

# Citispyce

## – criteria for transformative social innovations

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Stockholm

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**Cities**  
**Societal perspective**  
**Cohesion**  
**Interactive research**



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1986-94   1995-98   1998-99   2002-03   2000-04   2004-06   2006-07   2006-08   2008-10   2010-16



## Agenda

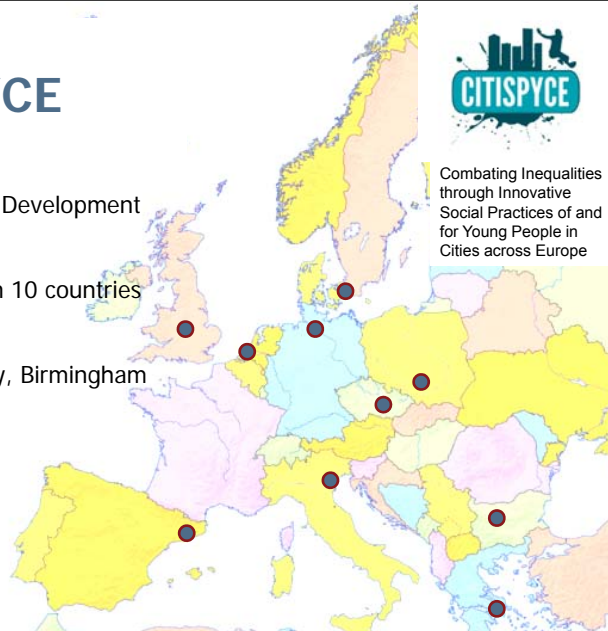
- The EU-project Citispyce ...
- ... and how it ran into troubles ...
- ... which actualises a problem-oriented perspective ... in fact an approach ...
- ... which has to be understood in relation to inequality ...
- ... which is caused and so we need to know what that means ...
- ... and what the causes of contemporary inequality are ...
- ... in order to understand the potential-oriented perspective ... in fact an approach ...
- ... which includes five criteria for transformative social innovation!

# CITISPYCE



Combating Inequalities  
through Innovative  
Social Practices of and  
for Young People in  
Cities across Europe

- Funding: FP7 Research and Development
- 13 partners from 10 cities in 10 countries
- Leadership: Aston University, Birmingham
- Time: 2013-2015



Key question: In the rapidly redrawn landscape of deprivation and inequalities across Europe, how might policymakers (at local, national and EU levels) be assisted in their objectives to tackle inequalities through learning from innovative strategies developed for and by young people?



## Workpackages



- WP2. Identifying societal causes (Malmö): 10 reports & 1 comparative.
- WP3. Studying neighbourhoods (Hamburg): 10 reports & 1 comparative.
- WP4. Interviewing young people (Aston): 10 reports & 1 comparative.
- WP5. Drawing up a typology of social innovations (Barcelona): 1 report.
- WP6. Pilot projects (Rotterdam): 10 reports & 1 comparative.
- WP7. Case studies (Brno): 20 reports & 1 comparative.
- WP8: Final report (Aston)



## Problems emerged



- What is inequality? Symptoms and causes of it? How?
- How do causes appear and operate in neighbourhoods?
- How do you talk to young people about causes?
- What should make a practice innovative?
- Result: A split into subprojects
  - Causes – but without any practices combatting them
  - Inequality in the neighbourhoods
  - Young people's perceptions and ideas
  - Innovative practices – but combatting symptoms and not causes
- How did we make it hang together?

We didn't!

## Problem-oriented perspective

- Symptoms
- Individualisation
- Objectification
- Localisation
- Social innovations: Including people in existing society without combatting the causes that exclude them



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*“... many young Europeans are facing serious threats such as marginalisation in the labour market, deterioration of living conditions, and obstacles to social integration and political participation”*



## Problem-oriented perspective

- What does the *EU Youth Report* say about the financialisation of societies, often affecting young people who easily get indebted without having had a chance to understand how and why?
- What does it say about the growing divergences in Europe with increasingly unequal opportunities for young people?
- Why does it so one-sidedly stress the need to promote the employability of the young people and not the need to improve the quality of work at the labour market?
- Why does access to the labour market for young people have to be improved by making changes that weaken the rights of those that work there?
- How does the *EU Youth Report* want to change the labour market to the extent that it becomes more interesting, stimulating, rewarding and developing to work there?

- Symptoms
- Individualisation
- Objectification
- Localisation
- Social innovations: Including people in existing society without combatting the causes that exclude them



## From a problem- to a potential-oriented approach

### ■ Problem-oriented perspective

- Symptoms
- Individualisation
- Objectification
- Localisation
- Social Innovations: Including people in existing society without combatting the causes that exclude them

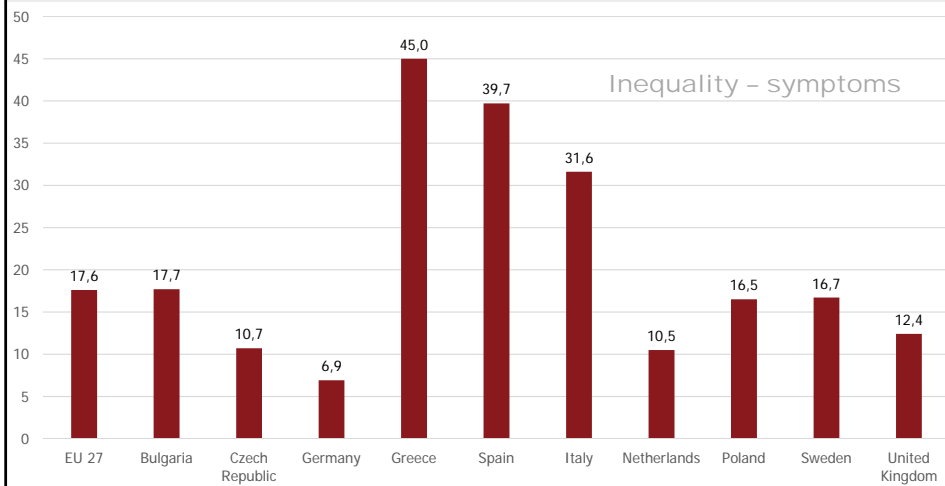


### ■ Potential-oriented perspective

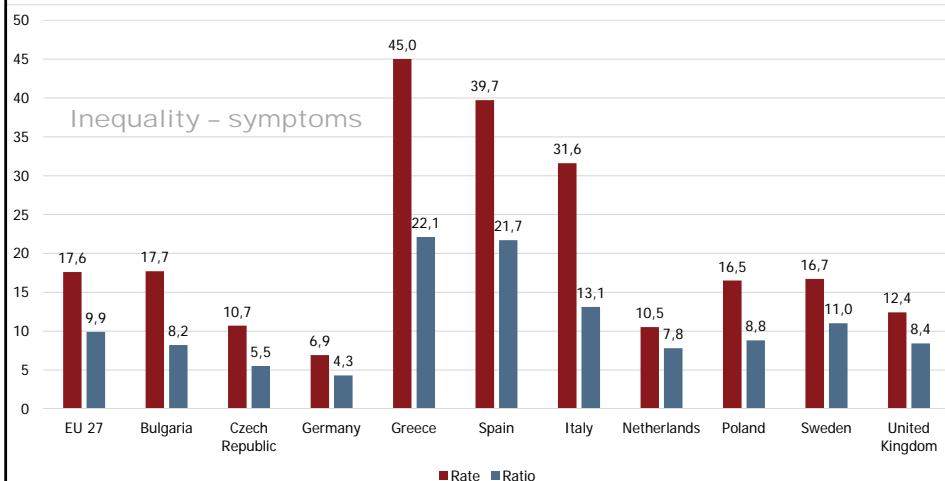
- Causes
- Social relations
- Subjectification
- Multi-scalar
- Social Innovations: Combatting the causes that exclude people
- Building knowledge alliances
- Learning to be critical
- Working in discretionary learning
- Collective empowerment



## Youth unemployment



## Youth unemployment rate and ratio



Rate: Unemployed as share of the labour force (employed & unemployed) in the corresponding age bracket

Ratio: Unemployed as share of the total population in the corresponding age bracket



# What is inequality?

**A relation – thus two poles**

**A difference which violates the human rights of the disadvantaged!**

## 1. Resources

Those who have what participation requires and the have-nots

## 2. Participating in social structures

Those who do what participation requires and the do-nots

## 3. Making life meaningful

Those who share the required culture and the mean-nots

## 4. Life and death

Those who are what participation requires and the be-nots

**And it is caused!**

## Societal borders

When several of these inequalities coincide and also with segregation

### Two types of causes

Causes that exclude some groups and/or categories

Causes that make it hard for some to get included

Social inclusion

Segregation

Social exclusion



## What is a cause?

- First of all it is a potential, something with the property to cause
  - Actors (individual and collective)
  - Social structures (e.g. institutions, organisations, projects)
  - Contexts of meaning (e.g. cultures, approaches, research)
- This potential cause has to be actualised (produced, reproduced)
- That happens in a specific context, related to other things
- In these interrelations an actual cause emerges
- That causes an effect/event, which can happen simultaneously
- There is always a discretion
- To explain an event, thus, we need to answer the following questions:
  - Potential cause: What has the potential to cause the event?
  - Actual cause: What actual cause emerges in the context where this potential cause is actualised?
  - Actual cause and effect: How does the specific context mediate this relationship?
  - Expressions: What are the expressions of the cause, its effects and their relationship?

## What caused the deal on further austerity measures in Greece?



- Actors (individual and collective)?
- Social structures (e.g. institutions, organisations, projects)?
- Contexts of meaning (e.g. cultures, approaches, research)?
- How much discretion was there and how was it used?

## Systemic causes of inequality

### Capitalism

- Making profits tends to cause resource inequality
- Organisation of production tends to cause health inequality
- More machines – less jobs tends to cause structural inequality

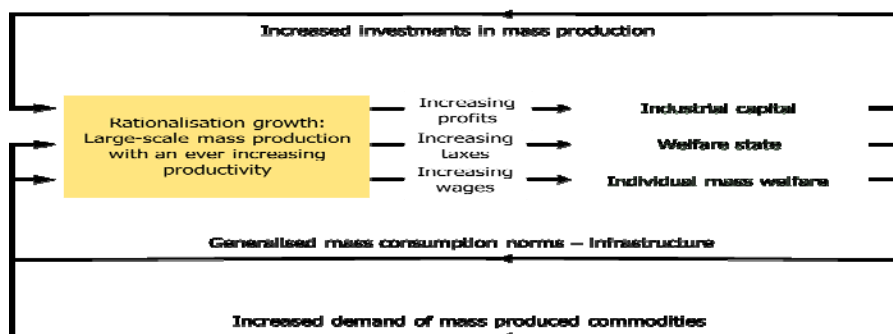
### State

- Individualisation tends to cause cultural inequality
- Intellectualisation tends to cause cultural inequality



Those were the days my friend  
We thought they'd never end  
We'd sing and dance forever and a day  
We'd live the life we choose  
We'd fight and never lose  
For we were young and sure to have our way.

## The post-war society



- Making profits & organising production – regulated by collective agreements
- Wage increases were in the interest of all (because industrial capital dominated)
- Widening of democracy compensated for individualisation
- Democratisation of education compensated for intellectualisation

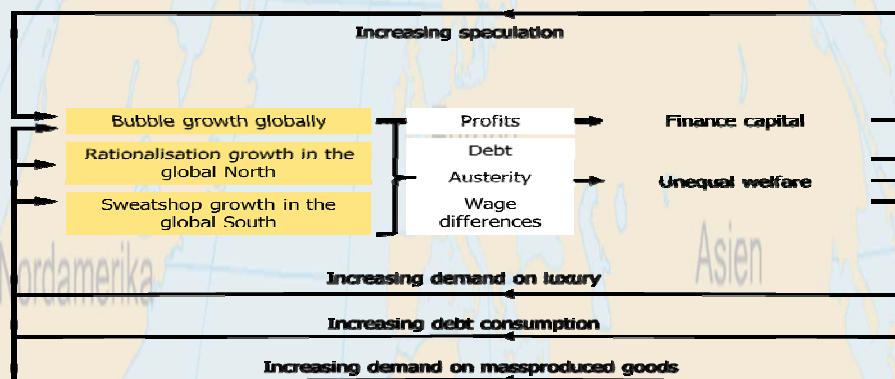
## Neoliberalism

*“a political project that is justified on philosophical grounds and seeks to extend competitive market forces, consolidate a market-friendly constitution, and promote individual freedom”* (Encyclopedia of Globalization, 2012)



- Three principles
  - Free market: Deregulations and privatisations
  - Strong state: Reinforcing surveillance & repression
  - Individualised individuals: Blaming the victims
- Reinforcing the systemic causes if inequality inherent in the state
  - Individualisation: All the three principles
  - Intellectualisation: Quantifications

## Contemporary finance-driven growth



- Making profits: Accumulation by dispossession
- Organisation of production: Precariat
- More machines – less jobs but also the opposite on a global scale

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### Rana Plaza

The collapse of the Rana Plaza factory building in Bangladesh is the worst ever industrial accident to hit the garment industry. On 24 April 2013, the Rana Plaza building came crashing down, killing 1,134 people and leaving thousands more injured. People all across the world looked on in shock and horror as media reports poured in revealing the true extent of the **human toll**. There were harrowing stories of survival, of people who had no choice but to amputate their own limbs in order to be freed from the rubble and survive.

The collapse of Rana Plaza brought worldwide attention to deathtrap workplaces within the garment industry. The public interest and media attention has resulted in more political pressure than ever before to effect change and has led to significant ground-breaking approaches to prevention and remedy, with the establishment of the binding Accord on Fire and Building Safety in Bangladesh and the Rana Plaza Arrangement involving all major stakeholders, meant to compensate the survivors and the families of the killed workers.

**Read more**

- **Still Waiting** a report from 2013 about the struggle to reach compensation for the families affected by Rana Plaza and Tazreen Fashions.
- More information about the arrangement and a complete list of all the donors to the Fund is available here at the **website** of the Rana Plaza agreement.
- **Rana Plaza three years on:** Compensation, Justice, and Workers' safety (2016)

# Growth models in Europe

North: Export-orientation and financialisation

West: Superior financialisation

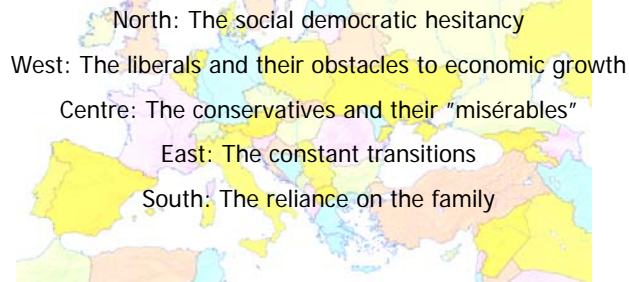
Centre: Superior export-orientation

East: Dependent export-orientation & financialisation

South: Dependent financialisation

- **Making profits:** Normalisation of debt, ballooning of housing prices, Social Impact Bonds (SIB) and privatised pension systems – dependency on power.
- **Organising production:** Precarious working conditions.
- **Fewer jobs:** Barriers around the whole of the labour market.

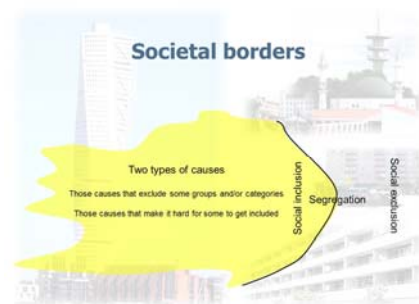
## Welfare regimes in Europe



- **Outlook on people:** Further individualisation aggravated by austerity, "blaming the victim", and 'work first' policy, which substitutes the right to a benefit with the obligation to accept the first available job, regardless of its quality.
- **Approach to knowledge:** Further intellectualization aggravated by quantifications, grading and employability.

## Heading towards a neoliberal society

- **Exclusion-causes**
  - Accumulation by dispossession
  - Sweatshopgrowth (precariat)
  - Outlook on people: Individualisation
  - Approach to knowledge: Quantifications
- **Condition-causes**
  - Have: Money, formal education, owned housing, power
  - Do: Paid work of whatever kind and/or capital
  - Mean: Individualism, consumerism
  - Be: Healthy, not living in certain neighbourhoods



## Why have such borders emerged in Malmö?



- Reproducing the old in a new context
- Selective measures, compensating for austerity
- Extending competitive market forces


## What needs to be done?

- Quite a lot ...
- ... and at different scale levels
  - EU
  - National
  - Regional
  - What can be done at the local level?

## What should NOT be done?

- Problem-oriented perspective
  - Symptoms
  - Individualisation
  - Objectification
  - Localisation
  - Social innovations: Getting people included in existing society without combatting the causes that exclude them
- Top-down
- Learning to be obedient
- Working in whatever forms
- Individual empowerment

## From a problem- to a potential-oriented approach

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"><li>▪ Problem-oriented perspective<ul style="list-style-type: none"><li>▪ Symptoms</li><li>▪ Individualisation</li><li>▪ Objectification</li><li>▪ Localisation</li><li>▪ Social innovations: Including people without combatting the excluding causes</li></ul></li><li>▪ Top-down</li><li>▪ Learning to be obedient</li><li>▪ Working in whatever forms</li><li>▪ Individual empowerment</li></ul> |  | <ul style="list-style-type: none"><li>▪ Potential-orientation perspective<ul style="list-style-type: none"><li>▪ Causes</li><li>▪ Social relations</li><li>▪ Subjectification</li><li>▪ Multi-scalar</li><li>▪ Social innovations: Combatting the causes that exclude people</li></ul></li><li>▪ Building knowledge alliances</li><li>▪ Learning to be critical</li><li>▪ Working in discretionary learning</li><li>▪ Collective empowerment</li></ul> |
|--|---|--|



## Transformative social innovations: Five criteria



1. Potential-oriented perspective

2. Knowledge alliances

3. Learning to be critical



4. Working in discretionary learning

5. Collective empowerment



### 1. Potential-oriented perspective

1. Potential-oriented perspective
2. Knowledge alliances
3. Learning to be critical
4. Working in discretionary learning
5. Collective empowerment

- Causes: First of all as potentials and seeing young people as such
- Social relations: Structures, systems – selective & including power
- Subjectification: Dependent on individuals – discretion
- Multi-scalarity: EU – national – regional – local
- Social innovations: Combatting the causes that exclude people

**BRIGHTFUL**

Brightful är en ideell organisation som hjälper unga att våga tro på och sträva mot sina framtidsmål. Brightful startades 2012 och har sedan dess arbetat med över 200 deltagare. De går på högstadiet eller gymnasiet. De kan också vara unga vuxna som studerar, driver eget eller på annat sätt arbetar med att nå sina drömmar. Vår vision att alla unga ska ha ett mål med sin framtid, och våga tro på sin egen förmåga. Vi vet att ur mål kommer drivkraft och energi att förändra. Det vill vi väcka hos våra deltagare.

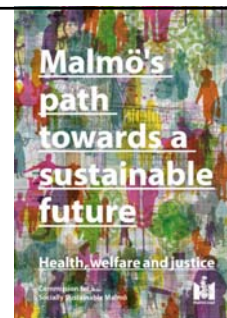
## 2. Knowledge alliances

1. Potential-oriented perspective
2. Knowledge alliances
3. Learning to be critical
4. Working in discretionary learning
5. Collective empowerment

- A broader definition than Europe 2020
- Involving civil society, local authorities, citizens, business, researchers
- Equal cooperation between the parties
- Participation based on experience and knowledge

**Founded on an approach of knowledge that enables us to recognize and take advantage of also informal knowledge!**

## Malmö Commission



- **What:** Establish a social investment policy that can reduce the differences in living conditions and make societal systems more equitable.
- **How:** Change processes by creating knowledge alliances and democratised management.

### 3. Critical citizenship

1. Potential-oriented perspective
2. Knowledge alliances
3. Learning to be critical
4. Working in discretionary learning
5. Collective empowerment

- Not only symptoms, but understanding what they express
- Making knowledge your own
- Problem should be defined and not taken for granted
- Statistics and numbers are not enough

*“Educational Demos’ is a resource, a tool to build a critical society, to create critical young people and they make it through music, but they could be doing it through video, theatre, etc. [...] We transmit a message through the lenses of young people because often, these are not taken into account when seeking solutions to social problems.”*



### 4. Working in discretionary learning

1. Potential-oriented perspective
2. Knowledge alliances
3. Learning to be critical
4. Working in discretionary learning
5. Collective empowerment

- Work makes us the ones we are
- Four different forms of work organisation: Discretionary learning, lean production, taylorist and traditional.

*“... the countries with the highest degree of income inequality (the UK and Portugal) are amongst those that are most unequal in terms of access to discretionary learning and that those countries (Denmark and the Netherlands) that have the most equal income distribution also offer the most egalitarian access to jobs with discretionary learning.”*  
(Bengt-Ake Lundvall & Edward Lorenz, 2012)



The stated mission is to “develop people and spaces through creativity and create a better world through more equipped, engaged, empowered young people able to apply their creativity to affect personal and social change”.

## 5. Collective empowerment

### Solidarity

- **Normative solidarity:** The rich should help the poor who in their turn should acknowledge the rich
- **Solidarity a reciprocity**
  - Durkheim
  - Collectivist (Marx)



*"It is through their theatrical plays, that these youngsters explore matters of police abuse and discrimination, social segregation because of ethnicity or place of origin, lack of integration, housing concerns, to vindicate the neighbourhood as a decent one, the problematic of transitioning into adulthood, parting from their own lived experiences."*

1. Potential-oriented perspective
2. Knowledge alliances
3. Learning to be critical
4. Working in discretionary learning
5. Collective empowerment

## Potential-oriented approach

1. Potential-orientation perspective
  - Causes
  - Social relations – contextualization
  - Subjectification
  - Multi-scalar
  - Social innovations: Combatting the causes that exclude people
2. Building knowledge alliances
3. Learning to be critical
4. Working in discretionary learning
5. Collective empowerment

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### Välkommen

... till min hemsida. Här har jag samlat mycket information, bl a om [mig själv](#), min [syn på vetenskapen](#), mina [kunskapsområden](#), vad jag forskar om, dvs mitt [forskningsobjekt](#) samt aktuella och tidigare [forskningsprojekt](#). Som jag ser det ligger mina gärningar väl i [linje med Malmö Högskolas vision](#) och det har jag skrivit en särskild sida om. Malmö Högskola lägger stor vikt vid inte bara forskning utan även [pedagogik](#), [ledarskap](#) och [samarbete](#). Det har jag också skrivit särskilda sidor om. Många av mina [publikationer](#) kan laddas ner. CV finns [på engelska](#). Här har jag också tänkt [blogga](#) regelbundet om aktuella frågor. Och varför gör jag nu detta? Hemsidan har sin [historia](#). Den har också sitt [syfte](#). Hemsidan utgör dessutom en viktig del i min [professorsstrategi](#).

### Recent Posts

- Det jag ville att Stefan Låfven skulle prata om under Almedalsveckan 2016
- Kunskapsgränser
- EuroMemorandum 2016
- Vad lär sig eleverna om samhället?
- Believing in young people

### Archives

- August 2016
- June 2016
- March 2016
- August 2015
- October 2014
- March 2014
- September 2012
- October 2011
- September 2011
- August 2011

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