

# Systematic Examination of Methods Supporting the Social Innovation Process

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**Abstract**—Innovation is the key element of economic development and a key factor in social processes. Technical innovations can be identified as prerequisites and causes of social change and cannot be created without the renewal of society. The study of social innovation can be characterised as one of the significant research areas of our day. The study's aim is to identify the process of social innovation, which can be defined by input, transformation, and output factors. This approach divides the social innovation process into three parts: situation analysis, implementation, follow-up. The methods associated with each stage of the process are illustrated by the chronological line of social innovation. In this study, we have sought to present methodologies that support long- and short-term decision-making that is easy to apply, have different complementary content, and are well visualised for different user groups. When applying the methods, the reference objects are different: county, district, settlement, specific organisation. The solution proposed by the study supports the development of a methodological combination adapted to different situations. Having reviewed metric and conceptualisation issues, we wanted to develop a methodological combination along with a change management logic suitable for structured support to the generation of social innovation in the case of a locality or a specific organisation. In addition to a theoretical summary, in the second part of the study, we want to give a non-exhaustive picture of the two counties located in the north-eastern part of Hungary through specific analyses and case descriptions.

**Keywords**—Factors of social innovation, methodological combination, social innovation process, supporting decision-making.

## I. INTRODUCTION

THE study of social innovation can be characterised as one of the significant research areas of our day. Its importance is rooted in the recognition that technical and technological innovations alone are insufficient for the creation of social well-being, and thus social innovations can and do contribute to social development as a complementary solution. The authors' studies of social innovation have covered both the elaboration of theoretical questions and applied research [1], [18], [48].

This study aims to present the diversity of conceptual approaches to social innovation in a nuanced way, keeping chronology in mind, highlighting the different focal points, the expansion of the concept and the relationship between the different types of innovation that appear during the evolution of the concept.

After clarifying the conceptual issues, theoretical research primarily focused on methodology and discussed the peculiarities of social innovation in a process approach.

The study depicts exploratory research based on

participatory action research (PAR), which helps understand the research problem in detail. Within the framework of the study, in addition to conceptualization issues, we deal with a methodological approach in social innovation research and the examination that validates it.

## II. CONCEPTUALISING SOCIAL INNOVATION

Innovation, as a pivotal element in economy development, is a key factor in social processes. In addition to technical and scientific innovations, up to the 1980's, innovations appeared primarily to improve the standard of living and prosperity in society and a given community. In addition to income relationships, welfare takes into account human conditions, physical and mental security, self-esteem, the individual levels of competence, and relationship needs [1]. Based on different approaches to social innovation, it would be wrong to narrow the scope of social problems to livelihood and existential concerns. Problems have always occurred depending on location, time, income conditions, health status, etc., and on this basis, the hierarchy of social innovation needs can be determined.

Zapf [2] interprets innovations as solutions to social problems that require the redistribution of resources to raise living standards. Smeds [3] identifies technological innovations as preconditions and drivers of social change. The European Union [4] emphasises the social aspect of innovation, with focus on society's creativity and willingness to co-operate. According to Introna et al. [5], technological innovation cannot take place without the renewal of society. Innovation, according to the "broadened" interpretation, is a new or significantly improved product, process, marketing method, or organisational method in business practices, organisations, or collaborative relationships [6]. This definition is primarily a guideline for technical and economic innovation. Today, however, the European Union's research, development and innovation policy project also pays special attention to social innovation. In a broader sense, "social innovation is a new, different approach, paradigm, product, process, practice aimed at solving problems and needs in society, while creating new values, attitudes, new social relationships, possibly new ones, and structures are created" [7]. In contrast, Hämäläinen and Heiskala [8] identify social innovations as a response to rapid technological and economic change. According to Tidd et al. [9], the starting point for the study of social innovation is the typology of technological innovations: product, process

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(process), positioning, and paradigm. Murray et al. [10] have analysed novel social collaborations and have concluded that new structures are developing their novel social solutions to address social problems through technological development. According to Lundström and Zhou [11], economic and technological innovations are basically created through corporate initiatives, but these processes also have a social dimension. Nevertheless, social innovations are rather formulated at the level of local governments, civil society organisations, foundations and individuals, and thus their measurement structure also differs from the metric methodology of technical innovations. Franz et al. [12] study technical and social innovations separately and highlight the significance of the question of whether or not innovations that result in new technological advances are desirable for society in each case. In their view, “new” is not necessarily a good and desirable category, and social innovation efforts are in line with widely accepted and approved practices in society.

Bosworth et al. [13] study social innovation based on Schumpeter’s approach. Their study identifies social innovation processes as the creator of a new product or service, as a value-creating process, as a mobiliser of local resources, as a response to social needs, and as innovative collaboration.

In summary, social innovations are inseparable companions of technical innovations, and innovations can be interpreted as complementary processes [1], [14]-[17].

The literature distinguishes between result-focused social initiatives, which focus on the set goal, implement innovative collaborations and measures, and process-focused efforts, which encourage community action and adapt to conditions arising from the new structures. The former approach includes measures elaborated to address social challenges, improve the quality of life and boost local development, thus social innovation “provides new or novel responses to a community’s problems with the goal of increasing welfare in the community” [18]. The latter wording focuses on the satisfaction of community needs based on creative, innovative co-operations and personal participation in increasing social well-being, and postulates that “social innovation is a process that increases the willingness of the community to act in the form of new or innovative collaborations” [19]. As a conclusion of our research, we identify social innovation as a process that includes, in addition to measures (results) aimed at raising the standard of living, the emergence of new structures, the encouragement of society’s capacity for action and the process of supporting attitudes and participation as emphatic elements.

### III. PROCESS OF SOCIAL INNOVATION

The rapidly changing environment requires uninterrupted development, adaptation and efficient co-operation from the actors of the social innovation process. The actors (implementers) of the social innovation process are profit-oriented and non-profit organisations, as well as “mixed” collaborations resulting from the co-operation of these organisations [20], [21]. In addition, social innovation efforts may often be linked to policy makers, government institutions, social organisations, movements and academia.

Although part of social innovation processes is incremental change, there is a significant number of efforts that fundamentally and structurally change social processes and question the status quo [21]-[25]. Social initiatives focus primarily on value creation, emphasising the benefits of novel ideas and concepts in social innovation [26].

In the process-oriented approach of social innovation, the starting point of the aspirations is the actor of the society who, after the identification of the social needs, formulates new solutions, changes that increase the quality of life of the community [27].

According to the definition of Pue et al. [28], the process of social innovation draws up a socially creative strategy that rebuilds social relationships in order to address problems and challenges.

Taking into account the approaches, it can be clearly established that the role of social learning is emphasised in defining the process of social innovation and in shaping the logical structure. There is a close link between learning and innovation [29].

The role of learning is emphasised in the implementation of novel collaboration models, the innovation process can be visualised by the learning curve, which also enables the identification of feedback loops. The models also anticipate the conditions for the success of the social innovation process. The success factors include a high rate of implementation of the endeavours based on participation, and a high level of acquisition of the required knowledge that results in rapid learning.

The relationship between social innovation and social learning is defined very differently by each author. In a significant number of the models, social learning appears as the last step in the process, it can be identified as a kind of result of the process. In this approach, social innovation results in social learning, which also supports the implementation of new structures and collaborations. In our view, however, the presence of the social learning process should not be limited to the final stage of the innovation process. As Edwards-Schachter and Wallace [30] emphasise, social learning accompanies the process of social innovation, and social innovation itself is a learning-based process. In agreement with the authors, we consider the implementation of interactive learning, which results in the creation of new patterns of action, to be a component of particular emphasis. At the same time, the close correlation between social learning and social innovation varies in intensity in each stage of the effort. This manifests as a challenge during an analysis of the process models, when social learning can be identified as either an input or an output factor.

With regard to the reviewed models, successful social innovation efforts and social learning are sometimes interlinked. Learning appears as a condition for success in Mulgan’s [31] and Döringer’s [32] approach and in Nemes and Varga’s [7] study. In agreement with Nemes and Varga’s approach, we identify social learning as a precondition and result of social innovation. In our opinion, social learning is constantly part of innovation, on the one hand, as a result of good practices and adaptation based on analysed cases, and

leads to behavioural and perceptual changes, and on the other hand, through innovative collaborations and new structures, they generate social aspirations. In addition to the integration of key elements in the literature, the emphasis is on defining the logical structure of the social innovation process and on identifying the relationship between social learning and social innovation.

Based on the analysis of the reviewed models, it should be emphasised that social learning is both the starting point and the result of the formulation of social aspirations (the precondition for change includes learning and continuous development), as the aspiration acquires new knowledge and competencies. When developing the process model, the logical structure is determined by quantitative and qualitative research, taking into account the above-referenced findings. This study focuses on defining a model of the adaptive process of social innovation based on a qualitative study. The logical process of social innovation is described in Chapter V.

#### IV. METHOD: QUALITATIVE ANALYSIS OF SOCIAL INNOVATION IN DISADVANTAGED SETTLEMENTS

##### A. Local Level Study

Technological and economic innovations cannot respond to all societal challenges. As the natural and material resources are becoming increasingly scarce, it becomes necessary to use resources as rationally as possible and achieve greater social and economic efficiency. The social challenges that require long-term solutions (e.g., unemployment, migration and disadvantaged areas) require novel social collaborations. Social innovation is a necessary step to improve development and competitiveness, and the role of innovators is emphasised. Innovators are members of the local community, or society at large, who are aware of the needs determined by societal challenges and meet them using new or innovative solutions. In the course of the research, special attention is paid to the role of social innovation processes in the convergence processes of peripheral areas.

In the course of the investigations, measurements were performed in two peripheral counties of Hungary (Borsod-Abaúj-Zemplén and Szabolcs-Szatmár-Bereg), and special emphasis was placed on some of the most disadvantaged districts. A total of 48 settlements were examined. Borsod-Abaúj-Zemplén and Szabolcs-Szatmár-Bereg counties are peripherally located in the northern and north-eastern part of the country, and 17 districts of these counties are among the most disadvantaged districts of the country.

##### B. Participatory Action Research

In the study, we used PAR in the districts that resulted in social changes affecting the community. We considered the method of PAR to be extremely important based on the specific characteristics of the topic and the examined districts. The study of social innovation processes clearly showed that the successful implementation of each endeavour is inconceivable without the active participation of the local population and civic intelligence [33]. The fundamental goal of the initiatives is to

improve the standard of living, and to meet the needs of the community through innovative collaborations, which require an analysis of the local population's attitude and conscious participation in local decisions. In addition to the population's participation in decisions, we also took part in the development processes not merely as observers, but also in close co-operation with the participants of the research. In relation to this, in close co-operation with local governments and civil society organisations, we started to develop action plans to achieve the vision, to implement the actions, and to reflect on the planning process and actions.

In action research, i.e., research with the active participation of stakeholders, the researcher serves as a resource for the – mostly disadvantaged – group that they study, while the members of the study group actively represent their own interests [34]. It is a cognitive process that is based on cooperative learning and work, and combines different knowledge and experience [35]. It is a continuous reflexive process that can enable the population of a given settlement to develop their own solutions taking into account their own priorities. During the research, the researcher works in close cooperation with local participants, as they learn from each other [36]. Based on the process of PAR, reflection at the end of one cycle is the main input information for the next cycle.

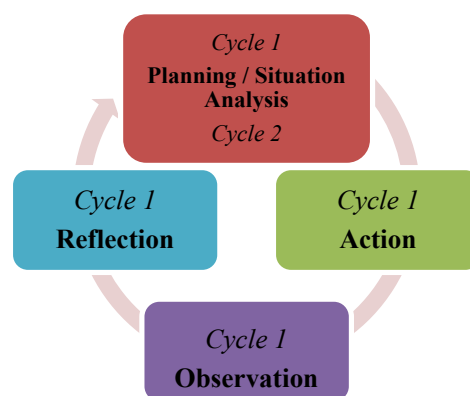


Fig. 1 The process of PAR; own compilation based on [37]-[39]

In PAR, action-reflection phases can be distinguished during which the researcher and the involved participants reflect on each stage of the process, on the planning, implementation and evaluation of the research [39], [40]. In the case of PAR, theory comes inductively from practice; the theory essentially tries to reflect on what works in practice and what does not [39]. PAR is in itself social learning, where participants in the process learn from each other and, as a result, change their perceptual and behavioural patterns.

We carried out the study on the basis of the stages of PAR suggested by the literature. During the research, we performed the study based on the following process steps [39]:

- identifying the research problem with the local inhabitants,
- mapping local resources, visions and problems,
- developing action plans to achieve the vision,
- implementing actions to achieve the vision,
- reflecting on the planning process and actions.



government/district/county-level potential resource matrices. Empirical research in a given locality/district can also be well integrated to increase the complexity of the situational picture. A target hierarchy based on community needs, social challenges, non-market-based solutions and managed government measures, and a structured outcome of the situation assessment are the next steps in the social innovation process. The target elements revealed through PAR and by a network analysis are diverse:

- cooperation,
- local economic development,
- improving health,
- dealing with local issues,
- value creation at local level,
- family support,
- community building,
- new solutions,
- support for young people.

The aspirations are not fundamentally market-based solutions, rather they are initiatives that also result in the renewal of society and shape the community in the long run. Based on the feasibility study, possible and proposed solutions are identified, which usually differ:

- in the scale of social innovation,
- in the manner of financing,
- in the organisational solution,
- in the person of innovators,
- in the scope of stakeholders,
- in their time schedule.

This is the most precarious phase in the social innovation process, which constantly challenges the stakeholders of the aspirations and requires the introduction of a complex management system (Social Innovation Management System).

The identification, analysis and management of risks also appear as important factors at this phase. The purpose of risk management is to determine the sources of danger affecting the county/locality/organisation, and to identify the negative consequences of the occurrence of the source of danger. In the process, in addition to the identification of risks, the way of responding to the damage that has been caused and the possibility of preventing the damage are also considered. The risk is determined by several factors, such as the threat posed by the risk, the probability of its occurrence, and the weight and effect of the consequence. A repository of “good practices” is a useful tool in developing new or novel social innovations. The question is how to use it most efficiently. After compliance in practice, the social endeavour becomes adaptable, and then an expansion takes place and the multiplicative effect appears. At this point in the process, the emphasis is on the supportive atmosphere (resources, institutions, political and social framework conditions), proper communication, and an accurate business plan. The successful implementation of a social initiative (and the analysis of success), considered as a result, leads to the process of change (and learning). Throughout the process, it is necessary to consider and assess the risks and develop strategies to reduce or eliminate them. Following successful implementation, new needs arise that can be met by the socially innovative community in accordance with the above process. Social innovation is therefore a dynamic and cyclical process that results in social learning through feedback loops and constant risk assessment. The logical process of social innovation is described in Fig. 3. At the same time, social innovation efforts can come as a solution to identifying and meeting societal needs and addressing the challenges of peripheral areas. Social needs and community challenges can be grouped according to social, economic, and political factors.

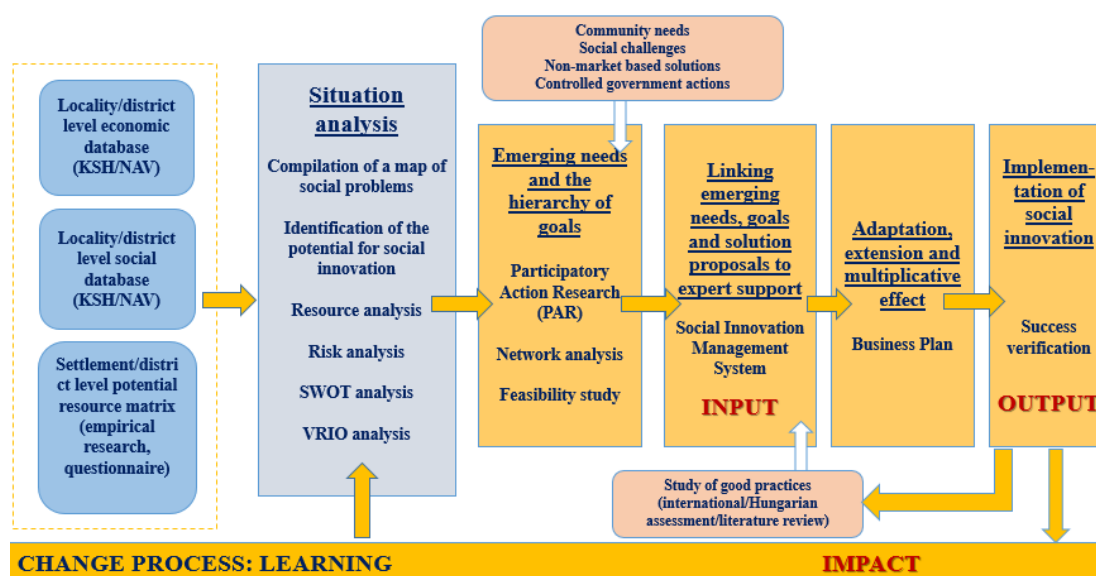


Fig. 3 The logical process of social innovation



Methods/ Interpretation range of application	Aim	Region/country	Settlement	Operating organization	Start-up organization	Project, program
SITUATION ANALYSIS	Compilation of a map of social problems	Compilation of a structured information market as an adaptation of the METAPLAN method.	X	X	X	
	Identification of the potential for social innovation	Determining the input, transformation and output factors characterizing social innovation.	X	X	X	
	Resource analysis	What effect do the individual elements of the organization and their relationships have on competitiveness and sustainability.	X	X	X	X
	Risk analysis	Identifying sources of danger and determining the negative consequences of the occurrence of a source of danger.	X	X	X	X
	SWOT analysis	Structured analysis of internal capabilities and external environment.	X	X	X	X
	VRIO analysis	Determining the competencies of the examined unit.	X	X	X	
PARTICIPATORY ACTION RESEARCH (PAR)	It combines different knowledge and experiences with cooperative learning.		X			
IMPLEMENTATION	Network analysis	Establishing a methodological framework model to map the pattern of social innovation processes and organizations.	X	X	X	
	Feasibility study	Decision support to help choosing between different options; providing adequate information to decision-makers on the financing, acceptance, modification or rejection of the proposed solution.				X
	Social Innovation Management System	Providing a sector-neutral, innovation-based innovation management methodology that can be used in practice.			X	X
	Business Plan	In the case of an operating organization, the service of preparing the strategy; in the case of start-ups, the concretisation of the business concept and the creation of financing conditions.			X	X
FOLLOW-UP	Success verification	Measuring the success of the social innovation process.	X	X	X	X

Fig. 4 Relationship matrix of methods supporting social innovation

The most identifiable needs from the point of view of society include the following:

- involving citizens in social innovation processes,
- development and provision of social services (in education, health, social care, etc.),
- ensuring mobility,
- community development and support.

The most important challenges for society include:

- migration, aging,
- the number and composition of disadvantaged groups,
- the extent of inequalities between skill levels.

Social innovation is a dynamic process. Feedback and

temporal relevance are of key importance in certain activities of social innovation.

With regard to the methodologies assigned to the process stages of social innovation, we have compiled the relationship matrix, which can be used to characterize the research level(s) at which we recommend their application. This creates the opportunity to develop process-related methodological combinations that can most effectively support the design and implementation of social innovation (Fig. 4).

#### B. Examination of Social Innovation Efforts in a Lower Status Settlement

With regard to the case presented in the Appendix, we

examined the possibilities of implementing the social innovation aspirations of the settlement and the organizations with the help of the methods we have proposed.

The examined settlement covers an area of 28 km<sup>2</sup>, the population of the settlement is 1969 people (on January 1, 2020). The estimated proportion of the Roma population is close to 40% in the settlement, where unemployment is significantly higher than the national average and the region has unfavourable educational data. Its migration balance is negative, characterised by selective emigration, in which skilled, young labour emigrates. Addressing these challenges requires the co-operation of the municipality and community-based organisations to keep young people in the area. Part of this process is the complex programs supporting the creation of community spaces, increasing employment, emphasising the needs of local public education, and general social innovation solutions. The local government, in cooperation with the non-governmental organisations operating in the settlement, has been performing community development tasks since 2006, with longer or shorter interruptions. Within the framework of the novel co-operation with a public association for the people of the settlement, the public forums, personal meetings, various events and lectures are regularly organised in the settlement, where the opinions, expectations and ideas of the population of the settlement become known. Their data collection is sometimes supplemented by a questionnaire. Their social innovation efforts, as part of a complex program, focus primarily on education and employment issues, and set the main goal of supporting the retention of the young, skilled workforce. Between 2010 and 2016, the Tanoda program and the organisation of a community space suitable for organising public cultural and other programs were carried out (from tender sources). These are complemented by various events, the organisation of health promotion programs and lectures on stress management, lifestyle and nutrition, and the employment of disadvantaged young workers. Social innovation efforts have been reinforced since 2019, and new collaborations are being implemented by the new mayor of the settlement (in municipal-NGO-church cooperation). The main goal of the public association, which co-operates with the local government, is to form a community and preserve traditions, and to strengthen the sense of belonging and attachment of young people growing up in the settlement. The novel co-operations of the settlement were supported by the European Union (TÁMOP-3.2.3/B-12/1 Building Communities – The project promoting the development of modern, multifunctional public cultural development projects, co-operations, new forms of learning), within the framework of which the following activities were implemented:

- “Holding hands” grandparent – grandchild club: at monthly meetings (18 meetings in total), children passed on basic IT skills to their grandparents, while the older generation shared knowledge with children that was almost forgotten. This non-formal educational form provides usable knowledge for both ages, while passing on the ancient traditions of the settlement to future generations. Number of participants: a total of 180 people.

- Local holidays related to important days (carnival, March 15, May Day, Saint Martin’s Day, Christmas): a series of events (6 times in total) related to religious, secular and folk events. All-day holidays are about memory and belongingness. Due to the retaining power of community, the common holiday also keeps the young people in the area, as it was organised with them and for them. Number of participants: a total of 800 people. (These events started again from 2019).
- “Egyedem, begyedem, tengertánc...” dance club: a monthly community program in which young people learned dance, physical development, new ways of self-expression and networking. The members also learned from each other, and in addition to the dance classes, they could participate in various programs and events. Number of participants: a total of 240 people.
- A visit to the realm of fairy tales through the digitised world: the organisation of a professional group related to the use, advantages and possibilities of library and information services, as well as the dissemination of the values found in the library was organised on a monthly basis. With illustrations of storybooks in the library, comics or small animated films were made using available IT. Number of participants: a total of 100 people.
- “The future in our hands” – Creating a municipal youth action plan: a more complex occupation when the elderly and children jointly planned a development in the municipality. It was an opportunity for the elderly to tell stories about the settlement, what it was like in their youth, and they were able to think creatively with the children and then create a plan together. Number of participants: a total of 100 people.
- Health Day: to create a demand for a healthy lifestyle. The experts performed free screening tests and measurements on the spot. Free tastings promoting a healthy diet and lifestyle were available for the visitors. Number of participants: a total of 200 people (organised again from 2019)
- “On two wheels for health”: encouraging to enjoy exercising and sports through cycling. The spread of cycling as an exercise was mainly carried out among the 15-45 age group (3 times/series). Number of participants: a total of 75 people (organised again from 2019).

Within the framework project, the association implemented the Tanoda program in cooperation with the local government. The educational opportunities of 37 disadvantaged young people were improved with the help of the Tanoda program, which included the catching up with subjects, organisation of leisure and cultural programs and mentoring in 2010-2011 (Table I). The program is expected to be relaunched next year, relying on tender and municipal funding.

The idea of the Tanoda was formulated with the following goals:

- integrate self-empowered young people into the active population of the municipality,
- increase the number of participants in secondary education programs, as well as promoting their occupation and

matriculation opportunities,  
 - improve students' learning results and help them catch up.  
 Compared to the planned number of 35 students, the program helped 37 children during its operation.

In the course of the settlement's efforts to involve the population, it identified the needs primarily within a flexible formal framework (street forums, during a tour or on the village day), and then in some cases clarified them with the help of a questionnaire. Going beyond the obligatory tasks of the local government, in close cooperation with the associations, with the involvement of the population, it created the arena of public education and organises higher-level public education and education programs in order to keep young people in the area and raise their living standards. Through each social innovation effort and development, additional needs have been explored, which will be joined by new innovative initiatives from 2019 onwards. The successful implementation of the efforts increases the social innovation capacity of the settlement, which helps to create social innovations [1], [47], [48].

TABLE I  
 TARGET GROUPS AND NUMBER OF PARTICIPANTS OF THE TANODA PROGRAM

Main results	Planned data	Realised data
1. Number of students participating in the program	35 people	37+5 people
2. Number of multiple disadvantaged students	27 people	29 people
3. Dropout rate from the Tanoda	3 people	1 person
4. Failed students from the Tanoda	3 people	1 person
5. Participation in programs organised after study period	65 %	68 %
6. High school dropout rate among the students of the Tanoda	10 %	0 %
7. Percentage of students in post-secondary education or in vocational training	50 %	100 %
8. Participants of Tanoda whose results have improved between input and output measurements	80 %	100%

Source: Own compilation (based on document analysis)

## VI. CONCLUSION

The analysis and comparison of the individual efforts of the two counties support the identification of the possibilities of generating further social innovation efforts and the clarification of the process of social innovation. The primary goal of the case study-level and qualitative study of micro-level processes is to identify outliers that can be identified as breakout points in the counties' catching-up efforts. The emphasis shifts to the examination of local, mostly grassroots initiatives, in which case the pursuit of a societal challenge is realised in part (or in full) through innovative collaborations between the local government and the civil sphere. The application of new structures helps social renewal and raises the standard of living of society. One of the key players in the good practices of the counties is the local government. The complexity of the social innovation process and the diversity of methods require government support, so government bodies are constant actors

in social innovation processes [43].

We considered the method of PAR to be extremely important based on the specific characteristics of the topic and the examined districts. During the research, we analysed our notes made at the events, interview summaries, written summaries of the forums and our personal notes, as well as the audio and video materials of each forum. We paid special attention to repetitive elements, individual opinions, possible contradictions.

Based on the interviews and participation in group work and discussion, it became possible to identify relationships, concentrations, and (primarily political) factors within the settlements that make cooperation difficult or impossible. We determined the factors that can be identified as the main challenges for the settlements (educational inequalities, unemployment, health and housing problems) and presented areas where efforts can be identified for the settlements based on its contribution to social well-being. The focus of social innovation efforts is on the following areas: strengthening the connection to the place of residence, supporting disadvantaged groups, supporting local economic development, local specialties, public employment practices.

Through the interviews and participation, in collaboration with the local community, we identified the complex efforts that could be linked to critical topics and developed the plans needed to implement them. Based on the research, it can be concluded that the value-driven social innovations that can be observed in the district, integrating young people of different ages and disadvantaged groups, serve as useful methodological solutions in solving community problems. Social efforts play a key role in reducing the emigration of skilled young people, supporting disadvantaged groups, and meeting a higher level of public education demand. The study examines in the methods that support social innovation as well as the combinations that guarantee sustainable social innovation efforts. It is in itself a social innovation.

## APPENDIX

Source of the structure: INSTRUCTIONS FOR COMPLETING THE DATA SHEET. For the applicants to the project entitled "How do you do it? – Collecting innovative good practices that can be shared with others in the social sector," announced by the Ministry of Social Affairs and Labour and the Institute for Social Policy and Labour of Hungary.



TABLE II  
GOOD PRACTICE – TANODA PROGRAM

	Good Practice	Tanoda
General Information	Contact person	Residents of Vasvári for Vasvári Public Association.
	Purpose	The aim of the workshop is to promote the school success and further education of disadvantaged students, especially Roma young people, and to improve their subsequent chances of gaining a foothold in the labour market and social integration. <i>SITUATION AND RESOURCE ANALYSIS</i>
	Target group	Disadvantaged students.
	Target region	Disadvantaged settlement (Nyírvasvári) in Szabolcs-Szatmár-Bereg county.
	Required human resources	50 people.
	Financing	Funds through competitive tenders and support from the local government.
	Required infrastructure	Real property, internet access and technical devices.
Description of the Practice	Brief description/ identification of the need	The operation of the workshop will help to achieve the following objectives: - supporting young people capable of integration and asserting themselves, - increasing the number of young people who are transferred from the workshop to a secondary school in order to help as many of them as possible to learn a profession or possibly secondary school qualifications, - improving the grade point average of students, and decreasing the number of dropouts. <i>SOCIAL CHALLENGE AND A NON-MARKET BASED SOLUTION</i>
	Presentation of realisation	The main activities of the workshop, which has been operating since 2010, include: - Preserving the legacy of Pál Vasvári - Development of self-awareness and the creation of a realistic self-image - Assisting in career choice - Community formation - Health education - Prevention of crime - Prevention of drug abuse - Personality development, closing the gap: (drama pedagogy, handicrafts, skills and personality development groups) - Leisure time activities - Career guidance sessions Implementation is supported by: - Organising project weeks - Application of co-operative learning techniques - Involving parents in the monthly programmes - Cultivating traditions - Drawing up personal development plans - The conclusion of individual agreements <i>STUDY OF GOOD PRACTICES</i>
	Results, outcomes and ideas about the future	A total of 37 students enrolled in the workshop, 33 classes per week, 100% improvement in learning outcomes, an average of 20% improvement in the measurement of core competencies, a total of 48 projects, 2x1 week camps, 2 full-time employees (young people who are former participants of the workshop), reduction in the number of drop-outs (a total of 3%), and the ratio of continuing learners in vocational training is 100%. <i>COMMUNICATION AND SUPPORT</i>
	Problems encountered and lessons learned	Absence of volunteering and expertise. <i>SUPPORT</i>
Why can it become good practice?	Territorial Approach	For the disadvantaged young people in Nyírvasvár, neither their families nor the local school alone can create the appropriate conditions for school success and further education.
	Bottom-up approach	The practice clearly focuses on local social challenges, but is primarily implemented as a result of the endeavours of the local civil society organisation.
	Partnership approach	Co-operation between the local government and the association.
	Innovation	Competency-based training is built on active co-thinking.
	Integrated approach	The workshop project addresses the social challenges of the locality in a complex way (in addition to education, it also affects employment).
	Publicity/networking	Publication in the electronic and printed press (in a national and county daily newspaper), press conference, and a page in the association's website. <i>COMMUNICATION</i>
	Sustainability	The projects and training courses respond to genuine challenges, are adapted to local peculiarities, and are based on the co-operation of the local government and the association. <i>SOCIAL LEARNING</i>
	Adaptability	The local peculiarities can be identified as an important factor, and the combined framework conditions for improving the living conditions at the local level will result in closing the gap. The identification of the stakeholders involved in the process, the role of communication (information), the planning of financial resources, attempts to change attitudes and the institutional background are particularly important. The implementing civil society organisation has a key role in this practice. <i>SOCIAL LEARNING AND NEW DEMAND</i>

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