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Social Innovation for Young People as an Essential Factor Affecting the Quality of Education

Abstract

RESEARCH OBJECTIVE: The research of this paper is to expose the relationship between social innovations and the quality of education.

THE RESEARCH PROBLEM AND METHODS: Young people entering the labor market become creators of the future. It is necessary to define what should be done to improve their ability to take part in social innovations. The comparative method was used in the version of the consent method, as well as structuralism and subjectivity, additionally using the elements of the behavioral method.

THE PROCESS OF ARGUMENTATION: The essay begins by reviewing definitions of social innovations and fundamentals elements. Afterward, educational social innovations from different places all over the world including Colorado, Honk-Kong, Spain, Latvia, Poland, and Australia were described and compared. Finally, there was a presentation of research results and summary with recommendations.

RESEARCH RESULTS: Based on research, case studies and experiments led in various areas such as technology, health, medical, engineering, and entrepreneurship, this article demonstrates social innovations as an essential factor in improving social life. Universities have the key role in the lead social innovation projects, especially in cooperation with local society and local business.

CONCLUSIONS, INNOVATIONS, AND RECOMMENDATIONS: The best practices are recommended for multiplication and popularization in the future. Young people have to learn teamwork, critical thinking and ability to

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find added value in their activities. An article describes the best way to improve those competitions is social innovations.

KEYWORDS

social innovation, enterprises, education, students

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JAKO GŁÓWNY CZYNNIK WPŁYWAJĄCY
NA JAKOŚĆ EDUKACJI

Streszczenie

CEL BADAŃ: Celem artykułu jest ukazanie związku pomiędzy innowacjami społecznymi a jakością edukacji.

PROBLEM I METODY BADAWCZE: Młodzi ludzie wchodzący na rynek pracy stają się twórcami przyszłości. Konieczne jest określenie, co należy zrobić, aby poprawić ich zdolność do udziału w innowacjach społecznych. Zastosowano metodę porównawczą w wersji metody zgody, a także strukturalizm i subiektywność, dodatkowo wykorzystując elementy metody behawioralnej.

PROCES WYWODU: Artykuł rozpoczyna się od przeglądu definicji innowacji społecznych i ich fundamentów. Następnie opisano i porównano innowacje społeczne z zakresu edukacji z różnych miejsc na całym świecie, w tym w Kolorado, Hongkongu, Hiszpanii, na Łotwie, w Polsce i Australii. Przedstawiono wyniki badań i rekomendacje do popularyzowania wskazanych dobrych praktyk.

WYNIKI ANALIZY NAUKOWEJ: Na podstawie badań, studiów przypadków i eksperymentów prowadzonych w różnych obszarach, takich jak technologia, zdrowie, medycyna, inżynieria i przedsiębiorczość, artykuł ten pokazuje innowacje społeczne jako istotny czynnik poprawy życia społecznego. Główną rolę w prowadzeniu projektów mają uniwersytety, szczególnie w projektach wymagających współpracy ze społecznością lokalną i lokalnym biznesem.

WNIOSKI, INNOWACJE, REKOMENDACJE: Najlepsze praktyki są zalecane do multiplikacji i popularyzacji w przyszłości. Młodzi ludzie powinni uczyć się pracy zespołowej, krytycznego myślenia i umiejętności znalezienia wartości dodanej w swoich działaniach. Artykuł pokazuje, że jednym ze sposobów na udoskonalenie tych kompetencji jest realizacja innowacji społecznych.

SŁOWA KLUCZOWE:

innowacje społeczne, przedsiębiorstwa, edukacja, studenci

BACKGROUND

Social innovations become popular more and more. Especially in areas like education and local development and entrepreneurs. In the last time, it was possible to see the increase in that kind of activities. It was possible because of funds from the European Union. (Bonifacio, 2014, p. 145).

Social innovation usual is defined as a new idea which are developing or improving models address social issues. This is the focus not only on business and economy but also increase social profits. Often volunteering, civil society and charity are engaged in that activities. One of the important matter is showing to motivate students or young society to get more actively involved in solving problems (Grinberga-Zalite & Mazure, 2017, p. 143). Social innovation usual appears the third sector which links the private and public sector. It includes organizations such as non-profit organizations, social enterprises or foundations.

Social innovation consists of five fundamental elements:

- new – it is not necessarily to have something totally originality, new can mean a different kind of attitude or way of implementation,
- from the idea to the implementation – it is not enough to think, show off the original thinking, the essential is to implement ideas into practice,
- effectiveness – certainly bigger than the previous solutions, measurable as much as possible in quality,
- fulfillment the social need
- improvement of the society's ability to act – it means the creation of new roles and relationships, the development of available resources and the possibilities of better use of resources and resources, increasing the participation of social groups vulnerable to marginalization or previously insufficiently represented so that their needs can be better met (Caulier-Grice, Davies, Patrick, & Norman, 2012, p. 22)

Often growing creativity and soft skills simply not recognized as important. Especially among engineers (LaDuca, Ausdenmoore, Katz-Buonincontro, Hallinan, & Marshall, 2017, p. 36). However, it necessary to find and feel real situations that take part. Not only humanists are directors, team leaders or consultants. Really often people

with a technical background have to be able to show their customers offer, results of the project or create something new for an individual order. When engineering students take part in soft skills lesson, often it is so theoretical. What is more, they usually do not feel comfortable and confident. They do not have practice in public speeches and presentations for the audience. Sometimes teamwork, design thinking or critical thinking are like “unfriendly” areas. Therefore, they prefer to avoid this kind of situations. However, even if some student discovers something new and interesting he has to transfer this idea to others, what in a few cases is difficult. On the other hand, it is possible to find an innovative way of education, what this article shows.

Furthermore, social innovation is not separating action but innovation is about processes and ways of development under conditions where interaction is not determined earlier and foreseeable ex-ante. (Branden, Evers, Cattacin, & Zimmer, 2016, p. 4-6). Because of that, innovations usual are linked with ex-ante research and ex-post research. In addition, the result of innovation should not be analyzed separately, especially that really important are effects that are spreading in the local community.

METHODS

This paper was created as a result of comparing case studies from different countries. Literature analyses and experiments descriptions were the sources for defining the best practices. The considerable part of analyzed materials come from grant project. In Poland, it was Incubation-Action project, conducted by SWPS University and international consulting organization Ecorys in Poland.

EDUCATIONAL SOCIAL INNOVATIONS IN THE WORLD

In 2015 the American Association of Colleges sponsored survey which shows that according to employers only 18% of students were really prepared to work with people from a different background (LaDuca

et al., 2017, p. 35). Because of that universities are looking for the best practices to increase the quality of education.

One of the interesting innovation and supplementary activity in education was the program for female undergraduate students. This practice was testing in the seven universities in the Colorado and Carolinians. In this project students, had support in scientific career pathway thinks to mentors (Hernandez et al., 2017, p. 30-35). According to Jacobi, mentoring could be defined in four different ways, and what is more, it could be adapted to psychology, management and also higher education (Jacobi, 1991, p. 505-515). Influence innovation in education for entrepreneurship is met not only in typical engineering faculty.

According to this paper, there are three acting points for cultivating students employability in innovation and entrepreneurship education. The author analyzes medical students however, the results could be adapted also for other faculties. Firstly, universities should have permanent cooperation with enterprises what provide curriculum system. Because of that experimental research activities and practical education activities are possible. It is important to have pride connecting learning and implementation effect. Secondly, it is necessary to monitor industry prospects, among people, need to industry or kind of competence. It should be based on the rule "balance and match," so students should take part in the counseling process. The last, students should behold relationships of employment and interest including demand (Li, 2017, p. 8152). The project based on collaborative work was released at the University of the Basque in Spain. The job was distributed to all students according to the subject and they learn to work in groups. As the project provided at the end every team was complimentary and members understand each other and fit together (Lopez-Guede, Grana, Larranaga, & Oterino, 2014, p. 20).

In order to lead the high quality of education, it is necessary to think what skills should students possess, in which way it is possible to engage and motivate them, how they learn. About those things wrote Kapranos. He reminds his own study and indicates methods of the best learning. Firstly work in groups, secondly group laboratory work and group design classes. What is more, according to Goodhew the same methods are using in real work. The paper shows also that

many students regard to feedback on their work as the weakest element of education (Kapranos, 2013, p. 7). Those things totally suit to earlier search about three key things to improve education.

In Hong Kong, 998 students were surveyed, and this research provided that learning motivation has directly and strongly correlated with innovativeness. It influences on the level of entrepreneurship intention (Law & Breznik, 2017, p. 683).

In Latvia from November 2016 until February 2017 was realizing project EKOSOC-LV what relied on choosing 10 different projects related to enterprises, management companies, local initiative associations. The main aim of it was to find knowledge about attracting investment or prepare documentation for grants. Students have cooperated with business and there was transfer knowledge from business to young people (Grinberga-Zalite & Mazure, 2017, p. 144).

Applying social innovation was implement in co-designed health services in Australia. It was Rural ECOH project. The eighty-eight volunteer from six rural communities took part in the 24-month project. The first part was design and the second part was implementation. The main aim was improving health service. Based on that experience, five case studies were formulated (Farmer et al., 2018, p. 1-12). What is important – social innovation does not have to be so formal. Quite often local initiatives influence on engagement and responsible feeling.

Already in 2004 report *The Engineer of 2020: Visions of Engineering in the New Century* showed that in the future will be necessary for people who have the ability to link multidiscipline. Universities should do everything to achieve the higher quality of engineers.

Young people need to improve competence like cooperating with others and also thinking and acting strategically. According to Mulder “the future engineer will not only need to be successful in designing this process but also in implementing change and that requires really convincing arguments” (Mulder, 2017, p. 1109).

In the India Department of Information Technology elaborated special curriculum called S.A. Engineering College for students who aspire to become an enterprise. Department tested the new model of higher education full of enterprise spirit and innovative thinking. Students could take part in programs concentrated on leadership traits and innovation in technology. University arranges lessons related to

creativity, innovativeness, leadership and entrepreneurial intentions of computing graduates. In addition, they have general business courses in order to achieve basic knowledge about marketing or financial issues. It includes information about funds and possibility to run own business, for instance, thanks to meeting with capture ventures.

Key support is seminars and meetings given by local enterprises. They share with students their experience in business, show examples of real implementations of service or products and learn long-term thinking which is a crucial thing in business. What is more, these relations create space for building a good relationship between current companies and potential enterprises. Students have learned also how to secure intellectual property.

Owing to this programme and changes in higher educations which is more adapted to the current market and needs, authors achieve a few results. Students have the ability to understand the process of the new venture, attain basic knowledge of financial accounting and marketing, acquire knowledge of intellectual property and identify opportunities (Sudharson, Ali, & Sermakani, 2013, p. 590-597). Awareness of rule of leading company, awareness of law regulations, awareness of responsibility for employees definitely makes decisions about business easier. For sure, as an added value enterprises indicate the higher level of the understanding perspective of the entrepreneurs by students, even if they will not decide in the future to set up own business.

It is good to remember that social innovations do not have to take part at University. However, Universities can have an influence on other important parts of the student's life which are related to society, soft skills sometimes also tolerance or generations gap. The extraordinary idea was conducted by Porto Social Foundation and Academic Federation of Porto. They conduct project which helps students find space to live at seniors' houses. It is easier to find a flat for young people and costs are lower. In addition, they learn helpful and responsibility for other people. Coordinators of this program especially focus on match students and seniors in the best way. They analyze not only localization, size of flats, but also expectations, personality, and attitudes. "Program Aconchego" (Barbetta, 2010) has been conducting from 2004, and take care of 150 people.

POLISH SOCIAL INNOVATIONS IN PRACTICE IN THE EDUCATION AREA

During the 2017 year in Poland conducted grant project which creates the possibility to find the best practices. The name of this project was "Incubation action." Ideas could be related which four filed:

- achieving professional experience in formal education,
- training entrepreneurial attitudes and support in setting up a business,
- support for women in professional education,
- solutions enabling cooperation between the education sector, science sector and entrepreneurs (Akcja Inkubacja, 2016).

The key aim of innovation was testing a different kind of ideas related to four fields. Innovators got funds for necessary costs. During six months eighty teams have worked and have observed situations. What is interesting – innovators didn't have to be a formal organization. They could be the informal group of people who would like to do something need for their local or regional society. Also, it could be institutions partnership and groups partnership. In standard project lack of the legal personality usual was the main barrier. It blocked bottom-up initiatives.

The project had to meet two requirements. Firstly, it had to face on educational problem across the challenge from changing the work market. Secondly, offer a real solution. In this project, organizers had invented one really brilliant rule – innovators who have got mini-grants do not have to show invoices, agreements, a stack of papers, but they had to report evidence of achieving the factual goals.

For instance, if one of the objectives was training, the innovator has to show photos, video, attendance list, opinions of participants. The social influence of activities was more significant than papers. This is the really huge difference between early projects, in which nobody was interested in the quality of activities but the project was defined as a good one if all documents were correct. Attitude to conduct the project was first to step to create space innovation-friendly.

What is more, every team innovators had support from a few mentors, which helped in difficult or intractable situations. In addition, they could take part in training. They had the care not only during conduct project but also when initiators carry out conceptual work

and prepared the partial report and final report. The essential value of testing social innovations was found the best practices, define what it is possible to improve. Eventually, the best practices will be popularised and multiply in the wider area.

For instance, projects which have been qualified for testing are: job shadowing as a way to get to know future employer, diploma for start, realization by students teams IT project from enterprises as a form of outsourcing, engagement pedagogical students program, school advertising agency, research trainings, social capital broker, national science shop, virtual call simulator qualification.

Why is it essential? Young people expect different kind of education, more actional, more emotional, only in that case they are engagement. It has to be interesting for them. It is necessary to create a passion and prepare students for employee's expectation.

Apart from them, relevant is also cooperation with local and regional enterprises. They can support create od education programme, new faculty, kind of classes. They also available their software to use during classes, they care about students during training and workshops.

CONCLUSION

All of the above descriptions show that innovation in education is important and possible. As Kapranos writes

education not only drives the development of intellectual capacity but also provides economic benefits for those being educated as well as the greater society (...) and for global citizenship (Kapranos, 2013, p. 4).

Based on research there are three confidence things. Firstly, social innovations helping to identify the social need. Secondly, causing interest in societal challenges and opportunities. At the last, it improves quality of life.

Why is innovation in education important? The student in the future will be creators of our world and they have to be aware that things which they create should have a positive influence on humanity. So necessary skills are critically thinking and creative.

High-quality education which includes social innovations an essential influence on awareness and solving social and economic problems. Young people are more engaged and they understand that they are responsible for the future.

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