transformative social innovation theory

Synthesis of the third integration workshop: "Motivations, relations and transformations. The role of social learning in individual and collective agency for social innovation".

DELIVERABLE 2.3. SOCIAL LEARNING FOR TSI

Synthesis of the third integration workshop: "Motivations, relations and transformations. The role of social learning in individual and collective agency for social innovation".

Isabel Lema-Blanco, University of A Coruña

3.1. Justification of the workshop

The TRANSIT project aims at developing a middle-range theory of transformative social innovation (TSI), through a combination of interdisciplinary theoretical development and empirical research on a series of case studies of social innovation initiatives. In TRANSIT, we define social innovation as "changing social relations, involving new ways of thinking, doing, organizing and framing" (Haxeltine *et al.*, 2015). But how do these changes happen, what drives them, and what is the role played by different actors in these processes? In order to answer such a question, a psychologically-informed understanding of processes of change within social innovation initiatives and in their interaction with the wider social context is needed. In TRANSIT, an understanding of the dynamic interplay between agency and structure is considered crucial for transformative social innovation, and a micro-theory of change is thus an important part of such an endeavour. Such a theory is unconceivable without an understanding of processes of social learning in individual and collective agency for social change.

The Third Integration Workshop *"Motivations, relations and transformations: the role of social learning in individual and collective agency for social innovation"* focused on the drivers and motivations for transformative social innovation and how social learning contributes to the creation of new social relations, involving new ways of thinking, knowing, doing and framing. Concretely, the workshop introduced three themes for discussion:

1) **Motivations** in transformative social innovation ambitions
2) **Processes** through which new social relationships are established, contexts that foster satisfaction of basic psychological needs and the role of social learning in such processes
3) **Social learning in collective agency for social innovation**

Discussion sessions address the following questions:
- What types of motivations drive (ongoing) involvement in processes of transformative change and how do these influence the theories of change that social innovation initiatives construct and the strategies they use to bring about societal transformation?
- How do these motivations relate to processes of empowerment and disempowerment of members, at different stages in the development of the initiatives, and what are the elements that lead to cohesion and flexibility rather than dissolution/dispersion and rigidity?
- How do different processes of social learning relate to individual and collective transformation at different stages? What types of individual and collective transformation processes lead to visions, values, identities and motivations that support action? How can we effectively conceptualize and map social learning processes, as well as maintain ongoing personal and collective reflection on processes and stages of transformation?
- What is/should be the relation between social learning and policy support in social innovation processes? Learning and non-learning in social policy institutions.

- Does social learning have meaning for the initiatives? Do the initiatives design/organize social learning processes consciously to promote empowerment?

3.2. Participants and contributions

The workshop consisted of a combination of invited lectures that nourished TRANSIT discussions with novel perspectives; a number of paper presentations by TRANSIT researchers and two invited European researchers; as well as a series of group discussions that aimed to provide of useful practical insights on social learning.

Inspirational lectures and keynotes were delivered by Peru Sasia (leader of the creative movement in Spain) and Kennon Sheldon (University of Missouri, USA), an expert on the topic of motivations and satisfaction of basic psychological needs. The paper session included contributions from TRANSIT researchers Adina Dumitru, Isabel Lema-Blanco, Ricardo García-Mira, Rene Kemp, Julia Backhaus, Bonno Pel, Tom Bauler, Tim Strasser, René Kemp, Iris Kunze, Carla Cipolla and Flor Avelino. TRANSIT paper presentations were enriched with contributions of researchers from other European Projects, such as Ferdinando Fornara (BIOMOT project) and Tony Craig (GLAMURS project).

With the aim of providing practical and useful knowledge to social initiatives, we invited practitioners and local activists to participate in the different sessions of the workshop and, specifically, we invited them to propose a question or real issue that is relevant for their practical work, to be discussed in small groups with researchers, looking for innovative ideas and solutions based on our empirical knowledge on TSI. They were: Peru Sasia (member of the board of Fiare Banca Etica), Helena Sanmamede (member of the local chapter of Fiare Banca Etica in A Coruña), Laura Castro (member of local organic consumption cooperative Zocamiñoca) and Javier Vázquez (senior policy advisor on social innovation strategies in the Council of Santiago de Compostela, Spain). The workshop generated insights into the types of motivations that SI initiatives display and ways to promote members' motivation; volunteers' engagement in collaborative projects and communicative and persuasive strategies to reach the wider public (in order to gain transformative capacity). Besides, researchers and practitioners mapped the new social relations and new societal arrangements that social innovation and sustainability initiatives aim to promote.

Picture: participants in the TRANSIT Third Integration Workshop

3.3. Agenda

<p align="center">Wednesday, 8 June 2016
Faculty of Educational Sciences. Room: "Salon de Grados" (First Floor)
Campus de Elviña. University of A Coruña</p>

When	What	Where
09:00-09:30	Check in and welcome coffee	UDC
09:30-10:00	**Introductory remarks** **Social innovation and the transformation of politics** Professor **Ricardo García Mira**, University of A Coruña and President of the International Association for People-Environment Studies. **Welcome and workshop introduction** **Adina Dumitru**, University of A Coruña	UDC
10:00-11:00	**SOCIAL LEARNING IN COLLECTIVE AGENCY FOR SOCIAL INNOVATION** Inspirational lecture: **Agency in processes of personal and collective change: the role of social learning in the case of Fiare Banca Etica** **Pedro Manuel Sasia**, leader of the credit cooperative movement in Spain and Professor at Deusto University, Basque Country, Spain.	UDC
11:00-11:20	*Coffee break.*	UDC
11:20-12:30	**Paper session: SOCIAL LEARNING INSIGHTS IN TRANSIT CASE-STUDIES** Chair: **Iris Kunze**, Center for Global Change and Sustainability, Austria. Note-taker: Alberto Díaz **Social learning for transformative social innovation: empirical research outcomes of TRANSIT** **Adina Dumitru** and **Isabel Lema-Blanco**, University of A Coruña, Spain. **Social media, social learning and the basic income movement**	UDC

		UDC
	Rene Kemp and Julia Backhaus, University of Maastricht, the Netherlands and **Bonno Pel,** Free University of Brussels, Belgium. **Practitioner engagement in social innovation: the role of social learning** Tim Strasser and Rene Kemp, University of Maastricht, the Netherlands.	
12:30-14:00	**DISCUSSION FORUM 01** **Enhancing learning for transformative agency** *Speakers and participants distributed in small groups* Working groups: Practitioner + researcher *Group1: Flor Avelino; note-taker: Helena* *Group2: Iris Kunze; note taker: Alberto* *Group 3: Bonno Pel; note taker: Monica* *Group 4: Isabel Lema; note-taker: Donia* Plenary	
14:00-15:30	Lunch	UDC
15:30-18:30	**Paper session: INDIVIDUAL AND RELATIONAL TRANSFORMATIONS IN SOCIAL MOVEMENTS AND SOCIAL INNOVATION INITIATIVES** **Chair: Adina Dumitru**, University of A Coruña, Spain. Note-taker: Helena Martínez	UDC
15:30-16:30	**Increasing the learning potential and reflective agency capacities through a critical turning points database.** *Design exercise for the CTP database.* **Bonno Pel** and **Tom Bauler**, Free University of Brussels, Belgium.	
16:30-17:20	**Searching for a new mode of community in social innovation initiatives** **Iris Kunze**, Center for Global Change and Sustainability, Austria. **Transforming social relations in social innovation initiatives** **Carla Cipolla**, Federal University of Rio de Janeiro, Brasil	
17:20-18:30	**DISCUSSION FORUM 02** **The quest for new social relations and new societal arrangements in social innovation and sustainability initiatives: insights for practitioners and researchers**	UDC

Speakers and participants distributed in small groups
Group1: Jens Dorland; Note taker: Helena
Group 2: Tim Strasser; Note taker: Alberto
Group 2: Carla Cipolla; Note taker: Monica
Group 4: Tom Bauler; Note-taker: Donia

Thursday, 9 June 2016
Faculty of Educational Sciences. Room: "Salon de Grados" (First Floor)
Campus de Elviña. University of A Coruña

When	What	Where
09:30-11:00	**MOTIVATIONS FOR CHANGE** Invited lecture: **Self-determination theory –a motivational account of the quest for social change** – Professor **Kennon Sheldon**, University of Missouri, USA	UDC
11:00-11:20	*Coffee break.*	UDC
11:20-12:40	**Paper session MOTIVATIONS FOR SOCIAL CHANGE** **Chair: Ricardo García Mira**, University of A Coruña Note taker: Helena Martínez **Motivations for transformative social innovations: TRANSIT results** **Adina Dumitru, Isabel Lema** and **Ricardo García Mira**, University of A Coruña, Spain **Becoming a change agent in sustainability initiatives** Ferdinando Fornara, University of Cagliari, Italy **Temporal Autonomy: Exploring Flexibility, Everyday Life, and Wellbeing** **Tony Craig**, The James Hutton Institute, Scotland, United Kingdom.	UDC
12:40-14:00	**Conceptualizing empowerment in social innovation initiatives and its relationship to motivations for action** **Flor Avelino**, Dutch Research Institute for Transitions, the Netherlands, and coordinator of the TRANSIT project Discussion/working groups: Motivations and empowerment in	UDC

	social innovation initiatives. *Speakers and participants*.	
14:00-15:30	Lunch	UDC
15:30-19:00	Guided city visit: the Tower of Hercules (World Heritage Site) and the city of A Coruña	

3.4. Summary of participants´ contributions and outcomes of discussion sessions

Agency in processes of personal and collective change: the role of social learning in the case of Fiare Banca Etica

The first invited speaker of the third integration wokshop was Pedro Manuel Sasia, leader of the credit cooperative movement in Spain (Fiare Banca Etica) and Professor at Deusto University (Bilbao, Basque Country). Sasia approached in his inspirational talk the motivations that lead a small group of pioneers to create a new ethical credit cooperative sustained by a tough network of social organizations (from social and solidarity economy). Learning lessons connect with the challenges of the credit cooperative in terms of maintaining motivation and commitment of its talented "militant" people as well as dealing with the high intensive voluntariness that this type of organizations require. As "*being sustained only by superheroes is unsustainable in the long term*", the initiative pursues to gain wider public support, increasing the number of associates and approaching to young people that do not trust or not relate with banking institutions. This objective involves to adapt the cooperative to the ongoing cultural change -in terms of relations among bank and clients- that leads to online banking practices. Fiare leaders have learned that social innovations are grounded on personal relations, *"face-to-face communication"* that allow building group identities, as well as social learning arises in informal sharing spaces. The challenge is how to take advance of technological innovations without jeorpardizing the social relations (based on local short-chain networks) that constitute the basis of the grassroots initiative.

In order to "change the financial system", Fiare has developed a series of strategies for transformative action, such as the creation of networks and alliances. According to Sasia, ambitions of changing the system involve necessarily that social innovations should relate and engage with public institutions due to the fact that "*changing the financial system is not only our responsibility and more institutionalization of ethical banking is needed*". However, social initiatives should be aware of not compromising their principles and core values *"we are not pure social movements. We want to talk to local administrations, national and regional governments. We have taken actions and making suggestions for changing the criteria that public administrations use when making their purchases. The issue is how to convince institutions to join Fiare without losing our identity.*

Social learning for transformative social innovation: empirical research outcomes of TRANSIT

Social learning has been approached in TRANSIT project in terms of understanding how social innovation initiatives and networks come to know what they need to know to effectively engage in

efforts toward transformation. The nature, characteristics and outcomes of social learning processes -that lead to transformative agency- has been analysed in a total of 20 case-studies conducted in 2014 and 2015, as Adina Dumitru, Isabel Lema-Blanco and Ricardo García-Mira (University of A Coruña, Spain) presented in their paper. All cases include the analysis of 1 transnational social innovation network and at least 2 local manifestations. Dumitru and colleagues presented the "TRANSIT working paper: Social Learning for Transformative Social Innovations" (which is included in section 1 of this Deliverable D.2.3). Dumitru and colleagues presented a novel framework analysis on social learning – grounded on literature on social learning and Transit case-studies on empirical analysis- that proposes a differentiation between four different categories of analysis: a) learning contexts/spaces and methods; b) types of learning; c) social learning outcomes; and d) relevant learning actors.

The presentation specifically focused on the outcomes of two case-studies: **Slow Food Movement** and **Credit Unions**, which demonstrate that informal learning environments (that enable peer-to-peer knowledge exchange) facilitates social learning as well as contributes to wellbeing, trus-building and enhances motivations to participate. Regarding methods of learning, the paper remarks the importance of spaces where people can feel free to do whatever they want, and where they feel there is no judgment for failure was remarked. In terms of types of learning, cognitive learning, relational learning and strategic/political learning are required for gaining competences for transformative change. Concerning the main outcomes of social learning, the authors mentioned changes in understandings and framing as well as in the qualities and characteristics of relations (e.g. trust-building and cooperation, strategies for community and institutional engagement and transformation, increasing capacities for the promotion of optimal need satisfaction, feelings of empowerment). Finally, social learning also produces changes in a wider socio-material context, challenging current social systems and institutions.

Following with the analysis of social learning in TRANSIT, Rene Kemp, Julia Backhaus (University of Maastricht, the Netherlands) and Bonno Pel (Université Libre de Bruxelles (Belgium), presented his paper on "Social media and social learning in the Basic Income movement". The case study approaches the transformative potential of basic income, an idea with a long history that aims to introduce new social relations between state and citizens, employers and employees and people in general. The paper focuses on networks of practitioners, and the role social media as a possible social learning tool-media. The researchers analysed the use of the Facebook portal (Basic Income Europe) -the biggest group discussing the Basic Income (3,350 members)-, and most often watched YouTube clip (TED talk by Rutger Bregman). Results of the study show that both social networks do not facilitate -in the case of Basic Income-reflective learning opportunities nor deep engagement in critical discussions. Facebook is a useful platform to share information and sharing people's "personal narratives". Overall, much more passive consumption than active engagement was found, so social media appear to serve as an entrance point and to be conducive to some critical exchange and social learning, but in any case, a new idea seems to need to fall on fertile ground for people to seriously engage.

Tim Strasser and René Kemp (University of Maastricht, the Netherlands) presented the paper "Practitioner engagement in social innovation: the role of social learning" (included in this Deliverable 2.3). The paper addressed the main insights extracted from qualitative interviews with a selection of talented leaders/practitioners from Transit case studies/ Knowledge group and one external (from the SCIRcle project -Social Innovation for Resilient Communities-) . The authors

focused on the inner motivations or individual responsibility that called them to "find other ways of being, and of impacting, of acting out of challenges and crises, to develop response-ability: to develop the ability to respond as a capacity to answer to the challenges we face". Besides, practitioner engagement seems to involve an "inner transition" with changes in both individual and group (organizational) practices (e.g. consent process to make decisions, seeing objections as a gift, monthly meetings to deal with internal conflict etc.). Regarding social learning, SI initiatives possess a wealth of knowledge, academic and practical, on mobilization, framing, and climate of ideas, strategy, prefigurative politics, design thinking, power analysis or history among others. The challenge -and the opportunity -for TRANSIT project is to distill that mainly experiential and practical knowledge and shared it in an appropriate way with other social innovations.

Enhancing learning for transformative agency

After the first paper session, a *Discussion Forum* was conducted with the object of obtain insights and reflections on how to facilitate social learning in transformative social innovations and how to orientate these learning processes towards social change. With the aim of providing practical and useful knowledge to social initiatives, we invited to a reduced number of practitioners and local activists to present a "question or real issue" which they are dealing with in his/her initiative. Peru Sasia (member of the board of Fiare Banca Etica) formulated the question of how social innovations can reach to middle class and young people. Helena Sanmamede (member of the local chapter of Fiare Banca Etica in A Coruña), presented the issue of how social innovations can enhance the meaningful participation of their members. Laura Castro (member of local organic consumption cooperative Zocamiñoca) questioned how learning and training can be integrated in social initiative´s activities. Finally, Javier Vázquez (senior policy advisor on social innovation strategies in the Council of Santiago de Compostela, Spain) addressed the issue of how social innovation can be promoted by institutions in order to enable a participatory culture in municipalities.

All participants – practitioners and researchers- debated in small groups and produce potential solutions and strategies to cope with the mentioned problems (based on their knowledge of social innovation networks). Group discussions provided insights and reflections on the factors that condition the consolidation and transformative capacity of social innovation initiatives. For example, the importance of maintaining the motivation of volunteers and gaining in number of committed members, in order to guarantee the sustainability -at the long term- of any SI initiative. In second term, social learning plays a key role in both maintaining motivation and enhacing capacities for social transformation. According to participants, SI initiatives should drive social learning opportunities oriented to increase relational competences of members and volunteers as well as the renovation of internal structures with experienced and qualified people. This seems to be strategic to increase initiative's resilience and capacity of adaptation to internal and external challenges.

Finally, participants discussed on strategies to reach and persuade wide public to engage in social innovation. In this term, the groups identify the necessary precondition of producing a "wider cultural change" grounded on an "inner transformation" of people's values and wordlviews. Thus, the role of SI initiatives is to contribute to this cultural change developing better communication and persuasion skills that permit them to elaborate attractive discourses targeted to non-militant people. Cultural changes can/should also been enhanced from local authorities (or in collaboration

with them) whether participatory processes -like participatory budgeting- are put in practice. However, for effective transformative change, such participatory initiatives should enable reflective learning processes of participants that lead to individual and collective transformations that eventually tackle social issues.

Individual and relational transformations in social movements and social innovation initiatives

The second part of the workshop started with the presentation, from TRANSIT researchers, Bonno Pel and Tom Bauler (Université Libre de Bruxelles, Belgium) of the work "Increasing the learning potential and reflective agency capacities through the critical turning points database". Social learning in Transformative Social Innovations should be underpinned -and indeed preceded- by an elaborate comparative analysis across transformative social innovation contexts. This idea informed the setting up an online database of Critical Turning Points in transformative social innovations and to open it to the wide public. The leaders of the task, Pel and Bauler, explained the architecture and existing content of CTP database as well as learning potentials of this CTP, which relate to the knowledge about how TSI dealing with internal and external difficulties as well as take advantages of new circumstances or contextual changes. On the basis of these potentials, it can then be considered how to develop the many relations, interactions and learning processes that as yet remain potentialities. In the last part of the session, speakers and participant were involved in a "design exercise" for enhancing the learning potentialsof such CTP Databe. Participants were distributed in four different groups and invited to reflect on how CTP database could be useful for a) researched SI initiatives; b) TRANSIT researchers, c) other researchers; and d), other interested parties. The outcomes of these discussions nurished the work of designing the architecture and content of the CPT database.

Following, Iris Kunze (Center for Global Change and Sustainability, Austria) continued the session with the presentation of the paper "Searching for a new mode of community in social innovation initiatives". Kunze introduces the TRANSIT case-study of ecovillages as social innovations that reflect the linkages between social learning and transformative community. Ecovillages are intentional communities conceived as experimental spaces for developing new kinds or modes of social relations. hybrids of informal and formal social relations appear, there is a re-emergence of communities trying to deal with basic socio-psychological human needs and which include aspects of individual freedom or autonomy as voluntariness or intrinsic motivations. Ecovillages foster experimental learning and create physical spaces for that. Such spaces enable trust building and experiment informal social rules. As a result, social learning increases social competences and leads to social innovation. The presentation also sparked a debate over how ecovillages (and other intentional communities) solve their internal conflicts and the lessons arisen from conflict-solving experiences.

Carla Cipolla (Federal University of Rio de Janeiro, Brasil) focused her paper on "Transforming social relations in social innovation initiatives" in the successful methodology developed by the DESIS for designing relational goods. The production of relational goods happens through design practices by projects of labs in the network aiming to promote social change by redesigning the way people relate each other, at interpersonal level, unfolding an own theory of change. The concept of relational goods has been defined as the "type of goods that are neither material things, nor ideas, nor functional performances but consist, instead, of social relations" (Donati, 2014, p.20-

21). Transformation is sought by rethinking the way people and groups enter into collaboration to produce common recognized results (e.g. service co-production has been the formula for increasing safety in neighborhoods). The starting point for Desis actions is to consider the "non designable character of human relationships". Thus, three models of social relation has be used to approach to different ways of producing relational goods production: a) between local communities that are not used to interact (e.g. Students and professors at university: invention of community and/in place); b) convergence of existing interests and resources towards common goals (new services (e.g. time banks) developed over time in open ended ways); and c) virtuous and continuous circles (matchmaking work, improving interaction between people to generate new commons). Interpersonal relations are one of the basis of the actions proposed by DESIS in its collaborative or relational method, which involve several considerations on the nature of these goods. For instance, relational goods will always have emergent positive effects through the open access to wider community.

The quest for new social relations and new societal arrangements in social innovation and sustainability initiatives: insights for practitioners and researchers

The second discussion forum focused on the types of relations that transformative social innovations try to promote and what relational changes are sought (from what to what?). Participants were distributed in three different groups and were invited to provide examples of **new social relations** that SIs promote and discuss about the mechanisms, processes and strategies that SI initiatives and/or networks try to bring about relational change. Participants provided examples of how SI initiatives introduce more egalitarian relations between citizens and among citizens and institutions. Most of SI seek the "humanization" of economic relations, altering the value of goods and services, substituting the value of money for time-use value or de-centralized currency systems subjected to an ethical code.. Linked to this is the change in labor/welfare system like basic income proposes, which also involves a change in relation between citizens and State. Two more example of new social relations – focused on the individual sphere- are proposed by Slow Food –which defends a change in lifestyles, from anhedonia to experiencing pleasure-enjoyment and collective celebration- and Ecovillages, which claims a change in intimacy relations, from monogamy and exclusive romantic relations to open ones.

A set of challenges and barriers which difficult the normalization those new relations have been pointed out by the researchers. First at all, social/economic conditions should be taken into account: e.g. distrust in "top-down" projects coming from formal institutions, the lack of culture of participation; the lack of responsibility regarding environmental issues; avoidance strategies of neighbours, etc.). Secondly, cultural norms and habits influence people's relations. It was pointed out the issue on self-interest/egoism, and the disconnection with the initiative, the lack of visibility and the engagement of volunteers, and the need to open the initiative to community (for some volunteers), connecting to local needs. Finally, researchers formulate a set of learning insights and key lessons for SI initiatives in order to foster motivation involvement and sense of belonging among practitioners, enhancing autonomy and feeling of empowerment and dealing with contradictions, frustrations and high expectations

Motivations in transformative social innovation ambitions

Invited keynote professor Kennnon Sheldon contributed to the quest of motivations for transformative social innovation presenting the psychological approach of the Self-Determination theory (SDT). Different psychological theories have explained the relation between motivation and behavior and demonstrates that intrinsic motivation comes from people´s curiosity, interests and passions, experiencing a full sense of choice and commitment. Going further, the Self-Determination theory has contributed to explain the factors and conditions that influence on individual´s intrinsic motivations -the fulfilment of the basic needs: autonomy, competence and relatedness. Sheldon highlights the importance -for sustaining motivation- of autonomy support. Autonomy involves the capacity of *"being the owner of your own behaviour"*. According to self-determination theory, autonomy can be enhanced, for example, whether people are provided with the most possible options (to be chosen) or if substantial arguments support the unique possible alternative. Participants discussed the importance of motivating groups of people in terms of enhancing certain behaviours of practices that are not necessarily pleasant or enjoyable for people. *Besides, w*orking with communities and organizations is a very important motivation which has also been observed within the social initiatives studied in TRANSIT. Creating supportive environments helps people to change the context, gaining autonomy or agency capacity. This also relates with the need for relatedness, and the need of enhancing group identity and providing spaces where people feel good in some way (as some SI initiatives have learned to do overtime).

Motivations for social change

Continuing with the theme introduced by professor Kennon Sheldon, University of A Coruña, Spain) presented the working paper "Adina Dumitru, Isabel Lema-Blanco and Ricardo García Mira (Motivations for transformative social innovations: results of TRANSIT project", focusing on peoples motivations to start or joining to social innovation initiatives. Illustrating the analysis with two case studies –Credit Unions and Slow Food movement- the study show that founders and activists in both initiatives are motivated by a search for contexts that better satisfy their basic psychological needs and, consequently, social innovations (consciously or not) shape their organizations to support basic need satisfaction. Participants seem to get involved in social innovation initiatives searching for autonomy and in response to the need for coherence and alignment between one´s values/interests and one´s actions. The second motivation to participate and to start an initiative appears to be the need for relatedness. People desire to connect with equals, both past and present. In order to favour this relatedness, initiatives strive to create good climates, enabling in many cases spaces for celebration and driving also the creation of networks. Finally, Social Innovation initiatives experience the need for competence, emphasizing local knowledge and expertise. Competence is enhanced through the facilitation of knowledge and expertise by the initiative, which in turn generates possibilities for action that are experienced as empowering. To sum up, motivation is sustained by experiencing challenge and the impact of actions (collective competence) and this increases well-being among practitioners.

Ferdinando Fornara (University of Cagliari, Italy) Fornada presented in the paper "becoming a change agent in sustainability initiatives" the results of the BIOMOT project, focusing on the individual psychological dimension of commitment to action for nature. Researchers conducted story-life interviews with a number of activists "champions for nature" from different European countries as well as other set of interviews with leaders in other sectors (politicians, economists, etc.). Results of the project demonstrate that eudemonic motivations (e.g. 'curiosity and learning'

and 'living a worthwhile life') along with feelings of autonomy, are key drivers for committed action for nature. However, those motivations do not arise spontaneously then, they must be promoted (e.g. in childhood, in schools, in families) . For committed actors to nature what makes life meaningful is nature itself. In conclusion, the need of promoting nature experiences and social values should be considered in any environmental policy aimed to increase environmental awareness.

Tony Craig (The James Hutton Institute, Scotland, UK) introduced in the paper "Temporal Autonomy: Exploring Flexibility, Everyday Life, and Wellbeing" empirical findings from the GLAMURS project focusing on the implications that temporal autonomy of flexible working in Aberdeen. Flexible working potentially helps organizations shrink building stock and save energy and it also can enhance 'temporal autonomy'. In this sense, flexible working is framed as a new measure of freedom, as a variant of smart working. In GLAMURS, we consider the optimal functioning of any model requires the satisfaction of the three psychological needs (autonomy, relatedness & competence). Among the results, Craig explains a positive correlation between autonomy and life satisfaction. However, as Craig pointed *"flexibility does not be understood as equate working from home; it means you have the capacity to choose".* Although searching the sources of satisfaction is not one of the main objectives of the GLAMURS project, GLAMURS unpacks the relationship between the general structure of the way people distribute their time, people behavior and well-being. Thus, one finding has been that time affluence determines well-being independently of the context.

Conceptualizing empowerment in social innovation initiatives and its relationship to motivations for action

The third Transit social learning workshop finalized with the discussion conducted by Flor Avelino (Dutch Research Institute for Transitions, the Netherlands, and coordinator of the TRANSIT project) on how SI initiative (can) learn to gain empowerment. Avelino provided points for discussion concerning the issue of agency and its relevance regarding (dis)empowerment. In TRANSIT we comprehend empowerment as a process through which human actors (both individually and collectively) gain (or loose) the ability to act on goals that matter to them and develop effective strategies to do. Empowerment can be understood as a needed (or desired) outcome of social learning -as well as a challenge for social change- in terms of impact (be able to "make a difference") and competence (acquire appropriate skills and abilities to reach their goals), meaning (believe in a purpose) and choice (be able to determine what they do). Further, in TRANSIT we argue that empowered people can challenge, alter or replace elements of the social context that thwart the satisfaction of the basic psychological needs that Sheldon or Dumitru and colleagues explained before. Psychological needs are important for empowerment, but this entire framework is intuitive, a heuristic, not tested yet. Thus, participants discuss on the issue of confidence and how confidence is relevant to have an opportunity to apply self-capabilities to a determined task. Other questions focused on the experience of alternatives ways for facilitating the process of learning in these contexts, group participation can be fostered through different techniques (simulations, games, focus group) which also can increase the level of satisfaction and pushing this kind of empowerment at the group level.

3.5. List of participants

Name	Organization
Adina Dumitru	University of A Coruña (Spain)
Isabel Lema-Blanco	University of A Coruña (Spain)
Ricardo García-Mira	University of A Coruña (Spain)
Helena Martínez	University of A Coruña (Spain)
Alberto Díaz-Ayude	University of A Coruña (Spain)
Kennon Sheldon	University of Missouri (Columbia, USA)
Peru Sasia	University of Deusto (Basque Country, Spain) and Fiare Banca Etica
Javier Vázquez	Municipality of Santiago de Compostela (Spain)
Elena San Mamed	Fiare Banca Etica (A Coruña. Spain)
Fernando Barcia	Equuz Zebra (A Coruña. Spain)
Laura Castro	University of A Coruña (Spain) and ZocaMiñoca sustainable consumption cooperative (A Coruña)
Flor Avelino	University of Erasmus de Rotterdam (Netherlands)
Tom Bauler	Université Libre de Bruxelles (Belgium)
Bonno Pel	Université Libre de Bruxelles (Belgium)
René Kemp	Maastricht University (Netherlands)
Tim Strasser	Maastricht University (Netherlands)
Iris Kunze	University of Natural Resources and Life Sciences (Austria)
Carla Cipolla	Federal University of Rio de Janeiro (Brasil)
Jens Dorland	University of Aalborg (Denmark)
Donia Tawakol	University of Erasmus de Rotterdam (Netherlands)
Zenith Delabrida	Universidade Federal de Sergipe (Brasil)
Ferdinando Fornara	Università degli Studi di Cagliari (Italy)
Tony Craig	The James Hutton Institutte (Scotland, UK)
Marta Fdez Prieto	University of A Coruña (Spain)
Mónica Maldonado	Universidad Autónoma de Mexico (Mexico)
Amelia Fraga	University of A Coruña (Spain)
Xosé Gabriel Vázquez	University of A Coruña (Spain)
Jesús Miguel Muñoz	University of A Coruña (Spain)