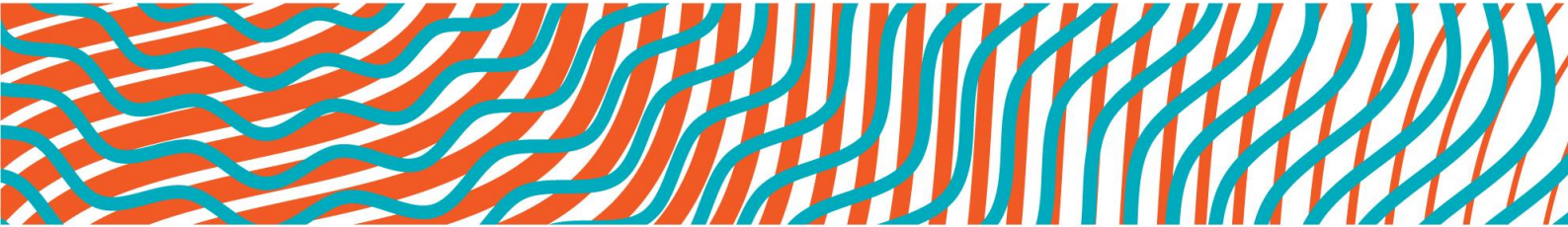# transformative social innovation theory

Workshop Report

Synthesis Workshop:
The role of Game-changers in Transformative Social Innovation

Report by Flor Avelino, Julia Wittmayer and Bernadette Kirner (eds.)

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Setting the Workshop Scene

During a 2-day academic workshop at the Erasmus University of Rotterdam, 25 scholars from across the world gathered to discuss the role of 'game-changers' in transformative social innovation processes, from the perspective of various inter-disciplines and world regions. This workshop was part of the research project TRANsformative Social Innovation Theory (TRANSIT, http://www.transitsocialinnovation.eu/). TRANSIT seeks to theorise the dynamics of transformative social innovation, understood as the process through which social innovations contribute to societal transformation.

The focus of this synthesis workshop has been on unpacking and discussing – both theoretically and empirically – the 'game-changers' of our times (*inter alia* climate change, resource depletion, economic crises, increasing inequality) and to explore how these game-changers relate to different forms of social innovation and transformation. The workshop consisted of discussions around 10 paper presentations. The papers were distributed beforehand to allow for in-depth discussion. At the end of the workshop, participants were challenged to discuss the practice of transformative social innovation, across four cross-cutting themes: governance, social learning, monitoring and resourcing.

This document provides a synthesis of main workshop insights and contestation points (p. 3-5). Further, it describes some highlights of the paper presentations and discussions (pp. 6-10), and a summary of the working group discussions on governance, social learning, monitoring and resourcing (p. 11). More background information and impressions of the workshop can be found in the **workshop agenda**, the **overview of the paper abstracts** and a selection of **workshop pictures**.

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Synthesis of Workshop: Main Insights & Contestations

The central, overarching topic of the workshop was transformative social innovation. Unsurprisingly, one of the recurring questions throughout the workshop was: what is transformative about transformative social innovation? What does this concept mean for our understanding and research of social change? During our "syntheses sessions" on day 1 and day 2 of the workshop, we identified a total of five 'points of contestation' revolving around Transformative Social Innovation (TSI):

- Game-changers > Game Metaphor
- Agency as/in/for TSI
- Structural context as/of/for TSI
- Research as/for/on TSI
- Narratives as/for/on TSI

1. Game Changers > Game Metaphor

In the run up to the workshop, game-changers were broadly conceptualised as macro-trends that are perceived to change the rules of the game. The purpose of this notion was to explore how empirical macro-trends are perceived as 'game-changing' – how they are interpreted, (re)constructed, contested and dealt with – by people and initiatives working on social innovation and/or societal transformation. The multiplicity of the concept of a 'game-changer' is reflected across the 10 papers, which provide a rich variety of typologies, characterisations and empirical illustrations of game-changers. Weather storms, socio-technical movements, the commodity boom, the economic crisis, climate change, the Anthropocene and World War II, but also narratives, creative dissent, conflict, influential individuals, or social innovations in themselves, all can be discussed in terms of 'game-changers'. Therein a distinction can be made between exogenous versus endogenous, objective versus constructed, obvious versus less obvious game-changers. During the workshop discussions, it was argued that game-changers should not be equated with macro-developments., i.e. not be confined to any specific level (macro, meso or micro). If the 'game' consists of rules, fields and players, all these elements can act as 'game-changers' in their own right.

2. Agency in/ for TSI

Much of the discussions around the papers revolved around the issue of (human) agency *in* TSI, and agency *for* TSI. Agency is closely intertwined with questions on power. Who's game is being played and to what extent is there a playing level field for acting and steering the direction of TSI? To what extend do actors act consciously or unconsciously? To what extent is 'empowerment' a useful concept to discuss the processes by which actors gain transformative capacity? If agency means human intentionality and 'free will', it implies that processes of TSI will serve a variety of human goals and ambitions. These orien-

tations will differ and result in ideological projects, which in hindsight will be judged as 'evil' or 'good' by different people. As such, the 'dark' side of TSI is a recurring topic, and many agree that this dark side deserves more attention. There may also be a bright sight to seemingly 'dark' phenomena, as dissent, violence, crisis and conflict may at times be experienced as drivers for transformative agency. The discussion on 'bright' and 'dark' sides of TSI raised the question of how normative orientations such as 'sustainability' should be addressed in TSI-research.

3. Structural context of/for/under TSI

The papers, respective presentations and discussions, demonstrated a rich variety of perspectives on structural context. Different words were used to describe this context, ranging from 'regimes' and 'institutions' to 'fields' and 'rules'. Both material, biophysical structures as well as social structures were discussed. Such structures are not only manifested in laws and public policies but also in cultural habits and routines. The importance of this cultural context for our understanding of TSI is emphasised by the geographical diversity of the case-studies in the 10 papers, ranging from Europe to North-America, Latin-America, Australia, India and Africa. We see great differences across institutional frameworks and governance arrangements. Some argue that weak institutional frameworks are beneficial for TSI, while others argue that TSI requires a strong institutional framework. For some, the structural context is – by definition – the object of TSI, in the sense that the transformative aspect of social innovation is defined by the extent to which the structural context is altered (be it change in 'regimes', 'institutions' or 'rules'). For others, the context is part of the agency of TSI in that it is framed by those engaged. Social innovation, actors and structures co-develop and can all be understood as constantly being negotiated and re-shaped.

4. Research as/ for/ on TSI

Most papers and discussions demonstrated an interdisciplinary approach: they acknowledge (different perspectives on) the interaction between culture, politics, technology, ecology and economy to understand processes of transformative change. Moreover, there is a shared sense of 'interparadigmatic' research: to understand the role of e.g. 'planetary boundaries' or 'climate change' in TSI, it is necessary to acknowledge both their biophysical reality as well as their social constructions (ref. to Hulmes who distinguishes 'climate change' and 'Climate Change'). These social constructions are not less 'real', for they become 'social facts' which are acted on (paraphrasing Frances Westley in ref. to Durkheim). Besides research *on* TSI, some papers also address the issue of research *for* TSI, i.e. how research can engage with societal challenges. Transdisciplinary research and action research wee discussed as ways to move beyond a closed academic realm, to involve the experience and tacit knowledge of practitioners. Specific research approaches can in themselves be seen as a social innovation that transforms the way in which knowledge is produced. While the papers and respective research approaches differ in their transformative and activist ambitions, a commonality lies in reflexivity and (a call for) awareness of

the normative orientations of TSI cases. A major point of contestation is the extent to which researchers themselves need to choose or communicate their our normative position (e.g. 'sustainability' or 'social justice').

5. Narratives on/ for TSI

A substantial part of the discussions revolved around the issue of language; which words we choose to tell empirical and theoretical stories about TSI. Which narratives increase our understanding on TSI, and which seem to help foster TSI? What kind of public discourses on (T)SI do we observe in our empirical case-studies? Different concepts and theoretical approaches lead to different narratives on how TSI develops through time – as emergence, in cycles, through co-evolution, by market scaling, and so forth. Metaphors play an important role therein. During the workshop, several metaphors were mentioned, ranging from TSI as a 'journey', to institutional 'bricolage' and 'sleep-walking' individuals subconsciously imitating one another. The 'strongest' metaphor during the workshop is that of a 'game', consisting of rules, players and a field. While this game metaphors works to emphasise the need for 'changing the rules' (i.e. structural 'transformative' change), one could also argue that the game metaphor invokes a way of thinking (e.g. in terms of winners and losers, beginning and end, competition) that could reproduce those very structures which some TSI endeavours aim to challenge. This same concern can be applied to various other metaphors and words – e.g. 'empowerment' or 'innovation'. There is no need to discard such words or metaphors altogether, but there is a need to be aware of the role of such metaphors and associated narratives, both in our empirical observations, as well as in our own academic perspectives.

Hybridity and Complexity

Many of the contestation points relate to complexity and hybridity as an underlying property and condition for TSI. Do we need weak or strong institutional frameworks for TSI? We probably need a combination of both: hybrid institutions and 'up-down' strategies, adapted to specific contexts. Is TSI a matter of empowerment and transformative agency, or is it a matter of structural change and power struggles? It is obviously an interaction of all that. Are game-changers endogenous or exogenous, macro or micro, bio-physical realities or social constructions? Clearly, all such forces can contribute to changing the game, both from within and without. Due to the complexity and interconnectedness of TSI processes, we need a diversity of research approaches, narratives and metaphors to unravel how social innovation and transformation is empirically manifested across different world regions. The 10 papers as discussed in this workshop offer exactly that: a preciously rich diversity of perspectives and case-studies of TSI processes across the world. Although we do not have definite answers on what is or is not a transformative social innovation or what enables it, we do share some main research questions and can agree on major points of contestation for future research.

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Overview of Papers

	Author(s)	Title	Discussant
1	Flor Avelino*, Julia Wittmayer, Tim O'Riordan , Alex Haxeltine, Paul Weaver , René Kemp, Derk Loorbach, Jan Rotmans	Game Changers & Transformative Social Innovation. The Case of the Economic Crisis and the New Economy	-
2	Frances Westley*, Katharine McGowen, Nino Antadze, Jaclyn Blacklock, Ola Tjornbo, Erin Alexuik	Romanticism, Assimilation and Women's Rights. Three cases of how game changers catalyzed, disrupted and incentivized social innovation	Derk Loorbach
3	Marc Swilling	Sustainability and Structural Transformation in Africa: Some Preliminary Notes	René Kemp
4	Fjalar de Haan*, Briony C. Rogers	How Game Changers Influence Transitions - A Framework for Analysis and an Application to the Australian Millennium Drought	Jan Rotmans
5	Shambu Prasad	Innovating at the Margins: Sustainable Transitions and Game-changing Ideas from SRI in India	Paul Weaver
6	Per Olsson	The Anthropocene as a game changer for sustainability innovations and transformations	Alex Haxeltine
7	Jürgen Howaldt*, Michael Schwarz	Social Innovations as Drivers for (Transformative) Social Change	Alex Haxeltine
8	Inês Campos*, André Vizinho, Filipe Moreira Alves, Gil Penha Lopes	An ART Approach to Climate Adaptation Research: Action-Research; Reflexivity and Transformation	Derk Loorbach
9	Roberto Bartholo*, Carla Cipolla, Rita Afonso	(Im)mobility in Brazilian Cities: Macro Trends and Innovative Experiences	Gilda Farrell
10	Ariel Gordon*, Mariano Fressoli, Lucas Becerra	Perspectives on Social Innovation from the South: power, asymmetries and the role of the State	Frances Westley

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Highlights from Paper Presentations & Discussions

In their papers, authors were invited to discuss: (1) societal challenges and 'game-changers' in specific countries or world regions, related to issues of (un)sustainability, development, justice, equity etc., (2) theoretical and/or methodological reflections on the study of social innovation and/or societal transformation, and (3) interdisciplinary perspectives, including socio-ecological, socio-technical, socio-economic, socio-spatial, socio-political and/or socio-cultural perspectives. For more information on the written papers, see overview of paper abstracts.

Paper 1. "Game Changers & Transformative Social Innovation. The Case of the Economic Crisis and the New Economy" by Flor Avelino*, Julia Witmayer, Tim O'Riordan, Alex Haxeltine, Paul Weaver, René Kemp, Derk Loorbach and Jan Rotmans. Transformative social innovation is the process through which social innovation contributes to societal transformation. Five "shades of change and innovation" are distinguished: social innovation, system innovation, game changers, narratives of change and societal transformation. Game-changers are presented as macro-developments that are perceived to change (the rules, fields and players in the) 'game' of societal interaction. The discussion questioned why a game-changer needs to be a macro-development. Why not an individual (e.g. Poetin) or a social innovation itself? If the 'game' consists of rules, fields and players, can players also be game-changers? These questions highlighted the need to better address the role of actors within transformative social innovation; transformative capacity and strategic agency.

Paper 2. "Romanticism, Assimilation and Women's Rights. Three cases of how game changers catalyzed, disrupted and incentivized social innovation" by Frances Westley*, Katharine McGowen, Nino Antadze, Jaclyn Blacklock, Ola Tjornbo, and Erin Alexuik. The impact of game-changers is studied in three case-studies: wilderness protection, women's rights and assimilation of indigenous children in **Canada.** Three different game changers are identified: (1) seminal game changers, (2) exogenous shocks and (3) endogenous game changers. The discussion addressed the dark 'manifestations' of social innovation: (1) social innovations that are (or turn out to be) 'dark' in themselves (e.g. assimilation schools), (2) the effects of 'dark' game-changers (e.g. 2nd World War), and (3) social innovations that may be/seem positive in themselves, but have dark sides. It highlighted the need to remain attentive to this, for "every innovation is the beginning of a new cycle, with its own shadows" (paraphrasing Frances Westley).

Paper 3. "Sustainability and Structural Transformation in Africa: Some Preliminary Notes" by Mark Swilling. The unstable global commodity market has a profound impact in **Africa**. The commodity boom changes everything; it can be seen as a "mega-game-changer". Other

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game-changers include democratization processes, ICT revolution, a rising middle class and a declining influence of neo-liberalism. Different social and system innovations operating as networks throughout Africa provide less mainstream answers to such game-changers, like Shackdwellers International (SDI), African Food Security Network (AFSUN), Africa Clean Energy Corridor (ACEC) and Africa Organic Network (AfroNet). During the discussion, one of the emerging issues concerned the question of state-building and institutional context. When engaging in state-building in the African context, the question is whether to follow the new public management paradigm, or rather to take a more relational approach and engage in 'institutional bricolage'. It is also questioned to what extent social innovation is possible in a weak institutional context. Some would argue that social innovation is 'easier' in a weak institutional context, for "rules that are set in a relational context, those are the ones that survive" (paraphrasing Mark Swilling).

Paper 4. "How Game Changers Influence Transitions - A Framework for Analysis and an Application to the Australian Millennium Drought", by Fjalar J. de Haan* and Briony C. Rogers. The transitions-theoretical framework allows us to analyse the consequences of a game changer in terms of its impact on service provision systems that fulfil certain needs. As case study, the Australian Millenium Drought can be considered as a large game changer fostering the development of a green water management in **Australia**. A 'Liquoric Allsort' model was presented that distinguishes between 5 layers: (1) game-changers, (2) sense-making, (3) needs and constraints, (4) enactment and (5) transitional change. The discussion questioned the hierarchy between layers, the hierarchy between needs, and also the distinction between the 'game' and the 'game-changers'. Enactment is not so much a layer separated from the others, but rather it is about *how actors act* on all different layers.

Paper 5 "Innovating at the Margins: Sustainable Transitions and Game-changing Ideas from SRI in India" by Shambu Prasad. The System of Rice Intensification (SRI) is a socio-technical movement in **India** that can be seen as a game changing innovation in agro-food systems. It is pointed out how an innovation such as SRI could be scaled up in a sustainable way and that more efforts need to go into increasing the adaptive capacity of farmers, including the notion of 'creative dissent'. The decade of large amounts of farmer suicides, is also the decade that farmers have decided to do things differently. The **discussion** revolved around the 'unlevel playing field' between formal and informal, mainstream and grassroots approaches to sustainability. Creative dissent, manifested for instance in the silent dissent of scientists, can be seen as a particular form of participation. A challenge for governments is to learn to see such dissent as a source of innovation (rather than repression).

Paper 6 "The Anthropocene as a game changer for sustainability innovations and transformations", by Per Olsson. The Anthropocene – our current era with an unprecedented human impact – can be seen as a game changer. The human ability to be creative, trans-

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formative and innovative, has also created the problems we currently face. New economic and development paradigms and large scale transformations are necessary that take into account planetary boundaries. A theory of transformative agency needs to be linked to an understanding of socio-ecological systems. The **discussion** questioned to what extent the Anthropocene works as a narrative for enabling transformative agency. Awareness of planetary boundaries does not necessarily make people act otherwise, and images of fear might lead to more paralysis. The Anthropocene can also be positively construed, in terms of the potential positive impact of humanity. The Anthropocene is not necessarily a game-changer but rather a characterization of 'the game' itself. The change lies in in the interaction between humanity and environment.

Paper 7 "Social Innovations as Drivers for (Transformative) Social Change", by Jürgen Howaldt and Michael Schwarz. The research project SI-DRIVE intends to extend knowledge about social innovation by integrating theory and research methodologies. The concept of social innovation here recurs to social practice theory, moving from the focus on 'invention' to the social practices underlying innovation. Tarde's social theory is invoked to emphasise that not only invention, but also the conscious and unconscious process of imitation make up the process of social change. The discussion revolved around the notion of imitation and unconscious behaviour. It is not only about conscious individual behaviour - when looking at interaction patterns from a system perspective, the emergent result may be innovation, even if the individual interactions might look like imitation. Others argue that transformation, by definition, requires moments of conscious creativity and disruption, and a conscious resistance to 'replicate'. Interesting linkages can be made between the notions of 'imitation' (SI-DRIVE) and 'social learning' (TRANSIT).

Paper 8 "An ART approach to Climate Adaptation Research: Action-Research; Reflexivity and Transformation", by Inês Campos*, André Vizinho, Filipe Moreira Alves and Gil Penha Lopes. Research can be seen as an innovation in itself, participatory action research can make a link between transformation and reflexivity. Such action research has been applied in several case-studies on climate-adaptions in Portugal. Within adaptation pathway scenarios, climate elements such as 'storms' can be seen as game-changers. Stakeholders can be involved in working out adaptation scenarios, being challenged to turn identified needs for climate 'adaption' into an opportunity for 'transformation'. The discussion revolved around the limits and potentials of action research. Some argued that in order for action research to become transformative, it needs to move beyond local case involvement, towards identifying systemic barriers in the context of local cases. Others claimed that action research underestimates power relations and that transdisciplinary research is more sensitive to issues of power. Furthermore, it was argued that transdisciplinary (action) research should aim to create knowledge beyond academics to make it accessible to people on the ground – this is not a matter of 'up-scaling' but actual of 'de-scaling' knowledge and skills.

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Paper 9 "(Im)mobility in Brazilian Cities: Macro Trends and Innovative Experiences" by Roberto Bartholo*, Carla Cipolla and Rita Afonso. A distinction is made between social and institutional innovation. Social innovation is contingent, fluid and rather unstable, valid for a certain group and specific situation. Institutional innovation has an intention to generalise – it is 'a rule for a game that aims to be played by an undetermined amount of players and wants to be valid in any place at any time'. Institutional innovations tend to be 'born' out of social innovations. Institutional frameworks should allow space for the birth and death of social innovation. In the discussion, it was argued that the dichotomy between institutional innovation and social innovations, between top-down and bottom-up, mainstream and grassroots, needs to be challenged. There is a risk of conforming this dichotomy by analysing case-studies in such way. The idea of 'institutionalising' social innovation is a problematic one: setting a rule is not the same as standardising a practice. The challenge for governance is to create hybrid rules, rules that can accommodate public, market and community dynamics (e.g. community land trusts, which combine rules of both commons with privates).

Paper 10 "Perspectives on Social Innovation from the South: power, asymmetries and the role of the State", by Ariel Gordon, Mariano Fressoli and Lucas Becerra. The relation between social innovation initiatives and the State can be difficult and contradictory. Social innovation discourse tends to include several problematic assumptions about the role of the state; particularly the notion of social innovation as 'replacing' public responsibilities is worrisome. Analysing interactions between public policies with social innovation in Argentina demonstrate that public policies are fundamental for scaling social innovation. It is important to be aware that 'the state' is a contradictory confluence. Public policies imply a balance between top-down and bottom-up dynamics, and have a potential to foster linkages and direct interventions for dealing with power asymmetries in social innovation processes. The discussion addressed the problem of top-down strategies that tend to be insensitive to the local context and disconnected from the grassroots level, due to lacking channels of communication. In organisation studies, some propagate an 'up-down' strategy in which 'up-down' agents are able to translate between public policies and local contexts and grassroots initiatives. This points to a need for 'translation spaces', intermediaries and brokers.

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Insights for the Practice of Transformative Social Innovation

During the workshop we took up the challenge of translating insights from the workshop for the practice of transformative social innovation. In a mapping exercise, academic participants were first invited to place themselves in the shoes of social innovators and reflect on their "TSI (Transformative Social Innovation) journey". The mapping exercise was followed by group work to discuss the following question: What are the main insights that we can translate into the practice of transformative social innovation? The working groups were organized around four cross-cutting themes: (1) governance, (2) social learning, (3) monitoring, and (4) resourcing.

(1) Governance – by Bonno Pel

How can governance facilitate Transformative Social Innovation (TSI) and how can TSI improve governance? Topics include regulating, decision-making, steering, by all types of actors. It proved difficult to arrive at a focused discussion; this in itself is telling. As the game-changers workshop did much to clarify how TSI could emerge from interacting and possibly mutually reinforcing 'shades of innovation and change', it mainly clarified system dynamics. Just before the discussion it was considered how 'social innovators' would navigate these complex dynamics. Still, that rather introduced a perspective of an individual's journey, rather than coordination between groups of actors and their different institutional logics and goals (=governance).

Focused discussion was probably difficult as participants approached the 'governance issue' from different positions – as civil society actors facing apparently inert government structures, or as governments seeking to facilitate, or regulate, or integrate, particular SI initiatives. This reasoning from different particular positions hampered our articulation of *governance* challenges – maybe we can conclude that we need to shed the assumption that SI originates from particular governance actors (or institutional logics or sectors) – and consider it is a collective process that happens at the interfaces between sectors, out of collaboration and negotiation between actors, through changing roles and redistribution of responsibilities between actors[1]. The collective process is not owned by a particular actor, there is no obvious set of goals or values that can be assumed for its evaluation (although process criteria are available), and it cannot silently be assumed that governance

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[1] A consideration also developed under the 'multi-actor perspective' by Wittmayer/Avelino, which basically amounts to a governance perspective on (T)SI.

should be instrumental to one actor in particular[2]. Instruments, tools and management repertoires can of course be considered also– but individual strategy is different from governance. Another conclusion: It's not only a matter of considering how 'governance' can support SI – it can also be considered how governance occurs *through* SI. Finally, these tough definitional issues surrounding 'SI governance' are arguably easier to untangle with regard to particular SI initiatives – both 'governance' as well as 'SI' are concepts that refer to a very wide diversity of empirical phenomena, and are problematic as universal concepts.

(2) Social Learning – by Adina Dumitru & Isabel Lema

Social learning is a process of co-evolution of understandings of existing social structures, rules, and patterns of distribution of resources. It is different from individual learning in that it entails a social component - both in the process of the construction of meanings and discourses, as well as in the sharing of the content of learning. It is a dynamic process through which groups of social actors construct and acquire the worldviews, definitions of problems and the best means to deal with them. It also includes constructing modes of how to relate to each other in order to carry out a common project – so interpersonal trust and relational frames come into play. Studying social learning in social innovation is made difficult by its dynamic nature and the fact that it is a constantly evolving co-construction. Mapping this evolution requires creative techniques.

Social innovation initiatives promote active learning among their members, but also in society more widely. In times of instability or crisis, societal learning can become a game changing phenomenon in itself, opening up possibilities for social innovations to become more popular and to be scaled up. It can thus accelerate processes of innovation. There is a big need to understand the connection between social change and social learning, or to answer the question of the role of social learning in social change. Also, it is important to find answers to the question through which mechanisms social learning contributes to social change: Is it through an awareness of possibilities for action (which could be one element of empowerment)? Through feelings of self- and social efficacy? Through a shift in perceptions of legitimacy of existing social structures?

Another important question refers to the role of social learning in the process of scaling up. Some initiatives spread faster than others, so social learning seems to occur and be translated into action at a fast pace for some innovations, and not for others. Do social learning processes explain this difference? And in what way?

Finally, there is the question of how to shape social learning to bring it into the direction of transformation to sustainability. Social innovation might lead to unsustainable outcomes,

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[2] We do introduce the normative yardstick of 'transformative impact' – but that is not tied to particular actors' ambitions.

strengthening the "old model" of development (e.g.: neo-liberalism). A lot of social learning might take place that perpetuates the old structures while attempting to change a certain paradigm. The question for a theory of transformative social innovation then is to differentiate between social learning that leads to transformation and social learning that leads to a perpetuation of old structures.

(3) Monitoring – by René Kemp & Veronica Olivotto

The goal of the session was to discuss monitoring of social innovation from the point of view of social innovation research and the needs of social innovation stakeholders (practitioners in social innovation projects, funders). For **practitioners** monitoring is a tool for internal management and important from the point of view of receiving funding (through grants from donors and social impact investors). Possible topics for monitoring are: customer satisfaction, the value they are producing. For **researchers** it is interesting to know if the social innovation seeks social system change. For this the scheme of the Waterloo Institute of Social innovation and Resilience may be interesting which investigates whether the innovation involves or gives rise to changes in 1) authority, 2) resource flows, 3) basic routines, 4) belief patterns and 5) law.

Information about the social innovation activities, publications and thought leaders can be obtained from "big data" platforms that harvest data on SI (research) initiatives. An example of is the knowledge hub http://sigknowledgehub.com/2012/01/02/dip-into-social-innovation. An overview of digital related social innovation initiatives is given at http://digitalsocial.eu/. Practitioners can use such platforms as a tool for self-monitoring (e.g. to position their initiatives among others in terms of purpose and scope). One of the worst things you can do is to invoke the use of quantitative metrics in the initial phases of the initiative, as this can stifle the innovation process. Pushing people/entrepreneurs to assess their impacts to soon may backfire as they may not be able to prove results. There is an interesting link with social learning. The closing message of this session was: Monitoring goes along with stages of innovation; and types of monitoring depend on who is doing the monitoring and to what end.

(4) Resourcing – led by Paul Weaver

Resource needs of (T)SI can include physical assets, materials, finance, information, scientific support, virtual 'spaces', evolving growth strategies and related business models, and the management skills to carry these through. Resource needs are likely to vary as the SI evolves and scales. Compared to conventional businesses, many SI rely more heavily on *immaterial resources, non-rival resources* and on *open-access* resources, such as knowledge, skills and capacities that are available on the internet and are part of a *new commons*. In-

ternet access is a key resource for SI in its own right. Also, what SI may use as a resource may be considered by others to be surplus assets, wastes or even problems. A business model for SI is often to create value from neglected or overlooked resources. An advantage of social innovations is that they are generally low in capital need. A disadvantage is that they may depend on recurrent grants because lesser emphasis is placed on achieving a sustainable income stream. In order to grow and become transformative, SI will need to secure recurrent income, especially because competition for grants is increasing. This implies the need for SI business models to evolve in order to support survival and scaling.

In addition there are some specific resourcing needs of SI that are different from and additional to those of more conformist activities. These arise because SI (being unconventional) may fall out of conventional modes and classes of regulation, governance, and resourcing implying a lack of appropriate regulations, sources of capital, forms of financial instrument, etc. This creates a need to 'negotiate' appropriate institutional arrangements in order to avoid confrontation with inappropriate modes and forms of governance, regulation and resourcing and to create enabling frameworks and supports for scaling. Management skills are particularly critical for this negotiation and framework/infrastructure creating process. The needed skills are not pure but 'hybrid' and transdisciplinary. They engage capacities in fields such as strategy, law, finance, negotiation, (social) media, networking, and lobbying. No individual is likely to hold all the needed skills. This implies that successful SI will increasingly be carried forward by teams and networks of innovators. Networking to find needed skills (and other resources) and bring these together is critical if a social innovation is to scale. One possible source of skills is conventional enterprise, which may make skills available to SI through CSR initiatives. Another is academia, in the form of an emerging cadre of action researchers.

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