

SIMPACT PROJECT REPORT

Report # **D3.1**

META-ANALYSIS OF SOCIAL INNOVATION ACROSS EUROPE

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SIMPACT

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1 EXECUTIVE SUMMARY

This study investigates the economic underpinnings of social innovation by collecting evidence-based knowledge on the components, objectives and principles of social innovation. By developing a comparative framework to assess the multiple factors that affect the process of social innovation, workpackage 3 aims to broaden and deepen our understanding of the mechanisms that trigger social innovation and govern its evolution. The meta-analysis provides an understanding of the social, economic, political and technological factors that characterize the simultaneous production of new ideas and structures leading to novel social practices at micro, meso and macro levels. The production that emanates from social innovation varies in breadth and impact since social innovation translates individual and collective creativity within social ecosystems as witnessed by a large sample of case studies on the topics of migration, employment, demographic change, gender, education and poverty in Anglo-Saxon, Continental, Scandinavian, Mediterranean and East and Central European countries.

By providing a conceptual bridge between micro-level empirical research and macro-level policy application, the meta-analysis provides a comprehensive analytical tool for apprehending middle-range theory (MRT). As such, the evidence-based approach provides an understanding of complex hybrid concepts as a way to search for abstract patterns and explanatory mechanisms of social innovation. Our proposed construct can be used to map social innovation development stages within an interactive and (re)contextualized setting. More specifically, our research seeks to identify common patterns in the sources, processes and outcomes of social innovation. Our findings highlight the importance of social solutions that can stimulate social innovation and accelerate its development stages as depicted by selected case studies.

We have identified more than 91 cases that respond to SIMPACT's definition of social innovation (see Rehfeld et al. 2015). As WP3 leader, NEOMA BS searched for and selected cases that covered SIMPACT's main thematic focus. Most case studies used in Task 3.2 and Task 3.3 were collected using a mix of primary and secondary sources, i.e. scientific papers, newspapers and websites. Case study selection met the broad standards set by the SIMPACT Consortium of partner universities. A standard ID card was established for each case study (see the list of ID cards with references in Appendix 6). The meta-analysis was developed by NEOMA Business School using suggestions and feedback from other partner institutions IAT, POLIMI, UM-MERIT, Nord REGIO and CIS.

We proceed by presenting a broad overview of SIMPACT and its rationale is as far as the European social innovation ecosystem is concerned. We place special emphasis on the evidence-based knowledge collected from the European welfare regimes. The study

proceeds further with a 'horizontal' view of the components, objectives and principles of social innovation. In line with our earlier research on the theoretical foundations of social innovation presented in the Comparative Report on Social Innovation (Rehfeld et al. 2015), the study provides an in-depth analysis of the drivers and determinants of social innovation, its development stages and lifecycle as well as implications for European policy makers. The horizontal approach provides a detailed mapping of the role of 'actors', 'institutions' and 'resources' as well as a typology of social innovation driven by social, economic and political objectives in line with the principles of efficiency, regulation and governance.

The horizontal view is complemented by a vertical approach to social innovation. The 'vertical' analysis sheds further light on the themes covered by WP3: employment, migration, demographic change, gender, education and poverty. Each theme is studied within a specific national and regional setting, namely five European regions (Anglo-Saxon, Continental, Scandinavian, Mediterranean and Eastern-Central) and countries (Austria, Belgium, Czech Republic, Denmark, England, France, Germany, Greece, Hungary, Italy, the Netherlands, Romania, Scotland, Slovakia, Spain, Sweden, Wales). The combined horizontal-vertical approach has the merit of highlighting the challenges faced by policymakers when dealing with pressing problems of migration and demographic change, employment, gender and intergenerational inequality and poverty and social exclusion in Europe. The differences between European welfare regimes and their implications for social innovation initiatives constitute the main backdrop against which we have developed our meta-analysis.

Workpackage 3 is presented in 5 main chapters. Following the introduction, chapter 2 provides a summary of the evidence-based approach to social innovation. Chapter 3 offers an in-depth analysis of the theoretical and empirical framework as portrayed by SIMPACT through its components, objectives and principles. Composed of 4 chapters with each chapter covering a selected theme, 'Employment', 'Migration', 'Demographic Change' and 'Gender Education Poverty', chapter 4 provides an iterative mapping of the components, objectives and principles of social innovation within different European countries. Our concluding remarks and suggestions for future research are presented in chapter 5.

2 COLLECTING EVIDENCE-BASED KNOWLEDGE – INTRODUCTION

The point of origin for the empirical research is the preliminary typology of social innovations according to their components, objectives and principles (Rehfeld et al. 2015), which is based on the consortium's working definition of social innovation (see box).

Definition

Social innovation refers to *novel combinations of ideas* and *distinct forms of collaboration* that *transcend established institutional contexts* with the effect of empowering and (re)engaging *vulnerable groups* either in the process of the innovation or as a result of it.

Within the above definition, emphasis is placed on social innovations addressing vulnerable and marginalised groups in society. Due to market and policy failure, these groups in society are not able to participate fully in the economic, social, political and cultural life of the society. Consequently, being marginalised is not viewed as a result of individual inadequacies, but is related to institutional deficiencies.

2.1 Welfare Regimes & Thematic Fields

Focusing on institutional change, different welfare regimes are of utmost importance to consider when analyzing social innovations for the benefit of the vulnerable and marginalised. Against this background, the 5 distinct *welfare systems* in Europe – i.e. Scandinavian, Continental, Liberal Anglo-Saxon and Mediterranean model, as well as the Eastern European model – serve as a first criterion for the selection of SI cases (see Figure 2-1). They can be described as follows (Terstriep & Rehfeld, 2014):

- Within the *Scandinavian welfare regime*, emphasis is placed on redistribution, social integration and universality. These goals are pursued through a generous infrastructure of social services, which are designed to be affordable and of high quality. A key characteristic is the strong ties between welfare and labour market policy. Unemployment benefits and the health system are mainly social transfers financed through the tax system.

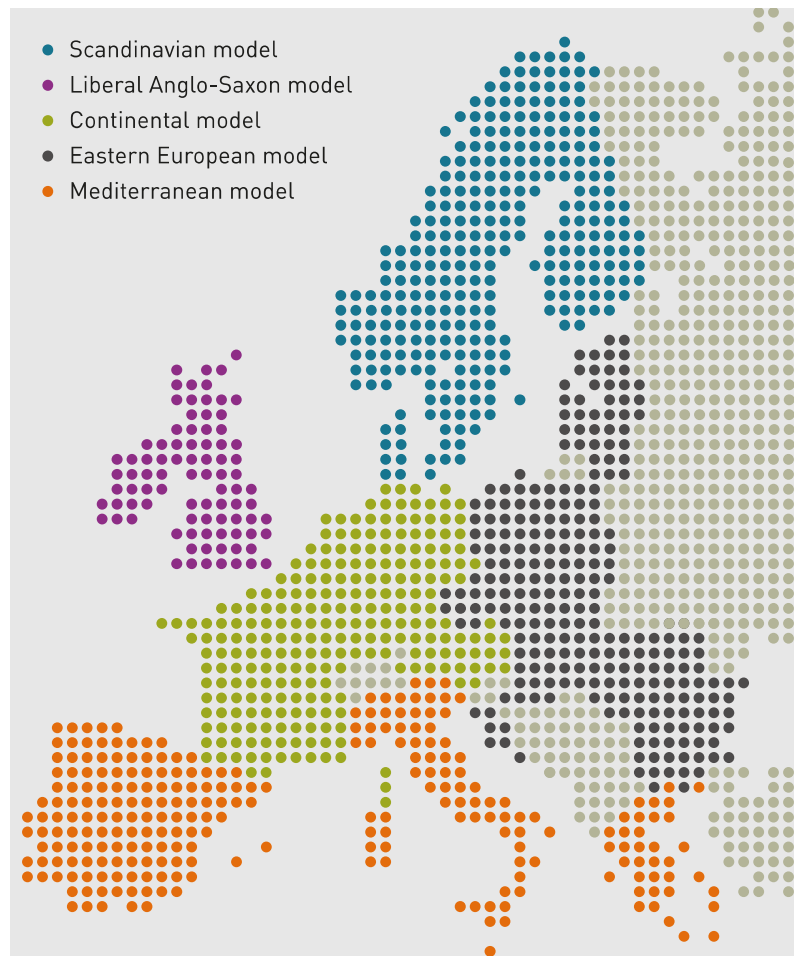
- The ***Liberal Anglo-Saxon model*** emphasises the self-responsibility of individuals, and the labour market is only moderately regulated. Social transfer tends to be smaller in scope than in the other models and more targeted. Accordingly, social policies usually satisfy low-income groups. The State encourages market actors to co-provide services, and leaves it up to the recipients (low-income groups) to opt for public and/or private providers.

- In the ***Continental model*** the focus is on employment as the basis of social transfers - benefits are at a more moderate level and are linked to income. Accordingly, social transfers are financed through the contributions of employers and employees. The redistributive efforts of the fiscal system are less pronounced than in the Scandinavian countries as the tax system contains some regressive elements (i.e. low wealth as well as high income and consumption taxation). Social partners play an important role in industrial relations, whereby wage bargaining is centralized. The institutions of social dialogue as well as parts of the economic regulatory framework bear the imprint of a corporatist system.

- In the post-communist welfare regime, i.e. ***Eastern European model***, insurance-based schemes play a major part in the social protection system (a return to the Bismarkian social insurance system); high take-up of social security; relatively low social security benefits; increasing signs of liberalisation of social policy, which were absent during the communist period, and the experience of the Soviet/Communist type of welfare state, which still exhibits deeply embedded signs of solidarity and universalism.

- In the ***Mediterranean model***, social transfers are less significant than in other European countries. The low level of social transfers is partly counterbalanced by the strong supportive role of family networks.

Figure 2-1. Welfare Regimes in Europe



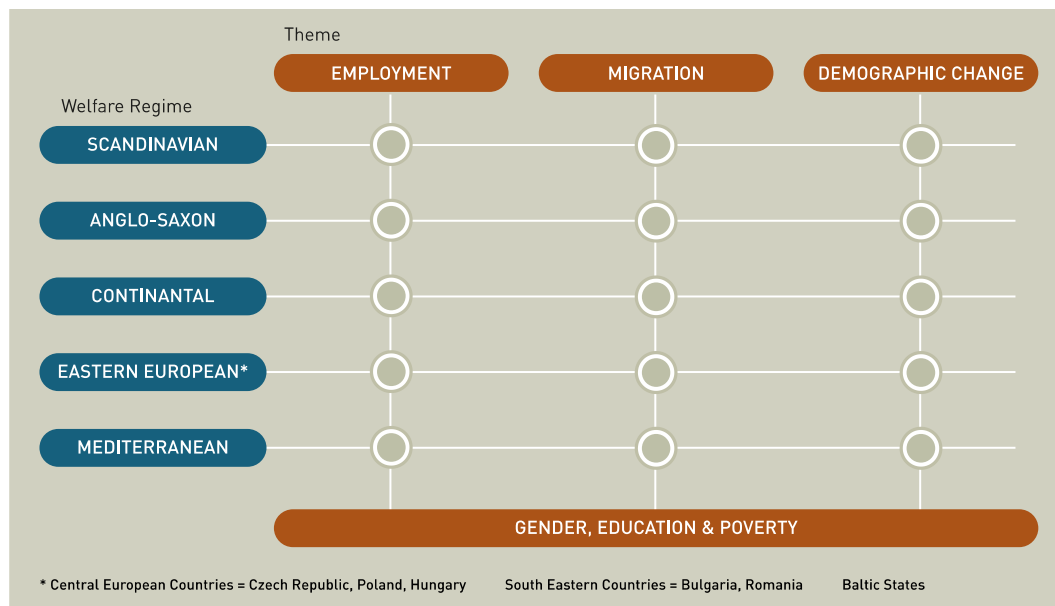
Source: Terstriep & Rehfeld (2014)

The «**Grand Societal Challenges**» Europe is facing are closely related to vulnerable groups in society and serve as a second selection criterion. These challenges are unemployment (and youth unemployment in particular), immigration and demographic change. In the framework of SIMPACT, vulnerable groups are perceived as a potential within, rather than burden of society. This in turn necessitates a shift in policy thinking and acting. Consequently, it was decided to use «positive» perspectives within the three thematic fields:

- **Employment** associated with empowerment and capability development
- **Migration** in terms of integration, and an emphasis on literacy
- **Demographic Change** including recognition of an aging population as well as cases addressing younger generations (e.g., early childcare)
- **Gender, Education and Poverty** as a transversal issue to be covered across the other three thematic foci.

The figure below summarises the selection criteria for the cases.

Figure 2-2. Selection Criteria for SI Cases



Source: Terstriep & Rehfeld (2014)

2.2 Taking Stock of Previous Research

Numbers of European projects studying social innovation have already generated a large amount of data. The present work takes stock of this extant data, which is analysed using a transversal approach. The SIMPACT project explores more deeply the economic characteristics of SIs by taking into account the impact of different welfare regimes. More precisely, a set of 30 databases was used, comprising the databases from DESIS project, Euclid network, Ashoka, amongst others. Secondary data were gathered from this dataset and analysed in order to address the gaps identified in the literature review of WP1.

2.3 SIMPACT's Rational – The Social Innovation Ecosystem

SIMPACT's USP and underlying rational

SI ecosystem => factors constituting the «natural environment»

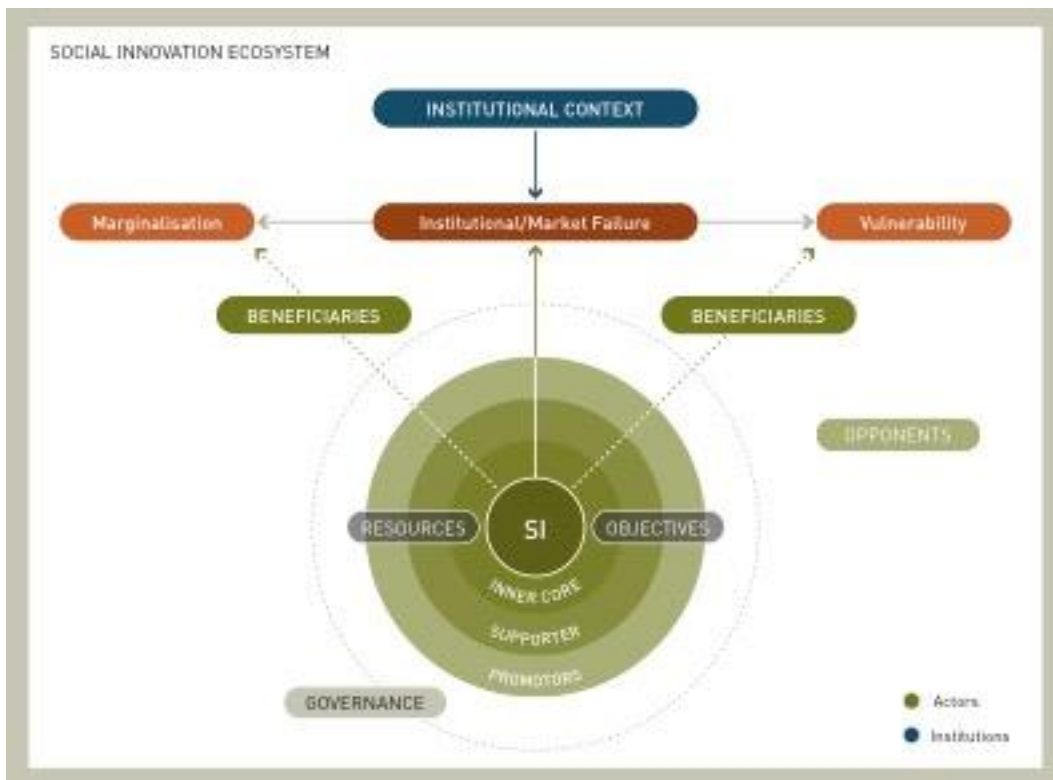
Being marginalised or vulnerable is not the result of individual inadequacies, but is the result of institutional constraints resulting in an inability of institutions to fully mobilise and develop such potential. Consequently, the **institutional context** in a given welfare regime is viewed as one of the building blocks of the social innovation ecosystem with implications for marginalisation and vulnerability (see Figure 2-3). In response to institutional/market failure social innovations emerge at the intersection of private, public, non-profit and the informal sector as well as civil society, each having their distinct roles. More precisely, we distinguish between the following types of actors (Terstriep & Rehfeld, 2014):

- **Inner core:** Initiating and operationalizing actors
- **Supporter:** Actors actively involved in the implementation of solutions
- **Promoters:** Actors facilitating the spreading/diffusing/scaling of solutions (e.g. media, financiers)
- **Beneficiaries:** Actors who benefit directly or indirectly from the solution
- **Opponents:** Actors opposed to the solution
- **Followers/Imitators:** Actors joining the implementation of the solution or duplicating it

Dependent on the actor constellations, the available resources vary just as much as the objectives.

Whereas distinct modes of efficiency are determined by the «inner core», the relations between the actors are shaped by the modes of governance.

Figure 2-3. SIMPACT's Rational of Social Innovation



Source: Terstriep & Rehfeld (2014)

In sections 3 to 5 we articulate, on the one hand, the first responses to the pending questions proposed in D1.1, and on the other hand, discuss the initial hypothesis formulated at this same level. This discussion is expected to generate a loop between the theoretical frame and assumptions and the evidence generated from the empirical research. This allows for feedback on the middle-range theorising process to be developed.

3 COMPARISON IN THE FRAMEWORK OF SIMPACT – HORIZONTAL OVERVIEW

3.1 Social Innovation Components

3.1.1 Presentation

Social innovation components are divided in three parts. The **first part** (3.1.2) deals with the role played by **actors** by emphasizing their level of involvement and the various degrees of collaboration between them. We observe the diversity of mechanisms, devices and solutions for implementing the process of coordination and funding.

The **second part** (3.1.3) deals with the institutional context by emphasizing the similarities and the differences, in **the traditional boundaries between sectors and institutions**, while taking into account the need to consider **new economic functions**. The **third part** (3.1.4) emphasizes the need for resources. Consequently, we will explain the key role played by the mix of resources from public/private sectors. We focus on **regulation-based devices** as well as **barriers, market-based devices** and their impact on social innovation.

3.1.2 Actors

Solutions to challenges posed by social exclusion require participation of social actors across public, private and third sectors. Actors are categorized in terms of their roles, goals, relationship and partnership dynamics.

Among the main actors, the involvement of **policy makers** to provide solutions for “**grand challenges**” is particularly important at regional and national level. European administrations are particularly concerned about challenges posed by the arrival of immigrants, social services including healthcare provided to the ageing population and educational and training programs addressed to the disconnected youth. Gender, education, employment and migration issues are predominantly debated when looking for solutions at local and national levels.

European welfare regimes rely on a wide array of partners from private, public and third sectors (i.e. citizens, schools, universities, corporations, local, national and European administrations). Some differences exist when measuring the involvement of professional and volunteer groups. Continental and Scandinavian countries tend to rely

more heavily on the involvement of professionals and universities for their **professional expertise** to meet social innovation needs. This is the case of medical professionals and educational experts whose expertise is highly appreciated by the authorities. Similarly, voluntary working is encouraged as it helps strengthen social ties, build networks and accelerate peer-to-peer exchanges. Volunteers are particularly welcome in the Mediterranean countries where government financial resources seem to be lacking.

Actors' involvement may be decreasing or increasing depending on resource availability, support programs and social incentives. In the case of employment, we observe the absence of, or limited engagement of European **labour unions** in social innovation initiatives. The question of whether SI initiatives reject the idea of partnering with labour unions or inversely, labour unions show reticence to get involved is therefore posed. The historical role played by labour unions and its gradual loss of influence in regulating the labour market may provide a partial answer to labour unions' disengagement. This is a particularly important issue when policy makers are brought to legislate on unemployment and immigration. The question of social innovation should therefore be posed in terms of collaboration and the role played by multiple actors in fostering, accepting or rejecting social innovation solutions. Some solutions are proposed for building and sustaining collaborative **systems of social innovation**. For instance, collaboration between the National Lottery Fund in the Anglo-Saxon countries and local governments to support employment has spurred numerous social innovation initiatives. Social innovation solutions provided by the Mediterranean actors seem to have favoured closer links with larger corporations compared to other parts of Europe.

3.1.3 Institutional context

The response of national institutions to challenges posed by employment, immigration and demographic change has been somehow different across economic, social and political spectrum. For instance, problems arisen by unemployment and migration have been viewed differently as far as institutional responses are concerned. In some countries, solutions have aimed at reinforcing the existing institutional arrangements while in other cases, social innovation initiatives have addressed institutional shortcomings. Alternative solutions have been offered within different institutional setting with the objective of changing power relationship and flow of authority. For instance, SI solutions in the Scandinavian countries have emphasized the need to reinforce the existing institutions while in the Mediterranean countries, solutions have leaned toward building alternative solutions and challenging the existing institutions.

As far as employment is concerned, solutions emphasize the **search for new economic functions** for vulnerable communities and marginalized individuals. The problem of ageing populations and the soaring cost of healthcare has been viewed as an opportunity to create new social and economic activities in the Scandinavian and Continental countries. Similarly, the growing number of migrants who are settling in

Europe has called for a wide array preventive and curative measures. Solutions range from providing training to new migrants to setting up social networks for disconnected individuals and creating safety nets for a more effective process of integration. The Scandinavian and Anglo-Saxon countries *have* shown more resiliency in providing sustainable solutions to ensure social and economic inclusion of immigrants and economically poor communities.

3.1.4 Resources

The resources dedicated to finding solutions for employment and migration rely on a mix of resources provided by an array of public and private organizations, charities, cooperatives, associations, and corporations. In the case of Continental, Scandinavian and Anglo-Saxon countries the use of resources has been closely associated with the development of human capital and competencies.

Social innovations require the use of **regulatory mechanisms and devices** alongside national legislations. These mechanisms act as SI enablers that help sustain the process of innovation over the SI lifecycle. For instance, the **Scottish legal system** which provides financial support to local communities to acquire lands and the **National Lottery Fund** in United-Kingdom which offers funding opportunities act as SI accelerators. Alternatively, legislative bodies may set up **barriers** to SI emergence and development. This is the case in France where the legislator limits **access to public funds** to specific social actions. In contrast, Spanish authorities are particularly keen on supporting solutions in support of demographic change by providing subsidies, while in Sweden and Denmark, funds are made available for education. Support for social innovation is equally provided by consumers and donators. Most social innovation initiatives operate within a market-institute context. As such, commercial, market-based and non-commercial, donation-based models are equally important in developing opportunities and competencies for social innovation. It is important to emphasize the role of charity organizations and actors involved in social economy in supporting SI initiatives. While private and third parties are important financial purveyors, public funding continues to play a key role in providing support for social innovation.

Differences in funding mechanisms and policies can be explained by different economic models, institutional preferences and banking practices as observed in the case of Mediterranean and Scandinavian countries. The relationship between **market regulation and market-based solutions** should be studied in light of tangible and intangible resources needed to support social innovation. Knowledge-intensive resources and the ability to explore, exploit and disseminate knowledge constitute a catalyst for socially innovative and economically viable solutions.

Table 3-1 summarizes the main points regarding social innovation components and more specifically the role of actors and measures implemented by policy makers.

3.1.5 Results

COMPONENTS Actors	Similarities	Differences
Policy makers	Involvement of national policy-makers for national issues, such as employment and demographic change Involvement of institutions at local, national and European levels with a focus on gender, education, migration, employment and demographic change	
Partnership	Cooperation between partners from private, public and third sector Example: citizens, schools, universities, big private companies, local, national and European administrations	From a professional perspective: <ul style="list-style-type: none"> – Level of expertise needed to address specific needs in Continental and Scandinavian countries – Focus on health care, formation, internship, entrepreneurship From a volunteer perspective: <ul style="list-style-type: none"> – Build social networks – Reinforce peer to peer exchange – Develop voluntary work Evidence is provided from: <ul style="list-style-type: none"> – Mediterranean countries (+++) – Continental countries (++) – Scandinavia (+)
Degree of involvement	Decreasing, maintaining and increasing	<ol style="list-style-type: none"> 1. Decreasing role/power of labour unions 2. Maintaining: National Lottery Fund in the Anglo-Saxon countries 3. Increasing: relationships with fewer large companies in Mediterranean SIs (related to economic crisis)

COMPONENTS	Similarities	Differences
Institutions	<p>Traditional boundaries across sectors and institutions</p> <p>Finding new productive functions (i.e Training skills, jobs, in Continental and Scandinavian countries)</p> <p>Network effect (personal/professional), especially for Migrants</p>	<ul style="list-style-type: none"> - Greater emphasis on education and communication: Scandinavia - Alternative propositions challenge existing institutions (e.g. banking sector in Mediterranean countries)
Resources allocation	<p>Mix of resources from public, private and third sector organizations.</p> <p>Regulation based device</p>	<p>Development of economic resources/competencies (e.g. Continental and Anglo-Saxon countries)</p> <ul style="list-style-type: none"> - Scandinavian cases and education and communication levels - Allows local communities the right to acquire lands (Scottish legal system) and National Lottery Fund in United-Kingdom. - Spanish local authorities provide direct subsidies (half the costs) for Demographic change and migration - Barriers to access to public funds (France)
	<p>Market-based device as a complement to public funding Selling product and services, developing the competencies for other companies</p> <p>Developing existing resources (knowledge, competencies, etc.) Transfer of knowledge acquired through voluntary specialist professionals</p>	<p>Various levels of philanthropy (more in UK) Mediterranean cases develop more alternative propositions and challenge more deeply existing institutions</p> <p>Public education as a catalyst</p>

Table 3-1: SI components similarities and differences

3.2 Social Innovation Objectives

3.2.1 Presentation

As elaborated in the literature review D1.1, social innovation emerges as a response to market-failures at micro and macro levels. Market shortcomings are considered to be associated with the inability to (1) satisfy social demands (2) find appropriate solutions to pressing social problems and (3) motivate actors to engage in social and economic initiatives. This first stage of the meta-analysis considers each single element associated with social innovation objectives. By mapping the SI objectives to the key themes under study; employment, migration, gender/education and demographic change, we seek to establish the similarities and differences between different case studies. The second stage of the meta-analysis explores actors' motivations in response to different welfare regimes within each group of countries (i.e. Anglo-Saxon, Continental, East and Central European, Mediterranean and Scandinavian). In addition, the meta-analysis incorporates the following factors and drivers:

Macroeconomic context: Social innovation is considered as an efficient response to combat deprivation and social exclusion especially in the context of economic crisis experienced by many European countries since 2008. This is particularly true for vulnerable population such as disconnected youth and unemployed women who lack basic skills and sufficient financial backing. This in turn, can lead to vicious cycle of deprivation and reproduction of social and economic inequalities. Reasons for growing inequality may be associated with the country specific welfare regime, educational system, intergenerational inadequacy, inability to enter the job market due to problems such a absence of skills, competition exerted by the arrival of immigrants and demographic changes, and population movement and rural exodus that affect life conditions in urban areas. This picture is currently observed in numerous small cities and rural and urban areas in Europe.

Demand for social innovation is driven by social and economic opportunities provided by knowledge-intensive and technology-driven activities. Our study shows that skills and knowledge acquired through education are key elements to succeed economically. The acquisition of new and appropriate skill helps cope with economic predicaments since skillful workforce can be trusted and offered a paid job, both of which are important factors for combatting exclusion. People expect to be able to preserve quality of life and improve working conditions while at the same time reduce inequality gap through welfare regime. In addition demand from newly arrived immigrants for equal treatment poses additional challenges to host countries.

Social solutions must therefore provide an answer to the problems posed by integration, exclusion and equality. In our case studies, we observe two kinds of integration. Integration through work requires the acquisition of professional skills and

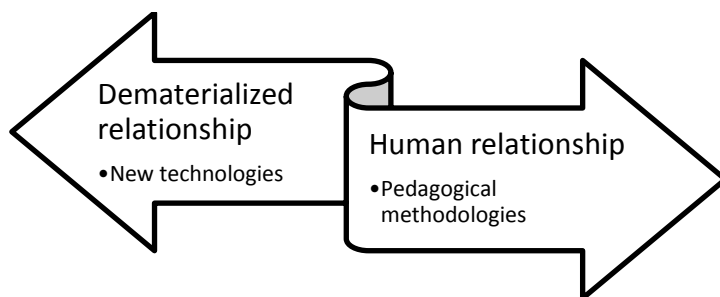
the ability to get involved in community projects. Building community depends on individuals' ability to connect to other community members, support family ties, build intergenerational link and interact with newcomers in the community. As family ties loosen and community values dwindle, the social fabric that is necessary for finding solutions weakens. In our case studies, Anglo-Saxon and Scandinavian models show greater concern for community values in an attempt to enhance social cohesion.

Policy making must look for short and long term solutions to social and economic predicaments. In the case of the Scandinavian countries, policy makers have tried to overcome social problems by focusing on training and providing provisions for work flexibility. The meta-analysis reveals that supporting welfare regime can only be made possible if bolder social initiatives can be allowed and experimented. The growing numbers of immigrants asking for inclusion via work calls for policies in favor social innovation.

Equally important is the **cost of social programs**. Social innovation may be stalled by pressure exerted on policy makers to reduce the cost of social programs. The Mediterranean social care system appears ill-prepared for coping with the recent influx of immigrants. This is equally the case in Eastern and Central European countries where EU directives have forced the government to comply with European law on human rights and protection.

The **growing marginalization** of the elderly people, women, and the youth has important social and economic implications. Despite considerable efforts deployed by European governments, immigrants from Africa, South America and the Middle-East face growing discrimination in the job market. This is particularly the case for the Roma community in the Mediterranean and Continental countries. Vulnerable people are also the victims of the worsening of economic situation. Economic deprivation causes social exclusion, worsening the social status of the marginalized populations leading to growing delinquency in the ghettos situated in the periphery of the main European agglomerations.

One way of alleviating the social burden caused by marginalization is by developing social networks to accelerate human interaction. Social innovation is driven by information and communication technologies. **Technology push** is driven by the (de)materialization of information and dissemination of knowledge. Information dissemination is facilitated by online platforms, databases, social networks, geographic information systems, and a host of websites that create and strengthen social ties. Technology-driven solutions are based on peer-to-peer relationship that empower individuals and communities through trust. Human relationship powered by networks and as such is likely to accelerate social inclusion of vulnerable communities



3.2.2 The typology of social innovation

Social innovation can emerge in clusters and networks where new products and services and community value can be identified, developed and delivered (e.g. homemade crafts, clothes and community services).

Services and products can be offered to both external users (outsiders and not involved in the SI cycle and those users who have been involved in the innovation process.

Social innovation can encompass a wide array of services associated with different services such as cleaning and repairing services. Internal users may belong to vulnerable communities and their participation through mentoring and training is likely to increase individual and collective competences. Mentoring may materialize via theoretical and practical educational programs, workshops and community services.

This can lead to the formation of **new organizations** in which both outside and internal users can be brought to cooperate, collaborate and co-create..

Cooperation can, in turn, lead to forming new **communities** and **networks** that bring together marginalized groups by developing common rules, vision and values. These communities can interact with other actors with the objective of developing professional networks working on a host of projects.

This is an important step toward creating a **new perception** of vulnerability and exclusion in society. People from outside would have a better understanding of vulnerable communities and how they can engage in reducing inequality and deprivation. More importantly, internal users and community members can gain in self-confidence through growing engagement and empowerment. While those who engage in social innovation are the main beneficiaries of social development, external users can equally benefit from human and social capital. New organizations emerge as communities and networks succeed in building closer social ties.

3.2.3 Structure of Social innovation

Innovation	Internal	External	Example
New product	semiotic dimension communitarian values		homemade book, traditional clothes, etc.
New services and processes	increasing their own social capital	Classic service Basic and ad-hoc	exhibition, cleaning/repair service personal mentoring with teacher (theoretical and practical education, learning new language), evaluation of skills
New organizations	Workshop, conference, internship, and informal meeting.	Events, exhibitions, and prevention campaigns	
Community and new network	Group, common rules and common vision	Interaction with other actors, personal and professional network	
	develop intergenerational project (demographic) and long term		
New perception	Self-confidence.	Better understanding of vulnerability	
Immaterial raw material	Knowledge and skills		
New outlets	New jobs for disabled people, transforming a problem into an opportunity		

Table 3-2: Structure of social innovation

3.2.4 Results

OBJECTIVES	Similarities	Differences
<p>Economic</p> <p>Context and market failure</p> <ul style="list-style-type: none"> - Crisis reinforce exclusion - Duration of the problem <p>Economic pressure</p> <ul style="list-style-type: none"> - Basic skills are needed to reduce social fracture - Disconnections within the labour market <p>Access to the educational system</p> <p>Intergenerational relationships between older people</p> <p>An extent on migration and the integration of new worker</p> <p>The structure of regions/rural exodus</p> <p>The social solution</p> <ul style="list-style-type: none"> - New professional skills is emphasized - Creativity and engagement in creative projects 		<p>Levels of demands:</p> <ul style="list-style-type: none"> - People expect to preserve quality of life (within the Scandinavian regions) - Improve their living condition (Mediterranean people) - Preserved their welfare model as much as possible (Continental regions) <p>Demands from outside</p> <ul style="list-style-type: none"> - Immigrants - Language plays a key role in terms of integration. <p>Specification:</p> <ul style="list-style-type: none"> - The role of the family and the place of women in society (i.e Mediterranean and Central/Eastern countries). <p>Community</p> <ul style="list-style-type: none"> - Intergenerational disconnection brought about through an aging population. - The family model is collapsing (i.e. Anglo-Saxon). - How immigrants are assimilated into their host society.

OBJECTIVES	Similarities	Differences
Technological	Technology push. <ul style="list-style-type: none"> - De-materialization of information and knowledge. - Traditional methods, such as pedagogical tools (books and classroom based methods). 	
Political	Public policy: <ul style="list-style-type: none"> - Policy makers provide a long term approach, - The borders of the European Union are open even if an immigrant is marginal and, even excluded from the beginning - Ageing population The reduction of the cost of social care	Anglo-Saxon countries: <ul style="list-style-type: none"> - Disconnection and mistrust between policy makers and citizens Scandinavia countries: <ul style="list-style-type: none"> - Lack of public health and social care services due to older immigrant population. - No city hall in Sweden for them. Mediterranean countries <ul style="list-style-type: none"> - Social care services appear ill-prepared for coping with the recent influx of immigration at the same time as coping with the economic crisis. Eastern and Central countries: <ul style="list-style-type: none"> - Driven by the European directive, so indirectly inspired by insiders.
Social	Demographic situation <ul style="list-style-type: none"> - Elderly people (Continental and Scandinavian countries) - Young generation (18-25 years old) (most prevalent within Mediterranean and Central and Eastern countries). - Implications for women who face discrimination. - Immigrants, particularly African and South American, and East-Central Europe (Middle-East; Balkan States). Note specific issues and implications for the Roma community. Victims of economic situation. <ul style="list-style-type: none"> - Poverty and homelessness - Disabled people - Delinquency and the growth of ghettos - Growth of numbers within prisons. 	

Table 3-3. Social innovations objectives similarities and differences

Social innovation is driven by economic imperatives and social pressures brought about by exogenous and endogenous factors. Our analysis highlights that the socioeconomic context has been the main cause of exclusion, vulnerability and marginalization. Access to education is an important step toward social inclusion and integration into local workforce. The role of technology and support for the ageing population and families constitute important factors for stimulating social innovation. Equally important is the need for greater awareness of the social predicament caused by marginalization, poverty and exclusion. One should be aware of the need to change people's perceptions of vulnerable communities viewed not as economic burden but rather a potential source of social and economic development.

3.3 Social Innovation Principles

3.3.1 Presentation

Building on the economic foundations and framework of social innovation articulated in the Comparative Report on Social Innovation Framework (D1.1), the following section presents the results of the meta-analysis of SI principles. Social innovation principles refer to strategies that can lead to allocative efficiency. Social innovation efficiency and modes of governance raise the question of self-regulation of private and public actors, effective decision making, power sharing and good governance. In this section, we focus on the process of social innovation, its origin, life-cycle as well as obstacles to its development. The themes covered in this study (employment, migration, gender/education and demographic change) within the European regions (Anglo-Saxon, Continental, East and Central Europe, Mediterranean and Scandinavian) are studied in light of imperatives of social innovation, its process, mode of governance and impact.

3.3.2 The process of social innovation

Social innovation can emerge as a top-down or a bottom-up process initiated by public, private or third party actors. Most social innovation initiatives are put in motion in response to deficiencies and shortcomings in a particular economic or social sphere. The bottom-up initiative emanate for **local actors** from their observation of reality and assessment of vulnerable groups in particular situations such as unemployment immigration and gender inequality. In other situation, actors's response comes as an intrinsic reation to a personal experience such as domestic violence, school bullying, work discrimination. In both cases, initiators seek to form partnership and build cooperative schemes with other actors (i.e. municipalities, neighborhood associations, local practitioners, consultants, public and private agencies, charities, artists) in order to benefit from their skills and knowhow.

The **top-down** approach takes place when local or national governments seek to overcome organizational deficiencies and gaps. Top-down processes are initiated through national and local legislators, European institutions and directives, city council programs and specific agendas set by foundations, charities, companies, social enterprises, NGOs, and universities. In such cases public and private initiatives may encourage civil society actors to play a role in fostering alternative economic models to address a wide array of problems ranging from assistance to immigrants to providing services to marginalized and vulnerable communities, migrants, prisoners, homeless people and disconnected youth. Top-down initiatives may be triggered by exogenous factors such as ageing population, healthcare cost, growing insecurity and poverty. In a number of other situations, social innovation may emerge in a combined top-down and bottom-up process.

Bottom-up initiatives may originate from **pre-existing relationships** in which case the initiator and the beneficiaries build and extend on their former relationship to build and strengthen their social and business ties. In such cases, actors' responses are conditioned by their personal experience and previous engagement. Social innovation **initiators** and **beneficiaries** shared knowledge and experience and adhere to common values. In contrast, in top-down initiatives, there is no or limited pre-existing relationship between actors, initiators and beneficiaries. This may be the case of prisoners, homeless people and political refugees.

The nature and extent of relationship between social actors including but not limited to municipalities, charities, associations, schools, health care providers and professionals will shape the nature of collaborative work and cooperative schemes throughout social innovation lifecycle and networks. Actors who decide to form partnerships and participate in common project, often base social innovation solutions on a systemic and interactive approach in. Social innovation initiatives could therefore constitute a catalyst for new relationships between SI initiators and numerous other partners and beneficiaries. This is likely to lead to closer ties and stronger sense of community and cohesion in neighborhoods that would in turn, facilitate the inclusion of disenfranchised and populations. The development of neighborhood taskforces where teachers, local leaders, social activists can break isolation and exclusion is an important step toward adopting a systemic approach to social inclusion and economic participation. Financial support constitutes an important driver for building and sustaining the relationship: between local governments, financial intermediaries and impact investors who support social innovators and social entrepreneurs.

One should emphasize the importance of trust in sustaining relationship among partners. **Trust** is manifested through social dialog, sharing common values and creating and transferring knowledge all of which are likely to enhance social resiliency and awareness needed to address social and economic challenges and build sustainable solutions for the society as a whole. Autonomy (i.e. financial autonomy for immigrants

and disconnected individuals) and freedom of action are equally important drivers when dealing with business opportunities and engaging in social projects (professional networks of new residents develop and cooperate while reinforcing by offering alternative structures and implementing local and regional development projects, parents and babysitters). Autonomy and freedom depend on degree of trust that can be developed among social actors. Social trust may be reinforced by religious beliefs, cultural values and social goals.

The use of **tacit and explicit knowledge** in dealing with emergency situations in a variety of socioeconomic contexts (i.e. victims of domestic violence, healthcare provided to homeless individual, financial assistance to the economically poor including women and disconnected youth) is an important factor in supporting social initiatives throughout their development cycles. It is noteworthy that more than a half of cases studied are in their early development stage and their success will be determined by the amount of knowledge of social actors. Social innovation knowledge corpus encompasses different types and levels and knowledge management processes, creation and sharing, exploration and exploitation. In this regard, social innovation learning can be viewed as organizational learning whereby social interactions and relationships constitute the cornerstones of tacit and explicit knowledge.

Numerous obstacles caused by resource scarcity, organizational deficiencies and resistance to change affect social innovation dynamics. Among the main obstacles to social innovation, limits imposed by financial scarcity at local and national levels have had an important impact on the social innovation cycle. This point is highlighted in the case studies in the Mediterranean and East-Central European countries.

One of the main challenges encountered by social actors concerns the development and **scaling-up** process of social innovation. This is to say that scale and size. For example, the size of the targeted population, number of communities and actors involved, the degree of involvement of social actors and the level of awareness and commitment of social actors have a direct bearing on social innovation projects. Our study shows that SI projects that reach an advanced stage can expand geographically reaching out new communities, neighborhoods, and regions. Examples of scaling-up are provided in the case studies, where the number of participants in a project has increased from 50 to over 700 over one single year. In one instance, the growth looked staggering, moving from 1 participant to a total of 1,200.

The scaling-up dynamics is determined by the **local context** within which social innovation emerges. Social innovations emerge within a local context in reaction to the shortcomings and deficiencies such as lack of support programs by local authorities. Population diversity, social exclusion and demand by vulnerable communities are among the main factors that affect the process and stages of social innovation. The local context is in turn, affected by the process of social innovation and its subsequent

development. It appears that Internet has come to play a pivotal role in expounding local demand. This is mostly done through community blogs, social community websites and social networking where online platforms are used to disseminate information and facilitate exchange among users.

3.3.3 Effectiveness & Efficiency

The **sustainability** of social innovation is determined by several factors: common vision, mutual benefits and commitment and motivation of all actors involved including the initiators, partners, supporters and beneficiaries. The embedding process of social innovation gives rise to growing awareness and engagement of numerous outside actors who may decide to participate at some stage of SI development. This is the case of publishers, libraries and bookstores that might decide to supply books to schools, hospitals and prisons in support of a particular social initiative.

It is noteworthy that SI dynamics is **inversely related to socioeconomic conditions**. The more critical a situation becomes, the higher will be demand for assistance and partnership. The funding of a social project is a very important component of its effectiveness. In the cases analyzed for the meta-analysis, financial support and subsidies have been primordial in sustaining the project. In addition to the factors already identified social innovation **acceleration process** and **future sustainability** will be contingent upon leadership qualities covering all aspects of organizational and financial management. Social innovation sustainability is conditioned by distinct organizational capabilities, entrepreneurial capacities, individual competences, as well as the quality of partnership programs between public and private sectors. It is particularly important to build and bridge partnership programs at local and regional levels, across private and public sectors.

The deterioration of social and economic environment leads to precariousness, alienation, rejection, uprising, confrontation and ultimately violence and exclusion all of which may constitute **unforeseen future risk**. This could also lead to an over-dependence on public funds and arbitrage in ordinary day-to-day life of citizens. Institutional and legal changes that occur within the EU are among potential risks that individual countries may have to face.

Social and economic impact have been evaluated and compared across the countries and regions and specific thematic focuses selected to build our meta-analysis. Direct and indirect impacts are found when studying the situation of populations that have been defined as vulnerable, marginalized and disconnected: people with physical disabilities, populations suffering from diseases that require long treatment, current and former prisoners, jobless and homeless populations among whom a growing number of individuals are women and youth. The metrics used in the meta-analysis considers

variables such as number of associations, social projects, grass-roots movements, government, voluntary and charity-based support programs.

While many cases of SI need more explicit and qualitative **evaluation criteria and tools** (i.e. surveys, guidelines, progress indicators, etc.), the cases analyzed provide a number of important indicators to policy makers. More data are needed to include information on how to design appropriate solutions to deal with **conflict management** that may occur at different social innovation development stages.

We have been able to identify through a limited number of cases, *ex-ante* conditions that trigger social innovation. It has however been difficult to assess the **ex-ante expectations versus ex-post results** as most cases result from spontaneous reaction to gaps and shortcomings to be addressed. A longitudinal study would be needed to establish a mapping between *ex-ante* expectations and *ex-post* results. Difficulties of measurement are also identified when one tries to assess the impact of social networks on individual and collective patterns of behavior and actors' anticipation and expectation. While most of our findings are considered as satisfactory, several dimensions pertaining to contingency characteristics of social actors: need to be taken into account in future studies.

3.3.4 Business model & Governance

Institutional and legal changes in the national and European framework constitute both **opportunities and risks** during the **commercialization** and exploitation phase. However, in Continental and Scandinavian regions, the evidence suggests that legislation and renewing of public policies, such as decentralization leading to change in social practices, have provided new **opportunities**. In the case of Anglo-Saxon countries opportunities and risks are perceived as similar to the ones any business faces. Any attempt to engage in social innovation is associated with the requirement of a healthy financial structure and a constant adaptation to changes in demand. Other identified opportunities are citizen's increasing participation in societal and political projects and debate, and the development of IT seen as a powerful tool to reach larger populations and help expanding networks.

In terms of **risks**, SI models relying too heavily on public funds are seen as possibly fragile when public organizations' budgets are decreasing. Some public rules and classifications are seen as possibly impeding the emergence and development of SI which is developing at the boundary of multiple "classical" practices/disciplines, especially when social initiatives are poised to employ a diversified set of resources. While mainly seen as an opportunity, increased citizen participation is also seen as a risk in the sense of the difficulty to maintain high level of engagement over time.

Evidence shows that the **decision-making process** is collective, decentralized and distributed in most of the SI analyzed considering that the core group coalesces around social, economic, environmental or political goals. The involvement of beneficiaries is crucial to the decision-making and relationships with larger network of partners (beyond the core group) and seems to be beneficial to other stakeholders. However, such a decision making process requires coordination among multiple stakeholders. In some social innovation initiatives that are based on a cooperative status, decisions are taken by vote. In the case of the Anglo-Saxon and Scandinavian countries, many projects have decision-making processes similar to those of classic organizations, i.e. there is a division of tasks by functions (CEO, communication, finance...) and a manager is assigned for each one.

In terms of **legal form and ownership chosen** for the SI projects, the majority of the Continental SIs has adopted associative or cooperative status where reliance on such legal forms ensures democratic decision-making. Moreover, new legal statuses are emerging which recognize effective new practices. The Mediterranean SIs evidence a diversity of status ranging from simple association to full company status e.g. social enterprises, groups of associations, cooperatives and corporations. The Anglo-Saxon and Central and Eastern European SIs also use different statuses such as charities, foundations, associations or social enterprises depending on their goals and activities.

In terms of **single loop or double loop learning**, cooperative status seems to represent an efficient mechanism for creating single and double loop learning as long as salaried workers are also the owners of the enterprise. As such, they have access to information for taking strategic and operational decisions. One of the Greek SIs analyzed was the product of a single learning loop process as the actors first provided food as a means of responding to the needs of the poorest. A gap between the citizens giving and the ones receiving the food, was identified in the early stage and subsequently filled through participants deciding to cook and eat the food together. The learning process in the Anglo-Saxon cases relies on experience and a bottom-up flow of information.

As for **quality assurance, user feedback and improvement mechanisms**, European impact policies and programs aim to sustain the processes of social innovation (i.e. public employment service mechanisms, official partners' progress reports and information websites). They organize reporting and provide online tools to be used to monitor and collect user participation and feedback. Indicators are provided by the partners and organizations involved in the SIs. Reporting is also often available within the organization that implements and manages the SI and activities such as workshops are directly evaluated. Quality assurance, user feedback and improvement mechanisms depend on the legal status of the SI. Most Continental social innovation initiatives rely on cooperative principles. In so doing, employees take part in the governance of the enterprise. This double role of employer and employee allows for the identifying of particular problems and the collective search for solutions to them. Some SIs initiatives

have formed partnerships with universities that help them improve their functioning. In the Mediterranean region, some SIs explicitly look for improvements through the development of their model. In most of the Anglo-Saxon SIs analyzed, feedback is based on constant exchanges of opinions, knowledge and know-how between citizens. Additionally, in some of them, peer-to-peer learning processes were developed.

3.3.5 Results

PRINCIPLES	Similarities	Differences
Process of social innovation	Bottom-up: <ul style="list-style-type: none"> - Most of SIs - Initiated by local actors from their observation and assessment of vulnerable groups; personal experience with an issue - Initiators/partnerships with private and public actors (municipalities, neighborhood associations, local practitioners, consultants, public and private agencies, charities, artists) 	
	Top-down: <ul style="list-style-type: none"> - Triggered by exogenous factors (aging, increase of care costs) - National and local government programs - Inefficiencies of central government in providing resources and services (regional and city level) 	
	Relationship <ul style="list-style-type: none"> - Personal experience with the issue, such initiators - Often relations between various initiators and partners pre-exist - Beneficiaries don't have pre-existing relations but forming quickly between beneficiaries who share a clear goal or face same barriers 	
	Level of trust: <ul style="list-style-type: none"> - Local networks and teams are created and collaborative work - Project: community and social cohesion in neighborhoods - Financial partnership: government or local agencies, banks and social impact investors. No pre-existent relation between initiators and beneficiaries was observed 	
	Level of tacit knowledge: <ul style="list-style-type: none"> - Some cases present tacit knowledge (i.e. integration of victims of domestic violence and homeless people) - New knowledge from experimentation and initiators - New knowledge from experience provided by public and private, partners 	
	Sustainability of the SI <p>SIs are in early stages, the other half in medium or advanced stages of development</p>	
	The future of SI: <ul style="list-style-type: none"> - The size of the targeted population - Number of communities and actors - The level of awareness of the issue and need for solidarity - SI projects are in medium or advanced stages of development, have already expanded 	

geographically to other communities

The acceleration process of SI:

Global context: economic crisis worsening the burden of poverty

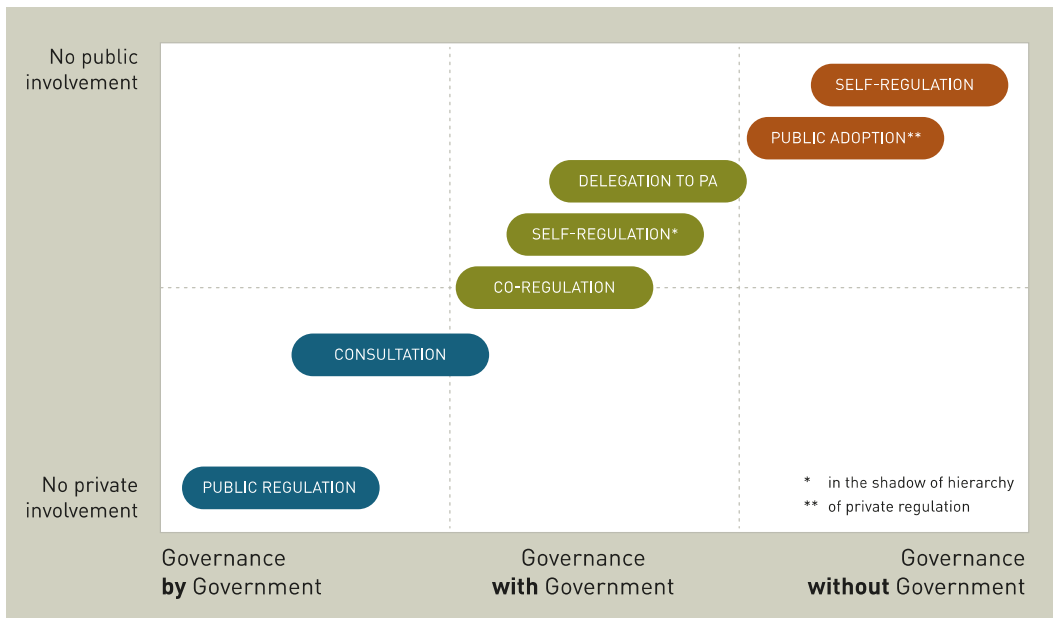
Local context reaction to the shortcomings in the existing support programs by local authorities on community.

Relationship between the actors, peer-to-peer socialization within neighborhoods

<p>Business model & Governance</p>	<p>Opportunities & risks during the commercialization phase</p> <ul style="list-style-type: none"> - Boundary of multiple “classical” practices/disciplines - IT as a powerful tool (networks) - Institutional and legal changes in the national and/or European framework <p>Decision-making process:</p> <ul style="list-style-type: none"> - collective, decentralized involvement, participation in societal and political projects and debate <p>Quality assurance, user feedback and improvement mechanisms.</p> <ul style="list-style-type: none"> - Reporting and online tools - Monitor and collect user participation and feedback. - Improvements through the development of their model 	<p>Legislation and renewing of public policies</p> <ul style="list-style-type: none"> - <i>such as decentralization leading (i.e. Continental and Scandinavian regions)</i> <p>Feedback is based on constant exchanges of opinions, knowledge and know-how (In most of the Anglo-Saxon cases).</p> <p>Similar to the ones any business faces (i.e Anglo-Saxon countries)</p> <p style="text-align: center;">Versus</p> <p>Relying on cooperative principles (double role of employer and employee) (Continental SIs)</p>
<p>Effectiveness and efficiency</p>	<p>Sustainability of an SI</p> <ul style="list-style-type: none"> - Common vision of the future and commitment/motivation of actors involved and mutual benefits - Collaboration and mutual support (initiators and partners) - Regular interactions between all actors - Embedding the SI in the local context and raising awareness - Well organized supply chains <p>The future of SI</p> <ul style="list-style-type: none"> - High quality leadership, organizational and financial management capabilities - Build and bridge partnership programs - Deterioration of the social and economic environment - Evaluation criteria and tools (i.e. survey, guidelines on type of information to be collected, indicators to be monitored to evaluate progress), - Conflict management, even less indications are given in the cases under analysis (e.g. seek consensus among community members, increase coordination between partners). 	

Table 3-4. SI principles similarities and differences

Figure 3-1. Distinct Modes of Governance



Source: Rehfeld et al. (2015)

Table 3-5: Typology of Social Innovation Objectives

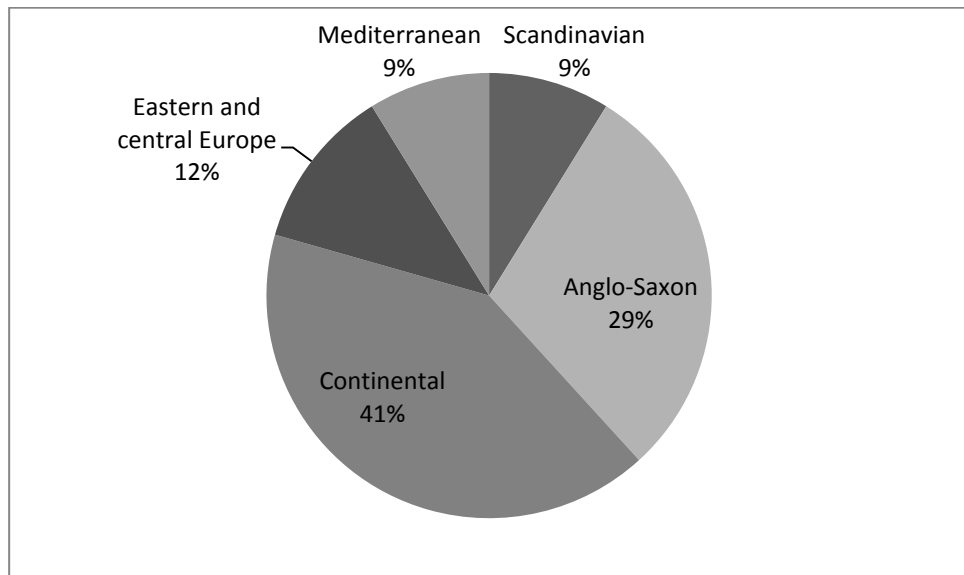
Economic Objectives	Social Objectives	Political Objectives
- Profit maximisation	- Empowerment	- Welfare maximisation
- Pareto optimum	- Participation in society	- Inclusion
	- Social cohesion	- Discharge of public budget
	- Equity	- Legitimation

Source: Rehfeld et al. (2015: 29)

4 VERTICAL OVERVIEW

4.1 Employment

The analysis of SIs for employment in the European Union is based on 31 identified cases. This analysis is based on the minimum standards required, so as to ensure the relevancy of data, and as such the defined sampling frame has been respected as best as possible (see the chart below).



4.1.1 Social innovation principles

4.1.1.1 Modes of efficiency

→ *Similarities across welfare regimes*

The effectiveness and efficiency of SIs addressing employment challenges seem to rely on partnerships/networks. The financial dependency on public funding could, therefore represent a threat as these funds are decreasing.

→ *Differences across welfare regimes*

It is worthy of note that the law, particularly in France, can influence SI processes for better and/or worse.

4.1.1.2 Modes of governance

→ *Similarities and differences*

At this stage of the meta-analysis it is difficult to identify precisely the business models and governance principles driving social innovation. There seems to be a large variety even within each of the geographical areas as well as across areas. The legal forms adopted are very diverse and appear to have a limited effect on SI development. On the one hand, some of the rules regulating the status constrain the development of SI, yet on the other hand, there are cases where regulation seems to be legitimizing new practices.

Continental welfare regimes

Throughout the Continental countries, the evidence suggests that legislation can provide either opportunities or constraints. A business model relying too heavily on public funds can threaten SI development when public organization budgets are decreasing. Some public rules and classifications can impede the emergence and development of SI at the boundary of many traditional practices/disciplines and when it employs a wide set of resources. The renewing of public policies such as decentralization, changing social practices and the increased spread of the SI concept represent opportunities for the development and recognition of new initiatives.

In some SI projects with cooperative status, decisions are taken democratically. Each person has one vote. Regarding everyday activities, the decision-making process appears similar to that of a traditional organization, i.e. tasks are divided by function (CEO, communication, finance...) with a leader for each one. Most Continental SIs have adopted charitable or cooperative status where reliance for some on these legal forms ensures democratic decision-making. Moreover, new legal statuses are emerging which recognize effective new practices. In SI projects adopting cooperative status, the owners are salaried workers. The cooperative status can represent an efficient mechanism for creating single and double loop learning as long as salaried workers are also the owners of the enterprise. As such, they have access to information for taking strategic and operational decisions.

Some Continental SI projects rely on cooperative principles. In so doing, employees take part in the governance of the enterprise. This double role of employer and employee allows for the identification of particular problems and a joint search for solutions. Some SI initiatives have formed partnerships with universities that help them improve their functioning.

Mediterranean welfare regimes

The Mediterranean SI projects identified have a variety of statuses, ranging from simple association to full company status e.g. social enterprises, groups of associations, cooperatives, and corporations.

One of the Greek SI initiatives identified was the product of a single loop learning process, as the actors first provided food as a means of responding to the needs of the poorest. The project identified a gap between the people giving and those receiving the food, at an early stage and filled this gap through participants deciding to cook and eat the food together.

In the Mediterranean area, some SI projects wanted to improve through the development of their model. However, the application of a predefined model to diverse sectors can reveal potential constraints to development.

Anglo-Saxon welfare regimes

The Anglo-Saxon SI projects addressing employment challenges have been based on business opportunities. As such, their main obstacles are similar to those of any business. To develop, they require a healthy financial structure and constant adaptation to changes in demand. In addition, the development of IT is a powerful tool to reach large numbers of people.

Within the Anglo-Saxon organizations identified as providing social innovation, the organization of the human resources function is similar to that of traditional organizations, where departments are categorized by competencies. In some, directors are democratically elected by the members.

The Anglo-Saxon SI initiatives identified use different statuses such as charities, foundations, or social enterprises depending on their goals and activities. These legal statuses were rarer than in other regimes.

The Anglo-Saxon SI initiatives identified were developed by first finding out from the population what their needs were. In some cases, a peer-to-peer learning process was developed. The learning process identified within the Anglo-Saxon SI initiatives relies on experience and a bottom-up information flow. Some Anglo-Saxon SIs rely on constant exchanges of opinions, knowledge and know-how between citizens.

Eastern welfare regimes

As in the case of the Continental area, it was evidenced that new legislation can provide SI development opportunities.

The SI initiatives from Central and Eastern Europe use different statuses such as association, social enterprise or foundation.

Scandinavian welfare regimes

In Scandinavia SI initiatives also develop under evolving and supporting legislation. The Scandinavian SI initiatives identified seem to be organized along the lines of traditional organizations with a director and manager identified for each location or competency. The Scandinavian SI initiatives identified also use different legal statuses such as social enterprise or non-profit organization. Within the SI adopting a traditional structure, the owners seem to be the founder together with some partners.

4.1.1.3 Process of Social Innovation

→ **Bottom-up**

Initiatives emerging from a bottom-up process are developed from **arts-based activities** and programs with the objective of relieving **stress and tension**. Additional initiatives are also established for the **preservation of natural environments** (i.e. Gigha Island's natural environment). All local practitioners, consultants, public and private agencies work together to help address citizens' needs. Additionally, vulnerable people require **support from teachers, universities and students engaged in the program**. In the UK, citizens have a wider political forum to voice their concerns relative to socio-political issues.

A particularity of processes is the one concerning **neighbourhood problems**, in particular youth unemployment, which has led to **closer collaboration** (via provision of **numeracy and technical skills and extra-curricular activities**).

→ **Top down**

The SIs emerging from a top-down process depends on the **level and status of the population within countries, the level of homelessness, level of unemployment and health issues such as hunger and malnutrition resulting in poverty**. There are some influences of a more global context, such as **consumers engaged** in fair trade, and the involvement of public personalities through philanthropic organization.

→ **Pre-existing relationships**

No existing relationships between **prisoners/homeless/unemployed** which has resulted in their rather precarious status have been identified. Relationships tend to be **fragmented** among potential users which might be in part due to the shortcomings resulting from the **educational system** (acknowledged by teachers and schools) and within neighbourhoods.

Relationship strength

Relationships among people depend on the lessons to provide the opportunity to build closer bonds **between students, teachers and local leaders** and activists and the development of neighbourhood taskforce. Moreover, some cooperative schemes exist to develop curricula and extra-curricular activities.

The basic relationship strength is based on economic cost of provision to improve for example, the quality of relationships between staff and prisoners. This financial perspective is completed by the development of **national franchises** and acquired funds from **banks and social impact investors**.

Trust

Trust among partners is developed via **human relationships** among staff and prisoners **individual cases and experiences** and solutions aimed at addressing economic and social poverty experienced by citizens and communities. **Exchanges** are also improved by **teaching**, working and collaboration in local community **projects**.

Tacit knowledge

Tacit knowledge may be required **for some projects** such as art therapy. The development of knowledge is mainly based on designing tools, **new processes and experimentation with stakeholders and users**.

SI cycles and development stages

In terms of innovation, various levels exist as follows:

Firstly, **new initiatives** target the entire society to shape **public opinion** concerning vulnerable people while being neighborhood projects. Solutions seem to be incremental with each new mission.

Secondly, **medium stage** aimed at the educational system and include more innovative educational and leadership programs (i.e. in the United Kingdom)

Thirdly, **advanced stage** is based on periodically renewed cycles with homeless unemployed people entering the job market.

Constraints

Various constraints are identified and can be ranked from an individualistic to holistic point of view. This includes taking care of **people** (1) (Prisons, security requirements) while modifying curricular activities. People can be encouraged to **commit** (2) by participating and drawing on community managers and local actors. It depends also on **contributions from institutions** (3) (teachers and universities), their technological infrastructures, financial resources and the management of growing unemployment.

Scaling

Within prisons for example, the level of development depends on the particular establishment and level of prisoner that can be targeted, the **awareness of exclusion** and need for solidarity to gain momentum. It means that the **degree of involvement** of different stakeholders, the number receiving training, as well as partners are the keystone of the viability of the project.

Local context

The local context is a driver of SI, since ethnic diversity has a direct bearing on neighbourhood programs and the local job market depends on poverty (rural or urban zones). So, innovative educational programs are based on locality.

Technological innovation

The online platform and ITC and networking applications help bolster and disseminate learning and teaching experiences.

4.1.1.4 Effectiveness & Efficiency

→ **SI sustainability**

The integration of vulnerable people (i.e prisoners/young people/gender) is based on **interaction between local players and efforts** by **community organizations** to scale up their local initiatives to national level **participation** of citizens and actors involved in the project. Art projects, designing and neighborhood taskforces seems to be the basic solution to provide **communication and consultation services** with vulnerable people. The sustainability is also based on collaboration and **mutual support** between stakeholders, public and private support and **partnership programs**: a stronger program.

→ **Future sustainability of SI**

The **development of relationships**, citizens' **participation** and networks, organizational and **financial resources** as well as the **quality of leadership** are important factors for the future sustainability. **Infrastructure and logistics** are also playing an important role.

→ **SI acceleration process**

The quality of leadership and training programs is likely to accelerate the SI process and can be improved by **new technologies and fast information sharing**. It depends also on the **willingness and ability of stakeholders** to scale up and encourage bottom-up interaction and the development of partnership programs.

→ **Future unforeseen risks**

SI initiatives can lack or lose users' interest (i.e. training programs) and consumer support. This support is influenced by the level of political participation, partnership with shareholders, the involvement and limitation of citizens' social and political rights. There is also economic risk, such as economic crises, resource shortages and commitment on behalf of service providers.

→ **Social and economic impact**

The type of social and economic impact is the **reintegration of extreme vulnerable people** (prisoners, homeless people and the young) and the **reduction of educational inequality**. Increased higher educational prospects for low-income communities is also a relevant impact.

→ **Evaluation criteria**

If measurement tools exist, some of them are project metrics, such as degree of participation, number of associations, social projects and grass-root movements. Integration in the job market is assessed by the degree of goal achievement (reduction in inequality, job creation) and the level of commitment/networks.

→ **Conflict management**

Conflicts are expected to grow as networks expand to clarify propositions, interpretations and expectations, and the potential to **polarize community debate among community members**

4.1.1.5 Business model & Governance

→ **Opportunities & risks**

Opportunities and risks are associated with the **quality of support programs and job training** support programs as well as market conditions. Moreover, the opportunities are created as more **individuals participate in societal and political projects and debate**. However, relationships could increase **local conflicts** resulting from **multiple ethnic groups** (e.g. in the UK). Finally, opportunities/risks arise as **stakeholders (schools and partners) engage in or disengage from new projects** (e.g. Gigha Island's inhabitants).

→ **Decision-making process**

Coordination depends on **multiple stakeholders in the project** (community of prisoners, prison wardens, homeless) and **outside the project** with teachers, schools, public and private organizations and suppliers.

→ **User feedback and improvement mechanisms**

The improvement of SI is based on **standardized tests** and **user participation**. There is **direct assessment** of workshop activities and achievements and all information is **reported with online tools and statistics**.

4.1.2 Social innovation components

4.1.2.1 Institutional context

→ **Similarities across welfare regimes**

The main similarities of the SI initiatives addressing employment across all geographic areas are that they span the traditional boundaries between sectors and institutions.

→ **Differences across welfare regimes**

Regarding the SI initiatives under study, those addressing employment issues seem to have two different kinds of relationship with institutions. Some SI initiatives complement existing institutions and attempt to fill their shortfalls. Others aim at constructing alternatives to existing institutions.

4.1.2.2 Actors

→ **Similarities across welfare regimes**

All the SI initiatives tackling employment challenges identified bring together a large range of partners from the public, private and third sectors. However, one SI initiative in The Netherlands developed via a partnership with a trade union. The absence of other such relationships with trade unions in forming SI partnerships across Europe is interesting and leads us to raise the question as to whether other SI initiatives reject the idea of such partnerships? Or, alternatively, did the unions reject the idea of an SI partnership? Are labour unions losing their historical role in the regulation of labour?

→ **Differences across welfare regimes**

We note the involvement of the National Lottery Fund in the Anglo-Saxon countries that is not the case for SI initiatives in other European areas. Moreover, Mediterranean SI initiatives seem to form relationships with fewer large companies than SI initiatives in other areas.

4.1.2.3 Resources

→ Similarities across welfare regimes

Across Europe, SI initiatives dedicated to employment issues rely on a mix of resources from public, private and third sector organizations. Some of them, especially in Continental and Anglo-Saxon countries identify and develop overlooked resources/competencies.

→ Differences across welfare regimes

We have identified specific characteristics due to national legislation. Some of these are SI enablers such as the Scottish legal system, which allows local communities the right to acquire land, or the National Lottery in the United Kingdom, offering funding opportunities. On the other hand, certain features are constraints to SI emergence and development, such as the French public legal categorization for access to public funds.

4.1.3 Social innovation objectives

4.1.3.1 Economic dimensions

→ Similarities across welfare regimes

Crisis and exclusion. The Economic crisis of 2008 caused a rise in the unemployment rate in all European countries except Eastern and Central countries, newcomers to the European Union, and those achieving their transition from a post-soviet paradigm. Mediterranean countries are the most affected by the financial economic crisis, especially the youth. Poverty, social injustice, loneliness and lack of motivation increase social conflicts and people keep their distance from others and policy makers. Geographical area is a catalyst for conflict in urban and rural areas. There are poverty clusters, such as ghettos, in urban areas in Continental countries (France), the United Kingdom, Scandinavia (Stockholm, Malmö, and Copenhagen) and Eastern/Central Countries. There is also great pressure on employment because of the disappearance of heavy manufacturing and economic activities, which increase structural unemployment in rural areas (e.g. the Ardennes region, France, where there are low education levels and a falling population).

→ Differences

New versus well known issues. European countries do not have the same experience in terms of managing the unemployment rate and poverty. In France, structural unemployment, difficulties to manage the integration of the homeless, and bottlenecks in the labour market have existed for a long time for youth and elderly alike. Eastern and Central European countries benefit directly from the effect of the widening of the

European Union, since they welcome industrial firms from Continental countries for instance. Thus, the transition towards a new economic paradigm needs the younger generation to prepare the future.

The opening of the education system

There are various systems of education in Europe and levels of IT access. The scarcity of Internet devices to obtain good quality information and new knowledge are important in Anglo-Saxon countries contrarily to Scandinavian countries. Moreover, the cost of UK education is higher than the Scandinavian system.

Immigration, poverty and employment

Scandinavian countries welcomed immigrants into the labour market, but these latter have been the first affected by the crisis. Moreover, the unemployed immigrants are increasingly under pressure from unemployment. The situation is the same in Mediterranean countries (Spain), since immigrants relocated there for a better life.

Demands

Knowledge, recognition for all and trust. People from Continental and Anglo-Saxon countries expect better inclusion within the labour market thanks to access to education and free access to knowledge and information. In all European countries, reinforcement of self confidence and trust is desired. Moreover, this demand focuses on the reinforcement of solidarity through communities and networks (personal and professional). Finally, there is the desire for recognition and awareness of the plight of vulnerable people so that they might avoid exclusion.

Socio-economic solutions

Integration through a systemic approach to employment. Inclusion through employment and setting-up a business is the solution to avoid exclusion. The social solution is based on a systemic approach depending on region. Firstly, social innovation provides for emancipation and autonomy of vulnerable people though long-term assistance. Secondly, a common understanding of democratic policies (peoples' rights) in decision-making is welcomed in Anglo-Saxon and Scandinavian countries. Thirdly, solutions focus on encouraging people into a supportive environment.

4.1.3.2 Technological dimensions

The integration of vulnerable people is based on existing innovation and above all with Information Technologies (IT). For instance, IT Online job platforms, software services, databases and software are highly developed. Some differences exist in terms of the context of proximity between people. Scandinavian people seem to focus on face to face and direct contact, but this must be confirmed.

4.1.3.3 Social dimension

→ *Similarities across welfare regimes*

European countries are all affected by the current economic context. All people are concerned; young, unemployed, homeless, immigrants, women and the isolated such as disabled people.

→ *Differences*

Avoiding exclusion in rural and urban zones (Curative approach)

Anglo-Saxon countries focus on the young generation and homeless people leaving the education system without qualification who are more vulnerable to exclusion in the long term. This focus is the same for Continental countries, where the needs of the vulnerable people in rural areas are also taken into account (e.g. France).

Preparing the young generation as the future foundation of society (Pro-active)

Eastern/Central countries seem to focus on training of the young generation and the role of women in societies in transition.

Maintaining a global quality of life in Scandinavia (Preventive)

In Scandinavia, although vulnerability exist, the focus seem to be in maintaining a good quality of life. People with psychological and physical diseases and impairments (e.g. Autism) and immigrants seem to be the main priority.

4.1.3.4 Political dimension

→ *Similarities across welfare regimes*

The failure of public policy and disengagement

Nation states are less and less engaged in social issues, passing on more responsibilities to local governments. In Continental countries for example, unemployment is managed locally. This is the same in France. However, countries and regions do not have the same funding levels, power, budget and infrastructure. This makes it potentially difficult for local policy makers to manage unemployment. Thus, it depends on the power of the local government as shown in Mediterranean countries (i.e. Autonomous Communities in Spain (such as Catalonia)). In Anglo-Saxon countries, people tend to have less trust in policy makers.

Reduction of cost and of social care by policy makers

Social security is an important area of state spending. Consequently, savings are initiated in spite of the potential social consequences, which are presented as follows. In Continental countries insurance for long-term sickness doesn't exist as it is considered too expensive. Many entrepreneurs do not have basic skills and training to keep their project alive. In Mediterranean countries, the decrease in spending in public services' (health care) leads to poverty while Scandinavian countries aim to prevent the increasing cost of social care following an increase in unemployed immigrants.

→ ***Differences across welfare regimes***

Public policy for social integration and the improvement of knowledge

Scandinavian policy makers take as a priority the rights of people with disabilities and immigrants to help communicate greater awareness of these vulnerabilities within the local population. The goal is to develop a cosmopolitan and respectful society while providing a relevant system of education (i.e. LMD system). This education system allows unemployed immigrants access to learning into how to set up their own business.

Flexibility, self-management, encouraging business start-ups

Continental countries prioritize inclusion through employment. Solving vulnerability is based on flexible employment contracts and on encouraging entrepreneurship and business start-ups. Policy makers do not take into account strict minimum standards for managing a business. The governments of continental countries provide financial help to firms so they may hire potential vulnerable people while Eastern/Central countries encourage the involvement of private companies to stimulate this form of solution.

4.1.3.5 Social Innovation ex post

→ ***Structure of social innovation***

New services and process for integration

Social innovations encourage teacher and mentor training for instance through self-training workshops as well as the provision of food, health care advice, shelter services, energy, clothing and training in self-management. The goals are to increase the generation and sharing of knowledge for all for the provision of new skills and qualifications for potential employees.

New organizations

Solutions aim at forming professional and personal networks and community cohesion based on common rules (peoples' rights). Existing solutions include opportunities for door-to-door delivery jobs for homeless people in order for them to be able to improve **their image**.

New raw material

Raw material can be considered as the improvement and the diffusion of knowledge and skill assessment.

→ *Diffusion*

Central, Eastern and Mediterranean countries focus on local problems. The transfer of social innovation for employment appears to take a different approach for Anglo-Saxon and Scandinavian countries. The former diffuses SI examples to members of the Commonwealth. Nordic countries diffuse SI to North American where many Scandinavian immigrants are welcomed (Minnesota and Delaware).

→ *Level of change*

Most social innovation cases are either scaled, being implemented or developing growth. We cannot perfectly evaluate the level of scaling however, since there is not enough relevant information.

→ *Geographical scope*

Global scope is found in SI examples from Scandinavian and Anglo-Saxon countries. Large cities and rural zones are well represented in cases within Continental, Mediterranean and Eastern/Central countries.

4.1.4 Summary & Conclusion

4.1.4.1 Social innovation Principles

The process of social innovation for unemployment is influenced by bottom up and top-down interaction. Basically, the first stage of the process emanates from a **bottom-up** project that aims to relieve tensions and preserve relationships between stakeholders. Examples of types of project this stage include Art-based activities (within prisons) and neighbourhood activities for closer collaboration (i.e the provision of numeracy and technical skills and extra-curricular activities). Other projects are based on education and include the participation of universities, students and specialists engaged in such programs. The second stage of the process comes via **top-down** projects. For example, some initiatives depend on numbers within the prison population in countries, the level of homelessness, unemployment, and the problem of food shortage and malnutrition resulting from poverty. The top-down approach also depends on awareness amongst consumers and philanthropists who may be willing to participate in the project.

These processes come about due to there being no **pre-existing relationships**. Projects at the first stage tend to be fragmented with no links between vulnerable people and other stakeholders (i.e. prisoners and homeless people). The second level is linked to the educational system. All of these relationships require **trust** based on exchanges of individual experiences, teaching and common projects. Basically, knowledge increases once experimentation with new processes, stakeholders and users are implemented. **The social impact in such cases is the insertion of extremely vulnerable people within society and the reduction in educational inequalities.**

There are **various levels of effectiveness and efficiency**. **Conversations and mutual support** is the first obvious level for success in any project. A second level is based **on consultation services and partnership programs**. Consequently, the main reasons for sustainability of SIs is the development of partnership participation/relationships, the **quality of leadership** and mostly importantly **financial resources**. On the one hand, the acceleration of the evolution of SI is due to **new technologies and information sharing along with the ability of stakeholders**. On the other hand, the risks relate to growth in potential conflicts as networks enlarge. Additionally, evolution depends on the **quality of support programs and job training** in the long term, the lack of interest on behalf of users/consumers/**schools and partners**/political participation and through a polarization of debate among community members (**local conflicts**).

We observe multiple **Business models & Governance approaches**. Most depend on the involvement of **stakeholders internal to the project** (community of prisoners, prison wardens, guardians, homeless,) and **external to the project** (partners). Improvement mechanisms use **standardized tests** and **users' participation** in workshop activities to evaluate the success and achievements of the project. Thus, information pertaining to sustainability can be **reported with online tools and statistics**.

4.1.4.2 Social innovation objectives

Economic drivers and market failure are mostly influenced by the economic crisis of the last decade which has caused exclusion. Yet, the relationship between unemployment and exclusion depends on the particular welfare regime since some (i.e. continental/Anglo-Saxon) have been **aware of the potential problems** for many decades. However, for some it is **new** (i.e. Scandinavia). Then, widening access to **the education system** is also a relevant indicator of integration. Anglo-Saxon and Scandinavian approaches are both confronted with immigration, poverty and unemployment but need to create more access to education for all. SIs are initiated for a specific need; based on knowledge, recognition for all and trust. Thus, social solutions to confront such economic pressure need to facilitate integration by using a systemic approach.

Some technological solutions exist and are mostly based on Information Technologies (IT) (i.e. online job platforms, software services, databases and software). Yet they are complemented by face-to-face projects at various levels: to facilitate a common understanding of democratic policies, emancipation and autonomy of the vulnerable and encouraging people within a supportive environment.

The social dimension aims mostly at the young unemployed, homeless, immigrants, women and isolated, such as disabled people. However, some objectives differ since we observe initiatives which aim to avoid the exclusion of those in rural and certain urban zones (**Curative approach**) (i.e Anglo-Saxon countries, France), those which focus on the young to prepare foundations for the future (**Pro-active**) (i.e Eastern/Central countries) and those maintaining a global quality of life in Scandinavia (**Preventive**).

The Political dimension is questioned by the failure of public policy and its detachment from issues within the labour market, whilst at the same time reducing the costs of social care (Mediterranean countries). Public policy calls for social integration and the improvement of knowledge while promoting more flexibility, self-management, and encouraging growth in private ownership. Finally, Anglo-Saxons have reduced trust in policy makers and within Continental/Mediterranean countries the unemployment is decentralized.

4.1.4.3 Social Innovation Components

The components of SIs span the **traditional boundaries between sectors and institutions**. They aim to complement existing institutions and attempt to fill their shortfalls or construct alternatives to existing institutions.

The main similarities among **actors** are the **large range of partners from private to third sectors**. However, we observed the **absence of such relationships with labour unions**. **The National Lottery** in the Anglo-Saxon countries is a neutral solution for helping the development of projects whereas Mediterranean SIs identified seem to form **relationships with fewer large companies**. In terms of **resources**, SIs are funded by a mix of resources from public, private and third sectors organizations. Yet, we observe some differences in terms of national legislation (i.e legal recognition of SI).

4.1.4.4 Social Innovation ex post

The previous pressure stimulates the emergence of new services and processes to help in integration of the vulnerable people. It is based on the involvement of teacher and mentors via self-training workshops, food kitchens, healthcare, shelter, energy, clothing and self-management. The goals are to increase knowledge, and skill evaluation for all

and at the same time allow for flexibility of approach to stakeholder involvement. New forms of organization based on common rules (peoples' rights) between professionals and personal networks and within the community are also initiated. More conventional solutions exist such as the development of system of door-to-door distribution by homeless people in order for them to be able to improve their **image**. Finally, we observe the key role of knowledge as raw material.

The process of diffusion seems to be different between welfare regimes. Central, Eastern and Mediterranean countries are focusing on diffusing SI initiatives at a more local/regional level, whereas Anglo-Saxon countries diffuse initiatives to members of the Commonwealth and Scandinavian countries to other Nordic countries and North American that welcome many immigrants from Scandinavia (Minnesota and Delaware).

Most social innovation is either scaled, being implemented or developing growth. IT isn't possible to perfectly evaluate the level of scaling since relevant information is lacking. The global scope of initiatives is found from examples within Scandinavian and Anglo-Saxon countries. SI initiatives are well represented in large cities and rural zones within Continental, Mediterranean and Eastern/Central countries.

4.1.5 Results

PRINCIPLES	Employment
The process of social innovation	<p>Bottom-up:</p> <ul style="list-style-type: none"> - First level: Art-based activities (prison sector) and neighbourhood activities for closer community cohesion - Second level: Teaching, participation of universities, students and specialists engaged in program <p>Top-down:</p> <ul style="list-style-type: none"> - First: initiatives depend on the level of imprisonment, the level of homeless people, unemployment and food shortage and malnutrition resulting poverty. - Second the awareness of consumers and philanthropists
	<p>Level of pre-existing relationship</p> <ul style="list-style-type: none"> - First level: Fragmented and no links between vulnerable and rest of society - The second level: related to educational system
	<p>Level of trust</p> <ul style="list-style-type: none"> - First level: exchanges of individual cases and experiences - Second level: teaching - Third level: common projects
	<p>Level of tacit knowledge:</p> <ul style="list-style-type: none"> - New knowledge from experimentation and initiators - New knowledge from experience provided by public and private partners
	<p>Sustainability of the SI</p> <ul style="list-style-type: none"> - Number of communities, participants, professional networks and cities involved - Media and legal barriers
	<p>Effectiveness and efficiency:</p> <ul style="list-style-type: none"> - Conversations and mutual support - Consultancy services and partnership programs
	<p>The future of SI:</p> <ul style="list-style-type: none"> - Quality of leadership - Financial resources - New technologies, information sharing and stakeholder ability - Lack of interest for user/consumers/schools and partners/politicians - Polarizing community debate among community members (local conflicts)
	<p>The acceleration process of SI:</p> <ul style="list-style-type: none"> - Participation of users and stake holders - Standardized tests reported via online tools and statistics

Business model & Governance	Participation: stakeholders and users of the project (prison community, prison wardens, guardians, homeless)
Efficiency	<ul style="list-style-type: none"> - Conversations and mutual support - Local conflicts - Consultation services and partnership programs - Quality of support programs and job training - Quality of leadership - New technologies and information sharing and stakeholder ability - Financial resources

Table 4-1: Principles of SI addressing employment issue

OBJECTIVES	Employment	
Economic	<ul style="list-style-type: none"> - The crisis plays a key role for employment - Specific demand: knowledge, recognition for all and trust. - Social solution: facilitate the integration via a systemic approach 	<ul style="list-style-type: none"> - Awareness: Continental/Anglo-Saxon countries already aware of issues of exclusion - New issues (i.e Scandinavia).
Technological	Technological solution is mainly based on basic technologies complemented by face to face projects.	
Political	<ul style="list-style-type: none"> - The failure of public policy and its disconnection with labour market - Reducing the costs of social care (Mediterranean countries). - Democratic policies: emancipation and autonomy for vulnerable people 	<ul style="list-style-type: none"> - Promoting more flexibility, self-management, encouraging private ownership (Continental) - Decentralization in managing unemployment - People do not trust policy makers (Anglo-Saxon)
Social	Young unemployed, homeless, immigrants, women and the isolated	<p>Curative approach: exclusion in rural and urban zones (i.e Anglo-Saxon countries, France)</p> <p>Pro-active: preparing the young as the foundations of the future society (i.e Eastern/central countries)</p> <p>Preventive: maintaining quality of life for all (Scandinavia)</p>

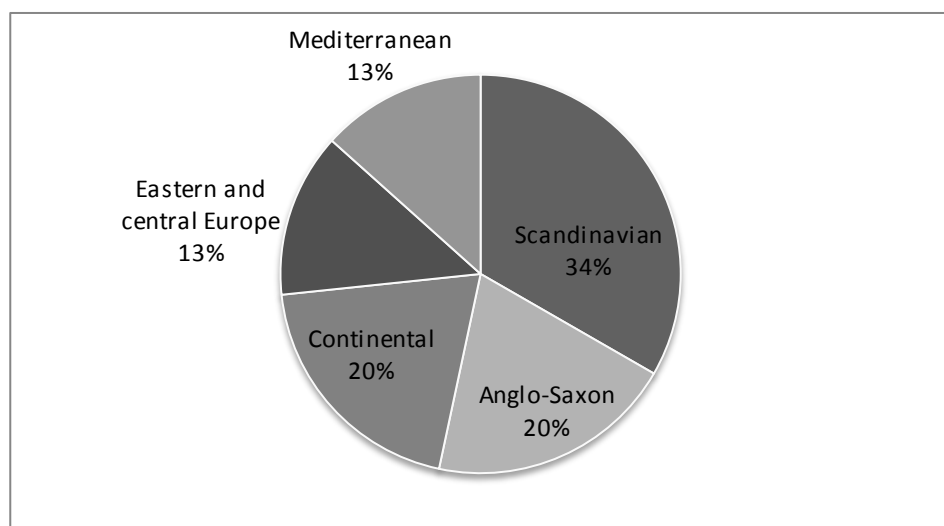
Table 4-2: Objectives of SI addressing employment issue

COMPONENTS	Employment	
	Similarities	Differences
Actors	<ul style="list-style-type: none"> - Large range of partners ranging from private to third sectors - Absence of relationships with labour unions 	
Institutions	<ul style="list-style-type: none"> - Existing institutions attempt to fill their shortfalls - Constructing alternatives to the existing institutions 	
Resources allocation	Mix of resources from public, private and third sector organizations	National legislation (i.e legal recognition of SI) The National Lottery in UK

Table 4-3: Components of SI addressing employment issue

4.2 Migration

The analysis of SI for migration in the European Union is based on 14 identified cases. In line with the minimum standards required, we need to be careful about the relevancy of data. To this end, the defined sampling frame has been respected as best as possible (see the chart below).



4.2.1 Social Innovation Principles

4.2.1.1 The process of social innovation

→ *Bottom-up*

Many SIs emerge from a bottom-up process through cooperation with third parties (organizations, publishers, libraries). Newly arrived immigrants to host countries live in unfamiliar areas without the necessary local language skills. Local actors take this situation into account in partnership with private and public sector actors in the provision of language learning and the provision of aid to help immigrants in their self-sufficiency (work/money) which feeds solutions at national level. The same approach is noted within isolated and disadvantaged rural communities in Romania where solutions exist that bring tourism to rural zones for familiarization with rural families.

→ *Top-down*

SI is supported by national and European institutions such as, Pact Foundation and Habitat for Humanity, Romania Association of Public Libraries, Caixa Catalunya Foundation and Ashoka. The goals of such institutions are to provide maximum help through the provision of tools to help overcome the language barrier (i.e. customized services, books, webpages) and in managing national issues surrounding the problem of illegal migrants within Spain. Sweden focuses on programs for repairing and recycling textiles, electronics. Even a carpentry centre which targets the marginalized and vulnerable communities and migrants exists in Västmanland region in Sweden. Such approaches in the UK appear to use third sector involvement.

→ *Relationships*

No pre-existing relationships

Immigrants who have no pre-existing relationships face this situations due to the high numbers of them within Europe and the high diversity of cultures. Most find themselves concentrated in urban and periurban areas.

Pre-existing relationships

Some immigrants are asylum seekers and prisoners who have a predetermined reason for their journey. Such immigrants also face language barriers and need to build stronger professional ties in networks created by other new residents.

Relationship strength

Firstly, immigrants are directly excluded by the local society, hence the need to **reduce social dissent** and create greater social cohesion.

Secondly, the relationship is based on **projects conducted within a local context** in response to the shortcomings of existing support programs offered by local community authorities. There are also programs which focus on the development of stronger and closer ties between city dwellers and villagers.

Thirdly, relationships are also observed from a **business** point of view between businesses (development of professional taskforces, networks for finding jobs), travellers and service providers.

Trust among partners

Religion, culture and origins. People do have trust thanks to their religious and cultural affinity as much as geographic and cultural proximity.

Exchange between people. Trust is strengthened through communications channels for example through books, customer services and a growing private-public-civil society cooperation for refugees and migration issues.

Social dialogue and common projects. Trust is reinforced and restored with youth as social dialogue leading to civic resilience and growing awareness of socioeconomic challenges.

Autonomy. Trust is reinforced as immigrants gain financial autonomy and a level of subsistence to cover their needs and engagement in society.

Business. Trust is built as professional networks of new residents cooperate together. This approach is reinforced by offering alternative structures and implementing local and regional development projects.

Knowledge

Firstly, existing knowledge, such as the English language and translation knowledge, is mostly learned by **official European agencies**, NGOs and the **initiators of the project**. Secondly, **experimentation within new projects** increases the level of knowledge for all users. Specific knowledge is built within the community and can be shared and transferred to other autonomous communities

Thirdly, **experience provided by public and private partners** including the City of Växjö and employment services provide the necessary expertise to tackle the exclusion problem.

→ *SI cycles and development stages*

The development stage of the SI addressing migration is closely linked to the national context regarding migration but more broadly the social and economic issues. For

instance, as immigration is a recent phenomenon in Bulgaria, SI development is in its early development stage.

The advanced stage relates to the length of time during which the company has been in operation. To reach that stage some SI benefit from the support of professional networks and residents' engagement. This advanced stage is developed incrementally through new activities.

→ *Scaled-up and critical size*

The scaling of SI depends on the **number of communities, actors and cities involved**. The attractiveness of active participants is based on local/national support and stakeholders (neighbourhoods), such as libraries, publishers and teachers, and also the number of active participants in professional networks. Moreover, evolution depends on the type and extent of **media used and the related legal barriers**.

4.2.1.2 Effectiveness & Efficiency

→ *SI sustainability*

First of all, the success of the project is based on the **improvement of interactions** between local players (institutions, volunteers) with the refugees and **professional networks**. There are also interactions between **rural communities and visiting tourists** for instance. Further, **common projects** and a **common vision of the future** is also a reason for sustainability. Finally, the sustainability of the project is developed through the establishment of **supply chains** (supplying books, delivering new customer services).

→ *SI future sustainability*

Future sustainability of Sis **requires business leadership, entrepreneurship, competitive positioning and the creation of support programs**. Moreover, it depends on growing **public and private support** and partnership programs to integrate immigrants in local economic and social spheres. Finally, new programs addressing the **long-term needs of job seekers** is required from policy makers to help improve integration.

→ *SI acceleration process*

Growing dialogue among stakeholders is welcomed to accelerate processes whereas the dynamics are **inversely related to socioeconomic conditions**. The more difficult the situation is, the newer services and the growing demand for traveling services are required. This is supported by **new technologies** which help bridge partnership programs (rural/urban, local private-public sector).

→ ***Future unforeseen risks***

The deterioration of the social and economic environment is the most unforeseen risk. It leads to social exclusion, urban uprising and social conflict (prisoners and asylum applicants), social exclusion and **over-dependence on public funds**. Moreover, market evolution in general and institutional and legal changes in the EU constitute risks and opportunities. Support programs need to be further developed in order to integrate the newly arrived migrants into the local social fabric. It means that European society should take into account the **inability of the economy to absorb** the growing number of refugees. Finally, risks are observed from a reduction of tourism, growing isolation of villagers due to economic and social problems and social exclusion in rural regions of Sweden for example.

→ ***Evaluation criteria and Conflict management***

Many cases need explicit evaluation tools (i.e surveys, guidelines and information, monitoring and evaluation programs)

4.2.1.3 Business model & Governance

→ ***Opportunities & risks during the commercialization phase***

Market evolution in general and, institutional-legal changes in the EU specifically, constitute risks with more individuals participating in societal and political projects and debates. Opportunities are associated with **network expansion** and access to the network in mobilizing civil society and growing engagement of public-private networks on refugee issues.

→ ***Decision-making process***

The decision-making process is mainly based on collective decision-making. The involvement of migrants is at the core of decision-making. There are also relationships with publishers and libraries and clients within the supply chain. Finally, decision-making also exists with decentralized and group-driven channels (communication platforms)

→ ***Quality assurance and improvement mechanisms***

European impact policies and programs aim to support the processes of SI (i.e. public employment service mechanisms, official partners' progress reports and information sites). Reporting is also available inside the organisation that manages the SI via their online platform.

4.2.2 Social innovation components

4.2.2.1 Institutional context

→ *Similarities across welfare regimes*

Within the sample of SIs addressing migration challenges cases highlight efforts offering migrants the necessary resources to fully integrate into society. Most of these SIs are related to economic aspects of life (job, savings, etc.) and rely on a network effect. Another interesting finding observed in different geographic areas is the potential of some SI initiatives, to initially form to address migration problems, and later evolve to take into account issues of the broader population.

→ *Differences across welfare regimes*

The Scandinavian cases identified seem to rely more heavily on education and communication levers. The Mediterranean cases develop more alternative propositions and challenge more deeply existing institutions such as the banking sector or migration policies.

Continental welfare regimes

How do SI solutions bring changes to the existing institutional framework?

Some of the SIs addressing migration issues in Continental countries are fighting prejudice against migrants by developing the assimilation of migrants within society through educational tools. Others are developing resources that are overlooked. As some migrants cannot access these resources, some SIs aim to diminish waste and improve the life of migrants. All these SI initiatives also aim at changing citizens' opinions and behaviours.

Does SI impact all institutional settings and frameworks? If so, how?

Working on language and communication development, one of the Continental SI initiatives addressing primarily the migrant population is offering communication solutions that may be potentially useful to the entire population facing communication barriers (for example for disability reasons or when travelling in foreign countries, etc.). This SI shows that starting out through addressing one specific issue, an innovation can be applied to broader issues which may impact a wide range of the population; thus the SI becomes non specific, and therefore non-stigmatizing, but rather becomes common in addressing the problems of many.

Do SI challenge existing institutions? If so, how?

One of the Continental SI initiatives was developed to fill the shortcomings of the existing public policies directed at helping refugees. Whereas public policy addressed legal protection, the SI is providing social and economic support.

How can social innovation contribute to social and economic policy development to support vulnerable groups of people?

The identified Continental SI initiatives addressing migration challenges help migrants to acquire the necessary skills to set up their own business or improve their professional life through training and network building.

Mediterranean welfare regimes

Do SI initiatives challenge existing institutions? If so, how?

While addressing the economic difficulty of migrants one of the Spanish SI initiatives broadly questions the role of banks and the financial markets that have a tendency to exclude people. This example offers migrants, (and others), the ability to self-manage their money. When banks are asking for guarantees and fees, within the self-financed groups, the proximity and trust between members facilitate saving and borrowing. Each group is autonomous and sets up its own operating rules. There is no fee or intermediaries to be paid and money is kept safe by the members who share the same willingness to improve their lives through mutual help. The efficiency and development of the SI challenge the potential negative perception of the banking sector. Another Spanish SI is challenging opinions and behaviours towards illegal migrants. Ignored and/or exploited, the life of illegal migrants is hard. To address this, the SI is providing help to these migrants so as to support their integration into society. In so doing, the case challenges the line between what may be perceived as “good” and “bad” migrants and more broadly the perceptions of citizens.

How can social innovation contribute to social and economic policy development to support vulnerable groups of people?

Providing skills and networks, the Spanish SI initiatives identified encourage migrants to develop a fulfilling socio-economic life. Loneliness, the result of diminishing confidence among migrant population is potentially an important barrier to economic and social development.

How does the SI overcome institutional lock-in and path dependency?

Whenever there is the potential for migrants to easily slip into poverty, particularly during period of crisis, SIs help to fight against this by providing migrants with the necessary resources (skills, networks, etc.) to increase their chance of full integration into European society.

Anglo-Saxon welfare regimes

How can social innovation contribute to social and economic policy development to support vulnerable groups of people?

One of the identified Anglo-Saxon SIs is particularly interesting through its participation in socio-economic development by providing translation services to facilitate communication between people and therefore internationalization of enterprises.

Eastern welfare regimes

How can social innovation contribute to social and economic policy development to support vulnerable groups of people?

The identified SIs addressing migration in Eastern Europe complements national public policies in order to improve the integration of migrants.

Scandinavian welfare regimes

How do SI solutions bring changes to the existing institutional framework?

It is interesting to notice that one of the Scandinavian SIs addressing migration is creating cooperation between diverse organizations spanning disciplines and professions, and challenging their roles.

Do SI challenge existing institutions? If so, how?

The Scandinavian SIs addressing migrant issues are working on information flow, from information access through to translation services and to tools enabling individuals to better able to express themselves.

How can social innovation contribute to social and economic policy development to support vulnerable groups of people?

The Scandinavian SIs identified are helping migrants to participate in economic activities and integrate into the workplace. By doing so, this increases the skills available within countries and diversifies the labour market.

How does the SI overcome institutional lock-in and path dependency?

One of the identified Scandinavian SIs is particularly interesting in terms of path-dependency by providing young migrants (or with migrant origin) with the tools necessary to express themselves. By doing so, it provides these young people with increased confidence, allowing them to take responsibility for finding their own solutions to their problems.

4.2.2.2 Actors

Within most of the SIs addressing migration, regardless of the geographic zone concerned, migrants played a central role. For instance, some of the SIs rely on creating solidarity links between migrants in order to improve their access to a fulfilling position in society and within the workplace. Moreover, in all geographic areas the SIs identified unite a large range of partners from the private, public and third sectors.

Continental welfare regimes

The founders and the people involved in SIs addressing migration challenges in Continental countries are familiar with diversity and are used to having relationships

with foreign countries and people. Some of these SIs gather a large range of partners from the public, the private and the third sector.

Mediterranean welfare regimes

The Mediterranean SIs addressing migration issues rely on the solidarity of the migrants themselves who created supportive innovations to face financial or administrative problems. Some of these SIs are supported by the local public administrations or large companies.

Anglo-Saxon

In the Anglo-Saxon countries, the SIs addressing migration challenges unite a large range of partners from the third sector, private and public organizations. In one of the identified SIs, migrants were themselves delivering the service.

Eastern and Central countries

The identified SIs from Eastern-Central Europe addressing migration challenges has been set up by people with a research and consultancy profile and is backed up by big private, public and third sector organizations. Moreover, one of the SIs identified was part of a national program directed at refugees.

Scandinavian

Most of the Scandinavian SIs tackling migration issues identified have been set up by citizens, activists and gather the effort of private companies and public organizations. The objective of one of the SIs was to create solidarity between new and former migrants.

→ **Conclusion**

Within most of the SIs addressing migration, regardless of the geographic zone concerned, migrants were playing a central role. For instance, some of the SIs rely on creating solidarity links between migrants in order to improve their access to a fulfilling place in society and within the job market. Moreover, in all geographic areas the SIs identified unite a large range of partners from the private, public and third sectors.

4.2.2.3 Resources

→ **Similarities across welfare regimes**

By observing the SIs addressing migration issues, it is striking to see the mix of resources brought together. In fact, non-commercial resources such as donations or volunteering are mixed with commercial resources from the sale of goods and services. Additionally, some SIs also benefit from public subsidies. It is also important to stress

the role of philanthropy through foundations and the social economy /social innovation networks. If the role of private and third sectors plays a key role in SI funding, it does not seem to replace but rather complements public funding.

→ **Differences** across welfare regimes

In our sample of SIs, the Scandinavian cases seem to be the ones that mix the commercial and non-commercial resources the most, through sales of services and public support.

Continental welfare regimes

How is SI funded?

The Continental SI addressing migration group a large range of partners form public, private and third sectors enabling their development. They also rely on volunteering, i.e non-commercial resources.

How is tacit knowledge and experience created/acquired during the SI process and sustained at the end of the current funding cycle?

One of the Continental SIs addressing migration issues uses the concept of continual improvement and is looking for new members in order to improve its organization.

To what extent does SI trigger the sharing and transferring of power (i.e. a shifting of power relations), and of resources, values and knowledge within the society?

One of the Continental SIs addressing migration issues aims to trigger solidarity between new and former migrants. In so doing, it creates a win-win scenario by facilitating the integration of the new comers with the values the competencies of the former so that both are gaining confidence.

Mediterranean welfare regimes

How is SI funded?

The Mediterranean SIs tackling migration challenges rely generally on members' resources supported by some local administrations, foundations and social economy networks (*financial support to be verified with the biographies*).

To what extent does SI trigger the sharing and transferring of power (i.e. a shifting of power relations), and of resources, values and knowledge within the society?

One of the Mediterranean SIs addressing migration issues has created a platform in order to facilitate the creation and the self-management of groups of migrants. This open source knowledge solution is shared through the internet across the globe consequently promoting the dissemination of the SI.

Anglo-saxon welfare regimes

How is SI funded?

The Anglo-Saxon SIs addressing migration issues present very diverse economic models with some relying on business modes which appear very similar to classical enterprise, and others relying on a mix of public, private and third sector resources. For one of the identified SIs, donations are found to provide a large part of the needed resources.

Eastern welfare regimes

How is SI funded?

The only SI identified in the migration field is part of a national program for refugees and is backed by large non-profit and for profit organizations. It also benefits from volunteering by highly qualified people.

Scandinavian welfare regimes

How is SI funded?

The Scandinavian SIs addressing migration issues rely on volunteering and are backed by public administration institutions. As some of them aim at helping migrants to integrate into the job market, they also offer some commercial activities.

How is tacit knowledge and experience created/acquired during the SI process and sustained at the end of the current funding cycle?

One of the Scandinavian SIs tackling migration relies on a collaborative process enabling the expression of each participant. Specific courses and a study tour are also proposed.

4.2.3 Social innovation objectives

4.2.3.1 Economic

→ Similarities

Immigrants and constraints to their assimilation.

Anglo-Saxon, Continental and Scandinavian countries have been used to open borders for many decades for employment and refugee protection. Yet, refugee integration is more and more difficult because of the economic context and existing poverty. Immigration supplements less and less the active labour market and increases social breakdown. Most refugees are excluded from employment and society and often live in ghettos.

→ Differences

Immigrants and new Eldorados.

Mediterranean countries have been a real opportunity for refugees seeking employment and European protection. Refugees represent around 10 percent of the inhabitants of Spain. Eastern and Central countries are also regarded as 'lands of opportunity' because

of the emergence of new infrastructures and the development of new sectors. But, the transition inside sectors increases local unemployment as immigrants enter the workforce. That is why most live in urban zones with the knock-on effect of increased social conflict. Finally, the community of Roms is directly affected by poverty and excluded in Eastern and Central European countries.

Anglo-Saxon and the liberal movement of population.

The Anglo-Saxon labour market is steadily opening up to immigration. This has been reinforced since the opening of borders by the “Schengen agreement”.

Scandinavian, integration of immigrant population and exclusion.

The Scandinavian society and economy need immigrants within the workforce. Immigrants live in a large number of cities and this has been translated in its political culture and a multi-level feature of its social innovation. In this context, civil society organizations have played a marginal role in providing services until recent times. The recent economic context modifies the strategy of companies that preferred moving to lower-wage countries. Thus, immigration is becoming less and less attractive for the market labour while increasing social breakdown. Immigrants live in ghettos, segregated areas in the most important Scandinavian cities (Stockholm’s suburbs, the suburbs of Rosengård in Malmö), and that is why, in the 2000s, riots took place in these areas. Local migration (native or otherwise) is also observed from rural to urban areas. Nowadays, newcomers’ as well as older immigrants are hit by this economic context, causing an increase in expenditure on public health.

Continental and critical masses of immigrants.

The structural composition of the Continental welfare regime faces long term problems of poverty. Nowadays, the minimum standard in terms of social justice is a sufficient incentive solution for newcomers (refugees and immigrants). They will get legal assistance and needed economic and social assistance.

Mediterranean, the crisis and lack of a system for integration.

The economic growth of the early 2000s in Mediterranean countries (i.e Spain, Greece and Italy) was observed as a real opportunity for poor foreign people. Indeed, in the year 2000, the immigrant population made up 2.3 percent of the total population, but in less than a decade, that group now constitutes 10 percent. This figure excludes undocumented immigrants, whose number could double the final tally. In many cases, they have no access to the basic services that Spaniards enjoy. It means that social and economic structures remain unresponsive and unhelpful.

Eastern and Central countries, swift transition and collateral effects.

The National Program for Integration of Refugees provides an overarching national framework for the integration of foreigners via a humanitarian approach. The transition of Eastern and Central countries required new infrastructures and the development of

new sectors. During the communist regime, immigration was severely restricted, then the post-communist social safety net disappeared and government programs were privatized. The laws of market influence three main issues. Firstly, the increasing of poverty in urban zones leads to social discrimination and the establishment of ghettos (i.e. Budapest) and conflicts while the crisis within the heavy industry sector is growing. Secondly, the community of Roma is the first affected by this context. Thirdly, the transition towards a “capitalist” economy increases a rural exodus. Indeed, 45% of the Romanian population lives in rural areas, representing the highest share among the EU countries. The relative poverty risk in Romanian rural areas is 42%. Small scale household farming is under pressure from industrial farms.

→ ***Demands***

Similarities

Language Learning

Immigrants call for seminal skills for learning English and the local language (i.e. Swedish). This learning requires document translation with electronic and print resources and sociocultural training courses.

New professional skills

Immigrants that can speak the local languages want to learn basic business skills such as Business Model development, Marketing and Communication (Spain, France, etc.).

Creating cohesion from diversity.

Eastern/Central countries and Scandinavian countries propose an optional solution based on a common vision from cultural diversity. Learning about each other through trust provided by training and insertion projects which use innovative communication strategies.

Differences

Some immigrants already speak the language of the country and want new life opportunities (i.e France, Central and Eastern countries).

Anglo-Saxon and learning the native language.

Immigrants need to learn English so as to become better integrated. They need help with interpretation and document translation.

Continental learning language and providing new skills.

Immigrants need to learn English to become better integrated. They need help with interpretation and document translation to achieve their projects (language courses, sociocultural training, help with Business Model development, Marketing and Communication courses, and networking).

Learning the local language is useful for making developing relationships between those who have already succeeded as entrepreneurs and those who want to start their own business.

Scandinavian.

Firstly, immigrants need to learn English for to aid their integration. They want help in interpretation and document translation with electronic and print resources in their native languages. Discussions are based on platforms which allow the mobilization and sharing of resources while at the same time providing specific help.

Secondly, the extension of skills and development of specific methods in the services sector is also welcomed via internal training, for example in domestic services, business services, home care and care assistance.

Thirdly, the development of a common vision is necessary.

Mediterranean countries, as the new Eldorado.

Immigrants consider Mediterranean countries as the Eldorado for new life opportunities.

Eastern and Central countries.

The demands required a change in social perceptions through learning from each other. Discovering a new culture in a collective which organizes social activities, such as homeless people's rights and advocacy of their interests, is necessary. Learning about each other from various local cultures through training and insertion projects while using an innovative communication strategy is beneficial.

4.2.3.2 Technological dimension

Information technology seems to be a welcome means for learning languages and improving the image of refugees. Many of the solutions are also developed through the use of books and illustrations.

4.2.3.3 Social dimension

People want to learn the local languages, be protected and to develop an entrepreneurial project. This is easier for people who can speak the native language; African and south-American (for Spain) immigrants go to Mediterranean countries to seek work. Moreover, Central and Eastern countries welcome a diversity of populations from the Middle-east, Balkan and post-soviet countries (Turkey, Macedonia; Russia; Ukraine).

Continental countries, learning culture and integration through entrepreneurship.

The target is migrants (Refugees and asylum seekers) who cannot speak the local languages and those who have an entrepreneurial project.

Anglo-saxon countries.

The target is migrants (Refugees and asylum seekers) who cannot speak the local languages

Scandinavian countries.

The target are the youth, elderly and disabled immigrants who cannot speak the local languages.

Mediterranean countries.

African and south-American (for Spain) immigrants go to Mediterranean countries for working.

Central and Eastern countries.

Central and Eastern countries welcome a diversity of population from Middle East, Balkan and post-soviet countries (the Turkish, Macedonians; Russians; Ukrainian).

4.2.3.4 Political dimension

→ Similarities

Policy-makers are partly involved in the insertion of immigrants since the opening of borders aimed to increase national growth. Paradoxically, they seem to ignore immigrant's condition of life. This situation tends to increase the split between state and citizens. Nowadays, policy makers need to provide newcomers in urban areas with all types of support (for e.g. legal, immigration documentation and administration.)

→ Differences

In terms of immigration, previous exemplar countries, such as Scandinavian countries, are failing. Public health and social care is being increased to cope with an older immigrant population. Moreover, there is currently no city hall in Sweden for them. The Mediterranean countries do not appear to have developed clear and definitive strategies for dealing with the challenge, with some social services close to collapsing. Finally, Eastern and Central countries follow the directive of the European Union and the example of Continental countries.

Continental countries.

Policy-makers are partly involved in the insertion of immigrants.

Anglo-saxon countries.

Policy-makers are partly involved in the integration of immigrants but distrust increases. Some social innovations aim at improving the relationship between the state/public administration and the citizens.

Scandinavian countries.

The traditional political and economic models in the Scandinavian regime are dismantling for the regeneration of the suburbs; a synonym for hopelessness and unemployment. Policy makers aim to develop ways of sustaining communities, their people and infrastructures in situations of crisis. The public health and social care will face meetings with an increasingly diverse older population. Yet, there is currently no municipality in Sweden for them.

Mediterranean countries.

The policy makers are partly interested but working conditions, access to financial services and participation in civic affairs remain elusive for many of Spain's immigrants. Spanish society has not developed clear and definitive strategies for dealing with the challenge, and its social services are close to collapsing.

Central and Eastern countries.

Policy makers need to provide newcomers in town with all types of help (legal, immigration, administrative, etc.). Bulgarian and European experts discussed and shared good practices and successful integration policies for migrants' access into the labour market. Special focus was given to the results of the European project MIGRAPASS through analysis of good practices of countries with broad experience in migration and integration such as United Kingdom, France, Spain and Austria.

4.2.3.5 Social innovation ex post

→ **Structure of social innovation**

New product

Some solutions for helping immigrants, such as books providing advices and pictures, in order to help doctors and patients.

New services and process for integration

Learning new languages. Pedagogical solutions are offered based on drawings, illustrations and pictures. Scandinavian City's libraries provide electronic and print resources in immigrants' native languages. Educational management with the support of agricultural schools and forestry education exists to aid better integration.

Getting a new job. The evaluation of local resources and skills takes place. Then training is provided for domestic service jobs (Window Cleaning Gardening, Babysitting, etc.), through the organization of specific events. More manual activities are also promoted, such as the repairing and recycling of products for second-hand use: material resources are reused following re-design and processing.

Innovation for working as an employer. Business Services for development consultants for small and medium sized enterprises, associations and other organizations, or the development of micro-credit and micro-insurances are offered.

Innovation for promoting awareness and recognition within communities. Initiatives for exploring newcomers existing skills and cultures and then offering targeted help within urban areas is provided. For example, immigrants can incorporate their culture into projects such as sewing- modeling-tailoring or cooking.

New organizations. Most of the countries aim to develop a network, which provides the role of sounding board, of confident or adviser. The goals of such networks are to inspire people by presenting an identity and building a common vision for facilitating their empowerment.

→ ***Diffusion***

Scandinavia: Scaled

Anglo Saxon: Scaled

Continental: implementing, international

Mediterranean: implementing and dissemination

Eastern and Central countries: implementing and dissemination

Geographical delimitation

Cities: all countries

Rural zone: Scandinavia, Continental, Anglo-Saxon, Eastern and Central countries

→ ***Pattern of social innovations***

Continental countries

Development of new processes and service for learning a new language (sentences can be replaced by a sequence of drawings/illustrations).

New products: published a book and a travel sized booklet which help doctors and patients communicate

New organization: through a network: as sounding board, confidant or adviser.

Scandinavian countries

New services: The city libraries provide electronic and print resources in immigrants' native languages. Learning Swedish within an agricultural school and forestry education program constitutes an important lever for engaging in social activities. Domestic services, i.e. cleaning, gardening, babysitting, organization of events, care assistance and business services offer business opportunities to small and medium enterprises, associations and other organizations.

New organization: Firstly, this network is critical for making contacts, sharing knowledge, job search, and providing a financial fallback in case of emergency or unforeseen circumstances. Secondly, a business center supporting social assistance for self-employment from the rules of Swedish entrepreneurship (Regulation, laws, accounting, etc.) for 20 weeks part-time.

New process: the repairing and recycling of products for second-hand use: material resources are reused based on re-design and processing.

New institutions: a partnership building on a vision 'through a holistic approach' facilitating empowerment of the citizen.

Anglo-saxon countries

No information

Mediterranean countries

Process/ service: developing micro-credit, micro-insurance, and consumer' products.

New organization: a cohesive "relational network".

Eastern and Central countries

New products with a peculiar identity: Roma traditional wear

New services: Firstly promoting the recognition of immigrants. Secondly, new cultures in a collective which organizes social activities (cooking sessions, nights out, cultural events, parties, town visits). Thirdly, discovering and providing newcomers in town with all types of help (legal, immigration, administrative, etc.)

New process: Firstly, the evaluation of local resources skills and training of the unemployed. Secondly, mixing elements of technical courses of sewing- modeling-tailoring with cultural courses

New organization: social communities, inspiration from an identity and freedom in order to promote self-confidence.

4.2.4 Summary & Conclusion

4.2.4.1 Principles

The process of SI is mainly based on a bottom-up perspective in which local actors take care of new comers who enter new and unfamiliar areas without local language skills. Divergences are also observed in the country itself regarding the disconnection between rural and urban zones. This top-down perspective exists through mechanisms offered at national and European levels. For instance, the maximum use of tools to help overcome language barriers is observed as well as management of illegal migrants. Finally, third sector involvement is also important for the emergence of SI.

Basically, most SIs are not based on pre-existing relationships and are generally **concentrated in urban and periurban areas**. However, solutions to language barriers create relationships between people. A common **religion, culture and origins and the exchange between people reinforces trust and relationships**. Then, social dialogue and the development of **common projects** is also a driver of the emergence of SI while providing a solution for self-sufficiency. Finally, trust is also increased by stronger **professional ties** in networks and business.

Three levels of knowledge are identified for SI. Firstly, there is existing knowledge provided by official European agencies or institutions (schools, etc.). Secondly, new knowledge for all users emerges from experimentation which increases participants' level of knowledge. Thirdly, shared experience results between public and private partners. Yet, the **scaling - development - implementation** of SI not only depends on the number of communities, participants, professional networks and cities involved, but also on the media and the legal barriers surrounding the promotion of recognition and awareness of problems.

The effectiveness and efficiency of SI is structured by improvement of interactions, professional networks, common projects and a common vision of the future and the creation of supply chains (supplying books, delivering new customer services). The future of SI will depend on business leadership, entrepreneurship, competitive positioning and the creation of support programs, (public and private support) and particularly from policy-makers in fighting long-term unemployment. The acceleration process is inversely related to socioeconomic conditions and related to new technologies and growing dialogue. Yet, many cases need explicit evaluation tools (i.e survey, guidelines and information, monitoring and evaluation of progress).

Business model & Governance could face opportunities and risks such as **network expansion/collapse** within public-private networks dealing with refugee issues. Moreover, the involvement of migrants is the core of decision-making as is relationships

with supply chain partners. All are also helped by decentralized and group-driven and channelled communication platforms.

4.2.4.2 Social innovation components

The institutional context of SI is to offer migrants the necessary resources. Scandinavian cases identified seem to rely more heavily on **education and communication levels** whereas the Mediterranean cases develop more alternative propositions and challenge more deeply existing institutions such as the banking sector or migration policies. Most actors aim to create solidarity links between migrants with a large range of partners from the private, public and third sectors. **All resources** are mixed; non-commercial resources such as donations, philanthropy or volunteering are mixed with commercial resources from the sale of goods and services. Some differences exist in Scandinavian cases with commercial and non-commercial resources, through sales of services and public support.

4.2.4.3 Social innovation objectives

SI is driven by **market pull** (1) and most immigrants are confronted with risks when entering new countries. Firstly, when they arrive, they face constraints in terms of their assimilation in spite of their skills: **The crisis plays a key role** in this. Secondly, they come to new countries considered as “new Eldorados”. Three kinds of needs exist: language learning, new professional skills, creating cohesion from diversity. Some differences exist regarding the origins of immigrants with some immigrants already speaking the same language of the country but wanting new life opportunities (i.e France, Central and Eastern countries) but who nevertheless could be excluded from society.

Targeted people (2) want to learn the **local languages, be protected** and to develop an **entrepreneurial project**. It is easier for people who can already speak the native language. Finally, Central and Eastern countries welcome a diversity of populations from Middle-east, Balkan and post-soviet countries (Turkey, Macedonia; Russia; Ukraine).

Technological solutions (3) are mainly based on **basic technologies** such as books, illustrations, specific training courses and improving the image of immigrants.

Policy-makers (4) are partly involved in the insertion of immigrants through the opening up of borders, even if immigrants` condition of life is not directly taken into account. Some differences exist regarding the weakness of the Scandinavian welfare regime. Public health and social care services are increasing to support the older immigrant population. Moreover, there is currently no city hall in Sweden for them. Mediterranean countries do not appear to have developed clear and definitive strategies for dealing with the challenge, where social services appear close to collapse. Finally,

Eastern and Central countries follow the directive of the European Union and the example of Continental countries.

4.2.4.4 The structure of Social innovation

SI represents a cluster of various innovative solutions presented as follows:

SI for migration provides **basic products (1)**, such as book with picture help doctors and patients for communicating. **The product is the catalyst of relationship.**

New services and processes (2) for the integration of migrants is divided into three levels (basic to specific). People obtain a new service/process for learning native languages (2.1). This step is required for developing new skills for a new job (repairing and recycling of products for the second-hand market, window cleaning gardening, babysitting, etc.) (2.2). Finally, services aim to transform immigrants into business people through entrepreneurship.

New organization (3) is based on network development, which has the role as a sounding board, a confidant or adviser. The goals are to inspire people by presenting an identity and building a common vision for facilitating individuals' empowerment.

Innovation for promoting recognition within communities (4): immigrants can present their culture within projects which use sewing- modeling-tailoring or cooking for example.

Most SIs analyzed are in the main scaled within Scandinavia and Anglo Saxon welfare regimes. Continental cases evidence instability in implementation or international dissemination. Finally, Mediterranean and Eastern and Central countries evidence the implementation and dissemination stage. It is worth noting that SI appears to emerge in both urban and rural zones (i.e Eastern and Central countries, Scandinavia).

4.2.5 Results

PRINCIPLES	Migration
The process of social innovation	<p>Bottom-up: local actors take care of newcomers</p> <p>Top-down: national and European mechanisms (managing illegal immigration, education tools); third sector involvement</p> <p>Level of trust:</p> <ul style="list-style-type: none"> - Religion, culture and origins - Exchanges between people reinforces trust and relationships - Common projects - Professional ties
	<p>Level of knowledge:</p> <ul style="list-style-type: none"> - New knowledge from experimentation and initiators - New knowledge from experience provided by public and private, partners <p>Sustainability of the SI</p> <ul style="list-style-type: none"> - Number of communities, participants, professional networks and cities involved - Media and legal barriers to creating awareness <p>Effectiveness and efficiency:</p> <ul style="list-style-type: none"> - Networks, common projects and common vision of the future, development of supply chains - The future of SI: - Leadership, entrepreneurship, competitive positioning - Support programs, public and private support - Need for policy-makers to fight against the long-term unemployment. - The acceleration process of SI: - Inversely related to socioeconomic conditions - Related to new technologies and growing dialogue - Need explicit evaluation tools
Business and governance	<p>Network expansion/collapse</p> <ul style="list-style-type: none"> - Migrant is the core to decision-making - Public-private networks on refugee issues - Relationship with actors of supply chains - Communication platforms
Efficiency	<p>Effectiveness and efficiency</p> <ul style="list-style-type: none"> - Interactions, professional networks - Common vision of the future - The creation of supply chains <p>The future of SI</p> <ul style="list-style-type: none"> - Business leadership, entrepreneurship - Competitive positioning - Support programs, public and private support - Policy-makers for fighting against the long-term unemployment.

Table 4-4: Principles of SIs addressing migration issue

OBJECTIVES		Migration
Economic	Market pull <ul style="list-style-type: none"> - The crisis plays a key role for working but the labour market is full - Three kinds of demand exists: language learning(1), new professional skills (2), creating cohesion from diversity (3) 	<ul style="list-style-type: none"> - Immigration and the new Eldorado (i.e. Spain) - Similarity of native language and seeking new life
Technological	Technological solutions are mainly based on basic technologies such as books, illustrations, training course and image improvement	
Political	<ul style="list-style-type: none"> - Insertion of immigrant in European union - Condition of life is not directly taken into account 	Scandinavian countries: <ul style="list-style-type: none"> - Lack of the public health and social care services due to previous immigrant population. - No city hall in Sweden for them. Mediterranean countries <ul style="list-style-type: none"> - no definitive strategies social services are close to collapsing. Eastern and Central countries: <ul style="list-style-type: none"> - the directive of European Union and the example of continental countries.
Social	Local languages, protection and to develop an entrepreneurial project.	Native language African and South American (for Spain) influences the attraction of immigrants to seek work in Mediterranean countries. Central and Eastern countries welcome a diversity of population from Middle East, Balkan and post-soviet countries (Turkey, Macedonia; Russia; Ukraine).

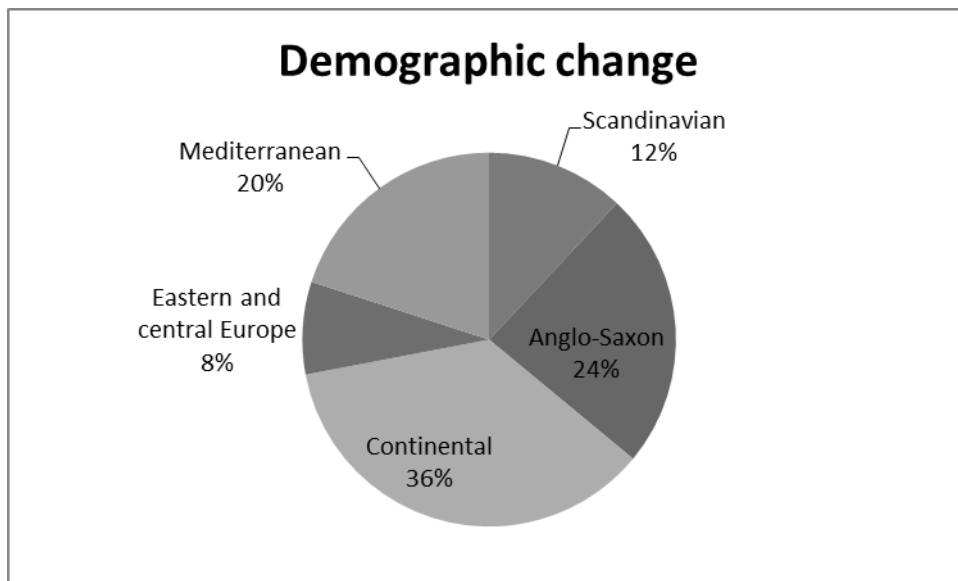
Table 4-5: Objectives of SIs addressing migration issue

COMPONENTS		Migration
Actors	Similarities	Differences
Institutions	-	Scandinavian cases take into account with national projects Mediterranean cases develop more alternative propositions and challenge more deeply the existing institutions
Resources allocation	All resources are mixed; <ul style="list-style-type: none"> - Non-commercial resources (donations, philanthropy or volunteering) - Commercial resources from the sale of goods and services. 	Scandinavian cases with commercial and non-commercial resources, through sales of services and public support.

Table 4-6: Components of SIs addressing migration issue

4.3 Demographic Change

The analysis of SIs for demographic change in the European Union is based on 24 identified cases. This analysis is based on the minimum standards required, so as to ensure the relevancy of data, and as such the defined sampling frame has been respected as best as possible (see the chart below).



4.3.1 Social Innovation Principles

4.3.1.1 The process of social innovation

→ *Bottom-up*

The bottom-up process is based on the evaluation of local needs. Social problems (i.e. family carers, school children suffering from bullying, elderly people) require the development of relationships between vulnerable people, experts and community researchers to be able to evaluate, help and prevent social issues in collaboration with local municipalities.

→ *Top-down*

The top-down process is established due mainly to specific national issues, such as an aging population (Scandinavian, Continental, Mediterranean welfare regimes) and a lack of resources for work training schemes. National governments propose solutions in order to deal with the increasing costs of social care. The place of women seems to be

highly unstable in Mediterranean welfare regimes where the process of transition from domestic work to the labour market is ongoing and evolving.

Continental welfare regime

We observe a **bottom-up approach (1)**. The relationships between patients and doctors are increasingly difficult currently since societies are witnessing a demographic evolution with generational implications. Four main features describe all generations: firstly, people want to know more about illnesses so as to be able to be more autonomous in deciding on their treatment (Washabich). Secondly, all generations want to help and also need help (WeHelpen). Thirdly, there is the desire for closer exchanges between patients, doctors and medical students (Washabich). Fourthly, the bottom-up approach, based on the decentralisation of power to local municipalities, appears effective for developing empowerment and self-reliance (WIJeindhoven).

We observe **top-down relationships (2)**, triggered by exogenous factors such as the aging population and the increase in costs associated with caring for this specific group with the participation of for example, local public government. (ZorgvoorElkaar; Thuisafgehaald).

Mediterranean welfare regime

The development of SIs is influenced by **top-down implementation approaches**. Social change is driven from the bottom due to the evolution in the role of women in Spain (childcare provision in conjunction with working) (i.e Casas Amigas- Madre de dias (Pamplona)), the aging population, and a lack of training resources (i.e Joves amb futur).

Anglo-Saxon welfare regime

We observe a **bottom-up approach (1)**. Firstly, local projects are implemented both for those who need help from the project (family carers, school children suffering bullying) and those who are in charge of implementing projects. Secondly, local initiatives involve community researchers (i.e specialist in health/ social issues), schools (i.e Connected care; Beat Bullying Group) and municipalities, like Milton Keynes City (i.e Citischool).

Other projects are based on a **top-down approach (2)** thanks to national and Scaled SIs based on charity (West London charity, Development Trust, Limited Liability Company and social enterprise, Action For Children) (i.e. Action Acton).

Eastern and Central countries welfare regime

No information

Scandinavian welfare regime

We observe a **top-down approach (1)**. SIs created by a program in Sweden to help integrate male adults into school and social life. The project was stimulated via a

perception of a large sector of this profile being unemployed as well as being part of an ageing population. The program was developed through a combination of public and private initiatives - and based upon personal motivation but also mutual aid.

→ ***Pre-existing relationships***

No relationships exist between experts and vulnerable people.

Some basic relationships exist between people from local neighbourhoods, local municipalities and government.

Relationships between beneficiaries/users and specific experts is deteriorating with the advance of the use of internet and the desire of patients to have greater knowledge.

Continental welfare regime

We observe three kinds of relationship. **First (1)**, there are no relationships between experts/professional service providers and vulnerable people. **Secondly (2)**, the relationship between beneficiaries and experts is deteriorating with the advance of the internet and the need for patients to have access to more information. In other words, there is a disconnection between new technologies and the vulnerable. **Thirdly (3)** Experts and vulnerable people could be more efficiently connected by having for example, translated prescriptions (i.e. Washabich).

Mediterranean welfare regime

No information

Anglo-Saxon welfare regime

We observe **three kinds of relationship**. First, there are no relationships between vulnerable people and professionals (e.g. the elderly and personal care assistance). People have no access to social services. Second, local community/ neighbourhoods appear to be the main link between the actors in SI projects. Thirdly, vulnerable people do have relationships with the government and local municipalities.

Scandinavian welfare regime

No information

Eastern and Central countries welfare regime

No information

→ ***Relationship strength***

We observe various levels of relationship strength. The first concerns (1) vulnerable people with **no real relationship** with others. The second (2 - limited strength relationship) concerns the existence of social cohesion in **neighborhoods** and the existence of **intra-generational** cohabitation in Mediterranean and Scandinavian

welfare regimes. The third scenario (3- moderate strength relationship) concerns is the development of social interaction between **volunteers** (the elderly) and **professional partners**, such as artists. The fourth (4 – strong relationship) relates to the **job market** and its evolution which allows people to acquire better **business education**. The fifth (5- very strong relationship) is the relationship between municipalities/**policy makers** and people.

Continental welfare regime

The relationship strength is based on different **scenarios** including social cohesion within neighborhoods (i.e. sharing meals) and social interaction between volunteers (old people) and professional artists (i.e. Granny's Finest, ZorgvoorElkaar) and relationships with municipalities, voluntary organizations and health insurers (WeHelpen).

Mediterranean welfare regime

The relationship strength is based on **four scenarios**. Firstly, people may have no real relationship with partners. Secondly, we note relationships in terms of intra-generational cohabitation and social cohesion (i.e. Abitare Solidale). Thirdly, moderately strong relationships exist between vulnerable people through a flexible structure allowing access to the labour market (i.e. Babysitting). Fourthly, strong relationships exist via, for example an Entrepreneurship Training Chain which creates an educational environment for business activity). Fifthly very strong relationships exist through regional and local government programs which provide financial support.

Anglo-Saxon welfare regime

The basic relationship is based on the involvement of parents. We also observe the development of classrooms and student visits to offices and workplaces, including days of work experience and skill training. Moreover, stronger relationships exist thanks to links between vulnerable people and professionals, like specialists in health or social positions and project managers. Finally, there are projects which emphasize collaboration with experienced institutions (i.e York Consulting agency, Action for Children)

Eastern and Central countries welfare regime

No information

Scandinavian welfare regime

We observe a strong involvement of public and private initiatives based upon personal motivation. The goals are to develop intergenerational relationships particularly between elderly and young people.

4.3.1.2 Effectiveness & Efficiency

→ *SI sustainability*

Continental welfare regime

Project sustainability seems to be based on the reputation and engagement of all actors in the neighbourhood and provision of new responsibilities. Certain initiatives increase the generation of funding from the sale of products produced from long term relationships (i.e knitting or sharing meals). Sustainability is also based on the involvement of professionals for achieving specific goals. Finally, sustainability depends on social issues and solutions provided by policy makers. Since the population is ageing and therefore placing demands on social care, new legislation to address this could put a stop to some SI activities.

Mediterranean welfare regime

The Mediterranean countries are affected by economic crisis while questioning the model of family life (transition from domestic roles into job market). Management of this situation calls for projects to balance the mix between family life and work, since institutions which could provide such flexibility seem to be absent. These kind of SIs exist also thanks to intra-generational cohabitation with an aging population. For the project workers, we note that the viability of SIs are based on existing contracts that could be modified in the future by policy makers. The latter also provides subsidies that are crucial to projects.

Anglo-Saxon welfare regime

Some cases emphasize the fact that local solidarity in cities and neighbourhoods play a key role in terms of SIs.

Eastern and Central countries welfare regime

No information

Scandinavian welfare regime

The sustainability of SIs seems to be oriented towards the provision of help from Scandinavian policy makers (Social care) and the European commission (i.e. Digital Agenda for Europe) with the goal of addressing the aging population thanks to new technologies.

→ ***Future unforeseen risks***

Continental welfare regime

The first (1) risk relates to non-participation, non-commitment or bureaucracy leading to marginalization. The second (2) is the degree of decentralization of social support services.

Mediterranean welfare regime

The economic and social crisis in Mediterranean countries is a sustainable risk. It could be solved in the long term.

→ ***Evaluation criteria and conflict management***

No identified differences between the countries. Relevant tools of evaluation of social impact exist. The first (1) concerns an economic evaluation of projects based on cost-reduction /cost efficiency by policy makers. The second one concerns the evaluation of input and output measures of participants/beneficiaries (2), such as for example, the number of children joining a program or number of female employees in IT.

4.3.1.3 Business model & Governance

The data was too poor for a deeper analysis. It must be completed with biographies.

4.3.2 Social Innovation Components

4.3.2.1 Institutional context

→ ***Similarities across welfare regimes***

The analysis of cases dealing with demographic change is mostly based on aid for elderly people. Some lack of information has been identified for Mediterranean, Anglo-Saxon and Eastern and Central countries. Most of the cases seem to be oriented towards the development of activities for avoiding exclusion. Indeed, the desire for autonomy is also a reason for the emergence of SIs leading to SIs focused on social activities.

→ ***Differences across welfare regimes***

We observe that the inclusion of people is based on the development of new economic activities for elderly people in Continental countries. Thus, retired people act as volunteers as a form of reintegration. This means that the level of volunteering depends on the skills and abilities of people.

Continental welfare regime

We observe the reduction in elderly peoples' dependency on medicine (Siel Blue) and that this age group can still be productive contrary to general perceptions (Balance4yourlife). Some work of the elderly in collaboration with artists for example, in order to build a professional portfolio while at the same time helping in their integration exists (Granny Finest).

The number of cases for the other welfare regimes were too narrow. We just noted that Scandinavian cases aim at promoting living more active lives (NO_seniorNett).

4.3.2.2 Actors

→ Similarities *across* welfare regimes

We observe a large range of partners from private, public and third sectors. Moreover, in all geographic areas, there is the involvement of local and national public administration in the development of the SIs addressing demographic change.

→ Differences *across* welfare regimes

Some differences should be taken into account in terms of volunteering and working for free. We need to gain a deeper insight into this situation as this could depend on the specific welfare regime. Moreover, it is noticed that European administrations seem, at first sight, to be less involved in this topic.

Continental welfare regime

Some of the Continental SIs addressing demographic change issues have been set up by professionals using and adapting their expertise to meet new specific needs. To develop, they successfully gather a large range of partners from private, public and third sectors.

Mediterranean welfare regime

The Mediterranean SIs addressing demographic change issues rely on a large range of actors from public, private and third sectors. Moreover, volunteering seems to be crucial in the development of these SI.

Anglo-Saxon welfare regimes

The Anglo-Saxon identified SIs gather the efforts of a very diverse set of actors: citizens, schools, universities, large private companies, local, national and European administrations. Most of the SIs identified are dedicated to young people, schools and local administration which appear over represented in the sample.

Eastern and Central welfare regime

Not enough data.

Scandinavian welfare regime

The Scandinavian SIs addressing demographic change develop through the efforts of public, private and third sector efforts. These efforts include financial aid, volunteering or other kinds of partnerships.

4.3.2.3 Resources

Economic resources

→ ***Similarities across welfare regimes***

We observe that SIs are based on a short term approach to reduce purchasing costs and include the sale of new goods/services. The sustainability of some projects are based on the exchange of working in a voluntary capacity to develop social inclusion. In other words, making a profit from working for free.

Continental welfare regime

Sustainability of initiatives is ensured through the generation of funds from the sale of the products produced, and the long term relationships that are established between for example, the 'grannies' and the designers (Granny's Finest) and by charging only the cost of the purchased ingredients without mediation of additional fixed costs of the platform (Thuisafgehaald)

Knowledge

→ ***Similarities across welfare regimes***

Knowledge sharing by professionals and teachers (voluntary doctors, medical students, teachers, universities)

→ ***Differences across welfare regimes***

Continental welfare regime

We observe that knowledge is shared by voluntary doctors or medical students by explaining different types of illness to people, like the Washabich project.

Mediterranean welfare regime

Mediterranean countries are also interested by education device for demographic change. Some solution exist for training by distance learning (i.e Joves amb Future) and by the public education sector (i.e Cadena de formacion de emprendedores).

Anglo-Saxon welfare regime

We observe the role of funding agencies (ex: skill fund agency like the case Action Action). There is also the collaboration of Goldsmiths University and University of Sussex: sources of information for beating bullying for the case Beat Bullying Group: or York Consulting agency for Action for children.

4.3.3 Social Innovation Objectives

4.3.3.1 Economic dimension

→ Similarities *across* welfare regimes

European countries respond to the increase of **Gettos of poverty** in urban areas due to the crisis and the **social reproduction of inequalities**. UK and Mediterranean countries are particularly confronted with poverty. Additionally, in the UK, unemployment, alcoholism, violence and social reproduction of inequality are particular problems. New generations are being excluded by the education system and a tendency exists to opt out. Mediterranean countries appear mostly affected by the high unemployment rate of the young generation because of **the crisis**. Continental and Scandinavian countries appear more affected by the problems of **an aging population, the rise of social care and desire for autonomy**.

→ Differences *across* welfare regimes

Crisis and social transition within Mediterranean countries brings into question the previous mode of development. Elderly people are mostly cared for through a **family system** which is now transforming.

→ Contexts, socioeconomic framework and market failure

Anglo-Saxon countries

Gettos of poverty and crisis. The economic activity of popular cities such as Milton Keynes and Warrington have seen a decline since 2000. A lot of people have debilitating long term illnesses, are sick or disabled and economically inactive. They are faced with little opportunity which is creating a community of exclusion and violence. Moreover, firms might not hire people with health problems or with a disability because of the lack of understanding surrounding the potential skills of such people.

The youth and schooling. In Britain some children are absent from school since they are afraid of bullying; absences enhance the risk of academic failure for the children. Some of these children think about suicide as they perceive no other options. Even if the

problem is explained within schools nothing appears to happen; hence, this helps explain why children prefer to stay home since they feel much safer there than at school.

Poverty, young people and social reproduction. Young people experience the poverty that their family is facing. In some areas, for example, certain districts of West London, 37% of the inhabitants are unemployed and 35% of children depend on employment benefits. Other problems in those deprived areas include incidents of teenage pregnancy with young girls being seemingly unaware of the risks concerning pregnancy, and who might not have access to contraception, single parenthood and alcoholism (from 12 years old). Many children are under a child protection plan.

Scandinavian countries

Elderly people, dependancy and the rise in costs of social care. The Scandinavian population is aging. Elderly people are suffering from loneliness and isolation, lack of control over their own lives and a decrease in their physical abilities. Thus, the cost of social care, residential and nursing care is increasing. The search for new hobbies/activities is therefore proposed as solutions to such issues.

Continental countries

Elderly people, medical care and isolation. The relationship between patients and doctors are becoming more difficult as the demographic situation evolves. This is particularly with respect to a new generation of the population who desire more knowledge concerning certain illnesses in the hope of becoming more autonomous in searching for solutions. Many experience illnesses such as Alzheimer's or insanity and reach the end of their lives, often alone,

Poverty of elderly people and risk of exclusion. Many elderly people have a very small pension and are poor (France, Germany)

Mediterranean countries

Crisis, social transition and the lack of childcare. In times of crisis, families undergo new difficulties, especially in terms of funding of childcare. Moreover, there is a lack of flexibility on behalf of institutions responsible for childcare. This means many women don't have time for job search or training since they must take on the responsibility for childcare themselves.

Exclusion of young generation and the entrepreneurial mindset. Almost one in two teenagers under 24 years of age is unemployed. Very few people possess a true entrepreneurial mindset, especially among the young. Hence, initiatives are established to "inject" a more entrepreneurial and innovative mentality.

Elderly people and family structures. Nowadays, in Italy, the old-aged-dependency ratio is 30,9 % (about 5 points higher than the EU27 rate) and the system is not adapted

to this demographic change. The Italian population is becoming older and retains a traditional system based on family help. This traditional approach still exists in the spirit of many where it is felt that care should be provided by family members, especially by women. There is also a strong legal obligation for the provision of care of parents by their children. Due to the increasing number of women in the labour force, this system is now being jeopardized.

Eastern and Central countries

No information

→ **Demands**

Similarities across welfare regimes

Family model: People demand better inclusion of poor families and a more adaptable working family model (UK and Mediterranean). Other demands exist in terms of creating cohesion and community in order to avoid the isolation of the elderly and young people.

Society pressure: Fighting against delinquency and activities for the reduction of psychological illnesses.

Differences across welfare regimes

Scandinavian countries seem to promote the improvement of knowledge for the preservation and sustainability of quality of life. Mediterranean countries would like to develop a better quality of life for the population (Health care). Continental countries are facing the collapse of social schemes.

Anglo-saxon countries

Help for poor families. Both social and economic exclusion are present in West London, where poverty and unemployment have reached extremely high levels. For instance, many children leave school with no qualifications. Yet, children deserve to feel and be safe and grow up in a positive environment.

Geographical inclusion and cohesion. A lack of information in rural areas, poor public transport provision and a lack of activities appears prevalent. The Brandon example is a case in point. Immigrants are also confronted with such problems and tend to be in the main illiterate, have limited or no training or educational opportunities. In such families, provision of help from social services has not been working and this group experiences the risk of being evicted from their homes.

Fighting against delinquence. Violence is also common in ghettos, where youngsters, sometimes former prisoners and offenders have no job and life opportunities and lack objectives and direction.

Scandinavian countries

Improving knowledge. The demand is based on access to knowledge for elderly people as a basis to solutions for social, physical, intellectual issues.

Preservation and sustainability of quality of life. The Scandinavian lifestyle generally provides a good quality of life though a focus on health, social inclusion and physical independence. Consequently, protecting the health and wellbeing of the elderly is a priority and is based on the anticipation of future needs.

Create cohesion between generations to help avoid isolation. In Sweden the elderly and the young are to a large extent distanced from one another. Consequently, the development of projects to decrease the gap between these age groups are required.

Continental countries

Activities to reduce psychological illness. Promotion of physical exercise rather than medical prescriptions to help decrease dependency on medicines and at the same time increase the social relationships and health among patients

Loneliness of the elderly and collapse of social schemes. Some elderly people feel lonely, useless, and excluded from society. Additionally this is exacerbated as nurses have less and less time available for the elderly and even their children do not have time to help out.

Cohesion and community. People need to feel part of a community and develop trust through intergenerational local projects (Neighbourly help, Domestic help, food sharing schemes).

Mediterranean countries

A better quality of life (Health care). People demand a decent life. Children and teenagers with severe or chronic illnesses and who have to spend some time in therapy or who are in a post-hospitalization phase require particular aid.

Adaptation of the work/family model. The lack of flexibility and the high cost of childcare services is a issue for mediterranean families. Indeed, nowadays, women have to combine family life alongside a professional career. Additionally, this creates a source of inequality in terms of job opportunities.

Inclusion of the young. Young people who dropped out of school and are unemployed need help to become more aware of entrepreneurial opportunities.

Eastern and central countries

No information

→ **Social solutions, novel ideas and practices**

Similarities across welfare regimes

Demographic change seems to be oriented to the development of collective projects based on cohesion and community (existing or new). Intergenerational projects are also welcomed in order to help restructure existing societal issues.

Differences across welfare regimes

Continental society seems to be evolving due to the collapse of the family structure (Continental and Anglo-Saxon countries). Moreover, such demographic change has implications for the insertion of vulnerable people where solutions are oriented towards art and creative projects (Continental and Mediterranean)

Differences between welfare regimes

Anglo-Saxon countries

Personal assistance and family care. People need specific personal services but there is a lack of personal assistance, even for older people. Greater involvement of parents to help in child poverty is also required.

Community and charity. Disadvantaged people need cohesion and charity to help provide opportunities for employment, education and enterprise.

Scandinavian countries

Collective projects. Volunteers and participants have to focus on promoting the empowerment of beneficiaries.

Intergenerational programs. Intergenerational programs to ultimately build bridges between generations and improve the quality of life for school children by creating a secure school environment.

Continental countries

Creative activities to fight against exclusion. Older people are the victim of isolation and require social activities (e.g knitting clubs) while at the same time seeking recognition and self-confidence. There is also the need to help young artists for developing art projects. Solutions exist whereby creative people can create beautiful products.

Community and cohesion. There is the need to develop social cohesion in neighborhoods through for example, the promotion of meal sharing projects.

Family. Community visits of young mother by students. Such assistance is provided to mothers with children from -7 months to 3 years with twice weekly visits in the first phase of motherhood.

Mediterranean countries

Domestic intergenerational help. Project aim at offering a sustainable solution to vulnerable and dependent people through the provision of domestic help and housing maintenance. Such initiatives respond to the need for an affordable place to live. Solutions are based upon inter and intra-generational cohabitation for example, since people who will live together can provide each other with assistance. There are also initiatives for the provision of baby sitting services for children over 3 years of age.

Creativity and art. Young Art creativity projects provide the opportunity for children of similar ages to meet up, through the organization of free art activities with well-known artists, during their holidays.

Skills for employment and entrepreneurship. Linking government initiatives via employment centres and third-sector organizations offer opportunities for young people to help them enter the job market and find permanent employment at the end of the process. At the same time, projects offer an educational environment that promotes entrepreneurship.

Eastern and Central countries

No information

4.3.3.2 Technological solution

→ Similarities and differences across welfare regimes

The use of new technologies and traditional educational environments (classroom based) and new technologies (website, online platforms, email)

Anglo-saxon countries

No clear information

Scandinavian countries

New technologies and traditional methods (classroom based)

Continental countries

New technologies (website, online platforms, email) to offer for example, care or assistance for older people looking for company, or to provide the offer of a volunteer

for a specific problem or to mothers looking for professional help, through placing a direct request for help on the website (through for example e-bay and Facebook (Netherlands)).

Mediterranean

No information

Eastern and Central countries

No information

4.3.3.3 Social dimension

→ Similarities across welfare regimes

The social dimension for European people targets specific societal issues, notably those surrounding the elderly and the poor (UK; CT). Such people face exclusion, especially the elderly (Sc, CT, UK) and the poor.

→ Differences across welfare regimes

Anglo-saxon countries

Basic skills for employment. Training to improve literacy, numeracy and other basic skills within disadvantaged communities and for the unemployed is a priority.

Attacking the results of poverty. From a preventive point of view, young delinquents are targeted by social innovation. From a curative point of view, projects are targeted at helping people who experience alcoholism, health issues, teenage pregnancy; and former prisoners who need assistance with reintegration within society.

Scandinavian countries

Lonely people. Vulnerable people in Scandinavia are mostly elderly people who require new knowledge and intergenerational activities to escape loneliness.

Continental countries

Tackling the results of poverty. The entire population: need more knowledge about specific illnesses (e.g. prevention of muscle-skeletal disorders) – Family carers – Sedentary people) and especially the lower-class, who can't afford expensive medical fees. There is a need for preventive health assessments to help in the anticipation and prevention of problems experienced by young people in poor neighborhoods.

Intergenerational projects and poor elderly people. The elderly are often alone and at the same time some are often poor.

Mediterranean countries

Elderly and young people who contract serious or chronic illnesses, the unemployed and working women.

Eastern and Central countries

No information

4.3.3.4 Political Dimension

→ Similarities across welfare regimes

The economic crisis and the reduction of social welfare costs seems to be a common interest of policy makers

→ Differences across welfare regimes

The role played by policy makers seems to vary a lot between countries. Whilst there appears a decentralization of power with a “bottom up” approach based on partnership within Continental countries, there is still a requirement for social support services and the development of new forms of cooperation. There is also an extreme decentralisation of social care in Mediterranean countries (i.e Italy and Spain), but this depends on the specific regional economy (i.e Barcelona). Anglo-Saxon countries operate a “top down” approach with multi-scaled partnerships prioritizing a preventive approach. Finally, Scandinavian countries orient towards national projects focused on the dissemination of knowledge and “e-Inclusion”

Anglo-Saxon countries

State intervention and preventative approaches. The Government offers help for unemployed people, vulnerable people and immigrants that do not speak English. There are also projects that aim to provide upto £150,000 for families to help alleviate child poverty by 2020 through helping disadvantaged children who fall outside of the school system.

Multi-scale partnerships. Municipalities, voluntary organizations, health insurers and health care providers work together and create investment projects (i.e Local Authorities and schools).

Scandinavian countries

In May 2010, the European Commission adopted **e-Inclusion** as one of the main topics of the ‘Digital Agenda for Europe’ and entered the debate on aging populations in full force. The goal is to achieve ‘active aging’. The concept is strongly related to other European policies on social inclusion.

Continental countries

Bottom-up approach and the lack of collaboration. The decentralisation of social support services, child and youth care services, and labour participation means that local authorities will be taking on greater responsibility for a broad spectrum of social issues from a bottom-up perspective. A top-down approach to support appears to be inefficient and expensive. Yet local authorities must link up with other policy makers. This is why any new legislation requires novel forms of co-operation between local authorities, members of the public, and service providers.

Mediterranean countries

Autonomy of region and transition towards a new mode of development. After political changes in Barcelona's new municipal government which become conservative after 30 years of socialism, all unemployed young people between the ages of 16 and 25 years, whether they had finished school (including university) or not were targeted.

Crisis and cost reduction. The Italian welfare system is challenged by diversification and an increase in demand while resources are decreasing. Moreover, this welfare system is traditionally collectivist and family based. However, the welfare state provides relatively less expenditure on care for the elderly (about 3 times less than the European mean) with only 0,14% of the GDP dedicated to this. There is also a special fund (the national fund for social policies) provided by the State to supply local authorities with additional resources to help them realize their social programs. However, the amount is being reduced year on year (it has decreased by 884,7 million Euro from 2008 to 2013)

State and extreme decentralisation of social care. In 2007, the Barcelona City Council decided to create a programme named `Young People with a Future` to try to solve the increasing problem of the young generation. The programme was set to run for the 2-year period 2010-12. With the help of the government, subsidies were established to encourage companies to hire young people for this process.

Yet, the Italian government only provides financial resources and family members are left to take care of their aging relatives. From a system which has traditionally relied upon family solidarity and cohesion, three principles lie at its basis: decentralization of social services, fragmentation of the institutional context and a family-based welfare system. However, increasing life expectancy and the increased number of women in the workforce weaken this system. Thus, Italy depends a lot on the decisions of local communities, resulting in an accumulation of various social policies implemented by various actors in different sectors.

Eastern and central countries

No information

4.3.3.5 Social Innovation ex-post

→ *The type of SI contribution*

Anglo-saxon countries

New Services and Education support: Young people learn to develop new skills.

New Network: The goal is to improve relationships between educational managers and children in order to provide them with better assistance.

New image: rebuilding self-confidence and respect for others, while preparing the young for employment, lifelong learning and active citizenship.

Scandinavian countries

Network and intergenerational projects Volunteers and permanent employees develop active participation with social partners in developing social empowerment opportunities and practices.

Organisation and events: “Café” meetings, educating and accompanying students on breaks, lunches and outdoor excursions or aiding new students in adjusting to their new environments.

Service and activities: healthy eating habits, physical exercise and intellectual activities for reflection, sharing experiences and evaluation.

Continental countries

Products and value creation: homemade produce promoted by people

Cohesion and intergenerational projects: Young designers provide knitting patterns and the `grannies` knit their creations with 100% natural yarns.

Organization: sharing food and events

Image and labels: after they finish the product they write a personal message on the label. Every customer writes a postcard and returns this to the granny to thank her.

New financing plan: involvement system in which everyone can invest, and later, after break-even point is reached for the village, the rollout begins.

Mediterranean countries

No information

Eastern and Central countries

No information

Geographical delimitation

- **Anglo-saxon countries:** most Local and national:
- **Scandinavian countries:** National **Sweden/Norway** and international to Anglo-Saxon and North American countries

- **Continental countries: More local, National, International**
- **Mediterranean: local/regional** (Florence, Bagno a Ripoli, Scandicci, Sesto Fiorentino, Cascina and Pamplona: Casco Viejo, Ensanche, rochapea and also in Gorraiz, Sarriguren and Ayegui) **and** international impact (Latin America)
- **Eastern and Central countries: No information**

4.3.4 Summary & Conclusion

4.3.4.1 Social Innovation Principles

The processes of social innovation are based on the emergence **of bottom-up and top-down perspectives (1)**. On the one hand, we observe that a bottom-up process is based on the **evaluation of local needs**. Solving social problems (i.e family carers, school children suffering from bullying, need for autonomy, elderly people) needs the development of relationships between vulnerable people, **experts** and community researchers. The goal is to evaluate, help and **prevent social problems through the collaboration of local municipalities**. On the other hand, a **top-down process** is implemented mainly in response to a specific **national issue**, such as an ageing population (Scandinavian, Continental, Mediterranean welfare regimes) and the lack of resources for employment training. **National governments** propose solutions in order to save on the increasing **costs of social care**, but **the place of women in society seems to be highly unstable** in Mediterranean welfare regimes since there is an ongoing transition from domestic work into the labour market.

These processes could be linked through **three relationships (2)**. Firstly, there are **no pre-existing relationships** between experts and vulnerable people (2.1). Secondly, if **pre-existing relationships could exist, they would be** basic between people from neighbourhoods, local municipalities and government (2.2). Thirdly, some solutions, based on New technologies and the Internet, can increase the disconnection between people and experts concerning social/health care. This is in part due the the fact that vulnerable people want to find solutions by themselves (2.3).

The **relationship strength (3)** is divided into **five levels**. The first one (3.1) is when vulnerable people have **no real relationship** with others. The second (3.2) represents limited strength via the existence of social cohesion in **neighborhoods** and the existence of **intra-generational** cohabitation in Mediterranean and Scandinavian welfare regime. The third scenario (3.3), where relationship strength is moderate, is represented by the development of social interaction between **volunteers** (old people) and **professional partners**, such as artists. The fourth level (3.4) where relationship strength is good, is represented by a **labour market** which provides for people to gain better **business education** and trade relationships. The fifth level (3.5) where

relationship strength is regarded as very strong is manifested via relationships developed between municipalities/**policy makers** and people.

The sustainability of SIs **(4)** is based on the the **engagement of all actors** in the neighborhood and the development of a **business model for profit** while also reinforcing project aims. Success of projects is due to the participation of experts. However, such success is brought into question if policy makers decide to legislate for and disseminate such initiatives.

The future unforeseen risks **(5)** are the **non-participation**, no-commitment or **bureaucracy** of people through rejection of external partner intervention. The **subsidies** provided by policy makers are also a key issue that is influenced by the **economic and social crisis**.

Evaluation criteria and conflict management **(6)** requires the development and operationalization of relevant tools for evaluation of social impact. Such tools include those that provide for firstly, **(6.1) economic evaluation based on cost-reduction by policy makers and the assessment of cost-efficiency of the project**. Secondly, tools that provide the **evaluation of input and output of people** **(6.2)** are required, to assess for example, the number of children that join a program or number of female employees in IT.

Regarding the Business model & Governance, the quality of data was too poor for interpretation. **It must be completed in conjunction with the biographies.**

4.3.4.2 Social Innovation Components

The institutional context **(1)** emphasizes requirement of help for the elderly and implications of an ageing population¹. The latter seek autonomy in their social activities. Some differences exist between countries where for example, Continental countries use the notion of working for free to transform the potential of this group of the population into a new economic function.

The number and type of actors is large **(2)** (i.e private, public and third sectors) and policy makers (local and national, but not European union) are aware of demographic issues. Resources are divided into tangible and intangible assets. We observe that SIs are based on a short term approach to reduce purchasing costs while creating opportunities for the sale of new goods/services **(2.1)**. The sustainability of some projects is based on the basis of working for free in exchange for social inclusion. In other words, producing

¹ This result is due to the selection of cases.

profit from working for free. Knowledge is also an intangible asset (2.2) which is provided by professionals (voluntary doctors, medical students, teachers, universities).

4.3.4.3 Social Innovation Objectives

The drivers of Sis are influenced by the economic context (1). Demographic change is directly linked to the rise of **Ghettos of poverty** (1.1) in urban areas due to the crisis and the **social reproduction of inequalities** (young and old people). For instance in the UK, people are vulnerable victims of unemployment, alcoholism, violence and exclusion from the educational system. In Mediterranean countries, the young generation are unemployed because of **the economic crisis while the elderly, the rise in costs of social care and the desire for autonomy are the main issues for** Continental and Scandinavian welfare regimes. We observe the specific role played by the **traditional family system and changes therein which stimulate inter-generational projects, and the role of the crisis in the provision of social subsidies.**

Social solutions, novel ideas and practices (1.2) seem to be oriented towards collective projects based on cohesion and community (existing or new) based on the development of intergenerational projects. Some differences might be highlighted, such as the current weakness of family structure (i.e. Continental and Anglo-Saxon countries) and insertion of the vulnerable via art and creative projects (i.e. Continental and Mediterranean countries)

Technological solutions also influence the trajectories of SIs (2). Most represent a mix between pedagogical method (classroom based) and new technologies (website, online platforms, email)

By observing the Social dimension drivers (3), European citizens are under pressure by the macro-economic context and poverty (UK; CT) the long-term effects (risk of exclusion of the elderly and young as the 'future poor'). The situation of women seems to be an important issue for Mediterranean and Eastern/Central countries. We argue that it is due to the evolution in the role of the traditional family structure.

The last driver is the **political dimension (4)**. For all analyzed countries, we observe that the **economic crisis and cost reductions in welfare provision** seems to be the common interest of policy makers. Yet, many differences exist in terms of priorities. This seems to depend on the **level of decentralization of power** (top-down – bottom-up). On the one hand, we observe a “**bottom up**” perspective based on partnership such as in **Continental countries**, but we also note that such systems might require new social support services and the development of new forms of cooperation. There is also **extreme decentralisation** of social care in **Mediterranean countries** (i.e. Italy and Spain), and depends on the specific regional economy (i.e. Barcelona). On the other hand,

Anglo-Saxon countries operationalize a “**top down**” approach with **multi-scaled partnerships** to preventative solutions while **Scandinavian countries seem to be oriented towards national based projects**.

4.3.4.4 The structure of Social innovation

SI represents a cluster of various innovative solutions presented as follows:

SI for demographic change provides **basic home-made products (1)** through the **promotion of people**.

New services and processes (2) represent a complement of policy makers’ decisions in the long term regardless of the specific requirements of population. For instance, the provision of new services are required for young people for obtaining new skills (i.e. Education service). For the elderly, services are oriented towards the promotion of healthy eating, physical exercise and intellectual activities. We observe also **new financing plans** in specific areas in which everyone can invest.

SIs represent new organizations (3) divided between projects and networks. **Firstly, SIs offer event/activity organisation,** (Cafés, sharing food, meetings, education, accompanying students on breaks, lunches and outdoor excursions or helping new students adjust to their new environments). Secondly, SIs are oriented towards the implementation of **networks** of institutional managers and beneficiaries (children and elderly people). The final goal is to achieve inter-generational solidarity.

Innovation for promoting recognition and awareness within communities (4): **There are two levels of recognition. The first is focused on the beneficiary so as to rebuild self-confidence and respect for others, while preparing them for employment, lifelong learning and active citizenship.** The second is the development of quality standards with new descriptors for vulnerable people.

4.3.5 Results

PRINCIPLES	Demographic change	
	Similarities	Differences
The process of social innovation	<p>Bottom-up:</p> <p>Evaluation of local needs and prevention. Developing relationships with vulnerable people, experts, local municipalities and community researchers</p> <p>Solving existing social problems (i.e family carers, school children suffering bullying, need for autonomy, the elderly).</p> <p>Top-down:</p> <p>National government solutions encompassing increasing costs of social care</p> <p>Level of relationships</p> <ul style="list-style-type: none"> - No pre-existing relationships between expert and vulnerable people - Pre-existing relationships: neighbourhoods, local municipalities and government - Disconnection of relationship because of new technologies <p>The relationship strength (3) is divided in five levels. (strength*)</p> <ol style="list-style-type: none"> 1. No real relationship with others. (None*) 2. Social cohesion in neighborhoods (intra-generational projects) (limited*) 3. Volunteers (elderly) and professional partners (moderate*) 4. Job market and business education (strong*) 5. Relationship between municipalities/policy makers and people (very strong*) 	<p>Eldery</p> <p>Ageing population (Scandinavian, Continental, Mediterranean welfare regimes)</p> <p>Young people</p> <p>The lack of resources for employment training (Mediterranean welfare regimes)</p> <p>Women</p> <p>The place of women in the workforce is highly unstable (Mediterranean and Eastern/Central welfare regimes)</p>
Business model & Governance	<p>Sustainability of the SI</p> <ul style="list-style-type: none"> - Engagement of all actors (neighbourhood) - Business model for profit - Participation of experts - Support of Policy Makers 	
Efficiency and effectiveness	<p>Evaluation criteria and conflict management</p> <ul style="list-style-type: none"> - Tools of evaluation for economic evaluation - Cost-reduction assessment of policy decisions - Cost-efficiency of projects. - Measures of input and output of people (participants, beneficiaries) 	

The future of SI: Risks for sustainability

- Non-participation, no-commitment, bureaucracy
- Subsidies provided by policy makers
- Legislation and dissemination of project.
- Economic and social crises.

OBJECTIVES	Demographic change	
	Similarities	Differences
Economic	<p>Market pull:</p> <ul style="list-style-type: none"> - The structure of the economy improves social reproduction of inequalities (Young and elderly). - Local issue: gettos of poverty <p>The social solution, novel ideas and practices</p> <ul style="list-style-type: none"> - Collective and Intergenerational projects - Cohesion and community (existing or new) 	<p>Unemployment, alcoholism, violence and exclusion from education system (UK)</p> <p>Unemployment of young generation (Mediterranean countries)</p> <p>Ageing population (Continental and Scandinavian welfare regimes).</p> <p>Evolution of family systems and inter-generational relationships</p>
Technological	Mix between pedagogical methods (classroom based) and new technologies (website, online platforms, email)	
Political	Crisis and cost reductions in welfare system	<p>Control of power</p> <p>For a bottom up ” perspective: Continental countries Mediterranean countries (i.e Italy and Spain) -extreme decentralisation of social care</p> <p>From a “ top down” perspective: Multi-scaled:</p> <p>Anglo-Saxon countries “ multi-scaled partnerships, preventive approach National partnership: Scandinavian countries oriented towards national projects.</p>
	European people are under the pressure of the society and poverty in the long range (risk of exclusion for old people and young as future poor).	Women in society (Mediterranean and Eastern/Central countries).

Table 4-8: Objectives of SIs addressing demographic change

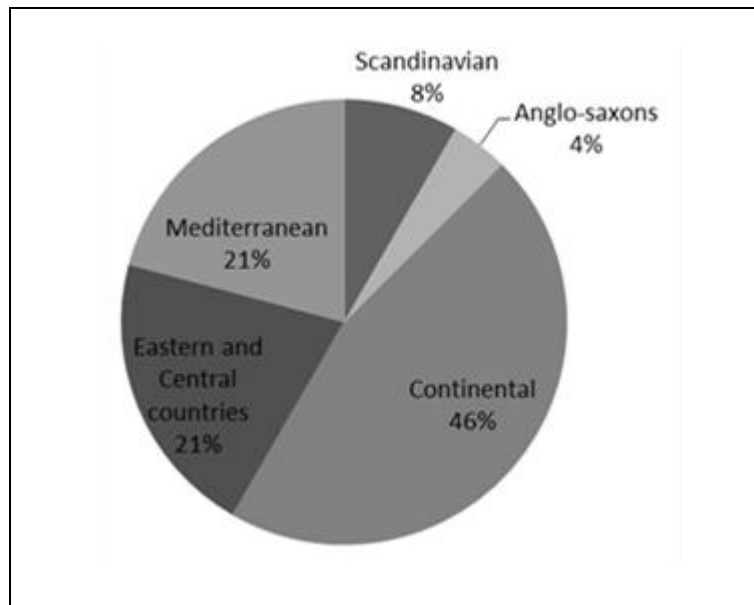
COMPONENTS		Demographic change	
		Similarities	Differences
Actors		<ul style="list-style-type: none"> - Large number of partners (private, public and third sectors) and policy makers - The role played by the European union seems to be weak for demographic change 	
Institutions		<ul style="list-style-type: none"> - Mostly focused on the help of elderly people and ageing population². - Quest of autonomy through social activities 	Elderly have a new economic function- working for free
Resources allocation	All resources are mixed;	<ul style="list-style-type: none"> - Short term approach for saving purchasing costs and selling new goods/services - Working for free is a sustainable solution for social inclusion. - Knowledge and intangible assets (Professional, teachers, students) 	

Table 4-9: Components of SIs addressing demographic change issue

² This result is due to the selection of cases.

4.4 Gender/Education/Poverty

The analysis of SI for Gender-Education-Poverty in the European Union is based on 22 identified cases. In line with the minimum standards required, the defined sampling frame has been respected as far as possible (see the chart below).



4.4.1 Social Innovation Principles

4.4.1.1 The process of social innovation

→ *Bottom-up*

We observe that a bottom-up process of SI development occurs due to the intrinsic motivation and involvement of people who are/have been themselves victims of discrimination and violence.

→ *Top-down*

We observe that the top-down approach to SI occurs due to global challenges. Some strong organizations aim to change society by developing tools of evaluation for decision making and for prevention against discrimination and domestic violence.

→ **Welfare regimes specificities**

Continental welfare regime

On the one hand, the development of SIs is based on a bottom-up process. This development is due to the intrinsic motivation and involvement of people, such as women, living in domestic violence shelters (i.e WomanShelter and MovingForwards). The goals are for women to be able to protect themselves and to acquire new skills, know-how and to share experiences for support. Education and poverty is also revealed as a challenge related to gender where a resultant focus on entrepreneurial and creative ideas arise through an immediate need (i.e Konnektid)

On the other hand, top-down projects exist within existing national organizations whose aim is to change the status-quo within society. We observe also the design of tools to measure the level of inequality for example, between males and females in Austria (Gleichstellungsbarometer). At the same time, the strategy of organizations (social firms and universities) is to solve national issues over the long term (VoorleesExpress, HomeAdministration, SocioNext).

Mediterranean welfare regime

The process of SIs in Mediterranean countries is also divided into bottom-up and top-down. Firstly women and poor people are involved in projects aimed at fighting against discrimination and domestic violence. Secondly SIs are implemented from a top-down approach because gender issues and poverty are considered as a social and global issue.

Anglo-Saxon welfare regime

We observe top-down initiatives for helping poor people thanks to crown funding of land to help improve land use (i.e Landshare).

Eastern and Central welfare regime

As well as the case of poverty, we observe a top-down approach for helping people with disability, psychological or other health-related problems and people released from prison. We argue that this dynamic is created due to a global challenge which calls into question certain national initiatives (i.e Secestonia).

Scandinavian welfare regime

As well as the case of poverty, a top-down approach is required for gender/education/poverty issues. For instance, Yallan Trappan, is a social enterprise, developed to help women with little or no education to integrate into the labour market.

→ **Pre-existing relationships**

Analysis of relationships is complex. However, we argue that vulnerable people need to develop relationships under the supervision of experienced people.

Continental welfare regime

We observe that the relationships in Continental countries are based on sharing personal experiences. Improvement of relationships requires the support of personal supervision from a volunteer to foster greater autonomy (HomeAdministration).

Mediterranean welfare regime

No information found

Anglo-Saxon welfare regime

No existing relationships (i.e. Landshare Case).

Eastern and Central countries welfare regime

No information

Scandinavian countries welfare regime

No information

→ **Relationship strength**

Similarities across welfare regime

We observe that women receive a new form of protection from developing a new image while transforming problems into opportunities, within the wider protection of the community. Regarding more global issues, the relationship strength depends on the involvement of neighborhoods, volunteers and professionals. Here goals are to provide individuals with greater autonomy for coping within their environment, through the provision of aid for gaining more self-confidence and training in personal financial management. The relationships are based on direct peer to peer exchange or thanks to online devices.

Welfare regimes specificities

Continental welfare regime

The relationship strength is reinforced thanks to for example, the mobilization of teams in women's shelters (i.e. WomanShelter_MovingForwards) and of vulnerable people. Social contact, knowledge and skills transfer is the reason for success through collaboration of neighborhoods and volunteers. This approach fosters peer-to-peer learning (i.e. Konnektid_Case), self-management and help with administrative barriers (i.e. HomeAdministration_Cas).

Mediterranean welfare regime

SI are established through an already existent program based on the collaboration of professionals and parents via emotional and social ties. The goals are to create new dialogues for vulnerable groups (childcare, premature babies, behavioural problems, addiction, etc.) and training to help with economic barriers (budgeting, wages, taxes, etc.) (i.e Brace). Women also receive help with such issues through intermediary services, for example with the aid of a spokesperson (i.e Catering Solidario).

Anglo-Saxon welfare regime

For the example of Landshare, the actors need to be integrated and connected in a way that provides them with an opportunity for land share. Relationships are developed through the use of the Internet and direct discourse with those people who manage available allotments (Landshare Case ID card).

Eastern and Central countries welfare regime

Relationships are based on an interactive approach to **partnerships (i.e Jako doma)**. **People interact through sharing** local resources and experience, such as access to a skilled workforce, sewing machines and workshops and also via a special training programme provided by professionals. Women are able to transform a drawback into an opportunity through for example, designing fashionable products for sale.

Scandinavian welfare regime

No information

Trust among partners

No-relevant information found

→ **Knowledge**

Similarities across welfare regime

We observe **two levels of tacit knowledge**. First, existing knowledge is transferred with know-how and new experience (1). This is possible thanks to the intervention of shelter services, social workers and neighbours. Second, new knowledge is generated through the development of creative projects or through transforming a constraint into a solution.

Differences across welfare regime

Continental welfare regime

Development of projects covers the entire workforce, and incorporates women as well as the poor. Tacit knowledge is transferred through know-how and new experience. The transfer depends on shelter services, social workers and neighbours (WomanShelter_MovingForwards; HomeAdministration_Case). New forms of knowledge are created

when vulnerable people are creative or develop particular skills for solving existing problems, as is the case for the blind for example (Discovering hands).

Mediterranean welfare regime

We observe knowledge transfer between partners in cases for the most needy (Brace).

Anglo-Saxon welfare regime

No information found

Eastern and Central welfare regime

The existence of tacit knowledge and its` transfer is a priority for helping vulnerable people (**Jako doma**).

Scandinavian countries welfare regime

No information

4.4.1.2 Effectiveness & Efficiency

→ Sustainability in future

Similarities across welfare regime

We observe that the sustainability of SIs depends on the number of volunteers and beneficiaries (1), the support of policy makers (2) and subsidies (3). The starting point is mostly a small organisation with growth aspirations towards becoming a bigger public organization. We observe also the key role played by the provision of awards distinctions and the promotion of vulnerability awareness for increasing the legitimacy of the SIs.

Differences across welfare regime

The context of the economic crisis is directly linked to the probability of SI failure. In Mediterranean countries, we observe that economic pressure directly affects care providers (professional and non- professional) and the need for a supportive community to engender better resilience.

Continental welfare regime

The sustainability of SIs depends on the number of volunteers, their motivations and their level of collaboration (i.e neighbourhood) within the project and the number of beneficiaries (i.e WomanShelter_MovingForwards; VoorleesExpress, Konnektid_Case, HomeAdministration, Konnektid_Case, **WomanShelter_MovingForwards_Case**)

Secondly, evolution of cases depends on the level of fundraising, subsidies and crowdsourcing (i.e. Konnektid_Case) since the cost can be extensive for the provision of help for women and the disabled, for example as in the case of the project `Discovering hands`.

Thirdly, sustainability requires the support of policy makers and universities in projects (Discovering hands, **SocioNext**) and relevant tools to aid the decision making process, as is the case for the project Gleichstellungsbarometer in Austria. Fourthly, SIs are sustainable thanks to the wider promotion of an awareness of vulnerability (Disability and gender issue).

Mediterranean welfare regime

Firstly, since the onset of the economic crisis in 2009, Mediterranean countries are facing an increase in resource scarcity. We observe that even SI actors, such as care providers (professional and non- professional), are under pressure until ultimately the project breaks down (i.e Brace). That is why a supportive community is a driver of sustainability through for example the help of universities (i.e Connect_Life). Secondly the reputation of SIs is also a solution for sustainability. That is why for example, an award ceremony organized by Ashoka (Catering Solidario) is an interesting initiative for encouraging sustainability. Thirdly, the growth of organizations in terms of scope is influenced by the number of projects and individual project demands (Connect_Life, Catering Solidario).

Anglo-Saxon welfare regime

In spite of a lack of information, we observe that the sustainability of the **Landshare** project is due to its capacity to acknowledge demand. We witness a potential problem in this case through long allotment waiting lists.

Eastern and Central welfare regime

The development of projects seems to be based on a bottom-up perspective. Sustainability of SIs exists thanks to small events and dedicated events for women. The idea is then disseminated so as to embrace a wider public through prevention campaigns and events to welcome more vulnerable people (**Jako doma**). We observe new institutional and regulational devices to help the transition of women prisoners into society and for the education of young girls (i.e Skool Regional technology project for girl).

Scandinavian welfare regime

No information

→ **Evaluation criteria and Conflict management**

Similarities across welfare regime

We observe some economic evaluation of costs, and evaluation of the evolution in the number of working women over the long term.

Differences across welfare regime

Continental countries

The evaluation criteria need to be based on a long term approach taking into account the history of each beneficiary (new professional pathway and the transformation of a disability/constraint into a professional skill, e.g. as seen in the 'Discovering hands' project). Some evaluation of child literacy levels is also observed e.g. VoorleesExpress.

Mediterranean countries

Some tools to evaluate the number of working women (percentage) and internships undertaken are conducted both during and after completion of a program for e.g. Connect_Life.

Anglo-Saxon countries

No information found

Eastern and Central countries

No information found

Scandinavian countries

No information found

4.4.1.3 Business model & Governance

No relevant information

4.4.2 Social innovation components

4.4.2.1 Actors

→ Similarities across welfare regimes

In all geographic areas the SIs addressing gender and educational issues seem to gather the efforts of diverse actors from the public, private and third sectors acting at the local, national as well as the supra-national levels.

→ Differences across welfare regimes

One peculiarity seems to be the use of professional expertise that appears to be crucial in the setting-up and development of some SIs. This last point is observed across different geographic areas.

Continental welfare regime

The Continental SIs addressing gender and education issues rely on the efforts of a large range of actors from the public, private and third sectors. Moreover, professional expertise seems crucial to the development of some of these SI.

Mediterranean

The Mediterranean SIs addressing gender and education issues rely on the efforts of a large range of actors from the public, private and third sectors. Moreover, professional expertise seems crucial to the development of some of these SI.

Anglo-Saxon welfare regime

No relevant information

Eastern and Central welfare regime

The SIs identified in the Eastern and Central countries gather the efforts of public and private actors from local, national and international levels.

Scandinavian welfare regime

The Scandinavian SIs addressing gender and education issues rely on diverse actors from public, private and third sectors from local to European levels. One of these requires the expertise of medical professionals.

4.4.2.2 Resources

→ Similarities across welfare regimes

We observe a high diversity of collaboration, with a mix of private investors, European and national funding providers and volunteers.

Continental welfare regime

We observe the participation of volunteers

Mediterranean welfare regime

SIs are developed thanks to public financial European funding (ERASMUS, EU projects) and national support/partnerships (IT_Connect Life) and in some cases private investors.

Anglo-Saxon welfare regime

No relevant information

Eastern and Central welfare regime

No relevant information

Scandinavian welfare regime

European Social Fund for the case of Yalla Trappan:

4.4.3 Social innovation objectives

4.4.3.1 Economic

→ Similarities across welfare regimes

The economic context of SI determines their development for gender/education/poverty/disability. Most cases aim to develop education to enhance job prospects, promotion of self-confidence and a better recognition of discrimination. Many cases are borne from the fact that women workers are paid less than men with less stable prospects (with limited full time working opportunities). SI tends to cover issues for survival during a time of complex societal evolution, such as managing a personal budget, promoting awareness of healthy living and coping with illness (diabetes blindness), and managing common community resources. Moreover, the economic crisis reinforces discrimination of women, poverty and exclusion in Mediterranean, Continental and Eastern/Central countries, where SI cases are found to address such common issues.

→ Differences across welfare regimes

Gender issues concerning violence and equality are taken into account over the long term in Scandinavia. The priority goes to immigrant women in order that they attain the social status for better integration within society. This approach is the contrary to Mediterranean and Eastern/Central countries.

Local poverty is an entrenched social problem in the United-Kingdom (i.e. the shortage of available land for allotments/cultivation). Solutions aim to help participants learn how to manage a list of available land/allotments for cultivating their own produce.

→ **Contexts, socioeconomic framework and market failure**

Scandinavian countries

Swedish cities (e.g. Malmö) welcome many foreign people and cultures. Foreign women require particular help for their improved integration into the Scandinavian culture. At the same time, people suffering from diabetes, a global disease that affects over 350 million people, are often negatively affected due to a lack of understanding and education. Solutions are provided via a self-management tool that engages the user in a game-like application to create long term lifestyle change.

Continental countries

Gender and discrimination

Firstly, the employment rate for women (aged 20-64), was only 62.4% in 2012 where part-time work is found to be very high among women in some European countries. Discrimination in the workplace in some sectors is a reality. Secondly, statistics point to the occurrence of domestic violence year-on-year (abusive partners, parents-in-law, fathers, brothers, mothers). Thirdly, a greater awareness of breast cancer is developed with people becoming more conscious of the danger of this specific and particularly common disease. Women under 50 have to self-test for this disease with a brief manual breast exam or they have to pay for an in-depth examination. Blind people face difficulties in finding employment due to their disability and are confronted with painful discrimination.

Education and “emancipation”

People have clear difficulties in managing their personal finances and avoiding bankruptcy. Moreover, immigrants have to learn the minimum language standards (i.e. Dutch language). Additionally, young people have new professional aspirations and want to construct meaningful careers through the acquisition of new social values from social entrepreneurship.

Disconnection with the environment- cohesion and action

In spite of geographical proximity, people are mostly disconnected due to a lack of knowledge and trust.

Mediterranean countries

Crisis and the exclusion of women

Since the onset of the debt crisis there has been an increase in resource scarcity and poverty (i.e. Greece). Women in these countries suffer from exploitation, discrimination and inequality. Employers are discouraged from hiring abused women. Consequently, women find it difficult and regard it as fruitless to navigate the available resources. Finally, discrimination is evident in rural areas.

Eastern and central countries

Crisis, women and disabled people

Unemployment in Estonia during the crisis reached almost 10% of the labour force, one of the highest in OECD countries. At the same time, the transition of the economies of Hungary and Slovakia disadvantaged women residents (young) and especially Roma people, the victims of exclusion.

Moreover, the rate of increase of disability-related entitlements/ allowances in Estonia is among the highest across OECD countries. On the other hand, spending on disability as a share of GDP is lower than the OECD average of 2% of GDP, mostly because benefits are generally low. Moreover, unlike in most other OECD countries, a 100% disability level is necessary to claim the full benefit.

Social exclusion of women

Women, the victims of unstable family units, experience gender violence by partners or strangers. The economic and social context increases delinquency and exclusion, and some women find themselves in prison.

Preparing the transition – new and elderly generation

The elderly generation of women used to possess craftsmanship skills and interests (i.e. Latvia), but within the current economic context, young girls need to acquire new technology based skills.

→ Demands

Similarities across welfare regimes

The demands are the same everywhere. Most demands are based on a mix between education/gender/exclusion issues. The priority goes to a system of education for better management of personal resources in line with the new complex realities of society (i.e. financial aspects, land management). The establishment of networks and the prevention of discrimination are also highly welcomed.

Difference across welfare regimes

Mediterranean and Eastern/Central countries evidence a particular place of women in society based on an existing traditional model. However, the traditional model is evolving to achieve transition towards a new model of development.

Anglo-saxon countries and community

The population would like to see the reduction of land waste while promoting home-grown food (both for health and environmental benefits) and to address the basic challenge of long waiting lists for obtaining allotments.

Scandinavian countries

Immigrant women would like to enter the labor market. Coping with diabetes is difficult and awareness as to how it may be prevented and/or managed is important.

Continental countries

Education

People with a low level of education (women) face difficulties entering the labour market. Various reasons for this exist, for instance, many children who are behind in language skills are not able to catch-up and this puts them at a disadvantage in society. Young students are looking for alternatives for entering the labour market in the form of entrepreneurship. That is why social entrepreneurship offers new learning opportunities in the development of new skills in Continental countries.

Developing social network and cohesion

People are interested in SI to develop geographical relationships (i.e geographically dispersed neighbourhoods)

Prevention

People need transparency and information about vulnerable people in societies. Gender discrimination could be analysed thanks to new information such as a discrimination barometer. Additionally, more awareness of breast cancer is needed since it is the most frequent cause of death for women between 40 and 44 and one in ten women will suffer from breast cancer within their lifetime.

Mediterranean countries

Tradition versus entering the labour market

The main objectives of such initiatives is to work against general structural discrimination within a traditional male dominated society (for women and non-heterosexuals) and encourage a change in male perceptions concerning discrimination. More specific actions targeting women are planned: leadership training programs, a mentoring system, counselling for women wishing to create their own company.

Domestic violence

Spanish women suffer from domestic violence which causes exclusion and in some cases death. The goal is for greater reporting of cases to the authorities. Formally reporting an abusive relationship to the authorities can save a victim of domestic violence. However, this is a painful and difficult process for the victims. It is a step that 80% of abused women do not take. Instead, they endure in silence.

Eastern and Central countries

Gender, tradition and transition

The transition towards a new model of economic and political development is transforming post-soviet societies. Elderly women face unemployment in Latvia because of the new structural demands. The transition sees the youngest generation seeking employment in the technology sector.

Training, insertion within projects due to violence

Poverty directly affects women, more of whom find themselves faced with prison (Croatia and Latvia). When in prison, they try to save money through sewing projects to fund trips which allow their children to visit them. Moreover, people with disabilities, psychological problems or other health issues need access to healthcare.

→ **Social solutions, novel ideas and practices**

Similarities across welfare regimes

We observe that a key social solution is to provide equality among people through the use of evaluation tools. The goal is to improve the level of education and awareness for better self-control to prevent violence .

Differences between welfare regimes

Anglo-Saxon countries

The main idea is to use digital media to form relationships; by using a website as a social network for example, where interested parties (growers) can join forces to form a (growing) collective. Geolocation mapping tools also offer a helpful, searchable visualisation of available allotments, where users can enter their post code to explore their own locality to see what's available.

Scandinavian countries

A preventive approach to promote better integration of social issues is offered thanks to education, games and shared experiences.

Continental countries

Equality and its evaluation

Firstly, we observe the promotion of equality between the sexes. Secondly, we observe help for women to enter the labour market while creating a dynamic for an inclusive society. Thirdly, protecting women against domestic violence is provided. Fourthly, evaluation of risks concerning health and discrimination issues is available thanks to indicators, preventive controls and transparency of information.

Education, integration and self-management

Firstly, a culture of reading to and with children in families (in many cases immigrants) is promoted where this tradition and capabilities are lacking. Secondly, opportunities are promoted for developing control over personal finances.

Mediterranean

Autonomy

Education for the poor is the primary identified topic. Childrens` rights are promoted. Children want to learn new knowledge, and adults desire autonomy borne through personal business development.

Equality, employment and violence

Firstly, women would like equal opportunity compared to men in obtaining employment. Secondly, there is the need for the provision of vocational training and job opportunities for women vitims of domestic violence.

Eastern and central countries

Self-confidence and skills development

Priority is placed on girls and young women for help in providing career prospects and success (new knowledge and self-confidence). Opportunities deal with various topics such as disability, psychological or other health-related problems and the rehabilitation of those released from prison.

4.4.3.2 Technological solutions

→ **Similarities**

The main similarities relate to the use of IT in the provision of free information, geolocation for network development (mapping tools) and social networks.

→ **Differences**

Some IT solutions are not useful as methods of learning and the promotion of cultural identity.

Anglo-Saxon countries

The main technology required is Digital and IT (websites and social media) for better knowledge sharing. Additionally the use of geolocation mapping tools improve resource management.

Scandinavian countries

Most solutions are based on new technologies and IT.

Continental countries

IT solutions and new media for sharing knowledge and also resources. Physical solutions exist allowing for example, blind people to be able to undertake self assessment for the detection of small tumors instead of doctors.

Mediterranean countries

Reconsideration of women and employment

Eastern and Central countries

Some solutions are based on the evaluation of local resources/skills whereby a mix of approaches are used, for example technical sewing courses covering pattern making-tailoring, with cultural courses via new technologies.

4.4.3.3 Social dimension

→ Similarities across welfare regime

Most vulnerable people include women, the disabled and people with financial difficulties. There are some specific differences in solutions between European countries. For instance, Scandinavian countries focus on the inclusion of immigrant women and illnesses (i.e diabetics). Eastern and Central countries seem to be interested in caring for the young generation and prisoners while Mediterranean countries devote attention to care providers.

Anglo-saxon countries

Growers; people who are unable to buy plots of land.

Scandinavian countries

Immigrant women having difficulties entering the labour market and diabetics

Continental countries

The main vulnerable people are women (violence victims, cancer sufferers) and the disabled. Education is mostly available to all poor people (student).

Mediterranean countries

All of the female population in Mediterranean countries is concerned as well as care providers, and those professionals dealing with poverty.

Eastern and Central countries

Young (between 10 and 16 years) and older women live without economic resources. There are also women in prisons.

4.4.3.4 Political Dimension

→ Similarities and differences across welfare regime

The political dimension is different among countries. We identify some similarities in the role played by decentralisation in Continental and Mediterranean countries. Some differences exist in Scandinavia, since the equality of the sexes is at the root of Scandinavian culture. Finally, in Eastern/Central countries the situation appears more vague.

Anglo-saxon countries

No information

Scandinavian countries

Scandinavia has taken account of sexual equality for many decades

Continental countries

With the decentralization of regions in the Netherlands new remits and responsibilities for policy makers have been developed. The responsibility for social issues goes to municipal councils, housing associations, community associations, immigration officers, benefits offices, and not-for-profits organisations.

Mediterranean countries

With public authorities no longer being able to provide social aid, people rely more and more on family members, teachers, social workers and have generally witnessed a worsening in social situations. The burden of poverty can overwhelm some of these care providers both professional and non-professional alike.

Eastern and central countries

Croatian policy makers has been working to improve the situation of children of imprisoned parents since 2006, and has issued over 20 recommendations and proposals to the executive authorities of the Republic of Croatia, most of which have been accepted and put into practice.

The gross public pension expenditure (as a share of GDP) will decrease in Latvia more than any other EU country. The rate of growth in the population aged over 65 who live at risk of poverty or social exclusion is one of the highest in the EU (fourth highest).

4.4.3.5 Results of social innovation (ex post)

→ Similarities across Europe

Products: Social innovation based on product development includes creative fashion products promoting a culture, a social group and an identity (i.e cookbooks, clothes, arts (photo exhibition))

Services: Some services are offered to customers (i.e Caf, sewing and design studio and cleaning) and vulnerable people can acquire new skills, experience and coaching/mentoring.

Process: Both theoretical and practical education (i.e therapeutic theater workshop, and decision-making and communication skills.).

Organization: Organisation of conference-internships and training sessions with the participation of an experienced trainer. Various topics are offered such as basic competency development in new technologies. There is also event organization for homeless women to allow for regular meetings and discussions about violence/prevention and for support relationships.

Networks: Creation of new informal/formal support networks within and between families, groups, the improvement of social communities, and **partnerships** via interactive approaches.

Image/prevention: Prevention awareness is promoted via communications strategies which target specific issues and raise awareness of different categories of vulnerable people.

New resources: Initiatives link local resources, the awareness of access (skilled workforce, sewing machines and workshops) and the participation of experienced teachers.

Outlets: New professional pathways are offered which help to transform blindness, often considered as a disability, into a professional skill.

Geographical demarcation

- Anglo-Saxon countries: national, international
- Scandinavian countries: local, regional and European
- Continental countries: mostly local and regional and national.
- Mediterranean: mostly local and regional
- Eastern and Central countries national: mostly local and regional

Anglo-Saxon countries

No information

Scandinavian countries

Service: Café and catering, sewing and design studio and cleaning.

New organisation: Conference-internships, through social services administration.

New process: Theoretical and practical education

Continental countries

Service: Sharing skills and know-how for acquiring experience (womens` resources)

Process: Revising housing allocation policies and mobilizing neighbours.

Organization: Free training sessions for low-income care providers: Paid training for up to two trainees. For example, Brace offers free training to a care providers on a low income.

Network: Create new informal support within and between families

Image: Projects designed to deal with feedback loops and the commissioning of processes that perpetuate the *status quo*.

Mediterranean countries

Service/ Process: Offers training, coaching, mentoring and support in order to empower

Organization: Groups

Network: Community

Image: Prevention of problem

Eastern and central countries

Products: Creative fashion products based on establishing a culture and group identity (i.e cookbooks, clothes, arts (photo exhibition))

Service: Portfolio of solutions, like “vegan food”, catering service”, etc.

Process: Activities for increasing motivation, self-confidence via therapeutic theater workshops, decision-making and communication skills.

Organization: Several workshops and new forms of education through the participation of experienced trainers, such as the development of basic competencies in new technologies (i.e robotics, development of mobile applications, computer graphics and animation). There is also event organization for homeless women to promote regular meetings and discussions about violence/prevention and developing support relationships.

Network: Improvement of social communities, **partnerships** and interactive approaches.

Image: Communications strategies to promote issues and awareness of the different categories of vulnerable people.

New resources: Initiatives link access to local resources (skilled workforce, sewing machines and workshops)

4.4.4 Summary & Conclusion

4.4.4.1 Principles

The **process of social innovation (1)** for education/gender/disability is influenced by a bottom-up process due to intrinsic motivation and involvement of people who are or have themselves been victims of discrimination and violence (1.1). Some top-down processes also exist where the goal is to fight against discrimination and domestic violence through national prevention devices. Such an approach cannot exist without **pre-existing relationships (1.2)** and, even if it is difficult to describe, all cases need the supervision of experienced people. The process of developing **relationship strength (1.3)** is similar across welfare regimes since vulnerable people (women, poor people, etc.) acquire new kinds of protection, a new image borne of collective transformation of drawbacks into opportunities. A second level of relationship strength is achieved from collaboration within neighborhoods, with volunteers, professionals and peer to peer exchanges or with the Internet. Even if trust among partners is difficult to observe, tacit knowledge and context drives the process across welfare regimes. We observe two levels of **tacit knowledge (1.4)**. First, existing knowledge is transferred with know-how and new experience (1.4.1). This is due to the intervention of shelter services, social workers and neighbours. Second, new knowledge comes into existence by developing creative projects or transforming a disability into a solution for solving problems (1.4.2).

Effectiveness & Efficiency (1.2) of SIs is based on a long term strategy. For their sustainability, all projects seem to depend on the number of volunteers and beneficiaries (1.2.1), the support of policy makers (1.2.2) and subsidies (1.2.3). The starting point is mostly a small organisation which grows into a larger public organization. We observe also the key role played by awards distinctions and the promotion of vulnerability for increasing the legitimacy of the SIs. Yet differences are evident in Mediterranean countries because of the economic crisis. Care providers (professional and non- professional) are continuously under environmental pressure which calls into question the social goal of their initiative/personal project. Consequently, sustainability of SIs requires a supportive community (from people and policy-makers) for increased resilience. This highlights the important role of evaluation criteria and conflict management. Most tools in this respect seem to be based on the valuation of costs over the long-term career of vulnerable people. Unfortunately, the quality of data does not allow for any meaningful analysis of **Business model & Governance (1.3)**.

4.4.4.2 Components

Owing to the large range of subjects analysed in this chapter, we cannot identify clearly any institutional context (1.) within the SIs. This context should be clearer in the analysis of SI objectives. However, we observe that issues surrounding actors (2) rely on gathering the efforts of a diverse set of actors from the public, private and third sectors acting at the local, national as well as the supra-national levels (2.1). Nevertheless, we note one peculiarity which is in the use of professional expertise. This appears to be crucial in the establishment and development of some SIs. This last point was observed in different geographic areas (2.2). Finally, resources (3) appear always to be based on a wide diversity of collaboration, with private investors, European and national funding and voluntary workers.

4.4.4.3 Objectives

Economic drivers (1) of SIs aim to develop education for entering employment, promoting self-confidence and better recognition and appreciation of discrimination **(1.1)**. This is due to the fact that women workers are less paid than men with less job security (part-time basis). SIs aim at offering assistance for understanding how to survive within the current complex and uncertain evolving society, with such projects dealing with how to manage personal finances, personal health care, promoting a healthy lifestyle and generating more awareness and coping strategies for particular illnesses (diabetes, blindness), as well as the management of common resources in community. Moreover, the economic crisis has increased the discrimination of women, poverty and exclusion in Mediterranean, Continental and Eastern/Central countries. It is found that gender issues (violence, equality) have been taken into account in Scandinavia for a long time. The priority goes to immigrant women so they might achieve recognized social status for integration into society. This is a somewhat contrary finding to cases in Mediterranean and Eastern/Central countries. Local poverty is an entrenched social problem in the United-Kingdom (i.e. the shortage of available land for allotments for growing produce) where projects are designed to allow participants to learn how to manage a list available land for cultivation.

All decisions depend on similar **demand (1.2)** across regions. Most decisions are based on a mix of education/gender/exclusion issues. The priority goes to a system of education for taking charge of personal resources when faced with the current complex social environment (i.e financial aspect, land management). Some differences exist in Mediterranean and Eastern/Central countries, where the perception of women is still based to some extent on an outdated traditional model, while evolving towards a more modern model. **The social solutions (1.3), novel ideas and practices** exist to help improve the level of education and awareness for improved self-control to prevent violence

The technological dimension (2) is based on technology (IT) for providing free information, efficient logistics (mapping tools) and social networks, but also on learning methods.

The social dimension (3) is influenced by vulnerable people (mostly women and disabled people). There are several specific differences between European countries. For instance, Scandinavian countries focus on the inclusion of immigrant women and illness (i.e diabetics). Eastern and Central countries are more interested in caring for the young generation and prisoners, and Mediterranean countries provide help to care providers.

The Political Dimension (4) is different among countries. We identify some similarities in the role played by decentralisation in Continental and Mediterranean countries. Some differences exist in Scandinavia, since the equality of the sexes is at the basis of the Scandinavian culture. Finally, the political dimension within Eastern/Central countries seems to be more blurred.

The structure of social innovation

Products: SI of products is based on creative fashion products which help to create awareness for a culture, a social group and an identity [i.e cookbooks, clothes, arts (photo exhibition)].

Services: Some services are proposed for customers (i.e Caf, sewing and design studio and cleaning) and vulnerable people acquire new skills, experience and coaching/mentoring.

Process: Both theoretical and practical education is provided (i.e therapeutic theater workshop, and decision-making and communication skills.).

Organization: Organisation of conference-internships and training sessions with the participation of experienced trainers. Various topics are proposed such as based IT/new technology skills. There is also event organization for homeless women to promote regular meetings and discussions about violence/prevention and to foster support relationships.

Network: Create new informal/formal support within and between families, groups, improvement of social communities, **partnerships** and interactive approaches.

Image/prevention: Communications strategy to promote prevention and other issues as well as creating awareness of the different categories of vulnerable people.

New resources: Initiatives to link access to local resources (skilled workforce, sewing machines and workshops) and the participation of experienced teachers.

Outlets: New professional pathways which allow a disability to be turned into an opportunity for gaining a new professional skill, e.g blindness.

Geographical demarcation

- Anglo-Saxon countries: National, international
- Scandinavian countries: Local, regional and European
- Continental countries: Mostly local and regional and national.
- Mediterranean: Mostly local and regional
- Eastern and central countries national: Mostly local and regional

4.4.5 Results

PRINCIPLES	Gender – Education - Poverty
<p>The process of social innovation</p>	<p>Bottom-up: intrinsic motivation and involvement of people victim of discrimination and violence</p> <p>Top-down: fight against discrimination and domestic violence with national prevention device.</p> <p>Pre-existing relationships: no information</p> <p>Existing relationship: supervision of experienced people</p> <p>Relationship strength:</p> <ul style="list-style-type: none"> • <i>new kinds of protection and new image</i> • <i>Collaboration of neighborhood, volunteers, professional and peer-to-peer exchange or with the Internet.</i> <p>Level of tacit knowledge:</p> <ul style="list-style-type: none"> • <i>Existing knowledge are transferred with know-how and new experience (intervention of shelter services, social worker roles and neighbours)</i> • <i>New knowledge exists by developing creative projects or transforming a disability into a solution for solving a problem.</i> <p>Sustainability of the SI</p> <ul style="list-style-type: none"> • <i>Number of volunteer and beneficiaries</i> • <i>Support through policy makers subsidies</i> • <i>Awards distinction and the promotion of vulnerability for increasing the legitimacy of SIs.</i> • <i>Economic crisis and Demotivation of Caregiver (professional and no professional) in Mediterranean countries</i> <p>Evaluation criteria and Conflict management</p> <ul style="list-style-type: none"> • <i>Valuation of costs</i> • <i>Following vulnerable people's career in the long term (traceability)</i>
<p>Business model & Governance</p>	<ul style="list-style-type: none"> • No relevant information
<p>Efficiency</p>	<ul style="list-style-type: none"> • No relevant information

Table 4-10: Principles of Sis addressing gender-Education-Poverty

OBJECTIVES		Gender-Education-Poverty
Economic	<p>Market pull:</p> <ul style="list-style-type: none"> • The crisis plays a key role for working but the job market is full • Developing education for getting a job, • Promoting self-confidence and a better recognition of discrimination • Demands: • Surviving facing the complexity of societal evolution, (managing own personal budget,) and managing common resources in community. • System of education for a better management of life and resources • Taking care of personal health (diabetes, blindness) • Novel ideas and practices: • Improving the level of education and education for better self-management • Preventing violence 	<ul style="list-style-type: none"> • The economic crisis reinforced the discrimination of women, poverty and exclusion in Mediterranean, Continental and Eastern/Central countries. • Women workers are less paid than men with more unsecured jobs (half-time job) and a specific perception of women based on traditional model in Mediterranean and Central/Eastern countries. <p style="text-align: center;">VS</p> <ul style="list-style-type: none"> • Gender issues (violence, equality) are taken into account in Scandinavia • Mediterranean and Eastern/Central countries less focused on social status of immigrant women
Technological	Technology (IT) for providing free information, efficient logistics (mapping tools) and social networks, but also on learning methods.	
Political	-	<ul style="list-style-type: none"> • Decentralisation of power in Continental and Mediterranean countries. • Nationalisation of issues in Scandinavia • Unclear trajectories in Eastern/central countries.
Social	The social dimension (3) is influence by vulnerable people (mostly women and disable people in our cases)	<ul style="list-style-type: none"> • Scandinavian countries focus on the inclusion of immigrant women and illness (i.e diabetics). • Eastern and Central countries seem to be interested in the caring of young generation and prisoners • Mediterranean countries help Care providers in maintaining solidarity

Table 4-11: Objectives of SIs addressing gender-education-poverty issue

COMPONENTS		Gender-Education-Poverty	
	Similarities	Differences	
Institutions		No relevant information	
Actors	<ul style="list-style-type: none"> • Collaboration between public, private and third sectors acting at the local, national as well as the supra-national levels 	<ul style="list-style-type: none"> • Level of professional expertise 	
Resources allocation	<p>All resources are mixed;</p> <ul style="list-style-type: none"> • Private investors • European and national founding • Free workers 		

Table 4-12: Components of SIs addressing gender-education-poverty

5 CONCLUDING REMARKS

The meta-analysis developed in Workpackage 3 has been designed and constructed by focusing on the study of the components, objectives and principles of social innovation as elaborated in the Comparative Report on Social Innovation in Workpackage 1 (Rehfeld, Terstriep, Welschhoff, Alijani, 2015). The hypothetico-inductive approach in WP3 and hypothetico-deductive approach in WP1 constitute the basis for a meta-analysis construct combining empirical research and evidence-based knowledge collected from the case studies. Workpackage 3 builds and expands on the case studies with special reference to employment, migration, demographic change, gender, education and poverty in Europe. Each theme is analyzed within a distinct geographic setting; Continental, Scandinavian, Mediterranean, Anglo-Saxon, and Eastern and Central Europe. In developing a general framework for evaluating the components, objectives and principles of social innovation, the meta-analysis highlights the common patterns, similarities and differences in a variety of situations and contexts. The proposed construct aims to clarify the sources, processes and impact of social innovation through different stages of the social innovation lifecycle.

The study of the components of social innovation highlights the pivotal role of social actors; (social entrepreneurs, firms, labor unions, associations, political parties, cooperatives, etc. whose co-evolution, individual decisions and collective actions shape the trajectory and dynamics of social innovation. Institutions play an important role in supporting actors, social innovation initiators and beneficiaries by creating a stable business and legal environment and by ensuring effective methods of resource allocation and regulation.

From a policy-making perspective, social innovation can provide solutions to the problem of social exclusion, marginalization and vulnerability. Social exclusion is reinforced by economic deprivation, inequality and social injustice. Social, cultural and professional barriers prevent immigrants from engaging in community life, leading to growing social disconnectedness and alienation. Economic exclusion reduces social cohesion, causing greater poverty, inequality and ghettoization. Social ghettos resulting from exclusion and marginalization lead to social tension, delinquency and insecurity. This in turn calls for economic measures and social regimes to counter the negative effects of pauperization and marginalization.

European welfare regimes have been designed to alleviate social tension by covering the basic economic and social needs of the vulnerable communities. For instance, there are major differences between the Continental, Anglo-Saxon and Scandinavian welfare regimes in how central and local governments provide social safety nets for the poor.

Success often depends on the degree of cooperation between public and private sectors and the actors' commitment to fighting social problems. Our study shows that trust between policymakers and citizens and cooperation between social innovation initiators and beneficiaries is likely to improve social mediation and accelerate the economic integration of vulnerable communities.

In most countries, social initiatives have been triggered by women supporting community and intergenerational development. Proactive, preventive and curative approaches to exclusion have been adopted by different European welfare regimes. In addition, the use of information and communication technologies has strengthened social ties through online platforms, training services, community services databases and social networks. Interactivity has been a major source of inclusion and pedagogical tools and courses have helped immigrants to participate in community and professional projects

Equally important is the role of policy makers in shaping and supporting the process of social innovation. Despite criticism of policy failures in the fight against inequality and social injustice, policymakers have been particularly keen on finding appropriate solutions to problems of immigration, unemployment and insecurity. Differences in policy preferences and support programs have been observed across all sectors and countries. Decentralized regimes tend to favor a bottom-up approach based on partnership and cooperation.

This is the case in Continental and Mediterranean countries, where social support has been provided by encouraging different forms of cooperation between small businesses and local associations. In contrast, Anglo-Saxon countries have shown a greater preference for a top-down approach favoring multilevel partnerships at federal and local government levels. Both bottom-up and top-down processes have been instrumental in promoting social projects ranging from artistic activities in marginalized communities to improving the numeracy and technical skills of immigrants, from extra-curricular and social activities for disconnected youth to supporting cultural and economic initiatives within disenfranchised and poor populations. The involvement of citizens, social activists, impact investors and philanthropists has had a direct bearing on the broadening and deepening process of social innovation. In the absence of strong social ties, community relationships have been fragmented preventing individuals from reaching out to each other. Support from local authorities and national government has been equally instrumental in reinforcing support and building closer social ties. Selected case studies on demographic change and employment show the importance of social inclusion, neighborhoods bonds and intergenerational links in transforming economic relationships. The role played by volunteers form professional networks; artists, doctors, professors, journalists, craftsmen, etc. has been central in supporting social entrepreneurship..

Future research will further highlight the existing links between micro-level empirical research and macro-level policy implementation. By integrating theory and empirical research as suggested by the middle-range theory (MRT), we will explore the multidimensional levels and links of social innovation.

6 REFERENCES AND APPENDIX

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6.1 Appendix 1: SI cases coverage and list of ID CARDS

The ID cards were realized with secondary data mainly found on social innovation databases (see the list of databases used on annex 2) and Internet. The ID cards are ranked first by topics, then by geographic zones and finally by quality of data. The selection of the cases followed a minimum standard: the cases must enter the SIMPACT definition of social innovation, present sufficient data (reports, academic and media articles, etc.) and the data must be in English language or easily translated by the SIMPACT partners.

ZONES	COUNTRIES	TOPICS			
		EMPLOYMENT	MIGRATION	DEMOGRAPHIC CHANGE	GENDER - EDUCATION & POVERTY
SCANDINAVIAN	Sweden	Mittliv	ABF_The Friendly Development Group Megaphonen Macken MKEF	Passion for life Grandads	Yalla Trappan eDiabeat
	Danemark	Specialist People Foundation Kaospilot	Community CentreGellerup	SeniorNett	
ANGLO-SAXON	England/ Wales	Aspire Teach First MySociety Locality Neighbourhood Taskforces Transformation Trust Open Knowledge Foundation	Maslaha BorderLineBooks Language Line	Action Acton Citischool Beat Bullying Group Action for Children Connected Care Cornerstone_Project	Landshare
	Scotland	Vox Limitss Gigha			
CONTINENTAL	France	Coopaname Ardaines Emmaus Defi Calme Coworking spaces	Singa	Siel Blue	

ZONES	COUNTRIES	TOPICS			
		EMPLOYMENT	MIGRATION	DEMOGRAPHIC CHANGE	GENDER - EDUCATION & POVERTY
	Germany	Auction iq consult		Washabich Balance4yourLife	Discovering Hands Accomodation for Living Talent Promotion
	Austria	CareerMoves		Gleichstellungsbarometer	
	Netherlands	jongerenplan Broodfonds startersbeurs SocialReturn	NNQuadraat	Granny's Finest Thuisafgehaald WeHelpen WIJeindhoven MoedersRdam	Zorgvoorelkaar Peerby SocioNext HomeAdmin Konnektid VoorleesExpress WomanShelter Car_Sharing
	Belgium	MultiCompanyMobility	Crossics		Flora asbl
EASTERN EUROPEAN*	Hungary	Artemisszio		RODA	Fashion Industry and social integration Skool
	Slovenia	Reuse	Multikulti		
	Czech Republic				Cook without home
	Romania	Villages Life			Lude Secestonia
MEDITERRANEAN	Spain	Nittua	Comunidades Autofinanciadas Asociacion de sin papeles de madrid	Casas Amigas-Madres de dia Joves amb Futur Cadena de formacion de emprendedores	Catering Solidario AHIGE

ZONES	COUNTRIES	TOPICS			
		EMPLOYMENT	MIGRATION	DEMOGRAPHIC CHANGE	GENDER - EDUCATION & POVERTY
	Italy			Abitare Solidale Dynamo Factory Art	Toscana delle meraviglie Connect Life
	Greece	Nea Guinea Social Kitchen			Brace



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tu technische universität
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DI MILANO**



**Maastricht University
UNU-MERIT**

TNO



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BATH**



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Nordic Centre for Spatial Development



**UNIVERSITY OF
EASTERN FINLAND**