Commission introduced the “societal impact assessment” in the Investment Plan for Europe, and introduced “European Social Innovation Competition” as well as “European Capital of Innovation Prize” (European Commission, 2017).

**Social innovation found a central role in european strategic policy papers, innovation road maps and public discourses, where it is acknowledged to tackle the global challenges.**

## 2.1.1 SOCIAL INNOVATION POLICIES IN BULGARIA

In Bulgaria, during the last few years, the concepts of development and promotion of social responsibility and innovation are part of the EU policy to tackle the social exclusion of vulnerable persons. Generally, there is barely concrete legislation in this regard and it is included in a broader context in several documents. The visions and priorities for promoting the development of social economy are included in the **National Social Economy Concept** adopted in 2012. The concept is the starting point for a targeted, coordinated state policy in this field. The last **Action Plan for the Social Economy 2018–2019** defined the actions to be

undertaken according to the Concept's priorities in social economy. The main priorities set concern raising awareness among stakeholders by increasing the visibility of social entrepreneurship, establishing partnerships in the field and creating supportive structure for innovations. The **National Youth Strategy 2010–2020** defines the need to promote public-private partnerships and social entrepreneurship in services for the development of young people. The **National Strategy for Lifelong Learning (2014–2020)** was adopted in 2014 defining social entrepreneurship in a broader context of social inclusion and the need to ensure the conditions

for effective lifelong learning process. The **National Strategy for Poverty Reduction and Social Inclusion (2020)** focusses on the provision of opportunities for employment and income growth through active involvement of citizens in the labour market. Among the proposed 'concrete' measures is promoting entrepreneurship, including social entrepreneurship. The **Social and Solidarity Economy Enterprises Act** supports NGOs in establishing social enterprises as a measure to decrease social inequality and support sustainable territorial development.

National Social Economy Concept in 2011<sup>2</sup>

Action Plan for the Social Economy 2018–2019<sup>3</sup>

National Youth Strategy 2012–2020<sup>4</sup>

National Strategy for Poverty Reduction and Social Inclusion 2020<sup>5</sup>

Law on Non-profit Legal Entities Act<sup>6</sup>

National Strategy for Lifelong Learning<sup>7</sup>

2 [seconomy.mlsp.government.bg/upload/docs/2013-06/NATIONAL\\_SOCIAL\\_ECONOMY\\_CONCEPT.pdf](http://seconomy.mlsp.government.bg/upload/docs/2013-06/NATIONAL_SOCIAL_ECONOMY_CONCEPT.pdf)

3 [seconomy.mlsp.government.bg/upload/docs/2018-03//18RH151prEN.pdf](http://seconomy.mlsp.government.bg/upload/docs/2018-03//18RH151prEN.pdf)

4 [mpes.government.bg/Documents/Documents/Strategii/strategy\\_youth\\_2012-2020.pdf](http://mpes.government.bg/Documents/Documents/Strategii/strategy_youth_2012-2020.pdf)

5 [www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=790](http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=790)

6 [www.imolin.org/doc/amlid/Bulgaria/Bulgaria\\_Law\\_on\\_Non\\_Profit\\_Legal\\_Entities\\_2006.pdf](http://www.imolin.org/doc/amlid/Bulgaria/Bulgaria_Law_on_Non_Profit_Legal_Entities_2006.pdf)

7 [www.strategy.bg/StrategicDocuments/View.aspx?id=880](http://www.strategy.bg/StrategicDocuments/View.aspx?id=880)

## 2.1.2 SOCIAL INNOVATION POLICIES IN CROATIA

Social innovation has been recognized as an important pillar in the future development of the Republic of Croatia, as can be seen by its inclusion in the most relevant development policy documents. Implementation aspect and a deeper understanding of social innovation in the institutions and the society as a whole is still to follow.

The **Strategy of regional development of the Republic of Croatia until 2020** identifies social innovations as an opportunity for development of the SWOT analysis and includes a generous description of social innovations in the chapter “New Concepts for Local and Regional Development of the Republic of Croatia”. Social innovations are mentioned in the strategic goal “Improvement of Quality of Life by Supporting Sustainable Territorial Development” under the measure “Support to the Affirmation of Cultural Identity and Civil Society Development” and “Creating Desirable Life Conditions in Border Areas”. Social innovations are also mentioned in the strategic goal “Increasing Competitiveness of Regional Economy and Employment” under the

measure “Strengthening Local and Regional Support Institutions”.

The **Strategy for the Development of Social Entrepreneurship 2015–2020** aims to establish and improve the legislative and institutional framework for social entrepreneurship and it sets out a number of measures to establish a financial framework, increase awareness and promote formal and informal education.

Croatia’s **Smart Specialisation (S3) Strategy** adopted in 2015 mentions social innovation under the objective “Working in Partnership to Address Societal Challenges” and emphasises the importance of social innovation development as a whole. The **Strategy for Innovation Encouragement of the Republic of Croatia 2014–2020** contains a pillar for providing support for co-operation and knowledge transfer between business, academia and government. One of the two priorities defined under this pillar is to use innovation to solve social challenges by providing grants to support innovative projects addressing societal challenges, promoting international collabora-

tion for innovation and applying innovation to the public sector and public services.

**The Strategy for Combating Poverty** has three priorities, one of which is priority 2. “Ensuring the conditions for the prevention of formation of new categories of the poor, as well as reducing the number of poor and socially excluded persons” where social innovation is stated as a solution – developing innovative programmes in all fields (social innovation), as well as developing new work skills and greater use of EU funds.

**The Strategy of Education, Science and Technology** states that life-long learning, science and innovations make up the triangle of knowledge which the State has to support. Education needs to be improved by encouraging creative thinking and innovative action. The Strategy recognizes the problem of the rigid educational system which dis-encourages innovative processes in schools and sees social innovation as a solution for social problems of the present.

Strategy of regional development of the Republic of Croatia until 2020<sup>8</sup>

Strategy for the Development of Social Entrepreneurship 2015-2020<sup>9</sup>

Strategy for Combating Poverty<sup>10</sup>

The Strategy for Innovation Encouragement of the Republic of Croatia 2014-2020<sup>11</sup>

Smart Specialisation Strategy (S3)<sup>12</sup>

Strategy of education, science and technology<sup>13</sup>

8 [narodne-novine.nn.hr/clanci/sluzbeni/2017\\_07\\_75\\_1832.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2017_07_75_1832.html)

9 <http://www.esf.hr/wordpress/wp-content/uploads/2015/02/Strategija-razvoja-društvenog-poduzetništva-u-RH-za-razdoblje-2015-2020.pdf>

10 [vlada.gov.hr/UserDocsImages/ZPPI/Strategije/STRATEGY\\_COMBATING\\_POVERTY\\_SOCIAL\\_EXCLUSION\\_2014\\_2020.pdf](http://vlada.gov.hr/UserDocsImages/ZPPI/Strategije/STRATEGY_COMBATING_POVERTY_SOCIAL_EXCLUSION_2014_2020.pdf)

11 [narodne-novine.nn.hr/clanci/sluzbeni/dodatni/434155.pdf](http://narodne-novine.nn.hr/clanci/sluzbeni/dodatni/434155.pdf)

12 [obzor2020.hr/userfiles/obzor2020/pdfs/Strategija\\_pametne\\_specijalizacije\\_RH\\_2016\\_2020.pdf](http://obzor2020.hr/userfiles/obzor2020/pdfs/Strategija_pametne_specijalizacije_RH_2016_2020.pdf)

13 [narodne-novine.nn.hr/clanci/sluzbeni/2014\\_10\\_124\\_2364.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html)



### 2.1.3 SOCIAL INNOVATION POLICIES IN SLOVENIA

The field of social responsibility and innovation is well present in Slovenian legislation. **The Development Strategy of Slovenia** has “a decent life for all” set as the third developmental goal and as an envisioned measure the strengthening of cooperation, solidarity and volunteering, also by promoting social innovations. In the sixth developmental goal “Competitive and Socially Responsible Enterprise and Research Sector”, the strategy mentions innovation, but the latter relates only to enterprises and research centers. Similarly, the **Resolution on the Research and Innovation Strategy for Slovenia** states that non-technological innovations are important. In the area of the promotion of science, creativity and innovation, the resolution mentions the modernization of university and higher education study programs (measures

and contents that support and encourage creativity, innovation, orientation towards achievements and entrepreneurship). One of the accompanying activities of the study should be that a student already establishes a network of contacts with employers and potential sources of financing, which makes it easier for him or her to develop his or her own career path. The **White Paper on Education in the Republic of Slovenia** also aims at the development of a critical, autonomous, responsible and independent individual (and, in particular, the development of creativity and innovation). **The Resolution on the National Higher Education Program 2011–2020** states that study programs must ensure the acquisition of knowledge and skills in accordance with the national qualifications framework and key competences (innovation is high-

lighted). Furthermore, it also states that research and innovation projects will be encouraged at higher education institutions in cooperation with the economy and the non-economy and the supported transition of human resources. Slovenia has also adopted the **Social Entrepreneurship Act**, which defines the term and goals of social entrepreneurship, while the field of social innovation also appears in the **Resolution on the National Program for Youth**, which includes the priority subsection Promoting innovation, creativity, self-initiative, entrepreneurship (including social entrepreneurship) and self-employment of young people and increasing the importance of developing socially responsible entrepreneurial attitudes and skills.

The Development Strategy of Slovenia<sup>14</sup>

The Resolution on the Research and Innovation Strategy for Slovenia 2011–2020 (ReRIS11-20)<sup>15</sup>

The White Paper on Education in the Republic of Slovenia<sup>16</sup>

The Resolution on the National Higher Education Program 2011–2020<sup>17</sup>

The Social Entrepreneurship Act<sup>18</sup>

The Resolution on the National Program for Youth 2013–2022 (ReNPM13–22)<sup>19</sup>

14 [www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Strategija\\_razvoja\\_Slovenije/Strategija\\_razvoja\\_Slovenije\\_2030.pdf](http://www.svrk.gov.si/fileadmin/svrk.gov.si/pageuploads/Strategija_razvoja_Slovenije/Strategija_razvoja_Slovenije_2030.pdf)

15 [pisrs.si/Pis.web/pregledPredpisa?id=RESO68](http://pisrs.si/Pis.web/pregledPredpisa?id=RESO68)

16 [pefprints.pef.uni-lj.si/1195/1/bela\\_knjiga\\_2011.pdf](http://pefprints.pef.uni-lj.si/1195/1/bela_knjiga_2011.pdf)

17 [pisrs.si/Pis.web/pregledPredpisa?id=RESO71](http://pisrs.si/Pis.web/pregledPredpisa?id=RESO71)

18 [www.uradni-list.si/glasilo-uradni-list-rs/vsebina/2011-01-0819?sop=2011-01-0819](http://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/2011-01-0819?sop=2011-01-0819)

19 [www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/Nacionalni\\_program\\_za\\_mladino/resolucija\\_o\\_npm/Resolucija\\_o\\_NPM.pdf](http://www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/Nacionalni_program_za_mladino/resolucija_o_npm/Resolucija_o_NPM.pdf)

Social innovation does not belong to any particular actor or sector. Rather, it can occur in all, and especially in overlapping, sectors. Government, academia, industry, civil society and individual citizens can all be sources of social innovation, either individually or collaboratively. A popular innovation model for a knowledge-based economy and society is the “triple helix” of university- industry-government relations (Etzkowitz and Lydesdorff, 2000). Although the triple helix model has been effective in promoting technological innovations, it has proven less efficient in providing solutions to society’s complex challenges. By engaging a social actor, the quadruple helix model arguably proposes a better answer to societal challenges. Social innovations are mainly developed at a local level, and often struggle to grow and scale on their own. Adopting a systemic collaborative approach – as well as linking social innovations to other relevant actors – will help fully exploit their potential. The quadruple helix builds on the network of relationships proposed by the triple helix and introduces a fourth group of actors – civil society. This additional dimension focuses the innovation model on improving social welfare and contextualising globally innovative ideas to the local area. Each group of actors is an individual source of social innovation with the potential to contribute unique strengths in collaborative settings (OECD, 2016).

The government (or public sector) has historically acted not only as a facilitator of social innovation, but also as an important source of socially innovative initiatives, creating great social value through public services provided at the national and local levels. Academia provides a fertile environment for developing new solutions with a potentially positive impact on society. Academia can conduct research focusing on novel solutions to tackle such problems as global warming and waste management. Many universities have created dedicated technology transfer offices and departments (OECD, 2016). The private sector – including inclusive and socially responsible businesses – can also design social innovations, i.e. new products and services tailored to marginalised sectors of society (Porter and Kramer, 2011). And finally, civil society/citizen engagement comprises associations, non- governmental organisations, social enterprises and foundations that represent or act in the interest of citizens. As such, the needs and preferences of individuals and potential beneficiaries are at the heart of its activities. Thanks to its understanding of the grassroots, civil society can quickly identify and address societal challenges, and develop feasible solutions and implement a great variety of social innovations.

## 03 SOCIAL INNOVATION ACTORS

### 3.1 KEY ACTORS IN THE FIELD OF SOCIAL INNOVATION IN BULGARIA

<p><b>KEY ACADEMIA</b> research centres, demonstrative centres, innovation accelerators, innovation universities ...</p>	<p>Sofia University "St. Kliment Ohridski" rinkercenter.org/bg/news/182-predstoi-tretoto-izdanie-na-kursa-po-sotsialno-predpriyatie-v-su-sv-kliment-ohridski.html</p>	<p>New Bulgarian University/NBU/ www.glunis.com</p>
<p><b>KEY SUPPORT ORGANIZATIONS</b> such as NGOs, innovation hubs, social business parks, innovation incubators and learning labs, research centres, demonstrative centres and innovation accelerators, innovation networks and platforms ...</p>	<p><b>D Ideas Factory Association</b> ideasfactorybg.org/bg <b>Junior Achievement Bulgaria</b> www.jabulgaria.org <b>Move.bg platform</b> move.bg <b>BCause Foundation</b> www.bcause.bg <b>Bread Houses Network</b> www.breadhousesnetwork.org <b>Reach for Change Bulgaria</b> bulgaria.reachforchange.org/bg <b>Social Enterprises in Bulgaria Forum</b> socialenterprise.bg <b>Bulgarian Centre for Not-for-Profit Law</b> http://bcnl.org/en <b>Economic and Social Council</b> www.esc.bg/en <b>Institute for Social Entrepreneurship</b> sites.google.com/a/piamater.org/theinstitute/home</p>	<p><b>Bulgarian Charities Aid Foundation (BCAF)</b> bcaf.bg <b>Central Cooperative Union (CCU)</b> www.cks.bg <b>Centre for Entrepreneurship and Executive Development (CEED)</b> https://www.resourceefficient.eu/en/intermediary/center-entrepreneurship-and-executive-development-%e2%80%93bulgaria-ceed <b>Fabrica 360</b> www.fabrica360.eu <b>LaunchHUB accelerator</b> memberships.gomedici.com/innovation-programmes/launchub <b>CleanTECH accelerator</b> cleantech.bg/en/home <b>Eleven accelerator</b> angel.co/company/eleven</p>
<p><b>KEY PUBLIC ORGANISATIONS</b> innovation departments and offices, public innovation agencies, specialist innovation agencies, innovation funds, innovation incubators, ...</p>	<p><b>SAgency for Small and Medium Enterprises</b> www.sme.government.bg/uploads/2011/07/SME_Situation-REP_noemaENG-0612.pdf <b>Ministry of Labour and Social Policy</b> www.molsa.gov.et/ <b>Agency for People with Disabilities</b> www.mlsp.government.bg/index.php?section=CONTENT&amp;i=351 <b>Sofia Municipality (Social Innovations Programme)</b> www.sofia.bg</p>	<p><b>Ministry of Economy and Energy (MEE), Agency for Social Assistance</b> www.mi.government.bg/en <b>Employment Agency</b> www.az.government.bg <b>Ministry of Economy, Direction "Promotion of policy"</b> www.mi.government.bg/en</p>

### 3.2 KEY ACTORS IN THE FIELD OF SOCIAL INNOVATION IN CROATIA

<p><b>KEY ACADEMIA</b> research centres, demonstrative centres, innovation accelerators, innovation universities ...</p>	<p><b>ALGEBRA LAB</b> <a href="http://www.algebra.hr/lab/">www.algebra.hr/lab/</a> <b>The Zagreb School of Economics and Management</b> <a href="http://www.zsem.hr">www.zsem.hr</a></p>	<p><b>University of applied science VERN</b> <a href="http://www.vernuni.eu">www.vernuni.eu</a></p>
<p><b>KEY SUPPORT ORGANIZATIONS</b> such as NGOs, innovation hubs, social business parks, innovation incubators and learning labs, research centres, demonstrative centres and innovation accelerators, innovation networks and platforms ...</p>	<p><b>ODRAZ</b> <a href="http://www.odraz.hr/hr/home">www.odraz.hr/hr/home</a> <b>ACT Grupa</b> <a href="http://act-grupa.hr/en">act-grupa.hr/en</a> <b>In the zone – impact entrepreneurship program</b> <a href="http://budiuzoni.hr">budiuzoni.hr</a> <b>IMPACT HUB</b> <a href="http://zagreb.impacthub.net">zagreb.impacthub.net</a> <b>VOX FEMINAE</b> <a href="http://voxfeminae.net">voxfeminae.net</a> <b>CEDRA</b> <a href="http://www.cedra.hr/hr/o-nama/cluster">www.cedra.hr/hr/o-nama/cluster</a> <b>Etična banka – Zadruga za etično financiranje</b> <a href="http://zef.hr/o-nama/eticna-banka">zef.hr/o-nama/eticna-banka</a> <b>HUMANA NOVA</b> <a href="http://www.humananova.org/hr/home">www.humananova.org/hr/home</a></p>	<p><b>ALFA ALBONA</b> <a href="http://www.alfa-albona.hr/projekti/drustveno-poduzetnistvo/">www.alfa-albona.hr/projekti/drustveno-poduzetnistvo/</a> <b>CERANEO</b> <a href="http://ceraneo.hr">ceraneo.hr</a> <b>ZIP Algebra LAB</b> <a href="http://www.facebook.com/ZIPZg">www.facebook.com/ZIPZg</a> <b>START-up Incubator Rijeka</b> <a href="http://www.facebook.com/startuprijeka">www.facebook.com/startuprijeka</a> <b>Social Innovations Lab</b> <a href="http://www.facebook.com/ocinnovationlab">www.facebook.com/ocinnovationlab</a> <b>HUB385</b> <a href="http://hub385.com">hub385.com</a> <b>HUKI (Croatian Office for Creativity and Innovation)</b> <a href="http://huki.hr">huki.hr</a></p>
<p><b>KEY PUBLIC ORGANISATIONS</b> innovation departments and offices, public innovation agencies, specialist innovation agencies, innovation funds, innovation incubators, ...</p>	<p><b>ZICER (Zagreb Innovation Centre)</b> <a href="http://www.zicer.hr">www.zicer.hr</a> <b>Ministry of Labour and Pension System</b> <a href="http://www.mrms.hr">www.mrms.hr</a> <b>Ministry of Demography, Family, Youth and Social Policy</b> <a href="http://mdomsp.gov.hr">mdomsp.gov.hr</a> <b>Ministry of Economy, Entrepreneurship and Crafts</b> <a href="http://www.mingo.hr">www.mingo.hr</a></p>	<p><b>Ministry of Regional Development and EU Funds</b> <a href="http://razvoj.gov.hr">razvoj.gov.hr</a> <b>Croatian Agency for SME, Innovation and Investment</b> <a href="http://hamagbicro.hr">hamagbicro.hr</a> <b>National Fund for the Development of the Civil Society</b> <a href="http://zaklada.civilnodrustvo.hr">zaklada.civilnodrustvo.hr</a></p>

### 3.3 KEY ACTORS IN THE FIELD OF SOCIAL INNOVATION IN SLOVENIA

<p><b>KEY ACADEMIA</b> research centres, demonstrative centres, innovation accelerators, innovation universities ...</p>	<p>Center for Technology Transfer and Innovation, Jozef Stefan Institute tehnologije.ijs.si/en Ljubljana University Incubator (LUI) lui.si/welcome-to-lui</p>	<p><b>SOCIAL INNOVATION ACADEMY</b> social-innovation-academy.teachable.com/</p>
<p><b>KEY SUPPORT ORGANIZATIONS</b> such as NGOs, innovation hubs, social business parks, innovation incubators and learning labs, research centres, demonstrative centres and innovation accelerators, innovation networks and platforms ...</p>	<p>e-ZAVOD <a href="http://www.ezavod.si">www.ezavod.si</a> <b>MLADINSKI CEH</b> <a href="http://www.mladinski-ceh.si">www.mladinski-ceh.si</a> Sklad 05 <a href="http://www.sklad05.si">www.sklad05.si</a> PRIZMA <a href="http://www.fundacija-prizma.si">www.fundacija-prizma.si</a> <b>SOCIALNA AKADEMIJA SLOVENIJE</b> <a href="http://socialnaekonomija.sii">socialnaekonomija.sii</a></p>	<p><b>IDRIJA 2020</b> <a href="http://www.idrija2020.s">www.idrija2020.s</a> <b>POLIGON</b> <a href="http://www.poligon.si">www.poligon.si</a> <b>CENTER INOVATIVNEGA PODJETNIŠTVA</b> <a href="http://www.nlb.si/cip">www.nlb.si/cip</a> <b>ZAVOD ZA INOVATIVNOST IN PODJETNIŠTVO</b> <a href="http://www.zipiie.eu">www.zipiie.eu</a> Servis 8 <a href="http://servis8.com">servis8.com</a></p>
<p><b>KEY PUBLIC ORGANISATIONS</b> innovation departments and offices, public innovation agencies, specialist innovation agencies, innovation funds, innovation incubators, ...</p>	<p>Centre for Creativity <a href="http://ww.czk.si">ww.czk.si</a> <b>SPIRIT</b> <a href="http://www.spiritslovenia.si">www.spiritslovenia.si</a> Skupnost občin Slovenije <a href="http://skupnostobcin.si/kategorija/projekti/social-makers/">skupnostobcin.si/kategorija/projekti/social-makers/</a></p>	<p>Center Noordung <a href="http://www.center-noordung.si">www.center-noordung.si</a></p>

### 3.4 SOCIAL INNOVATIONS AND NGO SECTOR

The European Commission argues there is a need to shift from supporting start-ups to social entrepreneurship and innovation in public, private and third sectors as a transformative engine for socio-economic development (European Commission, 2017). The OECD table shows that the contribution to total employment of education, health, social work and other services has risen in nearly every member country. Yet, much of the writing on research and development and innovation focuses on hardware and objects rather than services (Mulgan, Tucker, Rushanara and Sanders, 2007). Who is included in the innovation ecosystem matters in terms of where resources are concentrated and utilised. In a social innovation ecosystem, the innovative and democratic role and capacity of NGOs needs to be recognized and harnessed. An important perspective to keep in mind in innovation policy is to actively include civil society as well as individual citizens and entrepreneurs when framing calls and designing programs. A transition from this traditional “triple helix” (academia, public sector, private sector) perspective of the innovation system to a “penta helix” framework (public sector, private sector, academia, civil society, citizens and social entrepreneurs) will allow more innovative solutions to develop within and between actors in society. Understanding and enhancing these different roles and interconnections between the five components is an important role for intermediaries of social innovation (Björk, Hansson, Lundborg and Olofsson, 2014).

**The needs and preferences of individuals and potential beneficiaries are at the heart of NGO’s activities. Thanks To their understanding of the grassroots, NGO’s can quickly identify and address societal challenges, and develop feasible solutions and implement a great variety of social innovations.**

### 3.4.1 10 EXAMPLES OF SOCIAL INNOVATION ACTIONS OF NGOS IN BULGARIA

#### BABA RESIDENCE IN BULGARIA (IDEAS FACTORY ASSOCIATION)<sup>20</sup>

BABA Residence has been launched in 2015. The main idea of Baba Residence is not only to preserve the precious traditions, crafts, personal and folklore stories of local people, but to inspire their reintegration into cultural and social entrepreneurial solutions in aid of Bulgarian villages. New initiatives, products, services and events which draw cultural and economic potential to those forgotten parts of our countries are born. Another significant result from the interaction between young urban people and the elderly from the villages is the seed of solidarity – between generations, between urban and rural communities and culture.

#### BREAD HOUSES IN BULGARIA (BREAD HOUSES NETWORK)<sup>21</sup>

Bread House seeks to encourage inter-cultural dialogue, cooperation among different generations and professional and ethnic groups as all participants knead together around the same table. During the baking time, people share their artistic talents, from poetry and music to theatre and sewing. The House's mission is to enable people to discover their creative potential and identify the local assets (people, cultural traditions, natural resources, etc.) for problem-solving – rather than only delving into the local problems – to help one another move forward and promote co-existence through co-creation.

#### MODEL FOR INTEGRATED DEVELOPMENT (HESED)<sup>22</sup>

The Model for Integrated Development is the first model which has been created as a result of many years of professional work in the community. It offers a set of integrated services which can solve the problem of the Roma integration within 15 years. Unlike traditional social policies that focus on people with serious problems, our services work preventively, i.e. long before the problems become hard to reverse. The MIR acts complementary to the current state measures for the integration of the Roma community (compulsory education, full-day school, qualification courses, etc.) and makes them truly effective.

#### ZASLUSHAI SE FOUNDATION (ZASLUSHAI SE)<sup>23</sup>

The major association combining the efforts of various social enterprises and initiatives to support the quality of life of persons with hearing impairments. One of the major project is an online platform for video relay, speech-to-text and real-time subtitles on demand services. This will give the Deaf and Hard of Hearing people the opportunity to communicate freely, to have access to information, education and career development.

#### RE-ACT ASSOCIATION (RE-ACT)<sup>24</sup>

The main goal of this organisation is to qualitatively change the living conditions and the opportunities for professional realization and personal development of the socially disadvantaged children placed under institutional or foster care. They are implementing various social initiatives in support of this target group. For example, creating a bike shop, where young people from corrective institutions have been trained to work and reintegrate into society.

20 <https://ideasfactorybg.org/en/baba-residence/>

21 <https://www.breadhousesnetwork.org/about-us/>

22 <https://hesed.bg/en/why-hesed/#development-model-MIR>

23 <http://zaslushaise.bg/infrastructure/>

24 <http://re-act.bg/re-act/>

### SOCIAL TEAHOUSE (TEAHOUSE)<sup>25</sup>

The Tea House in Varna provides employment opportunities for young persons who have grown up without parental care in social institutions. At the House, they have the chance to have their first protected job, which gives them a chance to develop professional skills and self-esteem, necessary to join the labour market.

### VRACA SOFTWARE SOCIETY (VRACA SOFTWARE)<sup>26</sup>

The mission of the organisation is to create a viable IT society in the town of Vratsa, which will provide sustainable employment for people in the region and in such a way contribute to local development.

### OLE MALE PLATFORM (MAIKO MILA FOUNDATION)<sup>27</sup>

The platform created a space where young mothers can sell products and sustain themselves or get a chance to develop their careers. The main purpose of the foundation is to help mothers of disabled children work and support themselves. That is why everything you see on the platform is made by them. If you buy something, you directly support the mother who created it, which was the main goal behind the cause of "Ole Male". Ole Male gives mothers of disabled children the chance to regain their confidence, financial stability, better care for their children and feel strong.

### KNIGOVISHTE (comes from the words book and monster)<sup>28</sup>

Change will come when young people read, say the creators of Knigovishte. Knigovishte aims to make reading an attractive, desired and shared pleasure for Bulgarian children. It is an educational internet platform that reinforces the children's ability to understand the reading. Bookstore is an online game of questions and answers on read books that promotes reading pleasure and creates a community. It is also a reader's diary and a guidebook in the world of books. Our main goal is for children to love reading, to become used to words and the conversation about books to become part of their everyday life, as is the discussion of an electronic game.

### LAM'ON<sup>29</sup>

Laminating is the process of gluing a thin layer of plastic to a paper with the help of heat. Not only is the production of plastic damaging to nature but the fact that it is almost impossible to separate from the paper makes it really hard to recycle. LAM'ON is a 100% biodegradable laminating film for print. It is derived from renewable resources like corn. The glue layer that we developed specifically for the needs of the industry is completely non-toxic. It is also water-soluble in order to ease the recycling process. On top of that, our production method is simplified in a way that saves us time and money. LAM'ON offers the same results, is used on the same machines and is offered at the same price range as the currently used laminating films.

25 <http://thesocialteahouse.bg/en/the-teahouse/>

26 <http://www.school.vratsasoftware.com/mission-2>

27 <https://www.olemale.bg/>

28 <http://knigovishte.bg/>

29 <http://lam-on.com/>



### 3.4.2 10 EXAMPLES OF SOCIAL INNOVATION ACTIONS OF NGOS IN CROATIA

#### ACT GRUPA<sup>30</sup>

ACT Grupa is a pioneer in social innovation in Croatia, founded in 2014, but with a long history within the local Autonomous Center ACT in Čakovec, in the north of Croatia. ACT Grupa is a consortium of social enterprises and acts as an entrepreneurship support institution. Of the employees, 80% are women, 50% are from vulnerable groups, wage proportions within the consortium are 1:3.5 and the proportion of investment in the local community compared to the incentives received from the local community is 25:1.

They offer “Social entrepreneurship accelerator program”<sup>31</sup>.

Enterprises within the consortium are:

ACT KONTO – an accounting service and financial consulting company which hires persons with disabilities and all workers are co-owners of the company.

Home Care Assistance Center in Međimurje County – a non-profit social care institution which provides support for the elderly of the County.

ACT PRINTLAB – a designer studio which employs young designers and offers services of graphical design and printing.

HUMANA NOVA<sup>32</sup> – Social cooperative (“zadruga”) supporting employment of persons with disabilities and other socially excluded people through the production and sales of quality and innovative textile products made from eco-friendly and recycled materials. In 2018, they hired 22 people of whom 15 persons have disabilities. They have created a successful solution to the problem of textile waste by collecting, repurposing and producing new textile products from recycled and collected materials. They have shops in four cities in Croatia and are widely recognized as a brand.

#### FIERCE WOMEN LTD<sup>33</sup>.

Fierce Women is a company started by K-zona<sup>34</sup> a non-governmental organisation, which was founded in 2005 in Zagreb. K-zona’s mission is to contribute to a society based on equality by providing space for affirmation, information, empowerment, education and networking of women, youth, LGBTIQ+ persons and NGOs. It runs a successful independent on-line media outlet VoxFeminae.net and organises the VoxFeminae festival which deals with gender equality, feminism, social inclusion, LGBTIQ+ rights and art. Fierce Women are an innovative card game which portrays powerful and often forgotten women who formed our societies. The educational game development and production was crowdfunded in 2018 using the IndieGoGo platform and has raised over EUR 28,000. Since, it has been available in many stores in Croatia and has become one of the most successful crowdfunding campaigns in Croatia.

30 <http://act-grupa.hr/en/>

31 <http://act-grupa.hr/en/accelerator/>

32 <http://www.humananova.org>

33 <http://fierce-women.net/>

34 <https://voxfeminae.net/udruga-k-zona/>

### BICIKLOPOPRAVLJAONA<sup>35</sup>

Biciklopopravljajona (BicPop for short, Eng. Bike Repair) is located in Zagreb, using the garage space of Zelena Akcija NGO (Friends of the Earth Croatia). It was started in 2009 by a group of activists and volunteers, sprouting from the occupation of the Faculty of Humanities and Social Sciences. It is open for public every Thursday of the year and has become a very popular place for the citizens of Zagreb. The purpose of BicPop is to provide space, tools and advice to everyone who wants to fix their own bike. By fostering the Do-It-Yourself approach and sharing of tools and resources, it is supporting sustainability and promoting transport by bicycle in the city. Everybody in the collective is volunteering, the project is run on donations. BicPop has started public appeals for donations in the form of old and neglected bicycles from the public and has repurposed and up-cycled bikes for the population of the villages in Slavonija that were affected by a flood in 2015. Their initiative "Bicycles for Refugees" was awarded with SozialMarie Prize for social innovation in 2018. Bicycles are much more than a means of transportation, for socially excluded groups they are a way to commute to work, engage in social activities and recreation.

### THE GREEN ENERGY COOPERATIVE<sup>36</sup>

The Green Energy Cooperative (Zelena Energetska Zadruga) was founded in 2013 as a result of the project "Development of Energy Cooperatives in Croatia" implemented by UNDP in Croatia. Today, it is an umbrella organisation which supports the green energy transition. It is one of the co-founders of another socially innovative organisation – Cooperative for Ethical Financing.

### COOPERATIVE FOR ETHICAL FINANCING<sup>37</sup>

Cooperative for Ethical Financing is a non-profit organisation founded in 2014 with over 1.200 members, natural and legal persons which work on developing a democratic, transparent and environmentally responsible economy based on solidarity. They are working on developing the first ethical bank in Croatia and this process is often not understood by the governmental banking institutions so the ethical bank does not have a working licence yet. The members of the cooperative sell their products on an online platform which uses an innovative approach and even enables customers to purchase products using crypto-currencies. Also, the cooperative is working on creating an internal cooperative currency.

### INVISIBLE ZAGREB<sup>38</sup>

Brodoto is a social entrepreneurship Ltd. providing education, event management services, media and marketing services as well as crowdfunding campaigns design. With offices in Zagreb, Croatia and Belgrade, Serbia, it fosters a regional approach. Its projects include a cooperation with an NGO for homeless people – FAJTER: "Invisible Zagreb"<sup>39</sup>, educational tours which are led by homeless persons in Zagreb, showing a different perspective of the town.

35 <https://biciklopopravljajona.zelena-akcija.hr/>

36 <https://www.zez.coop/>

37 <https://www.zef.hr/en>

38 <https://www.brodoto.com/portfolio/invisible-zagreb>

39 <https://www.invisiblezagreb.com/>

#### BUBA BAR<sup>40</sup>

The non-governmental organisation Bubamara (Eng. Ladybird) has a tradition of over 34 years and more than 1.400 members – users, namely people with disabilities whom it empowers and includes in social and educational activities. Based in Vinkovci, Vukovar-Srijem County in 2016, the organisation started crowdfunding for the opening of “Buba Bar” with a motto “Extra chromosome for extra coffee”, a bar which will finally be opened in 2019 in Vinkovci and will employ people with disabilities, namely Down Syndrome. The bar will also entail a bowling alley and make it possible for 15 persons with disabilities to have a job.

#### ULIČNE SVJETILJKE<sup>41</sup>

Ulične svjetiljke (Eng. Street Lamps) is the first homeless magazine on homelessness and related social issues in Croatia. It is a street newspaper written and edited by homeless people. The publisher of the newspaper is the Communal brotherhood Trsat and it is sold on the streets of five towns in Croatia. Half of the profits of each sold newspaper goes to the seller – a homeless person and the other half is used to finance the publishing of the next issue.

#### RECIKLIRANO IMANJE<sup>42</sup>

Reciklirano imanje (Eng. Recycled Estate) is a base and the educational centre of the non-governmental organisation Zelena mreža aktivističkih grupa (Green network of activist groups) located in Vukomerić near Zagreb. The estate is designed by permaculture principles, using mainly renewable energy, sustainable water management and food production. It houses a seed bank containing traditional sorts. The Estate is a venue of education and trainings and the members of the NGO are experts in permaculture, natural construction and sustainability.

#### VESTIGUM<sup>43</sup>

Vestigum is a non-governmental organisation based in Vrbani, a neighbourhood in Zagreb which lacks a health care centre, market place, library and a culture centre, while housing over 12,000 people. In 2011, a group of citizens started self organising and started creating content for the neighbourhood – urban gardening, workshops on natural cosmetics, cuisine, painting, promotion of ecological agriculture, free library, school garden, parents volunteers club, yoga. They were among the first to introduce the community-supported agriculture programs and organise green basket deliveries.

40 <https://www.indiegogo.com/projects/buba-bar-ekstra-kromosom-za-ekstra-kavu#/>

41 <https://www.facebook.com/UlicneSvjetiljke/>

42 <https://www.zmag.hr/reciklirano-imanje>

43 <https://www.facebook.com/udrugavestigium/>

### 3.4.3 10 EXAMPLES OF SOCIAL INNOVATION ACTIONS OF NGOS IN SLOVENIA

#### FAIR TRADE SHOP IN SLOVENIA (HUMANITAS)<sup>44</sup>

Association HUMANITAS opened the first fair trade shop 3MUHE in 2004, when HUMANITAS partnered with the association Umanotera. In cooperation with Umanotera and the print house Medium, fair trade cooperative ODJUGA was founded in 2008. In addition to retail and wholesale, it deals with the development of its own producers, promotion and education.

#### HOUSE »FRUITS OF SOCIETY« (SLOVENIAN PHILANTHROPY)<sup>45</sup>

Intergenerational community centres are intended for all inhabitants of the local community and targeted in activities that connect different generations. The programs performed in the centres respond to the needs of people in local communities. The program promotes integration into the social environment, prevents isolation, connects generations, promotes solidarity between them and promotes intergenerational volunteering.

#### LIVING COURTYARDS OF MARIBOR (ASSOCIATION HIŠA)<sup>46</sup>

The Living Courtyards are a program of revitalization of the city centre of Maribor. Within the Living Courtyards, more than 12,000 courtyards have been opened for more than 12,000 visitors. In 2014, the program was expanded outside the courtyards and, in cooperation with others, developed in the Live City program.

#### »KINGS OF THE STREET« NEWSPAPER (KINGS OF THE STREET ASSOCIATION)<sup>47</sup>

The newspaper »Kings of the street« is the first homeless magazine on homelessness and related social issues in Slovenia. It is a street newspaper, which in 2019 won the first prize for best photography and the best cover at the World Congress of Street Newspapers in Hanover.

#### PROJECT HUMAN (PROJECT HUMAN ASSOCIATION)<sup>48</sup>

A non-governmental, humanitarian and non-profit organization that deals with self-help, therapy and social rehabilitation of people with various forms of addiction. Since 2007, the program Project Human has been a public, social welfare program. The Therapeutic Community of the Human Project program is the only therapeutic community in Slovenia that is recognized according to the international criteria of the EFTC (European Federation of Therapeutic Communities).

44 [www.humanitas.si/?subpageid=75](http://www.humanitas.si/?subpageid=75)

45 [www.filantropija.org/medgeneracijsko-sodelovanje-3](http://www.filantropija.org/medgeneracijsko-sodelovanje-3)

46 [www.ziva-dvorisca.si](http://www.ziva-dvorisca.si)

47 [www.kraljiluce.org](http://www.kraljiluce.org)

48 [www.projektclovek.si](http://www.projektclovek.si)

**PARTICIPATORY ACTION LET'S DRAW THE COAST (PiNA)**<sup>49</sup> The first Slovenian mass action of spatial participatory planning included more than 1,000 people from all over Slovenia, the neighboring Italy and various European countries on the former coastal road. Together, they prepared suggestions for the future of a coastal road on a 2.24 km long roll of paper.

**REHABILITATION OF THE BLIND AND PARTIALLY SIGHTED AT HOME (The Intermunicipal Association of the Blind and Visually Impaired Nova Gorica)**<sup>50</sup>

The Association of the Blind and Visually Impaired Nova Gorica rehabilitates the blind and visually impaired at home, in their home environment. The number of people who receive home assistance is around 230. They are supported by social workers at home, as well as a computer technician who is specially trained to work with blind and visually impaired people.

**SIMBIOZ@ E-LITERATE SLOVENIA (SIMBIOZA GENESIS)**<sup>51</sup>

The project included weeklong computer workshops across the entire Slovenia, where young volunteers taught the elderly the basics of computer and internet use. It connected thousands of people nationwide, and after 5 years of presence, more than 50 thousand participants have joined Simbioza.

**SOPOTNIKI (SOPOTNIKI ORGANISATION)**<sup>52</sup>

Sopotniki is an organisation for intergenerational solidarity operating as a non-profit private body, registered in Slovenia's register of voluntary organisations, which has one simple goal: to offer free transport to rural elderly and thereby help them get involved in an active social life.

**THE LIBRARY OF STUFF (PROSTOROŽ)**<sup>53</sup>

Prostoroz has established The Library of Stuff<sup>54</sup> with partners in the form of a non-profit hire of a variety of leisure things. The library works according to the model of classical library rentals.

49 [www.youtube.com/watch?v=sMRy\\_hsZqMc](http://www.youtube.com/watch?v=sMRy_hsZqMc)

50 <http://mdssng.nvoplanota.si/>

51 [www.simbioza.eu/sl/2018](http://www.simbioza.eu/sl/2018)

52 [www.sopotniki.org](http://www.sopotniki.org)

53 <http://prostoroz.org/>

54 [www.knjiznicareci.si](http://www.knjiznicareci.si)

**The study showed that less than one-third of the people surveyed believed that they were definitely given the required career skills at school or college. The fact that less than one-third of the respondents believed they were given the required skills raises questions about the contributions of education. (Generation europe foundation 2010)**

## **04** SOCIAL INNOVATION AND LEARNING

The central activity in the system of innovation is learning and learning is a social activity, which involves interaction between people. It is also a dynamic system, characterised both by positive feed-back and by reproduction (Lundvall, 2010). As such, learning is a central system for social innovation. Targeting how to learn, and not just what to learn, stresses the relevance of being adaptable as well as thinking scientifically in different spaces, times and contexts beyond the boundaries of traditional education (Dede, 2010). Becoming educated to be more innovative can change the characteristics of a nation in a way that we have the courage to confront world problems, tolerance for diversity, capacity to mediate and construct larger meanings and an economy based on knowledge and complexity (Hampden-Turner, 2009). But beyond knowledge, realizing innovation requires investment, technologies and techniques, research and, frequently neglected but indispensable, social resources such as commitment, creativity, enduring labour and co-operation (Hochgerner in Hans-Werner, Hochgerner and Howaldt, 2012). The European Commission (2017) stated that building the capabilities for every European to take part in the innovation society must be at the top of the agenda. The ability of the education and training system to adapt to new social and technological developments is extremely important in the present era (Dalum, Johnson and Lundvall, 2010). Rifkin (in Cobo, 2013) explains that this concept of an education shaped under the old industrial paradigm remains a problem. Leadbeater (in Araya and Peters, 2010) points out that contemporary education systems suffer from fixed hierarchical systems, but what is needed are horizontal networks that allow direct engagement with one another in the practice of building and transforming ideas and practices. Between April and June 2010, the Generation Europe Foundation conducted

paper surveys and online interviews with young people between the ages of 19 and 29 in the European Union (EU). One of the questions addressed by the study was whether the new generation (defined as people between the ages of 19 and 29) considered that they had received the necessary tools and guidance for entering the employment market.

According to Lundvall (2010, p. 4) national systems still play an important role in supporting and directing processes of innovation and learning. For example, two key directions being taken by the Innovation in Higher Education in the Netherlands are introducing problem-based learning and interdisciplinary research and education. Both are associated with a transition from a teacher-centric approach to student-led learning (OECD, 2018). Problem-based and interdisciplinary learning approaches facilitate metacognitive skill development, by emphasising the importance of critical thinking, flexibility, innovativeness and soft skills (such as giving and receiving feedback or communication and presentation skills). Denmark introduced a close cross-ministerial collaboration on entrepreneurship with very positive effects on entrepreneurial skills development across all levels of education, a national progression model for entrepreneurship education and training. Lessons learned from the Danish approach are that a closer and more unified approach to entrepreneurship education can greatly improve the numbers and skills of entrepreneurship teachers and the awareness of staff and students of entrepreneurship. Based on the European Innovation Scoreboard (OECD, 2010), Denmark, Sweden, and Finland are, together with Germany, identified as the EU's 'innovation leaders'. Their education systems are open and balance theory and practice and they are welfare states where victims of change are offered retraining.

## 4.1 BULGARIAN NATIONAL EDUCATIONAL DOCUMENTS AND SOCIAL INNOVATION

The **National Strategy for Lifelong Learning (2014–2020)**<sup>55</sup> adopted in 2014 defines innovations in education as a national priority. It defines that the application of innovations in education supports the development of all learners and contributes towards the development of thinking, capable and proactive individuals able to handle changes and uncertainty. The strategy stresses the need for systemic approach in introducing innovation in education at all levels of education – from preschool education and training to higher education and adult learning in all its aspects – education, formal and non-formal training and informal learning. However, official educational documents fail to represent and define social innovation as part of the education process in the country.

### NATIONAL DOCUMENTS RELATED TO PRIMARY SCHOOL EDUCATION

YES/NO

The Law on preschool and school education<sup>56</sup> sets the development of primary and secondary education in the country. The law defines “Entrepreneurship and Technology” as a compulsory subject in schools from 1st to 7th grade. However, there are no provisions for social innovation development in the educational process.

### NATIONAL DOCUMENTS RELATED TO SECONDARY SCHOOL EDUCATION

YES/NO

The Law on Preschool and School Education only sets the use of innovation approach in the qualifications of teachers. Entrepreneurship is set as one of the profiles to be selected by schools in the secondary level of education. However, there are no provisions for social innovation development in the educational process.

### NATIONAL DOCUMENTS RELATED TO TERTIARY EDUCATION

YES/NO

The Law on Tertiary Education<sup>57</sup> defines as a focus for universities the development of innovation activities in terms of R&D. More specific information on social innovation is needed in order to facilitate its development in the country..

### NATIONAL DOCUMENTS RELATED TO THE ADULT EDUCATION

YES/NO

There is no specific legislation dedicated to adult education in the country.

55 [www.strategy.bg/StrategicDocuments/View.aspx?Id=880](http://www.strategy.bg/StrategicDocuments/View.aspx?Id=880)

56 [http://lil.mon.bg/uploaded\\_files/ZAKON\\_za\\_preducilisnoto\\_i\\_ucilisnoto\\_obrazovanie\\_EN.pdf](http://lil.mon.bg/uploaded_files/ZAKON_za_preducilisnoto_i_ucilisnoto_obrazovanie_EN.pdf)

57 [http://hsi.iccs.bas.bg/projects/phd\\_support/documents/zakon-za-vissheto-obrazovanie.pdf](http://hsi.iccs.bas.bg/projects/phd_support/documents/zakon-za-vissheto-obrazovanie.pdf)



## 4.2 CROATIAN NATIONAL EDUCATIONAL DOCUMENTS AND SOCIAL INNOVATION

The Strategy of Education, Science and Technology from 2014 mentions innovation as a goal for the Croatian society and even stresses that it should be encouraged in all levels of education. Innovation is mentioned in the context of innovative educational methods (mostly IT and multimedia), innovation as a personal trait of excellent educators, innovation of the educational system and innovation as a trait of students/future workers. Educational reform is ongoing in Croatia and is a highly politicized issue.

### NATIONAL DOCUMENTS RELATED TO PRIMARY SCHOOL EDUCATION

YES/NO

Only “educational innovation” is mentioned and general innovation<sup>58</sup>.

### NATIONAL DOCUMENTS RELATED TO SECONDARY SCHOOL EDUCATION

YES/NO

Only “educational innovation” is mentioned and general innovation<sup>59</sup>.

### NATIONAL DOCUMENTS RELATED TO TERTIARY EDUCATION

YES/NO

As the general goal of tertiary education in Croatia, the following is stated: creating competences in students for future occupations, and for creative and innovative work in self-employment and starting new economical and social entities.

### NATIONAL DOCUMENTS RELATED TO THE ADULT EDUCATION

YES/NO

Innovation is mentioned only in the context of new technologies and IT<sup>60</sup>

58 <https://vlada.gov.hr/UserDocImages//2016/Glavno%20tajni%C5%A1tvo/Materijali%20za%20istaknuto/2014/Strategija%20obrazovanja%20znanosti%20i%20tehnologije//1.%20Rani%20pred%C5%A1kolski,%20osnovno%C5%A1kolski%20i%20srednjo%C5%A1kolski%20odgoj%20i%20obrazovanje.pdf>

59 <https://vlada.gov.hr/UserDocImages//2016/Glavno%20tajni%C5%A1tvo/Materijali%20za%20istaknuto/2014/Strategija%20obrazovanja%20znanosti%20i%20tehnologije//1.%20Rani%20pred%C5%A1kolski,%20osnovno%C5%A1kolski%20i%20srednjo%C5%A1kolski%20odgoj%20i%20obrazovanje.pdf>

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### 4.3 SLOVENIAN NATIONAL EDUCATION DOCUMENTS AND SOCIAL INNOVATION

While the term “social innovation” is not present in any national education document, Slovenian national education documents have the competence of innovativeness (and also entrepreneurship) included in all educational levels except adult education. The Adult Education Act<sup>61</sup> has not defined aims that would be directly related to the innovation or entrepreneurship. While the aim to encourage the population to work together for a better welfare of society is in line with social innovation definition, it is still not defined as specifically as other national documents in relation to social innovation.

#### NATIONAL DOCUMENTS RELATED TO PRIMARY SCHOOL EDUCATION

YES/NO

**The Basic School Act**<sup>62</sup> states in Article 2 states that one of the aims of the primary education is to develop entrepreneurship, innovativeness and creativity of the pupils. **The White Paper on Education in the Republic of Slovenia**<sup>63</sup> aims at the development of a critical, autonomous, responsible and independent individual and, in particular, the development of creativity and innovation in relation to primary school education.

61 <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO7641>

62 [pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448](http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448)

63 [http://pefprints.pef.uni-lj.si/1195/1/bela\\_knjiga\\_2011.pdf](http://pefprints.pef.uni-lj.si/1195/1/bela_knjiga_2011.pdf)

NATIONAL DOCUMENTS RELATED TO SECONDARY SCHOOL EDUCATION

YES/NO

**The General Upper Secondary School Act**<sup>64</sup> states in Article 2 that one of the aims of the upper secondary school is to educate for sustainable development and to develop creativity, innovation and the ability to plan and manage projects to achieve aims. The **Vocational Education Act**<sup>65</sup> states in Article 2 that one of the aims of vocational education is to educate for sustainable development, entrepreneurship, innovativeness and creativity. The National document "**The Concept of Integrating a Key Entrepreneurial Qualification in Educational Programs of Secondary Vocational Education**"<sup>66</sup> states that the aim should be to develop creative thinking, problem solving ability and learning about entrepreneurial process from generating an idea to its implementation. The **Resolution on the National Program for Youth 2013–2022**<sup>67</sup> states that innovativeness, creativity and entrepreneurship should be promoted in the framework of regular school education as well as in various forms within the framework of the regular school system.

NATIONAL DOCUMENTS RELATED TO TERTIARY EDUCATION

YES/NO

**Resolution on National programme of higher education**<sup>68</sup> states that study programs must ensure the acquisition of knowledge, skills and competencies in accordance with the national qualifications framework and lists innovation and critical thinking as key competences. The resolution aims to have a creative and innovative university environment, with the ability to solve current challenges. It also states that in the coming decade, higher education institutions will cooperate more with the economy and the non-economy (inclusion of staff from the non-academic world, especially the economy, in the implementation of the study process in professional study programs).

NATIONAL DOCUMENTS RELATED TO THE ADULT EDUCATION

YES/NO


64 <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO450>

65 <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4325>

66 [www.cpi.si/files/cpi/userfiles/Strokovna%20podro%C6%92ja/podjetnistvo.doc](http://www.cpi.si/files/cpi/userfiles/Strokovna%20podro%C6%92ja/podjetnistvo.doc)

67 [www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/Nacionalni\\_program\\_za\\_mladino/resolucija\\_o\\_npm/Resolucija\\_o\\_NPM.pdf](http://www.ursm.gov.si/fileadmin/ursm.gov.si/pageuploads/pdf/Nacionalni_program_za_mladino/resolucija_o_npm/Resolucija_o_NPM.pdf)

68 <http://pisrs.si/Pis.web/pregledPredpisa?id=RESO71>



The learning capability of the individual is affected by experiences made in the formal education and training system. More than ever it has become important to design systems of education and training so that they give the trainees a capability to learn (Dalum, Johnson and Lundvall, 2010). Dede (in Cobo, 2013), based on a compilation of educational policy frameworks from various nations, presented the compendium of the key soft skills: critical thinking (problem-solving skills, managing complexity, higher-order thinking, sound reasoning and planning and managing activities to develop a solution or complete a project), searching, synthesising and disseminating information (collecting and analysing data to identify solutions or make informed decisions and transferring individual understanding to real-world situations), creativity and innovation skills (curiosity and the use of the existing knowledge to generate new ideas, products or processes), collaboration skills (network-

ing, negotiation, collecting distributed knowledge and contributing to project teams to produce original works or to solve problems), contextual learning skills (adaptability and the development of cultural understanding and global awareness by engaging with learners of other cultures), self-direction (risk-taking and entrepreneurship) and communication skills (communicating information and ideas effectively to multiple audiences using a variety of media and meaningfully sampling and remixing media content).

Also, education cannot be restricted to basic training, it also needs apprenticeship for original solutions to new problems. The universities and schools have a special responsibility in this regard, not only because they have to detect the technological, economic, cultural and social changes, but because they are the centres of innovation for the solution of these new problems (Széll in Hans-Werner, Hochgerner and Howaldt, 2012). Over the last years, various educational models that allow students to receive credits for courses addressing challenges posed by public, private or civil society organizations have been implemented at a number of universities, for example Challenge Lab at Chalmers in Gothenburg and OpenLab at the Royal Institute of Technology in Stockholm. Using varying methods, the programs focus on combining team and leadership skills with prototyping activities where students, together with external clients (public, private or civil society organizations), develop solutions to complex challenges. Also, a number of educational centres including the Lund University, the Linnaeus University in Växjö, the Malmö University, the Glokala Folk High School and the Blekinge Institute of Technology provide courses or programs in social innovation, social entrepreneurship and sustainability leadership (Björk, Hansson, Lundborg and Olofsson, 2014).

## 05 LEARNING TO SOCIALLY INNOVATE


### Example 1: INNOVATION EDUCATION

Innovation Education (IE) originated in Iceland in 1991 and focuses on “the conceptual work of students, searching for needs and problems in their own environments, generating appropriate solutions or applying and developing known solutions” (Thorsteinsson, 2012, p. 71). In Innovation Education, students are introduced to a process of innovation that focuses on problem and need identification, initial concept generation, the development of basic solutions and descriptions. Education is integrated into regular ordinary schoolwork and taught by non-specialist teachers that aim to stimulate and develop innovativeness, teach innovativeness in everyday life, encourage the students’ initiative and make students aware of the ethical values (Thorsteinsson, 2012).








### Example 2: PROJECT-BASED LEARNING

Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning. Research supports PBL as a tool to engage students in real-world tasks. Real-world tasks run the gamut in terms of necessary skills. It is important to remember that even though a project may be based in one curricular area, it crosses over into all areas of traditional academic studies. Evidence exists that through PBL, students become better researchers, problem solvers, and higher-order thinkers (Gultekin in Bell, 2010).



### Example 3: KNOWLEDGE MOBILISATION UNITS

The creation of university “knowledge mobilisation units”, using as a model the infrastructure created by universities, aims to transfer scientific research to meet industry needs. These units serve as central offices to connect the wider community with researchers and graduate students on campus. Knowledge mobilisation units for social innovation are akin to universities industry liaison and technology transfer offices and deal with NGOs, government and service groups. One aspect of the *York Kmb unit* is to place graduate interns either with NGOs or with government so as to put capacity in the system with little extra investment. With this arrangement, students are able to assist with projects that will help address issues that are meaningful to the agency or department (Goldenberg, Kamoji, Orton and Williamson, 2009).



## 5.1 BULGARIAN PEDAGOGY FOR SOCIAL INNOVATORS

Most of pedagogy developed is partial and based on projects or activities of private or non-governmental organisations and faculties of some universities. No national strategies or content has been developed. In 2018, the non-governmental organizations Reach for Change and Teach for Bulgaria started a joint social entrepreneurship summer training program. The training is especially designed for Teach for Bulgaria alumni who are interested in social entrepreneurship. The goal is to help trainees further develop their knowledge, skills and capacity in order to start successful businesses dedicated to various social causes. The training is designed based on the Reach for Change Bulgaria's experience. The organization supports some of the most successful Bulgarian social entrepreneurship projects every year by organizing "The Change" competition in collaboration with NOVA Broadcasting Group AD. In the past years, some of the projects in the final stages of the competition had been started by Teach for Bulgaria alumni.

In 2008, the Department "*Organization and Methodology of Social Activities*", University of Veliko Tarnovo, was granted a project from the National Fund for Scientific Research on the topic "*Social Entrepreneurship*". In 2009, the University opened a new Bachelor's degree course in Entrepreneurship in the Social Sphere and a Master's Degree in Social Entrepreneurship, distance learning. During the school year 2009/2010, the first class of students in this specialty started their course. Also, the Pedagogical Faculty of the Plovdiv University "Paisii Hilendarski" has a Master's Degree programme "Social Management and Social Entrepreneurship" targeted towards profiling and deepening the training of qualified and competent professionals in the field of social activities and their successful realization in the system of social institutions in the Republic of Bulgaria. Similarly, New Bulgarian University has a Master's Degree programme in Social Entrepreneurship.

## 5.2 CROATIAN PEDAGOGY FOR SOCIAL INNOVATORS

There is no developed pedagogy on the national level. Instead, there were projects funded through ESF for all levels of education in which applicants (educational institutions) could develop new curricula, educational programs etc. with a goal of making the students more competent and competitive in the labour market. Again, the focus was more on IT programs and tourism services and the innovation aspect was in the ratio of theory to practice. The ESF grants were managed by the Agency for Vocational Education and Training and Adult Education. In many of the projects, irregularities were found, mainly in the procurement process, as staff of the Agency was contracted to develop the educational programs (standards of occupations, qualifications and the curricula).

University College of International Relations and Diplomacy Dag Hammarskjold has a course Social Entrepreneurship and Innovation – a mandatory course in the Specialist graduate professional study International Relations and Diplomacy. VERN Zagreb has a course Social Entrepreneurship and Social Innovations; the Faculty of Economics Zagreb has an Aftergraduate Specialist study program: Entrepreneurship in the Economy of Knowledge – Social Entrepreneurship; the Faculty of Organisation and Informatics Varaždin offers a course Social Entrepreneurship; the Polytechnic of Rijeka a course on Innovation and entrepreneurship; and the Polytechnic of Šibenik a course Innovation and Technological Strategies. Also, the Polytechnic Baltazar Zaprëšić has a study program Managing Innovations, and a special course Managing Innovations in the Public Sector.

### 5.3 SLOVENIAN PEDAGOGY FOR SOCIAL INNOVATORS

In Slovenia, there are currently four projects, which, within their duration, focus also on the development of educational inputs in relation to social innovations. The National Education Institute Slovenia, together with educational institutions, universities and relevant stakeholders runs the POGUM project, which aims to strengthen the competence of entrepreneurship and promotes a flexible transition between education and the environment in primary schools. Within the project, strategy and didactical approaches for developing entrepreneurship competence in primary schools will be developed. Also, didactic materials and training programs for professionals and schools will be developed. The same institute also runs the PODVIG project. The key objective of the project is to develop and test the model of integrated development of entrepreneurship competence among pupils through cross-curricular integration and cooperation with the environment and the wider community. In cooperation with secondary schools and consortium partners models will be developed that will enable efficient placement of the competence of entrepreneurship into the secondary schools and through which the latter will fully develop the culture of entrepreneurship in the context of interdisciplinarity and integration with the environment.

The University of Ljubljana (the Faculty of Social Sciences) is part of the WEXHE project, which has identified the goal to increase the capacity and competences of staff in universities and enterprises to provide high quality work experience and entrepreneurship and to support the accreditation of all sorts of work experience through ECTS. Working with practitioners, the project will create 12 replicable models for work experience and entrepreneurship, together with guidance on management, quality assurance, learning outcomes, funding and accreditation. The Association of Municipalities and Towns in Slovenia and the Economic Institute Maribor run the project The Social(i)Makers, that aims to improve social innovation capacities by working with financiers, entrepreneurs, policy makers and citizens on how to generate new lively ecosystems as a bottom-up result of their interactions. The project will establish a transnational educational programme to train and connect Social(i) makers through a central Europe-wide learning and innovation community.

Social innovations are approaches and solutions to social needs or common problems that are implemented in and impact society. They have found a central role in international strategic policy papers, innovation road maps and public discourses. On the national level, Bulgaria has not developed specific legislation with regards to social innovations. The promotion of the social economy, the closest policy, is included in the National Social Economy Concept, adopted in 2012. On the other hand, social innovation has been recognized as an important pillar in the future development of Croatia and Slovenia as can be seen by its inclusion in the most relevant development policy documents. The development strategy of Slovenia, for example, has “a decent life for all” set as the third developmental goal and its envisioned measure is the strengthening of cooperation, solidarity and volunteering, also by promoting social innovations.

The European Commission (2017) stated that building the capabilities for every European to take part in the innovation society must be at the top of the agenda. Given the scope and cross-sectorial nature of social innovations, they do not belong to any particular actor or sector. Rather, social innovations can occur in all and especially in overlapping sectors. The number of national actors in Bulgaria, Croatia and Slovenia from academia, support and public organizations focus on social innovations, an important part of their actions is dedicated to the field of educating for innovation. The National Strategy for Lifelong Learning (2014–2020) in Bulgaria, for example, defines innovations in education as national priority. It defines that the application of innovations in education support the development of all learners and contribute towards the development of thinking, capable and proactive individuals able to handle changes and uncertainty. The Strategy of Education, Science and Technology in Croatia mentions innovation as a goal for the Croatian society and even stresses that it should be encouraged in all levels of education. While the term “social innovation” is not present in any Slovenian national education document, documents have the competence of innovativeness (and also entrepreneurship) included in all educational levels except adult education.

When it comes to concrete pedagogies developed, Bulgaria, Croatia and Slovenia share similar actions. Most of pedagogy developed is partial and based on projects or activities of private or non-governmental organisations and individual faculties. But there are current projects that will also produce new pedagogical approaches. In Slovenia, for example, the National Education Institute Slovenia, together with educational institutions, universities and relevant stakeholders, runs the project with the key objective to develop and test the model of integrated development of entrepreneurship competence among pupils through cross-curricular integration and cooperation with the environment and the wider community.

While the need for cross-sectorial actions and new solutions with regards to 21st Century Challenges have been acknowledged, the educational support for individuals, non governmental organizations and institutions to transform their usual way of actions and reactions and socially innovate in Bulgaria, Croatia and Slovenia is at the start of its development. There is no question if the changes in the way we approach challenges are needed, but whether the countries will be able to adapt in the matter, which will result in a positive national and international contribution to the state of future living..

## 06 CONCLUSION



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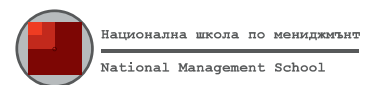
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