



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

**WP7 Case Study: Innovative Practice  
'Multisectoral cooperation for social sustainability'**

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**City: Malmö**

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## Cover page

<b>INNOVATIVE PRACTICE/PROJECT TITLE</b>	
<b>Multisectoral cooperation for social sustainability</b>	
<b>City</b>	Malmö
<b>Pilot type</b>	2. Based on own fieldwork 3. New elements in existing policy/practice
<b>Type of target group</b>	Other: Involving actors from different societal sectors, also including young people from different parts of the city
<b>Type of practice</b>	Other: Forming a knowledge alliance aiming to develop knowledge about the causes of social exclusion and testing multi-sectoral cooperation in order to solve problems connected to social exclusion
<b>Aims/objectives in brief</b>	The project's purpose has been to develop knowledge about the underlying structural causes of societal problems, spoken of in terms of exclusion, and test how a collaborative pentahelix model can help to solve this societal problem.
<b>What needs, what inequalities</b>	The exploration of causes and effects of social inequalities has been of central concern for the project itself, for example by involving young people in the discussion of social exclusion.
<b>What (activities in brief)</b>	The activities in the project have been done within two tracks; within a "Development group" and also within a "Youth involvement process". The core of each track has been a number of workshops on different themes, connected to the societal problem of social exclusion and to multisectoral cooperation.
<b>Who (actors)</b>	<ul style="list-style-type: none"> <li>• Save the Children (NGO) (Project leadership)</li> <li>• Centre for Public Entrepreneurship (Centrum för Publikt Entreprenörskap) (NGO)</li> <li>• Sustainable Development in Skåne (Hållbar utveckling i Skåne) (NGO)</li> <li>• The Social Economy Network in Skåne (NÄTVERKET- Social ekonomi i Skåne) (NGO)</li> <li>• PWC (Private)</li> <li>• City of Malmö (Public – municipality)</li> <li>• The Region of Skåne (Public – region)</li> </ul>

	<ul style="list-style-type: none"> <li>• The County Administrative Board of Skåne (public – county/state)</li> <li>• Malmö University (Academia)</li> <li>• 11 Young people from different parts of Malmö</li> </ul>
<b>How (involvement of the actors, their roles)</b>	The actors represent a multitude of perspectives, having practical, empirical and theoretical knowledge of the challenges addressed in the project. This multitude of perspectives has been the focal point of the project. Through a collaboration where all these perspectives and different knowledge could be lifted, a knowledge alliance – an equal collaboration between different actors with different competences, background and occupations – has been set up.
<b>Scope: number of the participants of practice(s)</b>	9 participating organisations and 11 young people
<b>Duration (when the project/practice started)</b>	January 2014 - March 2015
<b>RESOURCES</b>	
<b>Financial</b>	ESF Funding for the whole period: EUR 86,000. Participating organisations have contributed in-kind.
<b>Personnel</b>	Efforts to coordinate the pilot project have covered a total manpower of 120 per cent divided among several individuals and organizations, mostly Save the Children. 1 participant per organisation, except for Save the Children, has been contributing in-kind in the development group.
<b>Other</b>	See above under heading “how”

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## Introduction

This report is the WP7 evaluation report of the Citispyce pilot project in Malmö, a project called “Multisectoral cooperation for social sustainability”. The project has been a preparatory project financed by the European Social Fund (ESF), run by the NGO Save the Children. The prefix “preparatory” denotes that this has been a project that has been granted funds from the ESF in order to plan and prepare a full-scale action project funded by, for example, the ESF. The project started in January 2014 and formally ended in March 2015. The process of writing a proposal to the ESF for a full-scale action project based on the results of the preparatory project is, however, continuing until autumn 2015.

The project has been based on multisectoral cooperation between representatives from different sectors (NGO, public, private, academia) and has been divided into three parts, of which the first part, “Test bed for penta-helix<sup>1</sup>”, has been connected to the Citispyce project and is thus described in this pilot project report. The original purpose of this part of the project has been “identifying and creating cross-sector collaboration to address the underlying structural causes of individual’s unemployment”. An overlying aim has also been to plan and prepare the full-scale action project proposal to the ESF. The collaboration in the multisectoral cooperation project strived to create a common understanding of problems and solutions connected to social exclusion by discussions between actors from different sectors, but also by involving young people.

The project has consisted of workshops of various kinds in two tracks. Firstly, with the involved actors in a “Development group” and secondly in a “Youth involvement process”, where eleven young people have been involved. This second track has been added to the original project plan as a result of integrating the project with Citispyce. In this track, a number of workshops were arranged where young people from different parts of Malmö have discussed the problems connected to social inequalities, but also possible solutions.

This report is divided into three parts, covering the themes and issues brought up in the template for the WP7 report. In the first part, the view on evaluation and methodology that has characterized the project will be presented, and is thus central in this report. The second part will present the project itself; its rationale, objectives and organisation. The third part will focus on the results. The results are in turn presented in terms of both processes and outcomes. The report is concluded by some reflections that relates to the continuation of the project and what could be learned from this preparatory project.

## 1. Method

The methodology used as a point of departure for the evaluation of this project has been the so-called on-going evaluation approach. This way of evaluating is centred on the researcher’s/evaluator’s active participation during the whole project process and focuses on not only outcomes, but also the process itself. On-going evaluation has been advocated by the European Union, for example in the previous Structural programme period (2007-2013), and is defined by the Commission (DG Regio/Evalsed) in the following way:

*Evaluation which extends throughout the period of implementation of an intervention. This form of evaluation accompanies the monitoring of outputs and results (...) The advantage of on-going evaluation is that it allows for effective collaboration between the evaluator and programme managers, which in turn favours a better appropriation of conclusions and recommendations. On-going evaluation may be seen as a series of in-depth studies, comprising successive analyses*

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<sup>1</sup> Collaboration between Civil Society (NGO), public sector, private sector, academia and the citizens

*of evaluative questions which have appeared during the implementation (...) (European Commission, 2013:107).*

According to this approach, the evaluation of projects and programmes must rest on a view of results as something other than just reaching goals or fulfilling success criteria. As argued by Brulin et al. (2013), project goals and aims can not be regarded as specific and unambiguous, not full of conflict or contradictions. Projects and programmes can not be regarded as having stable surroundings and a predictable future. Results can not be assumed to be capable of transfer irrespective of situation. Processes, furthermore, can not be disregarded as important for project results. Instead, Brulin et al. (ibid) claim that development, especially with a focus on innovations, is something that takes place in open and dynamic systems, where development is difficult to predict and surprises and crises are normal recurring elements.

This approach to evaluation has been the point of departure of Malmö University's commitment in the ESF-funded preparatory project "Multisectoral cooperation for social sustainability". In order to be able to draw conclusions on what results have been achieved in the project, on-going evaluation with a focus on the processes have, in our view, been necessary. Thus, our point of departure has been that the processes must be extensively described and analysed. The Malmö team has agreed on a division between the Malmö WP6 and WP7 reports where they both are considered as evaluation reports, but have different focal points. According to the ongoing evaluation approach, it is not possible to draw conclusions before analysing the processes. Therefore, the WP6 report (Grander, 2015) put emphasis on the background of the project, the original purpose and aims and – most importantly – described the processes of the project. This report will incorporate the most important findings regarding the processes from the WP6-report, but will also further build discussion of results in terms of both processes and outcomes.

### **The ongoing-evaluation of the project**

Early in the project, Mikael Stigendal from Malmö University came to take a role as an on-going researcher in the project. Stigendal's role as an on-going evaluator has been that of a 'critical friend', trying to motivate the participants of the development group to challenge their own thinking. Stigendal has been responsible for writing a research report about the project and his report has been based on the results of the workshops in the so-called Development group. Stigendal has analysed all notes from the workshops, pointing out and highlighting the discussions that related to the overarching purpose of the project. In the report, the different project partners are given a voice, either through direct quotes or interpretations by Stigendal. The report is written in Swedish and thus has also become an important instrument for the national dissemination of the Citispyce project, since it summarises the purpose, methods and the so far present findings of Citispyce. The research report was delivered to the development group on March 31, 2015. Stigendal's report forms one of the cornerstones of this evaluation report, in regard to the results of the work in the Development group. Another cornerstone of this report is the material regarding the Youth involvement process, the other main track in the project. Employees at Save the Children have been continuously documenting the meetings, with help from Johanna Linden from Malmö University. They have also written a summary about the Youth involvement process, supplemented by a list of suggestions that young people wanted to bring forward in the continued work with an application for a full-scale action project.

This material has been analysed by me, supplemented with interviews with employees at Save the Children, participants of the development group and with Stigendal. Together with

Stigendal, I have also been participating in a workshop with the young people participating in the project.

## **2. The project**

### ***2.1. Project design***

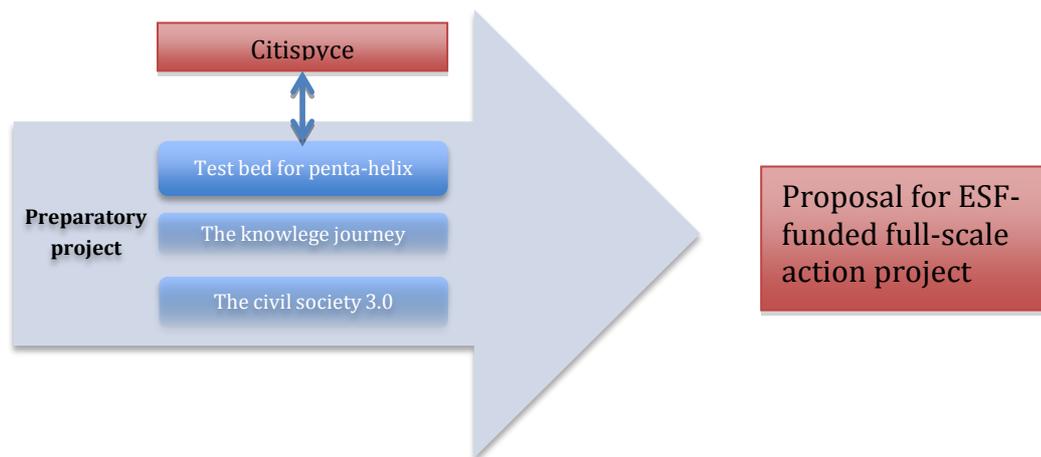
#### **Social issues addressed**

In 2013, the NGO Save the Children in Malmö submitted a proposal for a so-called preparatory project to the European Social Fund (ESF). The project proposal was based on an idea of arranging multisectoral collaboration in order to discuss societal problems and how multisectoral collaboration could be an innovative contribution to solving these problems. According to the project proposal, the main societal problem is unemployment. The underlying structural causes of “individual unemployment” are considered to be of special concern for the project. The proposal of the project describes how new societal challenges, such as “social exclusion and segregation” demand new solutions:

The society of today is facing challenges that cannot be resolved within the current welfare system. We need to find new solutions in order to make tomorrow’s society sustainable. One possible tool for this is multisectoral collaboration, but improved operative models are needed. The aim of this project is therefore to create better conditions for multisectoral collaboration in order to prevent exclusion and to promote a socially sustainable society (Project proposal (*own translation*)).

#### **Project goals and plans**

The purpose of the project was in the proposal described as “Identifying and creating cross-sector collaboration to address the underlying structural causes of individual’s unemployment”. As the proposal was granted by the ESF, a “Development group”, consisting of representatives from Non-Governmental Organisations, public administration (local and regional), private sector and academia (see list below) was set up to start the activities in January 2014. Mikael Stigendal was appointed as a representative from academia, but more importantly came to take a role as an on-going researcher in the project. The project was set up in three parallel parts: “Test bed for penta-helix”, “The knowledge journey ” and “The civil society 3.0”. This report is delimited to the first part, “Test bed for penta-helix”, as it is this part of the project that became connected to Citispyce. The following figure shows the relationship between the three different parts of the project and the connection between one of these parts to the Citispyce project.



The aim for this part (test bed for penta-helix) of the project was, in the original project proposal, described as “Operationally test Penta Helix as a model for cross-sector collaboration to combat exclusion and achieve social sustainability”. As will be discussed later in this report, the purpose and aims have been discussed in the final research report by Mikael Stigendal, and was also consequently re-formulated. The re-formulated goals will be described in section 2 of this report.

A main expectation of the preparatory project has been that it should result in a proposal for a larger ESF- project. Thus, the project has been a planning project, aiming to create conditions for preparing a full-scale action project. The main purpose and aim of preparing a full-scale project could be identified as the formal success criteria of the project. With regards to the purpose, it should be noted that the original proposal did not focus on young people in particular, and was also pinpointing unemployment as the main problem, although also addressing the underlying causes of it.

During the initial months of the preparatory project in spring 2014, the Citispyce project was in the phase of identifying innovative practices to be presented in the WP5 “Fiche of innovative practices”. During one of the meetings in the preparatory project, Stigendal suggested that the preparatory project should be linked to Citispyce by becoming the selected pilot project in Malmö for Work Package 6 and 7. There was a lot to gain by merging the two projects and this seemed a perfect match as the preparatory project had an objective similar to Citispyce, but was in need of an innovative twist to be able to be eligible as a Citispyce pilot. Furthermore, the preparatory project was already funded, thus solving the question of funding the Citispyce pilot project; for which there were no grants available from Citispyce. The innovative twist became including young people in the preparatory study, something that was not planned in the original proposal. By including young people in this early stage, the possibilities increased for including relevant and important input to the proposal to the ESF for a full-scale project. It also made it possible to connect the causes of social inequalities, explored in WP2-4, with innovative solutions in Malmö. The participants in the project welcomed the suggestion with enthusiasm. As a result, a so-called “Youth involvement process” was set up as a parallel track to the actions within the development group.

Using another word, the preparatory project could be described as an effort of building what the Commission for a socially sustainable Malmö (Stigendal and Östergren, 2013) refers to as *knowledge alliances* – equal collaborations between different actors with different competences, background and occupations. The concept and definition of knowledge alliances derives from EU-projects such as Social Polis (Stigendal, 2010). Knowledge

alliances are also highlighted in the European Commission strategy Europe 2020, but in contrast to the definition by the EC, the knowledge alliances suggested here include not only private business and universities, but also civil society, local government administrations, actors of various kinds and citizens in general. In a knowledge alliance, knowledge is developed. Knowledge is therefore seen not only as something pre-made, but learning, as well as development and creation of knowledge, are made part of the solutions.

The knowledge alliance set up in this preparatory project also came to include young people in order to create a potential contribution of a multitude of perspectives regarding causes and solutions to the societal problem of social exclusion. In this way, it was possible to connect the preparatory project to two of the prospects of social innovation from the WP2 comparative baseline report; democracy and approach. The discussions of the project's outcome will be discussed later in the report.

## ***2.2. Project organisation***

The project has been run and organised by the NGO Save the Children (Region South Sweden). The organisation has been responsible for the administration, finances and as employer of the staff connected to project leaders. Perhaps not needing an introduction, Save the Children is an international NGO that promotes children's rights, provides relief and helps support children in developing countries. The most important issues for the organisations include refugee children, children who are abused, children who are exposed to sexual abuse, child poverty, and being in place for children during disasters. Save the Children promotes policy changes in order to gain more rights for children and young people especially by enforcing the UN Declaration of the Rights of the Child.

The main responsibility has been with project leader Alexandra Fritzson, employed by Save the Children, who has led a coordination group. During the last months of the project Alexandra was on parental leave. Lina Gustafsson took over Alexandra's duties during this time. The coordination group has been responsible for planning and managing the preparatory project, and also providing the Development group with documents. Efforts to coordinate the pilot project have covered a total manpower of 120 per cent divided among several individuals and organizations. The aim has been to achieve greater dynamism and width of competence. The coordination group has consisted of Alexandra Fritzson/Lina Gustafsson from Save the Children, Maria Leiner from The Social Economy Network in Skåne and Elin Dagerbo from Centre for Public Entrepreneurship (see below). Two other employees from Save the Children; Lina Gustafsson and Alison Mendez Vargas, have led the youth involvement process.

### **Actors involved**

The project has been arranged around a number of partners. These partners should be regarded as a group of involved actors rather than the target group of the project. The notion of target group brings in minds a selective approach, common in liberal welfare regimes (Esping-Andersen, 1990). In the liberal welfare regime, policies and actions are directed at certain groups, most often on a needs-tested basis. The Nordic, or Social Democratic welfare regime, as defined by Esping-Andersen, is characterized by an approach where policies are more often directed at the general public. This project has been taking the universal approach as a point of departure, which is why there has not been a specific target group of disadvantaged young people. Of course, the ambition in the long run is to change the situation for young people who lead lives characterized by social exclusion by setting up a full-scale

action project funded by, for example, the ESF, and to use that project to change societal structures and discourses. But the means of achieving this has not been connected to empowering or motivating young people facing social exclusion in the preparatory project primarily, but rather to include and to discuss with them causes and solutions to social exclusion.

Thus, the point of departure for this multisectoral cooperation project has instead been a universal approach, inviting and involving a number of actors – including young people – to discuss the causes of and solutions to social exclusion. Besides Save the Children, the involved actors in the Development group have been:

- Centre for Public Entrepreneurship (Centrum för Publikt Entreprenörskap) (NGO)
- Sustainable Development in Skåne (Hållbar utveckling i Skåne) (NGO)
- The Social Economy Network in Skåne (NÄTVERKET- Social ekonomi i Skåne) (NGO)
- PWC (Private)
- City of Malmö (Public – municipality)
- The Region of Skåne (Public – region)
- The County Administrative Board of Skåne (public – county/state)
- Malmö University (Academia)

The involved actors could also indeed be regarded as stakeholders in the project, as they have interest in the outcomes of the project. The actors represent a multitude of perspectives, having practical, empirical and theoretical knowledge of the challenges addressed in the project.

Three public actors have been involved in the development group. The *City of Malmö* represents the municipal level of power, responsible for, amongst other things, welfare and education. The characteristics and challenges of the city has been described in previous work package Reports, but it could here be relevant to again repeat one of Malmö's biggest challenges – the social segregation and the unequal living conditions that exist between different regions and people. In 2010 the City Council decided to appoint a commission for a socially sustainable Malmö. The Commission's two main recommendations are to: 1) establish a social investment policy that can even out the differences in living conditions and make social systems more equal, and 2) change processes through the creation of Knowledge alliances and democratized governance. In the development group, Tom Roodro who works as a Planning Secretary at the Welfare Department represented the City of Malmö.

*Region Skåne* is responsible for, among other things, health care, public transportation and regional development in the region of Skåne. Region Skåne lead the efforts to develop a regional development strategy, coordinate the different actors' work, create communities and networks and is responsible for monitoring the development. The regional development strategy "Skåne 2030" was adopted in 2014. Region Skåne has an agreement on cooperation with the non-profit sector in Skåne. The region has been represented by Ann-Christine Lundkvist, Development Strategist, working with regional development / area planning.

The *County Administrative Board* is the government's representative in the county and serves as a development partner in issues related to the county's development. The County Administrative Board acts as decision-making authority in a number of different responsibilities, such as urban planning, rural development, social challenges, cultural

environment and emergency preparedness. In the area of social sustainability, the County Administrative board mandate relating to human rights, integration, public health, gender equality and child perspective. Mattias Larsson, who is an Development Strategist working in social sustainability, has represented the county administrative board in the Development group.

By including all the levels of power in the Swedish system, the Development group could be seen as having capacity in form of legitimacy of power and democracy. The constellation of participating NGO's could be said to strengthen the democratic legitimacy. The NGO's are all established actors, many of them working as umbrella organisations for other NGO's. *Centre for Public Entrepreneurship* is a regional development project that provides support to people and organizations with ideas for community development. The overall aim of the NGO is to encourage participation in local and regional development, with a philosophy that a more sustainable development and growth require multisectoral collaboration. The NGO has been represented by Ingmar Holm, project leader.

*Sustainable Development in Skåne* is a member-based organisation that works to strengthen the dialogue between different actors in the region of Skåne, both in terms of sustainable development for the environment and the sustainable social development of the community in Skåne. The NGO is working to expand the contact surfaces and create new venues for the members and other interested parties. Helena Thelander, Director, represented the NGO. *The Social Economy Network in Skåne* is an independent lobby organization for NGOs within the social economy in the region of Skåne with the objective to gather, develop and strengthen the social economy as a driving force in the development of the society. According to their webpage, their work focuses on three core areas: competence and knowledge development, coverage of the political and societal environment and lobbying. Christoph Lukkerz, business developer, has represented the network in the Development group. *Save the Children*, described above, has been represented by Mikael Sandgren, regional manager.

The sole private actor in the Development group, *PwC*, is an auditing and accounting firm, established in many parts of the world. PwC provides services for everything from bookkeeping, financial statements and annual reports to monitoring, analysis and auditing. PwC also provides support to operational and organizational development with the aim of contributing to a trusting and well-functioning private, public and non-profit enterprise. The firm is represented on the board of MINE (Ethnic diversity in the business world). In the development group, Eva Lidmark, Senior Manager working as advisor for the public sector represented the firm.

In addition to this constellation of partners in the Development group, eleven young people – six girls and five boys in the ages 16-25 – have been part of the project. The young people were mainly recruited through Save the Children's existing network. They have different backgrounds, ages and live in different parts of Malmö. Thus, they could be said to represent the diversity that characterizes the city of Malmö, adding legitimacy to the project in regards to democracy.

### **Staff and resources**

The constitution of the Development group, with the addition of the youth involvement process, could be said to form an important resource in terms of the principles of a knowledge alliance (see page 8). When setting up the project, width and depth in the collective knowledge about the field of social sustainability was sought after, why the project leader set up a group of participants from different societal sectors, thus having different experiences and knowledge of policies connected to problems and solutions connected to social exclusion.

Also, the group had a collectively high linkage to related practices/services in the city and region, as they have knowledge what is going on in Malmö and Skåne.

With regards to financial matters, the European Social Fund has funded the preparatory project with SEK 790,680 (ca. EUR 86,000) The ESF-funding, administered by Save the Children, has covered wages for people employed by Save the Children (in total 120 per cent of manpower) and all activities in the project. All other partners in the Development group have been co-financing in kind through the work carried out in the project. This was considered a benefit of choosing the preparatory project as the Citispyce pilot project. The young people in the Youth involvement process have participated voluntarily, however they were rewarded with a diploma and a gift card after the first 6 meetings.

There have been no signals that financial recourses have not been sufficient in regards to what the project was set up to do. The partners also seem pleased with the support from the coordination group. Support from partners in Citispyce has, unfortunately, been sparse. The Malmö team also feel that the project has been regarded with some scepticism from the other partners, at least until the Rotterdam conference.

### ***2.3. The logic of intervention – connecting the project to the prospects for social innovation from WP2***

Referring back to the seven prospects for social innovation from the WP2 comparative report, the sixth prospect deals with young people's influence. Young people's influence should be regarded as key prospect for socially innovative measures. Influence is, however, a broad concept. As stated in the WP2 comparative report, young people's voices should be lifted into a context where they could have real influence. When young people are included and their rights are being strengthened, it is too often in areas where young people don't count. As young people are normally not involved at the planning stage (or allowed to have an influence at all) involving them here became a key for the connection to Citispyce of the preparatory project. By taking part in the preparatory project young people were offered influence in an arena where their voices and competences actually mattered. Competences are also central in the seventh prospect for social innovation in WP2; approach. The seventh prospect deals with the potential-oriented approach, meaning that social innovations that take advantage of, support and actualise young people's positive potential should be encouraged. By involving young people in the planning of the full-scale action project, their different knowledge could form part of identifying the ideas of the causes and solutions to problems with social exclusion.

## **3. Results**

In this part of the report, the project results are presented. As described in the methodology chapter, the view on evaluation that characterizes this project is highlighting the importance of the processes. Thus, the results will be presented both in terms of process and outcomes, simply because the processes in this project are regarded as a very important result. Thus, the issues that in the WP7 template called "Project implementation" will be covered under the chapter about the process, followed by a presentation of the project's results in terms of outcomes.

### **3.1. The process**

As previously stated, the activities in the project as it has been laid out in this report have been done in two tracks; within the Development group and within the Youth involvement process. The core of each track has been a number of workshops on different themes. The processes in the Development group will be described, before continuing with the process in the Youth involvement process.

#### **3.1.1. The Development group**

The first workshop in the Development group was held in February 2014. In total 11 workshops or meetings with the involved partners have been held during the project period. The first workshop started with a discussion about the expectations on the project, and the last workshop in December focused on the discussion of a draft of Mikael Stigendal's research report about the project.

Around half of the workshops have started with one of the partners doing a so called "spaning" (approx. "observation"), a well prepared presentation on a specific subject connected to the purpose of the project, which then was discussed by the workshop participants. The different themes brought up by the participants in these observations have in different ways been connected to the social and economic development of society and the problems that emerge for groups of people.

The ambition within the partnership has been to embrace a multi-dimensional approach to social inequalities and social exclusion. During one of the workshops, the underlying causes of social exclusion were discussed. A brainstorming session was done, where all participants wrote down their thoughts of causes to social exclusion on post-it notes, which in a second step were clustered in themes. A multitude of causes to social exclusion emerged in each theme. The dismantling of the welfare state was brought up as one cause of social exclusion. Other themes that emerged were employment, where the precarious conditions on the labour market were discussed, and the economy, where the increased social gaps, the financialisation of society, and the view of welfare as a burden instead of an investment were brought up. Housing issues were also mentioned, where the lack of rental apartments was raised as a specific cause of social exclusion.

Although young people were not pointed out specifically in the project description, much of the discussions in the Development group have had a focal point on social exclusion affecting young people in particular. Much discussion has been about the school, and the view on knowledge that reigns not only in school but also in societal structures in general. During one of the workshops, the participants discussed how living conditions for children and young people in school are unequal, that the school is increasing its focus on quantitative results at the cost of relation-building and that the view on knowledge reigning in societal structures that implies informal knowledge is improperly assessed and taken care of. One of the participants argued that measurement is the only thing that is being done in school and that school is no longer dealing with social issues. "Who in the community is working with social upbringing if you do not have parents who can do it?" he asked rhetorically at the workshop. One of the workshops has been centred on the view of knowledge, where Mikael Stigendal held a lecture that was followed by discussions.

Related to the view of knowledge is another theme that emerged during the workshops, namely "inclusion", described as the opposite to exclusion. The relation between social exclusion (both as a state and as a process) and the social inclusion of society has come to be central. In the research report, Mikael Stigendal discusses how the causes of social exclusion as a process could be described both in terms of *barriers*, hindering or making entering

society more difficult, and in terms of *excluding mechanisms*, where people are becoming socially excluded as a result of mechanisms created within the society. An example of a barrier is the demands on specific competences needed in order to get included, while an example of an excluding mechanism could be specific types of employment, without or with little meaning, that makes people feel excluded and not part of the society. The included society and its reigning discourses were raised as an important cause of social exclusion as a state, to changed attitudes and lack of solidarity with and tolerance for “others”. The social inclusion of society does not properly include the voices and wishes of the “excluded” when defining needs and thus setting up solutions.

As it has turned out, the causes and symptoms of social inequality have been actualised during most of the observations and discussions. Two workshops specifically focused on the underlying causes of social exclusion in order to create a joint understanding of the relationship between causes and symptoms of social exclusion. Solutions have also been discussed, for example the role of NGO’s, cooperation between private business and the public sector etc. One workshop was about collaboration as a general tool, where the concept of multi-sectoral collaboration was discussed. The tenth and last of the workshops planned in forehand was arranged as a live-in seminar where the experiences of the previous workshops were discussed and ideas for the proposal for a full-scale project were raised. After the last workshop, a follow-up meeting dealing with the continued work with the proposal for a full-scale project has been held.

The ability to take part in a cross-sectoral discussion of the problems connected to social exclusion, where the participants were able to elevate the discussion above the common horizon within the different organisations, is raised as a success factor by the participants.

*The process during the year was very good. The approach of working together on equal footing – where we also in some way distanced ourselves from our own organisations – was fruitful (representative of The County Administrative Board of Skåne).*

Thus, the process in the development group could be described as forming a knowledge alliance, where the participants from the involved organisations took part on equal ground and different perspectives were united in a more mutual understanding of the complex issue of social exclusion.

### **Re-formulating the purpose and aims**

As touched upon here, several different aspects of social exclusion, and also the multi-sectoral collaboration, have been discussed during the workshops. Whereas the original application pinpointed individual unemployment as the main problem, the discussions in the project group became more focused on social exclusion in general, also to a large extent pointing out the exposed position of young people. Moreover, the discussions came to a large extent to focus on the symptoms of social exclusion, not the causes, or the relation between causes and symptoms.

In the final research report (submitted in March 2015), Stigendal discusses some of the difficulties with the process in the workshops of the Development group. According to the report, it has been problematic to maintain focus on the causes of social exclusion, partly because different phenomena can appear as both a symptom of and a cause to a problem. Another difficulty has been to focus on multisectoral collaboration in regard to solving the problems of social exclusion, not just multisectoral collaboration in general. Stigendal traces the problems of discussion to the original application and problematizes the application, its purpose and aims. The objective is regarded as vague, too narrow and not properly connected to solutions. According to the report, the original application actualises the difficulties of

making assessments of what has been done in the project. “If we don’t know what we mean with social sustainability or social exclusion, how are we supposed to know if we have succeeded in a creating a penta-helix model for multisectoral collaboration”, Stigendal asks in the research report. Testing a penta-helix model can not be evaluated if we don’t know what the test should be about, he continues. In the research report, Stigendal is therefore suggesting a re-formulation of the purpose of the project:

The preparatory study's purpose has been to develop knowledge about the underlying structural causes of societal problems, spoken of in terms of exclusion, and test how an collaborative penta-helix model can help to solve this societal problem (Stigendal, 2015 (*own translation*)).

Following the re-formulation of the purpose, two main aims could be identified.

- Firstly, one aim should be defined as “to develop knowledge about the underlying structural causes to the societal problem that is spoken of in terms of social exclusion”. Not all problems should, however, be addressed, according to the report. The project should focus on problems where penta-helix collaboration could contribute to solutions to social exclusion. Stigendal discusses this first aim as *developing knowledge about the societal problem*.
- Secondly, another aim should be seen as “to test a penta-helix model as a point of departure for multi-sectoral cooperation in order to solve the societal problem that is spoken of in terms of social exclusion”. Stigendal defines this second aim as *testing a collaborative model of penta-helix*.

These two re-formulated aims, together with an overall aim of creating conditions for preparing a full-scale action project, based on principles agreed on as a result of the preparatory project, could be identified as the formal success criteria of the project and the objectives that the project is evaluated against. The reformulation of the purpose and aims could be described as the main changes in the implementation of the project that the WP7 template is asking about. These changes should be regarded as one of the most important results of the project. During the follow-up meeting where the final report was discussed, the Development group all agreed on the re-formulation, thus constituting new critical success factors for the project.

### **3.1.2. The Youth involvement process**

The second track in the project has been a Youth involvement process. The Youth involvement process was not part of the original proposal, but was incorporated into the project during the preparations for the Citispyce WP5 conference in Krakow. The Youth involvement process was thus a direct result of making the preparatory project the Citispyce pilot, and could be seen as an innovative twist of the preparatory project.

The Youth involvement process had the task of involving young people in the process of discussing inequality and exclusion, but also solutions, in relation to the situation for young people of Malmö. Eleven young people, five girls and six boys, in the ages 16-25 with different backgrounds and living in different parts of Malmö were engaged in the group, and participated on a voluntary basis. The young people were mainly recruited through Save the Children’s existing network. Thus, no publicity tools were needed in order to find or engage young people. The selection was done with respects to form a group that could be said to represent the young people in Malmö with regards to background and geographical locations. The original plan was to have six workshops during six weeks, but it turned out to become more than that. Two employees from Save the children, Lina Gustafsson and Alison Mendez Vargas, have led the youth involvement process, were assisted by Johanna Lindén from Malmö university who also had been taking notes. At one workshop, Mario Dri from Save the

Children attended. Mikael Stigendal participated in two of the workshops and Jonas Alwall in one. Stigendal and the author also attended one of the meetings after the planned six workshops, which will be returned to.

The six workshops had different themes, prearranged by the group leaders from Save the Children. According to the leaders, it was, however, crucial for Save the Children that the young people would be able to manage and redirect the process and content if they were not satisfied with the proceedings. “We have tried not to be egoistic about the proposed outcome, instead we wanted to be flexible”, said one of the leaders. The first meeting was about getting to know each other and inform participants of the purpose of the workshops. Mikael Stigendal participated at this meeting and talked about the connection to Citispyce. The second meeting had the theme of young people’s dreams and future. During this workshop, problems emerged. The situation become too much like a classroom, where the leaders became teachers and young people the students.

*The young people were mostly performers of a task we steered entirely and we felt that they were being unaccustomed to think aloud and speak about thoughts of their future (leader of the Youth involvement process, Save the Children (own translation)).*

The third workshop had Malmö as a theme. In different exercises, the young people described Malmö and the areas they live in. Together the group discussed similarities and differences between and in areas in Malmö. The leaders described the outcome of this meeting as fruitful, but they found that it was hard to talk about social exclusion and social inclusion. They felt that the workshops still were “too steered, which we felt was not optimal in relation to the feeling of participation and openness that we wanted”. Some of the young people were quieter, and the leaders felt that “the agreement about how they are not having the same life opportunities as other young people was at the expense of some individuals in the group”. In the interviews, the leaders tell that they were not aware of how steering they were in their roles. They mean that this is a lesson learned in the project: “There was too much focus on the outcomes, we wanted results, and I think that was wrong”, one of them said. The leaders also reflected on their previous experience and culture when talking with young people on specific subjects; “We are not used to talking about social exclusion and causes of problems, we are used to looking forward and trying to accomplish change”. I would argue that this is an interesting example of how solutions to social problems so often become disconnected from an understanding of the problems.

This insight about steering had a direct impact in the process. The fourth workshop had a more open agenda, where discussion was focused on Malmö as a future dream city for young people. This open outline was also evident in the fifth workshop, which focused on a general discussion about young people's conditions and opportunities in society. At the sixth meeting, the focus was on recommendations and ideas to the proposal for the full-scale project. The young people discussed what barriers young people experience, the reasons for these barriers' existence and how they would like to solve the problems. The meeting was at the Hilton hotel in Malmö, as one of the wishes from the young people in the group was to have meetings at different places in the City.

A lot of focus during the discussions during the last three workshops came to centre around on two problem areas: problems connected to housing and problems connected to school. Regarding housing, many of the young people raised the lack of affordable rental apartments in the city. Several of them are living involuntarily with their parents, and meant that designated apartments for students – also at upper secondary level – could be a solution to problems related to the transition to adulthood, but more importantly related to school and education. Cramped apartments mean lesser possibility to concentrate on homework. Regarding school, the young people told us how they are in need of other knowledge than

what is being thought in school. They told us how they are in need of knowledge to manage the transition to adulthood. There is a need for a place where young people can talk about life, get advice and be seriously listened to, and where all their knowledge could be valuable. The school is not such a place. Questions about life, adulthood and the societal demands that come with this are, for many young people, left in a vacuum between school and family.

Although only six meetings were planned, the young people wanted to continue meeting after the workshops. The group was still running in spring 2015. In February, Mikael Stigendal and the author participated in one of these extra meetings with the group. We wanted to hear from the young people how they had experienced the process and what they wanted to have included in the proposal for a full-scale action project. After Stigendal had asked a substantial number of questions, which the young people answered, the leaders from Save the Children (who also participated), interrupted the discussion, asking the young people if they felt uncomfortable and tried to steer the discussion in another way. According to what the leaders said afterwards, they had felt that the young people in the room did not like the number of questions and the way we asked them. After Stigendal and the author had left, some of the young people had described the situation as “a police interrogation”. We did not sense this vibe during the workshop. Instead, we felt that we had a very interesting discussion going on. This could be understood from a number of aspects. Firstly, Save the Children had, during the previous meetings, grown a certain climate for discussion in the group; built on a very high degree of letting the young people set the agenda and speak freely, not so much on answering questions. Secondly, relationships and trust takes time to build, and the young people perhaps felt that we had not been part of the process in order to gain their trust. Thirdly, this says something about what young people are used to. They are not used to being asked about their opinion, they are used being asked what they have learnt. This could be linked to a specific view on knowledge, which to which the report will return.

Just as the journey in the Development group, the journey in the Youth involvement process could be said to have had difficulties and has been going down a winding road. However, the experiences of involving young people in an early stage like this have been very valuable. Both the experiences regarding the process itself and the outcomes regarding causes of, effects of and solutions to social exclusion are expected to be an important input to the proposal for a full-scale action project. Swedish poet Karin Boye once wrote. “Yes, there is goal and meaning in our path – but it's the way that is the labour's worth”. The poem, entitled “In motion”, may be clichéd, but in this project it very well describes the value of the process during the workshops. While the results of the workshops might become useful in proceeding for a full-scale project, the learning from the process itself might be equally important. It shows the weight of being adaptive, not being afraid of re-formulating objectives and methods. We have seen that the process of involving young people in discussing societal problems that they face themselves is a matter of creating mutual trust. The process is also dependent on a view of knowledge that acknowledges different competences among young people. A lesson from the preparatory study is that involving young people in discussing complex issues, as social exclusion, is a balancing act. It might be hard for young people to relate to social inequalities, especially if they are considered by the “insiders” to be characterized by social exclusion. Giving young people influence – but still steering the direction – could create a mutual trust that opens up for discussing also the most complex issues. The pilot seemed to have had an impact on the young people, who have felt that they had been taken seriously and able to discuss complex issues that they cannot discuss elsewhere. More importantly, a lesson from the discussion with young people is that a process like this can lead to an impact on the reigning discourse about young people’s knowledge.

*“Save the Children has learnt a lot in the process. This result might in a way say more about us than about the young people. We are part of the problem – how can we make sure that we change and renew?” (Leader of the Youth involvement process, Save the Children (own translation)).*

### **3.1.3. The Krakow conference**

As a consequence of making the preparatory project the Citispyce pilot project, three members of the project – Alexandra Fritzson and Lina Gustafsson from Save the Children and Mattias Larsson from The County Administrative Board of Skåne – participated in the Krakow conference, together with Pia Hellberg-Lannerheim from the City of Malmö, Mikael Stigendal, Jonas Alwall and Johanna Lindén from Malmö University.

The expectations on the conference were high. The group hoped to be inspired and to see examples of innovative solutions that combat social inequalities. The ambition was although never to transfer a whole project to Malmö. The Malmö team had previously agreed on the problematic approach of transferring projects between cities. One project working fine in one city could turn out very different in another city with a different context. There would be no guarantee that transferring a successful project from any European city would solve inequalities in Malmö. In the worst case, it could even make the situation worse. Instead, the reason for bringing the group of people from Malmö to Krakow was to find inspiration and interesting aspects to bring into the local project.

But the opinion of the group is that these high expectations were not fulfilled. The projects and actions presented at the conference were not considered by the group to have any connection to urban problems connected with social exclusion. Rather, they were, in many cases praiseworthy, examples of actions that are disconnected from societal problems. At the workshop in the Development group following the Krakow conference, the participants from Malmö expressed how they had become both surprised and disappointed. The reason for them to go to the conference was not to import an existing project from another city but to get inspired and learn from approaches, methods and elements in projects and actions from the other partner cities. Unfortunately, the team went home without such inspiration.

So far, I have discussed the results in terms of the processes in the Development group and in the Youth involvement process. Stigendal’s research report describes how the Development group agreed on a re-formulation of the project’s purpose and aims. This stands out as an important, perhaps the most central, result of the project. The re-formulation should be considered an outcome of a constructive dialogue during the workshops, as the development group has acknowledged the re-formulated purpose and aims stated in the final research report. In the same way, the Youth involvement process shows the weight of being adaptive, not the least when including young people, in order to build relations based on mutual trust. The flexibility characterizing the process is indeed one of the great advantages with knowledge alliances – the possibility to mutually reflect over the on-going process from a multitude of perspectives and not seeing plans as carved in stone. It also shows the importance of on-going research in contrast to ex-ante evaluation. It is our firm belief that projects like this should be open for changes to the original plan, and that changes like that, built on the voices of participants (especially young people, who may have very different opinions than the cooperating partners) should be regarded as something positive.

But what could be said about the achievements of the re-formulated purpose and aims? Have the project succeeded in reaching the formal success criteria? What could be regarded as the project’s outcome? This is discussed in the following chapter.

## 3.2. Outcomes

### 3.2.1. Fulfilling the success indicators?

An overall intention with the preparatory project has been to create conditions for preparing a full-scale action project. This application is planned to be sent in during Autumn 2015, and will be based on the most important results of the preparatory project. As of writing this report, the work with writing the application is proceeding, based around a central ingredient of the preparatory project. This will be returned to briefly, but before doing that, the outcomes in relation to the re-formulated purpose and objectives of the project are discussed.

#### 1. Developing knowledge about the societal problem

Relating to the re-formulated purpose and aims, it should be stated on a general note that the preparatory project has partly succeeded in implementing the intended approach and reaching the success criteria. Regarding the first objective, to *develop knowledge about the societal problem*, Stigendal concludes in the research report that a number of symptoms of social exclusion have been discussed in the Development group. The causes of the societal problems – or the relation between causes and symptoms – have, however, not been addressed to the same extent.

The discussions in the Development group, but also in the Youth involvement process, have nonetheless resulted in valuable insights regarding the societal problem that is spoken of as social exclusion in Malmö. Stigendal concludes that several of the problems discussed in the Development group have been discussed both in terms of *barriers*, hindering young people from entering, and *excluding mechanisms*, pushing young people out. A result of the preparatory project is that these barriers and excluding mechanisms are able to be connected to several of the prospects of social innovation defined in WP2 (see list on right), thus being seen as problem areas which are in need of innovative solutions. When reading Stigendal's research report, problems connected to the prospects **welfare (5)**, **employment (4)** and **approach (7)** seem to have been discussed in the Development group. Regarding welfare, one topic discussed has been the weakening of the public housing sector in Sweden, which with its principles and aims of supplying the general public with rental apartments principles has had a high connectedness to the general welfare regime. The discussions in the Development group have highlighted the diminishing of public housing as a sign of the weakening welfare state. The Development group has also urged us to defend the welfare state and develop its good sides. The weakening of the welfare state, furthermore, is clearly linked to the importance of civil society. As the welfare state is retreating, civil society might become more compensatory than complementary in relation to the welfare state. The Development group has therefore

#### Seven prospects for social innovation from WP2

1. An understanding of countries and cities in Europe which underlines their interdependencies, and the need to come to terms with a view on knowledge that impedes recognition of knowledge that can't be quantified
2. The need for young people to get to know each other across Europe
3. Developing trust in order to decrease uncertainty, which could be seen as the common denominator of all the symptoms of inequality
4. Developing the productive sector in line with discretionary learning and simultaneously counteracting financialisation
5. Emphasising the significance of the welfare state and supporting civil society to become complementary (not compensatory)
6. Strengthening the rights of young people and where it means something
7. Taking advantage of young people's positive potential on the basis of a potential-oriented approach

highlighted the importance of simultaneously lifting the welfare state and the complementary role of the civil society.

From my analysis of the Youth involvement process, it is clear that the young people have discussed the barriers of the socially inclusive society and mechanisms of social exclusion, although in a more implicit way. As touched upon earlier, the topic of housing has also been of special interest for the young people in the Youth involvement process. Young people, with limited spending power and precarious working outlooks, have very low hopes about finding their own place to live. Many of the young people raised the lack of affordable rental apartments in the city. Several of them lived involuntarily with their parents, and meant that designated apartments for students – also at upper secondary level – could be a solution to problems related to the transition to adulthood, but more importantly related to school and education. Cramped apartments mean a lower possibility to concentrate on homework.

I would say that the problem of uncertainty is the red thread in many of the young people's stories. The changes of public housing and increased demands on income in order to get a place to live are examples of barriers creating uncertainty. In general, the young people feel insecure, due to lack of **trust (3)** towards public authorities, of the labour market and of the education system. To be sure, the demands connected to education seem to constitute an important mechanism of social exclusion, according to the young people participating in the workshops. Common problems with school are, according to them, un-engaged teachers and that young people get to learn the wrong things and in the wrong ways. Education is too focused on facts and figures and the grades create a lot of pressure, thus working as a mechanism excluding young people by making them feel that they do not contribute to society with their knowledge. The young people also believe that there is a mismatch between school and work life. The school, as it is designed today, does not offer them sufficient knowledge about what to expect when they leave school. What are the societal expectations of young adults? What kind of jobs exists? How do the societal systems for welfare, unemployment, and housing work? How does life after school really manifest? Another issue connected to education brought up by the young people was the lack of learning about "life". The young people feel badly prepared in becoming an adult and mean that the school should take more responsibility in giving them better life opportunities. "They feel hopeless, and are just accepting the conditions of not knowing or having anything", says one leader of the workshops. Finally, the young people have also highlighted that they consider themselves lacking places for learning about things like this. A very important conclusion of the Youth involvement process is that young people do not have arenas for discussing things with adults (or older young people), things that not are about school matters. Questions about life, adulthood and the societal demands that come with this are, for many young people, left in a vacuum between school and family. These problems discussed could be related to the prospect of **knowledge (1)**, meaning that the only knowledge that is regarded as valuable for the social inclusion by society is the knowledge measured in grades. Other types of knowledge, for example knowledge regarding "life" does not seem as important in qualifying for the inclusive society.

To sum up, the output of the discussions in the workshops of the Development group and the Youth involvement process has rendered knowledge about the societal problems talked about as social exclusion. This knowledge could be built upon in the proposal for the full-scale action project. That these problems, deriving from the voices of young people and key stakeholders participating in the Development group will become apparent in the proposal should be regarded as an innovative aspect of the project. Thus the aim of developing knowledge about the societal problem spoken of as social exclusion could be regarded as fulfilled.

## 2. Testing a collaborative model of penta-helix

Regarding the second aim, *testing a collaborative model of penta-helix*, Stigendal concludes in the final research report that this aim could be regarded as successful in the way that collaboration has been arranged and led. But, as Stigendal writes, the collaboration has been discussed in a way that is too general. The discussions in the Development group have indeed focused on collaboration, but have not been about how penta-helix collaboration can help to solve the social problem that spoken of in terms of social exclusion. Rather, the difficulties of multisectoral collaboration have been discussed. This does not, however, mean that the project has failed in reaching the objective. The collaboration during the meetings has been fruitful for the participants. The structure of the meetings has provided a basis for interesting discussions. The different knowledge among the participants is raised as a beneficating factor. The arrangement of the workshops, the learning process and the good atmosphere is pointed out as in line with what has been called knowledge alliances (see page 8).

Indeed, an important conclusion is that the concept of penta-helix should be problematized. Stigendal points out in his research report that the explanation of the concept of penta-helix has been very vague in the discussions of the Development group. Furthermore, the foundation for, or the methods of, collaboration according to penta-helix have not been discussed. The only characterization of penta-helix in the group has been that there should be collaboration between different sectors. This raises the question about the existence of societal 'sectors'. What defines and delimits a societal sector? Could private businesses, which often are diverse and have different objectives with regards to financial growth, be placed together in the same sector? As Stigendal argues, such a merge would eradicate the important differences between different actors within the so-called private business sector, having different aims of profit. Instead, Stigendal's suggestion is to replace the concept of penta-helix with the knowledge alliance. As discussed earlier, a knowledge alliance is based on recognition of the participants' knowledge. It does not take for granted what the participants represent, nor does it take society for granted. During the work on the preparatory project, the Development group in practice became a knowledge alliance, Stigendal writes. As such, the workshops have been fruitful. The meetings, especially the 'observations', are considered as interesting and important, as they have highlighted the participants, their knowledge and their thoughts. The arrangement of the workshops has created a "constructive pressure" on the participants to really put something of value into the discussions. It is also highlighted by the participants that a NGO has been leading the process and not any of the municipal or regional authorities. "Save the children did a great job of facilitating this way of working", a representative of The County Administrative Board of Skåne concludes. That a NGO has been leading the process however also implies challenges in the forthcoming work, as the power of implementing the structural changes lies among other actors than merely the NGO that has been leading the process in discussing the structural changes, he continues.

While Stigendal's research report focuses on the activities of the Development group, I would like to do attempt discussing the knowledge alliance by also incorporating the results of the Youth involvement process. Indeed, the involvement of young people must be seen as part of the alliance. Although the discussions in the Development group and the Youth involvement process have not been able to connect the problems of social exclusion to the solution that multisectoral collaboration could offer, the model seen as a knowledge alliance is interesting since it could be said to fulfil a number of the prospects for social innovation. In this way, the knowledge alliance collaboration could indeed be seen as basis for a solution in the forthcoming work with the full-scale action project.

As described in the introduction, just by involving young people, the project could be connected to two of the prospects for social innovation in WP2. By giving young people a voice, the intention was that their **rights (6)** could be strengthened where it actually means something. By having a potential-orientated **approach (7)**, paying attention not only to what appears to be, but also to underlying causes and young people's positive potential, the idea was to create a proposal for a full-scale action project that was imbued by the young people's ideas on the causes and solutions to social exclusion. As discussed in the WP2 report, when young people are included and their rights are being strengthened, it is too often in areas where young people do not count. This has not been the case of the pilot project. Having the results to hand, one could claim that the project has given young people the opportunity to participate in a meaningful context. As their opinions are providing input for the application for a full-scale project, their voices have had real influence. Their participation in the preparatory project has confirmed the needs for social innovations that strengthen the influence of young people where it actually means something but also fulfilled this prospect by giving the young people such influence. Such influence is dependent on creating relationships characterized by mutual trust, which has been gradually established in the Youth involvement process. The project can be said to have fulfilled the approach prospect in the sense that it could be seen as a social innovation that take advantage of, support and actualise young people's positive potential. The young people have been able to discuss the problems and solutions of social exclusion using their own histories, their own knowledge and their own words. The project has gradually come to gather around a view on knowledge that challenges the definition of knowledge reigning in the social inclusion of the society and thus creates barriers between the social inclusion of society and the social exclusion.

The project could also be said to fulfil the prospect of **knowledge (1)**. As stated in the WP2 comparative report, mutual dependencies have emerged between groups of people in cities, but also between European countries. The inhabitants of today's cities have come to live on each other's expense. This relational dependence is a very important source of social inequality and social exclusion. Initiatives must therefore include opportunities for learning about these interdependencies. Above all, they need to come to terms with the view on knowledge that impedes recognition of knowledge that can not be quantified, e.g. intercultural competence that many young people in areas characterised by social exclusion have. The involvement of young people in the preparatory study has been an attempt to benefit from their intercultural and informal knowledge. The young people have been given the chance to say what their opinion is about societal problems and how their own knowledge could be better made use of. As they expressed to the leaders from Save the Children: "They see their role here, they want to chip in, they believe this is important and feel that they are being listened to" (leader of the Youth involvement process, Save the Children (*own translation*)).

The view on knowledge has also become central in the discussions of the application for a full-scale project, both within the Youth involvement process and the Development group. The partners in the Development group, as well as the leaders from Save the Children, agree that a different view of knowledge should be advocated in the application for a full-scale action project.

### **3.2.2. The next step: Building on the results in a full-scale action project**

In this preparatory project, the results in terms of problems talked about as social exclusion and the testing of a knowledge alliance could be seen as a ground for the preparation of a proposal for a full-scale project. Seemingly, the preparatory project could be seen as fulfilling three important prospects for social innovation. The actuality of these prospects has also been strengthened by the discussions of the problems talked about as social exclusion in the Development group and the Youth involvement process. Thus, the application for a full-scale

action project should relate to these prospects. In formulating a full-scale project, young people's competences and their real influence could be placed at the centre like they have been done in the preparatory project.

The application for a full-scale project is being written as we speak. While much work remains, and several challenges need to be resolved in adapting from "talking the talk to walking the walk", the project leader believes that the concept of knowledge alliance is central in the full-scale project. Based on the outputs of the operations for and with the young people in the project, a knowledge alliance will function as a motor of identifying causes of social exclusion and also for aiming at changing the societal structures.

### **Success factors, lessons learnt**

The lessons learned from the process in terms of flexibility and willingness to adapt should be crucial for setting up the full-scale project. There is also a lot to learn about the process in the workshops with young people. During the six weeks of workshops within the Youth involvement process, a relationship of mutual trust has been built, creating an arena for young people to talk about matters that they are not able to discuss at school and home. The good reception of the workshops led to a continuation of the meetings, with no strings attached. On another note, Save the Children has adapted a very cautious approach to the young people, not wanting to step on any toes or making anyone feel excluded. Simultaneously, they have been afraid of being too steering, which has resulted in the agendas of the workshops becoming more open as time has passed. This is indeed a hard balance. When cooperating with young people, it is of course important to find a tone and a balance that suits young people. But if the discussions are left without control, it becomes very hard to identify substantial results. As one participant states, it's easy to wind up in a situation characterized by a "democracy overload". However, by taking advantage of the results from the preparatory study, the full-scale project could form a knowledge alliance, focusing on the view of knowledge that has been discussed in the workshops. By creating an arena for young people that challenges the reigning view on knowledge, where young people's own competences are put in the centre, the results of this preparatory project could indeed be seen as a very valuable lesson.

## **4. Concluding reflections**

To conclude, the pilot project in Malmö could provide important input for discussing the state and process of social exclusion by challenging the structures and discourses of the social inclusion of society. By creating a knowledge alliance which includes young people, the project has proven to be able give young people influence where it actually have meant something, to build on the positive potentials of young people and also to make use of the different competences that young people have. The Malmö team regard this approach as innovative and hope that this could become a part of policy recommendation from the Citispyce project. In order to change the social exclusion, the social inclusion of society must change first.

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