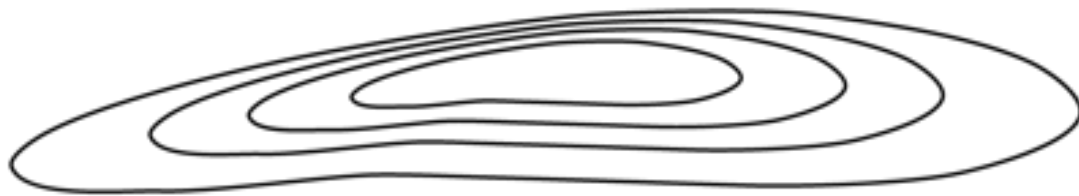




# Strategic Foresight

EMPOWERING THE NEXT GENERATION OF SOCIAL INNOVATORS



## tomorrow's land

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the  
Erasmus+ Programme  
of the European Union

# Content

Figures.....	4
Introduction .....	6
About report .....	6
Understanding of social innovation.....	7
Emergence of social innovation .....	7
Perspectives on social innovation.....	8
Social innovation in Tomorrow's Land .....	9
Foresight into Tomorrow's Land .....	10
Creative research methodology .....	10
Creative research process .....	12
Scoping the research.....	13
Scanning for signals .....	13
Defining insights .....	16
Designing outputs.....	16
A map of Tomorrow's Land .....	19
Parallel perspectives.....	20
Sustainable systemic solutions.....	21
Trust in technology takeover.....	22
Simple joys .....	23
Possibility of waste and frugality .....	24
The glocal paradox.....	25
Reshuffled responsibility.....	26
Digital darwinism.....	27
Designing the future.....	29
Future cone.....	29
Stories of tomorrow.....	31
Learning framework for social innovators .....	33
Learning framework design .....	33
Data collection and analysis.....	33

<b>Intrinsic centre .....</b>	<b>36</b>
Values .....	36
Mind-sets.....	36
Passion.....	36
<b>Extrinsic level.....</b>	<b>37</b>
Purpose .....	37
Interests .....	37
<b>Learning level.....</b>	<b>38</b>
Skills and competences.....	38
Knowledge.....	39
Talents.....	39
<b>Context.....</b>	<b>42</b>
<b>In- and outward flux .....</b>	<b>42</b>
Outward flow: instinctive social innovator.....	43
Inward flow: Tomorrow's Land trainee .....	43
<b>Conclusion.....</b>	<b>44</b>
<b>References.....</b>	<b>45</b>

## Figures

Figure 1: Divergent & convergent thinking .....	11
Figure 2: Scope wheel.....	13
Figure 3: Scanning mind-set.....	14
Figure 4: The practice of scanning .....	14
Figure 5: Scan card .....	14
Figure 6: Mosaic scan landscape .....	15
Figure 7: Signal insights.....	17
Figure 8: Insights.....	18
Figure 9: Map of Tomorrow's Land.....	28
Figure 10: Future cone .....	29
Figure 11: Social innovator's circular model.....	35
Figure 12: Intrinsic centre.....	36
Figure 13: Extrinsic level.....	37
Figure 14: Learning level.....	38
Figure 15: Profiles of a social innovator.....	40
Figure 16: Learning level – overview.....	41
Figure 17: In- and outward flux.....	42
Figure 18: Social innovator and the outside world .....	43





FH MÜNSTER  
University of Applied Sciences



# Strategic Foresight

EMPOWERING THE NEXT GENERATION OF SOCIAL INNOVATORS

## *Strategic Foresight Report – Intellectual Output 1*

Project Title: Tomorrow's Land  
Erasmus+ Key Action 2: Strategic Partnerships  
Project Reference Number: 2016-UK01-KA204-024280

Authors: Balzhan Orazbayeva, Martin Dyrman, Andreas Korntved Mortensen  
Contributors: Lina Landinez Gomez, Nicolas Arroyo, Benjamin Conard

*We acknowledge the strategic input and organisation of the focus groups given by Ana Silveira, Catarina Neto, Vanessa Oliveira (Advancis, Portugal), Martin Dyrman, Nicolas Arroyo, Andreas Korntved (Bespoke, Denmark), Balzhan Orazbayeva, Lina Landinez Gomez (MUAS, Germany), Daniela Casiraghi, Valeria Baudo, Valeria Baldoni (POLIMI, Italy), Ruth Livesey, Donna Dutton (Regenerus, UK), Renāte Lukjanska, Anita Stirāne (SIC, Latvia)*



# Introduction

The increasing intensity of globalisation, rapid technological development and financial crisis have generated an intense debate about issues that societies around the world are forced to face in our modern world. Long-standing problems such as unemployment, increasing inequalities within societies and climate change, among others remain challenges for governments and communities across the world (Howaltd, Domanski & Kaletka, 2016; Mulgan, 2006).

Solving these issues has been left up to the next generation of innovators who won't be relying on traditional forms of charity and government-run projects to do so, but rather on their own social enterprises, social innovations, and social entrepreneurial ventures.

*Is this next generation of social innovators prepared to take on these challenges?*

*Are they being provided with what they need to create the most impact possible?*

Central to this prevailing discourse is the growing concern that young generations are not always able to deal with this rapidly changing context and are not appropriately equipped to cope with the old and new problems that societies face today. Never, more than today, has the need for social innovation and social innovators been so imperative.

Tomorrow's Land is a collaborative effort to contribute to this need. The partners in Tomorrow's Land joined together to

create a way to develop the next generation of social innovators to be fully capable of influencing and contributing to the development of a better, more inclusive and innovative society. We believe in a generation that can solve burning social problems and develop a collaborative economy. To ensure that our results would be ready to support social innovators in the entire European context, six partner organisations based in six European countries work together. Our aim is to better prepare this next generation of social innovators to tackle the growing problems within our society.

The completion of Tomorrow's Land will produce four Intellectual Outputs. These include the Strategic Foresight (a research report compiled of the learning framework and the map of Tomorrow's Land), the Learning Academy (an online learning platform and MOOC), the Champions of Change (a facilitator training course), and the Bootcamp (an international blended learning activity).

## About report

The first intellectual output of Tomorrow's Land consists of two deliverables which are outlined below and included in this report. They are the Learning Framework and the Map of Tomorrow's Land.

**The Learning Framework** will define the key competences, skills, and knowledge which need to be addressed to empower social innovators. It will support educators to facilitate learning

experiences designed for social innovators, deploy digital learning resources, and provide support materials.

**The Map of Tomorrow's Land** will introduce key insights about Tomorrow's Land to guide young adults in their journey to becoming social innovators. Insights are intended as the constituted areas of Tomorrow's Land and thus guide social innovators in navigating its landscape to effectively collaborate with others and create a more inclusive and innovative society.

## Understanding of social innovation

### Emergence of social innovation

Social Innovation emerged around 1960s with an initial meaning of conducting experimental research in social sciences and humanities (The Young Foundation, 2012). Its importance has been gradually increasing since 2000 (Dainienė & Dagilienė, 2015) due to its potential to improve public and private governance policies and corporate strategies related to social challenges (Van der Have & Rubalcaba, 2016). While current welfare systems are most likely unable to tackle social challenges on their own, social innovation is increasingly recognised as a solution to existing problems (Leadbeater, 1997).

The main purpose of social innovation is to provide solutions for social problems. Individuals and communities are considered to be inseparably intertwined, ultimately emphasising the importance of local components in initiatives related to social innovation (CSTP, 2011). According to the OECD's LEED Forum on Social Innovation (CSTP, 2011), the key characteristic that distinguishes social from 'normal' innovation is that social innovation deals with improving the welfare of individuals and communities, whereas the second aims at profit maximization. Pol and Ville (2009) however suggest that social innovation and business innovation may intersect. The Young Foundation report (2012) also advocates that it makes little sense to strictly distinguish social from business innovation, since they are often connected. Some authors believe that social innovation is the pursuit of making profit while realizing social values (Roh, 2016).

The stimulation of entrepreneurial activities in different disciplinary sectors has promoted stronger and more active participation of societies and communities in the social change across the globe. However, there is an increasing critic on existing business models of social innovation projects, in that they lack the ability to provide a sufficient level of the sustainability needed in social innovation. Business models urge for the ability to incorporate innovative ideas that deal with social issues to maintain effective solutions (Van der Have & Rubalcaba, 2016).

## Perspectives on social innovation

Despite the recognised benefits of social innovation, multiple definitions are commonly accepted (Cajaiba-Santana, 2014; Rueede & Lurtz, 2012) since social innovation is predominantly a practice-led field with a multi-disciplinary approach applied in diverse sectors, cultures, and countries throughout the world (The Young Foundation, 2012). Pol and Ville (2009) suggest that it is about new ideas leading to an improvement of human welfare. Broadening that view, the TEPSIE project (Young Foundation, 2012) states that social innovation does not necessarily have to be something new, but is at least perceived as such within the territory, sector or field of action. The understanding of social innovation is related to the individual, the field of practice and the collective goals. In this sense, the concept is flexible in its definition to incorporate values, intentions, and beliefs to collectively create action and impacts.

Today, social innovation embraces a wide spectrum of diverse activities addressing social challenges and needs. This includes, for example, the creation of new products, services or practices with a social impact, and also includes other activities related to

the development of social ventures like new models of local economic development and enterprise-led sustainable development. Our aim here is to outline the most common perspectives on social innovation which will frame the findings from the creative research conducted in Tomorrow's Land.

The Young Foundation describes social innovations as new approaches that address social needs, engage diverse stakeholders and help them to transform social relations by improving and giving sufficient access to power and diverse resources (The Young Foundation, 2012).

In another understanding of social innovation, there is an emphasis on the systemic change caused by social innovation, which 'permanently alters the perceptions, behaviours and structures that previously gave rise to the existing social, cultural, economic and environmental challenges, faced by society' (Cajaiba-Santana, 2014, p.880).

The spirit resides on a 'novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals' (Phills, Deiglmeier & Miller 2008, p. 36) and 'has the potential to improve either the quality or the quantity of life' (Pol and Ville 2009, p.881). The aim is to achieve a long lasting life within good environmental conditions and the possession of a home and job, among others. Nevertheless, it is acknowledged that quality of life is difficult to define and measure (The Young Foundation report (2012).

Currently, customers and citizens are no longer passive beneficiaries of social innovation, but do rather contribute to the

creation of new products or services, alongside companies, research organisations and schools and universities, which aim to increase the social welfare. Social innovation could also be perceived as an idea, principle, or social movement among others, or as a combination of all these together with a product or a service (Dainienė & Dagilienė, 2015). Thus, collaboration between all actors, the collective empowerment, and the mobilisation-participation process are underlined as essential elements of social innovation (Howaltd et al., 2016).

From the multiple definitions and the diverse understandings of social innovation, we aim to contribute and stimulate the debate on the perspectives of social innovation in different contexts and how that informs the learning paths to becoming an effective actor in this field. To do so, in the following sections we present the creative research conducted and the findings and insights for Tomorrow's Land.

## Social innovation in Tomorrow's Land

Tomorrow's Land is a creative research project which aims to collaboratively develop a path for social innovators. To do this, we conducted six focus groups with current social innovators in Germany, Denmark, Italy, Latvia, Portugal and UK to investigate their experiences on social innovation projects and understand the skills and competences involved. Our qualitative analysis synthesized the insights of social innovators together with existing knowledge in the field. This enabled us to identify the characteristics of social innovation that are relevant in the current European context. According to our results, social innovation can be characterized as follows:

### Intention: Social innovation benefits society through new solutions

Social innovation is an opportunity to create new solutions to address social challenges. It is created with an intention to meet a social need and solve a specific problem through applying novel solution in a beneficial way.

### Flexibility: 'Innovativeness' of social innovation is flexible

Social innovation should be new in the specific setting where it has been developed. It does not necessarily have to be entirely revolutionary, but should show a degree of novelty to those involved in the given context and its implementation. The process of social innovation itself, from its inception to impact, can have an innovative aspect.

### Initiation: Social innovation is a 'bottom up' process (or initiative)

Social innovation is commonly initiated by individuals or a group of individuals in communities. This results in new ideas that can then be taken up by other specialised actors such as politicians or specific institutions. Its roots are 'bottom up', rather than 'top down'.

### Informality: Social innovation is often a result of informal actions

Social innovations emerge in accidental or organic actions and processes that are intended to contribute to social change. This means that social innovators initiate social innovations through identifying a need and opportunities for action, as well as recognising the right time for undertaking this initiative and creating impact as a result of this action.

### Integration: Social innovation integrates commercial and social value

Social innovation is about integrating commercial and social value. Social innovations can generate turnover while creating social impact. This means that both commercial and social values



can be complementary to each other. This double objective, that includes the business and social side, reflects a diversity of mind-sets influencing social innovation. The different impacts create benefits primarily in society rather than just for private individuals.

Engagement: Social innovation arises from and engages beneficiaries

Social innovation emerges and remains with the beneficiaries. It is about addressing social needs of people and it is usually developed with those people. Social innovation reflects that solving a social problem can only be done with the participation of society. The common good should be the main focus. Solving problems, meeting people's needs, and driving societal impact is what really matters.

To sum up, based on the review of previous experiences and debates and results from six focus groups on current understanding of social innovations, social innovation in Tomorrow's Land is considered to be based on the above six perspectives of intention, flexibility, initiation, informality, integration and engagement. With this in mind, we develop a learning framework to address the skills and competences needed in future social innovators to understand and act on the above characteristics.

## Foresight into Tomorrow's Land

Starting with the assumption that predicting the future is impossible, we realise that methods for demystifying the future are needed to learn more about Tomorrow's Land. By combining design thinking and strategic foresight methodologies, we get the creative research process utilised in this project. It is a structured approach to explore what scenarios might play out in the future. The following is an introduction to the methodology and process that partners implemented to create a map for social innovators to navigate and create Tomorrow's Land.

### Creative research methodology

Creative research uses the creative potential of design thinking in strategizing the future; in this way it mixes the two disciplines design thinking (Mootee, 2013; Kelley, 2001) and strategic foresight (Manu, 2007; Rohrbeck et al., 2015). Creative research aims to create understanding of the state-of-the-art, the possible and the surprising in the present and future. The creative research process is concerned with searching for questions and answers in the world and enabling the creation of new realities.

Creative research is:

- a way to explore the future by using curiosity
- an approach to collective exploration of a subject
- a framework to collect inspiration and information
- a mind-set for curiosity and inquiry
- a structured process and a tool kit
- an approach to design the future

- a culture that fosters exploration
- an investigation and creation of scenarios
- using the future as a source of inspiration for the present.

Creative research is dependent on phases of alternating divergent and convergent thinking to expand and decrease the amount of possible choices in the creative process. Divergent thinking is an exploration and entails an increase in complexity. Convergent thinking is choosing what to focus on and leads to increased understanding.

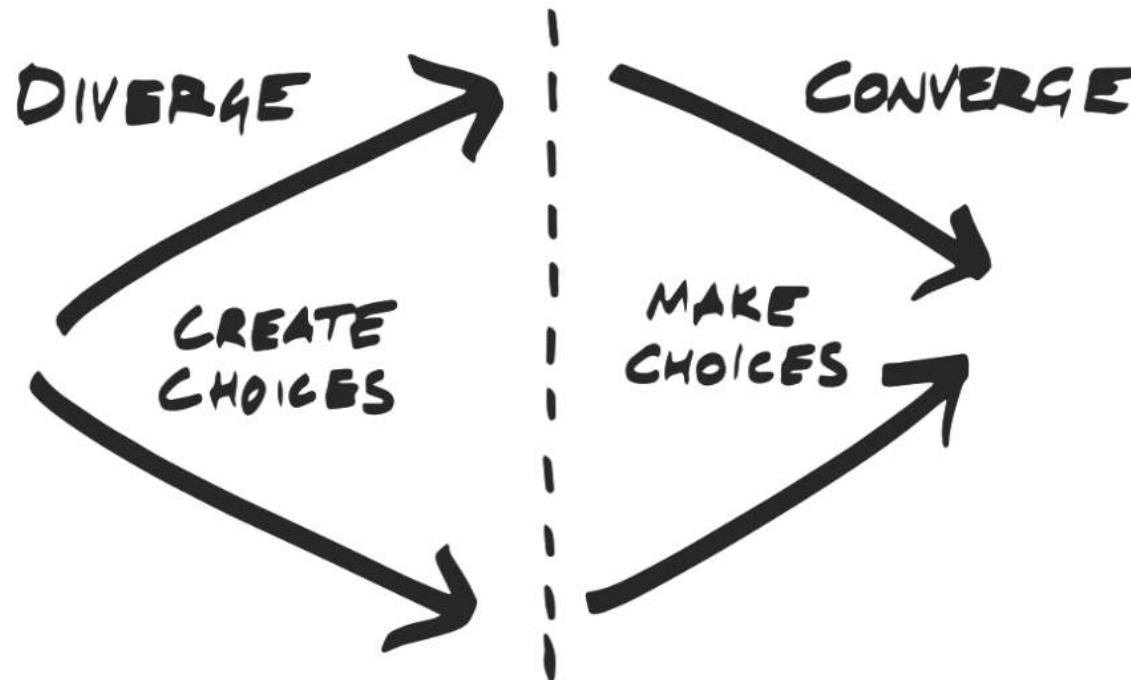


Figure 1: Divergent & convergent thinking

## Creative research process

The creative research process is structured to enable effective collaboration between people in the creative process. The three phases of the creative foresight process to design intellectual output 1 in Tomorrow's Land are presented below:



### DISCOVER

**Using the world around us as a source of inspiration**

In this phase, participants ask what is going on in the world that can be used as inspiration or information. The discovery process gathers data and information that builds a foundation for learning about the subject.



### DEFINE

**Organise, create insights and learn from our findings**

In this phase, data is ordered to create new meaning and insights into the subject. Here, participants ask how to make sense of the collected data. What new insights can be discovered? What does this mean for the design of the concept?



### DESIGN

**Ideate, design, prototype and materialise new ideas & concepts**

The design phase uses the foundation of insights to address the subject with new concepts. Designers ask how might we use insights to develop new ideas and concepts? How can we use all this new knowledge to fully address the intention of the project?

To collaborate effectively around the shared challenge, a clear idea of the subject has been designed. The following subject was formulated to guide partners in the creative research process.

***What does the future and present landscape of social innovation look like?***



## Scoping the research

The first step of the exploration was scoping the research effort. In this process, partners collaboratively identified what topics related to the research subject will be investigated and explored. During a collaborative workshop partners co-created a scope wheel, by ideating on topics related to the following four sub-themes of the research subject (see Figure 2).

The four themes were:

- Social innovation
- Collaborative economy
- Intra- entrepreneurial mind-sets
- European social challenges

The scoping process resulted in 159 topics sorted into three categories, core, adjacent and periphery, based on their relevance to the research subject.

## Scanning for signals

Scanning is the second phase, which aims to collect data that provides a glimpse of the future. It is about sensing, gathering, interpreting and synthesizing examples of behaviour, technology, organisational capacity, etc. related to the topics identified within the research scope. We call these data points signals, as they provide a signal about the future.

## Scanning mind-set

In practice, innovation arises when seemingly unrelated things are connected in a new and creative way. When scanning we therefore aim to collect and create an awareness about all topics connected to the research subject and, through these, identify new scenarios for Tomorrow's Land and the roles of social innovators. The topics in the scope define the areas of society

that we choose to look at and the scanning process is an effort to excavate each topic for interesting signals. While some topics are extensive and provide a lot of signals, others hold less potential. It is the researcher's job to balance when to go deeper into a topic and when to skip to the next in an effort to secure the breadth of the scan (see Figure 3).

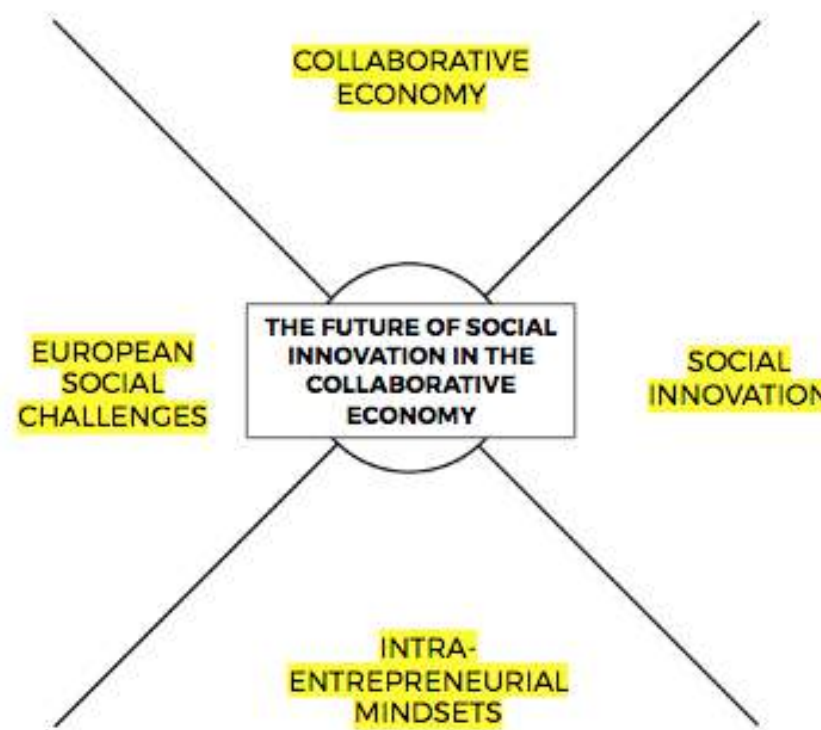


Figure 2: Scope wheel

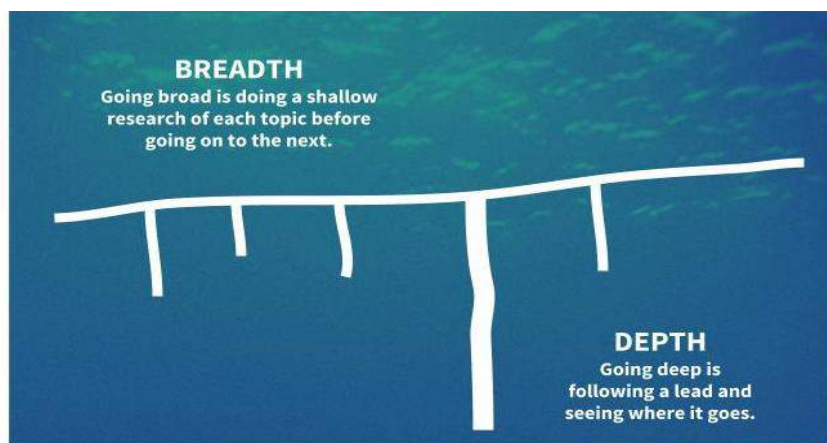


Figure 3: Scanning mind-set

### From topic to scan card

In practice we take topics from the scope wheel and gather signals associated with that topic in scan cards (as seen in Figure 4). The breadth and depth of one topic in scanning depends on both the curiosity to look further and persistence of the researcher in going through all topics.

### The scan card

We use scan cards to document signals. The scan card contains an illustration, a headline including a subheader, a description of the signal and its relevance to the topic, theme and research subject, together with the research technique and source (see Figure 5). The primary intention with the scan card is to make an easily understandable piece of information and share assessments of the signals' relevance to the subject between researchers.

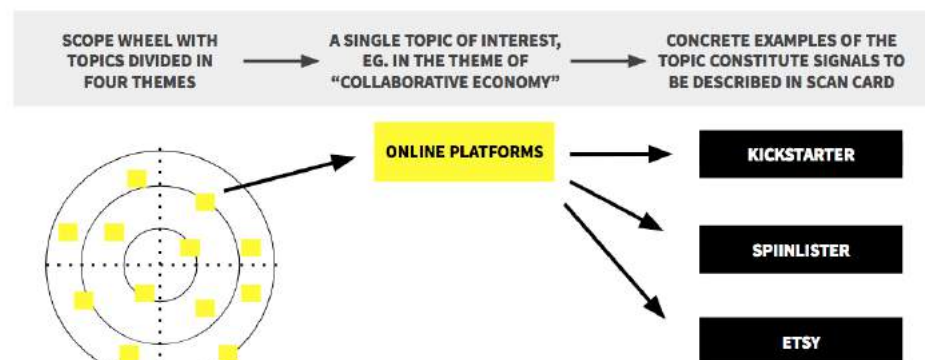


Figure 4: The practice of scanning

Figure 5: Scan card



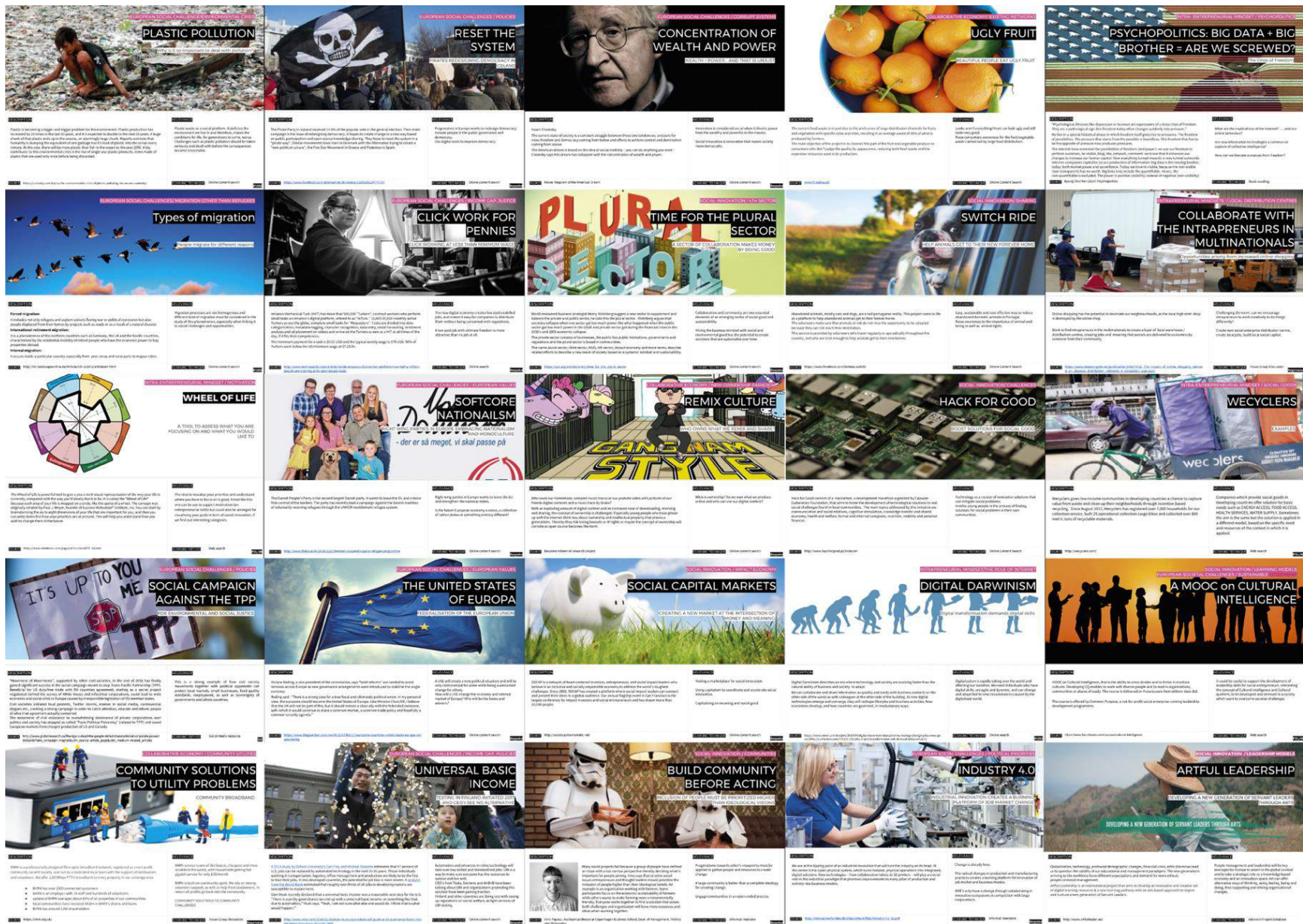


Figure 6: Mosaic scan landscape

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Defining insights

Organising signals is crucial for sense making. In order to evaluate the potential, relevance, significance, impact, feasibility etc. of the collection of signals a physical scan map was created.

Going from scan to insight entails printing all scan cards to start making a scan map where collections of related signals induce new meanings for the researchers. The researchers' job in the define phase is to ask new questions and create insights that carry the most potential for the success of the creative project. The four following techniques were used in the define phase:

**VISUALISATION** is about producing accessible and compelling visual maps of signals, clusters, and themes in a way that can be easily communicated and shared with the research team and stakeholders. Visualisation makes research sharable, tangible and social.

**ORGANISATION** is about establishing clear boundaries to think, play and connect the dots by defining relationships and connections between signals and themes. What clusters of signals do we see? What are recurrent themes? What are keywords to define/name these groups? The process of organisation is the creation and naming of a signals cluster.

**PRIORITISATION** is about determining which clusters and themes are most critical to include in the development of our project and where they fit in relation to one another. Which theme(s) show relevance and importance? Which can you eliminate?

**CREATING INSIGHTS** is about extracting learning and a new sense of awareness from patterns, clusters and themes. What have we learned that is new? What is not new but just became relevant after the scan? How do we name this new knowledge in a compelling way?

Figure 7 demonstrates the process of clustering four different signals denoted by their scan card header into one theme, in this case, called "Digital Power". Although several more signals were part of the cluster, these four hold the most relevance and potential for the subject and bring forward the meaning of the theme most clearly.

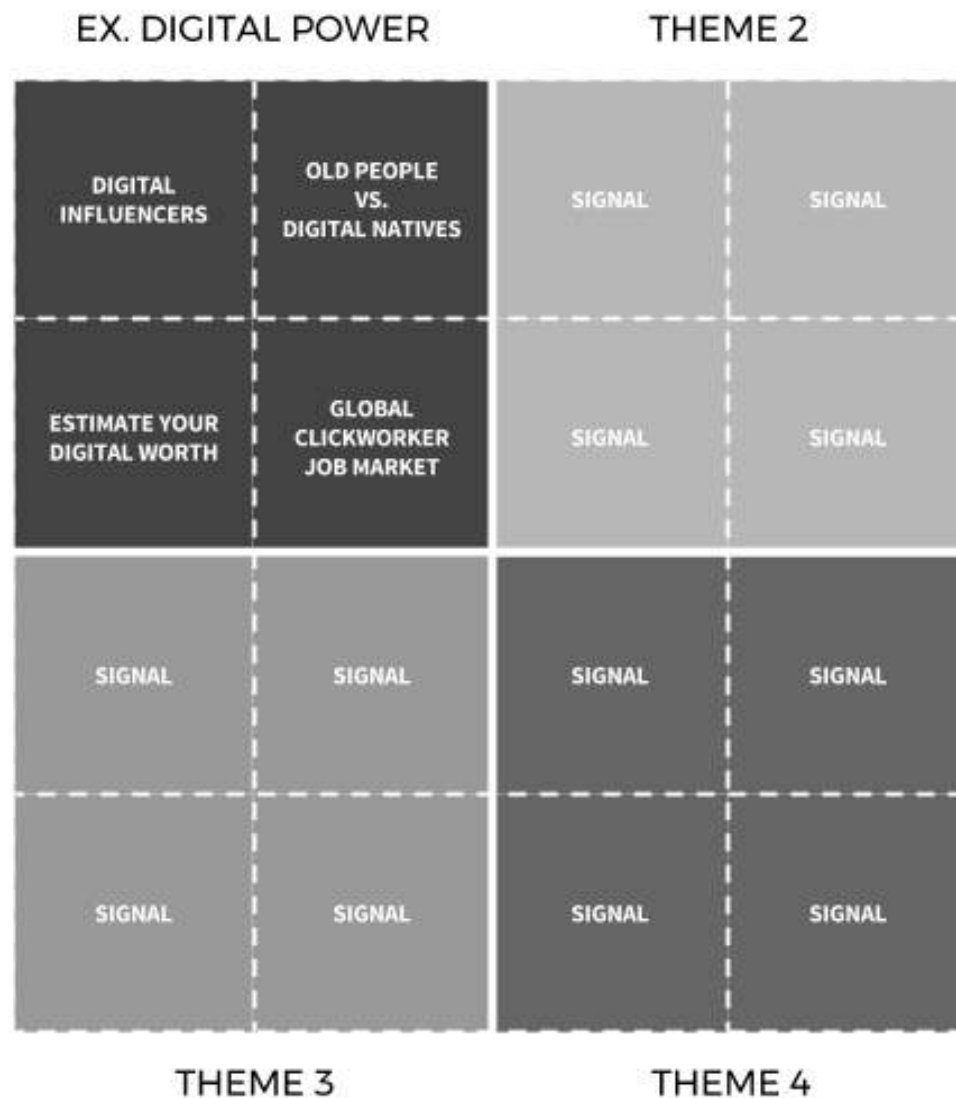
## Designing outputs

The design phase aims to realise the potential of the insights and the project in general. The following design intention set the direction for converting the insights into a map of Tomorrow's Land and informed the learning framework presented in the coming chapters.

Design intention:

*How to empower young adults to become social innovators of the future?*

*How might they navigate and innovate in a collaborative economy?*



The define phase resulted in 19 insights that included a header, a tagline, a description and a question for further thinking. Headers for insights are listed in Figure 8.

Figure 7: Signal insights



LEADERSHIP IN THE CONNECTED WORLD	RESOURCEFUL WASTE	DIGITAL DARWINISM	EMBRACE COMPLEXITY	SHARING MORE STUFF
TRANSPARENCY IS THE NEW "TRUTH"	FUTURE LITERACY	TWEAKING THE EXISTING FOR GOOD	GOVERNMENT BACKED CIVIC SOCIETY	REDESIGNING INSTITUTIONS
SIMPLE JOYS	REDISTRIBUTION OF RESPONSIBILITY	SOCIAL ACTION EDUCATION	COMMON TERMS FOR GLOBAL COLLABORATION	DEHUMANISING TECHNOLOGY
[W]ECONOMY	THE GLOCALISED WORLD	COMMUNITY POWER	FRUGAL DESIGN	INSIGHTS INTO TOMORROW'S LAND

Figure 8: Insights

## A map of Tomorrow's Land

In the history of man, maps have been of great importance. Maps provide an essential tool for navigating and interpreting unknown landscapes and getting where you want to go. By using a map, we can plan the most effective route from A to B and when we get lost, we can find landmarks to regain our sense of place and direction. A map gives us the ability to navigate uncertainty with confidence.

Tomorrow's Land is by its very nature uncertain and always evolving. When events and people alter things and rules in the present, new potential futures emerge and others perish. In this project, the six partners have explored signals related to the future of social innovation and the collaborative economy in order to map Tomorrow's Land.

Research led to the identification of the following eight insights which outline eight distinct areas in Tomorrow's Land and are intended to help young adults to navigate its landscape. Using the map presented in the following pages (also see Figure 9) young adults can plan and design routes of actions on their journey as social innovators.

When reading maps, one must always be aware that the map is not the same as the territory. In this way, the following insights are not attempts to predict the future or give a full description of it, it is merely the naming and description of certain areas and what possibility lies within them. Like all maps, this map does not depict all the elements of the landscape and some elements might even have changed because of social, economic or environmental factors. Other people and organisations have produced different maps and the social innovators of the future

should investigate widely to make finer distinctions that might help their project succeed. In addition to naming and describing the areas of Tomorrow's Land, a few signals are mentioned because they powerfully illustrate elements of the area – they are the landmarks of their area. If you as a social innovator get lost or want inspiration for where to go with your project, we invite you to ask yourself a reflective question.

We invite young adults to let the following insights induce wonder, curiosity and future thinking to guide your journey and support your ideas for a better future. We believe that the future is up for grabs for those courageous souls that take on a responsibility to solve our collective challenges. We believe that when everything is uncertain everything is possible, and by jumping head first into uncertainty, anyone can be the creator of Tomorrow's Land.

## Parallel perspectives

### Connectedness to the multiverse of parallel perspectives forces social innovators into moral actions

Global internet access has made the world more interconnected than ever. Online access to blogs, news, videos and other content increasingly makes it easier to assess the impact of our purchases, actions and opinions on the world. In a universe of shared values, beliefs and cultures this would not be a problem. In a multiverse of different cultures independent of geography and accessible to all, we are forced either to ignore those outside our own information echo-chambers or include their perspectives in our choices. In this way, Tomorrow's Land is a place where it is easier to connect to others and be considerate of their values and cultures. But simultaneously the increased visibility of the interconnectedness of society can also drive apathy. In the multiverse of perspectives, we are forced to consciously consider more perspectives and make moral choices on a daily basis. It is the responsibility of the social innovator to balance consideration and courage to act when all actions become morally questionable. Successful social innovation in Tomorrow's Land is driven by people with a working moral compass that is agile when faced with new information.

#### *What to look out for*

##### **Planetary Boundaries**

In 2009 researchers identified nine planetary boundaries for sustained human activity on the planet.

Look here to get a broader perspective on human impact on the planet.

##### **World Economic Forum**

Each year world leaders meet in Davos to address the world's major challenges.

Look here to learn what is on the global agenda.

##### **Facebook's Global Community**

In a 6000-word manifesto Marc Zuckerberg commits Facebook to influence World challenges.

Look out for Mark Zuckerberg as he has large influence on the World's biggest social media platform.

##### **Sustainable Development Goals**

In 2015 all countries in the UN general assembly committed to the 17 SDG to transform our world.

Look here to find inspiration and a global community of action.

#### *Reflective question*

How might we balance consideration with courage to act efficiently in the connected multiverse?



## Sustainable systemic solutions

### Systemic design enables social innovators to use challenges as a possibility for sustainability

The next step in generating value for people is not necessarily making new products but connecting products, services and resources to design solutions that solve challenges where and when they arise. This is one of the unique value propositions that have made digital platforms like Uber, Etsy and Amazon succeed. While traditional design often aims at producing technology to overcome narrowly defined problems, systemic design is based on reformulating challenges as opportunities and treating root causes. In this way, innovation becomes social innovation when a multitude of social and environmental challenges are added to requirements for sustainable business practices. Systemic design lets the innovators become social innovators by broadening their perspective and including more people, perspectives and challenges in their work. Social innovators in Tomorrow's Land are not entrepreneurial front runners selling their ideas, they are community facilitators that forge coalitions around shared challenges for the benefit of everyone. They realise that their projects become more effective through the number of challenges they involve and more sustainable with the number of people they engage.

### What to look out for

#### Manhattan Dry Line

This architecture project proposes social infrastructure to prevent flooding and support city living.

Look here for an example of systemic design of the city.

#### Mondragon Worker Cooperative

The major cooperative is owned by its workers and democratically governed.

Look here for large scale collaborative business practices.

#### Social ROI

SROI measures extra-financial value to evaluate impact on stakeholders and measure what really matters.

Look for measuring broader societal impact.

#### Student/Nursery Home

Nursery homes invite students to move in to combat loneliness and create affordable housing.

Look here for an example of a synergy between challenges of different stakeholders.

### Reflective question

How can we integrate more challenges to strengthen our project?

## Trust in technology takeover

The technology takeover removes the need for trust in people and transfers it to technology

Terms like automation, 3D printing and Industry 4.0 are all expressions of a job market and society in rapid change. Machines are becoming increasingly efficient more than production-partners in both physical and computational processes. With Facebook's algorithms filtering our information streams and blockchain showing promise to replace core parts of our financial system, we see the advent of digital entities that are more or less autonomous or independent of human influence. Traditionally, value transaction processes involve a bank as a middleman, but using Blockchain removes the need of a human controlled institutions to support its legitimacy. As a result, we need to trust a set of algorithms and their incorruptibility instead of the cashiers and shareholders of the bank. In their superiority regarding reliability and efficiency, these digital entities outcompete human institutions with core societal functions. By default, we must learn to trust algorithms to filter our news and track our value transactions or become a part of a small minority of people with the data processing skills and resources needed for analysing the quality of these services. People in the former group must look to recommendations on peer-to-peer networks or to organisations like the Fairtrade Foundation to assess the value of information, products and services.

### *What to look out for*

#### Blockchain

This algorithm shows promise to increase trust in value transactions by removing people.

Look here for a technology for value transactions between strangers.

#### Fairtrade

Fairtrade analyses inaccessible data to help consumers evaluate fairness in the value chain.

Look here for an organisation that simplifies complicated data.

#### Peer-to-Peer Recommendation

Sites like Yelp and Amazon use P2P recommendations to help users filter data and opportunities.

Look for blended human/digital trust mechanisms.

#### Distributed Autonomous Organisations

DAOs are organisations whose bylaws are written entirely in code removing humans from their centre.

Look here for autonomous technologies.

### *Reflective question*

How can we effectively build, trust and create value for humans in a mixed digital and physical reality?

## Simple joys

### Simple joys are the foundation for social innovation creating genuine value

In its essence, social innovation is about making people happy and creating well-being for yourself and others. As change makers, we often over-complicate things in an effort to achieve societal impact, in effect forgetting about what creates value for an individual in the present moment. Additionally, we buy new toys and experiences to satisfy our needs which often comes at a cost of extracting natural resources for travelling to distant locations or to give us new technology for entertaining our spare hours. But simple joys are about finding the joys inside you rather than outside. We can spend the rest of our lives looking for external joys, but it is a waste of time as long as we do not start with ourselves and what really matters: laughing, crying, relaxing, helping others, playing, reflecting, and enjoying the moment. In this way, designing and creating joyful experiences are essential to social innovation in being both the ultimate end and the foundation for its success.

### *What to look out for*

#### Yoga and Meditation

Yoga and meditation seeks to create joy from within instead of depending on external factors.

Look here for practices for inner well-being.

#### Institute of Play

The institute uses play and games as an entry to better education. Play is critical to learning.

Look here for an approach to combine playful processes with hard skills.

#### #Selfieless

This campaign urges people to turn their smartphone cameras into acts of kindness instead of selfies.

Look here for how a change in perspective creates joy.

#### Autotelic Activities

Activities that carry their full purpose in their exercise, not as means to an end.

Look here to learn theories about joyful experience.

### *Reflective question*

How can creating well-being from within help societies become more sustainable?

## Possibility of waste and frugality

Waste is just a resource produced in the wrong context and frugality is an opportunity for innovation

One man's trash is another man's treasure, the saying goes. We increasingly see the realisation of the saying as waste is being redefined as a valuable resource and cheap cardboard innovations solve challenges for billions. On Airbnb, vacant time in our homes is being redefined as room for explorers, Adidas recycles plastic bottles as textiles for new sneakers, and cheap cardboard solutions are replacing advanced medical devices in rural India. Yesterday, resources were extracted to create a product that ends its days as waste. In Tomorrow's Land, the linear extraction economy withers and an innovative network of resource reuse and refinement emerges. Ingenious people and organisations find ways to expand the traditional possibility of products, resources, services and waste by redefining their application. In Tomorrow's Land, resource scarcity is seen as a possibility for finding cheap alternatives and resource abundance is redefined as a possibility for sustainable redistribution. In Tomorrow's Land, social innovators find more treasures where others find trash.

### What to look out for

#### Frugal Innovation

Bioengineer from Stanford designs \$2 centrifuge from cardboard for diagnosis of malaria and HIV.

Look here for example creating something out of nothing.

#### Airbnb and Spare Spaces

The home sharing site makes vacant homes available thereby redistributing wasted resources.

Look here for redistribution of resources at a high definition.

#### Ugly Fruit

Fruita Feia distributes ugly fruit rejected in commercial value chains for profit and the world.

Look here for designing solutions for wasted resources.

#### Building for the Next Billion

Serving the next billion internet users forces Google to use limitations as possibilities.

Look here for overcoming challenges with innovation.

### Reflective question

How can we reformulate scarcity and abundance as possibilities for social innovation?

## The glocal paradox

### The co-existence of globalist and localist mindsets creates a polarised multicultural world

In our connected world, a *globalising* movement seeks global unity at the same time as a *localising* movement seeks to preserve the uniqueness and division between cultures, nation states and languages. The coexistence of these movements creates a polarisation of the public discourse and a shift into a glocalised world. This glocal paradox gives rise to conflicts as globalists increasingly connect through shared interests, while place-bound localists create communities anchored in the local geography. The glocal paradox is the tension between the 17 UN Sustainable Development Goals and “America First” mind-set, between interculturalism, assimilation and segregation, and the tension between the progressive left and nationalist right. A more inclusive and innovative tomorrow requires social innovators to integrate global and local perspectives to create durable and desirable solutions. Initiatives that manage to bridge the polarity will induce tolerance and unite people around common challenges.

### What to look out for

#### Samsø Energy Academy

Engaging an island community in local activities aimed at both local and global issues.

Look here to see a local community pioneering renewable energy.

#### Chinese Globalism

In 2017 Xi Jinping assures China’s commitment to the global market despite protectionism in the West.

Look here for future leadership of global trade.

#### European Nationalism

Right wing parties across Europe want to leave the EU and regain national independence.

Look here to learn about cultural differences and localist issues.

#### Democracy in Europe Movement

Green/leftist, pan-European movement seeks to redesign European collaboration.

Look here for innovation of pan-European, political collaboration.

### Reflective question

How can we unite polarised global and local perspectives into sustainable global and local solutions?

## Reshuffled responsibility

### Communities and informal organisations take responsibility to write a new social contract

Faced with declining service levels, downscaling and outsourcing, innovative communities take on the responsibility to question and rewrite the existing social contract. Informal organisations are formed out of dissatisfaction and what emerges are community-based solutions that care for the sick and the elderly, educate children and secure fast internet access or renewable energy supply. These organisations outcompete commercial innovations on the engagement of citizens and are driven by a new sense of belonging and feeling of ownership. The rise of a global job market on digital platforms, an ageing population, urbanisation and automation are major challenges to the social contract. It is up to social innovators and pioneer communities to take on the responsibility to meet these challenges with novel solutions that work in a global and connected world.

#### *What to look out for*

##### **Malaga Común Local Currency**

Local Exchange Trade Systems engages the local community and rewrites the social contract.

Look here for new ways of communal trading and economy.

##### **B4RN Rural Broadband**

Broadband infrastructure created by non-profit, community driven effort in rural NW England.

Look here for innovation of infrastructure construction.

##### **ManaBalss Public Initiatives**

Platform involves citizens in the democratic process and reforms the political process.

Look here for redesigning democratic participation.

##### **British Community Hospitals**

Hospitals become social enterprises as austerity and population growth pressures NHS.

Look here for community initiatives that change culture.

#### *Reflective question*

How can social innovators engage communities in taking responsibility and rewrite the social contract for a better tomorrow?

## Digital darwinism

### The digital society creates opportunities for influence and establishes a new social hierarchy

Digital darwinism is the emergence of a social order where new forms of capital decide who can influence the world. In the land of Yesterday, the power of influence was mostly determined by formal political power, accumulated capital or support from resourceful organisations. In Tomorrow's Land, a random viral video and social media followers are added to this list making the influence landscape more volatile and accessible. A new video shared by a top YouTuber or a single well-formulated tweet can move policies, money or masses - and anyone can do it. But anyone is not everyone. The new social structure does not equal an egalitarian utopia, it merely redistributes influence to people who are able to successfully manage this new, digital capital. One of our neighbours might dominate next week's political debate with a video getting 1 million views on YouTube while another might be a low paid clickworker on Amazon Mechanical Turk. Digital Darwinism is the emergence of a new order of influence and skills in the digital world – it is a power structure where digital natives live next to digital immigrants and SoMe influencers work side by side with Clickworkers.

### *What to look out for*

#### Online Influencers

Online influencers like Casey Neistat harness the power of the web to move policy and consumers.

Look here the digital upperclass.

#### Clickwork at Amazon Turk

Clickworkers earn cents for online tasks effectively creating a digital subclass in the global society.

Look here for the new subclass of the digital age.

#### Acxiom Digital Worth

Organisations quantify our digital value and categorises people as waste or gold to advertisers.

Look here for evaluation of online influence.

#### Zero Marginal Cost Society

Digital services dominate competitors by decreasing the marginal costs and agile development.

Look here for understanding the digital market.

### *Reflective question*

How can social innovators use digital tools to empower all rather than only a new digital upper class?



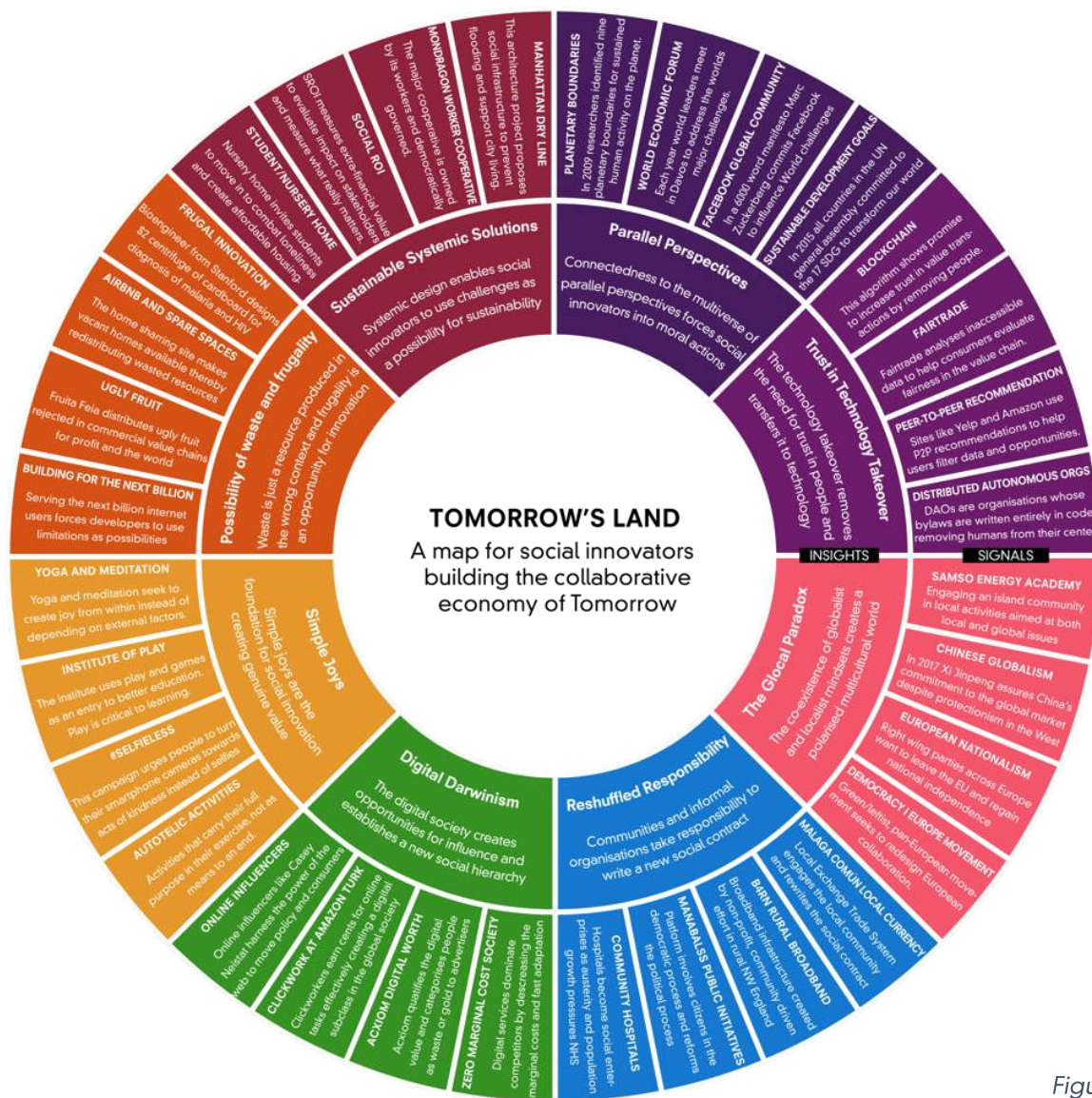
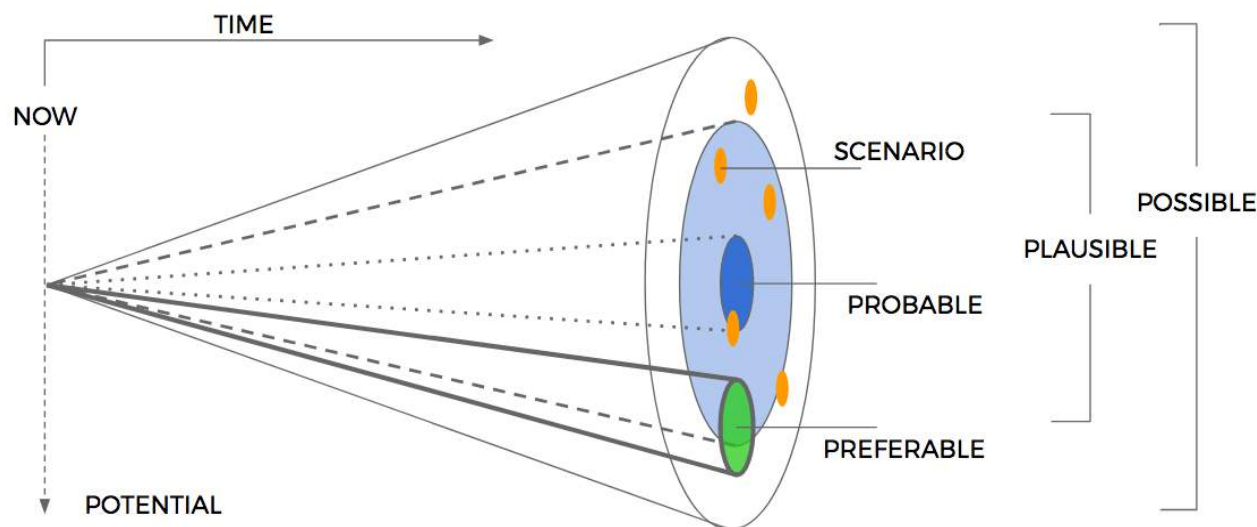


Figure 9: Map of Tomorrow's Land



## Designing the future

With the map of Tomorrow's Land, project partners aim to help the social innovators of the future foresee and design their own and our collective future, becoming Champions of Change. We invite you to become future thinkers that use the Tomorrow as an inspiration for Today and meet challenges with proactivity. One way to engage with the map of Tomorrow's Land and with the future is through using methods developed by future thinkers and foresight strategists. This section therefore gives a short introduction to the Future Cone as a helpful perspective on creating scenarios and new narratives for the future. Next we present *Stories of Tomorrow* that partners and collaborators in the project have produced inspired by their vision of Tomorrow's Land through engaging with the map.



### Future cone

Future thinking is not a science of predicting a certain future, it is an approach to demystify the future and use it as a source of inspiration for the present. In the research process for Tomorrow's Land signals about the past and present have been gathered to make grounded assessments of possible emerging futures. As future thinkers we can use these signals to assess trends, uncertainties in the present and their effect on the future. By understanding the signals and their interconnectedness, we may assess the probability of certain future scenarios but the real benefits emerge when we use the signals, insights and scenarios to induce action right now that increases the probability of our preferred scenarios.

The future cone illustrates the possibility of future scenarios and connects it with the present (see Figure 10). By placing yourself, your competences, project and commitment at the tip of the cone you can look at the possible scenarios ahead and use them to guide your efforts to create a more inclusive and innovative society – use the cone and the scenarios to assess if your efforts today bring you closer or further away from your preferred scenario.

Figure 10: Future cone

### **Potential**

The foundational axiom of future thinking is that the future is undetermined and open in the way that nothing is fixed and anything can happen. Everything past the current moment has some sort of potential.

### **Probable futures**

The domain of probable futures consists of the scenarios that will very likely become a reality and in the centre we find the expected future, which is a linear extrapolation of business-as-usual. Probable scenarios are based on current trends observed in the world. As an example, we can use birth statistics to assess the need for day-care capacity in the coming 1-5 years and school capacity beyond that.

### **Plausible futures**

The domain of plausible futures includes all scenarios that could happen as an effect of existing knowledge. By combining existing knowledge about the nature, systems of human interaction, causations, processes etc. we can build new plausible scenarios for the future. An example of a plausible scenario is 100% renewable energy for Europe. We know that we can harvest energy from the sun, wind and biomass but it is still a big challenge to secure consistent energy delivery using renewable energy sources, thus the current need for fossil fuels persists.

### **Possible future**

The domain of possible futures includes all future scenarios that might happen, and includes futures that seem unrealistic in the present. Possible futures include those dependent on not yet existing knowledge of the world. Humans becoming an interplanetary species is an example of a possible scenarios

outside the plausible domain. Unanswered questions include the existence of suitable planets to support human life and how to power and survive the long journey.

### **Preferable futures**

The domain of preferable futures depends on value judgements of the future thinker; it is what we want to happen. One of the most famous declarations of a preferable future was contained in John F. Kennedy's address to the United States Congress on May 25<sup>th</sup> of 1961 (NASA, 2004):

*"I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space."*

In this, JFK commits himself and the country to a seemingly impossible goal, as the knowledge and technology needed for the project did not exist. Yet the declaration set research activities in motion and investments that, in the following decade, increased the probability of a man on the moon. Activities to the scenario from through the plausible domain towards the probable and expected future until finally on June 24<sup>th</sup>, 1969, astronauts Neil Armstrong, Michael Collins, and Buzz Aldrin returned safely to the surface of the Earth.

### **Strategies for the future**

Using the future cone as a framework for thinking about the future, social innovators can generate scenarios of what might happen to create opportunities for actions. Through an assessment of their potential for positive impact and probability they can take strategic decisions on a grounded foundation. Finally, strategic future thinking and decision making will allow

social innovators to plan strategies for action within their projects and become successful co-creators of Tomorrow's Land.

### Stories of tomorrow

The following section presents four preferable scenarios co-created by social innovators and partners in the Tomorrow's Land project as examples of how to create scenarios as narratives situated in an unknown future. Stories are told as if they exist and carry a reference to present events and organisations and they combine elements from some or all of the insights in the previous chapter.

#### **Story #1 – A New Era of Collaborative Leadership**

*During the industrial age, leadership was an extension of its military version – the leader was the one who first exits the trench to go and die (“to lead” originates in the ancient term “leith” meaning “go forth and die”). The leader was the man who commanded others through his courageous first step. The 2017 World Economic Forum marked a critical point in the development of a new era for leadership. In the decades since, leadership has increasingly been recognised as a collaborative activity where all community members do their part in order to achieve a common purpose. This new era of leadership holds titles like responsive, conscious, evolutionary and facilitative leadership and aims to collaboratively align people around a commitment to regenerate the world's resources and reform society for the benefit of all humans. The new era of leadership has since then engaged individuals and communities to co-design new organisations, cultures and technologies*

*that each do their part to create a more just, sustainable and flourishing world.*

#### **Story #2 – Democratic Rhizomatic Organisations**

*Kim is an engagement officer at Faber Coop and has gotten the results of a recent membership poll on the initiation of project ideas for the cooperation. Employees, co-creators, and project participants have put their spare capital of time, money and social reach on the line to make one of the projects a reality. It is Kim's responsibility to curate the poll results and, together with four others, to design the outline and responsibility distribution for the final project proposal. A week later, Kim and the core group presents the mock-up of the project, its intention and expected results at the project fair, where all 135 employees in the cooperative sign up for one of the 12 new projects. Co-creators, participants and critics are following the fair online and signing up to help projects succeed. One project does not get enough resources to cover its threshold, meaning only 11 projects are implemented. The biggest project is connected with roughly 3 million people, has € 1,647,000 in funding, and 20 FTEs to be distributed to the 51 people engaged in the project.*

### **Story #3 – Multi Local Coexistence**

*In 2020, the Global Partnership for Effective Development Cooperation (GPEDC) held its fourth high-level meeting in Buenos Aires in conjunction with the UN General Assembly. The meeting had two objectives: to evaluate progress on the Paris Climate Agreement and chart the course for future development work in low income countries. Concluding that the Agreement did not go far enough to halt the pace of climate change, world leaders drew inspiration from the Nordic model and set a target for all countries to be 100% fossil-fuel free by 2050. 30 years later, we have successfully achieved our goal. All heat energy, electricity, and fuel is sourced from wind, sun, and biofuel. Small, self-sufficient communities have replaced large energy corporations and a new, fluid model of citizenship allows people to maintain their status by contributing to sustainable resource use in their local communities. Since the model's implementation in 2035, international labour mobility has increased tenfold and Gross National Happiness (GNH) indicators have reached all-time highs across all countries. Studies show that the renewed sense of purpose and community introduced by the citizenship model are the primary cause for this change.*

### **Story #4 – Social Innovators in Tomorrow's Land**

*Welcome to Tomorrow's land, a more inclusive and innovative society that works for people and the planet. In Tomorrow's Land people take responsibility to co-design society in collaborative communities. Social innovators forge coalitions across cultures, organisations and mind-sets that make an impact in both local, global and virtual contexts. The social innovators of Tomorrow's Land make their job, their budding business or community projects their personal Power Play to leverage their context, competences and commitment and create a lasting impact. Through their Power Play they follow a journey of learning about the world, forging coalitions and making an impact for the world. The social innovators are courageous in their efforts to jump head first into uncertainty and hopeful in their dream.*

# Learning framework for social innovators

## Learning framework design

As part of the first Intellectual Output, the developed Learning Framework sets the basis for the following outputs of the project and will guide the definition of the key competences and skills to be addressed to empower future social innovators. By setting a new learning framework and content, we aim to support educators in developing the next generation of social innovators. The project will promote a holistic development of transversal skills needed for the successful development of social innovation in a collaborative economy.

The learning framework focuses specifically on the main actor: the social innovator. Social innovators are actors who contribute to the creation, implementation, and scaling of new ideas as well as to influence policy making. They 'can come from all walks of life' (DG Regional and Urban Policy & DG Employment, Social Affairs and Inclusion, 2013) and operate in and across all possible sectors where there is a social need and opportunity to improve. To be a 'social' innovator means to be capable of benefitting society with novel solutions and to truly care about the problem and show the willingness to support others.

The Tomorrow's Land Learning Framework is designed to evaluate the needs of social innovators on a personal developmental level. Educators will be able to use the framework to support, develop, and positively impact the next generation of social innovators so that they are more capable of benefiting society through introducing creative approaches,

products and services. A social innovator should be fully equipped with knowledge and competences to provide society with new socially oriented solutions for existing and emerging problems. To accomplish this, we've created the Learning Framework which:

- **identifies key skills, competences, and knowledge** needed to innovate to the best of their ability
- **encourages the realisation of personal interests and purpose**, which influence the intentions of social innovators
- **recognises an existing mind-set, passion, and set of values**, which distinguishes the 'social' behaviour

Furthermore, the Learning Framework represents the relationships of social innovators with the outside world, emphasising the multiple influences that social innovators, as well as other stakeholders and the contexts they operate within, have on each other.

## Data collection and analysis

The Learning Framework draws on results of the creative research process that included both literature review and focus groups in the 'refine' phase. It involves the participation of six European countries, Latvia, United Kingdom, Denmark,



Germany, Portugal and Italy, focusing on skills and competences in the field of social innovation and social entrepreneurship. The collection and analysis of data was undertaken with a predetermined method for a qualitative analysis adapted from Gioia, Corley and Hamilton (2013) through making use of qualitative content analysis software MAXQDA. The steps are outlined below.

1. Hosted **six focus groups** in six countries
2. **Transcribed** focus group data
3. **Mapped data** using focus group questionnaire
4. **Read & reviewed** transcription data
5. **First coding** done twice, independently
6. Codings **merged** and codes reorganized
7. **Second coding** with merged data
8. **Preliminary findings**
9. Search for **meanings** & relationships
10. Determine **findings**

These steps were executed carefully in the following manner:

#### Forming the focus groups

Focus groups are a form of qualitative data collection used to gain insights on a particular topic. For Tomorrow's Land, we hosted focus groups to gain a better understanding of the current status of social innovation in Europe and around the world. Participants were chosen based on having experience in the fields of social entrepreneurship, social innovation, and/or the collaborative economy. Groups of participants were generally diverse in age, profession, and gender – though there was a heavier focus on university students and young professionals in their twenties. 6 partner

organizations for Tomorrow's Land hosted focus groups in their home countries:

1. Regenerus in Merseyside, United Kingdom
2. Advancis in Matosinhos, Portugal
3. Bespoke in Copenhagen, Denmark
4. Politecnico di Milano in Milan, Italy
5. Münster University of Applied Sciences in Münster, Germany
6. Social Innovation Centre in Daugmale, Latvia

#### Conducting the focus groups

The questions for the focus group focused concretely on experiences and actions of participants to better understand how social innovation/enterprise is happening, how social innovators/entrepreneurs are acting, and the context they are dealing with. Each focus group was recorded and reported anonymously and, according to ethical considerations, with consent of participants. The general description of the group of participants was given.

#### Analysing focus group data

After the focus groups were conducted, the voice recording data was transcribed into a script ready for analysis. Using the themes discussed and questions asked, the transcribed data was mapped with preliminary codes. The transcriptions were reviewed again to gain a better understanding of the data with the new map of preliminary codes as a guide.

The first round of coding was completed using the map as codes. All transcription data was reviewed and appropriate insights were matched to their corresponding codes. This task was completed by two people simultaneously but independently so as to avoid the possibility of bias and to ensure pieces of data were not overlooked.

These two sets of coded data were merged. All matching codes were compiled together and compressed. New codes created during the first round of coding by both individuals were considered and added or reorganised. These new codes indicated themes, topics, and issues that may not have been thought of in presenting the focus group, but proved important to participants with regard to their experience in social innovation. Therefore, they were considered important and became part of the new coding system.

The second round of coding was completed. With new codes added and certain codes reorganised, the data needed to be re-reviewed and re-coded to reflect the important changes. This final set of coded data led us to our preliminary results. The data was summarised and compressed – pulling out the main points from the data. These preliminary results we reviewed and analysed for meanings. Many of these pieces of coded data were connected in some way to other pieces of the data. These relationships were noted and organised categorically.

## Findings

Finally, we were able to determine our findings from the results we gathered. Based on our findings and review of existing knowledge in the field of social innovation and the collaborative economy, we propose the circular model for understanding and training social innovators (Figure 11). This model is comprised of an intrinsic centre, an extrinsic level and learning level which will be described in the next sections.

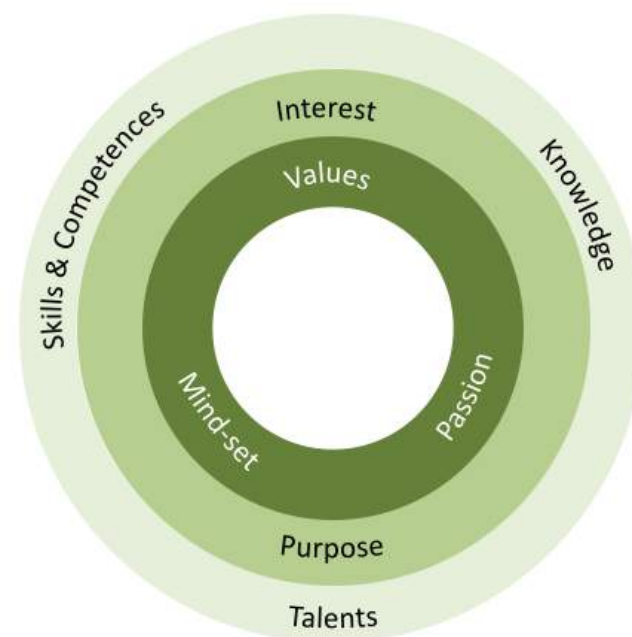


Figure 11: Social innovator's circular model

## Intrinsic centre

'Intrinsic centre' represents the inner assumptions and principles held by an individual. It consists of the values, mind-set and passion that the social innovators recognised as central to their role. The 'intrinsic' centre identifies the individuals' embedded perceptions and, in this way, forms the lenses through which they view the world and shapes the way the perceived reality is interpreted. This 'intrinsic' centre may be understood in this context as perceptions and beliefs that individuals have a tendency to exhibit under natural conditions and self-desire through applying their own beliefs, values and mind-sets.

### Values

Values are a central part of who we are. They frame the principles and standards of our moral behaviour and represent the abstract things that are important for us in our lives. Values are abstract representations of ideal end states that are more likely to influence behaviour (Torelli & Kaikati, 2009).

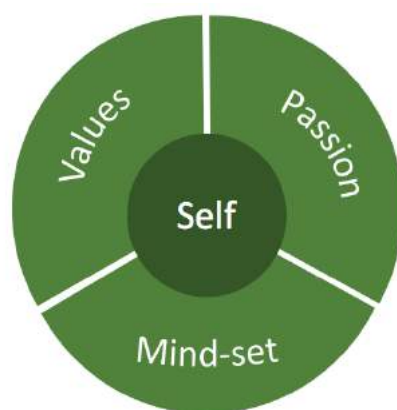


Figure 12: Intrinsic centre

For social innovators, we found that their social values are closely related to a so called "philosophy of helping". This philosophy suggests that social innovators look at the world through the lens of striving for welfare which enables them to identify challenges and needs and subsequent actions. Individuals undertake actions towards social

innovation because 'they want to help [...] and act in harmony with these values' (quote from focus group). This reflects an innate individual willingness to contribute to the wellbeing of others. Individuals find satisfaction and joy in helping, thus, helping becomes the driver of their actions.

Social innovators describe that their values are related to the willingness to help and to find joy and meaning in doing that, which translates to the motivation to innovate 'socially'. The philosophy of helping is about supporting people whenever possible and positively influencing their lives. The core philosophy that drives the actions of social innovators is to promote the welfare of individuals and communities.

### Mind-sets

Mind-sets are a set of beliefs about ourselves and our surroundings that orients the way we act. Mind-sets are a way of thinking which distinguishes our behaviour and the way we act and respond to situations. Specifically, an entrepreneurial mind-set and spirit are instinctive and critical for social innovation. The entrepreneurial mind-set refers to 'the ability to sense, act, and mobilise under uncertain conditions' (Haynie et al., 2010). Young social innovators with an entrepreneurial mind-set approach problems as opportunities for innovative solutions. Within this mind-set, young social innovators need to know that sometimes it's better to 'ask for forgiveness than ask for permission while trying new things out' (quote from focus group).

### Passion

Passion refers to a strong feeling and enthusiasm about a something. Acting as an intense emotion, passion forms an



individual's extraordinary desire to do something. For social innovators, passion acts as a trigger for new ideas resulting from the things that have meaning to the social innovator. Passion can facilitate the innovative process, fuelling the desire and willingness of the social innovator to act, because, in this way, it is possible to use individual passion for good when innovating. Social innovators can however also be driven by the passion related to this 'helping philosophy' itself – willingness to contribute to the wellbeing of others, because they have 'discovered this passion for doing something good for people around them' (quote from focus group).

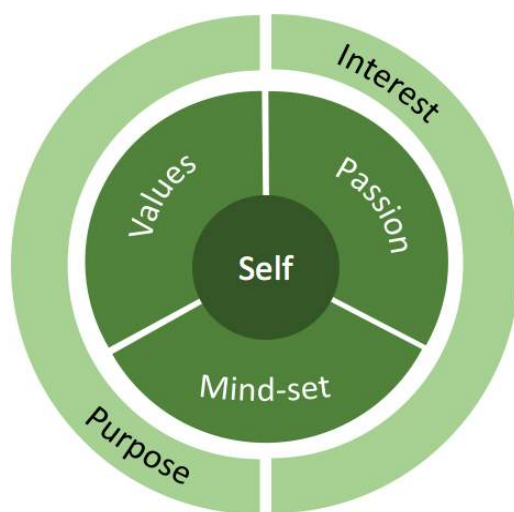


Figure 13: Extrinsic level

human beings are driven by specific objectives, interest and purpose are considered drivers for a social innovator to undertake any action towards a social challenge.

## Extrinsic level

'Extrinsic level' refers to the materialisation of the intrinsic centre in the form of tangible interests and purposes. This describes the motives of a social innovator that drive the development and implementation of an innovation. Building on a basic tenet that

## Purpose

Purpose is a reason for which something is done that drives an individual's intention. Purpose represents a concrete goal to undertake an action which also results in satisfaction.

For social innovators, motivation to work on social initiatives can be influenced not only by financial incentives, but more primarily with non-profit factors such as desire to generate value for society or create concrete innovative solutions for others. Purposes to start and develop social innovations can come from diverse sources including surrounding people, local communities and individual experience. It can also be simply caused by recognising a certain need for an effective solution. Existing examples of successful social innovations can also act as motivational factors that drive an individual to work in this direction. This spill-over effect of social purposes is a key driver of social innovations.

In some occasions, randomness plays a key role. Some people just want to try something new and do not follow a concrete purpose because sometimes they are simply willing 'to know new realities and have a new challenge in their lives...' (quote from focus group). However, at the same time some individuals have the ability to realise certain alternatives and envision their objectives thereafter.

## Interests

Interest refers to a curiosity and attraction to engage with something specific. It causes the determined behaviour to seek something specific a social innovator wants to know and learn about. Earning a certain reward can also be considered part of their attraction to pursue a concrete goal. Interest facilitates

human willingness towards specific separable outcomes and gaining an experience.

There are different interests for pursuing work in social innovation. Some include personal desire to use existing knowledge and obtained competences for self-gains, like boosting curriculum or getting monetary profit (exemplary examples taken from focus groups). Personal interest in a certain field can also be effectively applied in innovation process. It might be a way of taking the studies on a topic that interested someone and further applying theory into practice. Another interest is to spend free time and use social innovations as a hobby.

Interests and purpose reflect the motivations of individuals that stem out of values, mind-set and passions. In the case of social innovation, there is a strong relation to engage, help and feel useful to others. These attributes can also be nurtured in individuals by identifying these interests and purposes, together with the intrinsic centre, we are able to identify actors who will be more prone to develop social innovations.

## Learning level

The third level of the circular model introduces the learning or training 'layer'. This level sets the potential ways to support individuals to develop talents, to master existing skills and competences and learn new ones, and obtain specific knowledge. Together, talents, knowledge, skills and competences will help them to develop the activities needed to enable the social innovation process.



Figure 14: Learning level

### Skills and competences

Social innovators refer to different skills and competences that are crucial. Such skills and competences for a social innovator have been clustered here into the following five groups: creative, leadership, entrepreneurial, communication and digital skills. Each group suggest a possible combination of skills and competences that are found in the European context. Thus, each group and all these groups together represents a potential profile of a social innovator. This suggests that there are multiple

ways to become a social innovator and that the different skills can be integrated and combined in multiple ways. These five groups are an initial representation of the more evident ways of distinguishing sets of skills and competences, it is not however limited to those (see Figure 15).

## Knowledge

Knowledge is a possession that everyone has which is developed in a specific context and cannot be examined separately from it. Knowledge is problem-oriented and always tied to individuals (Caiazza, Richardson & Audretsch, 2015). Despite the problematics of defining knowledge, because of its intangible nature, it is nonetheless mainly understood as an organized combination of ideas, rules, procedures, and information (Marakas, 1999).

Due to the fact that social innovation is primarily a practice-led field with a multi-disciplinary approach, the importance of knowledge in a certain disciplinary sector refers to a social innovator's ability to develop an effective solution in a specific field. A social innovator needs to have a sufficient level of knowledge in a specific field where social innovation will take place.

## Talents

Every individual possesses certain knowledge and has diverse skills. In conjunction with experiences in a given specific context, knowledge and skills can further be converted into a personal competence. Individuals might however possess special attributes and abilities which enable them to do something well or better than the others. These special attributes are called talents and represent the natural aptitudes someone possesses.

For social innovators, it is crucial to raise awareness of and learn how to identify these aptitudes, and understand how to take advantage of them and reach their potential. They need to know how to recognise their inner talents because once they tap into this extraordinary resource, they can utilise it in almost every aspect of their life including social innovation. Using already existing skills and competences in pursuing a social initiative might help an individual to feel authentic and satisfied, whilst creating social value through an innovative solution.

In Tomorrow's Land, skills, competences and identified knowledge fields form together a learning level. In the following table (see Figure 16) they are aligned to five profiles, representing different types of skills and competences that build together a profile of a social innovator.

'CREATIVE THINKER'	'IMPLEMENTER'	'CATALYST FOR CHANGE'	'CONNECTOR'	'TECHIE'
A creative person looks at problems differently and is willing to try new things. They are flexible and challenge traditional ways of thinking, being open-minded and taking inputs from everywhere to find creative and effective solutions. They think critically but also outside of the box. Creative thinkers are energised by taking big mental leaps and starting new things.	Someone with business acumen is entrepreneurial at heart. They know how to find and use different resources and are fully capable of bringing new ideas to life. They adapt to new situations with innovative solutions. They know the ins and outs of running a business, take risks, and put ideas into practice with the ability of generating value: in the form of social value and money. They are true leaders and have the confidence to motivate and lead people through issues to a desired goal.	Catalyst for change is a person fully capable of creating equal (collaborative) relationships with public and private sectors. They are charismatic and convincing. They are able to recruit and mobilise stakeholders and build effective teams. They act across disciplines and sectors.	Someone with strong interpersonal skills is also known as the "connector" because of their ability to connect and engage with people and build external relationships. To do this successfully, they need high emotional intelligence and to be sensitive to their surroundings and the people they work with. They are able to share and pitch ideas in a convincing manner and understand the audience they are speaking to and/or working with. They are strong 'networkers'.	Digital skills are becoming increasingly important in today's day-in-age. Someone with strong digital skills is able to communicate and learn in an online format and can use new technologies to their advantage. The techie is not afraid to try the latest technology and they know that it will likely become the norm in the near future. They utilise digital technology in everyday life and for workplace.
<p>Ability to:</p> <ul style="list-style-type: none"> <li>- challenge traditional ways of thinking</li> <li>- adapt ideas and tools within different contexts</li> <li>- creatively use minimal resources</li> <li>- think outside of the box</li> <li>- think critically</li> <li>- test and experiment new ideas</li> <li>- find alternative creative solutions</li> <li>- reflect critically on yourself and your surroundings</li> <li>- learn – lifelong learning</li> <li>- learn as you go and learn by doing</li> </ul>	<p>Technical skills – communication, environment monitoring, problem solving, technology implementation and use, organisational skills, ability to analyse information</p> <p>Business management skills – planning and goal setting, decision making, HR management, marketing, finance, accounting, data analysis, impact measurement, customer relations, quality control, negotiation, business launch, growth management</p> <p>Personal entrepreneurial skills – self-control and discipline, risk taking and risk management, persistence, endurance, change management, strategic thinking, handling high workload, ability to take first small steps, ability to deal with ambiguity, ability to recognise opportunities</p> <p>Leadership skills – charismatic and opinion leading, recruiting and coordinating people, engaging and developing talents, making people shine at what they're good at, envisioning a positive end result, being comfortable with fears and failing</p>	<p>Understanding communication challenges</p> <p>Building effective collaborative (multidisciplinary) skills</p> <p>Ability to learn a 'new' language (e.g. speaking to public sector, or talking about profitability)</p> <p>Building effective collaborative teams</p> <p>Ability to mobilise and motivate surrounding people and stakeholders</p> <p>Understanding of personal motivations to change the world</p> <p>Social mission/values driven</p> <p>Ability to articulate mission, values and objectives for a social innovation initiative</p> <p>Measuring and reporting impact</p> <p>Commitment to helping people</p>	<p>Ability to immerse yourself in many different activities</p> <p>Ability to listen to others</p> <p>Ability to be compassionate when needed</p> <p>Ability to understand other people's situations</p> <p>Emotional intelligence</p> <p>Ability to understand the needs and fears of stakeholders</p> <p>Empathy and sensitivity</p> <p>Ability to build and maintain trust – both face-to-face and online</p> <p>Ability to work in a team – teamwork</p> <p>Compelling and convincing communication skills:</p> <p>Ability to network and cooperate, ability to communicate with stakeholders, ability to communicate authentically on other people's level, public speaking, storytelling ability, ability to effectively articulate ideas</p>	<p>Ability to use ICT and digital media for (adapted based on research results from Ferrari, 2012):</p> <p><u>Information management</u>: to identify, analyse, locate, access, retrieve, store and organise information</p> <p><u>Technical (business) operations</u>: to use technology and media and to perform tasks through digital tools, including the ability to operate platforms and digital business models online</p> <p><u>Evaluation and problem solving</u>: to identify digital needs, to solve problems through digital means and to assess the information retrieved</p> <p><u>Collaboration</u>: to facilitate linking with others, to participate in online networks and communities and to interact constructively</p> <p><u>Communication and sharing</u>: to communicate through online tools, to respect privacy including safety and "netiquette"</p> <p><u>Creation and analysis of content and knowledge</u>: to integrate and re-elaborate previous knowledge and content, as well as to construct new knowledge, coding and data analysis</p>

Figure 15: Profiles of a social innovator

	'CREATIVE THINKER'	'IMPLEMENTER'	'CATALYST FOR CHANGE'	'CONNECTOR'	'TECHIE'
SKILLS AND COMPETENCES	Creative thinking Critical thinking Lifelong learning Flexibility	Technical skills Business management skills Personal entrepreneurial skills Leadership skills	Ability to recruit and manage people Ability to find, engage and develop talents Ability to envision a positive end result Being comfortable with fears and failing Commitment to helping people	Immersion in many different activities Compassion Empathy and sensitivity Emotional intelligence Teamwork Compelling and convincing communication skills	Information management Technical (business) operations Evaluation and problem solving Collaboration Communication and sharing Creation and analysis of content and knowledge
KNOWLEDGE IN...	Design thinking Effectuation framework Foresight	Business development Accounting Marketing Quality management Project management Leadership and management	Human-centred design Collaborative strategies Stakeholder management	Communication strategies Communication styles	Information management Data analysis e-Leadership Online business development
	KNOWLEDGE OF A SPECIFIC DISCIPLINE WHERE SOCIAL INNOVATION IS TAKING PLACE				
	RECOGNISING TALENTS IN DIFFERENT FIELDS ACROSS PROFILES				

Figure 16: Learning level – overview



## Context

As social innovation is a complex field cutting across multiple levels and sectors, an understanding of the contextual barriers and drivers is crucial (The Young Foundation, 2012). While some of these factors are related to a specific sector, they can also refer to geographical region, policies and governmental support, institutional infrastructure societal and cultural climate among others.

Social innovation depends not only on organisational actors and individuals pursuing initiatives, but also on the surrounding context in which social innovation occurs. Therefore, the exploration of the surrounding environment is crucial for social innovators who need to look outward to understand contextual drivers and constraints that directly and indirectly affect the innovation process.

This section presents the insights of the social innovators on how to interact with and manage the surrounding context that affects their social innovations.

## In- and outward flux

The presented learning framework draws on the results of the creative research process that included review of existing knowledge and incorporated current experiences of social innovators, and forms the basis for the holistic development of transversal skills and competences needed for the successful development of social innovation in a collaborative economy.

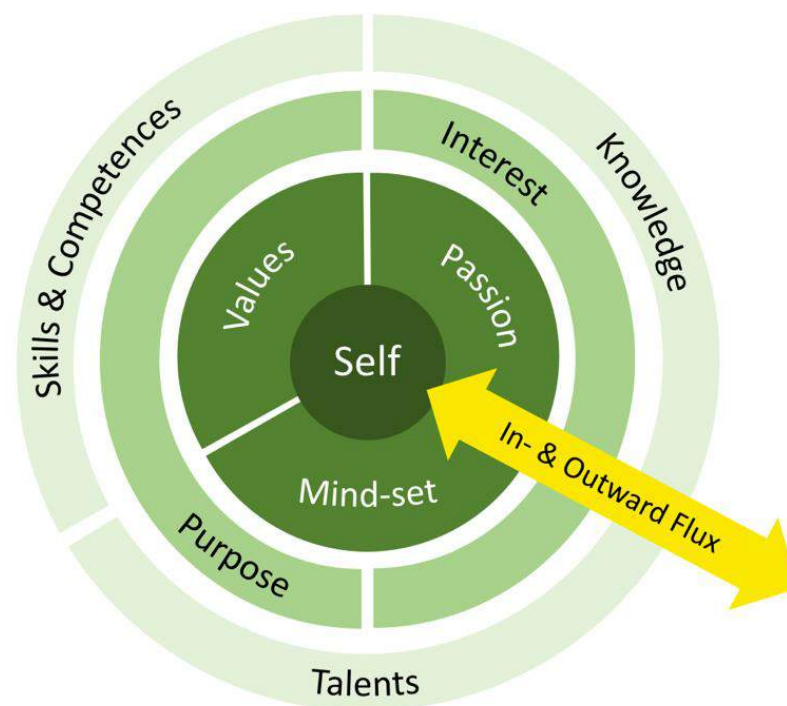


Figure 17: In- and outward flux

The relation between the intrinsic centre and the extrinsic and learning levels is highly interconnected. These three levels are not limited by borders and have an ongoing interplay that allows adjustment of each other, forming an in- and outward flux. These so called fluxes illustrate cross-linking relationships within the model and with the contextual world (see Figure 17).



### Outward flow: instinctive social innovator

Individuals, who possess a socially oriented intrinsic centre, meaning strong social values and an internal mind-set affecting the core of their personality which might form the purpose of their personal intention towards social innovation, can support this intention with their passion and interest in a specific field. The implementation of this intention, in turn, can be framed by the skills and competences, identified talents and already obtained knowledge. If social innovators are able to combine their passion with their intention in the field of social innovation, they will be empowered in their thinking and actions towards goals through making use of their assets.

### Inward flow: Tomorrow's Land trainee

Through learning and training in Tomorrow's Land we aim to empower future social innovators through the development and mastering of both new and existing skills, competences and talents. The training process will be supported by the provision of the necessary knowledge base. Through offering authentic problem solving and creative problem-based learning we aim to influence the extrinsic motivation of trainees which will be framed by their personal interest and purpose for pursuing a social innovation. In this way, we will be able to indirectly affect the intrinsic centre of an individual to develop the trainee's personal understanding of social values and contribute to the facilitation of an entrepreneurial mind-set.

*Our challenge is to create the appropriate mechanisms and tools to foster the extrinsic level and influence the intrinsic centre by developing skills, competences, talents and knowledge in individuals.*

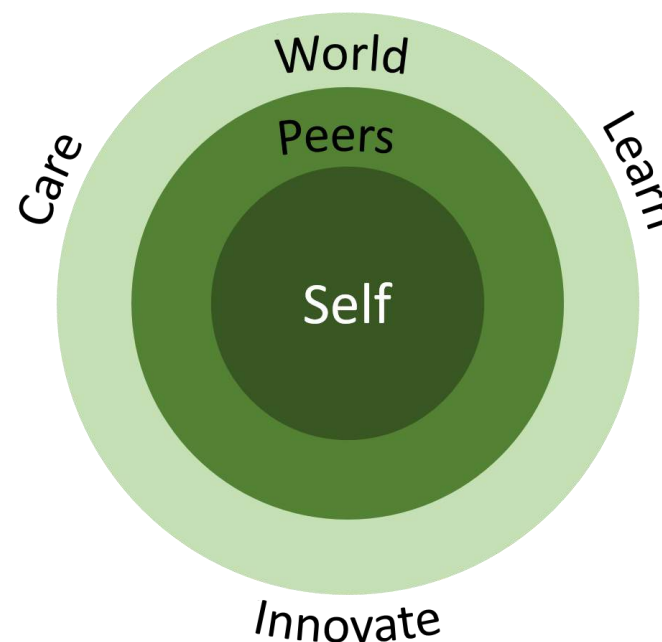


Figure 18: Social innovator and the outside world

Social innovators contribute to the creation, implementation, and scaling of new ideas and influence policy making. The Tomorrow's Land Learning Framework guides educators by defining key competences and skills, encouraging the realisation of personal interests and purpose, and by recognising existing mind-sets, passions and values all of which are needed to empower future social innovators to become better innovators who create more positive impact. The framework is designed to evaluate the needs of social innovators with regards to their personal development.

Social innovators must be prepared to innovate for the future and solve some of our most pressing issues, some of which are not yet even identified. To successfully do this, they need to be well-developed on a professional and practical level. Development of the **self** can be done on a variety of levels. On the most obvious and outer level is what is malleable: knowledge, skills and competences, and talents. Moving inward are pieces that can be influenced but not drastically replaced. This includes personal interests and inner purpose. And on the most inner level is what is not easily influenced but can and should be recognised. This includes passion, a particular mind-set, and a set of values. However, these layers are only one piece of the setting in which social innovators work and interact with.

Social innovators also need to be equipped to work with their **peers** and diverse stakeholders within the societies and communities they are working. Social innovators must react to different environmental fluctuations in the **world** and the context around them (as seen in Figure 18).

While interacting with these three levels (**self**, **peers**, and the **world**), social innovators need to have great care, commitment, and interest in what they are doing and the impact they are creating, they need to be willing to learn before, during, and after their attempts in innovating, and they need to successfully innovate current systems and ideologies.

## Conclusion

Tomorrow's Land is a collaborative effort aiming to positively impact the fast-paced world of innovation and the increasingly important sector of social value creation. The Foresight Report is the First Intellectual Output of Tomorrow's Land presents the two deliverables: Learning Framework and Map of Tomorrow's Land. The report also outlines the creative research methodologies we used to collect and analyse data, as well as to interpret findings which enabled us to create outputs.

The Learning Framework guides educators in supporting, preparing, and equipping the next generation of social innovators who are expected to deal with a number of growing, pressing challenges in our society.

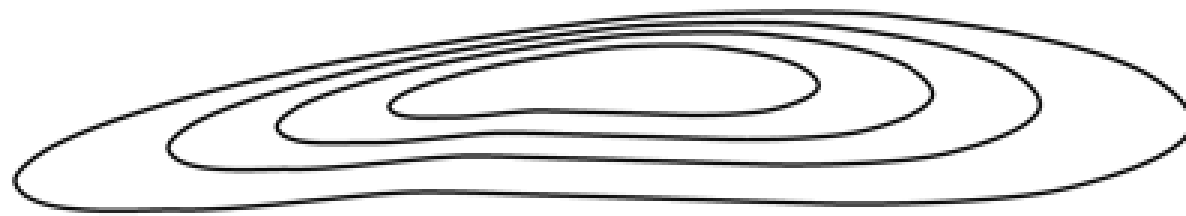
Learning to understand and engage with Tomorrow's Land is a crucial capacity for being a social innovator. Through the creative research process partners in the Tomorrow's Land project have mapped certain areas of interest in Tomorrow's Land. An important characteristic of the map and its eight insights is that it is not exhaustive of what challenges and opportunities young adults will meet in the future.

We sincerely hope that young adults will engage with the project and simultaneously explore and co-create more parts of Tomorrow's Land. Therefore, we offer a map of Tomorrow's Land and a Learning Framework to help young adults redesign themselves, their community and the world to foster a flourishing, inclusive and innovative future.

## References

- Cajaiba-Santana, G. (2014). Social innovation: Moving the field forward. A conceptual framework. *Technological Forecasting and Social Change*, 82, 42–51. <https://doi.org/10.1016/j.techfore.2013.05.008>
- Caiazza, R., Richardson, A., & Audretsch, D. (2015). Knowledge effects on competitiveness: from firms to regional advantage. *The Journal of Technology Transfer*, 40(6), 899-909. <http://hdl.handle.net/10.1007/s10961-015-9425-8>
- Committee for Scientific and Technological Policy (CSTP), Fostering Innovation to Address Social Challenges, OECD, Paris, 2011
- Dainienė, R., & Dagilienė, L. (2015). A TBL Approach Based Theoretical Framework for Measuring Social Innovations. *Procedia - Social and Behavioral Sciences*, 213, 275–280. <https://doi.org/10.1016/j.sbspro.2015.11.537>
- DG Regional and Urban Policy, & DG Employment, Social Affairs and Inclusion (2013). Guide to Social Innovation, Brussels: European Commission.
- Ferrari, A. (2012). Digital Competence in practice: An analysis of frameworks. Seville: JRC-IPTS.
- Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16(1), 15-31.
- Haynie, J. M., Shepherd, D., Mosakowski, E., & Earley, P. C. (2010). A situated metacognitive model of the entrepreneurial mindset. *Journal of business venturing*, 25(2), 217-229. <http://doi.org/10.1016/j.jbusvent.2008.10.001>
- Howaldt, J., Domanski, D., & Kaletka, C. (2016). Social innovation: towards a new innovation paradigm. *RAM. Revista de Administração Mackenzie*, 17(6), 20–44. <https://doi.org/10.1590/1678-69712016/administracao.v17n6p20-44>
- Kelley, T. (2001). *The Art of Innovation*. 1st ed. London: Profile Books.
- NASA (2004). Excerpt from the 'Special Message to the Congress on Urgent National Needs'. President John F. Kennedy. Delivered in person before a joint session of Congress May 25, 1961. Retrieved from URL: [https://www.nasa.gov/vision/space/features/jfk\\_speech\\_text.html](https://www.nasa.gov/vision/space/features/jfk_speech_text.html)
- Leadbeater, C. (1997). *The rise of the social entrepreneur*, Paper 25, London: Demos.
- Manu, A. (2007). *The Imagination Challenge*. 1st ed. Berkeley, Calif.: New Riders.

- Mootee, I. (2013). *Design Thinking For Strategic Innovation: What They Can't Teach You At Business or Design School*. 1st ed. John Wiley & Sons.
- Marakas, G. M. (1999). *Decision Support Systems in the Twenty-first Century*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Mulgan, G. (2006). The Process of Social Innovation. *Innovations: Technology, Governance, Globalization*, 1(2), 145–162.  
<https://doi.org/10.1162/itgg.2006.1.2.145>
- OECD (2014), *Job Creation and Local Economic Development*, OECD Publishing
- Phills, Jr. J. R., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, 6(4), 34-43.
- Pol, E., & Ville, S. (2009). Social innovation: Buzz word or enduring term? *The Journal of Socio-Economics*, 38(6), 878–885.  
<https://doi.org/10.1016/j.socec.2009.02.011>
- Roh, T. H. (2016). The Sharing Economy: Business Cases of Social Enterprises Using Collaborative Networks. *Procedia Computer Science*, 91, 502–511. <https://doi.org/10.1016/j.procs.2016.07.129>
- Rohrbeck, R., Battistella, C., & Huizingh, E.. (2015) "Corporate Foresight: An Emerging Field With A Rich Tradition". *Technological Forecasting and Social Change* 101: 1-9.
- Rueede, D., & Lurtz, K. (2012). Mapping the Various Meanings of Social Innovation: Towards a Differentiated Understanding of an Emerging Concept. *SSRN Electronic Journal*. Advance online publication. <https://doi.org/10.2139/ssrn.2091039>
- The Young Foundation (2012). *Social Innovation Overview: A deliverable of the project: "The theoretical, empirical and policy foundations for building social innovation in Europe"* (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research
- Torelli, C. J., & Kaikati, A. M. (2009). Values as predictors of judgments and behaviors: The role of abstract and concrete mindsets. *Journal of Personality and Social Psychology*, 96(1), 231-247. <http://dx.doi.org/10.1037/a0013836>
- Van der Have, R. P., & Rubalcaba, L. (2016). Social innovation research: An emerging area of innovation studies? *Research Policy*, 45(9), 1923–1935. <https://doi.org/10.1016/j.respol.2016.06.010>



# tomorrow's land