

Social Innovation Action Labs with students in Iceland

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A Social Innovation Action Lab



CREATE NEW WAYS TO
UNDERSTAND
PROBLEMS



ENABLE NEW SPACES
FOR TESTING AND
EXPERIMENTATION



CREATE NEW WAYS TO
ADOPT AND SCALE
SOLUTIONS

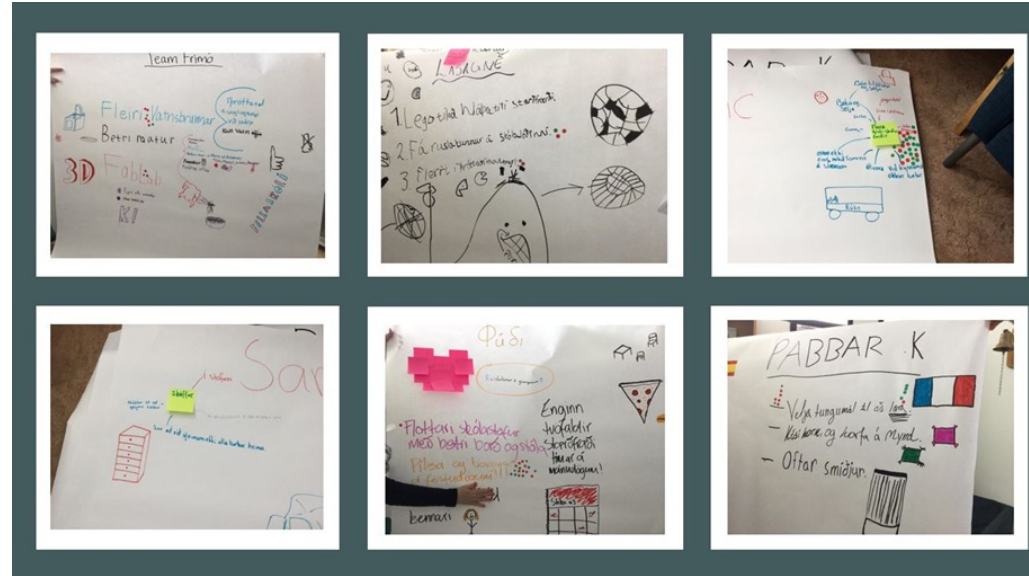
- One way of working to develop the school's work is learners' participation in a Social Innovation Action Lab.
- Social innovation refers to innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly diffused through organisations whose primary purposes are social (Mulgan, 2006).
- Social innovation dynamics are seen as new collaborative forms of intervention to address local public problems, both in urban and rural environments (Neumeier, 2012; Hodson, Geels and McMeekin, 2017).

Creating the dream school

- Working with ideas and solutions to complex challenges or tasks.
- Everyone has a voice and can come up with good ideas.
- In workshops on social innovation, a balance is maintained between the new and the old.
- Learners will follow in each other's footsteps.
- The tasks that learners work on involve exploring new possibilities for solving tasks or challenges.
- 'Innovation is a mixture of old and new, appropriately spiced with the unexpected' – Al Etmanski.



Main issues in group discussion in the Lab (1)



- School starts at 9:00 [instead of 8:20]
- Learners get to choose one lunch menu once a month
- Diverse art and craft workshops more often
- Lego in maths classes
- Trash bins on school grounds

Main issues in group discussion in the Lab (2)

- More gymnastic classes – play
- Choose a language to learn (Danish – other)
- Play in recess
- Have more fun in school
- Drawers in classroom for books
- Sofas in the corridor
- Fundraising – sell bottles and bake
- More school trips overnight
- More water fountains in corridors
- No more double maths classes on Mondays

Teachers' and learners' view of the Lab (1)

'The lab was just fine – it was good to talk together and know what everyone wants. There were not many people who wanted workshops again – it was not so much fun.'

'We want school to start at 9 o'clock and have been saying that for many years now. We don't do much first in the morning, we are so tired.'

'The food is not good – sometimes when you get food you find this kind of plastic taste – it is always high – once I found bones. And it's always the same food – it's fish and sometimes Skyr on Fridays.'

Teachers' and learners' view of the Lab (2)

Do you think that something will be done about the proposals?

'No, we've said this a million times. It is important that something is done about what we want. Why else are we talking about this? We get a paper like this every year where we have to write what we want better – nothing is done.'



The best places in the school

Reflections

Learners given the opportunity (space) to participate

Learners could express their views (voice)

Were learners listened to? (audience)

Did learners' views have impact (influence)?

