

Summary of Experience Sharing Workshop in Short Training of YDSI Project

Aivars Kaupuzs
Rezekne Academy of Technologies, Latvia

Laura Kudravskā
Rezekne Academy of Technologies, Latvia

Alicia Sara Garcia Peris
Mancomovitat Ribera Alta, Spain

Karolina Kirekowska
Januzs Korczak Pedagogic University, Poland

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Summary

This short report is summarizing experience of understanding about Digital Social Innovations of project participants from different countries. The main benefit of training work describes the quotation: *“We need to accumulate more experience with the new paradigms enabled by network effects and collective intelligence, and in turn these technosocial experiments dramatically depend on support from public programmes. We need to create awareness about the potential applications of the hyperconnected society, both in the citizens who will benefit from it and in the researchers who are developing the solutions, wrapping together a large spectrum of competences from all avenues of life and human sciences. We need to learn how to leverage the unprecedented decentralisation possibilities offered by networking technologies to improve democratic processes. And we need to be as open as possible, in both technology and society, to integrate new people, ideas and sustainability models.”* (Geoff Mulgan Chief Executive, Nesta) [1].

The results of training workshops are described by participants.

- **Karolina Kirekowska, Poland:** *„What can I say about Udine workshop? It was awesome! Thanks to this experience I realize there's "A whole new world" (like Jasmine sang in "Aladdin" in Disney version) to discover a new field to work in. Our world is changing because of constantly developing technology. When I was doing a research for presentation I saw a lot of inventions that helps people. I found an app*

even for brushing teeth properly. My favourite is "Magic carpet" - it's amazing for kids and for older people. During workshop I've noticed there's a lot of "help" (like European Commission, foundations etc.) for people who wants to create something new - to be honest, you only need an idea (what to do and how to do it) and find someone who will help you. And it doesn't mean that you have to be rich or a volunteer... You can be both - help others and earn money :). I think it's important to do such workshops, meetings etc. to show to others that this path is open for everybody..."

- **Alicia Sara Garcia Peris, Spain:** „I think these days are really interesting for us. The initial presentations helped us to better understand the theme of "YDSI Training event" and served as a guide for work in groups. Working in a group was very useful because hearing different points of view can change the way people think and improve their work. It was important to learn that technological innovations help us in many areas and that we must integrate them into our lives and use them as tools to connect people, to facilitate the educational process, to motivate, to help us in our difficulties..."
- **Aivars Kaupuzs, Latvia:** „I clarified the main meaning of **Social Digital Innovations** term during this project. Digital Innovations are all around of us but the **Social** factor is not highlighted because the make many dominated in majority of digital products. The networking gives us the possibility to share with good ideas and realize it in sustainable digital projects or products."
- **Laura Kudravska, Latvia:** „Workshops in Udine were really informative for me, because this was my first time being involved with Social Digital innovations, all the information was new for me. I had a chance to learn new information from presentations, from experience of other project participants and from people of our workshop group. It was interesting to learn some new digital innovations in other countries, what problems are topical for them, that may be not as topical in our country."

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Conceptual Framework of Digital Social Innovations

“Digital Social Innovation is a type of collaborative innovation in which innovators, users and communities co-create knowledge and solutions for a wide range of social needs exploiting the network effect of the Internet” [2].

One of the problems that we encounter in our research on digital social innovation (DSI) is related with defining it. Is it a catch-all phrase? A combination of three trendy words? Digital social innovations (DSI) are often associated with positive meanings, like openness, collaboration or inclusion, as opposed to more commercially oriented innovations. In trying to define such a contested concept as digital social innovation, we should strive to disentangle it from its positive aura.

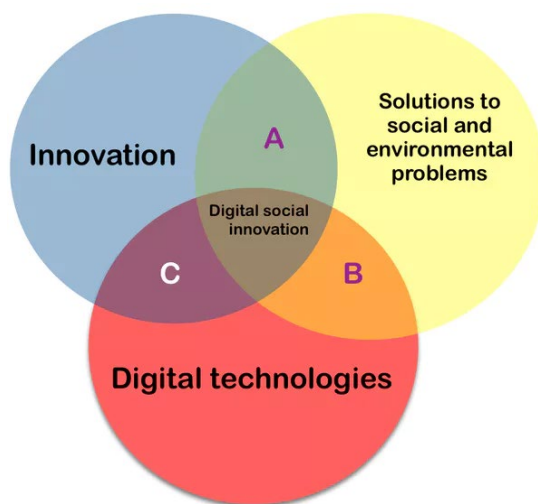


Figure 1. Conceptual Framework of Digital Social Innovations
(<http://theconversation.com/what-are-digital-social-innovations-79066>)

The following figure is helpful for a start. Digital social innovation lies at the intersection of three spheres: innovation, social and environmental problems, and digital technologies.

The first sphere is innovation. It refers to the development and diffusion of a (technological, social...) novelty that is not used yet in the market or sector or country where it is being introduced.

The second sphere concerns the solutions put in place to address social and environmental problems, for example through public policies, research projects, new practices, civil society actions, business activities, or by decentralising the distribution of power and resources through social movements. For example, social inclusion measures facilitate, enable and open up channels for people to participate in social life, regardless of their age, sex, disability, race, ethnicity, origin, religion or socioeconomic status (e.g. the positive discrimination measures that enable minority students to enter universities).

Finally, the third sphere relates to digital technologies, which concern hardware and software technologies used to collect, process, and diffuse information [3].

As Digital Social Innovations is an evolving and broad field, it is difficult to find an all-encompassing definition. Furthermore, as other similar fields like ‘civic tech’ and ‘tech for good’ are also becoming common currency, there is limited use in boxing ourselves into a strict definition [1].

One of many definitions are: “A type of social and collaborative innovation in which innovators, users and communities collaborate using digital technologies to co-create knowledge and solutions for a wide range of social needs and at a scale and speed that was unimaginable before the rise of the Internet.” [4]

The main areas where Digital Social Innovations has potentials for important social impact:

- Digital Democracy
- Health and Care
- Migration and Integration
- Food, Environment and Climate Change
- Skills and Learning

Digital Social Innovations term interpretation in cross-cultural concept

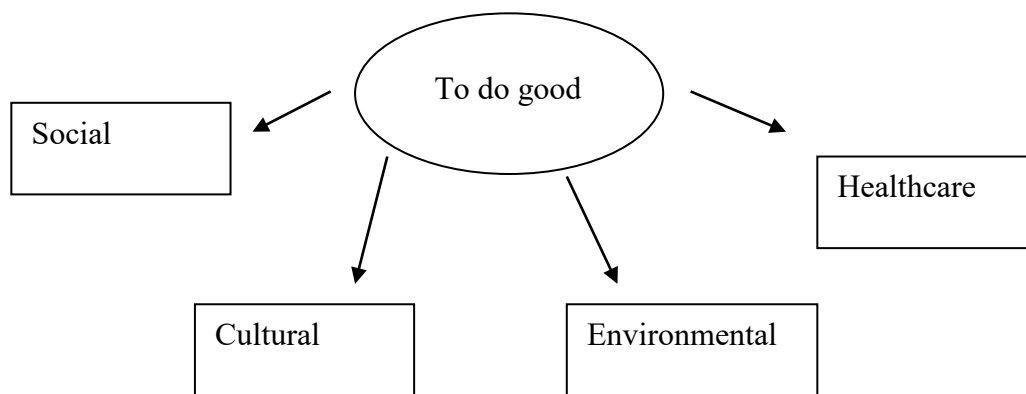
Question 1.

Definition – To make money and do good to a community.

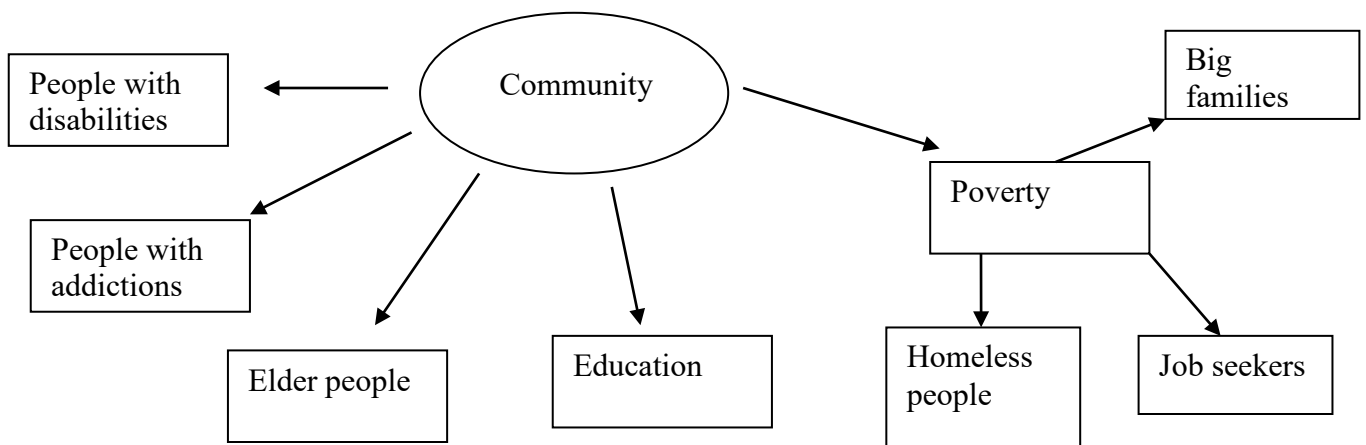
Explanation of this definition.

This definition has 3 key elements: 1 – To do good; 2 – community, 3 – To make money.

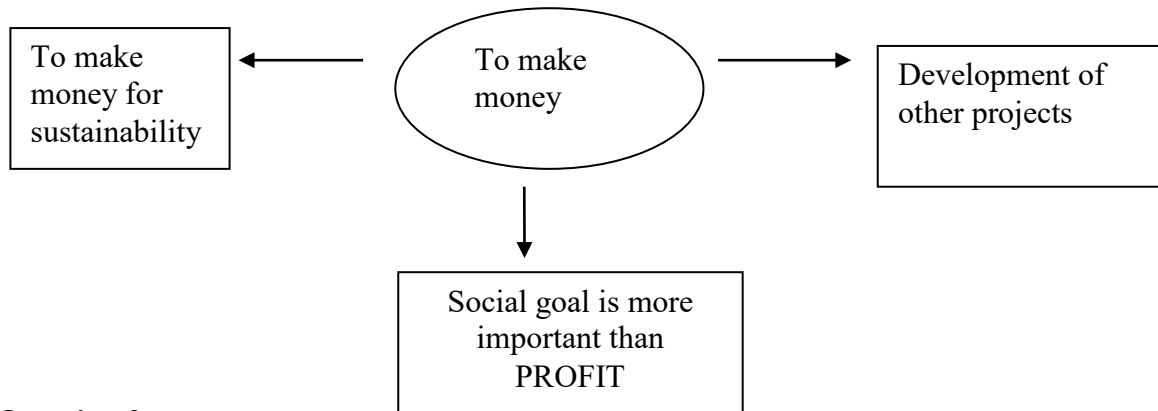
1. To do good – causes can be various – social cause, cultural cause, environmental cause, healthcare etc.



2. Community – target groups of social entrepreneurship can also be various – Disables people, people with addictions, elders, Education, Poverty ect.



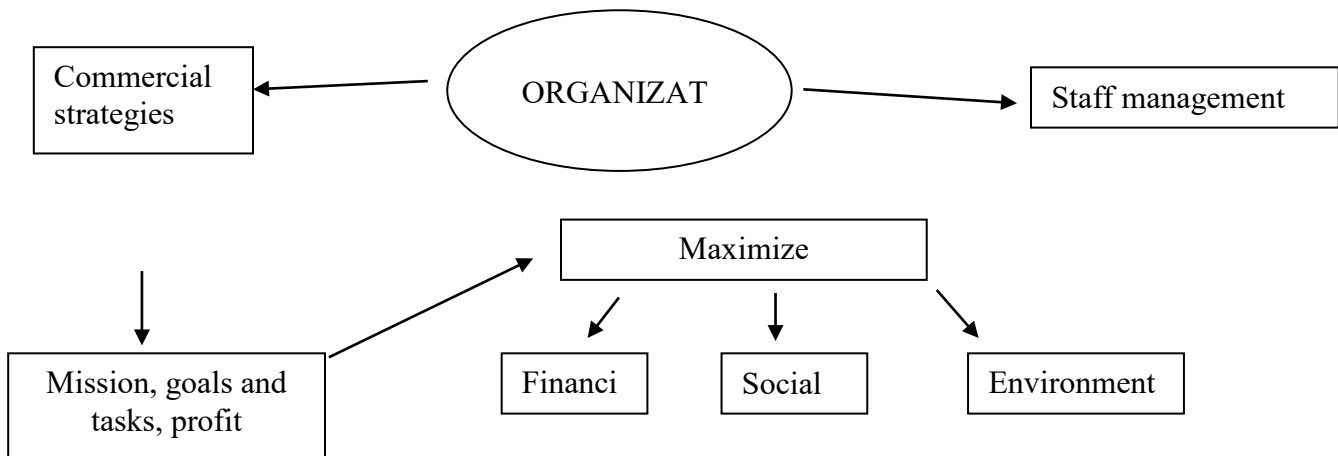
3. Another key word – To make money. Because it is Social ENTREPRENEURSHIP, one of the goals is to make money. But this money is not kept to themselves.



Question 2.

Social Enterprise is an organization that already has fundings for projects.

It can be explained as an organization that has commercial strategies (they have mission, goals and tasks and in the end they want to have a profit)

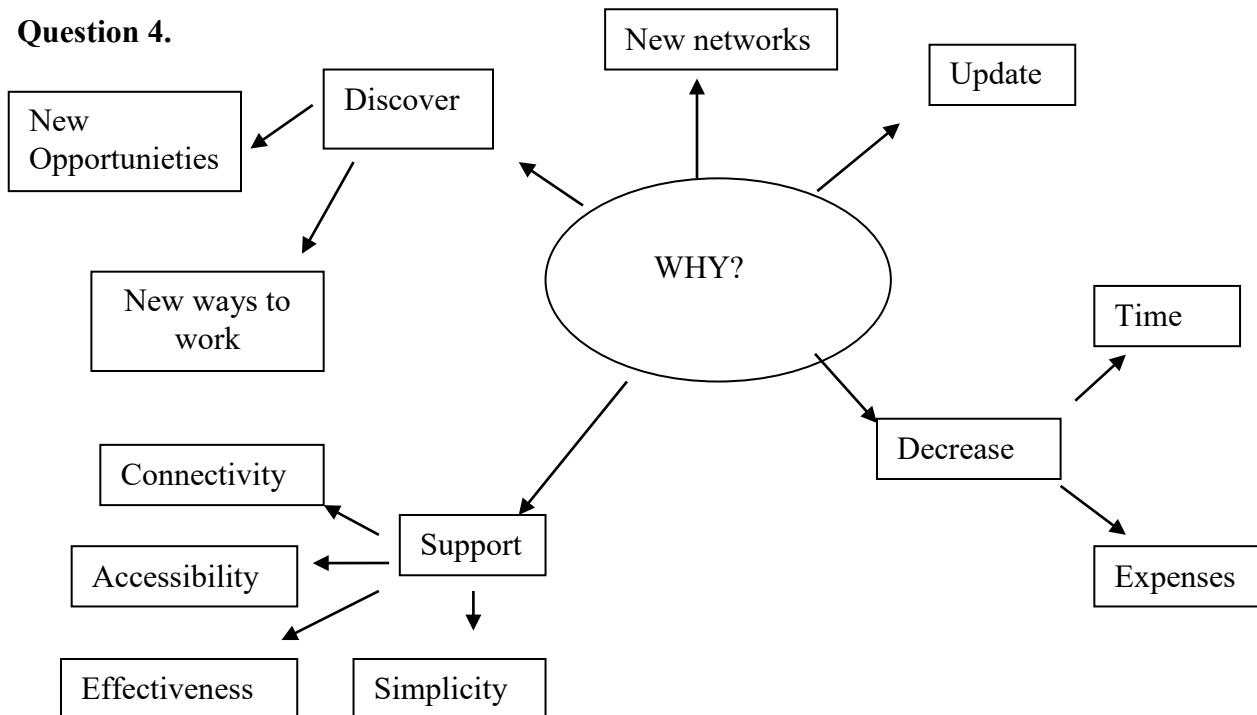


Question 3

Because of many funds and organizations it is easier to receive fundings for new innovations and projects. Here are mentioned some of the committees, organizations that provide fundings for digital innovations:

1. Horizon 2020
2. European Social Fund (ESF)
3. European Social Innovation Project
4. Employment and Social innovation program (EaSI)

Question 4.



Question 5.

SOCIAL BUSINESS PLAN

1. Choose a social issue
2. Research it
3. Global viewpoint
4. Clarify legal structures
5. Solid business plan
6. Funding options
7. Seek support from mentors (professionals of the field)
8. Hire the right people
9. Build a company structure
10. Reach out globally (Facebook, Twitter, Youtube etc.)

Examples of Best Practices of Digital Social Innovations in Europe

There are organisations working on Digital Social Innovations all across Europe. Encouragingly, there is at least one organisation registered from every member state, and at least one project from every member state except Malta. (The database also contains several organizations and projects from non-member states.) However, there are major disparities in the geographical spread of DSI (Figure 2).

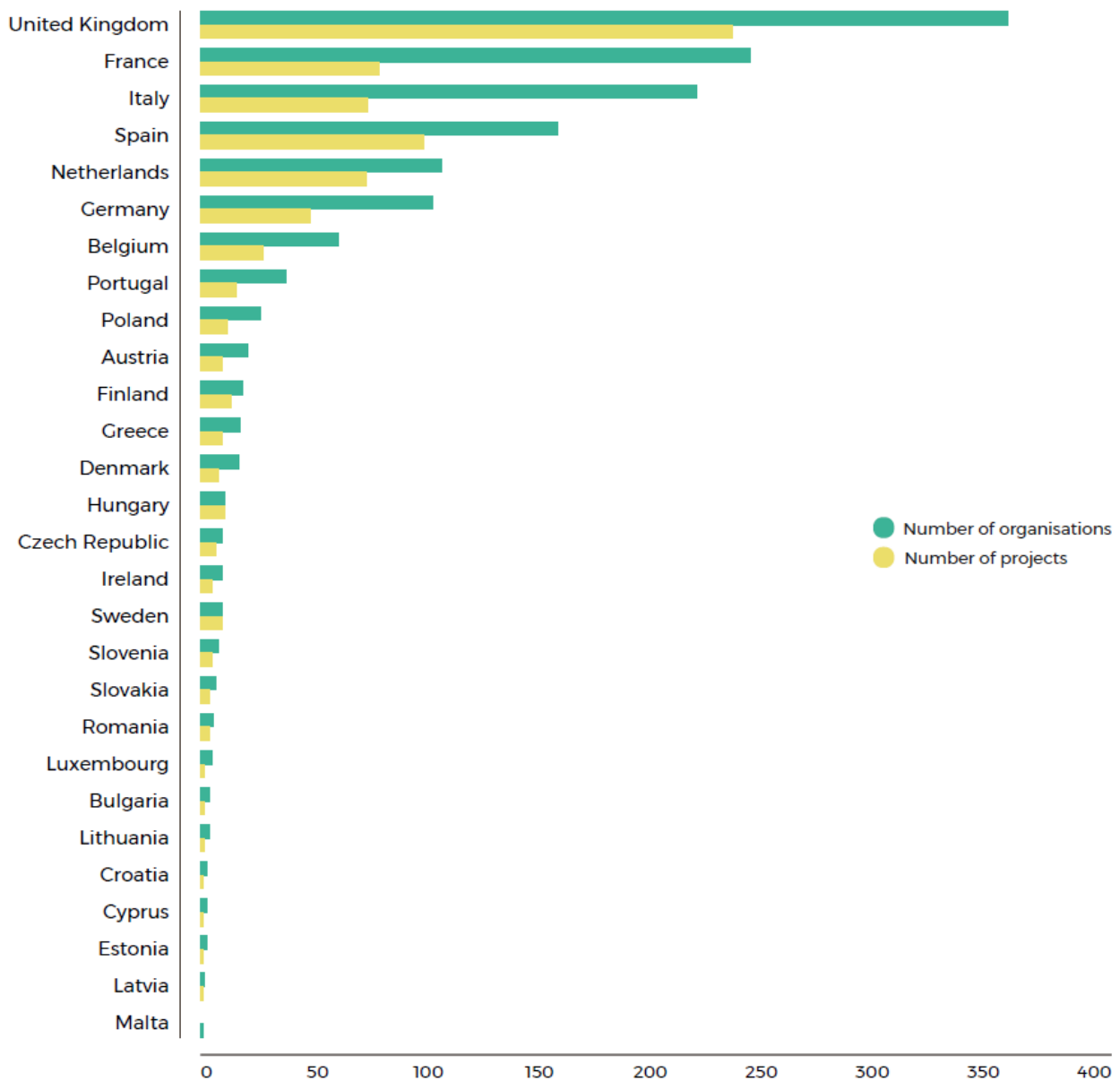


Figure 2. Number of organisations and projects by country [1].

Digital Social Innovations can thus be defined as novelties that use, develop, or rely on digital technologies to address social and/or environmental problems. They include a broad group of digital platforms which facilitate peer-to-peer interactions and the mobilisation of people in order to solve social and/or environmental problems. Neighbourhood information systems, civic engagement platforms, volunteered geographic information systems, crowdfunding platforms for sustainability or social issues, are some of the cases of the DSI area [3].

The technology which drives collaboration, or is explicitly outward-looking, is at the heart of most DSI. Specifically, of the four most commonly used technology groups, three directly facilitate and rely on collaboration or network effects (Social Media and Social Networks; Crowdsourcing, Crowdmapping, Crowdfunding; Peer-to-Peer Networks). Although emerging technologies such as artificial intelligence, machine learning and blockchain are being used by DSI projects, the majority of DSI projects make use of more established - and less ‘hightech’ - solutions, such as social networks, crowdsourcing and web or mobile apps. Projects which do employ emerging technologies also tend to rely on established technologies. Contrasting emerging and established technology also reveals regional variation: projects which are making use of emerging technology are overwhelmingly based in Western or Southern Europe. Just as can be seen a diverse range of technology across the field as a whole, the range of technologies are used in all social impact areas too. As shown in Figure 3, each social impact area is addressed using at least nine different technology types [1].

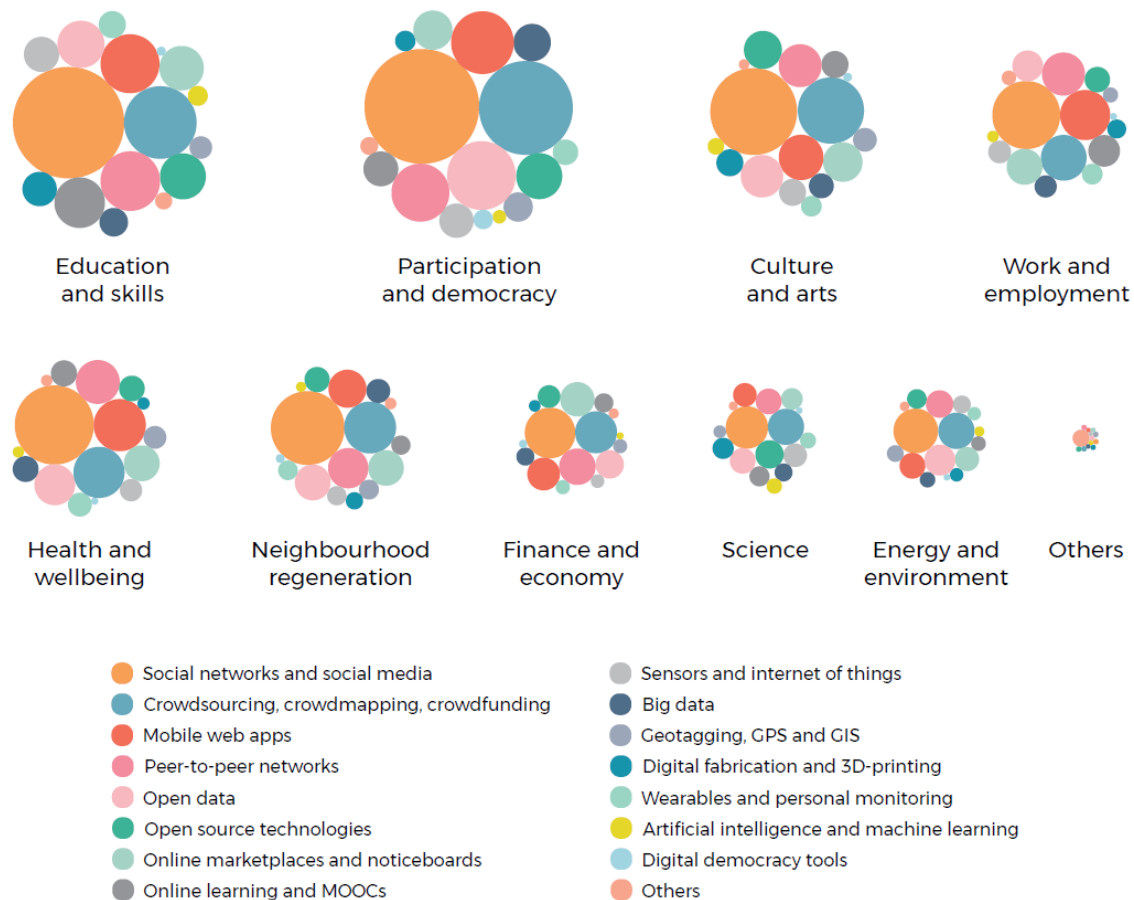


Figure 3. Number of projects in each social area, sub-divided by technologies used [1].

Digital Social Innovation Example in Latvia



<https://manabalss.lv/>

ManaBalss.lv is a civic organization based in Latvia and launched in June 2011 to provide a possibility for the citizens of Latvia to promote their initiatives and gain support for these initiatives for further submission to Saeima - national parliament of Latvia. Activities of ManaBalss.lv are characterised by very good rate of success: approximately half of the public initiatives are either supported by Saeima or are in the process of review.

ManaBalss.lv was created in the late 2010 - early 2011 by social activists Kristofs Blaus and Jānis Erts as a response to the mismanagement of the governance in the country which led to the 2008 Latvian financial crisis. Name of the portal in Latvian language means "My Voice"[5].

The first initiatives were launched in June 2011 and were aimed at making the information about the offshoring operations more open to the general public. Over the first week the initiative gathered more than 10 000 supporters and as a response to this Saeima urgently changed the legislation.[6]

Until the June 2017 through ManaBalss.lv were proposed 42 legislative initiatives. 15 of these initiatives have been supported either by Saeima or by municipalities of Latvia while 14 initiatives are under consideration. It has been assessed that more than 70% of the population of Latvia have visited the portal, there have been collected 791 000 signatures.[7]

ManaBalss.lv is considered to be a successful case of internet activism where online petitioning and well-organised lobbying activities can help in the democratization of society and country.[8] According to ManaBalss.lv it is the most successful national citizen legislative initiatives' platform in the world.

Major part of the activities of ManaBalss.lv are financed by the donations of individual users, part of the financing is attracted as local and international grants as well as comparatively small donations from organizations. Yearly ~25'000 people donate money to the platform.

Initiatives can be submitted by any citizen of Latvia. Each initiative should comply with minimum requirements, e.g. it should be implemented by the state or municipal institutions through legislative changes and other activities, the initiative should be constructive and feasible.

After the initiative is approved by ManaBalss.lv it should collect 10 000 supporters in order to be submitted to Saeima.[5]

Digital Social Innovation Example in Poland

1. **MAGIC CARPET by Funtronic**

A Funtronic Floor is an interactive projection tool that is simultaneously **an interactive floor and table**, being a didactic aid designed for exercises, games and all motion-based activities together with a set of multimedia content intended for children of pre-school and school levels, as well as for rehabilitation of adult people and the elderly.

2. **SMART BOARD** – interactive flat panels

Inspiring students to learn sets them on a path to becoming their best selves. SMART helps educators open more ways for students to learn, so they develop the skills they need to succeed and tap into their unique potential. **SMART Notebook®** software for Windows and Mac comes with lesson creation tools, subject specific features and endless ways to wow students in any grade level. **With SMART Learning Suite (SLS) Online**, create lessons, activities and assessments anywhere, add interactive features to static content and share to any student device.

3. **B-LINK by Orange**

b-Link is a program that allows you to **control your computer using eyelid blinks**. It is addressed to people who, due to their disability, did not have or have had a very limited ability to use the computer and the Internet.

4. **SpolEdu - Cooperative of open education** (We multiply to share. We divide to multiply.)

SpolEdu's activities focus on supporting open education in the Polish school. The Community aims to build and improve the cooperation model when creating high quality open educational resources (RES). We create a network of teachers who value mutual help, cooperation with students, other schools, and specialists in various fields. We also want to improve the competences of project participants in the use of digital tools in education and to increase knowledge of copyright, Creative Commons and free licenses.

5. **TechSoup Polska** (part of TechSoup group)

They support technological (r) evolution in social organizations, libraries and museums. They provide cheaper access to legal, up-to-date software and hardware. They teach how new technologies help to tell your story, attract allies and earn money.

Cheap and legal software + hardware – TechSoup runs a global technology donation program.

Training and workshops – TechSoup also teaches how to use new technologies. They organize training for non-governmental organizations that learn how technology helps to tell their story, attract allies and earn money.

Inspiration and knowledge sharing – Meeting with non-governmental organizations from all over the country, where people talk about how to use new technologies, where to find them and how to transform organizations into digital one.

6. **MIGAM INTERPRETER** – Sign Language interpreter

The first language of a Deaf client is Polish Sign Language – it has different grammar and syntax, distinct from Polish. That is the reason why Deaf people have such difficulties when communicating, with hearing people via writing, with hearing people- and the other way around, hearing people also encounter problems with understanding the specific word order, in which Deaf usually write. To eliminate this communication barrier, we launched the Migam Interpreter- a service which enables instant video access to a Sign Language interpreter, via a Web browser, mobile application, or any device equipped with a camera and Internet access.

7. **SMART CITY for Kids!** by „Cyfrowy Odkrywca”

It's educational toy for children 4+ and their parents, which allows you to get an idea of the power and role of the computer in the World!

- shows that the computer is much more than games and the Internet
- develops logical and analytical thinking through programming learning
- transfers skills guaranteeing a better job in the future, and at the same time great play with family members!

8. **FUNBRUSH app design** – interactive toothbrush for children

FunBrush is an application and at the same time an electronic toothbrush with the visualization of virtual animals that obviously need hygienic support. When the child moves the brush in the mouth, the application reflects their movement on the screen of the tablet or smartphone.

FunBrush is an educational application, at the same time entertains the youngest.

9. **ROCKPAY** – Shopping through the app

Shopping with RockPay is very simple. Just like our animation made for the needs of this application. Bright colors, transparency, light design, understandable icons and beautiful lector's color.

10. **INSTAPRAY**

Instapray is a safe place that connects people around the world through prayers. Request prayers, share your prayers, pray for someone, and get connected! Become a part of the Instapray community and share your love, support, happiness, or struggles with the world around you.

Digital Social Innovation Example in Spain

CLASSDOJO

<https://www.classdojo.com/es-es/>

This resource allows teachers to organize their classroom, promote gamification activities, qualify students and maintain a more fluent communication with them and their families.

ClassDojo helps teachers to improve the behavior of their students in class, allowing them to offer their students feedback in real time through a web or mobile device.

ClassDojo works on two fundamental principles:

1. Constant positive reinforcement builds positive behaviors. This is a way to encourage behaviors and character skills such as curiosity, persistence and the ability to recover and adapt, qualities that contribute to learning.

2. Connect teachers, parents and students to fully support and develop the student, rather than simply offer more academic content. In fact, in ClassDojo there are three types of accounts, interconnected as follows: Teacher account, student account and parent account.

Everything you ❤️ in ONE place!

Teachers
Teachers create positive classroom communities

Families
Families stay deeply connected to the classroom

Students
Students share their learning home on Portfolios

+ 100% free!

Class Story 📸

- A private feed to share moment with just your classroom families
- Share classroom activities, field trips, anchor charts, and more
- Feel the ❤️ from parents and know they've seen your posts
- New this year! Upload up to 10 photos in a single post

Messaging 💬

- 1 Instantly message parents without giving out your phone #
- 2 Know when your message has been seen - a teacher-only perk!
- 3 Schedule ahead! No more forgetting to send a reminder

Take a break and set "Quiet Hours" during nights, weekends, and holidays

Portfolios! 📁

- Creative ways for students to show their learning
- Easy to login using a QR code, text code, or Google login
- Teachers approve posts before they're shared home
- Families and teachers can leave encouraging comments for students

PLUS it's **FREE** and follows students year to year!

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Appendix

Short Training of YDSI Project Workshop Team

