

Social innovation, education and training.

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First let me summarize some of the general points from the work in the WP:

Education and training affects exclusion dynamics and conditions for social innovation and SCS in several ways. It's about *access to* (degree of decommodification), *content* (learning "discipline" or ability to "read the world") and power *configurations* (who's in control and how)

What are the overall conflicts axes in the field of education seen from the Katarsian perspective?

Simplified one can observe to poles in educational policy and practices, to set of conflicting principles w.r.t. the role and function of education in society (Andersen and Hjort-Madsen, Annex C in WP 2): namely the *Meritocratic Elitist Orientation* (MEO) (associated with neoliberalism and New Public Management) versus the *Democratic Egalitarian/ Inclusive Orientation* (DEO). See Figure one:

Figure 1

Conflict axes – educational strategies		
	<p>MEO</p> <p>Neo-liberal strategies</p> <p>- reproduction of social inequalities and exclusion</p>	<p>DEO...</p> <p>Socially creative strategies</p> <p>- transforming/ modifying social inequalities and exclusion</p>
Strategic and Social orientation	<ul style="list-style-type: none"> • Elite oriented • Education as individual investment (private good) • Individual rights 	<ul style="list-style-type: none"> • Oriented towards marginalized groups • Education as common good/collective investment • Collective rights
Political orientation & type of Governance	<hr/> <ul style="list-style-type: none"> • Instrumental outcome orientation • Market oriented • New Public Management (NPM) 	<hr/> <ul style="list-style-type: none"> • Democratization of education institutions • Inclusive, democratic governance
Capital	<hr/> <ul style="list-style-type: none"> • Cultural/Educational capital • Economic capital 	<hr/> <ul style="list-style-type: none"> • Cultural/Educational capital • Social capital
“School ethos”	<hr/> <ul style="list-style-type: none"> • Competitive 	<hr/> <ul style="list-style-type: none"> • Inclusive
Education and Pedagogy	<ul style="list-style-type: none"> • Enforced formal meritocracy 	<hr/> <ul style="list-style-type: none"> • Participatory empowerment orientation

Source: Andersen, John & Larsen, Jørgen Elm (2006) and WP 1.2 Annex c. Exclusion dynamics in education and training in the Danish context. John Andersen & Peder Hjort-Madsen. Roskilde University Center, Denmark.

In short education and training can be a powerbase for fostering social innovation in the Katarasian sense, when education is seen, institutionalized and practiced as:
a common public good - education as an important part of social and cultural citizenship (educational citizenship) embedded in a welfare state
- embedded in a democratic style of governance and
- an inclusive and creative school ethos.

Let me here also refer to the overall conclusion in the transnational OECD study: *Social Outcome of learning (OECD, 2006)*, which concludes that a *democratic and inclusive school ethos* improves civic participation later in life

2. What's is special about education and training as a subsystem in society

Using a Foucauldian language one can say that over time “knowledge regimes” themselves are very important battle in the field of education. E.g. the “reform pedagogical tradition” - a tradition which invented for example interdisciplinary project based group work - in Denmark has been openly attacked by the present Danish government. The neoconservative/neoliberal forces argues that this tradition has too much emphasis on egalitarian values and “social creativity” in the learning environment and too little emphasis on testing the students performances and socializing the students to the “right spirit of competitive meritocratism”. On the other hand we still have a long heritage of progressive and emancipatory thinking and practice (most radical in. the Paulo Freire tradition) in the field of education.

What we can observe these years is an even more intense discursive struggle over whether education is only an instrument for accumulation of human capital in the market place, and where has the function of educational institutions is sorting and ranking individuals to smooth less performance in the existing social order and the capitalist economy - OR education as social and cultural transformation, which enables citizens to “read the world” (refer to Annex D, Bernhard Leubolt)

Hence social innovation in the educational field is also about “creativity” with regard to efficient counter hegemonic *intervention in the ongoing discourse* over education in the

knowledge society, which can challenge the meritocratic, elitist and instrumental way of understanding education in neoliberal policy and thinking.

3. Examples of SCS

In the workshop several interesting examples of education which's supports social innovation and empowerment was presented. Let me mention a few:

1. Radical emancipatory approaches like in the Paulo Freire tradition. Freire's *Pedagogy of the oppressed* linked education to empowerment, defining the later as: "*Learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of that reality*" (Freire, 1974).

2. Practical innovations like *Outdoor Education* in primary schools and kinder gardens can be innovative with regard to addressing some of the more invisible forms of disciplining. Out Education can change the "school ethos" and transform some of the disciplinary mechanism of traditional class room, which in particular is an exclusion mechanism for "wild boys".

3. Various forms of new education and forms of training as a direct way of facilitating social innovation – in many cases originating from social movements - like:

- "Bottom-up innovation": The Danish Day High Schools, which grew out of the feminists movements, who developed a "feminist version of Paulo Freire" in Crises Centers for battered women. Today these practices have to some extent been incorporated in *adult education programmes* for unskilled workers and unemployed.
- Education in Social Entrepreneurship (Center For Social Entrepreneurship, Roskilde University Center), Asset Based Community Development, Appreciative Inquiry (participatory forms of "empowerment evaluation as demonstrated in the example Community Center Gellerup in the workshop presentation
- "Top-down innovation" in the academic field: Development of participatory methodologies skills, community empowerment e.t.c. in planning and public

administration. Social innovation at this level is about transforming the role of professionals from the traditional role as expert to a new role as facilitator of bottom-up linked social innovation.

A general point to be stressed is that social innovation in education can also include innovation at the macro and meso level. As often mentioned in the discussion social innovation is rarely result of pure “bottom-up” dynamics. The concept of *bottom linked strategies*, which grew out of our debate, is very fruitful. Critical macro knowledge expert intervention of relevance for social innovation can also occur in some cases. One example could be Gender Budgeting (web-site), which can be described as efforts to develop instruments at the state level, which makes visible the outcomes of public budgeting for gender equality. Social Exclusion Units e.t.c. at state level can in some cases also give bottom-up ammunition to social movement and actors addressing poverty.

In short: what can make SCS robust over time is *linkages* between changes in discourse, knowledge and policy regimes (reading the world better), social movements and successful, transformative/social innovative experimentation, which can also demonstrate a practical legitimacy and practical power zones, which again enables further capacity building at different level. Here I find the notion of *empowerment governance* fruitful.

4. Knowledge, research and SCS – rediscovering the sociological imagination... towards action research...

Complementing the contribution from Frank and others about the role of research I observed that various form of *action research* was often mentioned as a way forward. Let's in the future work have a closer look at the variety of approaches in Action Research (for an overview look for example in Reason and Bradbury, 2001).

Reading the contemporary landscape of social science and reflecting on our discussions I was also reminded of the old, but still powerful, concept of the *sociological imagination* (Wright-Mills, 1959) as orientation for innovative research.

C.Wright Mills emphasized the dangers of empiricism on the one hand and the endless grand theory building on the other hand. Wright mills criticized both abstract empirism

and grand theory. But Wright Mills concerns were not only methodological but a more fundamental concern about the self understanding of the role of the social science in society. Mills wanted to combine good craftsmanship with the engaged intellectual in line with Gramsci's notion of the "organic intellectual"

5. Last remark.

One topic I missed a bit in the discussion (it was mentioned by a few!) was the global dimension e.g. the potential for new social movements like the World Social Forum and not least the challenge of Global Warming and world wide sustainability.

I think we should not overlook the new possibilities for *glocal* SCS by linking issues of poverty reduction and strategies against Global Warming/sustainability

References

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