


Educationally Equitable Solutions for Social Innovation or the Foundations of Social Sustainability


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Abstract: One of the most popular topics is education, and this study will also focus on this area. In this research, we will examine examples of social innovation in education and the impact of these practices, with a particular focus on social sustainability. Our aim is to present social innovation programmes and good practices in the national and international field that can be identified as educationally equitable solutions and can be adapted and sustained to enhance well-being, taking into account local needs and demands and the specificities of the community. Within the framework of this study, the good practices examined are presented in a structured way, emphasizing key elements that ensure social sustainability. The study also seeks to answer the question of how the social innovation-based education programmes examined support the process of social sustainability and how these programmes can help to sustain core values. The value of this study is structured around both the theme of social innovation and the theme of sustainability.

Keywords: education, social innovation, social sustainability

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Introduction

Technological and economic innovations cannot answer all societal challenges. Natural and material resources are becoming increasingly scarce, making it necessary to make the most rational use of the goods available for investment, in order to achieve the greatest possible social and economic efficiency. Sustainability is not only environmental, but an approach based on sustainability must also take into account economic, environmental and social issues (Gyulai, 2013). The social aspect of sustainability includes a conscious effort to improve the quality of life, which aims to create equal opportunities by providing opportunities in addition to material well-

being and social justice (Gombos-Sziebig, 2020). Societal challenges that require long-term solutions (e.g. unemployment, migration, educational inequalities, disadvantaged areas) call for new forms of social cooperation. Social innovation is a necessary step to improve development and competitiveness, where the role of innovators is crucial. Innovators are members of the local community, or society more broadly, who, in the light of their needs, respond to the demands of societal challenges with new or innovative solutions. Bosworth and co-authors (2015) use the Schumpeterian approach to examine social innovation. Their study identifies social innovation as a process of creating a new product or service, a value-creating process, a mobilisation of local resources, a response to societal needs, and an innovative collaboration. The successful implementation of social innovation is a function of cultural acceptance, economic sustainability and technological adaptability (Bulut et al., 2013). Bulut and co-authors (2013) highlight the importance of the individual level in social initiatives, considering them as new and original ideas that are sustainable and provide individuals with answers to various challenges of social development. According to another approach to social innovation (Mumford et al., 2002), social innovation refers to the generation and implementation of new ideas, whereby people organize their social interactions to achieve a common goal. A further strand of social innovation theory (Hazel-Onaga, 2003) focuses on solving social problems, emphasising the importance of stakeholder collaboration. Another approach to the concept emphasises the value created by social innovation (Mulgan et al., 2007), highlighting the satisfaction of a social need as the main objective. Phills and co-authors (2008) identify social innovation as a key driver for meeting social problems in a newer, more efficient, effective and sustainable way, an approach that also lays the foundation for the theory of social innovation. Another cornerstone of the emergence of social innovation as a theory is the role of intra-community collaborations, which is emphasised by Jégou and Manzini (2008). Social innovation should not be approached exclusively as a bottom-up activity, as innovation and its support often originate at the macro level (Nemes-Varga, 2015).

Sustainability-based support for social innovation can be provided at local and national level. Initiatives at local level are based on the aspirations of the local community to improve their environment, their economic situation and their viability. However, in addition to the availability of information and practical knowledge, the local community is often resource-poor (in terms of expertise, financial resources, volunteering). Social innovation generation at national level is sometimes determined by different political and economic interests and sometimes does not take into account local needs to the extent desired. However, local improvements can only achieve structural changes and results in an integrated system. The problem of cooperation has been addressed by many researchers, who see a general lack of trust (Vilmányi-Hetesi, 2017), low willingness to cooperate (Veresné Somosi-Varga, 2021), and institutional and political culture (Balaton-Varga, 2017) as major challenges.

Today, society faces many challenges. Uncertainty, crises, unpredictable technological changes and globalisation make the future unpredictable (Ionescu, 2015). The process of social innovation makes societies more sustainable and cohesive through inclusive solutions, collaborations and proactive, grassroots initiatives (Grimm et al, However, it is not only a process based on grassroots efforts and citizen involvement, as social innovations, which can also be seen in new approaches to social cooperation and structural transformation, often

come from above, through macro-level measures (Nemes-Varga, 2015). The concept of social innovation focuses on meeting the needs of the community, which also improves quality of life and well-being (Hazel-Onaga, 2003; Mulgan et al, 2007). Well-being is related to a sense of security, self-esteem and the need for relationships, in addition to the income conditions and subsistence needs that determine well-being (Kocziszky et al., 2015). When examining social innovation initiatives, the social benefits of innovative ideas in problem solving and the role of active community participation in improving quality of life are emphasised. Social innovation refers to new (or new approaches to) solutions that both meet a social need and enhance society's capacity to act (Czakó, 2000). Social innovation is a process of change that responds to societal challenges through a creative and rethought combination of available tools and solutions (Manzini, 2014). Social innovation initiatives are new combinations of social practices (Hochgerner, 2011) that, through new or novel pairings, result not only in an innovation paradigm shift, but also in a new category of innovation. New social practices and solutions aim at social change based on comprehensive, pre-designed, goal-oriented activities (Cajaiba-Santana, 2014). The study of the sustainability of this social change is a fundamental focus. Social innovation is a new way of addressing social problems that responds to challenges in a more effective, efficient and sustainable way than previous, existing solutions (Phills et al., 2008).

The role of social innovation in education

Until the 1980s, innovations that were primarily aimed at increasing the well-being and prosperity of society, of a particular community, appeared alongside innovations of a more technical, natural science nature. It should be stressed that, alongside the process of social innovation, scientific, technical and economic innovation is not superfluous, since together, 'in tandem', they are capable of increasing the well-being of a given community. Farkas characterises the relationship between technical and economic innovation and social innovation as 'the latter process is the peripheral condition, the space of movement, the medium of the former' (Farkas, 1984, p. 11).

Zapf (1991) interprets innovation as a solution to social problems that require the reallocation of resources to raise living standards. Smeds (1994) identifies technological innovations as preconditions and agents of social change. The European Union (EC, 1995) stresses the social aspect of innovation, emphasising the creativity and cooperativeness of society. According to Introna et al (1999), technological innovation cannot come about without social renewal. Innovation is defined as a new or significantly improved product, process, marketing method or organisational method in business practice, organisations or relationships that encourage cooperation (EC, 2005). This definition is primarily a guideline for technical and economic innovation, but the programme defining the European Union's research, development and innovation policy (Horizon 2020) has already paid particular attention to defining social innovation. Hämäläinen and Heiskala (2007) identify social innovation as a response to rapid technological and economic change. According to Tidd and colleagues (2005), the starting point for the study of social innovation is the typology of technological innovations: product, process (procedure), positioning, paradigm. Murray and co-authors (2010) have studied novel social collaborations and

argue that new structures develop novel social solutions to social problems through technological development. According to Lundström and Zhou (2011), economic and technological innovations are essentially created through corporate initiatives, but these processes also have a social dimension. Nevertheless, social innovations tend to be formulated at the level of (self-)government, non-profit organisations, foundations and individuals, and thus their measurement structure differs from the measurement methodology of technical innovations. Franz and co-authors (2012) examine technical and social innovations separately and highlight the importance of the question whether innovations that lead to new technological achievements are desirable for society in all cases. They argue that new is not necessarily a good and desirable category, and that social innovation efforts are consistent with practices that are widespread and accepted in society.

Technological and economic innovations cannot answer all societal challenges. Natural and material resources are becoming increasingly scarce, making it necessary to make the most rational use of the goods available for investment, in order to achieve the greatest possible social and economic efficiency. Societal challenges that require long-term solutions (e.g. educational inequalities, unemployment, migration, disadvantaged areas) call for new forms of social cooperation. Social innovation is a necessary step to improve development and competitiveness, where the role of innovators is crucial. Innovators are members of the local community, or society more broadly, who, in the light of their needs, respond to the demands of societal challenges with new or innovative solutions. Bosworth and co-authors (2015) use the Schumpeterian approach to examine social innovation. Their study identifies social innovation as a process of creating a new product or service, a value-creating process, a mobilisation of local resources, a response to societal needs, and an innovative collaboration. In sum, social innovations are inseparable companions of technical innovations, and innovations can be understood as complementary processes (Drucker, 1985, Freeman, 1988, Bulut et al., 2013, Kocziszky et al., 2015). As a field of social innovation, new innovative bases help to make technical innovations feasible and effective, while at the same time they can enhance each other's strengths to respond to current challenges in society (Varga, 2017). The successful implementation of social innovation depends on cultural acceptance, economic sustainability and technological adaptability (Bulut et al., 2013).

Table 1: The social innovation nexus

SOCIAL INNOVATION				
Form	Purpose(s)	Levels	Funding	Innovator
Product	quality of life Increase	micro level	self-financing	local and state government
technology	employment increase the level	mezo level	public funds	businesses
service	reducing educational inequality	macro level	EU funds	non-profit organisations
organisation	housing conditions Improving	Global		civil society
marketing	reducing health problems			R&D+I sites
institutional	addressing environmental			households
system	challenges			(citizens)

Source: own ed. (based on Kocziszky et al.,2017)

Technical and social innovations can work together, complementing each other, to ensure the well-being of society. Each type of innovation has a social dimension, and the different types of innovation interact with each other and lead to transformations in economic and social relations. According to Bulut et al (2013), social innovation has a direct impact on technical innovation because of its capacity to bring about change in education, health, employment and social development in general. In this sense, social innovation is a complement and driver of technical innovation.

The typology of social innovations (Figure 1) can be depicted according to the interrelationship between economic and technical innovations (Kocziszky et al., 2017). For social innovations, the form of innovation, its objectives, levels, forms of financing and innovators of the endeavour can be identified.

Bulut et al. (2013) highlight the importance of the individual level in social initiatives, considering them as new and original ideas that can be sustained and that provide individuals with answers to the various challenges of social development. García et al (2015) identify social innovation as a broad-spectrum process that results in:

- resources and services are created to meet social needs,
- trust and action to support marginalised groups is strengthened,
- social relations are transformed and transformation brings new governance arrangements.

Based on a structured literature review (Varga, 2020), it can be concluded that different authors define the concept of social innovation efforts along different interpretative ranges. Many authors consider social innovation as a hitherto unprecedented solution to social problems (Mulgan et al., 2007; Phills et al., 2008; Stewart-Weeks, 2008; Weerawardena-Mort, 2012; Kocziszky-Veresné Somosi, 2016). Social innovation offers new answers to social issues while enhancing social interactions. Efforts can be extended to address issues such as the environment, health, education, housing and many other societal challenges. According to other authors, social innovation is a new form of governance and decision-making (Bacon et al., 2008; The World Bank-EC, 2015; García et al., 2015; Lessa et al., 2016; Varga, 2017; Majorné Vén, 2018; Radecki, 2018). In this interpretation, initiatives seek to engage individuals and offer solutions to different societal problems through innovative collaborations.

Today, society faces many challenges. Uncertainty, crises, unpredictable technological changes and globalisation make the future unpredictable (Ionescu, 2015). When examining social innovation initiatives, the social benefits of innovative ideas in problem solving and the role of active community participation in raising living standards are emphasised. Social innovation refers to new (or new approaches to) solutions that both meet a social need and enhance society's capacity to act (Czakó, 2000). Social innovation is a process of change that responds to societal challenges through a creative and rethought combination of available tools and solutions (Manzini, 2014). Social innovation initiatives are new combinations of social practices (Hochgerner, 2011) that, through new or novel pairings, result not only in an innovation paradigm shift, but also in a new category of innovation.

Hochgerner (2011), in agreement with the BEPA report (EC, 2010), distinguishes three levels of social innovation: the micro-level of effort initiated by a small group of individuals, leading to organisational change. At the meso level, we observe changes in the structure of different social institutions, changes in the forms of education and learning, while at the macro level, we observe changes in social systems at the national level. In our study, as mentioned above, we will examine meso level initiatives that can be identified as organisationally linked initiatives in the field of education and their examination as good practice will also support the response to sustainability issues.

Various international organisations, national governments and non-profit organisations, as well as academia, are all developing and exploring programmes that identify social innovation as a new tool to help solve social and economic problems. The Organisation for Economic Co-operation and Development (OECD), the National Science, Technology and Art Fund (NESTA), the Programme for International Student Assessment (PISA) and the Centre for Social Innovation (CSI), as well as other similar organisations, are trying to identify societal needs and the related measurement framework and tools for social innovation. Their research question focuses on the measurement of the social innovation process, examining the recommendations of other methods to assess the innovation process. In their study of the impact of the social innovation process, Černikovaitė and Laužikas (2011) identified three categories of social innovation groups, which are the beneficiaries of social innovation efforts, the 'consumers' of initiatives:

- socially targeted groups (students and educational institutions, research and development organisations, elderly or disabled people, disadvantaged groups, (low-income) workers, volunteers, social workers, pensioners, public authorities and their employees),
- social enterprises, NGOs (non-profit and civil society organisations),
- state and society (social policy, assistance).

Results of the sustainability impact assessment of educational equalisation solutions

In our research, we sought to identify examples of good practice from primary, secondary and tertiary institutions. Our research focused on the conditions for their sustainability.

The cases studied are the practices of different educational institutions, but impact measurement and sustainability assessment have so far not been carried out, or only partially. The examples highlighted are mainly solutions that develop core competences, support the focus on sustainability and ensure the sustainability of the example.

The good practices examined focus on the development of basic competences involving the 14+ age group. Based on our research, it can be concluded that a set of criteria can be defined for each of the examples, which will allow a detailed presentation and analysis of each case, and an examination of its sustainability. On this basis, we have identified the criteria for describing good practice.

The good practices are outlined in a structured way, according to the following criteria:

- the purpose(s) of the good practice,
 - developing a competence area,
 - results, expected impacts,
 - the prerequisites for implementing good practice,
 - evaluation of results, sustainability,
- human resource needs.

"Class mirror" good practice (see more in Járó, K. (2015): Class Review - Developing Social Competencies and Conflict Resolution through Group Methods Methodological Guide, School Psychology Notes No.35 Series Editor: N. Kollár Katalin)

a) Good practice objective(s)

Its aim is to make widely known the social psychological social competence development and conflict resolution procedure, the so-called Mérei-project, which has been successfully applied at the level of classes in the Radnóti Miklós Elementary School and Secondary School of ELTE for several decades. The project is based on the guided resolution of communication and relationship problems in the classroom, such as rudeness, aggression, ostracism or coping.

The 'Classroom Mirror' good practice in the application of sociometrics in schools, which has strong national roots, represents a significant advance on traditional practice, building on the resources of the community concerned to address problems at class and individual pupil level. It enables the practice of a range of social competences such as listening, understanding, patience, self-awareness, healthy self-assertion, cooperation, conflict management, shared rule-making, debate culture, etc.

The members of the classes are confronted with the multi-faceted value system in their class, the internal role hierarchy, the authority relations, the emotional contacts, the forces of cooperation and competition, the complex and fair situation of the problems of individual integration, the so-called "class mirror". With this in mind, together and in small groups of friends, they consider how their group can become a cohesive team of interesting people who can support each other in fulfilling their social needs and ideas. Discussions can be double-led, usually between the class teacher (or university lecturer) and a specially trained group expert (school psychologist) in a multi-stage extra-curricular programme.

b) Area(s) of competence developed

The good practice "Classroom Mirror" shows how the Mérei project enriches and strengthens the self-image and self-awareness among the priority development tasks, primarily through the identification of social roles within the classroom and the awareness and active shaping of one's own social influences. It also shows how conflict resolution based on peer analysis creates situations that are suitable for the development of social and civic competences.

It makes it tangible and makes people aware that, for successful relationships and social coexistence, it is essential to know the norms, to understand the rules of behaviour and generally accepted rules of conduct, to identify problems openly, to discuss them openly and honestly, to seek solutions together, to review one's own prejudices, to show compassion and solidarity.

It develops communication skills in expressing one's own feelings, needs, values and opinions, and in understanding the viewpoints and different perspectives of others.

It offers the opportunity to practise reasoning, persuasion, effective negotiation based on trust, and the negotiation of common agreements.

Results, expected impacts

By applying the good practices of the "Classroom Cycle", it is expected that participants will be able to enrich their professional toolbox with new perspectives and methodologies in the fields of community development, conflict management, social skills development and effective mental health protection.

c) Prerequisites for implementing good practice

The "Classroom Cycle" is a good practice for high schools, vocational and technical schools, as well as for higher education institutions. The improvements it proposes should ideally be implemented in collaboration between two professionals - the class teacher (or university lecturer) and the school psychologist, or an external group expert.

The "Classroom Cycle" is a good practice recommended for institutions with an ethos that includes the development of social competences in their pedagogical programme. It is recommended for teachers, especially class teachers, who consider it an important part of their profession to use their resources to foster the creation of welcoming communities with a pleasant atmosphere, which bring to life the natural desire of young people who have been learning together for years to belong to a cohesive group. For educators who wish to contribute to the long-term enrichment of their pupils' personalities through the enjoyment of their classroom and school.

d) Evaluation of results, sustainability

Teachers, trainers, school psychologists who undertake to apply the lessons learned during the good practice of the "Classroom Circle" can experience that the responsibly guided participation of the peer community in identifying problems and openly discussing the situation improves the atmosphere, makes the community more understanding, inclusive and tolerant, reduces prejudice, strengthens team spirit, increases constructiveness in dealing with conflicts, and makes students partners in education. In a cohesive team, pupils who are more difficult to accommodate are more likely to improve their classroom disadvantage with the help of their peers and to cope more successfully with personal problems that are not school-related. Improving the climate also has a positive impact on pupils' performance. It is along these lines that the effectiveness of the programme can be assessed.

e) Human resource needs

The "Class Cycle" is a good practice for school leaders, teachers, trainers and school psychologists interested in community education, solving communication problems, methods of developing social competences and wishing to expand their knowledge.

"REGULA" good practice (for more information, see Good Practices of the Keszthely Secondary School of Economics, Zalaegerszeg SZC, <https://www.kozgazd.hu>)

a) Good practice objective(s)

It aims to develop a belief in oneself based on sufficient self-awareness. To teach pupils to trust themselves, to believe in the possibility of achieving a well thought-out and realistic goal. To learn the benefits of disciplined behaviour. To develop a sense of discipline that comes from inner compulsion and is not dependent on the presence of an external disciplinarian. To make children aware of the importance of external and internal order, to develop a love of order and techniques for maintaining it. The emphasis is on increasing the pupil's self-awareness and self-esteem.

b) Area(s) of competence developed

REGULA Good Practice is a good way to develop self-awareness competences.

In addition to the development of self-awareness competences, it is able to develop self-regulation (managing emotions, taking responsibility, tolerance) and confidence (positive self-esteem, healthy self-confidence).

c) Results, expected impacts

The level of discipline of pupils in the sessions is significantly improved. They become more regular, persistent and determined in carrying out their tasks. As their self-awareness and self-discipline improves, they will be less exposed to drink, tobacco, drugs and other harmful temptations. Students who previously regularly disrupted lessons will be able to listen to lectures in a disciplined manner. Their ability to concentrate is significantly improved and attention span is increased. As a result, their learning outcomes are also expected to improve.

d) Prerequisites for implementing good practice

Behavioural interventions can be used successfully with age-matched pupils. The school environment is the perfect setting. No special equipment is required. It can also be used with primary school pupils. The first stage is to identify the pupils concerned by the activity, involving class teachers. This is followed by informing parents, recommending the session and presenting its content. Then, groups of up to 6 people are set up and organised, followed by a discussion with the parents.

e) Evaluation of results, sustainability

Results can be measured and evaluated immediately from school behaviour (lessons, breaks, events, etc.) and learning outcomes, which also supports sustainability.

f) Human resource needs

The sessions are primarily aimed at qualified child and youth workers and development teachers. If there is no such person in the institution, a dedicated teacher or trainer can also lead the sessions.

Conflict resolution using drama methods (see more in Gorsium (TÁC): anger management and conflict resolution through drama <https://gorsisk.hu>)

a) Good practice objective(s)

The aim of the good practice is to offer alternatives for resolving conflicts between all stakeholders in education (pupils, teachers, parents, parents, the maintenance of the school) and to hold up a mirror to the stakeholders through the use of drama.

It also aims to develop children's potential, develop self-awareness and cooperation skills, and prepare them for integration into society and lifelong learning.

b) Area(s) of competence developed

The learner-centred form of work presented here, drama play, contains in its name the essence of the method, the exploitation of the potential of play-based activities, which are specific to the age of the learners. It covers a wide range of areas of competence development. It is particularly suitable for developing communication, social and life skills. Language and communication are the most important tools for lifelong learning.

c) Results, expected impacts

The application of the practice is expected to develop attitudes, skills and abilities that can form the basis for personal harmony and social integration. These include self-confidence, self and environment awareness, tolerance, honest communication, the courage to take meaningful risks, the ability to set and pursue individual and community goals, decision-making skills, empathy, communication and cooperation skills, conflict tolerance, conflict management and resolution, leadership and organisation.

d) Prerequisites for implementing good practice

This good practice can be done in any institution, with any children's material, where teachers are available for a little extra work, where parents are happy to work with their child's school, where children like to play and spend their free time with the teachers who teach them. The first and most important task in the implementation process is for the class teachers to introduce the ideas to the children and parents, and then the work of collecting, organising and "playwriting" can begin, with the parents actively involved. Then the other colleagues can join in, first and foremost the teacher of Hungarian drama, who will guide the performance.

e) Evaluation of results, sustainability

The degree of success of the project can be directly measured by the audience response following the show. But the real measurable success will come in the weeks and months to come. In many cases, parents' attitudes towards the school change, and they become more open and helpful. And children have become more open and

skilful in resolving their conflicts. Adults also benefit from the curved mirror held by children. They can learn that conflicts should not be swept under the carpet, but should be discussed and resolved.

f) Human resource needs

In addition to the participants already mentioned, it is important to have a professional with the appropriate drama pedagogical knowledge and organisational skills to implement and manage the programme. In addition to the available teaching staff, the human resources can be provided by so-called external volunteers who feel some kind of commitment to drama, creative arts and activities. It is also an opportunity to make new contacts and to unearth hidden resources. The prestige of the school in the eyes of users and outsiders is only enhanced if the community is as open as possible, in contact with more and more people and organisations. Contacts across generations, municipalities and even borders are particularly likely to have a positive impact on the image of an institution.

Teach for Hungary Programme (see more at: <https://tmo.gov.hu/hu/page/program>)

a) Good practice objective(s):

They can definitely be classified as higher education institutions, since they are mainly university students who transfer knowledge, but they can be very well associated with primary school pupils, since they are the ones for whom the knowledge is "internalised". Its purpose is twofold. On the one hand, it is to support small school children in small villages to successfully complete their studies and to integrate them into society later on. It is about mutual learning, supporting each other. The transfer and learning of social sustainability patterns fits in very well with this.

b) Area(s) of competence developed

The programme presented develops a number of areas that are essential for everyday well-being. The method is designed to help different age groups help each other. The aim is both communication between the generations and the development of social skills.

c) Results, expected impacts

The students participating in the university mentoring programme will start working together with a certain number of 7th grade students in one of the participating primary schools, for which they will receive a monthly stipend of 30 thousand HUF, which can be supplemented by additional benefits based on their performance. Each student will take up to four or five students under their wing and help them to successfully complete primary school and continue their studies at secondary level.

d) Prerequisites for implementing good practice

The target group is none other than small, partly disadvantaged pupils from small segregated settlements. The mentors who work alongside them are there to show them the excitement and opportunities of the world beyond the settlement - the zoo, the museum, secondary schools, businesses, to show them the range of jobs and futures

they can choose from. In a nutshell, help them to be able to make the most of themselves - be it vocational training, graduating, further education, sport, the arts and ultimately finding a job in the labour market.

e) Evaluation of results, sustainability

Statistics show that, when looking at international good practices and national good practices, the academic performance of students participating in mentoring activities has improved by up to 15-20 percent, which is equivalent to learning a subject 2-3 months longer. In addition to the improvement in their academic results, the number of unexcused absences also decreased.

f) Human resource needs

The programme is based on the main pillars: a university mentoring programme, a secondary school mentoring programme, a PEP mentoring programme and a corporate mentoring programme. Although these mentoring programmes are the core elements of Teach for Hungary, the programme also includes additional pillars which will be announced in the near future.

The high school mentoring programme offers high school students the opportunity to complete 50 hours of community service in one block. In essence, students from participating secondary schools spend 4-5 days in a primary school in a small town, attending classes and participating in after-school activities with the students (workshops, study hall, sports activities).

Last but not least, the Corporate Mentoring Programme is for companies and their employees. Companies can join the programme by opening up their companies and factories to the young students, giving them an insight into the work that goes on there. As the initiator, the ITM is responsible for the overall coordination of the Teach for Hungary programme and is therefore involved in the management of all pillars, but the Ministry plays a key role in the development and management of the corporate mentoring programme.

Within higher education institutions, many good practices could be mentioned and further developed, as sustainability is a goal of all universities, and the role of the college of higher education, mentioned above, is an important one. The Hantos Elemér Szakkollégium of the University of Miskolc's Faculty of Economics and Business Administration strives to set a good example every year, and the HANTOS JUNIOR model is one of the examples that has been developed and is being developed every year.

Hantos Junior Program

a) Objective of good practice (i)

Ensuring the sustainability of the college is the transmission of sustainable development not only to university students but also to secondary school students. It also aims to unlock the potential of young adults, develop self-awareness and cooperation skills, prepare them for integration into society and the world of work, and lifelong learning.

b) Area(s) of competence developed

Communication, as it is a key element of lifelong learning. Problem solving, conflict management and learning to work in a group, adaptability and tolerance. It is also important to mention cooperation and learning to learn.

c) Basic elements for implementing good practice

University students participate in a mentoring programme. Students in higher years take students who have just entered university or are in their second semester under their wing, helping them to settle in and teaching them how to study effectively. They also work with high schools, helping students who are about to graduate and want to choose economics as a career and university as a higher education institution.

d) Evaluation of results, sustainability

The creativity level of students participating in the programme will be significantly improved. They are able to adapt much better to people and their empathy skills improve significantly for young people participating in the Programme. Their ability to concentrate is significantly improved and attention span is increased. As a result, their learning outcomes are also expected to improve.

e) Human resource needs

This helps a relatively narrow group, as the selected students are the ones who can participate in this programme.

Conclusion

The study examined examples of social innovation in education and the impact of these practices, with a particular focus on issues of social sustainability. Societal challenges that require long-term solutions (e.g. educational inequalities, unemployment, migration, disadvantaged areas) call for new forms of social cooperation. Addressing these challenges is unthinkable without involving innovative partnerships and solutions based on social innovation. Social innovation initiatives are solutions for a sustainable future, identified as a possible means of reducing regional disparities, increasing territorial competitiveness and catching up. Social innovation is a necessary step to improve development and competitiveness, where the role of innovators is highlighted. Innovators are members of society who, with knowledge of the needs related to critical areas, meet the needs identified by societal challenges with new or novel solutions.

In our research, we paid particular attention to the measurement challenges of social innovation in education and to a detailed description of practices at educational levels in Hungary. The Future School programme, an initiative with values that fully supports sustainable development and prepares children to practice these principles from an early age, is a prominent element in our study. The essence of the research is the detailed presentation of good practices and their potential for integration into the curriculum. The individual programmes

can be used at several levels, so we believe that sustainable development in education cannot be neglected, and can be promoted through an increasing number of methods and 'mini' programmes, competitions and events that provide playful learning for pupils. However, the good practices presented are not primarily good practices aimed at transferring knowledge based on environmental awareness, but rather solutions that develop basic competences, support the focus on sustainability and ensure the sustainability of the example given. The cases studied are practices from different educational institutions, where we wanted to present impact measurement and sustainability examinations in the context of a detailed analysis.

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