

Social Innovations Based on a Value-Driven Training Model

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Abstract—Social innovation initiatives are solutions for a sustainable future that can help reduce regional disparities, increase territorial competitiveness and promote closing the gap. Reducing and then eliminating inequalities in education requires long-term solutions that call for new forms of co-operation between social actors. Our participatory action research focused on disadvantaged groups in the Northern Hungary region. The methodological basis of our study is a value-driven training model, built on a process approach capture of and support to social innovation, as one of its pillars, through elements such as change, measurement level and training forms. The other pillar focuses on value drive and knowledge management in its innovative combination with focus on participation, integrating primary, secondary and tertiary training solutions, thus reinforcing the potential interdependencies. In this study, a structured presentation is provided of two good practices that offer the greatest added value among the initiatives we have collected and developed in an effort to eliminate educational inequalities. Our research methodology also integrates elements suitable for measuring the impact of good practices under study in social innovation. As a result of the research, it can be conceived that the value-driven social innovations observed in the Northern Hungary region and integrating young people of different ages and disadvantaged groups contribute to the settlement of community problems by useful methodological solutions.

Keywords—disadvantaged area, social wellbeing, educational inequality, mentoring, participatory action research

1 Introduction

Numerous fundamental problems of the economy and society – such as educational inequalities, unemployment, migration or deprived areas – require long-term solutions that call for innovative co-operation between social actors, citizens' direct and voluntary participation in decision-making processes and the implementation of social innovation efforts. Social innovation initiatives are solutions for a sustainable future, and may be identified as one of the possible means to reduce regional disparities, increase territorial competitiveness and close the gap. In measuring the impact of good practices

in education based on social innovation, particular attention should be paid to issues of sustainability and the relationship between the social and institutional dimensions of sustainability. Sustainability is not merely an environmental concept: it is also a key element in defining solutions that focus on social sustainability and reduce educational inequalities.

This study pays particular attention to the relationship between social innovation and social learning, as well as to measuring the impact of social innovation initiatives and assessing their sustainability. Accepting that as a new means of addressing the challenges facing each community social innovation is best understood in innovative partnerships between academia, business and civil society, the study focuses on two good practices that pay special attention to knowledge management and learning in disadvantaged areas and may be defined as part of a specific value-driven training model. Our study included 38 good practices that enabled the creation of our knowledge base. The collection is a database that also contains structured good practices. The good practices included in the knowledge base were classified according to a certain set of criteria using a rules-based system, and two practices were identified, one of which is already being implemented effectively in the region under study, and another which may be considered as a new methodological adaptation and is in the process of being implemented (pilot program).

2 Social innovation and social sustainability

Technological and economic innovations cannot respond to all societal challenges. Natural and material resources are becoming increasingly scarce, making it necessary to use the goods available for investment as reasonably as possible, and to achieve the greatest possible social and economic efficiency. Sustainability is not merely about the environment; a sustainability-based approach needs to take into account economic, environmental and social issues simultaneously. The social challenges that require long-term solutions (e.g. unemployment, migration, educational inequalities and disadvantaged areas) call for new forms of social collaborations. According to the approach to social innovation [1], social innovation is the generation and implementation of new ideas, in the course of which people organise their social interactions to achieve a common goal. A further trend in social innovation theories [2] focuses on solving social problems, emphasising the significance of stakeholder collaboration. In a different approach, the concept emphasises the value created by social innovation [3], and highlights the satisfaction of social demand as the main goal. Uncertainty, crises, unforeseen technological changes and globalisation make the future unpredictable [4]. The process of social innovation makes societies more sustainable and cohesive through inclusive solutions, collaborations and proactive, grassroots initiatives [5]. However, it does not only mean a process based on grassroots efforts and citizen involvement, since social innovations, which can also be seen in new approaches to co-operation and structural transformation in society, often come from above, as a result of macro-level measures. The concept of social innovation focuses on meeting the needs of the community, and through this process, the quality of life and well-being are also improved [2, 3, 6, 7, 8].

When studying initiatives related to social innovation, the social benefits of innovative ideas that can be interpreted at the local, community level in problem solving, and the role of proactive community participation in raising living standards are emphatic. Social innovation is the process of change that responds to social challenges through a creative and reconsidered combination of the available tools and solutions. The analysis of the sustainability of this social change is a key focus. This study examines good practices that focus on disadvantaged groups and that offer opportunities and pathways for students in primary, secondary and tertiary education.

3 Analysis

One of the Hungarian units of our action research is the Northern Hungary region. The rationale for its selection and the way it strengthens justification for social innovation are described in the next section.

3.1 Factors affecting and reflecting the social innovation capacity in the Northern Hungary region

The Northern Hungary region covers 610 municipalities and is characterised by a structure of small villages. Ten of the 29 districts of Borsod-Abaúj-Zemplén, Heves and Nógrád counties are to be developed in the framework of a complex programme (Government Decree 290/2014. (XI. 26.)). A total of 269 municipalities in the region are social, economic and infrastructural beneficiaries, while 221 municipalities are affected by significant unemployment (Government Decree 105/2015. (IV.23.)). The Northern Hungary region is located in the north-eastern part of Hungary, on the periphery of the country. The region is a mix of marginalised areas and fast-growing regions. The needs and challenges of peripheral regions may be grouped according to three factors (Table 1):

Table 1. Social needs and challenges in peripheral regions

Social		Economic		Political	
Demand	Challenge	Demand	Challenge	Demand	Challenge
citizen involvement, social services (health, education, etc.), mobility, community	out-migration, ageing, disadvantaged groups, skills inequality	security, stability, employment, sustainability, confidence	housing conditions, unemployment, financial resources, expertise	awareness, mobilisation, political participation	government transparency, independence of decisions, commitment

Source: Authors' own elaboration based on [9].

Due to their peripheral location, disadvantaged localities face numerous problems. The challenges of the region (educational inequalities, out-migration, unemployment and scarce financial resources) constitute a double stigma for municipalities: these include, on the one hand, a negative external perception, and on the other hand, internal stigmatisation processes of the local residents, which require the accurate

identification of local needs and the involvement of the population in decisions. The aim of this qualitative study is to identify good practices that play a key role in addressing the region's educational disadvantages, as their adaptation as good practices may support the process of closing the gap. In describing the two good practices, the study also identifies the main sets of criteria that, in addition to providing a structured record of each case study, help to make the good practices comparable and analyse their impact.

The demographic characteristics of the region are influenced by its ethnic specificities, i.e. the high ratio of Roma. The distribution of the Roma population by region in Hungary is shown in Figure 1 (Central Statistical Office, CSO).

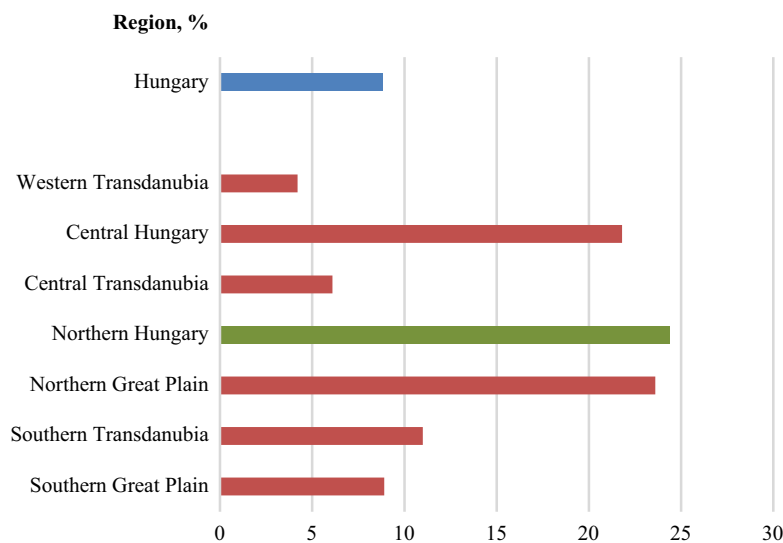


Fig. 1. Distribution of the Roma population in the regions of Hungary

Source: Authors' own elaboration (based on data from CSO).

In addition to the high ratio of the Roma population, a critical factor is the accelerating outflow of the non-Roma population. Emphatic factors related to ethnic specificities, such as low levels of education, low employment rate, low incomes and out-migration are also observed in the Northern Hungary region.

The educational attainment of the region's population is typically lower than in more developed areas. According to the 2011 Census (Figure 2), 20% of the region's population aged 7 and over had completed grade 8 or less of primary school (the corresponding national rate is 37%). The ratio of people with upper secondary education (without a general certificate of secondary education) is 19%, close to the national average (18%). In the region the ratio of secondary school graduates (23.8%) also remains below the national average (25.5%).

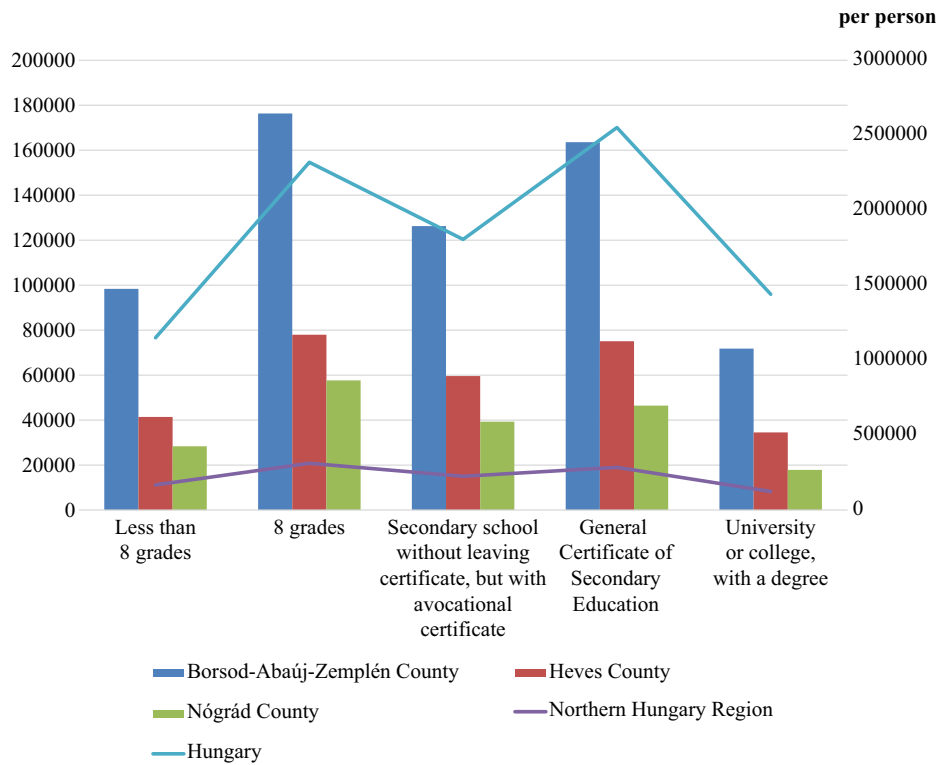


Fig. 2. Population aged 7 and over by the highest completed level of education
 Source: Authors' own elaboration (based on 2011 Census data, CSO).

The ratio of people with tertiary education is 10.2% in the region, just over 2/3 of the national average (14.4%). Different figures may be observed for the three counties: 20% of the population in Borsod-Abaúj-Zemplén County, 18.5% in Heves County and 21.7% in Nógrád County have completed at most grade 8 of primary school. The ratio of people without a general certificate of secondary education is 18.4% in Borsod-Abaúj-Zemplén County, 19.3% in Heves County and 19.4% in Nógrád County. The ratio of those with a secondary school leaving certificate is 23.9% in Borsod-Abaúj-Zemplén County, 24.4% in Heves County and slightly under 23% in Nógrád County. There is a significant difference in the ratio of people with completed tertiary education: 10.5% in Borsod-Abaúj-Zemplén County, 11.2% in Heves County and merely 8.8% in Nógrád County.

Another factor contributing to the lower education levels of the region's population is the outward migration of skilled labour from the region (the region has a negative inward migration balance, with 5 outward migrants per 1000 inhabitants in 2018). Out-migration is most common among the middle-aged population in deprived municipalities. The Northern Hungary region lost nearly 8.5% of its population between 2000 and 2011, with the loss of jobs caused by the global economic crisis of 2008–2009 playing a role. There was a minor increase in 2012, but since then the region's population has steadily declined (Figure 3).

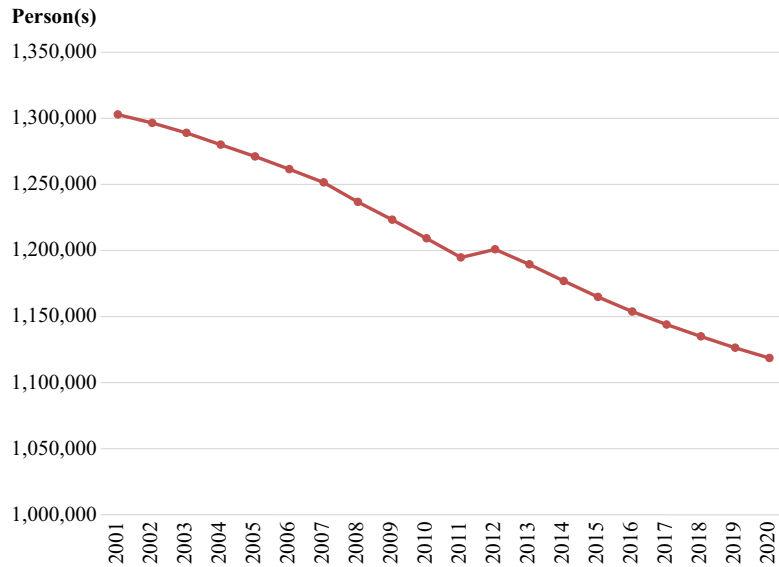


Fig. 3. Permanent population change in the Northern Hungary region
Source: Authors' own elaboration (based on 2011 Census data, CSO).

The less favourable labour market and income situation of the population compared to the rest of the country plays an important role in out-migration. In 2019, the unemployment rate was 3.5% nationally and 4.5% in the Northern Hungary region (Figure 4). The rate is 4.5% in Borsod-Abaúj-Zemplén County, significantly lower in Heves County (2.6%), while in Nógrád County the rate is 55% higher than the regional rate (7%).

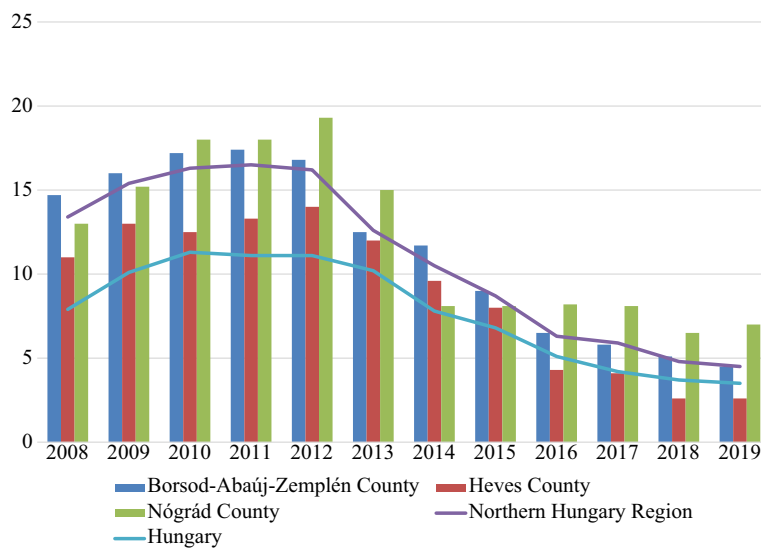


Fig. 4. Unemployment rate in the Northern Hungary region
Source: Authors' own elaboration (based on 2011 Census data, CSO).

3.2 Good practices in social innovation in the Northern Hungary region

A basic criterion for the social innovation process is that the endeavour must be a novel initiative. This does not necessarily mean a completely new solution, but a novel combination of schemes that have worked well in the past and meet emerging societal needs. Social innovation is not linear, but a spiral process with feedbacks. Following successful implementation, new needs emerge, which can be met by the socially innovative community through the above process. Social innovation is therefore a dynamic process that leads to social learning through certain feedback loops and constant risk assessment. These efforts fundamentally respond to local needs, addressing the challenges facing the population through creative problem-solving and innovative partnerships, and leading to higher living standards and well-being.

3.3 Participatory study to explore social innovation efforts

As an initial step in the research, we sought to articulate the research problem in collaboration with local communities, and local resources and problems were mapped. After the analysis of the Northern Hungary region, it can be established that regional differences in development are closely related to the size of the social innovation potential. During the identification of good practices, the main challenges of each municipality – out-migration, unemployment and educational inequalities – provided a kind of categorisation opportunity to present cases. In the course of the research, we kept a research diary from 2016 (522 handwritten pages), recorded the interviews (158 interviews, nearly 230 hours of audio material), and took more than 2000 photographs. We used specific, literal quotations and documented the changes created during each action (planned and genuine processes). During this documentation, we made and analysed video recordings, audio recordings, and materials (invitations and summary reports) documenting various kinds of group work. In the framework of semi-structured and unstructured interviews, during the research the members and leaders of various groups (mayor, clerk, NGO leaders, church leaders, and leaders of enterprises operating in localities) were interviewed. In addition to the interviews, we also analysed each endeavour as observers of the forums and analysts of the related documents. At the end of each interview, we asked the respondents to recommend another respondent and/or an event for each stakeholder where we could participate as observers to follow the evolution of social aspirations. In the first part of the interview, we asked our interlocutors to formulate the concept of social innovation in their own words. After recording the answers, we continued the investigation with the following groups of questions: mapping general information on the municipalities and/or organisations, presentation of the implemented social innovations, outlines of the planned social innovation efforts, describing successes and obstacles, and drawing lessons, assessment of regional co-operation (and their opportunities). To answer the research questions, we analysed our notes taken at the events, the interview summaries, written summaries of the forums, our personal notes, and audio and video materials from each forum. We paid special attention to repetitive elements, individual opinions and possible contradictions. Based on the interviews, we could identify the relations and mergers within the region, and the (mainly political) factors that make co-operation

difficult or impossible. We identified the factors that can be identified as key challenges for the region (educational inequalities, unemployment, health and housing issues, Roma inclusion, community needs, and local economy development) and identified areas where endeavours can be identified for the region based on the contribution of social innovation to well-being. The knowledge base defined according to the above criteria is described in the Appendix 1 (Table A1).

3.4 Selection of good practices using an expert-system

In the course of the research, special attention was paid to the role of social innovation processes in the convergence processes of peripheral areas. In addition, these studies have highlighted the need to identify factors that focus on knowledge management and learning in the selection process [10, 11, 12]. In a full description of this process, a specific model interpreting a value-driven training solution is presented (Figure 5). An economic and social database provided the framework for the value-driven training model, which, together with the qualitative data revealed by the participatory action research, enabled the development of a knowledge base of good practices. The repository of good practices is a database of structured good practices and their evaluation according to specific criteria. The database should be continuously updated with new good practices and statistics. Since we considered the establishment and operation of social innovation as a change management process, we found that all its features were identifiable. In this approach, change management aims at recognising, acknowledging, planning, implementing and sustaining the changes needed for environmental adaptation and municipal/organisational renewal. In line with the process of change, the training model pays attention to the types, structure and target groups of training, to the definition of measurement levels for social innovation initiatives (micro-, meso- and macro-levels) and to attitude formation (change of attitude and the reduction of prejudices). In our value-driven training model, the focus is on knowledge transfer in collaboration with disadvantaged students in higher, secondary and primary education. We undertake to transfer the knowledge required for the successful implementation of social innovations, e.g. about entrepreneurship and the institutional system, to selected university students, who, with our mentoring, then pass on the acquired knowledge to secondary-school students coming from their municipalities and being in similar social statuses, who then do the same with primary school students involved in the experimental project on a voluntary basis. Thus, through a multi-level training structure, learning through engaged participation, and with the involvement of innovators and sponsors, economic development innovations and social programmes are implemented. The various phases of this process are made novel by the special attention paid to the activities of the value chain of knowledge management, which may contribute to the formation of a new community in the locality and to the retention of young people in the region. In order to shape up and operate community building and well-being initiatives as social innovation solutions, the programme participants need additional training, coaching, counselling and sensitisation, which is also a relevant element of the initiative. Social innovation takes the form of innovative partnerships involving local residents, local authorities, businesses and social enterprises, research institutes, universities and civil society.

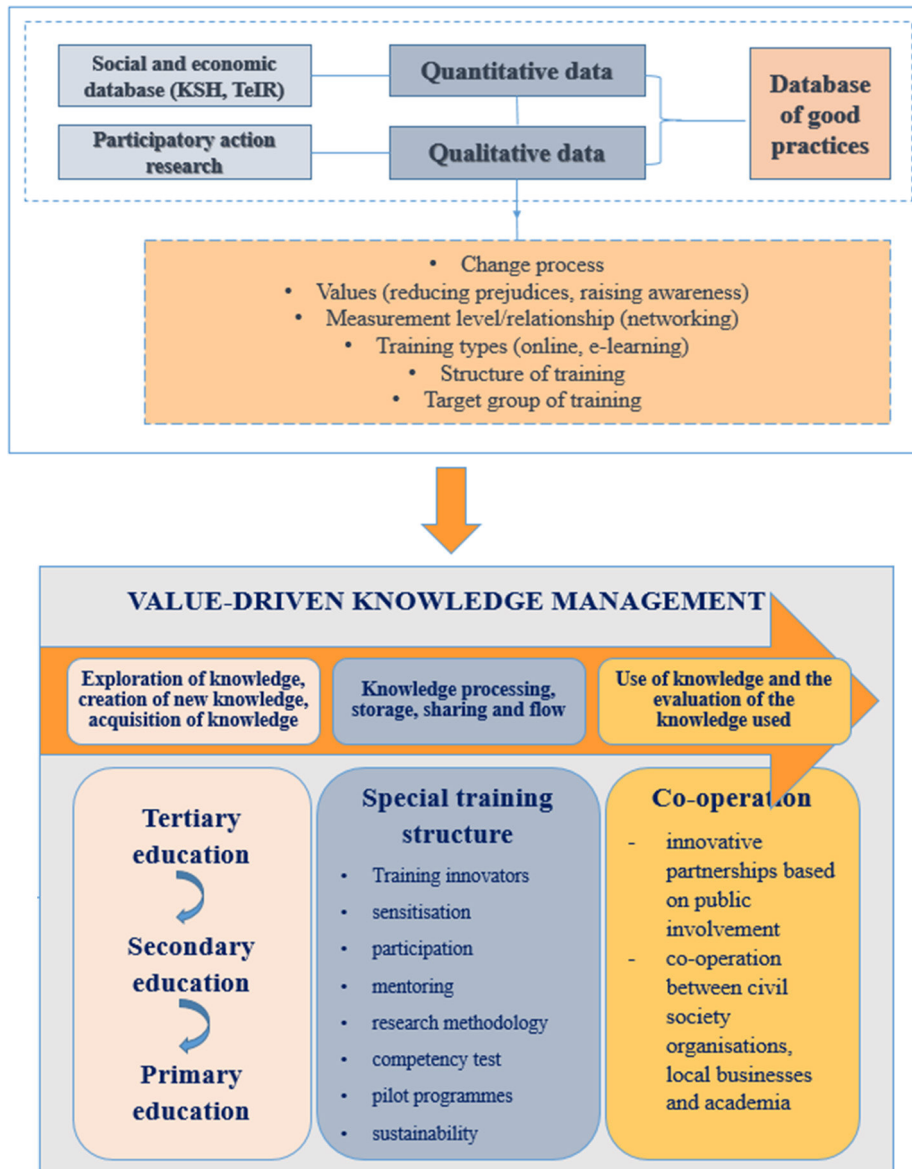


Fig. 5. Value-driven training model based on the structured documentation of good practices
 Source: Authors' own elaboration based on [13].

3.5 Comparative analysis of selected good practices

Within the framework of our research, we have identified two practices that, based on a conscious selection, provide the greatest added value among initiatives aimed at eliminating educational inequalities (Table 2).

Table 2. Comparative analysis of selected good practices

		Symphony Programme	Sport as a Socialisation Programme (pilot)
Name/Address		Hungarian Maltese Charity Service, Symphonia Foundation	University of Miskolc
Contact person			
Purpose		The main aim of the programme is to reduce early school leaving and early school drop-out, and to help children succeed in school.	The aim of the programme is to enable disadvantaged children who are talented in individual sports to achieve better integration into society, to make good progress in their studies and to reduce environmental disadvantage.
Target group		disadvantaged students in primary and secondary education and the wider community (parents, teachers, support professionals)	disadvantaged students in primary, secondary and tertiary education, as well as the wider community (parents, mentors)
Target region		Northern Hungary region	
Human resources		The programme employs 16 social workers and 25 music teachers. The professional management team consists of 5 people and the project management team of 3 people. A total of 49 people are working on the programme, but they also aim to involve as many volunteers as possible.	Physical education teachers, coaches, school principals, teachers involved in improving learning outcomes.
Financing		funds from foundations, voluntary donations, tender applications	local and central funding, tender applications, voluntary donations
Required infrastructure		internet, technical equipment, musical instruments, real estate	gyms in schools that are in operation, possibly closed but not vacated; swimming pools (focus on sports for which the infrastructure is available, the equipment is not too expensive and training can be done locally)
General information			

		<p>Sport as a socialisation factor has a positive impact on talent management and better integration into society.</p>
<p>Brief description (identification of the need)</p> <p>Presentation of implementation</p>	<p>A social programme in which music is a means of creating opportunities and a way out for disadvantaged students.</p> <p>The idea of the Symphony Programme was invented in Venezuela in 1975 by pianist, conductor and economist José Antonio Abreu. The concept was brought to Hungary by the Symphonia Foundation. The children living in the village (Monor) were lured to the school with violin music, and the programme quickly became very popular with them. The Symphony Programme brings together pedagogy, music education, social and community development work. It is a systemic approach, based on the premise that children's school careers cannot be understood in isolation, but only within the context of the family, local social, child-welfare and healthcare institutions that surround them.</p>	<p>Developing a scholarship scheme to support young people who are good or outstanding in sport, but also have good academic results, at all levels of education. A scholarship for good performance in both academics and sport will provide the student with the support he/she needs to enable him/her to continue his/her studies and further education. The personality traits and characteristics (concentration on performance, ...) developed through sport will help candidates to perform well in other areas of life.</p>
<p>Results, outcomes and ideas about the future</p>	<p>An important result identified was a significant change in the children's behaviour, perseverance and concentration. The Symphony Programme offers an innovative tool for children living with insecurity, severe deprivation and difficult family circumstances, with key elements of a sense of achievement, self-confidence and a sense of belonging to a community. Group music sessions are the backbone of the Symphony Programme, developing children's intellectual, emotional and social skills through an experiential approach. They also support the participating children and their families with social and community development activities. Currently 700 children participate in the programme.</p>	<p>To create a life situation for the students involved in the programme that will enable them to integrate successfully into society, in sport and in their profession of study, and to become active players in the labour market. The scholarship is a tool that helps the beneficiary to develop and maintain a higher quality of life. An important outcome of mentoring is a sense of achievement, self-confidence and a stronger sense of belonging to the community.</p>
<p>Problems encountered and lessons learned</p>	<p>Lack of resources and volunteerism, individual case management for families in need, the channelling of various problems into the local care system.</p>	<p>In addition to providing resources, running the system and network that has been set up, individual case management for those concerned, and strengthening an inclusive attitude.</p>

(Continued)

Table 2. Comparative analysis of selected good practices (Continued)

Name/Address	Symphony Programme	Sport as a Socialisation Programme (pilot)
Territorial approach	For disadvantaged children in the region, neither the family nor the school alone can create the appropriate conditions for success in school and further education, and this is where the programme can help.	
Grassroots approach	The practice clearly focuses on local needs, and involves the local population in implementation.	
Partnership approach	The exercise has a clear focus on local social challenges, but it is primarily implemented through the efforts of local civil society organisations, educators and support professionals.	Parents' associations to support programmes, sports clubs to create conditions for participation, foundations to support disadvantaged children, local governments, local entrepreneurs, minority organisations, churches.
Innovation	The resulting youth orchestras have become models of the social functioning for children, where everyone has an equally important role to play, and where a common goal can be achieved through co-operation and solidarity.	By implementing the adaptation of the US draft system, it offers disadvantaged young people a way out and supports their integration into society on the basis of performance.
Integrated approach	As a result of the programme, the incidence of juvenile deviance resulting from social tensions and a lack of purpose has decreased significantly.	
Publicity/networking	The programme places a strong emphasis on networking and knowledge sharing, i.e. the continuous exchange of experience between programme sites. The project has developed an educational programme and an accredited teacher training programme, which will enable the Symphony Programme to be extended and introduced in other schools. The programme also provides an opportunity to expand beyond the school walls and enrich the activities of those working with children and young people in community centres and other community spaces.	The implementation of the Sport Socialisation Scholarship Programme in a network requires the development and continuous provision of network competences, where, in addition to funding, the availability of human resources is, in our opinion, the biggest risk. The promotion of the programme is an essential condition for its success. Local initiatives and results should be reported as widely as possible, involving as wide an audience as possible.
Sustainability	Hungary has a long tradition of instrumental music education and choral singing. However, the Symphony Programme does not compete with the traditional music school network, as it uses a different methodology and targets children who are typically excluded from traditional music education. Music teachers typically visit schools in groups, in other words, several music teachers give instrumental lessons at the same time.	The following aspects of sustainability are relevant: – social sustainability can include the inclusion of a disadvantaged group, – it contributes to economic development by bringing out those concerned from the labour market.

Why can it become good practice?

(Continued)

<p>Why can it become good practice?</p>	<p>Adaptability</p>	<p>This good practice can be adapted to other regions and target groups, taking into account local conditions. In schools, the programme is embedded in the all-day school system, with morning and afternoon music sessions forming the backbone. They also organise a number of school and municipal performances, as well as inter-school, regional and national meetings and concerts. Their main goal is to create orchestras at regional and subsequently national level, and to provide their students with as many opportunities as possible to perform and experience success.</p>	<p>This good practice can be adapted to other municipalities, regions and target groups, taking into account local conditions. The scholarship scheme can be integrated into primary, secondary and tertiary education through a specific mentoring activity, which ensures both its specialisation and its scalability.</p>
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Source: Authors' own elaboration based on the participatory action research.

The good practices will be presented in a structured way, outlining the background to the initiative, its main objectives, local conditions and circumstances, the implementation process, the results and impacts to date, and the adaptability and sustainability assessment. In the selection process, we made a conscious effort to present a pilot programme (Sport as a Socialisation Programme), in addition to a successful example that has been operating well for many years (Symphony Programme), and to actively contribute to the development of the framework conditions for this programme. While the Symphony Programme focuses primarily on students in primary and secondary education, Sport as a Socialisation Programme primarily targets students wishing to enter higher education and then continue their education.

4 Conclusion

Innovation is always present, it is created by constraints, but whether there will be a long-term solution to a problem depends on the institutional framework. Initiating social innovation is based on expertise, willingness and trust, which are key elements of co-operation. Adapting good practices supports the generation of further innovation. The question is, however, whether the practice in other municipalities can be imitated and embedded in the life of a given community. Imitation in itself is only a transfer of good practice, but transferring the process, encouraging co-operation, supporting collaboration between organisations and municipalities, and setting the framework conditions for networking will lead to effective and sustainable solutions to key problems in disadvantaged areas. The good practices examined have responded to the local needs, and the participants have co-operated and consulted with institutions, civil society organisations, entrepreneurs and local residents in the municipalities concerned to implement the programme. In an innovative way, they have initiated genuine dialogue and innovative solutions, while encouraging the public to take action. This in itself is a social innovation.

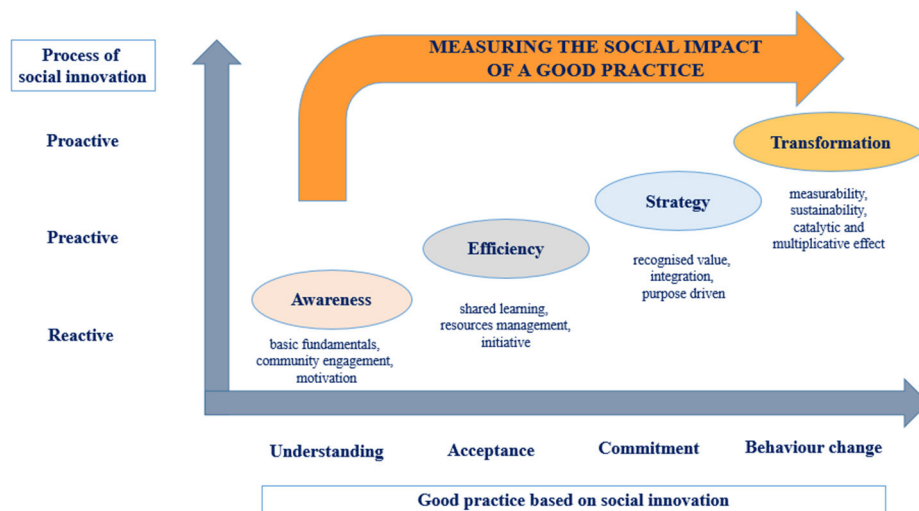


Fig. 6. Measuring the impact of the good practices studied in social innovation
 Source: Authors' own elaboration based on [14].

The impact of good practices in social innovation can be measured by the analysis of the social, economic and environmental impacts (e.g. per capita income, educational attainment, livelihoods) that result from the initiatives. The changes that are taking place are creating new needs, which also support the generation of further social innovation practices. Considering social innovation as a process of change management (Figure 6) also allows for the analysis of good practices that aim to identify, recognise, plan, implement and sustain the changes required for environmental adaptation and regional/organisational renewal. Learning and understanding good practices in social innovation, embracing change and committing to the initiative will lead to change in the behaviour and this will measure the impact of social innovation and the added value of the overall transformation.

In our study, we set out to present good practices selected on the basis of this impact assessment, which have the greatest added value in the field of community development and well-being. Based on the research, it can be concluded that the value-driven social innovations observed in the Northern Hungary region and integrating young people of different age groups and disadvantaged groups provide useful methodological solutions to community problems. Social aspirations have a powerful role to play in reducing the outflow of skilled young people, supporting disadvantaged groups and meeting a higher demand for public culture.

5 Acknowledgment

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7 Appendix

Table A1. Knowledge base of good practices in the Northern Hungary region

Name of the Good Practice	Typology of Good Practice	Target Audience and Target Area
1. Valuing the past for the future	attachment to residence	well-being of the local population/Kazár
2. Hopeful village renewal	attachment to residence	well-being of the local population/Kozárd
3. Exemplary cooperation	attachment to residence	well-being of the local population/ Domoszló
4. A shared past and future	attachment to residence	well-being of the local population/ Rózsaszentmárton
5. Enable your Community!	attachment to residence	well-being of the local young people/ Kerecsend
6. Enable your Community!	attachment to residence	well-being of the local young people/Tar
7. Neighbourhood Watch Aldebrő	security of residence	the safety of the local population/Aldebrő
8. Neighbourhood Watch Arló	security of residence	the safety of the local population/Arló
9. InDaHouse programme	educational inequalities	disadvantaged children/ Hernádszentandrás

(Continued)

Table A1. Knowledge base of good practices in the Northern Hungary region (*Continued*)

Name of the Good Practice	Typology of Good Practice	Target Audience and Target Area
10. Symphony programme	educational inequalities	disadvantaged children/complete region
11. Tanodu programme	educational inequalities	disadvantaged children/Szúcs-Bányatelep
12. Sport as a Socialisation programme	educational inequalities	disadvantaged students/complete region
13. Model of Verebély	Roma integration	Roma and non-Roma population/ Mátraverebély
14. The way out of segregation	Roma integration	Roma and non-Roma population/Varsány
15. Common-multiple programme	Roma integration	Roma and non-Roma population/ Eger
16. BRIDGE – EQUAL	Roma integration	Roma and non-Roma population/ complete region
17. The rebirth of Hidvégardó	job creation	unemployed population/Hidvégardó
18. Building self-sufficiency	job creation	unemployed population/Szemere
19. Start work programme	job creation	unemployed population/Karancslapujtő
20. Start sample project	job creation	unemployed population/Garadna
21. Help yourself!	job creation	unemployed population/Halmaj
22. Self-sustainability in Ináncs	job creation	unemployed population/Ináncs
23. Agriculture programme	job creation	unemployed population/Putnok
24. Fruitful village programme	job creation	unemployed population/Trizs
25. Symbiosis Foundation	job creation	people with disabilities/complete region
26. Rainbow Social Co-operative	job creation	unskilled unemployed people/ Hidasnémeti
27. Innovation Park	local economy development	well-being of the local population/Abasár
28. Making a doll of Kazár	local economy development	well-being of the local population/Kazár
29. Us, but with others programme	local economy development	well-being of the local population/Hatvan
30. Green Basket Community	local economy development	well-being of the local population/ complete region
31. Many little ones go a long way!	community needs	well-being of the local population/ Taktaharkány
32. Tomor-Row programme	community needs	cultural programme for the population/ Tomor
33. Land of wonders	community needs	cultural programme for the population/ Mátraverebély
34. Future of the Hernád Valley	community needs	cultural programme for the population/ Hernádszentandrás
35. Help paralysed hands!	community needs	well-being of the local population/ Celer-Zabar-Szilaspagony
36. Generations in relation	community needs	young and elderly population/Abasár
37. Active life in old age	community needs	elderly population/Borsodszentgyörgy
38. University of the Third Age	community needs	elderly population/Miskolc

Source: Authors' own elaboration based on the participatory action research.

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