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A transversal reading of social innovation across existential fields: questions to the methodologists
Working notes towards WP4 and WP5

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Paper outline

- Introductory remarks:
  - Positionality of the research on social innovation
  - Glossary
- Transversal reading in five existential fields:
  - Education
  - Housing
  - Health and environment
  - Governance
  - Labour market
- Towards a model for social innovation?
- Questions to the methodologists
  - Organisations
  - Horizontal and vertical networks
  - Governance
  - Assessment

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Transversal reading
1- education and training

Problem: recognition of enduring or growing disadvantages of weak social and ethnic groups

Innovation is called upon to eliminate the effects of exclusionary dynamics regarding:

- Unequal access to education
- Social and ethnicity-based segregation
- Discriminatory selection
- Increasing proportion of school-leavers
- Failures to obtain skills required by the labour market

Two forms of innovation, based on two dimensions:
1) Attitude towards the existing regulatory and redistributive systems
2) Typology and configurations of actors promoting the initiatives

Transversal reading
1- education and training (continued)

Model 1

Vision: the society assign the educational system an integrative function that potentially involve all the individuals

The educational system:

- select and assign the individuals to the various occupations, effect socialisation and social control, assimilate immigrants into the host society
- It has to motivate, by a meritocratic ideology, the incorporation of population into the work force

Post-industrial society and integration failures:

- Increase in number of people which must pass through the system
- Increase in time spent acquiring education
- Exclusionary dynamics compromise the legitimacy of the system

Institutional actors mobilize communities, NGOs and school trough projects that

- Take structural dysfunctionality into account
- Enact positive discrimination to address the needs of specific groups
- Aim to amend the educational system in order to enable it to function more effectively

Transversal reading
1- education and training (continued)

Model 2

Vision:

- the integrative function assigned to the educational system necessarily exclude part of the population, and other forms are necessary
- The purpose of learning is no longer limited to the accumulation of knowledge necessary to enter the work force, but concerns the acquisition of the capacity for self-determination and self-realisation

Attitude towards the educational system:

- The (existing) educational system is not the only agent of integration and supplier of knowledge and professional skills
- There are many others sources of learning, methods of teaching and possible contents

Post-industrial society and integration failures:

- Societies are increasingly complex and internally differentiated

Innovative practice begin primarily at the local level, mobilizing non-governmental and private partners trough projects that:

- Recognise plurality of individuals and cultures
- Enact a*lternative forms of learning and teaching as means to overcoming social exclusion*
- Promote a different concept of "student", that is no longer considered a receptacle of pre-packaged knowledge, but an active participants able to influence the process of learning
- There is a different consideration of what it is considered valuable and worth learning that includes experience, practices and artistic expression other than the dominant one.

Towards a model of social innovation?

	Objectives / attitude towards existing redistributive and regulative mechanisms	Actors/ direct (bottom-up) or indirect (top-down) mobilization of excluded	Organisational structure/ type and composition of networks	Governance dynamics / decision making / urban regimes	Scale of collective learning/ dissemination
EF1 Model 1	Improve/amend the existing educational system	Institutional actors (national and local) mobilizing Ngo and communities through projects			
EF1 Model 2	Create alternatives to the educational system	Local actors mobilising private or NGOs partners			

Questions to the methodologists

Social exclusion

- Mainly quantitative data from official statistics
- Few studies on processes of exclusion, and hardly generalizeable
- Lack of studies on dynamics over time of exclusionary dynamics in which SCS are supposed to intervene

SCS

- Qualitative methods
- Lack of knowledge on the organisational fields in which these actors are engaged, its institutional variables which determine constraint and opportunities

→ chart of path dependency structuring force remain a crucial task

Analytical dimensions which call for further enquiry

1. Organizations, collective entities

- "flexible institutionalisation"
- participation of excluded people/empowerment
- capacity to influence the political discourse
- reflexivity
- institutional learning
- culture or group style
- "social entrepreneurs" / charismatic leaders

2. Networks

- Horizontal (social capital)
- Vertical links

3. Governance

- existing governance mechanisms
  - Changes in objectives, in defining problems and solutions
  - Toward redistribution ?
- change in the governance mechanisms
  - Change in the tools of governance
  - Toward inclusion ?

4. Assessment

- Democracy
- Social justice, equality
- Recognition, valorization, inclusion of non-hegemonic cultures