

Social Changes – Result of Multidisciplinary Approach (Cases for EU and Kazakhstan Experience)

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Abstract: Globalization of the world community, the introduction of innovative technologies in all spheres of social activity, contributed to their qualitative transformation. These transformations in turn provided qualitative changes in the socio-economic sphere in the Republic of North Macedonia and brought about the need to discuss the reform of the ways to train and educate highly qualified personnel. The purpose of this article is to demonstrate, through the application of interdisciplinary innovation from the perspective of the EU and Kazakhstan, how to respond to social problems by modeling ways to solve problems, contributing to positive social change and the growth of international political discourse. Scientific research was carried out with the help of a system of general methods, among which dialectical, systemic, comparative-legal, as well as historical methods should be named. In addition, special methods of scientific knowledge were applied, among which the method of legal forecasting were used. During the study, an extensive normative and informational base was analyzed. The result of this study lies in providing recommendations for international partnership between higher education institutions and enterprises, to improve the quality of education. As a conclusion, it was established that in the countries of the European Union, there were areas favorable for the development of social innovation.

Keywords: Quality of Life, Entrepreneurship, Intellectual Innovation, Sustainable Development, Social Activity, Employment.
JEL Codes: A13; H75; I38.

1. INTRODUCTION

The world is becoming a big arena of globalization, progressive technology, the rapid development of the business community and the pronounced influence of Higher education systems, and with it the creation of social changes. Therefore, the cooperation of knowledge and experience between higher education institutions and enterprises (business communities) is of great importance, the aim of which is to promote innovation, entrepreneurship, creativity, employment, sustainability, and the development of interdisciplinary research and teaching areas. In this regard, the task of this study is the implementation of necessary changes in the system of higher education in the future.

Unfortunately, most countries prove to be lacking attention to the issues of dialogue between the state, business, and the development of a strategy for youth development in a particular society. The purpose of this article is to demonstrate an effective way of solving social problems using an interdisciplinary approach based on social modeling. The basis of scientific research was taken from the positive examples of the application of methods of multidisciplinary innovation in the European Union and Kazakhstan. Special attention, in connection with the above, should be paid to social entrepreneurship and the results of its implementation – social innovations.

Social innovation has been receiving growing attention from policy makers, inter-national institutions, non-governmental organizations, researchers and the business sector around the world. Despite a growing belief that social innovation represents one of the key solutions to solving current societal problems, the field of social innovation research in higher education institutions (HEIs) provides disparate discussions of this phenomenon (Mynbayeva et al., 2018; Sabirova et al., 2018; Păunescu et al., 2022).

O. N. Oleinikova and A. A. Muravyova consider social innovations in universities as derived from their two traditional functions – providing education and conducting research, the authors define their system parameters that form their identity and distinguish them from social innovations in other areas (2021). Internationally recognized classifications of social innovations are considered, as well as their applicability to the classification of university social innovations. C. Fahrenwald et al. write that the education sector is increasingly facing reforms and innovation initiatives in their respective fields (2021). T. Kozma et al. argue that during the pandemic, especially during its first phase from March to May 2019, many examples of how innovative the field of education has become when faced with contingencies are documented (2022). Communities generate innovation in education. Challenges in communities reinforce them by innovating to overcome new situations.

Social innovations are innovations in the social sphere, leading to improved solutions to economic, social, cultural, and environmental problems and contributing to the improve-

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ment of social well-being of citizens (Sultanbayeva, 2013; Chung et al., 2021). Social innovations are characterized by high risk and a high degree of uncertainty, the possibility of exacerbation of existing contradictions and conflicts, the presence of a side, uncertain result, the transition of the system to a new level. It should be noted that today, there is no generally accepted classification of social innovations; the most common classifications based on spread of the level and scope of social innovations in space (for example, global and local (regional) innovations). Depending on the scale of use, a distinction is made between single social innovations, implemented at one object, and diffuses ones, spreading many objects. The classification according to the social sphere of social innovations deserves special attention. According to this criterion, it is customary to distinguish educational, legal, managerial social innovations and other (Dyogteva, 2019; Sandugash et al., 2022). It is social innovations in education that are the subject of this paper's research.

2. LITERATURE REVIEW

A modern economy must be socially oriented. The European economic model links the growth of workers' incomes with an increase in the profits of businesses and states. "Innovation" has been a key concept in scientific and market research since it was first introduced by J. Schumpeter in his studies of capitalism and the role of enterprises (Ilie, E. G. and Doring, 2020). The effectiveness of social innovation is difficult to identify and measure (Mihci, 2019). The growth of welfare and social protection of the population contributes to structural changes in society. It should be noted that the study of the problems of implementing the concept of social innovation has been engaged in the following scientists and specialists G. Mulgan et al. (2007), G. Mulgan (2012), P. Koch and J. Hauknes (2005), J. A. Phills Jr. et al. (2008), M. H. Moore (1995), S. Neumeier (2012). As part of the implementation of socially responsible behavior by business, more and more attention has been paid to social innovation. There is no generally accepted definition of the term "social innovation". In the interpretation of the World Economic Forum, it is seen as the application of innovative, practical, sustainable, business approaches that lead to positive social and/or environmental change (2022).

The term "social innovation" was introduced by J. A. Schumpeter (1939) to denote the creative process of cognition that results in combinations of resources in business, environments, society, politics and culture. Social innovation involves patterns of interaction and collaboration, which shapes the practice of creating new concepts and solutions. Innovation is a necessary source of economic growth. Social innovation is an economic mechanism, technical progress, and a special social phenomenon (Vasin et al., 2017; Kataeva et al., 2019). It should be noted that until ten years ago, the concept of "social innovation" was absent from social development theory. Nevertheless, the new challenges that have arisen for politicians, representatives of business, science and education require new approaches to solve the problems facing our planet (Nurtazina et al., 2015).

The first appearance of the term "social innovation" in the economic literature took place in the 1960-1970s in the works of P. F. Drucker (2018), P. Rosanvallon (2014), J.

Attali (2006). After so many decades, the term "social innovations" does not have an unambiguous definition. For example, G. Mulgan (2012) define social innovation as new ideas that work to achieve social goals. G. Mulgan et al. writes about improved forms of activity and new ways of doing things (2007). X. Z. Ksenofontova points out that social innovation is the activity of organizing purposeful measures, carrying out procedures to enhance the development of the potential of the management personnel of an industrial enterprise, including management mechanisms (2011). J. Phills et al. explains that social innovation is absolutely any new and useful solution that reflects social needs and problems that are more effective and for which the whole essence of the value created is directed to the whole society, but not for one person (2008). A modern interpretation of the term "social innovation" is given by the economist and banker M. Yunus, who sees social innovation as a cure if the patient is society (2019). A. Schröder looks at social innovation through the lens of educational research (2021). The scholar argues that social innovation reveals a close relationship between learning, creativity, and innovation. Social innovations drive the socialization of society, enabling the creation of sustainable inclusive and proximate to the needs of residents. They contribute to job growth and energy efficiency, while ensuring the sustainability of cities and regions and the well-being of citizens (2022). Innovation has a special role for societal development and education in general. Educational research mostly focuses on creative problem solving, but rarely on organizational ability to innovate.

3. MATERIALS AND METHODS

The materials of the study were taken from the experience of implementing the concept of social innovation in education and science, in the joint cooperation of private business and government agencies in Central Asian and EU countries, such as: Czech Republic, Italy, Germany, Poland, Kazakhstan. In addition, the article is based on the models and results of social innovations in universities of EU and Central Asian countries and the specifics of interstate cooperation of universities, which resulted in the creation of international educational programs and platforms.

The research is based on the materials of interdisciplinary social innovations applied in the countries of Central Asia and the EU, which allowed determining the role of the latter in solving key problems arising in society in the implementation of social change and the development of international debate. A multidisciplinary approach to studying social changes in the EU and Kazakhstan involves a combination of different research methods and theoretical frameworks. Sociological analysis is used in the work to consider the change in the attitude of the people of Kazakhstan to social entrepreneurship. In turn, economic research helped to analyze how the methods of financing non-profit organizations have changed.

The main method of research of interdisciplinary, social innovations applied in the countries of Central Asia and the EU, to solve the key problems arising in society, to ensure social change and the development of international political debate, is the dialectical method of knowledge. The

dialectical method of cognition made it possible to formulate recommendations for the implementation of interdisciplinary innovative approaches in the educational and managerial sphere of the state of Northern Macedonia by analogy with the successful experience of Central Asia and EU countries in solving fundamental social problems.

As a result of the formal-logical method of researching the features of the interdisciplinary innovation approach, the key programs and concepts operating in some countries of Central Asia and the EU were investigated. The system method assumes a multidisciplinary innovation approach in the modern world, allowed determining the genesis of its emergence, key directions of its application and development in individual countries of Central Asia and the the EU. The comparative-legal method and the method of analysis allowed consideration of the approaches to multidisciplinary innovations applied in different countries of Central Asia and the the EU, and the positive experience in combating the key problems arising in society.

The method of synthesis allowed generalizing and highlighting the peculiarities and determining systematically the general and various tendencies of application of multidisciplinary innovations in some countries of the the EU. While investigating the genesis of the development of the term “social innovations”, the complex interdisciplinary nature of the term, the special nature of this phenomenon and its ability to be the foundation in solving various socio-economic problems of society was demonstrated by means of applying the formal-logical method.

4. RESULTS

The focus of the EU policy in recent decades has been on the creation of an environment favorable to the development of social innovations, which are seen as an effective tool for solving acute problems of society or mitigating their negative consequences. It should be also admitted that only 7 of 29 European countries have developed policies to encourage and support social enterprises (Social enterprises and their ecosystems in Europe..., 2020).

In the Czech Republic, social innovation has a short history. Thus, the low quality of public administration, as well as low knowledge capacity, make it difficult to implement social innovations (Boosting the Impact of Social..., n.d). Social is first mentioned in 2012 in Human Resources and Employment (OPHRE) (Kaderabkova, 2016). According to an international comparative analysis by the SIMPACT project (Boosting the Impact of Social..., n.d), the position of the Czech Republic in terms of social innovation potential is quite favorable, although more can be done to turn the existing potential into measurable indicators of social innovation (Polackova, 2020).

The Innovation Lab is a hands-on project workshop designed for students at Charles University. The aim of the lab is to develop an algorithm for creating a new service or product from idea to realization. Students in teamwork use the world's best practices of startups and the nonprofit sector and eliminate risks in the innovation process. The Innovation Lab now has several projects: (1) a rehearsal room for musicians who cannot always afford rehearsal space. This is an

alternative to expensive commercial facilities; (2) a digital platform Missing Studies – brings together students from different disciplines, allows a basis for interdisciplinary collaboration.

In Germany, social entrepreneurship reflects the full range of activities possible within any economy, which include new business services, sustainable consumer goods and services, creative services, and digital/internet services. Social innovation is mentioned in the 2014 Coalition Treaty between the CDU/CSU and the SPD and in the Innovation Policy of the Federal Ministry of Economics and Energy (Basic Agreement for Coalition..., 2005) There is no specific legislative or regulatory framework for social innovation in Germany. Nevertheless, if joint-stock companies realize social goals, the state grants them preferential tax status “gGmbH”. The legal framework for social innovation in the Federal Republic of Germany includes: (1) The CSR strategy promotes social responsibility nationally and internationally. It requires responsible behavior from all kinds of businesses; (2) High-Tech Strategy 2025: Supporting research and innovation, strengthening strong partnerships in various fields (Federal Ministry of Education and Research, 2022). In Germany, public funding schemes for social enterprises are very limited or non-existent. Nevertheless, there is a pilot equity financing scheme for social enterprises and are in the growth stage (Zentrales Innovationsprogramm Mittelstand, n.d). In 2006, the Center for Social Investment (CSI) of the Max-Weber Institute for Sociology at the Faculty of Social and Economic Sciences of the University of Heidelberg (UHEI) was founded (Social Innovation, n.d). Another example in Germany is the Nonprofit Foundation Toepfer Stiftung: Strengthening and Developing Teaching in Higher Education, and the Academy for Social Entrepreneurship: “Education for Social Change” (n.d).

JRS Europe’s campaign: I Get You. The campaign included support for refugees and immigrants. The campaign was named as an example of social innovation. In Germany: “Locals in Plauen, eastern Germany call for integration not isolation” (Annual Report, 2018). Social Impact is an organization that creates the infrastructure for social innovation. Social Impact supports social enterprises when they are founded. The Social Impact Lab develops solutions for climate change, migration, and urban-rural integration. The Social Impact Lab includes support for social startups, including funding to scale their socially innovative business models. The Lab has been working in education for 30 years. As part of the “Build Your Future” project, the lab introduces design thinking to schools. The lab supports educators with free educational materials and trainings, encouraging students to solve future social problems actively and collectively. A project called IFD Enterability, launched through the Lab in 2014, aims to support people with disabilities in starting their own businesses and similar activities. It should be noted that the following institutions collaborate on educational innovations and their projects: (1) the Carlo Schmid International Schools in Baden; (2) the Robert Bosch Integrated School in Hildesheim; (3) the Karl Benz Schools in Koblenz; (4) the PINDL Schools in Regensburg; (5) the Leonardo da Vinci Campus in Nauen. These institutions influence all areas of social innovation, both rural and urban.

The Digital Social Innovation Lab (DSILab) is a program of the Department of Corporate Social Responsibility at the University of Mannheim and BW Social Entrepreneurship supported by SAP. DSILab acts as an incubator that aims to create a supportive environment to empower students to use digital technologies that have social impact and create sustainable income. Students learn how to create and scale business models for digital social innovation. The lab collaborates with the University of Mannheim as well as with Social Entrepreneurship BW, a network and competence center for responsible business in Baden-Württemberg (The Digital Social Innovation Lab, n.d). The DSILab is funded by the University of Mannheim and SAP SE. Although the lab is not funded by the state, it effectively uses its partners to maintain the income necessary to achieve its goals. Social Entrepreneurship Lab network partner BW claims to be constantly measuring its impact and adapting its approaches accordingly. As part of the DSI Lab, the University of Mannheim runs workshops instead of a social innovation incubator with over 50 students with their own projects.

Since 2006, Italy has had a legal definition of social enterprise. As established by the Italian Law on Social Enterprises, the latter is to be understood in several aspects simultaneously: (1) as a private organization, which cannot be controlled by a public organization; (2) carries out entrepreneurial activities to produce socially useful goods and services. Thus, 70% of an enterprise's income must come from socially useful activities; (3) the enterprise operates for public purposes, but not for profit, which is not distributed among the owners of the enterprise but is invested in the business; (4) social enterprises in Italy, as in Great Britain, can use different legal (Organisational capacity..., 2019).

In Italy, there are various institutions that promote social innovation in education. Many of them are at the postgraduate level, such as (1) the Turin School of Development (ILO International Training Center), which provides training in social innovation for sustainable development; (2) the Swiss School of Management, Rome, Italy; (3) Sapienza University in Rome; (4) IED – European Institute of Design, Milan; (5) Contamination University and other institutions. The main problem for all organizations in Italy working towards social goals is that social impact evaluation has never been widespread in Italy, so organizations cannot validate their impact (Birkhölzer et al., 2015; Miethlich et al., 2022).

The Fund for the Ordinary Financing of Research Enterprises and Institutions (FOE) is the main source of funding for Italian research enterprises. MIUR allocates FOE annually for the following purposes: (1) Ordinary Allocations (FOE) – the normal functioning of research organizations, including recruitment procedures (Organisational capacity..., 2019); (2) research activities of international importance, to fulfill commitments made by the government based on international agreements. Thus, the funding system includes the following components: (1) a blended allocation based on historical costs faced by higher education institutions and standard costs per student; (2) an allocation based on research performance; (3) a smaller share to help higher education institutions provide better services to students. These three aspects are listed and discussed in turn below.

Poland has begun to create a legal framework for social enterprises, through the creation of social cooperatives under the Social Cooperatives Act of 2006. The existing legal form for corporate tax exemption also helps facilitate such efforts for social entrepreneurs in Poland. The Social Economy Fund provides loans to stimulate the production of products and services. The European Social Fund (ESF) is used to finance many such enterprises. For financing investments, another example is TISE, which is one of the earliest in this field. One example of initiatives introducing the teaching of entrepreneurship in schools is the program “Formation of Conscious Entrepreneurship among Youth”, which was implemented in 2012. The Youth Business Poland program is one of the largest entrepreneurship mentoring programs and has a large impact on the number of young people registered for entrepreneurship (n.d).

Another program called Junior Enterprise (JADE) is a student-led entrepreneurship initiative in education that promotes awareness and mentoring of young people in the field. Social entrepreneurship is taught at SWPS University. A program called “Wsparcie na starcie” also mentors young entrepreneurs, which is supported by the Labor Foundation. There are few educational programs in the field of social innovation and entrepreneurship in Poland. It should be noted that programs on entrepreneurship are not included in curricula, which is the reason for not receiving funds for such programs (Kisiołek et al., 2021).

To support social entrepreneurs, the tax legislation provides several incentive measures. The new law on social entrepreneurship establishes four main criteria for a social entrepreneur, namely: (1) to create at least 50% of the total number of employees, new jobs for socially vulnerable categories of citizens; (2) to produce goods intended for socially vulnerable groups, the income from sales of which should be at least 50% of the total income of the enterprise; (3) to provide social services, and services in health, education, training, culture and sports (Law of the Republic of Kazakhstan No. 53-VII., 2021).

Unfortunately, in Kazakhstan, social entrepreneurship is understood as social assistance to people with special needs. Accordingly, social entrepreneurship in the country is understood as active entrepreneurial assistance to people with disabilities, socially unprotected segments of the population (Nyssanbayeva, 2016). I. Aitbai proposes accepting social entrepreneurs as agents of change in Kazakhstan. The modern understanding of social entrepreneurship in Kazakhstan is vague, often confused with the term “corporate social responsibility”, “by non-profit organizations” (Kaumenova, 2014) and “charitable organizations” (Nyssanbayeva, 2016). N. Aizhanova argues that social entrepreneurship is actively developing in Kazakhstan, yet there is no unified approach to what “social entrepreneurship” is (2015). A. Nyssanbayeva notes that existing non-profit organizations in Kazakhstan are focused on receiving grants for support from international donors or the government (2016). Unfortunately, in Kazakhstan there is a poor distinction between commercial entrepreneurship and social entrepreneurship.

Non-profit organizations are designed to solve certain social problems, but not to carry out activities to ensure financial independence. Therefore, the implementation of proper fi-

nancing of non-profit organizations is essential (Pritvorova et al., 2019). As part of the support of non-profit organizations in the implementation of social projects in Kazakhstan, actively carries out its activities Samruk-Kazyna Trust Social Projects Development Fund. The objectives of this Fund are to support social entrepreneurs in the implementation of significant social projects (Social Projects Development Fund..., 2009-2020). The support for social projects in different regions is heterogeneous. At the meantime, the small regions of Kazakhstan there remains a low qualification of social entrepreneurs.

ASAR Senior Day Care Center, which provides day services for seniors to supervise them for their safety (n.d). It should be also pointed out that in 2018 this project was closed due to the lack of necessary funding. Crowd funding, that is, fundraising to implement the project based on the interest of the target audience, could be a way to solve the problem. Projects on platform solutions “Start-time.kz” and “Baribirge.kz” can become successful implementation of crowd funding. These Internet platforms search sources of financing of commercial and noncommercial projects in the Republic of Kazakhstan (Information site of the platform..., n.d). Today, there are many business schools in Kazakhstan that teach the basics of business. But the cost of training at such business schools is high (Anuarbek, n. d). There are no specialists in the Republic of Kazakhstan who can teach how to run a socially oriented business.

5. DISCUSSION

In an era of global political and economic transformation, human resources are of particular importance. Upbringing of socially active and socially responsible entrepreneurs through the development of higher education system is designed to provide the state with highly qualified and effective management, able to successfully manage society in the long term. It is the efficiency of the higher education system that determines how successfully the economy of the country or region will develop, and accordingly the development of socially responsible business and social innovations in a particular state (Kisiołek et al., 2022; Jeong et al., 2022; Juma-zhanova et al., 2016).

The modern development of education system may require consideration of dynamics and principles of world economy formation, which are dictated by modern leading countries, including the USA, Japan and the European Union. Highly developed, in the technological sense, countries have the highest economic efficiency and profit (Miethlich et al., 2021).

In its modern form, the concept of “social entrepreneurship” emerged in the 1980s. It entered a phase of rapid development in the 1990s, due to a set of reasons, the main of which are the growth and activation of non-profit organizations, the development of transport and infrastructure, the emergence of new means of communication (Nurtazina et al., 2018; Panov et al., 2019). Social innovation is a new mechanism of interaction for joint solution of social problems. Social innovation began to be most actively developed and supported after the economic crisis of 2008-2009. The documents of the European Commission and the European Commission Analytical Center (BEPA) consider social innovation as the

main tool for mobilizing resources to solve social problems in Europe, as a necessary element of technological innovation and socio-economic development and as a tool to achieve more social results with less effort (Ilie and During, 2020; Cherunova et al., 2021).

Social innovations include new solutions (products, services, models), which can effectively meet social need and open new opportunities for effective use of assets and resources (Young and Woods, 2019; Tashpulatov et al., 2018). It is also a recognized fact that innovation, as the most important source of economic growth, is not only an economic mechanism or technical progress, but also a social phenomenon. The diversity in the definition of social innovations is explained by the variety of spheres of practical application of the latter. T. Hämmäläinen and R. Heiskala name five types of innovations: economic, normative, technological, legal and cultural (2007). Technological innovations are ways to transform a material product, and economic innovations adapt technological innovations for profit (Mytrofanov et al., 2022). Normative innovations provide the latest rules and ways to apply them. Cultural innovations transform mental paradigms, cognitive frameworks and habits. According to scientists, the above innovations constitute the sphere of social innovation. It is hard though to agree with the position of T. Hämmäläinen and R. Heiskala on the issue of typologizing innovations, because the typologization named by the scientists is devoid of any elements of typologization.

The OECD's LEED Forum on Social Innovations separates social innovation from economic innovation since social innovation is not limited to the introduction of new products or the use of new markets. Nevertheless, some scholars believe that it is inappropriate to distinguish between social and economic innovation. Social innovation can concern employment, consumption, or participation, as well as ownership and production (cooperatives or community-owned wind farms) (Caulier-Grice et al., 2012; Tashpulatov et al., 2020). S. Neumeier says that innovations are advances that improve living conditions over existing ones (2012). Social innovations imply that new solutions are more effective and bring tangible improvements for the populations they affect. Such position is reasonable; moreover, it should be said that the main function of innovation is to improve the quality and comfort of social life and development of society.

M. Harris and D. Albury define social innovations as innovations that are designed to improve public goods (2009). They address social needs that traditional market mechanisms may neglect and are poorly served by public institutions. Social innovations can be initiated by the public, private or non-profit sectors, as well as by users and communities. The statement that social innovations are difficult to apply in the public sector is rather doubtful. On the contrary, the present research proves the opposite using the example of educational platforms in Germany. Social innovation is a complex process of generating and implementing new ideas in social interaction. The main goal of social innovation is to achieve socially significant goals in a new and effective way (Neumeier, 2012). Social innovation is defined by some authors as a product or program that profoundly alters resource flows and powers or beliefs (Moor., 2012; Moldazhanova et al., 2019). In this aspect, it should be clarified that social

innovation is a driving force in society. In this aspect, it should be admitted that social innovation is a driving force in society. Three main dimensions should be included in the definition of “social innovation” according to scholars at the University of Berlin: (1) realization of social needs; (2) changes in human relations, including managerial; (3) increasing social and political opportunities to access resources. Social innovation involves a special, integrated approach to solving exceptional social problems, requires the application of new social practices (Gerometta et al., 2005; Nabeela et al., 2017).

In the European Union, the Europe 2020 strategy, in the form of its two main directions, is applied to the development of social innovation: “Innovation Union” and “European Policy Against Poverty” (Bespalyy et al., 2021). The directions include large-scale activities and funding for the development of cooperation between authorities, non-profit organizations, business and social entrepreneurs in one or more countries (Okutayeva et al., 2021; Sheryazdanova et al., 2020).

6. CONCLUSION

Social innovation empowers society by creating new roles and relationships and by using assets and resources more effectively. Social innovations often entail changes in social relations and increase the participation of vulnerable, marginalized and/or unrepresented groups in social interactions, increasing their access to various resources, enabling them to better meet their needs. The further development of social innovations is designed to meet social needs, which are often the subject of much discussion and debate. Nevertheless, understanding the nature and dynamics of unmet needs can help identify strategies and approaches to find new and more effective ways to meet them through social innovation.

Social Business Initiative – a series of financial and legislative initiatives aimed at developing social The initiative aims to promote social entrepreneurship, investments in human capital, research, development and dissemination of social innovations, and the development of microfinance. Thus, social innovation is a special, complex, complex concept that involves solving social problems and challenges through an interdisciplinary approach. Thus, citizens can participate in the social innovation process through Individual Social Responsibility. Business can also implement social innovation through social corporate responsibility or inclusive business. In this aspect, there is social entrepreneurship in the European Union, as well as in Kazakhstan, which combines the best business models to achieve the two goals of efficiency and social effect. Another aspect of social innovation in developed EU countries, such as Germany, small and medium-sized businesses use their own assets to reach people with low incomes. Finally, another area of social innovation is education – through the implementation of the concept of social responsibility of universities. According to this concept, universities responsibly manage their activities and relationships with various stakeholders: faculty, researchers, administration, students, government, and society at large. Certainly, this approach makes it possible to effectively implement new

interdisciplinary approaches to realize socially significant problems.

The main difficulties in the development of social innovations in the EU and Kazakhstan should be recognized as limited financial resources. In this aspect, the relevant scientific problem is the development of recommendations and social institutions to build a civil society. In some countries, civil society is less active, which is exacerbated by conservatism and wariness of people towards change. In contrast to the developed European countries, where the main role in the dissemination of social innovation is played by civil society institutions, in Kazakhstan the public authorities are of particular importance. The lack of civil society institutions makes it difficult to implement social innovations. It should be noted that the relevant area for further research is the development of the legal framework and economic mechanisms to support social innovations. Nevertheless, both in the EU and in Kazakhstan, an increasing number of social innovation projects and platforms for their implementation are being created. Many of them operate on altruistic principles and are directly dependent on the commitment of the leader and the cohesion of his team. Among these projects there are many successful ones.

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