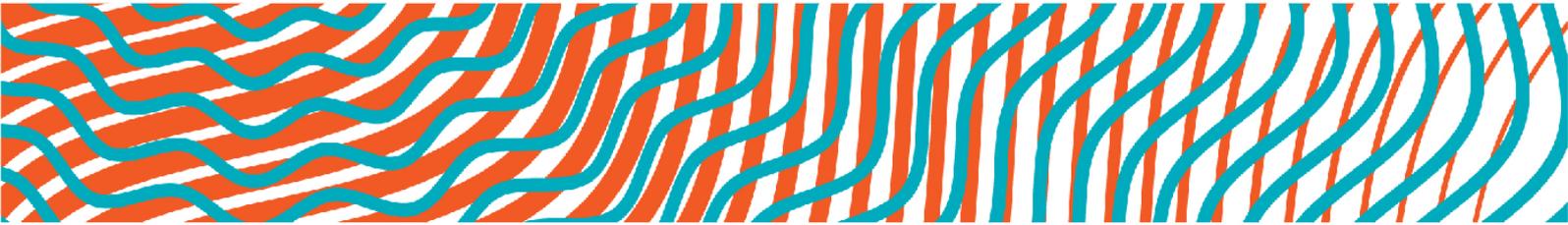


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Training Tool on “Resourcing for SI Initiatives”.

Deliverable no. 6.6

**Theme [ssh.2013.3.2-1][Social Innovation- Empowering People, changing societies]
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Grant Agreement n. 613169**



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Deliverable Focus:

Deliverable 6.7 is the fifth training tool generated from the TRANSIT Project. In this case, the theme addressed by this tool is "resourcing", and has been designed in connection with the working paper made by Paul Weaver and Michael Marks "Social innovation resourcing strategies and transformation pathways: a first-cut typology". This tool defines practitioners as the target group, that is, those actors who are part of the initiatives of social innovation and are deployed in the different territories dealing on a daily basis with concrete problems.

The Training Tool on "Resourcing for SI Initiatives" has as main objective to generate skills of conceptualization and design of resourcing strategies useful for practitioners.

This Training Tool is the last one of a set of innovative training proposals. During the last 3½ years, we learn about the implications of different types of pedagogical instruments; and also, about the usability of the new knowledge generated in the TRANSIT Project. So, in this sense, this training tool looks for complement the Training Tools on Social Learning (D.6.5) and Monitoring (D.6.7). This is the reason of the modular structure of the Training Tool of Resourcing.

Acknowledgments:

This work could not have been built without the preliminary work of all researchers from the 12 member universities of the TRANSIT Project. And, in this sense, this work has been widely benefited from the moment in which it is presented: after having passed the empirical analysis of the work packages 4 and 5.

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1 Introduction

The Training Tool on “Resourcing for SI Initiatives” has as main objective to generate skills of conceptualization and design of resourcing strategies useful for practitioners.

This Training Tool is the last one of a set of innovative training proposals. During the last 3½ years, we learn about the implications of different types of pedagogical instruments; and also, about the usability of the new knowledge generated in the TRANSIT Project. So, in this sense, this training tool looks for complement the Training Tools on Social Learning (D.6.5) and Monitoring (D.6.7). This is the reason of the modular structure of the Training Tool of Resourcing.

The secondary objectives of the Training Tool are:

1. Generate skills in the assessment of resourcing problems at different levels: i) monetary resources; ii) human resources, iii) collective and individual resources; iv) internal and external resources; and v) technological (soft and hard) resources.
2. Define strategies in order to deploy different models of resource management for SI initiatives
3. Deploy a learning methodology in order to solve new resource problems and improve the general strategy.

In order to achieve these objectives, the Training Tool must necessarily deal with the following list of methodological problems derived from the action of transforming knowledge generated from academic analysis (to make a theory of average reach) into useful knowledge for action:

- Analysis is not the same as planning in terms of developing useful knowledge. It is necessary to translate research results into cognitive inputs for action.
- There is a basic observational difference between the empirical basis for analysis and the information needed for capacity building with actors: The experiences on which knowledge is built are those that have implemented (in a more or less structured way) resourcing strategies while the target audience of this Training Tool does not necessarily recognize the implementation of resourcing mechanisms as a key issue in its work agenda. Therefore, the Training Tool should be able to raise to its users the importance of the construction of resourcing capacities for social innovation.
- The level of abstraction of the analytic categories is not the same as the level of abstraction of the categories for the concrete action. In this sense, although a concept can be useful both to analyze and to plan, operational translations must be explicit so that the actors (who are operating at a specific level) can refer these categories to their daily practices.
- While the cases are useful for constructing categories, dimensions and typologies on social innovation and social learning; the production of recommendations for action based on this type of knowledge contains the possibility and the tension of incurring in ad hoc or casuistic proposals. Therefore, the problem to consider is: How to get out of the ad-hoc processes (product of the case studies) and design and plan resourcing strategies?

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In order to deal with those problems, this Training Tool was built as a complementary module of the Learning training Tool (D.6.5) and the Monitoring Training Tool based on Critical Turning Point (D.6.6). The idea is to offer an integrated cognitive tool which “put in line” leaning, evaluation and resourcing processes.

Target Audience

This tool was made for practitioners which are part of SI initiatives. As a general definition, we understand as a practitioner (in the same way of the Training Tool "Building Learning for Transformative Social Innovation") any actor, social group, organization, movement or institution that operates on concrete local problems and builds strategies of social innovation for its resolution. The character of practitioner is not explained by his place of initial membership is defined by the type of action that an person performs. In short, everyone who drives in concrete form at the level of the territory is a practitioner. Thus, a university teacher-researcher, an undergraduate student, a public officer, a municipal agent, a researcher from a science and technology institute, a peasant, a schoolteacher, a firefighter, a neighbour (among many other possible actions) is considered practitioner if it operates on the concrete dynamics and territorial processes towards social innovation.

2 Key research insights for this training tool

The following research insights were the conceptual basis of this Training Tool.

According to Paul Weaver and Michael Marks in “Social innovation resourcing strategies and transformation pathways: a first-cut typology”, Social Innovation initiatives have as prime primary objective of social innovation actors. If they also have transformative ambition they must seek to go to scale. In principle scaling is achievable in different ways and combinations of ways, including by:

- i. “growing individual initiatives, so that they involve more people in their activities
- ii. intensifying activity levels, so that activities are carried out more regularly and people are involved in them more often
- iii. extending the scope of the initiative to new areas of activity and new challenges, so that the range of purposes and people served by the initiative increases
- iv. replicating initiatives; i.e. developing more local initiatives
- v. extending the initiative over wider geographical areas
- vi. embedding the initiative in the operations of other organisations, whilst maintaining own identity
- vii. having another organisation adopt and internalise the initiative and carry it to scale, etc. “ (Weaver and Marks, 2017:p.5)

In a complementary way, this training tool take into account the following resourcing characteristics:

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- “Social innovations have different from usual structures to their resourcing needs: they use mostly abundant and non-rival resources and have relatively low requirements for scarce and rival resources.
- Even so, there is a complementarity among resource needs: a lack of secure base-level funding even at low levels of requirement (i.e. to cover money costs of operating and to obtain some key skills, such as to pay part-time local organisers) is destabilising and diversionary. It frustrates possibilities to leverage otherwise wasted resources into productive use.
- As social innovations grow the structure of their resourcing needs changes. They are likely to need to perform new organisational and managerial functions as well as incur financial costs of scaling-out and/or scaling up.
- Typically, they encounter funding and skill gaps and a constraining legal and regulatory framework. Innovations are needed in finance, external governance, and the science system if social innovations are to go to scale.
- Seeking financial sources creates tensions and risks. Measures need to be developed to mitigate these and to help stakeholders make informed choices about trade-offs.” (Weaver and Marks, 2017:p.6)

Finally, Weaver and Marks (2017) found three basic pathways, in which SI initiative deploy resourcing activities

- *External Funding Pathway*: “this is a pathway that seeks investment and/or income by delivering services to external sponsors, especially services that help reduce costs on public sector agencies. It involves developing and delivering services of interest to the external sponsor. Contracts are established over the terms and conditions of receiving investments and/or income. The performance of the social innovation is measured and monitored in relation to designated target outcomes. This pathway is beginning to be supported by social finance, including through innovative ‘pay-for-performance’ financing instruments” (Weaver and Marks, 2017:p.13).
- *Autonomous Funding Pathway*: “this is a pathway through which a social innovation organisation seeks to develop an own-income stream to self-finance its activities and fund continuity and growth. There are different ways of doing this. Evidence from the case studies shows that this can be achieved by establishing a separate social enterprise activity that generates a surplus, part of which can be returned to the social innovation organisation. Examples include restaurants, cafes and thrift shops” (Weaver and Marks, 2017:p.13).
- *Embedding Pathway*: “this pathway involves the social innovation organisation partnering with an existing larger organisation that is wealthier or better funded and with which there is some complementarity of mission. The case studies show, for example, Time Banks that have embedded with Medical Insurers, Hospitals, large faith organisations (Catholic Diocese) and large charities as partners. Each of these partners is wealthier and has recurrent income streams. The social innovation receives financial support for helping the wealthier partner deliver its mission”. (Weaver and Marks, 2017:p. 14)

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3 Pedagogical Proposal

The pedagogical proposal is based on a methodology of formation where the user constructs his own formative trip in function of a thematic proposal. In this sense, this Training Tool, is administered directly by the user with a last evaluation instance. On the other hand, this training tool combines explanations on a power point format that is linked to the learning processes define in the D.6.5 and the monitoring training tool based on Critical Turning Point (D.6.6). The final goal is that the user can deploy a complete experience of problem assessment, strategy definition and learning generation.

The contents of this tool are the result of research, communication and engagement products of the project. Without the work of more than 3 years of the entire Transit Consortium team, these contents would have been impossible to generate. In this sense, the problems and strategies involve in this training tool emerged from the 20 in-depth case studies reports:

Network Name	Document
ASHOKA	Matolay, R.; Weaver, P. and Strasser, T. (2015) Transformative social innovation narrative : Ashoka
BASIC INCOME	Backhaus, J. and Pel, B. (2016) Transformative social innovation : BIEN and Basic Income : a summary of the case study report on BIEN and Basic Income
CREDIT UNIONS	Dumitru, A.; Lema-Blanco, I.; García-Mira, R.; Haxeltine, A. and Frances. A. (2015) Transformative social innovation narrative of Credit Unions
DEISIS	Cipolla, C.; Afonso, R. and Joly, M. P. (2015) Transformative social innovation narrative of the DEISIS Network.
Living Labs	Ruijsink, S., Smith, A. (2016) Transformative Social Innovation: European Network of Living Labs : summary report
Fab Labs	Smith, A.; Hielscher, S. and Fressoli, M. (2015) Transformative social innovation narrative : Fablabs.
Global Ecovillage Network	Kunze, I. and Avelino, F (2015) Transformative social innovation narrative of the Global Ecovillage Network
Hackerspaces	Smith, A.; Hielscher, S. and Fressoli, M. (2015) Transformative social innovation narrative : Hackerspaces.
INFORSE	Elle, M. (2015) Transformative social innovation narrative of INFORSE.
Co-operative Housing	Becerra, L. and Kunze, I. (2016) Transformative social innovation : co-operative housing : a summary of the case study report on co-operative housing
Living-Knowledge	Dorland, J and Søgaaard Jørgensen, M. (2015) Transformative social innovation narrative : Living Knowledge Network
Participatory Budget	Wittmayer, J. M. and Rach, S. (2016) Participatory budgeting in the Indische Buurt (chapter 5 of TRANSIT case study report participatory budgeting)
Seed Movement	Balázs, B.; Smith, A.; Aistara, G. and Bela, G. (2016) Transformative social innovation : Transnational Seed

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	Exchange Networks : a summary of the case study report on Transnational Seed Exchange Networks
Sharing Cities	Majo, C. de; Elle, M. Hagelskjær Lauriden, E. and Zuijerwijk, L. (2016) Transformative social innovation : Shareable - Sharing Cities : a summary of the case study report on Shareable - Sharing cities
Slow Food	Dumitru, A.; Lema-Blanco, I.; Kunze, I.; and García-Mira, R. (2016) Transformative social innovation : Slow Food Movement : a summary of the case study report on the Slow Food Movement
The Impact Hub	Avelino, F.; Wittmayer, J. M. and Afonso, R. (2015) Transformative social innovation narrative of the Impact Hub : a summary.
Time Banks	Weaver, P.; Dumitru, A.; Lema-Blanco, A. and García-Mira, R. (2015) Transformative social innovation narrative : Timebanking
Transition Towns	Longhurst, N. (2015) Transformative social innovation narrative of the Transition Movement
La Vía Campesina	Juarez, P.; Balázs, B.; Trantini, F.; Korzenszky, A. and Becerra, L. (2016) Transformative social innovation : La Vía Campesina : a summary report of the case study on La Vía Campesina

4 Logical Structure of the Training Tool

This Training Tool is structured around a modular logic. That is, the training is developed along modules that can be run incrementally or separately. And also, each module (set of ppt slides) can be merged in the training tools on Social Learning and Monitoring and Evaluation.

The tool is composed of three modules or parts.

The first module is dedicated to the assessment of **resourcing problems**:

- i) *Monetary resources*: this problem is related to the access to monetary funding needed to run the SI initiative.
- ii) *Human resources*: this problem is related to the set of knowledge and skills required by SI Initiatives, different from the available “supply”.
- iii) *Collective and Individual resources*: It can exist tensions between the need of collective resources for the SI initiative, network or movement and the demand of resources generated by individual members or sub-entities inside the SI initiative.
- iv) *Internal and External resources*: It can exist tensions between the generation of own resources (for example, as a result of merchandise activities) and the requirement of

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external founding. Not always the internal and external logics of financing match and , as a result, the SI initiative can suffer negative effects.

- v) *Technological (soft and hard) resources*: There is a mismatching between the technological availability and the concrete technological demands (of software and hardware) produced by new ways of social organization (in the sense of SI initiatives).

Note: In most cases, these problems emerge in a combined way. So, you can find in a same moment problems related to monetary, human and technological resources.

The second is about **different strategies (or approaches)** that SI initiatives (included in the TRANSIT Project) deployed:

1. *Venture Capital Approach*: This strategy is based on finance (as a risk activity) individuals in order to foster innovative activities. In this sense, the SI works as a “private equity bank” and start with a seed found.
2. *Commons Approach*: The concept of “commons” is a term adopted by modern economic theory in order to indicate broad set of resources that are self-managed by local communities and therefore made accessible to all members of society, a group or a movement. Therefore, it is possible to understand commons as an alternative resource management model, combining principles of cooperation and resource-sharing with a community-based self-governance and self-monitoring approach that is alternative both to public and private models
3. *Self-financing Approach*: This strategy is based on different kinds of activities oriented to gather “monetary” or “in-kind” resources: These activities are: i) memberships; ii) production and commercialization of merchandises; iii) festivals; iv) volunteers, v) donors, etc.
4. *Workforce Collaborative Approach*: This strategy was very well developed by TimeBanks but is in the core-business of the cooperative movement. The idea is to replace money with workforce as a way to deliver services and goods in context of economic restrictions.

As we settled in the TT, this strategies (introduced in a very short way) can be deployed in mixed ways. The idea is deliver the best resource strategy matching to the particular requirements of each SI initiative.

Finally, a **methodological proposal** is presented to design and plan resourcing strategies.

5 Tool on Resourcing for SI Initiatives

In this section the tool is presented in power point format:

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**TRANSIT Training Tool on
Resourcing for SI Initiatives**

By Lucas Becerra and Paula Juarez

10 July 2017

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Introduction

The main objective of this Training Tool is the generation of skills of conceptualization and design of resourcing strategies

For this, this course is structured around three different and integrated moments:

1. Definition of resourcing problems at different levels
2. Selection of strategies in order to deploy different models of resource management for SI initiatives
3. Deployment of a learning methodology in order to solve new resource problems and improve the general strategy

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First Step: Definition of the Resourcing Problem

The first step in order to perform a resourcing strategy is the definition of the resourcing problem (s) and...

...be careful you can have **more than one problem**, and those problems can be related.

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Definition of resourcing problems

There is different kinds of **resourcing problems**. Each type presents different characteristics.

These problems are related to:

- **Monetary resources**
- **Human resources**
- **Collective and Individual resources**
- **Internal and External resources**
- **Technological (soft and hard) resources**

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Definition of resourcing problems

The most usual problem is the lack of access to **monetary resources**. In simple words, this problem is related to the quantity of money that we need to carry out our activities.

Monetary resources are used to pay for workforce, physical inputs, public services, rents, among others.

This is the easier problem to identify, but an accounting methodology is useful in order to quantify the magnitude of the problem.

Also, always take into account that our operations happen in the future, so the definition of the quantity of monetary is not just related with current activities. You have to take into account future requirements of this resource in dynamic terms.

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Definition of resourcing problems

The usual way to think the problem of **human resources** is the lack of enough personal. However, the human resource problem is more related to the set of knowledge and skills required by SI Initiatives.

In this sense, skills and knowledge use to be generated in term of the “normal” or “standard” requirements (i.e. knowledge useful for the market). SI initiatives require a particular set of knowledge and skills very linked with the its specific goals. So you have a problem of “available supply”.

The recognition of the skills require and the generation of adequate knowledge is a key task for the social innovators.

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Definition of resourcing problems

There is a *second level problem*. It can exist tensions between the need of collective resources for the SI initiative, network or movement and the demand of resources generated by individual members or sub-entities inside the SI initiative.

This problem is not always visible, and it can be named as **Tensions in Collective and Individual Resources**.

Many initiatives died because they can manage the tensions between the generation (and requirement) of resources for the collective entity and the short-term needs of the individual members.

A collective arrangement in relation with the generation and use of general resources has to be settled in order to avoid (or minimize) this kind of problem.

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Definition of resourcing problems

In a third level, you can deal with a tension generated with the nature of the **Internal (own-generated) and the External (provided by a financier) resources**.

For example, is your main own generated monetary resources depend on selling good or services, maybe you are going to refuse financing from a lender who is looked as “bad-actor” by your customers.

In this sense, not always the internal and external logics of financing match and , as a result, the SI initiative can suffer negative effects. So, be careful when you choose the mix of internal and external resources.

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Definition of resourcing problems

Finally, the most difficult resource problem to solve is related to **Technological (soft and hard) resources**. In many cases, there are a mismatching between the technological availability and the concrete technological demands (of software and hardware) produced by new ways of social organization.

SI initiatives require new technologies (artefacts, processes and ways of organization), therefore, you will find this problem unfailingly.

Remember, the selection of technology has an actual effect over the nature and performance of your project.

All technologies are linked not only in homogeneously technological processes —artifacts related with artifacts— but in heterogeneous processes, artifacts and decisions, knowledge and values, products and accumulation, practices and controls, systems and power. Thus, the type of technology or technological system that is deployed in a particular territory can activate, inhibit, empower or weaken the subjects that are located temporally and spatially in relation with those technologies.

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Second Step: Selection of Resourcing Strategies

The management of resources is not only a question of how we access the resources that we lack or the problems related to the actual resources.

The resourcing strategy is an integrated part of the general configuration of the social innovation initiative.

The way in which resources are gathered, the way in which it circulate across the initiative, the purpose of the resource deployment, the meaning of the resources, and also what is considered as a resource (money, time, workforce, physical assets, etc.) are an essential part of the identity of a SI initiative...

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Selection of strategies

In this sense, here we introduce four different ways to understand resourcing strategies. Each kind refers to different logics.

Obviously, these are stylized approaches and you can produce your own strategy merging different characteristics of each option.

These approaches are:

- **Venture Capital Approach**
- **Commons Approach**
- **Workforce Collaborative Approach**
- **Self-financing Approach**

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Selection of strategies

The **Venture Capital Approach** is based on finance (as a risk activity) individuals in order to foster innovative activities. According to this approach, the SI initiative works (at the level of the resourcing strategy) as a intermediary between the founders (individuals, companies, State) and the innovators.

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Selection of strategies

Venture Capital Approach

“A venture capitalist approach characterizes Ashoka with regard to the Fellows. This is the “functional equivalent of the venture programs that help top businesses take off”. It “intervenes at the launch phase of a social entrepreneur” by providing a 3-year stipend. The organization and the Fellows agree that this provide a unique opportunity to focus on implementing the social innovation and scaling it to the system level by actually covering personal expenses. The amount takes into account the features of the personal/family situation of the Fellow as well as the cost level of the area.”

Source: Matolay, R.; Weaver, P. and Strasser, T. (2015) [Transformative social innovation narrative: Ashoka](#)

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Selection of strategies

The Venture Capital Approach requires external founding

Ashoka rises funding from different institutions.

“The Ashoka [external] funding structure is different in different places in the world; quite naturally. It used to be that Ashoka globally was financed by a few large grants. It had become a more diversified funding base. Financial resources are received from private individuals and business entrepreneurs, foundations and corporations. Government funds are excluded, no financial resources can be accepted from public institutions.”

Source: Matolay, R.; Weaver, P. and Strasser, T. (2015) [Transformative social innovation narrative: Ashoka](#)

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Selection of strategies

The Commons Approach. The concept of “commons” is a term adopted by modern economic theory in order to indicate broad set of resources that are self-managed by local communities and therefore made accessible to all members of society, a group or a movement. Therefore, it is possible to understand commons as an alternative resource management model, combining principles of cooperation and resource-sharing with a community-based self-governance and self-monitoring approach that is alternative both to public and private models

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Selection of strategies

Commons Approach

“Ostrom, whose studies on communitarian self-management model also earned her a Nobel Prize for Economics in 2009, as well contributed to the analysis of sharing practices based on commons. In particular, she identified eight main rules for managing commons that are shared by commoners all over the world, namely: 1) Clearly defined boundaries; 2) Congruence between appropriation and provision rules and local conditions; 3) Collective-choice arrangements; 4) Monitoring; 5) Graduated sanctions; 6) Conflict-resolution mechanisms; 7) Minimal recognition of rights to organize; 8) Nested enterprises”

Source: Majo, C. de; Elle, M. Hagelskjær Lauriden, E. and Zuijerwijk, L. (2016) [Transformative social innovation : Shareable - Sharing Cities : a summary of the case study report on Shareable - Sharing cities](#)

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Selection of strategies

Commons Approach

The case of Shareable Cities is the greatest case of the Commons Approach.

“Shareable itself conveys resources through a Toolkit for the Shareable city, a compendium of sharing policies aimed at suggesting the right sharing policies for administrations willingly to implement them. The importance of the guide lies in the fact that it helps people in detecting major resources that can be considered as shareable in general”

Source: Majo, C. de; Elle, M. Hagelskjær Lauriden, E. and Zuijerwijk, L. (2016) [Transformative social innovation : Shareable - Sharing Cities : a summary of the case study report on Shareable - Sharing cities](#)

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Selection of strategies

The **Workforce Collaborative Approach** is in the core-business of the cooperative movement. This approach propose to think the “capability of work” as the main resource for the sustainability of a SI initiatives and its members.

Other kind of resources are in a second level. In a very smart way, the idea is to replace money with workforce as a way to deliver services and goods, especially in context of economic restrictions.

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Selection of strategies

Workforce Collaborative Approach

This strategy was very well developed by TimeBanks.

“In its original (‘purist’) form, Timebanking is a rule-based service exchange mechanism. Its rules are based upon values of reciprocity, mutual respect (everyone has something to offer), and equality. The idea is that those practicing timebanking give service and they receive service in exchange, but that there is no necessity in a time bank for a direct exchange of service between only two parties. Rather, in timebanking the giving and receiving of services is generalised within a community network. This community network is established as a time bank, also known as a service exchange”.

Source: Weaver, P.; Dumitru, A.; Lema-Blanco, A. and García-Mira, R. (2015) [Transformative social innovation narrative: Timebanking](#)

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Selection of strategies

Workforce Collaborative Approach

“A time bank or service exchange comprises a group formed of individuals, organizations or both that practice timebanking. In a time bank *the value of all services is equal and is measured in terms of hours of service delivery.*

Timebanking is therefore a complementary currency system using time as the unit of currency. A time bank member providing a service receives time credits for the hours provided. These can be exchanged for services from any other member of the time bank”.

Source: Weaver, P.; Dumitru, A.; Lema-Blanco, A. and García-Mira, R. (2015) [Transformative social innovation narrative: Timebanking](#)

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Selection of strategies

The **Self-financing Approach** is based on different kinds of activities oriented to gather “monetary” or “in-kind” resources.

These activities may include:

- i) Payment of memberships;
- ii) Production and commercialization of merchandises;
- iii) Perform festivals;
- iv) Involve volunteers;
- v) Rise resources from donors, etc.

These activities can be merged with the others. And also, could be use for the first steps of our SI initiative.

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Third Step: Generation of the adequate own strategy

As we mentioned, the resourcing strategy is part of the identity of the SI initiative, so before the definition of the strategy you have to take into account:

1. Which is the main goal of our initiative?
2. Which are my main values? I.e. my boundaries in relation to the access and use of resources
3. Which are my main resources? I.e. my strengths.
4. Which resources I have to develop? I.e. my weaknesses

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Third Step: Generation of the adequate own strategy

Remember, there is a **difference between “strategy” and “tactics”**.

The resourcing **strategy** represents the “long-term” way in which our initiative is going to manage the resources, and in this sense, the strategy has a performative effect on our identity as social innovators.

Tactic refers to “short-term” actions (or operations) which make the strategy viable. In this sense, in some cases we can use a mix of tactics (for example, crowdrising or festival) in order to preserve the general strategy (for example, a collaborative approach based on workforce exchange).

The definition of a strategy and the use of different tactics is a key insight to sustain a project in the long-time.

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Third Step: Generation of the adequate own strategy

In any strategic or tactic decision, you have to be aware of your own values.

The resource strategy cannot put in risk the nature of the social proposal. The resource strategy has to be functional to the social, cultural, economical and political definition of the initiative.

In this sense, the resourcing strategy has to be part of a continuous assessment. Specially, any modification has to be understood as Critical Turning Point or CTP (please, see the Training Tool on Monitoring and Evaluation).

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Third Step: Generation of the adequate own strategy

But again, be careful!

A change in the strategy is a CTP. A change in the tactics is just a short-term decision in order to preserve the strategic goals.

And, be careful 2!

Is a short-term decision enter in conflict with the general strategy or the unexpected results of a tactic decision collapse the main goal, them you have to take this moment as a CTP.

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Four Step: Time to think

Now, you are in condition to think a first resource strategy.

We strongly recommend you the Training Tool on Monitoring and Evaluation in order to think your resourcing problems, options and alternatives.

Also, the Training Tool on Social Learning brings elements to deploy a learning methodology in order to deal with the raising problem generated in the deployment of your resourcing tactics.

We hope this tool has been useful to you!

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