

A nexus between Academia and Innovation: An analysis of the social venture Ung Innflytelse

Author Benedicte Felix Number of pages 75 Number of STUs 142.244

Programme: MSoc.Sc. in Organizational Innovation and Entrepreneurship

Thesis Supervisor Birgitte Tufte in the Department of Marketing



EXECUTIVE SUMMARY

Imagine what could happen if the youth of today were given the power to work with the societal issues that our politicians are facing on a daily basis. Imagine what could happen if these youths were given the leeway to improve the social welfare system, the school system or the urban planning. Perhaps this would result in a lot of suggestions and solutions that would not be possible to implement in reality. On the other hand, and with 100 % certainty, it will result in ideas upon ideas that come from a completely different perspective, which hopefully can inspire our politicians to think in new directions.

Ung Innflytelse is an initiative that, through a governmental institution, hires 12 youths over the course of three weeks, to work with vast societal issues that this given governmental institution is facing. The project was started in Sweden in 2008, and has since then spread to 13 other Swedish municipalities as an annual process that involves youths in society. In 2012, I took this project to Norway, with my business partner Anniken Sand. In this process we were asked by the governmental institution we approached, to present some sort of documentation on the project. We could not do this, as there did not exist any. Consequently, that is what this thesis is. As the project applies creative and somewhat alternative methods to work, I have taken the fundamental areas of Ung Innflytelse and grounded them in contemporary innovation and entrepreneurship theories. Further, I have documented the impact the project has on the youths participating. This has been done through two distinguished comparative studies, based on my own observations of this past summers' Ung Innflytelse. This thesis will presumably meet a demand, and fill a void in terms of documentation of the project, which hopefully will be of great assistance in the further Norwegian expansion of Ung Innflytelse.

As the point of departure in this thesis is the project in itself, I have occasionally been left without being able to predict where the thesis is going, or what the result is going to be. But then again, is that not what innovation is all about?

CONTRIBUTIONS

I would like to thank Jeannette Wold in Bydel Vestre Aker for believing in Ung Innflytelse and giving it the right to life. Further, this project would have been nothing without the twelve youths participating; thank you for giving me the most challenging, educational and rewarding three weeks of my life. Thank you, Anniken Sand, for a collaboration I do not believe could have gone any better. Lastly, I would like to thank my thesis supervisor, Birgitte Tufte, for highly appreciated guidance throughout my writing process.

TABLE OF CONTENTS

CHAPTER 1 – INTRODUCTION

1.1 The background of Ung Innflytelse	p. 7
1.1.1 The Origins – Ungt Inflytande	p. 8
1.1.2 Ungt Inflytande becomes Ung Innflytelse – the expansion across borders	p. 8
1.1.3 The process of Ung Innflytelse – the Core	p. 10
1.1.3.1 Role of the process leaders	p. 10
1.1.3.2 Week 1	p. 11
1.1.3.3 Week 2	p. 11
1.1.3.4 Week 3	p. 11
1.1.4 Summary	p. 11
1.2 Research question – Ung Innflytelse and this thesis	p. 13
1.3 Thesis Outline	p. 14

CHAPTER 2 – METHOD

2.1 Scientific approach and Methodology	p. 15
2.1.1 Scientific Paradigm	p. 15
2.1.2 Research Philosophy	p. 16
2.1.3 Research Perspective	p. 17
2.1.4 Research Methods	p. 18
2.1.4.1 Observation	p. 18
2.1.4.2 Questionnaires	p. 20
2.2 Research Approach	p. 22
2.2.1 Research Approach to research question 1	p. 22
2.2.1.1 Reasoning	p. 22
2.2.1.2 Guidelines	p. 23
2.2.1.3 Practical Framework	p. 24
2.2.2 Research approach to research question 2	p. 25

2.2.2.1 Reasoning	p. 25
2.2.2.2 Guidelines	p. 26
2.2.2.3 Practical Framework	p. 26
2.3 Ethics	p. 28
2.4 Limitations	p. 28
2.5 Summary	p. 29

CHAPTER 3 – THEORETICAL PERSPECTIVE AND FOUNDATION

3.1 Theoretical Perspective	p. 30
3.1.1 Innovation	p. 30
3.1.2 Type of Innovation in relation to Ung Innflytelse	p. 30
3.1.3 Entrepreneurship	p. 31
3.1.4 Type of entrepreneurship in relation to Ung Innflytelse	p. 31
3.1.5 Summary	p. 32
3.2 Theoretical Foundation	p. 32
3.2.1 Theoretical area 1 – Space for Play and Gardening	p. 32
3.2.1.1 Heterotopia	p. 32
3.2.1.2 Homo oeconomicus and homo ludens	p. 33
3.2.1.3 Gardening	p. 34
3.2.1.4 Individual and human relations in Heterotopias	p. 35
3.2.1.5 Summary	p. 36
3.2.2 Theoretical area 2 – Innovation in the Bureaucracy	p. 36
3.2.2.1 Bureaucracy and Hierarchy	p. 36
3.2.2.2 Innovation in the Bureaucracy	p. 38
3.2.2.3 Summary	p. 39
3.2.3 Theoretical area 3 – Open Innovation	p. 39
3.2.3.1 Open versus closed models of Innovation	p. 39
3.2.3.2 Detecting the experts	p. 41
3.2.3.3 Knowledge as value and the non-commercial market	p. 42

3.2.3.4 Summary	p. 43
-----------------	-------

CHAPTER 4 – ANALYSIS

4.1 Observational Findings during Ung Innflytelse	p. 44
4.1.1 Recruitment	p. 44
4.1.2 The three weeks of Ung Innflytelse	p. 45
4.1.2.1 Week 1	p. 45
4.1.2.2 Week 2	p. 46
4.1.2.3 Week 3	p. 48
4.2 Analysis of research question 1	p. 49
4.2.1 Theoretical area 1	p. 49
4.2.1.1 Heterotopia	p. 49
4.2.1.2 Homo oeconomicus and homo ludens	p. 50
4.2.1.3 Gardening	p. 51
4.2.1.4 Individual and human relations in Heterotopias	p. 52
4.2.1.5 Conclusion	p. 53
4.2.2 Theoretical area 2	p. 53
4.2.2.1 Bureaucracy and Hierarchy	p. 53
4.2.2.2 Innovation in the Bureaucracy	p. 55
4.2.2.3 Conclusion	p. 56
4.2.3 Theoretical area 3	p. 56
4.2.3.1 Knowledge as value and the non-commercial market	p. 57
4.2.3.2 Moving from the closed to the open model of innovation	p. 57
4.2.3.3 Detecting the experts	p. 58
4.2.3.4 Conclusion	p. 59
4.3 Analysis of research question 2	p. 60
4.3.1 The group as a whole	p. 60
4.3.2 Individuals	p. 63
4.3.3 Conclusion	p. 65

CHAPTER 5 – CONCLUSION AND PERSPECTIVE DRAWING

5.1 Conclusion	p. 66
5.1.1 Conclusion research question 1	p. 66
5.1.2 Conclusion research question 2	p. 67
5.1.3 Additional Key Learning	p. 67
5.2 Perspective Drawing	p. 68
5.2.1 Implications for Practitioners	p. 68
5.2.2 Further Research	p. 69
5.2.3 The Future of Ung Innflytelse	p. 70
 Bibliography	 p. 71
Appendix 1	p. 76
Appendix 2	p. 77
Appendix 3	p. 78
Appendix 4	p. 91
Appendix 5	p. 93

CHAPTER 1 - INTRODUCTION

In order to be able to fully grasp the platform on which this thesis is built, a thorough introduction to the project Ungt Inflytelse is vital. The following chapter is divided into three parts. **Firstly**, the background, the origins and expansion of Ungt Inflytelse will be presented, and **secondly** a more concrete introduction to how the project is carried out in practice¹. Based on the two first parts, the **third** part of this chapter will present the research focus and research questions of this thesis, and in conclusion an illustration of this thesis' content is presented.

1.1 THE BACKGROUND OF UNGT INFLYTELSE

Maja Frankel was born in Stockholm on the 30th of November 1983. As many others she grew up having dreams, visions and ideas about how she could contribute to create some sort of positive change, and to be part of making the world a better place. The difference between Maja and most others, is that she put a lot of her ideas into action, which has led her to the Directors chair of Ashoka Scandinavia, a global association that mentors and funds the world's leading social entrepreneurs. One of these ideas was the project Ungt Inflytande.

*"To me it just is wrong that a sixty year old politician is making decisions on behalf of a sixteen year old. He doesn't know the first thing about being sixteen today"*²

- Maja Frankel

The idea of Ungt Inflytande was born in 2008 after a board meeting at Unicef Sweden. Maja Frankel and Lennart Jonasson, the Mayor of the Swedish Municipality of Nacka, had both recently been elected as board members. The two of them started spinning around an idea Maja had that she called "democracyepidemia". They were brainstorming around article 12 of the Convention of the Rights of the Child (CROC)³, and that the ideas of children and youth should have a natural impact on every municipal arena. Their discussion led to the decision of wanting

1 The information in the two first parts is taken from conversation with the people being described.

2 Quotes in this section of the thesis are directly translated from both Swedish and Norwegian into English

3 Article 12 in CROC states that "all children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—within the family, the school or the community" (Unicef, 2012).

to start a project to facilitate and integrate the ideas of youth, and thus give them real influence in society. From this the very first seeds of Ungt Inflytande were sowed.

1.1.1 The Origins - Ungt Inflytande

Ungt Inflytande was set to life for the first time in the summer of 2008. The municipality of Nacka announced 12 fully paid summer jobs and consequently hired 12 youths⁴ from 15 to 18 years of age. The task they were hired to work with, over the course of three weeks, was to come up with suggestions as to how they could attain more direct influence in their own society. The municipality run by Jonasson funded the project, while Frankel took on the role as the process leader, and also responsibility of the project as a whole. Ending the three-week long process the young employees presented their solution to municipal figures, politicians and other decision makers. The result was quite different than what Frankel and Jonasson had anticipated. Their suggestion was to keep Ungt Inflytande as the new annual project on involvement of youngsters, and every year be presented with a new set of problems that the municipality needed input on. The presentation was received with engagement and admiration, and accordingly the valuable input was taken directly into account. As a result Ungt Inflytande has since 2008 become the exclusive process on how Nacka works in terms of involvement of youngsters. This creates the win-win situation where youth get a summer job as well as a learning experience of a lifetime, and the municipality gets much needed input. As a consequence of Nacka's great success, thirteen other municipalities in Sweden have adopted the project, which is initiated and supervised by Frankel's company Frankel&Friends. Since then the youngsters have worked with, and gotten their ideas integrated, in arenas such as the Swedish school system, urban planning and the social welfare system.

1.1.2 Ungt Inflytande becomes Ung Innflytelse – the expansion across borders

During the two first years of Ungt Inflytande, the project rapidly increased in popularity, and the need for more people became obvious. In 2010 the Norwegian girl Anniken Sand, a newly educated Kaospilot⁵ was hired as a process leader to the project in Nacka. She was not only

4 "Youths" will from now on be used as the term describing the 12 participants in the project

5 Kaospilot is a three year long education within creative process leading (Kaospilot, 2012).

impressed with the actual impact the ideas of the youngsters made in society, however also by the impact the project had on the youngsters themselves. In conversation with her, she stated that: “it was amazing to see how these kids could blossom over the course of only three weeks. Some of them would come in as shy adolescent children and leave as young adults with strong opinions and lots of self-esteem”. When she was asked to lead the project once again in 2011, she thus approached Frankel and Jonasson to discuss the possibilities of bringing the project to Norway. The two entrepreneurs were nothing but positive to the suggestion, and the beginning of Ungt Inflytande’s journey across the border was a reality.

Sand quickly became aware of the fact that she needed a partner, as there was a substantial amount of work involved in this process. She approached me as my friend of many years and suggested this was something we could do together. Being in the third semester of my degree as a Master student at Copenhagen Business School with a full-time internship at the time, I initially had my doubts if this was something I had the time to commit to. However after being properly introduced to what the project entailed I quickly became fascinated and intrigued, and consequently decided to fully commit. Sand and I had added a new element to our friendship; we were becoming partners of a start-up.

In January 2012 we presented the concept to Jeannette Wold, who is the unit leader of the Department of Prevention Children and Youth in Bydel Vestre Aker⁶ (BVA), a district in the municipality of Oslo. We put forward the now translated project Ung Innflytelse as is; a process through which a governmental institution can get much needed input from youngsters on their current issues, while at the same time giving them a fully paid summer job. The following week we were informed that BVA wanted to commit to the project, and consequently the district became Ung Innflytelse’s Norwegian pioneer. The main reason why BVA were interested in Ung Innflytelse was the fact that they have been struggling for some time to resolve issues regarding the increasing statistics of school absence and dropouts. They saw Ung Innflytelse as an innovative way to engage the target audience and at the same time get input on how to

6 Bydel Vestre Aker is one of 15 districts in the municipality of Oslo. See Appendix 1 for district map.

approach these issues. The contract between BVA and Ung Innflytelse was signed in late January, and the process was carried out from the 25th of June till the 13th of July 2012, followed by two subsequent presentations before politicians and decision makers. The task given by BVA, was for the youths to come up with 15 ideas and initiatives as how to counter the increasing numbers of school absence and dropouts (see Appendix 2 for full task description given by BVA). The three-week long process was carried out in “Hovseterklubben”; a youth club driven by BVA that was shut down for the summer.

1.1.3 The process of Ung Innflytelse – the core

The process of Ung Innflytelse is never identical from year to year, as the people, surroundings and tasks are never the same. However, there are set stages through which the process moves, as highlighted in the subsequent paragraphs. The fundament of Ung Innflytelse is twofold, focusing on both the three-week long process in itself, as well as the development of the youths. General for all three weeks is that the process is not based on individual performance, skills or qualities. On the contrary the group as a whole is in focus, and learning takes place through constant feedback, both from the process leaders and from the participants themselves. There is no hierarchy in the group; the process is built on a flat structure that requires everyone’s participation. Throughout the whole process there is a strong focus on highly creative and alternative working- and learning methods⁷.

1.1.3.1 Role of the process leaders

During these three weeks, the role of the two process leaders is firstly leadership and facilitation. They are responsible for the project as a whole; they run the project, make day-to-day plans, bring in externals, set up study visits and hold workshops and lectures. Additionally, and most importantly, they take on a mentoring role for the youths, guiding them in the right direction both personally and academically. The process leaders are to take no direct part in production of ideas or outcome, as the youths are to have full ownership of the results. The municipality that buys the project has no active role in the process.

⁷ Examples of different methods and tools used during the project are found in Chapter 4 – Analysis.

1.1.3.2 Week 1

The core of the first week is teambuilding. Alongside being presented with the sets of problems the youths are going to work with, the first five days have a focus on everyone getting to know one another, breaking down barriers and getting to the point where everyone feels safe around each other. The aim of the first week is to collectively create a culture, get to know each other's strengths and qualities and learn how to use the diversity of the group as an advantage. This is achieved through various playful exercises and tasks that force the youths out of their personal comfort zones and into a collective group culture.

1.1.3.3 Week 2

The second week is focused on the problem that needs to be solved. The youngsters get lectures on creativity, innovative thinking and methods that can facilitate ideas. The group does research and goes on study visits to relevant externals in order to gather all the information they need. They further move into hardcore creative workshops where possible solutions are facilitated.

1.1.3.4 Week 3

The third week is the production week, where the group divides itself into one writing- and one presentation group. During this time they also get lectured in presentation techniques, body language and rhetorical tools, in order to be prepared for the presentation before municipal decision makers on the last day of the project. Furthermore a written report containing a description of the process and a concretization of all the ideas is handed over to the municipality.

1.1.4 Summary

This section has given a thorough introduction to the project Ung Innflytelse as a whole. In sum, 12 youths are hired by a governmental institution to solve a set of problems that this institution needs a young perspective on. At the end of the three-week long period, the youths present their suggestions, both orally and written, before politicians and decision makers who

have the power to directly implement the solutions they best see fit. These elements create the win-win situation where on the one hand youth get a paid summer job as well as a unique learning experience, and a governmental institution gets a young perspective on a set of problems they are facing.

1.2 THE RESEARCH QUESTION - UNG INNFLYTELSE AND THIS THESIS

Seeing that my Master's program is Innovation and Entrepreneurship, and I in fact am starting my own venture, it seemed not just intriguing, however also natural to write my thesis on the project Ung Innflytelse. As the project has run in 13 Swedish municipalities with great success for four years, it seems inadequate that it does not exist any form of formal documentation. When selling a creative project that applies quite alternative methods to a governmental institution, the first thing they are likely to do is to ask for some sort of documentation. At least that was what BVA did when we first presented the project to them.

Accordingly, at the heart of thesis lies the notion that in order for Ung Innflytelse to further expand, documentation through the academic lens will be of great assistance in the process. The purpose is to provide governmental institutions that have an interest in the project; with documentation of the projects' theoretical foundation as well as the impact it has on its participants. I believe this thesis will not only meet a demand; it will hopefully strengthen the credibility of Ung Innflytelse, and it will undoubtedly ease the process of selling the project to potential new byers. Accordingly the overall research focus of this thesis reads:

A nexus between Academia and Innovation - An analysis of the social venture Ung Innflytelse

As illustrated in the first parts of this chapter, Ung Innflytelse has a twofold focus, and accordingly so does the research of this thesis. **On the one hand** there is the three-week long process in itself, **and on the other** there is the development and growth of the youths participating. The research questions of this thesis is thus:

1. Which contemporary innovation and entrepreneurship theories is the project Ung Innflytelse grounded in, and in what ways are they applied in practice?
2. Have the participants of Ung Innflytelse developed throughout the project? If so, in what way?

1.3 THESIS OUTLINE

To provide the reader with a better overview, and hopefully ease the reading of this thesis I have constructed a visual presentation of its structure.

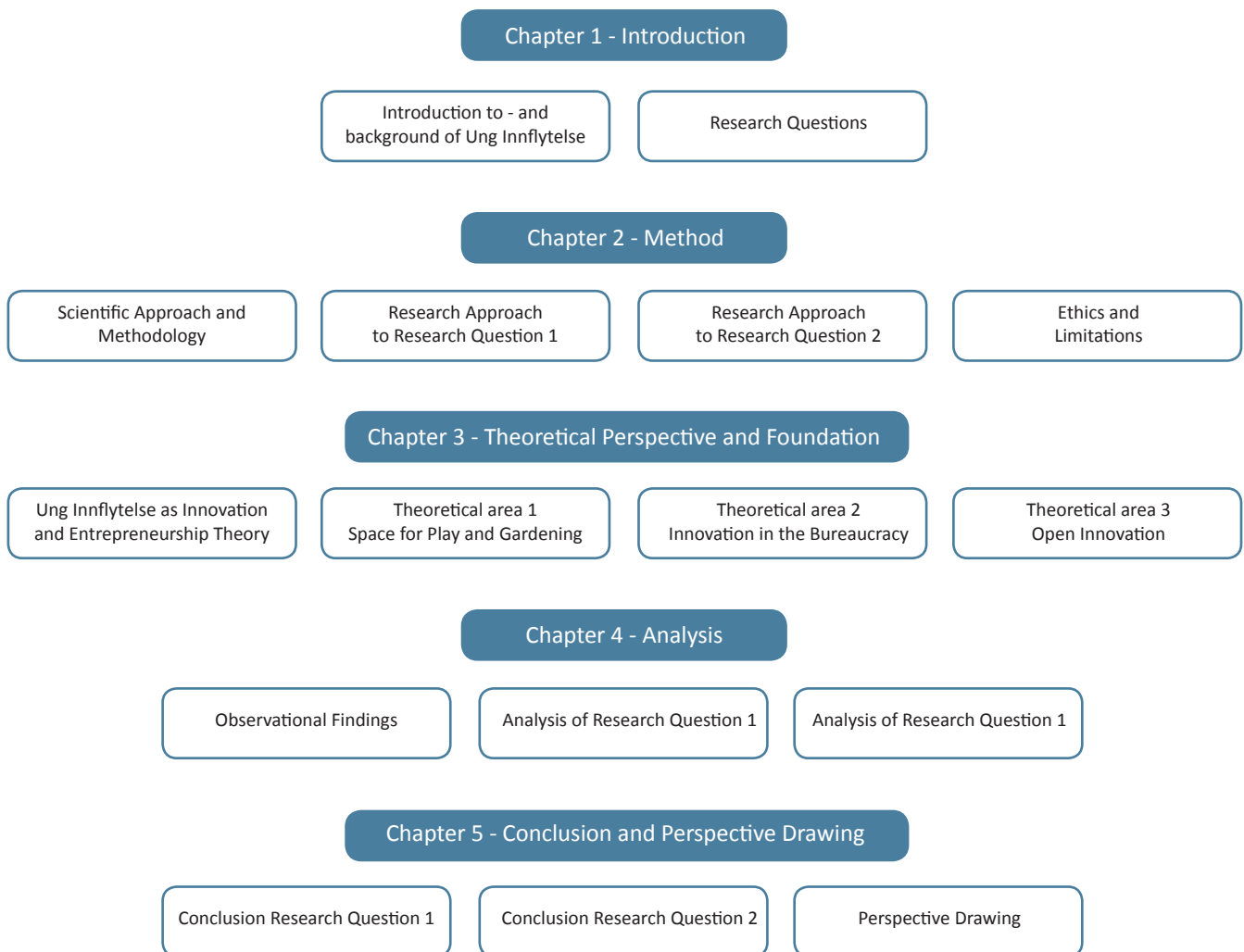


Figure 1: Thesis Outline (Source: Own construction)

Chapter 1 includes the background of Ung Innflytelse as a whole, why I find this study relevant, as well as this study's two research questions. **Chapter 2** describes the methodological foundation of this thesis, and further the applied methods of research. This chapter also describes how these methods are applied in relation to the two research questions. **Chapter 3** presents the foundation of innovation and entrepreneurship theory in relation to Ung Innflytelse, as well as the three theoretical areas that later are linked to the fundamental areas of Ung Innflytelse. **Chapter 4** presents the empirical findings, as well as the analysis of research question 1 and 2 respectively. **Chapter 5** contains the conclusions of this study as well as the impact these will have on practitioners, and lastly the future of Ung Innflytelse as of today.

CHAPTER 2 – METHOD

2.1 SCIENTIFIC APPROACH AND METHODOLOGY

The following section will establish the methodological choices and consequently the scientific paradigm of this thesis. In this process, the following elements will be discussed and applied to the respective research questions:

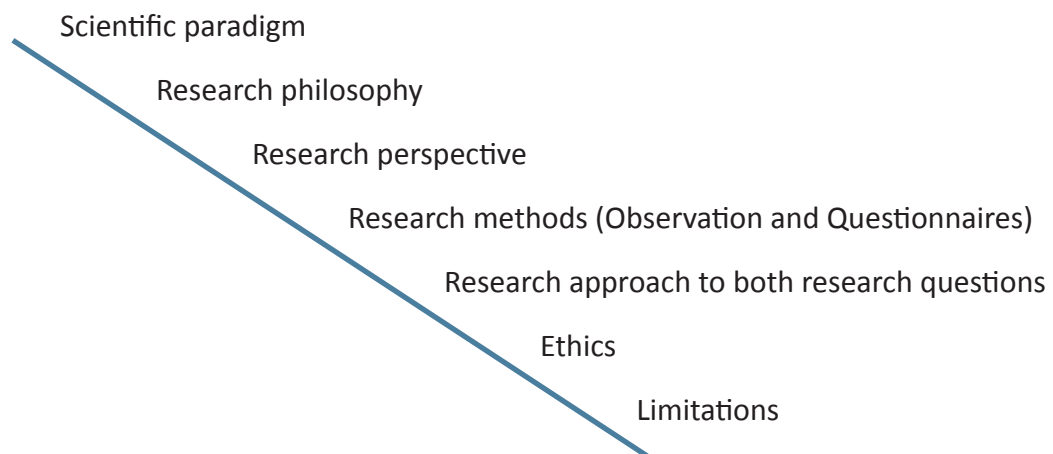


Figure 2: Contents chapter 2 (source: Own production)

2.1.1 Scientific paradigm

In very broad terms one can understand a paradigm as any philosophical or theoretical framework (Anfindsen, 2010). More concrete it is defined as “a basic set of values that control our actions – everyday actions and actions connected to disciplinary investigations” (Darmer and Nygaard, 2005 cited in Rydahl and Mikkelsen, 2008:12). Furthermore, when incorporating the notion of paradigms in a scientific setting, it is defined as “a pattern or model for research” (Denscombe, 2010:130). From this one can understand the scientific paradigm as the general guideline of how scientific work is carried out and handled. Thus the establishment of a paradigm is vital as it affects and guides both the choice of theory and the methodology.

The structure of scientific Revolutions by Thomas Kuhn (1962) is regarded as the core work within scientific paradigms. According to Kuhn, “normal science is [...] when members of a field share a recognition of key past achievements in their field, believes about which theories are right, an understanding of the important problems of the field, and methods for solving

those problems". Further he states that "scientists doing normal science share a paradigm". When working within a paradigm, Kuhn claims that because scientists always will include their personal histories and beliefs in their work, science can never be 100 % objective. (Sismondo, 2010)⁸. Seen up against the introductory definitions on paradigms and Kuhn's theory one can presume that people who share a paradigm has shared beliefs and goals, and can be argued to work within their own set framework of past and present experiences. Further one can presume that when working with science, one's personal worldview will have great impact on the process as well as the outcome. The following section will discuss and determine which perspectives and methods that will be used in this thesis, and thus establish the scientific paradigm I am working within.

2.1.2 Research philosophy

The research philosophy guides how knowledge is created (Denscombe, 2010), and much like the scientific paradigm, the research philosophy sets the framework for the research approach as a whole. In terms of different philosophies to knowledge creation, there are two main approaches; positivism and interpretivism (Dalland, 2000:50). The positivistic approach is anchored in the scientific tradition. According to positivism we have two sources of knowledge: what we can observe and what we can calculate with logic sense. The interpretive approach on the other hand is humanistic, and attempts to comprehend the ground principles of human existence through actions, expressions and language. (Thurén, 1993 cited in Dalland, 2000:50). There are numerous theorists with equally many different descriptions of the two conflicting philosophies (see for example Dalland 2000, Denscombe 2010 and Heshusius and Ballard 1996). Nevertheless, some characteristics seem to reappear, and they are gathered in the following table.

8 When the reference is positioned after the period, it refers to the before mentioned paragraph. When the reference is positioned before the period, it refers to the before mentioned sentence.

Positivistic philosophy	Interpretive philosophy
<ul style="list-style-type: none"> • Researcher is completely objective • Researcher does not create the pattern of social life, he/she discovers them • Results can easily be measured 	<ul style="list-style-type: none"> • Researcher emphasizes the social being • Interpretation of a given setting • Focus on more complex arenas

Table 1: General characteristics of positivistic and interpretive philosophy. (Source: own construction based on theory by above-mentioned authors)

Because Ung Innflytelse is a given setting that is highly reliant upon the youths and their participation in the project, there is little doubt that the social being has been in focus during my research. The project was an arranged setting that involved actors such as political and governmental figures as well as youngsters in different ages who all have different tasks, expectations and qualities. Accordingly, one can argue that I worked in a complex arena, searching for complex results. Further the interpretive scientist approaches science with a personal perspective and pre-understanding. The thoughts, impressions, feelings and knowledge the scientist has about the topic in question, is seen as a resource and not as an obstacle. Opposed to the positivist who often researches the topic bit by bit, the interpretivist strives to see the big picture, and a long the way uses personal pre-understanding as a tool in the interpretation. (Dalland 2000:57). As I have worked with Ung Innflytelse for some eight months before we launched it, there is little doubt that I brought in my personal pre-understanding of the project, and used this to my advantage throughout the research process. In the spirit of this thesis' acknowledgement of the Kuhnian definition of scientific paradigms, as well as the above-mentioned indicators, this thesis consequently has its point of departure in the interpretive philosophy of science.

2.1.3 Research perspective

A research perspective (also referred to as research design) is "a general view and use of research approaches and methods" (Glatthorn and Joyner 2005:39). Research perspectives can take three different forms: qualitative, quantitative and a combination of the two (Creswell 2003). Glatthorn and Joyner (2005:40) claim the quantitative perspective to have derived from

the positivistic philosophy, and that it leads to answers that can be expressed numerically based on an objective point of departure. Further they claim that the quantitative perspective “emphasizes studies that are experimental in nature, stress measurement, and search for relationships”. On the other hand, there is the qualitative perspective, which consequently is linked to the interpretive philosophy (Glatthorn and Joyner, 2005:40). Kvale (1994) claims that a qualitative research method is to be used “in the exploration of meanings of social phenomena as experienced by individuals themselves, in their natural context. This is supported by McMillan (1996 cited in Glatthorn and Joyner, 2005:40) who further claims that studies within the qualitative perspective take place in naturally occurring situations, and has a focus on meaning and understanding. In a more general manner, one can categorize qualitative research as non-numerical material, such as interviews and field notes and quantitative research as numerical, such as questionnaires and surveys (Hackley 2003:9).

As the point of departure in this thesis is the process and the individuals participating in the project Ung Innflytelse, the focus will be on interpretation, and not on producing representative statistics and numbers. Grounded in the interpretive philosophy of science and the theories by Kvale and McMillan, which focus on exploration and understanding, this thesis will thus make use of the qualitative research perspective. A part of my research entails a questionnaire, which in fact is defined as a quantitative research method (Kruuse 2001). However, this is applied in a qualitative manner, which is further elaborated on in section 2.1.4.2. Consequently, and in line with the choice of research philosophy, the sole research perspective applied in this thesis derives from a qualitative point of view.

2.1.4 Research Methods

2.1.4.1 Observation

Spradley (1980:128) describes observation as “wanting to catch everything that goes on”, which arguably explains the method in its broadest manner, and calls for further exploration. Observation as a research method can be divided into two main areas. **On the one hand** there is non-participatory observation, where the “observer concentrates fully on his or her role,

and as a researching observer takes little or no part in the interactions/situations to be investigated". **On the other hand** there is participatory observers who "take part in the natural environment of the people being questioned, and are in contact with them to a more or less intensive extent". (Edam, 2012). As the terms clearly indicate, the two counterparts are determined by the degree of participation of the observer in the social situation to be observed. I observed the process and the participants of Ung Innflytelse, and at the same time possessed the role as the process leader together with Anniken Sand. Consequently, I took a great personal part in the setting being observed, and thus participating observation was the research method put to use. This method is often used as part of an interpretive approach to research (Fangen 2004:30), which further supports its significance to this thesis.

One can look at participatory observation as a scale, moving from only observation to only participation. If the observer takes on a total participatory role and becomes a complete member of the group being observed, the observer is known to "go native". Fangen (2004:29). My role as a process leader naturally differed from the youths' roles, and consequently I did in fact not "go native". On the other hand I never acted the role as an observer, and to the youths I was, in my given role, fully part of the project as a participant and not an observer. Accordingly I will place my self in the following area of Fangen's scale:



Figure 3: My level of participation during observation. (Source: own construction based on theory by Fangen 2004).

Jorgensen (1989:12) claims that "the methodology of participant observation is exceptional for studying processes [and] relationships among people and events", which is exactly what I have studied in Ung Innflytelse. Further participant observation "is especially appropriate for scholarly problems when little is known about the phenomenon" (Jorgensen 1989:12).

As there was no former scholarly documentation of this process, one can claim that little was known about the phenomenon in an academic relation, and accordingly that this method of research was one of great relevance.

In relation to participatory observation the analysis of the material starts from the first minute of observation. (Fangen 2004:170). Consequently it differs from other research methods where the analysis starts when all the material is present, in the way that observation calls for an ongoing process and a holistic approach to the situation studied. There are several approaches to analyzing material in an observational context, however this thesis will focus on one; the comparative analysis. The purpose behind this is to find new answers, links and perspectives by comparing two separate entities (Fangen, 204:177), which is exactly what I have found through two separate comparative studies. This is elaborated on in Chapter 4.

Field notes are one of the most common ways of documentation during participatory observation (Fangen 2004:78). Remembering different occurrences from day-to-day, and the experiences of the youths was the documentary focus during my observation. Thus, the main documentation of this method is not my own notes, however the daily blog⁹ written by the youths themselves. This contains not only daily occurrences, however also their personal reflections, and served as my main source of observational documentation. Alongside the blog, the written report (Appendix 3) that was handed over to BVA at the end of the three-week long process, served as part of my methodological documentation.

2.1.4.2 Questionnaires

Questionnaire (also referred to as survey) research is the most frequently encountered research method within social science, and is also claimed to be the most influential (Jones 1996:175). Andersen and Christoffersen (1982, cited in Kruuse 2001:239¹⁰) define the questionnaire as “a systematical questioning of a greater number of people who represent an average of the relevant population”. Accordingly, one would categorize the questionnaire as a

⁹ <http://unginnflytelse.wordpress.com>

¹⁰ The citations from this publication are directly translated from Danish to English.

qualitative method of research. However, Woods (2006) claims that the method also can be used as part of a qualitative approach, as the researchers objective not necessarily is to detect a representative average. Questionnaires are typically associated with the positivistic approach to science, however both Marx (conflict approach) and Weber (interpretive approach) were known to use questionnaires in their work (Jackson 1995:105). In relation to this thesis, the objective is to attain direct information from the participants of Ung Innflytelse in terms of their personal development, and thus the questionnaire will be used as a qualitative method of research.

“The purpose of survey research is to gather information about selected opinions, beliefs, behaviors, or other attributes of a group of people [...], by asking questions of the people themselves” (Jones 1996:175). I wanted to gather information about the personal reflections of the participants in relation to their own development throughout the process, which according to Jones’ definition illustrates the relevance of the questionnaire in relation to this thesis.

When carrying out a questionnaire, it is important to consider what kind of approach that will strengthen the given research project, and there are several varieties to choose from. Jones (2005) describes the three most common as the individually-delivered, the group-administrated and the mailed questionnaires. My objective was to attain personal reflections from the participants, and given the fact that they are aging from 15 to 18, and arguably are easily influenced by others, the group-administrated approach was eliminated. To be able to gather the most honest answers and avoid that I influenced the participants in any way, I distanced my self from the process as much as possible, and consequently applied the mailing approach where there is no physical contact between researcher and questionnaire participant.

When designing the actual questionnaire, several elements need to be taken into consideration. I have used the following rules as a point of departure for my questionnaire design, which Jones (2005) claims will help the creation of a valid questionnaire.

1. Establish legitimacy
2. Keep it simple
3. Provide a report to the respondent
4. Pay the respondents
5. Do not pressure respondents to participate

In questionnaire design, there are two general categories of questions, the open-ended and the close-ended. As the terms indicate, the open-ended question allows for the respondent to answer freely, while the close-ended question offers set alternatives which forces the respondent to pick one or more out of the given choices. (Brace 2008:46). The choices made in relation to the actual questionnaire design based on the above-mentioned elements, are discussed in detail in part 2.2.2.3, and the actual questionnaire is to be found in Appendix 4.

2.2 RESEARCH APPROACH

The two research questions have been answered on the basis of two distinguished comparative studies. The following section will discuss the applied research approach to these questions respectively, by presenting the reasons, guidelines and the practical framework as to how the two comparative studies were carried out in practice.

2.2.1 Research approach to research question 1

Research question 1

Which contemporary innovation and entrepreneurship theories is the project Ung Innflytelse grounded in, and in what ways are they applied in practice?

Approach

Research question 1 is answered on the basis of a comparative study between my own observations of the fundamental areas of Ung Innflytelse, and contemporary innovation and entrepreneurship theories.

2.2.1.1 Reasoning

As part of an analysis of Ung Innflytelse, I believe it to be essential to manifest its process in ac-

ademic theory. As the project in itself is heavily based on creativity and innovative processes, it can arguably be perceived as unprofessional and “alternative” in the negative sense. Through taking the fundamental areas of the process and grounding them in contemporary innovation and entrepreneurial theories, I will demonstrate that the project has strong theoretical roots, and thus alienate potential misbelieves of the contrary.

2.2.1.2 Guidelines

In order to know which parts of Ung Innflytelse to ground in theory, I needed to map out the fundamental areas of the project. To do this, I approached the main actors, and asked them which element of the project that was most important to them. After getting input from the founder of the project, Maja Frankel, and my partner Anniken Sand, I concluded on the following trinity as the main actors of the project.

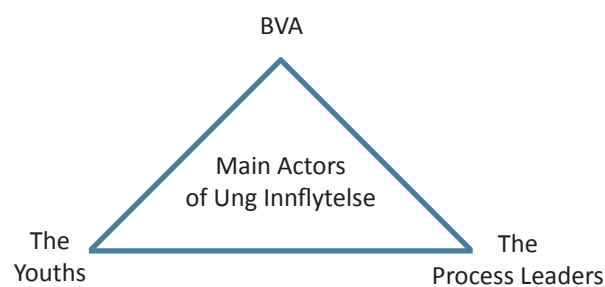


Figure 4: The main actors of Ung Innflytelse. (Source: Own construction)

In my opinion these actors represent the vital parts of Ung Innflytelse: BVA is the “client” who provide the problem that needs to be solved, and have the power to implement potential solutions. The youths are the ones who produce and present the solutions to this problem, and the process leaders are the facilitators, and the link between BVA and the youths. When having established the three main actors of the project, I approached them all with the same question: “what do you think is the most important element of Ung Innflytelse?” The question was asked individually in an informal setting, giving the recipient time to think and later come back to me with an answer. The answers read as follows:^{11 12}

11 Answer from the process leaders was reached through a discussion between Anniken and myself, with a unanimous conclusion.

12 Answer from the youths: I constructed this sentence on the basis of the 12 youths’ answers, and thence got their unanimous approval to use it as their united focus.

Actor	Fundamental Area
Process Leaders (Anniken and myself)	“Creating the optimal arena for facilitation of creativity and innovativeness”
BVA represented by Jeannette Wold	“Changing the current structure from top-down to bottom-up when it comes to working with youth”
The youths	“Getting our voices heard based on the fact that we are experts on being young today”

Table 2: The fundamental areas of Ung Innflytelse (Source: own construction)

These answers provided by the projects' main actors, represent the fundamental areas of Ung Innflytelse¹³.

2.2.1.3 Practical framework

Having detected the fundamental areas of the project, I consequently had some guidelines as what to look for during my observation. Throughout the three weeks, I thus observed the process in the light of the three answers presented above. I observed whether they in fact occurred, and simultaneously I worked with going through various potential theories I could ground them in. In the process of finding theories, I had put down two criteria: The **first** was that it needed to relate to one of the fundamental areas of the project, and the **second** criteria was that it needed to fall under the categories of innovation and/or entrepreneurship, as this is the core of my educational program. Based on these criteria, I chose the following theories on which to build the theoretical foundation of Ung Innflytelse.

Actor	Fundamental area	Theoretical area
The process leaders	“Creating the optimal arena for facilitation of creativity and innovativeness”	Space for Play and Gardening
BVA	“Changing the current structure from top-down to bottom-up when it comes to working with youth”	Innovation in the Bureaucracy
The Youths	“Getting our voices heard based on the fact that we are experts on being young today”	Open Innovation

¹³ When referring to the fundamental areas of Ung Innflytelse in the further discussion, these are the areas I am referring to.

Table 3: Theoretical areas linked to the respective fundamental areas. (Source: Own construction).

In my further empirical work, I related the fundamental areas of Ung Innflytelse to the theoretical areas as described above. This was further compared and analyzed in relation to each other, as seen in Chapter 4.

2.2.2 Research approach to research question 2

Research question 2

Have the participants of Ung Innflytelse developed throughout the project? If so, in what way?

Approach

This question is answered on the basis of a comparative study between my own observations of the youths, and questionnaires filled out by the youths themselves.

2.2.2.1 Reasoning

As previously discussed, the project Ung Innflytelse is built on two main pillars; on the one hand the process in itself, and on the other the participants in it. In order to present a complete analysis of the project it is thus vital to investigate how the project has impacted its participants. Consequently, I carried out a comparative analysis based on my personal observations of the youths, and questionnaires filled out by the youths themselves. One can argue that interviews might have been a better approach in terms of gathering this information. The reason why I decided not to carry out interviews was that over the course of Ung Innflytelse I developed personal relationships with all the participants. I believe that a face-to-face setting could prohibit the youths from being completely honest in terms of both personal reflections and potential criticism. Consequently I believed that the questionnaire would provide more honest feedback. The reason why I wanted to do a comparative analysis instead of only focusing on the participants' reflections, is the fact that they are of such an age where I believe their own reflections might not always be objective in nature. By comparing their answers to my own observations I believe I can create a greater platform on which a holistic analysis of their development can take place.

2.2.2.2 Guidelines

Not to be mistaken with the dual focus of this thesis as a whole, Ung Innflytelse has since its origins had a dual focus in relation to the impact of its participants. Through the project, the aim is for the youths to develop both on the **academic** and on the **personal** level. Consequently, that the youths leave the project having learned about the topic in question and further the tools we have used during the process, as well as having learned more about themselves. Accordingly, these two areas have set the guidelines as to what I looked for during the observation, and further how I designed the questionnaire.

2.2.2.3 Practical framework

As previously mentioned, my intention through this research question was to identify the development of the youths by comparing my own observations with their answers through a questionnaire. Through the project, I thus focused on their development, both on the personal and the academic level. In order to create a questionnaire that would produce the most valid answers, I created questions based on my personal observations, while at the same time taking into consideration the previously discussed questionnaire design rules of Jones (2005):

1. Establish legitimacy

Day one of the project, I told the participants that I was writing my thesis on the project, and that I at some point in the process would ask them to fill in a questionnaire. I explained to them what I was researching, and answered all questions they had on the subject in order to establish legitimacy both surrounding my own position in the project, and this thesis as a whole.

2. Keep it simple

I wanted to limit the amount of questions, and make it as easy as possible for the youths to respond, which resulted in the questionnaire consisting of 10 close-ended questions, half regarding their academic – and half regarding their personal development. I estimated that it would take approximately five minutes to fill out, and further provided them with this infor-

mation.

3. Provide a report to the respondent

I informed the participants that they at any time could ask me for the material I researched, and the statistics that would derive from their questionnaires. In order for this thesis to serve its cause, I have discussed personal details about some of the participants. I do not want to disclose this information to the youths, and consequently they will not be given the full thesis to read.

4. Pay the respondents

I did not pay the respondents of my questionnaire, as this often is used as an incentive in anonymous questionnaires to increase the number of respondents. I had already developed a personal relationship with my respondents, and I felt offering them money would send the wrong signal.

5. Do not pressure respondents to participate

After having explained my situation and consequently the help I needed from the participants, there was no need to pressure them.

In line with the participants' high use of technology, the questionnaire was sent out via e-mails. They were sent out to each individual participant with a personal greeting and instruction the day after the last presentation. At this period in time the participants had had time to reflect upon their own experience, as well as having been through two presentations before politicians and decision makers. The questionnaires were not anonymous as I found it vital to investigate the answers in light of the person I had gotten to know through the course of the project. However, I have changed the names of all participants in this thesis as a whole, to not disclose any personal information. All twelve questionnaires were e-mailed back to me with a week's notice, and these answers, compared with my own observation laid the foundation for the further analysis.

2.3 ETHICS

A great part of ethics surrounding children and research seem to evolve around the fact that they are highly vulnerable in the position as research subjects (see for example Grodin and Glantz 1994, Kodish 2005, MacDonald and Walton, 2012). This may very well be, in fields such as medicine or psychology, or when the children are of such a young age that they cannot speak their own cause. In relation to this thesis however, the children involved are aged 15 to 18, and are being observed in a setting they wished to be part of. Fangen (2004:155) states that the most important thing in relation to ethics during an observation is to inform the participants about the project, and get their consent. In addition to the general information I provided, as previously described, I also confronted the participants individually. I explained that I was writing my thesis on Ung Innflytelse and asked whether they would mind being part of that. I told them to talk to their parents and give me an answer the following day. All youths agreed to be part of my observation. Kumar (2005:216) states that “being ethical means adhering to the code of conduct that has evolved for an acceptable professional practice”. From this one can argue that acting with respect and within usual norms could last a long way, which is what I claim to have done throughout the project.

2.4 LIMITATIONS

In terms of limitations, the notion of my own objectivity and bias needs to be addressed. There is no escaping the fact that I have written about a project I have started in companionship with a friend, and consequently that it lies close to my heart. I did have a preconceived notion that this project had great potential, and that it time and time again has proven to be a success. Accordingly it would have been impossible for me to write a thesis devoid of bias. To do this would also be ethically wrong in my eyes, as I would have never started this project unless I believed in it. My aim with this thesis however, is to present an analysis as objective as possible, while at the same time acknowledging the fact that I cannot avoid any preconceived bias.

2.5 SUMMARY

This section has presented the methodological choices made in relation to the research questions raised. The section began with introducing the scientific paradigm as the general guidelines of how scientific work is carried out and handled. Subsequently I discussed the different parts of my scientific paradigm, and concluded on the following descriptive elements:

Part of scientific paradigm	Descriptive part of scientific paradigm
Research philosophy	Interpretive approach
Research perspective	Qualitative
Research methods	Observation and Questionnaires

Table 4: Summary of methodological choices (Source: Own construction)

I thence discussed the methods of Observation and Questionnaires in general, before applying them directly to Ung Innflytelse and the research questions in practice. In conclusion I have touched upon the ethical issues and my own limitations in relation to this thesis. All these elements are parts that together make up my scientific paradigm, and consequently the platform on which the analysis of this thesis is built.

CHAPTER 3 – THEORETICAL PERSPECTIVE AND FOUNDATION

This chapter will present the theories chosen as illustrated in chapter 2 (p. 24). I will **firstly** present the theoretical perspective that illustrates how Ung Innflytelse falls under the definitions of innovation and entrepreneurship. **Secondly** I will present the theoretical foundation; the three theoretical areas on which the further analysis is built.

3.1 THEORETICAL PERSPECTIVE

3.1.1 Innovation

Going back to its linguistic origins, innovation comes from the Latin word *innovare*, meaning “to make something new” (Tidd and Bessant 2009:16). This explains the term in its broadest sense, however in order to grasp the core it needs specification. One of the world’s greatest innovators, Thomas A. Edison, claimed that an innovation is an invention that works both technically and commercially (Tidd and Bessant 2009:15). This notion is supported by Swedish Professor Sigvald Harryson (2006:14), who states that invention becomes innovation only through the market birth. In the same vein, Peter Drucker (1985 cited in Tidd and Bessant 2009:16) claims that “innovation is the specific tool of entrepreneurs, the means by which they exploit change [...]”. From this one can add an element to the Latin origins “to make something new”; namely exploitation. In order for an invention to become an innovation it needs to be realized and recognized. Thus, the definition of innovation used in this thesis is: “a process of turning opportunity into new ideas and [...] putting these into widely used practice” (Tidd and Bessant 2009:16).

3.1.2 Type of Innovation in relation to Ung Innflytelse

Innovation can take four different forms, which are referred to as the “4Ps of innovation change”. The four different types are product- process-, position- and paradigm innovation (Tidd and Bessant (2009:21). Process innovation is explained as “changes in the ways in which products/services are created and delivered”, and is the only form of innovation relevant to this discussion. Because Ung Innflytelse intends to invent and integrate new ways for BVA to approach the problems of absence and dropouts in school, it aims to change a process, and

consequently falls under this very definition. It is important to note that the definition of process innovation seems by Tidd and Bessant (2009:21) to firstly be applied to the commercial market. However, when going back to the parent definition of innovation; “a process of turning opportunity into new ideas and [...] putting these into widely used practice” (Tidd and Bessant 2009:16), one can conclude that this in fact is not limited to a commercial market, and thus Ung Innflytelse falls under the category of process innovation.

3.1.3 Entrepreneurship

Entrepreneurship has its linguistic origins from the French word “entreprendre”, meaning “to do something or take action on something” (Harryson (2006:12). When defining entrepreneurship, one cannot disregard the term entrepreneur, as this seems to be the human characteristics and actions resulting in entrepreneurship. One of the most renowned authors on the topic, Peter Drucker, stated that “[...] entrepreneurs always search for change, responds to it, and exploit it as an opportunity”, and further that “[e]ntrepreneurs innovate - innovation is the specific instrument of entrepreneurship” (Harryson 2006:14). Based on this, the definition used in this thesis is presented by Kao (1991:25 cited in Harryson 2006:16), who explains entrepreneurship as “a human and organizational process by which innovation takes place”.

3.1.4 Type of entrepreneurship in relation to Ung Innflytelse

One can divide entrepreneurship into two areas: the one that aims at economic development, and the one that aims at fostering social progress (Mair and Martí 2006:36). The term social entrepreneurship was first used by Ashoka founder Bill Drayton in the early 1980s (Light 2009), and it differs “from other forms of entrepreneurship in the relatively higher priority given to promoting social value and development versus capturing economic value” (Mair and Martí 2006:36). It is important to note that social entrepreneurship is not necessarily non-profit, however the main focus is on the creation of social value before the economic. The general aim of Ung Innflytelse is to create and implement new solutions to various social challenges. The focus of the project is consequently on creating social value before economic, and thus falls under the category of social entrepreneurship.

3.1.5 Summary

This section has defined the terms innovation and entrepreneurship, and the kinds of these areas that Ung Innflytelse falls under. Seen in relation to each other one can understand entrepreneurship as the efforts made in order to facilitate innovation, which furthermore aims to generate and actualize creative ideas and processes. The efforts made by BVA to engage Anniken Sand and myself to carry out the project Ung Innflytelse thus falls under the category of social entrepreneurship. The project in itself, which aims at actualizing new ways for BVA to work towards school dropouts, falls under the category of process innovation. This conclusion illustrates not only the relevance of the project Ung Innflytelse in relation to my educational program and further to this thesis, however also why one of the criteria for choosing theories was that it needed to fall under the area of innovation and entrepreneurship.

3.2 THEORETICAL FOUNDATION

3.2.1 Theoretical area 1 - Space for Play and Gardening

3.2.1.1 Heterotopia

The Swedish Professor Daniel Hjorth discusses his theory on Space for Play through two different articles (2004, 2005), where the latter builds further on the concepts presented in the first. To be able to fully grasp what Hjorth explains as Space for Play, a definition of the key concept “heterotopia” is vital; a term first introduced by the French philosopher Michel Foucault. In his first article Hjorth (2004:421) simply explains heterotopias as “other spaces”, however disregards the term as “too under-developed” to put to any use. Nevertheless in his second article, Hjorth (2005:392) cites Foucault’s thoughts on the matter, and establishes “heterotopias as radically other spaces withdraw[n] from the reigning order and the necessities of the present that offers spaces for imagination, creation, and everyday creativity”. Furthermore he states that they are guided only by “multiplicity, locality, and temporality” (Hjorth 2005: 393). Later Hjorth (2005:392) makes use of French Jesuit and scholar Michel de Certeau’s concepts of space and place, and relates to heterotopias as “temporary spaces created by the tactical user”. More easily put, a heterotopia is the describing word of “the actualized other space, which facilitate creativity”.

3.2.1.2 Homo oeconomicus and homo ludens

Hjorth (2004, 2005) discusses his theory on Space for Play in a managerial context, however stresses the need to distinguish “official-strategic” management theory from the “local-tactical” events of entrepreneurship (Hjorth 2005:387). As a paradox, his work emphasizes that it is in fact when the two co-exist in practice that one is able to build a heterotopia; the ultimate purpose of the theory. The discourse of a nexus between entrepreneurship and management is first raised in Hjorth (2003), and seem to have been the starting-point for the theory of Space for Play. The following section will explain the relationship between these counterparts through the discourse of *homo ludens* and *homo oeconomicus*.

Hjorth (2005:388, 390) explains *homo oeconomicus* as the economic man who is central for management, and *homo ludens* as the playing human. Ever since economy emerged as a field during the 18th century, it has become a dominant factor in the discourse of management (Dean, 1999 and Foucault, 1991 cited in Hjorth 2005:389). Hjorth (2004 and 2005) claims the result of this is that a multiplicity of natures possibly is lost, in terms of combining the economic perspective with the playing, storytelling and traditional. However in more recent years, American Professor Rosabeth M. Kanter (1990 cited in Hjorth 2005:393) claims that “[d]uring the 1990s, we have seen that when creativity at the workplace became urgent as a success factor, management turns to entrepreneurship”. It is in this perspective that Hjorth (2005:393) claims that “work and play, art, and creativity can be less clearly kept apart”. Hjorth (2004, 2005) calls for incorporating the *luden* (play) into the *oeconomicus* (managerial) in order to be able to “transform [...] strategies of power and knowledge, [and] make [...] use of them in surprising ways” (Foucault 1988 cited in Hjorth 2005:390). Further Hjorth (2005:390) claims that the “*homo ludens* [are] at least equally relevant to the analysis of organizational life as one has conventionally assumed *homo oeconomicus* to be” (Hjorth 2005:390). Consequently, we see that Hjorth urges for a further manifestation of the merging development between management and play.

This section has attempted to explain the fundament of the theory Space for Play. At the core of the theory is the notion that if one manages to combine play, art and creativity with management one can achieve great new directions for ones company or initiative. By applying the entrepreneurial into the managerial, one can create a space for play, also referred to as a heterotopia, in which new practices can be invented. In conclusion, Hjorth's theory can be summed up in one sentence, a claim that was very much verified through Ung Innflytelse: when facilitating an atmosphere for creativity - creativity will flourish.

3.2.1.3 Gardening

Daniel Hjorth and co-author American Professor Dr. Robert D. Austin takes the concept of Space for Play into a more applied framework (Austin and Hjorth 2008). The theory of Gardening suggests in a more concrete manner how one can get and keep the *ludens* and the *oeconomicus* to co-exist without the one dominating the other. Figure 5 illustrates the desired process and outcome, and the following paragraph will explain its elements and proceedings.

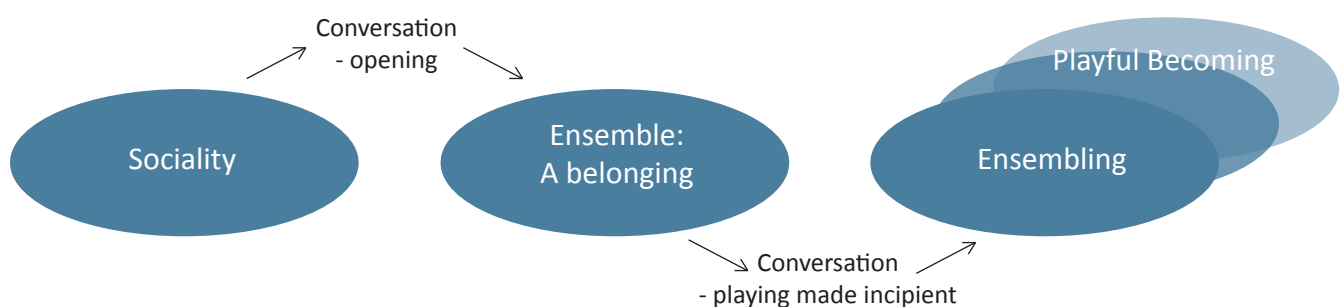


Figure 5: Achieving ensembling through conversation (Source: Austin and Hjorth 2008:8)¹⁴

Explaining this model in simple terms; we are looking at how one can take a group of people and make them work together in a playful (creative, artistic and innovative) space. This space, which previously is referred to as a heterotopia (Hjorth 2005), is now given the name ensembling. Through conversation one can “give a sociality a certain way of belonging that we call an ensemble” (Austin and Hjorth 2008:2), and through further conversation achieve ensembling.

14 I have reconstructed some of the models in this thesis because of low resolution in the original. They are exact copies of their originals.

In other words conversation (here understood as communication between individuals) is the tool to be used to achieve an ensemble (a certain way of belonging) and further ensembling (creative becoming). Thus, one can argue that conversation is the key to **first** make individuals become a unity, and **second** for them to create the framework in which they can work to create new practices.

Creation of the conditions in which conversation can be maintained is called gardening. “Conversation [...] must be nurtured, cared for, and grown [...]. Gardening is not conversing; rather it is the collection of activities that makes conversing possible” (Austin and Hjorth 2008: 26). In other words we can see gardening as the organizations’ framework, attitude and approach to environment, innovation and encouragement of its employees, and consequently of the company as a whole.

3.2.1.4 Individual and human relations in heterotopias

In his first article on the theory Space for Play, Hjorth (2004:418) states that “space [is] used [as] a metaphor for that period in time when a possibility to actualize (often materialize) an imagined creation is practiced in concrete social relations [...]”. Later on he quotes de Certeau (1984 cited in Hjorth 2004:421) who describes “the space for play/invention as a space for actualization, actuated by movements towards future creation”. From this, one can conclude that the space for play (heterotopia) is dependent upon the relations and movements between the individuals, and not only defined by its physical space. In Hjorth’s work on the theory Space for Play, this is a factor that seems somewhat neglected. Furthermore in the Gardening theory it becomes evident how crucial communication is in order to achieve a heterotopia, however it is given little attention to personal relations also in this theory. With this notion being somewhat neglected by Hjorth and Austin, I thus would like to establish the importance of human relations and communication when it comes to building heterotopias. This will further be discussed in relation to Ung Innflytelse in Chapter 4.

3.2.1.5 Summary

This section has discussed Hjorth and Austin's theories of Space for Play and Gardening. **Firstly**, I have established that a heterotopia is the descriptive word of a space in which creativity can flourish and new practices can be invented, and further that this is the ultimate goal of the theory. **Secondly**, I discussed the differences and relationship between *homo oeconomicus* and *homo ludens*. **Thirdly**, I presented the Gardening model, and explained how one can move from a sociality to ensemble and further to ensembling. **In conclusion** I have highlighted both the individual and human relations and in heterotopias as notions overlooked by the authors.

3.2.2 Theoretical area 2 – Innovation in the Bureaucracy

3.2.2.1 Bureaucracy and hierarchy

“The decisive reason for the advance of bureaucratic organization has always been its purely technical superiority over any other form of organization”

– Max Weber (Roth and Witch 1978:973)

The German sociologist and philosopher Max Weber is often referred to as the father of the term bureaucracy. In 1915 he published “The Theory of Social and Economic Organization” in which he described the bureaucratic form as the ideal way of organizing government agencies (Weber 1915:58). Johnston (1993) highlights five characteristics that Weber used to describe the bureaucratic order, which arguably has laid the foundation of how bureaucracy is seen also today, nearly a century later.

1. A formal hierarchical structure

Each level controls the level below and is controlled by the level above.

2. Management by rules

Controlling by rules allows decisions made at high levels to be executed consistently by all lower levels.

3. Organization by functional specialty

Work is to be done by specialists, and people are organized into units based on the

type of work they do or skills they have.

4. An “up-focused” or “in-focused” mission

If the mission is described as “up-focused,” then the organization’s purpose is to serve the stockholders, the board, or whatever agency empowered it. If the mission is to serve the organization itself, the mission is described as “in-focused”.

5. Purposely impersonal

The idea is to treat all employees equally and customers equally, and not be influenced by individual differences.

At the heart of the bureaucratic order, lies the hierarchical system. The term is defined as “a system in which members of an organization or society are ranked according to relative status or authority” (Soanes and Stevenson 2009:671). Even though the term’s earliest relation is to religion, it has become a typical notion in organizational life, and as discussed above, especially in the bureaucratic order. In this relation, the hierarchy is often illustrated as shown in the figure below:

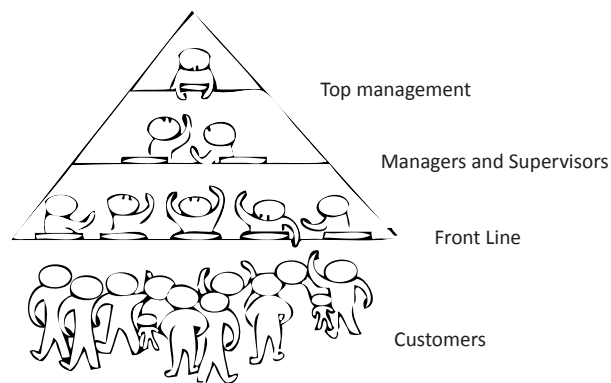


Figure 6: The typical hierarchical structure (Source: Johnston 1993:7)

A vital aspect of the hierarchical order, is that each level only reports to the level superior or subordinate to itself (Sahni and Vayunandan 2010:397), and this can be argued to be the reason why a common perception of the hierarchy is (especially in the governmental bureaucracy) that it is a slow moving and inefficient instance. It is important to note that the illustration above only provides the general guidelines of a hierarchy, and that the number of em-

employees and number of “levels” differs from organization to organization. This image portrays a company dealing with customers, hence most likely a commercialized company. However as illustrated by Weber, the bureaucracy built on hierarchical structures is also a common, if not the only, structure found in governmental sectors. A general notion is that the decision-making and communication in hierarchies is often characterized by the “top-down” approach. This implies that it is the top management that creates visions and goals, make the decisions as to how they are going to be carried out and reached, and further informs the subordinate level about this. The subordinate level then communicates this one step further down, a procedure that repeats itself until all levels have gotten their respective instructions (Tidd and Bessant (2009:106).

3.2.2.2 Innovation in the Bureaucracy

Amid the discourse on bureaucracy, a highly critical counter-discourse (also referred to as counter-Weberianism) has emerged, mostly fueled by theorists of innovation. From the studies of Weber’s five dimensions used to describe the bureaucratic principles of organization, Perrow (1986 cited in Kallinikos 2004:16) highlights the “hierarchy and rule-bound behavior as the epitomes of the bureaucracy”. These are also the two notions that seem most criticized in the counter-Weberian discourse, arguing that bureaucracy as a managerial system does not contribute, but prevents organizational development and innovation (see for example Nixon 1987, Kanter 1990 and Tidd and Bessant 2009). These theorists are quite excluding in their character, claiming that innovation *cannot* occur in strong bureaucratic institutions.

However, there is also a discourse claiming that efforts can be made to encourage innovation in the bureaucracy. Kallinikos (2004) is a supporter of Weber’s work, and highly disagrees that we need to move away from bureaucracy as an organizational structure, however acknowledges the fact that the individual needs to be more recognized in order to achieve innovation. In terms of structure, Light (2009) claims the best approach for a bureaucracy to reach innovation is to flatten the top-down efforts. Further he states that in order for a company or institution to reverse the bureaucratic effects and achieve innovation, efforts should be made

in terms of developing incubators, acquisitions and spin-offs. From this one can conclude that the discourse might not be as black and white as the counter-Weberians claim, however that it is possible to make an existing bureaucracy more innovative. In the words of Tidd and Bessant (2009:106): “No matter how well developed the systems are for defining and developing innovative products and processes they are unlikely to succeed unless the surrounding organizational context is favorable”. This is supported by Light (2009:22) who claims that “[t]here is nothing stopping an existing organization from producing change except itself”. Consequently it might not be about whether the organization is bureaucratic or not, however whether it is open and willing to move in new directions in order to achieve innovation. This will be further discussed in relation to Ung Innflytelse in Chapter 4.

3.2.2.3 Summary

This section has discussed the theoretical areas of Innovation in the Bureaucracy. I have **firstly** discussed the bureaucracy as described by Weber, and highlighted the five areas that characterize the bureaucratic order with an emphasis on the hierarchy. **Secondly**, I have touched upon the counter-Weberianism and its claim that innovation cannot take place in a bureaucracy. **In conclusion**, I have highlighted efforts that can be made to counter these harsh claims, and suggested that innovation in fact can take place in the bureaucracy.

3.2.3 Theoretical area 3 – Open Innovation

3.2.3.1 Open versus closed models of innovation

American Professor Henry W. Chesbrough is the father of the term Open Innovation; a paradigm shift within the field of innovation that he first introduced in his book with the same name in 2003. He claims that innovation as we knew it at the time, was the so-called closed model of innovation, and that we are moving towards increasingly more open models (Chesbrough 2003A). Chesbrough (2003A:37) states that “in closed innovation a company generates, develops and commercializes its own ideas”, and further that “this philosophy of self-reliance dominated the R&D [research and design] operations of many leading industrial corporations for most of the 20th century”. In recent years however, companies have started to make use

of the open model of innovation that “is based on a landscape of abundant knowledge, which must be used readily if it is to provide value for the company that created it” (Chesbrough 2003:37A). Figure 7 shows Chesbrough’s models of closed (to the left) and open (to the right) innovation.

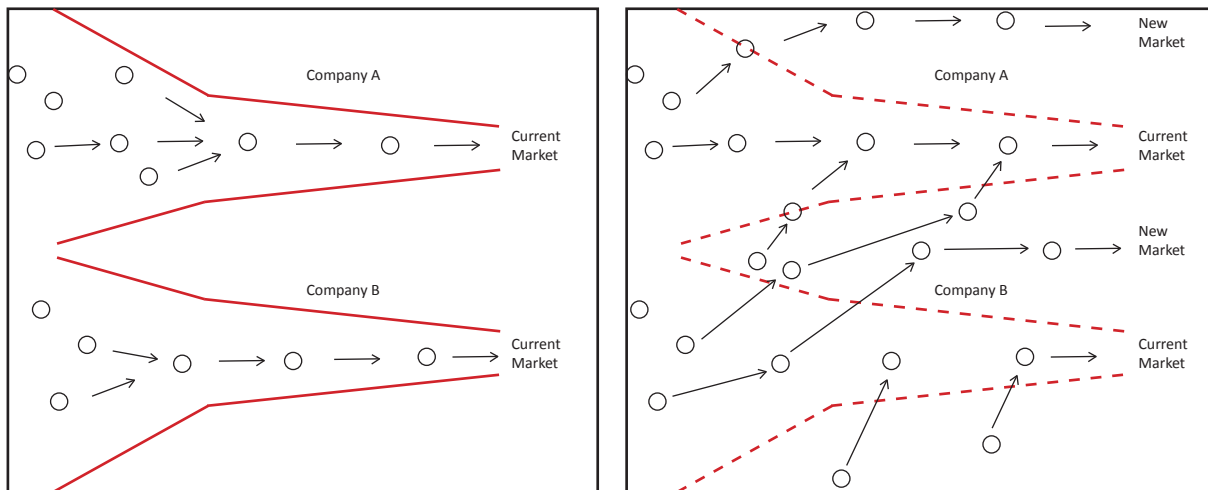


Figure 7: Closed and Open models of Innovation (Source: Chesbrough 2003A)

As illustrated above, the closed model of innovation is characterized by the solid boundaries of the firm (marked in red). The fundamental focus here is that in order to create value – knowledge, projects and ideas are developed and proceed inside the company until brought to market. The process is based on the notion that “successful innovation requires control” (Chesbrough 2003B:10). In the open model of innovation the boundaries of the firm are illustrated as a dotted line, representing the more porous borders that allow knowledge and ideas to be born and exploited both inside and outside the company, with the goal of creating the highest possible company value (Chesbrough 2003:24A). As a consequence knowledge and competence can flow freely even between competitive entities, and it can also lead to the creation of whole new markets. This leads to the core of the Open Innovation model, which opposed to “the smart people in our field work for us”, tells us that “[n]ot all the smart people work for us so we must find and tap into the knowledge and expertise of bright individuals outside our company” (Chesbrough, 2003B:39). One can thus understand Open Innovation as letting down the company walls, and involving people with more knowledge, other ideas and different per-

spectives, in order to find the most innovative solutions to a problem or demand.

3.2.3.2 Detecting the experts

I believe the theory of Open Innovation can easier be understood through its appliance, and I will consequently present a brief case study in order to get a wider understanding of the concept and its benefits in practice. During the past decade, several world-wide companies have achieved great success by incorporating the Open Innovation model (Chesbrough 2003B:38), and one example is found in Procter&Gamble's¹⁵ (P&G) "Connect&Develop" initiative:

In the late 1990s CEO of P&G Alan Lafley got a wake-up call when the company stock suddenly fell from \$118 to \$52, and later explained the reason as "[o]ur R&D productivity had leveled off, and our innovation success rate – the percentage of new products that met financial objectives – had stagnated at about 35%" (Tidd and Bessant 2009:296). He realized that something needed to be done in order to withhold their once strong marked share, and as a result he initiated the project "Connect&Develop", a new innovation process that was based on the principles of Open Innovation. The goal was to source 50% of their innovations from outside the company. In year 2000, 15% of new products had elements that originated from outside, and six years later this had increased to 35%. In 2008 this number had climbed to 45%, and at this time Lafley estimated that R&D productivity had increased by nearly 60% and that their innovation success rate had more than doubled. (Dodgson, Gann and Salter 2006 and Tidd and Bessant 2009). At the heart of the "Connect&Develop" project is the concept of mobilizing the right innovation networks. P&G did this by creating web-based solutions where people both inside and outside the company could connect online. Alongside this technological aspect they also established a group of 80 people whose task is to "roam the globe and find and make interesting connections". (Tidd and Bessant 2009:296). From this it becomes evident that one of the biggest challenges within the field of Open Innovation is to locate the individuals with the right knowledge and expertise, who further can contribute to increase the value of a given company.

¹⁵ Procter&Gamble is a multinational manufacturer of product ranges including personal care, household cleaning, laundry detergents, prescription drugs etc. (Procter&Gamble 2012).

One of the main factors contributing to the underpinnings of closed innovation and emergence of Open Innovation is the “growing mobility of highly experienced and skilled people” (Chesbrough 2003A: xxii). Chesbrough (2003A:xxii) further claims that “when people left a company after working there for many years, they took a good deal of that hard-won knowledge with them [...]”, a knowledge that can be developed and exploited in different arenas and in different contexts. This notion is supported by Danish Professor Stefan Lindegaard who claims that Open Innovation has become such a vast trend because of our society’s major focus on transparency of knowledge, and the need to unveil where this knowledge resides (Lindegaard 2010:3). Based on these statements and the case study of P&G, one can thus argue that the foundation of the Open Innovation model, alongside open company boundaries, is finding and exploiting the right people with the right knowledge; the experts of a given field, in order to create value for the company.

3.2.3.3 Knowledge as value and the non-commercial market

At the heart of the Open Innovation theory lays the notion that knowledge is the pathway to creating capital and value. Unfortunately Chesbrough mainly discusses his theory in the economic perspective, which is why I need to demonstrate that it also can be applied in the non-economic perspective.

“Economic and social relations are undergoing radical change, expressed in such concepts as “knowledge economy,” “weightless economy,” “postindustrial society,” and “information society” (Dean and Kretchmer 2007). In their article Dean and Kretchmer (2007) gives a historical review of how capital has gone from being the tangible product a company produced, sold and turned into money (financial capital), to the intangible capital that is turned into new ideas and ventures that does not necessarily turn into money (knowledge capital). Sismondo (2010:189) explains knowledge economy as “structures in which knowledge is a major good, exchanged in one way or another”. The tendency of moving towards a knowledge economy started decades ago, and already in 1993 Peter Drucker stated that “[i]n postindustrial economic relations, traditional factors of production are increasingly said to be made available, if not replaced, by

a single factor – knowledge” (cited in Dean and Kretschmer 2007). From this one can take that knowledge has become an important, if not dominant factor in terms of competitiveness, and consequently is regarded as value for a company or initiative.

Going back to the introductory part of the theoretical section, I have established that innovation theory also can be applied to the non-commercial market. Based on the fact that Open Innovation is grounded in general innovation theory, and the above discussion on knowledge as value, one can conclude that Open Innovation also applies in a non-commercial market.

3.2.3.4 Summary

This section has discussed the theory of Open Innovation. **Firstly**, I have presented the models of closed and open innovation, and discussed the notions that lie at the heart of the Open Innovation theory. **Secondly**, I have established that the process of detecting the right people can be just as vital as the elements discussed in the first part. **In conclusion**, I have established that the theory in general can be applied to the non-commercial market and that knowledge is in fact value for a company or initiative.

CHAPTER 4 – ANALYSIS

This chapter will **firstly** present my observational findings during the process of Ung Innflytelse, and **secondly** the analysis of the two research questions respectively.

4.1 OBSERVATIONAL FINDINGS DURING UNG INNFLYTELSE

The following section will present the highlights of Ung Innflytelse 2012, gathered through my participatory observation. I will **firstly** touch upon the recruitment phase, and **secondly** go through the respective three weeks of the project.

4.1.1 Recruitment

Anniken Sand and I (hereby referred to as we) spent some two months on promoting Ung Innflytelse. We went to eleven schools both in and outside Bydel Vestre Aker (BVA) and presented the project and ourselves. At the date of the deadline we had received 48 applications. During our selection we did not care for grades, previous work experience or references, we were only looking for one thing - a high level of motivation. BVA had agreed that we had final say in the recruitment process. However, three of the applicants were already known by BVA, and was “in the system” because of their difficult family situations. BVA informed us about these specific applicants, and encouraged us to put them through to the next round, which we consequently decided to do. In the first round, we picked out a total of 30 applicants, whom we invited to come to a workshop. It was very important for us to assemble a group that complemented each other in terms of gender, age, background and personal qualities. Consequently, we decided it was better to see them “in action”, and not only in an interview. We initiated three workshops, each consisting of ten applicants. They were given a task to solve and present, and through the three-hour session we also had 10 minutes-long interviews with each of them individually. Based on both group interaction and the one-on-one interviews that mapped out their personal qualities, we chose twelve youths we believed complimented each other in terms of the above-mentioned criteria.

We decided to hire all three youths previously known by BVA; they were all solid candidates

for the job, and complemented the group in a strong manner. Despite that there might have been other candidates even better for the job; we wanted to give these three a chance to be part of the project. We wanted to give them a distraction to their fairly tough daily lives – and hopefully give them a positive experience. I need to stress the fact that they would not have been hired if they did not have the right qualifications for the job.

4.1.2 The three weeks of Ung Innflytelse

4.1.2.1 Week one

Experience from previous years shows that the more time that is put into teambuilding and clarification of expectations and motivational factors in the beginning of the process, the more solid both the group and the process gets. We used this knowledge to our advantage, and consequently the first week was very much characterized by fun and games and by getting to know each other. Already the first day Jeannette Wold presented herself, the structure and history of BVA, as well as the task the youths were going to work with the following three weeks. As previously mentioned, BVA requested 15 different solutions on how to decrease school absence and dropouts (see Appendix 2 for full task description).

We met the youths for their first day of work in “Hovseterklubben”, our office for the following three weeks. They (the youths) were clearly nervous and insecure in their new environment, which is understandable considering the fact that they met eleven unfamiliar people their own age and a new job they knew nothing about. Our first exercise after welcoming everyone and giving them a brief introduction was one we would do twice a day every day of the whole project, namely the one of checking in and checking out¹⁶. During this exercise some of the youths were so nervous that they stuttered and could barely manage to answer the given question. Some of them did not dare to look up from the ground, and one of them even trembled. Clearly we needed to work on making everyone feel safe both with themselves and in the group.

16 “Check in” and “check out” is done in a circle, where everyone can see each other and at the same time be seen by others. One of the process leaders raises a question that everyone answers and concludes by saying, “I check in” in the morning, and “I check out” at the end of the day. The purpose is that we unanimously mark the beginning and the end of the day, while everyone gets to speak and be heard.

In the true spirit of Ung Innflytelse we had a strong focus on teambuilding already from day one, and thus used a variety of exercises and games to break down personal and inter-personal barriers. Some of these were also led by Sjur Gjertsen, an actor we had hired, to carry out two sessions per week with the youths. As Anniken and I also had the result focus, we believed it to be beneficial for the youths to work with Sjur, so the sole focus would be on themselves and the process. During the different exercises we put the youths in situations where they had to be in physical contact with each other, a barrier that can be hard to overcome in the age they are in. Moreover they got tasks where they had to solve problems in new and unfamiliar ways, for example without being able to talk to each other. Several of the exercises aimed to make people look or sound funny, in order for everyone to acknowledge that it was safe, and sometimes outright hilarious, to be in an uncomfortable situation with others watching. The exercises were mainly related to the principal task given by BVA, as to get and keep focus on school absence and dropout. During the first week, they were also instructed to make a contract between themselves, which was to contain the general guidelines as to, amongst other things, how they wanted to work as a group and how to communicate with each other. By using these simple tools, we had managed to move from twelve nervous and anxious individuals, to one unified and strong group in only five days.

Throughout the rest of the project we were cautious as to how both the youths as individuals and as a group were evolving. If we saw someone struggling, we took him or her to the side and talked about it. If we saw the group losing energy or lacking focus, we performed exercises boosting it. Ung Innflytelse is very much based on feedback as a tool of development, and each week we had individual feedback meetings with all the youths, as well as we encouraged them to give feedback both to each other and to us. Different exercises will be further described in Chapter 4.

4.1.2.2 Week 2

This week is often the hardest one for the group, as reality quickly hits them. After the first week of teambuilding and less concrete work, the second week often comes as a bit of a shock,

which puts the group as a whole to the test.

During these five days our focus was to move through the creative process, and end up with the 15 solutions BVA had requested. In the first week we had already been through various exercises that laid the foundation for week two. We had illustrated how one can look at a problem from different sides, ask the right questions and work as a team in order to come up with creative ideas. This focus was extended into week 2, when we held lectures and workshops on creativity. We worked on making the youths understand the importance of coming up with ideas, developing them, and perhaps ending up throwing them away – only to start over again. It was a great challenge teaching them that every time we would go through this process, we let the idea grow and made it better and better every time - that the first, second or even third solution is not necessarily the best one. It is hard to teach this to youths who have been through a school system where the only right answer is the one that has two lines under it. We discovered that they managed to be most creative when we lead the process and kept them focused as a group.

During this process we had a lot of discussions based on the youths' own experiences in school. We talked about why some of them nearly had dropped out themselves, why they wanted to, and what had kept them from not doing it. Every single one in the group had either wanted to drop out, or knew someone that had dropped out. These stories, and the discussions following them, made up a lot of the foundation on which the different solutions emerged. It made everyone see where the biggest problems were, and what they needed to focus on in their creative process. In this sense, their final solutions were grounded in their own experiences and based on their unique knowledge about being young and being in school in 2012. At the end of the week, we had managed to come up with over 200 different ideas to solve the problems in BVA. We had picked out the fifteen that the youths saw the greatest potential in, and developed these from ideas, into complete concepts. It was a week characterized by chaos and working from dusk till dawn, but we had managed it – we had managed to produce all 15 ideas!

4.1.2.3 Week 3

In the beginning of this week the group was divided in two. Six people were writing up the report that was to be handed to BVA, and six of them were to make and prepare for the big presentation on the final Friday.

Everyone was tired from the previous week, when we had been working late under very strict deadlines. Kaja, one of the girls stated that last Monday morning: "I can't believe how exhausting it can be to work creatively! I mean, we are just sitting there thinking, but I have never slept so much during a weekend in my life!". It was not just Kaja who felt that way, and consequently we used both Monday and Tuesday of the last week trying to get the energy back up. We accepted the fact that they needed a couple of days without too much pressure, while at the same time encouraging them in the right direction. As we had anticipated, when Wednesday arrived, a general panic started to spread amongst the youths. They finally understood that there was only two days until they were going to stand in a room filled with people, and that they were no were near being finished. They found their focus, and for the last forty-eight hours it was all work-work-work.

It was the day of the big presentation. This was the moment everything had been leading up to. The anticipation and nervousness in the room that morning could be cut with a knife; this was it. Six out of the twelve youths were to present, the rest of us were sitting in the audience with some 40 employees, politicians and decision makers from BVA, several parents and friends, and even a journalist from the local paper. It was time. One of the boys, Mikkel, takes the stage. He puts on a mellow soundtrack, and stands steady as a rock while everyone is watching, and then he starts: "Close your eyes. You are in a universe. You are in a galaxy called The Milky way. You are in a solar system that contains eight planets, which rotates around a burning ball of gas. You are on the blue planet Earth. You are in the Northern hemisphere. You are in Europe, Norway. You are in Oslo, in Bydel Vestre Aker. You are five years old. What did you dream about when you were five years old? Imagine that Bydel Vestre Aker is the place where these dreams are realized. We believe that change starts with a dream, and we will

now tell you how”¹⁷. This 16-year-old boy had managed to get the attention of every person in that room, and together with his co-presenters managed to keep it for the following hour. Their knowledge, ideas and visions were received in standing ovation, and already two weeks later several of their ideas were provided money, and are currently in the process of being set to life.

4.2 ANALYSIS OF RESEARCH QUESTION 1

This section will analyze the findings in relation to research question 1 (p. 13) , based on the comparison between my own observations of the fundamental areas of Ung Innflytelse, and contemporary innovation and entrepreneurship theories. I will start each of the three parts of this section with a reminder of the actor, fundamental area and theoretical area that has laid the foundation for the analysis.

4.2.1 Theoretical area 1

Actor	Fundamental area	Theoretical area
The process leaders	“Creating the optimal arena for facilitation of creativity and innovativeness”	Space for Play and Gardening

Table 5: The process leaders’ most important focus during the project, and the theoretical areas this is linked to

(Source: Own construction)

4.2.1.1 Heterotopia

Ung Innflytelse was carried out in “Hovseterklubben”, the local youth club that was shut down for the summer. This provided us with a space that entailed computer rooms, lounge areas, a fully equipped kitchen, a concert room with a stage and complete music system, a pool room, rock climbing walls and even a massive terrace. Much like many offices in the creative business, such as design and advertising companies, our venue contained elements that are not usually found in many sectors, and especially not in governmental institutions. The fact that

¹⁷ Translated directly from Norwegian to English, and is used with the permission of the author, Mikkel.

we were able to make use of these made our “office” the ideal space in which imagination, creation and creativity could flourish. As we were located away from BVA’s offices, we were able to claim full ownership of our venue, without feeling controlled; we were working separate from the reigning order in BVA. From this, we fulfill Foucault’s criteria, and consequently can conclude that Ung Innflytelse was working inside a heterotopia. Further our heterotopia was made up of twelve youths with little or no previous knowledge to one another, differing from each other both in terms of age, gender and background. Moreover “Hovseterklubben” was provided us for the set time of three weeks, which consequently verifies de Certeau’s description of a heterotopia in its “multiplicity, locality and temporality”.

In conclusion, there is the notion that the tactical user creates the heterotopia. From this one can presume that the heterotopia requires a concrete goal and purpose, and needs to be set up by someone who has created the strategy as to how this goal can be reached. In relation to Ung Innflytelse our heterotopia was firstly provided by BVA and further facilitated by Anniken and myself. We had created a clear gameplan rooted in the traditions of Ung Innflytelse, as to how we could reach the goal of creating solutions to the problems of school absence and drop-outs. Our heterotopia was thus created by tactical users, and consequently Ung Innflytelse carries out in practice what Hjorth explains in theory.

4.2.1.2 Homo oeconomicus and homo ludens

In relation to Ung Innflytelse, one can categorize the employees of BVA as the *homo oeconomicus* and Anniken and myself as the *homo ludens*. Even though BVA is governmentally run and does not aim to create an economic profit per se, it is arguably an institution that has set goals and works towards them in a preconceived manner based on controlled management. On the other hand Anniken and myself both come from creative backgrounds in terms of education and work experience, and accordingly during Ung Innflytelse have had a strong focus not only on the result, however also on the process in itself. Thus, when BVA decided to commit to our project they incorporated the creative into the managerial - in Hjorth’s words the *ludens* into the *oeconomicus*. When we showed our day-to-day schedule for the whole project

to BVA, we were confronted with the question: “Are you going to get any work done at all?”. We assured BVA that we needed to have a solid focus on teambuilding and creative exercises in order to achieve results of an innovative and creative nature, and that they had nothing to worry about. This shows that institutions that are highly reliant upon managerial approaches can be skeptical to the creative process, and consequently that we still need to strive for the two counterparts to co-exist. We carried out our process as planned, and by not keeping “play, art and creativity” apart from “work”, we reached solutions that at the end of the project both excited and delighted BVA, the politicians and decision makers. This illustrates Hjorth’s theory in practice, and proves that when incorporating the *ludens* into the *oeconomicus*, one can indeed create new practices.

4.2.1.3 Gardening

As previously mentioned the main focus during the first week of Ung Innflytelse was to create a space in which the youths felt safe. This was done through the use of different exercises and games where everyone would have the chance to see and be seen. This gave them the chance to get to know each other, and acknowledge that everyone had their strengths and weaknesses, and consequently that everyone was equally important as part of the group. Further they were asked to make a contract between themselves, with the purpose that they collectively had to agree on the guidelines as to how they wanted to work together. Consequently through physical, verbal and written conversing, we managed to create a group and a group culture where everyone took part, was safe and felt a way of belonging. The latter notion became highly evident one afternoon when one of the group members had to leave because of illness. The rest of the group suddenly had a very different way in which to interact with each other, and one of the girls stated: “we really are reliant upon each other, it’s like the whole group is different when Henrik is gone”. I firmly believe this was a result of a strongly unified group, and consequently that we had created, through conversing, an ensemble – a sense of belonging – as illustrated in Hjorth and Austin’s model. Having created this foundation, the youths were not afraid to shout out their ideas, develop each other’s ideas, and kill each other’s ideas, which together create an ideal platform on which to work creatively. Consequently we

had managed to move into *ensembling* (space for play/heterotopia) which arguably is the best place to be in order to create new practices.

As previously discussed BVA decided to incorporate the creative into the managerial when they decided to commit to Ung Innflytelse. At this point they proved that they were not only willing, however also excited, to approach creative and innovative methods in their organization. Further Anniken and I consistently worked to encourage and educate the youths in the creative mindset, as well as observing how the group dynamic developed. We were regularly asking what the group needed from us in terms of guidance and assistance, and we took people aside and talked to them if we sensed something was not right. I believe this collection of activities, both from BVA and Anniken and myself, helped nurture the collectivity both in terms of the creative process and the group dynamic. Accordingly, Gardening indeed took place during the process of Ung Innflytelse.

4.3.1.4 Individual and human relations in heterotopias

It is through the process of Ung Innflytelse that I found the need to critique Hjorth and Austin on their lack of focus on the individual and human relations in the heterotopia. Through our three-week long process I can verify that a heterotopia is nothing without the well being of its participants and the relationships between them. I believe the heterotopia of Ung Innflytelse would never have been able to produce the solutions they did without having mapped out factors such as personal expectations, group expectations, work ethics and methods in the beginning phase. I believe that for everyone to be on top of their creative game, participants in a heterotopia have to be comfortable in the situation both with themselves and with others. Consequently, as we did in Ung Innflytelse, I feel the need to stress the importance of braking down personal and interpersonal barriers in order for a heterotopia to be as fruitful as possible. As seen in the theoretical chapter, I concluded that the space for play (heterotopia) is dependent upon the relations and movements between the individuals, and not only defined by its physical space, which was very much verified through Ung Innflytelse. In this manner one can argue that the personal perspective is at least equally important as the physical within

a given heterotopia, an aspect that should have been stressed more in the works of Hjorth and Austin.

4.3.1.5 Conclusion

From this section, it becomes evident that our vision to create the optimal arena for facilitation of creativity and innovativeness can in fact be grounded in the theories of Space for Play and Gardening. The theories' ultimate purpose is to create an atmosphere in which creativity can flourish and new practices can be invented. Judging from the process as described above and its results (Appendix 3), there is little doubt we managed to build this atmosphere. Consequently, the goal of the process leaders was achieved, and is grounded in Hjorth and Austin's theories on Space for Play and Gardening.

4.2.2 Theoretical area 2

Actor	Fundamental area	Theoretical area
BVA	"Changing the current structure from top-down to bottom-up when it comes to working with youth"	Innovation in the Bureaucracy

Table 6: BVA's most important focus during the project, and the theoretical areas this is linked to (Source: Own construction)

4.2.2.1 Bureaucracy and Hierarchy

In order to investigate whether the structure in BVA has turned from top-down to bottom-up through the project Ung Innflytelse, it is vital to comprehend how the structure currently works. Consequently I have developed the following model of the present structure in BVA¹⁸. As illustrated by Johnston (1993:7), the power evolves all the way from the politicians on top to the people working "in the field" at the bottom. All purple departments have their own sub-departments, however for the relevance of this thesis, I have only included the ones underneath Jeannette Wold's department of Prevention Children and Youth.

18 Information about BVA in this section is gathered from Jeannette Wold.

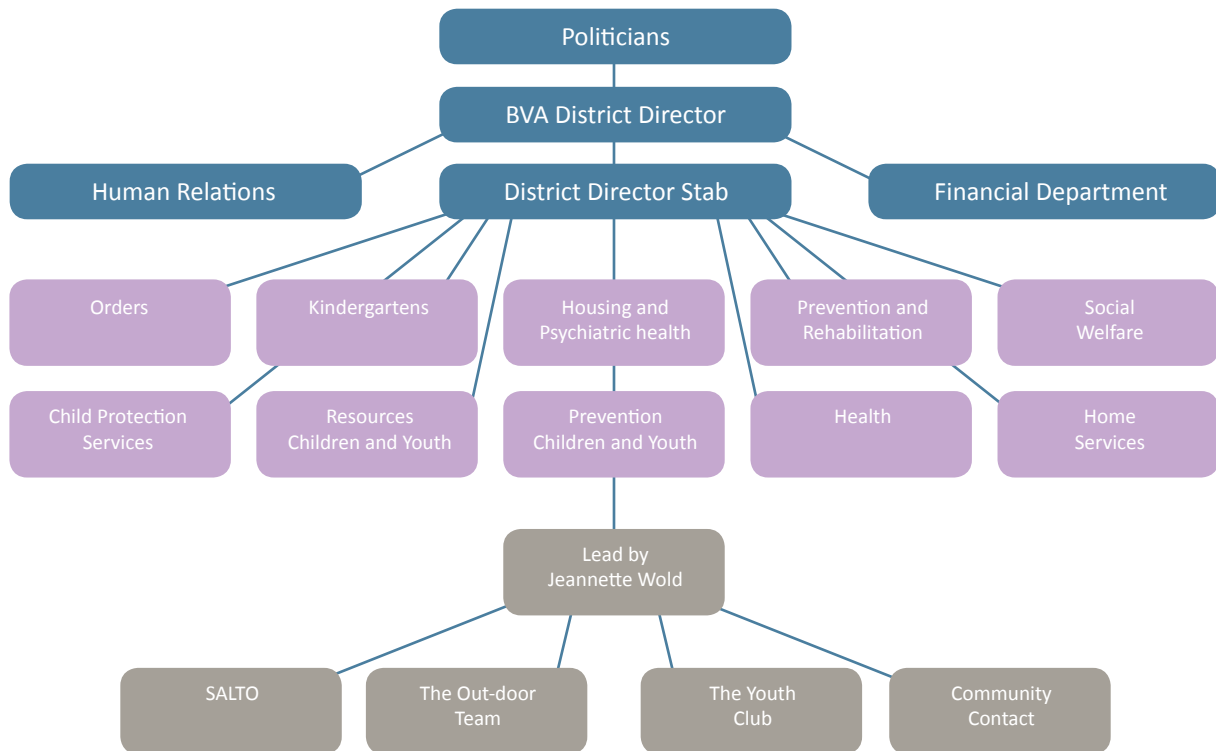


Figure 8: The current structure in BVA (Source: Own construction)

Seen in relation to Weber's five characteristics on the bureaucratic order and the theory presented on hierarchies in the theoretical chapter, there is little doubt that BVA is the prime example of a bureaucracy. As illustrated above, BVA is made up by a formal hierarchical structure, where each level reports to the level above and controls the level below. The institution as a whole works within set procedures and systems as to how decisions are made and how tasks are carried out, and consequently it is managed by rules. Further, the different departments are all made up of people who are specialized in their own area, both in terms of education and skills. In Johnston's (1993) presentation of Weber's description of an "up-focused" mission, he describes how the organization's purpose is to "serve the stockholders, the board or whatever agency empowered it". Looking at the governmental institution of BVA, there is no such thing as stockholders or a board. However, the highest agency in the hierarchy is the politicians, who are elected by the people to represent their best interest. The subordinate levels in BVA work to achieve the goals set by these politicians, who consequently constitute their empowered agency, and further illustrates that BVA have an "up-focused mission". In terms of treatment of employees and customers (in this case people who use BVA's services), there

is no differential treatment. There are set systems for wages and benefits for the employees, and every person in need of the services BVA provide have the right to equal treatment. Consequently, all five characteristics of Weber's bureaucracy can be applied, which demonstrates that BVA is an institution of the bureaucratic order, built on amongst other elements the highly characteristic top-down structure.

4.2.2.2 Innovation in the Bureaucracy

The bureaucratic characteristics of BVA are, as seen in the theoretical chapter, claimed by some to prohibit innovation. When confronting Jeannette Wold in BVA with these claims, she offered a perspective from the bureaucratic point of view, which I believe undermines my criticism of these harsh claims.

“Exactly because we are part of a rule-bound arena, the employees need to be flexible, engaged and have strong teamwork skills. I think the belief about uncommitted bureaucrats is on its way out. The fact that the bureaucracy is not an innovative instance is highly natural – after all we administer the taxpayers’ money, and this is what guides us in our work.”

When BVA decided to engage in the project Ung Innflytelse, they set to life all the activities described in the theoretical chapter as to how a bureaucratic institution can become more innovative. Not only was Ung Innflytelse an incubator in that it was fully financed by BVA, carried out in an off-site venue, and that it was run by two external process leaders. The project further incorporated what Kallinikos and Light discuss as pathways to innovation in the bureaucracy; it is based on a flat structure and has a strong focus on the individual. The fact that BVA engaged in the project of Ung Innflytelse has in itself brought with it their desire to change the structure from top-down to bottom-up. This was done by incorporating the innovative (Ung Innflytelse) in the bureaucratic (BVA), and by giving the power that had been in the hands of the politicians, to the youths themselves. Instead of the politicians setting the agenda as to how the youths of today should get through school, the youths informed the politicians, based on their own experiences, which solutions should be initiated. Their thoughts, ideas and vi-

sions were as previously discussed received with great enthusiasm in the final presentation, and several of the initiatives are currently in the process of being put into life. However, none of this would have ever happened if it was not for BVA, and firstly Jeannette Wold's positive attitude as to try something new, which consequently illustrates the theories of Light, Tidd and Bessant in practice: that innovation will never occur in a bureaucracy unless the organizational context allows it.

"I am so excited that for once it is the people in the actual situation that are going to solve the problems – that it is the kids in school trying to solve the issues of absence and dropouts, and not us who haven't set foot in a classroom in thirty years!"

- Jeannette Wold, BVA

4.2.2.3 Conclusion

From this, it becomes evident that BVA's vision to turn the structure from top-down to bottom-up did in fact occur when they incorporated the innovative in the bureaucratic, which has been illustrated through the theoretical areas of Innovation in the Bureaucracy. It must be noted that the change in structure only occurred during the time of Ung Innflytelse, and that it has not changed the hierarchical structure in BVA in a long-term perspective.

4.2.3 Theoretical area 3

Actor	Fundamental area	Theoretical area
The Youths	"Getting our voices heard based on the fact that we are experts on being young today"	Open Innovation

Table 7: The youths' most important focus during the project, and the theoretical areas this is linked to

(Source: Own construction)

The final element of discussion in relation to the theoretical area of Open Innovation (p. 42) established that it also can be applied to the non-commercial market. Consequently the fol-

lowing section will start by illustrating this in relation to Ung Innflytelse.

4.2.3.1 Knowledge as value and the non-commercial market

Ung Innflytelse is built on the premises of collecting and exploiting what lies at the heart of the Open Innovation discourse – namely the notion of knowledge. What is relevant, is that knowledge in itself can be regarded as capital and value for a company or initiative, and consequently that the theory of Open Innovation also can be applied to the non-commercial market. Through Ung Innflytelse we have collectively explored and exploited the capital of the youths, which in this regard is their expert competence on being young and in school today. This capital has been turned into new ideas and ventures of great value for BVA, and hopefully for society as a whole. Accordingly Ung Innflytelse has its point of departure in the knowledge economy as illustrated by Dean and Kretschmer (2007); it creates value in terms of the intangible. Consequently this is the kind of knowledge I have related to Henry Chesbrough's theory on Open Innovation.

4.2.3.2 Moving from the closed to the open model of innovation

In relation to Ung Innflytelse, one can see the institution of BVA as the company depicted on the left side of Chesbrough's model (p. 40). The way BVA usually works is through planning out long-term strategies based on the current political areas of priority, and within this political framework carry out tasks and projects from start to finish within the boundaries of the institution. In relation to the previous work done on school absence and dropouts, they have gathered actors from different departments and schools in BVA, mapped out problems and come up with new initiatives. In other words, they have "generated, developed and commercialized¹⁹" their own ideas as to cope with current challenges, which consequently illustrates that BVA has worked within the framework of closed innovation. Thence BVA hired a group of youths with abundant knowledge of currently being young and being in school, and further called for their suggestions as how to cope with school absence and dropouts. As a

19 After having established that the theory of Open Innovation also applies to the non-commercial market, the term "commercialized" is interpreted as "realized"; it is put to life with no aim to create financial profit.

consequence, BVA opened up their company borders and further welcomed and encouraged new knowledge into their institution. They acknowledged the fact that there were people outside their institution with expert knowledge, who might have other perspectives and other solutions to their problems. Additionally they let go of a lot of control, as this project was unfamiliar not just to them, but in Norway as a whole. By doing this, BVA consequently moved from the closed to the open model of innovation.

4.2.3.3 Detecting the experts

There is little doubt that Procter&Gamble (P&G) differs from Ung Innflytelse and BVA in nearly every aspect possible. However they do coincide in the fact that they both have applied the model of Open Innovation. As seen, a vital area in terms applying the model, and further create value for the given initiative, is to locate the right people with the right knowledge. For BVA, this task was arguably very different than in the case of P&G. While P&G searches worldwide for new possibilities to increase economic value to their already multi-billion dollar company, BVA needed to find the people who could contribute with their knowledge capital in order to increase their company value. Because BVA had such a concrete focus as to what they needed help with, it made the process of detecting where the expert knowledge resided highly uncomplicated. They needed experts in the field of the current school situation in Norway, and accordingly hired twelve youths in this very situation. This illustrates that when working in a non-commercial market where the objective arguably often is to solve a concrete problem, the process of detecting the experts in the field can be much less complicated than when a company such as P&G is looking for everyone that possibly can become a company resource.

“You’re right! We are experts. I have never been an expert on anything in my life, but when I think about it, no one knows better than me how it is in school today. I guess that does make me an expert. That’s pretty cool”.

- (Ali’s (one of the youths) response
when Jeannette Wold talked about
the youths’ important role in the project).

When BVA applied the Open model of Innovation, they did not only detect field specialists and let them into their institution. They also fulfilled the youth's desire to get their voices heard based on the fact that they are experts on being young today. This was the very reason they were given the job; because of their unique knowledge. The fact that their ideas were greatly received, and some of them already are in the process of being set to life, illustrates that their voices are not only being heard, but also realized. When starting the project and consequently my observations, I was only looking for whether these voices would be heard by BVA and the politicians. However, as the project developed, I realized that there were other listeners just as important. When the youths shared their stories and impressions between each other, it seemed like they were relieved to get approval that they were not the only ones having considered to drop out or to have bad experiences in school. These discussions could last for hours, for the sole reason that there were so many stories to be told and heard. In many respects, the enthusiasm of being acknowledged by people their own age seemed almost as rewarding as being recognized by BVA and the politicians. This indicates the importance of raising issues that might be difficult to talk about. One can feel alone with given problems, however when they are addressed, it can feel comforting that someone feels the exact same way. I believe this brings a certain sense of security and belonging, at least it seemed to do so during Ung Innflytelse.

4.2.3.4 Conclusion

This section has illustrated how the appliance of the Open Innovation model has led to BVA and the politicians listening to the youths. Throughout this process, the acknowledgement between the youths themselves has also proven vital. Accordingly, the youths' desire to get their voices heard based on their expert knowledge has been realized, and is grounded in one of the most renowned theories within the field of innovation, namely Chesbrough's Open Innovation model.

4.3 ANALYSIS OF RESEARCH QUESTION 2

This section will analyze the findings in relation to research question 2 (p. 13), based on the comparison between my own observations of the youths, and the youth's own answers in the questionnaires.

At the heart of this research question lies three weeks of devotion from twelve youths, all coming in to the project with different stories, personalities and points of departures. Accordingly one cannot make a general claim saying that everyone developed the same, and were left with the same results. Consequently, the following section will **firstly** present the tendencies that can be applied to the group in general, and **secondly** highlight two individuals who differed from these tendencies. As discussed in the methodological chapter, this development refers to, and distinguishes between academic and personal growth.

4.3.1 The group as a whole

Throughout the project there were two decisive moments that to me proved development in the youths. The first was on Friday of the first week – only five days after having met each other for the first time. During this week most of the exercises was of a fairly simple character, not pushing the youths too far outside their comfort zone. However, that Friday, they were given a task that would prove both challenging and rewarding.

The exercise is called “I stand for”, and works in the way that everyone is given fifteen minutes to individually complete the three sentences “In my life I stand for...”, “therefore I say no to...” and “therefore I say yes to...”²⁰. These sentences are thence to be presented, and the audience are not allowed to give neither applause nor feedback. This can be challenging both because the person presenting is saying something very personal about themselves, as well as not receiving any form of acknowledgement. The youths were informed to sit in a semicircle, and one by one get up and present their sentences. They were to stand in front of the audience and look everyone in the eyes before starting to speak. This forced them to stand completely

20 General example: In my life I stand for freedom of speech. Therefore I say no to dictatorship and therefore I say yes to democracy.

still while being watched, an experience that can be daunting for everyone, and especially someone in this particular age group. The sole focus in the room was on the person presenting, and what he or she was saying. For the first time during the project, everyone was forced to see and be seen. We (Anniken and I) could tell that the first ones felt a bit uncomfortable, however as more people presented, the more confident they got. They acknowledged that they could say anything they wanted, and no one was allowed to judge them or make fun of them. They were in a safe place, where they were allowed to be themselves. When everyone had presented, they were asked to do the very same thing again, repeating what they just had said. This time around every single one stood proud and serious, conveying their message in a confident manner.

"I have always hated standing in front of people. When I think about people looking at me I just start to stutter and I forget everything I am supposed to say. I hate it!"

- Magnus (one of the youths) at day five of the project

The following Tuesday it was feedback time. We were not going to be part of it, but the youths were told to give each other positive and constructive feedback, as they had been taught during the past week. We had dreaded this moment for a couple of days, not knowing if they would manage to give feedback in a constructive manner. It could potentially result in very negative experiences for them; being told that they are not good enough or that they are doing something wrong. Another outcome could be that they did not dare to say what they really meant, and end up only giving positive feedback. We were delightfully surprised when we observed that they were in fact giving each other pretty harsh feedback, and it was generally received with something like "yes, I am aware that I do that sometimes", or "thanks for telling me that, I had no idea!". When they got to the positive feedback it was all smiles and joy, and several of them actually teared up. The majority had never received positive feedback from people their own age, and it seemed to really make an impression on them.

From the observational findings presented in the very beginning of this chapter, it is illustrated that the youths went from nervous and uncertain individuals at the first day of the project, to a unified group that conveyed authority and self-esteem at the day of the final presentation. I do not believe that could have ever happened if it was not for both an academic and a personal development in the youths. The two episodes illustrated above were my first indications that they were growing on a personal level. Being able to convey ones own worldview in front of a group of people takes courage and determination. And it takes acceptance from the audience. Further, the challenge of receiving critique can be difficult for anyone, especially youth in an age where the opinions of others often are very important. The way the youths handled these challenges showed us not only that the group was coming stronger together, however also that the reason for this might be their personal commitment and development. Through this personal commitment also came the united desire to take on the challenge from BVA. They did research, read documents and performed interviews, and this knowledge was consequently applied in their final solutions presented to BVA.

Anniken: *"Magnus, do you want to be in the presentation or writing group?"*

Magnus: *"I never thought I would say this, but I would like to present!"*

- Magnus at day eleven of the project

The questionnaire results (Appendix 5) show that 96,4 % of the youths claim they have fully or partially developed on the academic level, and 72,6 % claim the same for the personal level. These answers clearly indicate that the vast majority of the group have developed both on a personal and an academic arena, however more so on the latter. From my observations, I would have presumed it to be the other way around. Based on my first impressions of the youths, my observations indicated that the majority grew significantly on the personal level during the three weeks; more so than on the academic. It was obviously easier for me to see their personal development, as this is more tangible. I could not know their level of academic skills before coming into the project, and thus I could only judge them from their abilities during those three weeks. The questionnaires have proven my perception wrong, and indicate

that the youths have developed more in the academic arena.

While I in general can vouch for the results of the questionnaires (Appendix 5) there is one answer that seem to differ severely from my observations, namely the question “I can apply new knowledge about creative processes”. Throughout the whole project, one of our biggest challenges was to make the youths comprehend and apply the creative approach to the work. They thought it was frustrating to constantly throw away ideas and start over. They tended to all like an idea that was suggested, only to escape from having to work more with it. Time was short, so when we discovered this, it resulted in a high level of involvement from Anniken and myself. We started throwing out ideas, and pushed the youths to develop them further. We had to lead these processes closely, in order to make sure they stayed in their flow. When they eventually started to see the results of these processes it did give them increasingly more motivation, but it was a struggle to get to the point where we did not have to control the process. I do believe that this was, by far, one of our biggest challenges as process leaders. Because we had anticipated a higher level of creative development in the group, I was surprised when 100% of the youths claim they had improved in this area. This could indicate that the perception of creativity differs severely in the eyes of the youths versus Anniken and mine. While they see something as highly creative and “outside the box”, we can categorize the very same thing as generic and far from innovative. However, the youths’ perception that they have learned to be creative is far more important than the fact that Anniken and I were not completely satisfied with the development in this area.

4.3.2 Individuals

As the general development of the group progressed as described above, I would like to highlight two individuals to better illustrate the differences in the twelve youths. I have chosen these two because of their answers in the questionnaire, which differs severely from my own observations.

Pia was one of the youths already known by BVA because of her difficult family situation. We were never able to really get to know her, as she tended very much to be either hyperactive or very quite. She was the only one who occasionally did not show up for work, and had a severe lack of focus when she did. She did not even turn up for the final presentation. As we had been informed about her background, we decided it was no point in making her feel any worse, and thus told her it was okay for her to contribute as much as she felt she managed. Consequently, Pia was not much of a contributor to the group, a fact Anniken and I acknowledged only between us. In the same vain we did not feel we were able to give her much back either. However, in her questionnaire Pia claims that she has developed, fully or partially, 100% on the academic level, and 80% on the personal level. It is difficult to know whether these answers reflect her sincere opinion, if they reflect a lack of introspection, or if she is trying to “impress” through her answers. According to my observations, she did not in any way follow the development curve general for the group. However, hopefully her perception is the right one; a notion that only indicates the differences between her and mine reflections.

Hanne was also one of the three that was previously known by BVA because of a difficult family situation. She is an extremely shy girl, but underneath that surface is a girl with very strong political and personal beliefs and a huge creative talent. Throughout the process we strongly believed she became more confident, which she proved by raising her voice, stating her opinion, and even presenting before the other youths without being nervous. She was one of the people I strongly felt was personally impacted by the project. In her questionnaire Hanne answers that she fully or partially agrees to 100% of the questions regarding her academic development. On the other hand, she only partially agrees to 10% on the personal level, which demonstrates a severe difference from the general development in the group. Further, I find it somewhat sad that Hanne has not registered her own development. There is no doubt in my mind that she became more confident throughout the project, a notion clearly indicated by her actions. However, my observations mean nothing unless she feels the same way, which again illustrates the difference between her reflections and mine.

These stories illustrate that not all of the youths followed the general development of the group, as well as the fact that my observations were not in any way concurrent with the perceptions of some of the youths participating.

4.3.3 Conclusion

Both my observations and the results from the questionnaires indicate that the youths have been through a significant growth both on the academic and the personal level. It is important to note that this is the general development of the group as a whole, and as illustrated above that some individuals fall outside of this generalization. I will further conclude that my observations during the project did not concur with the youth's own experiences, which indicates the importance of letting them speak their own cause. This further manifests the importance of perception; it is different in the eyes of every beholder.

CHAPTER 5 - CONCLUSION AND PERSPECTIVE DRAWING

5.1 CONCLUSION

This thesis has analysed the social venture Ung Innflytelse; with a dual focus on both the three-week long process itself, as well as the youths participating in the project.

5.1.1 Conclusion research question 1

Which contemporary innovation and entrepreneurship theories is the project Ung Innflytelse grounded in, and in what ways are they applied in practice?

Through my study I have discovered that the following contemporary innovation and entrepreneurship theories underpin the fundamental areas of Ung Innflytelse, and accordingly builds the theoretical foundation of the project.

1. The **Space for Play and Gardening** discourses illustrate in theory what lies at the heart of the Ung Innflytelse philosophy. Namely that good results only can be produced if a group synergy is present; and that a group synergy only can be achieved through an atmosphere that encourage and nourish creative and innovative thinking as well as cohesion between the participants.
2. The incorporation of Ung Innflytelse in BVA illustrates in practice the theoretical discourse on **Innovation in the Bureaucracy**. As a result of this incorporation, the hierarchical structure in BVA was temporarily flipped upside down, allowing the youths to set guidelines for the politicians, and not the other way around.
3. Bydel Vestre Aker (BVA) hired twelve youths to come up with solutions to cope with school absence and dropouts, exactly because of their expert knowledge on being young and in school today. This demonstrates in practice what the **model of Open Innovation** suggests in theory, which further led to the youths getting their voices heard based on their very expert knowledge.

The common denominator of these three theoretical areas is that they all claim to enhance innovation and financial value for a given initiative or organization. Through my analysis I discovered that they also can be used in relation to initiatives creating value of a non-financial character - as illustrated through the appliance to Ung Innflytelse. Accordingly, I can conclude that the project Ung Innflytelse is grounded in the contemporary innovation and entrepreneurship theories above, which also sums up how they are applied in practice.

5.1.2 Conclusion research question 2

Have the participants of Ung Innflytelse developed throughout the project? If so, in what way?

The results from the comparative study of my own observations of the youths up against their own questionnaires, revealed general tendencies of development both in the academic and the personal arena. However, not all participants fell under this generalization, which I believe is because of every individual's prerequisites, their backgrounds and their own motivation to be part of the project. This assumption was verified through the fact that the two individuals who most clearly stood out from the general development of the group, both had severe familiar, and consequently personal challenges. Accordingly, one cannot measure this kind of development in a set curve, however every individual needs to be taken into consideration. Even though the level of development varied from individual to individual, my observations and the average statistics from the questionnaires indicated a high level of development during the three weeks. Accordingly I can conclude that Ung Innflytelse provides a platform on which the youths participating can develop and grow both on the academic and professional arena.

5.1.3 Additional Key Learning

In addition to the confirmation of the youths' development, I discovered another interesting notion in this part of my empirical study; namely that every conclusion I made based on my observations were the very opposite of what the youths concluded in their questionnaires. I concluded that they had developed more in the personal arena – they concluded they had

developed more in the academic. I concluded they did not absorb much knowledge about creativity – they concluded this was the area they had learned the most. The individual I thought learned the least claimed she had learned more than the average in the group. And lastly the girl I believed had developed the most throughout the project, claimed to have learned less than everyone else. This observation leads to a conclusion, which coincidentally is the exact fundament of Ung Innflytelse: we as adults have absolutely no idea how the youths of today look at the world or themselves, or how they reflect on their own position and journey in life. Consequently I believe we need to facilitate and provide them with an arena on which they can express themselves. As my research has shown, the recipients of these reflections do not necessarily have to be adults; the notion that they can express themselves on a deeper level to their own peers can be just as important.

From these conclusions, it becomes evident that this thesis has revealed new knowledge about the project Ung Innflytelse that never previously has been addressed. The knowledge deriving from this thesis has filled a void in terms of documentation of the project, which hopefully will be of great relevance in the further Norwegian expansion of Ung Innflytelse.

5.2 PERSPECTIVE DRAWING

5.2.1 Implications for Practitioners

Various actors can apply the knowledge revealed in this thesis. Firstly it will play a great part in the expansion of Ung Innflytelse. In January 2013 Anniken and I will approach a number of municipalities to present the project. Because of this thesis we will now be able to provide the documentation that BVA asked for when we first presented the project to them, proving not only that the project has a solid theoretical platform, however also that it has a great impact on the youths participating. This thesis will hopefully serve as a selling point in the process of deciding whether or not to provide money to a project like Ung Innflytelse. Further the knowledge in this thesis aims to engage both local and governmental politicians. Hopefully I have managed to illustrate the importance of involving youth in societal issues, and the results that may occur from it. I hope that this thesis can be used as inspiration, and show that ap-

proaching old problems with new methods is not scary, but can be highly constructive. Further I hope to illustrate that meeting article 12 of the Convention of the Rights of the Child by giving children and youth a voice in society, is actually not easier said than done, it could in fact be easier done than said.

This thesis can be argued to impact a fairly narrow audience, which is true in one sense. However, if the result of this thesis is that we can carry out more Ung Innflytelse processes, the knowledge the youths will produce could potentially impact whole societies.

5.2.2 Further research

My research has been conducted on the basis of a qualitative study involving the limited segment of twelve youths over the course of only three weeks. Subsequently there are other potential ways this research can be extended. As my findings draw tendencies based on a fairly narrow study, I believe it would be interesting to carry out research based on more quantitative methods, which can reveal results of a more generalizing character. If the project expands as desired, this would involve different municipalities and different youths. This opens up for the possibility to uncover, amongst other things, how the project impacts its participants based on age, gender and geographical differences.

Further it would be interesting to investigate the impact Ung Innflytelse has on society in the long-term perspective. There is currently little documentation that identifies what has happened with the solutions created by the youths during the different projects both in Sweden, and now in Norway. Using the issues of this thesis as an example one could start by detecting which solutions BVA has decided to pursue. Within a given timeframe, perhaps a year, one could go back and evaluate which solutions still have a right to life, and the impacts they have had so far. Accordingly one could detect whether there has occurred a decrease in school absence and dropouts, based on the solutions created through Ung Innflytelse. By researching these long-term perspectives after every respective process one could presumably indicate what level of direct impact the project has in society.

5.2.3 The future of Ung Innflytelse

At the post evaluation meeting Anniken and I had with BVA, we were informed that they have already made the decision to commit to the project again next summer. Alongside their long-term commitment to work with absence and dropouts in school, they also have a strong focus on issues regarding youth and drug abuse, which they want to focus on next year. They informed us that the results emerging from this years' project made the decision to commit to one more year fairly simple. As Jeannette Wold put it: *"When you first presented your detailed plan for the three weeks, I must admit I was afraid you weren't going to get any work done at all. But through those alternative methods the youths have managed to present thoughts and ideas beyond what we hoped for. We want you to do the same next year."*

BIBLIOGRAPHY

Anfindsen, O. J., 2010. Selvmordsparadigmet. Oslo: Koloritt Forlag.

Austin R. D. and Hjorth, D., 2008. The Unlikely Conversation: How the Economic 'lives with' the Aesthetic in Creative Companies. Proceedings from the Art of Management Conference. Banff, Canada, 9-12 September 2008. Copenhagen: Denmark.

Brace, I., 2008. Questionnaire Design – How to plan, structure and write survey material for effective market research. 2nd ed. London: Kogan Page Ltd.

Chesbrough, H. W., 2003 (A). Open Innovation – The New Imperative for Creating and Profiting from Technology. Boston, Massachusetts: Harvard Business School Press.

Chesbrough, H. W., 2003 (B). The Era of Open Innovation. MIT Sloan Management Review. Spring 2003 pp. 35-41.

Creswell, J. W., 2003. Research design: qualitative and qualitative approaches. 2nd ed. Thousand Oaks, CA: Sage Publications

Dalland, O., 2000. Metode og oppgaveskriving for studenter. 3rd ed. Oslo: Gyldendal Norske Forlag.

Dean, A. and Kretchmer M., 2007. Can ideas be capital? Factors of production in the postindustrial economy: a review and critique. Academy of Management Review. 32(2) pp. 573-594.

Denscombe, M., 2010. Ground Rules for Social Research – Guidelines for Good Practice. 2nd ed. Maidenhead: McGraw-Hill Education.

Dodgson, M., Gann, D. and Salter, A., 2006. The role of technology in the shift towards open innovation: the case of Procter & Gamble. *R&D Management*. 36(3) pp. 333-346.

Edam, 2012. Participatory vs. Non-Participatory Observation. Available at: <http://edam-evaluation.eu/methods/participatory-vs-non-participatory-observation> [Accessed 15 August 2012]

Fangen, K., 2004. *Deltagende Observasjon*. Bergen: Fagbokforlaget.

Glatthorn, A. A. and Joyner, R. L., 2005. *Writing the Winning Thesis or Dissertation*. 2nd ed. Thousand Oaks, CA: Sage Publications.

Grodin, M. A. and Glantz L. H., 2004. *Children as Research Subjects – Science, Ethics & Law*. Oxford: Oxford University Press.

Hackley, C., 2003. *Doing research projects in marketing, management and consumer research*. London: Routledge.

Harryson, S., 2006. *Know-Who Based Entrepreneurship – From Knowledge Creation to Business Implementation*. Cheltenham, UK: Edward Elgar Publishing.

Heshusius, L. and Ballard, K., 1996. *From Positivism to Interpretivism and Beyond*. New York, NY: Teachers College Press.

Hjorth, D., 2003. *Rewriting Entrepreneurship – for a new perspective on organisational creativity*. Malmø: Copenhagen Business School Press.

Hjorth, D., 2004. Creating space for play/invention – concepts of space and organizational entrepreneurship. *Entrepreneurship & Regional Development: An International Journal*, 16(5), pp. 413-432.

Hjorth, D., 2005. Organizational Entrepreneurship – With de Certeau on Creating Heterotopias (or Spaces for Play). *Journal of Management Inquiry*, 14(4) pp. 386-398.

Jackson, W., 2005. *Methods Doing Social Research*. Scarborough: Prentice-Hall Canada Inc.

Johnston, K. B., 1993. *Busting Bureaucracy: How to Conquer your Organization's Worst Enemy*. STED: R. R. Donnelley & Sons.

Jones, R. A., 1996. *Research Methods in the Social and Behavioral Sciences*. 2nd ed. Sunderland, MA: Sinauer Associates, Inc.

Jorgensen, D. L., 1989. *Participant Observation – A Methodology for Human Studies*. Newbury Park, CA: Sage Publications.

Kallinikos, J., 2004. *The consequences of information: Institutional Implications of Technological Change*. Cheltenham: Edward Elgar Publishing Ltd.

Kaospilot, 2012. General Info. Available at: http://www.kaospilot.dk/general-info_cp.aspx [Accessed 18 April 2012].

Kanter, R. M., 1990. *When Giants learn to Dance*. London: Unwin Hyman.

Kodish, E., 2005. *Ethics and Research With Children: A case-based Approach*. Oxford: Oxford University Press.

Kruuse, E., 2001. *Kvantitative forskningsmetoder i Psykologi og Tilgrænsende fag*. København: Dansk psykologisk Forlag.

Kumar, R. 2005. *Research methodology: a step-by-step guide for beginners*. 2nd ed. London:

Sage Publications Ltd.

Kvale, S. (1994). Interviews. København: Hans Reitzels Forlag.

Light, P. C., 2009. Social Entrepreneurship Revisited. Stanford Social Innovation Review, Summer 2009 pp. 21-22.

Lindegard, S., 2010. The Open Innovation Revolution – Essentials, Roadblocks and leadership skills. Hoboken, New Jersey: John Wiley & Sons.

MacDonald, C. and Walton, N., 2012. Research Involving Children and Youth. Available at: <http://www.researchethics.ca/children-and-youths.htm> [Accessed 22 August 2012].

Mair, J. and Martí I., 2006. Social Entrepreneurship research: A source of explanation, prediction, and delight. Journal of World Business, 41, pp. 36-44.

Procter&Gamble 2012. Om P&G. Available at: <http://www.no.pg.com/about.aspx> [Accessed 06 July 2012].

Roth, G. and Wittich, C. eds., 1978. Max Weber: Economy and Society. Los Angeles, California: University of California Press.

Rydahl, J. and Mikkelsen, D., 2008. Symbolic Consumption & Identity Construction – A study of Danish Adolescent Girls. Copenhagen: Copenhagen Business School.

Sahni, P. and Vayunandan, E., 2010. Administrative Theory. New Dehli: PHI Learning Private Ltd.

Sismondo, S., 2010. An Introduction to Science and Technology Studies. 2nd ed. Chichester,

UK: Wiley-Blackwell Publishing.

Soanes, C. and Stevenson, A., 2009. Concise Oxford English Dictionary. 11th ed. Oxford: Oxford University Press.

Spradley, J. P., 1980. Participant observation. Orlando, FL: Harcourt Brace Jovanovich.

Tidd, J. and Bessant, J., 2009. Managing Innovation: Integrating Technological, Market and Organizational Change. 4th ed. Chichester: John Wiley & Sons Ltd.

Unicef, 2012. Fact Sheet: the right to participation [pdf] Available at: <http://www.unicef.org/crc/files/Right-to-Participation.pdf> [Accessed 17 April 2012].

Weber, M., 1915. The Theory of Social and Economic Organization. Translated from German by Parsons, T., 1947. New York, NY: The Free Press.

Woods, P., 2006. Qualitative Research. Plymouth: Open University Press.

APPENDIX 1

Map showing the 15 different districts in Oslo. Bydel Vestre Aker in the top left corner.



APPENDIX 2

Task description given to the youths by BVA. It is directly translated from Norwegian to English, and has been shortened for the relevance of this thesis.



Oslo kommune
Bydel Vestre Aker
Bydelsadministrasjonen

UNG INNFLYTELSE 2012 – TASK DESCRIPTION

Dropout and absence from school

The overall theme of Ung Innflytelse 2012 is the City Councils' main objective to contribute to that all youth complete high school.

Principal of the task:

Jan O. Nytveit, District Director

Jeannette Wold, Unit Leader of Department of Children and Youth

Project Group:

Jeannette Wold, + 2 other employees working with school dropouts in the unit.

Background:

Bydel Vestre Aker (BVA) is currently working to decrease absence and drop-out in school. Grounded in the City Council and the SaLTto Program's main objectives, the Education Agency, the municipalities, NAV and other contributing parties shall work with the reduction of school absence and drop-outs, and contribute to help as many as possible to finish high school.

The task 2012:

Why do some youths choose to drop out of school?

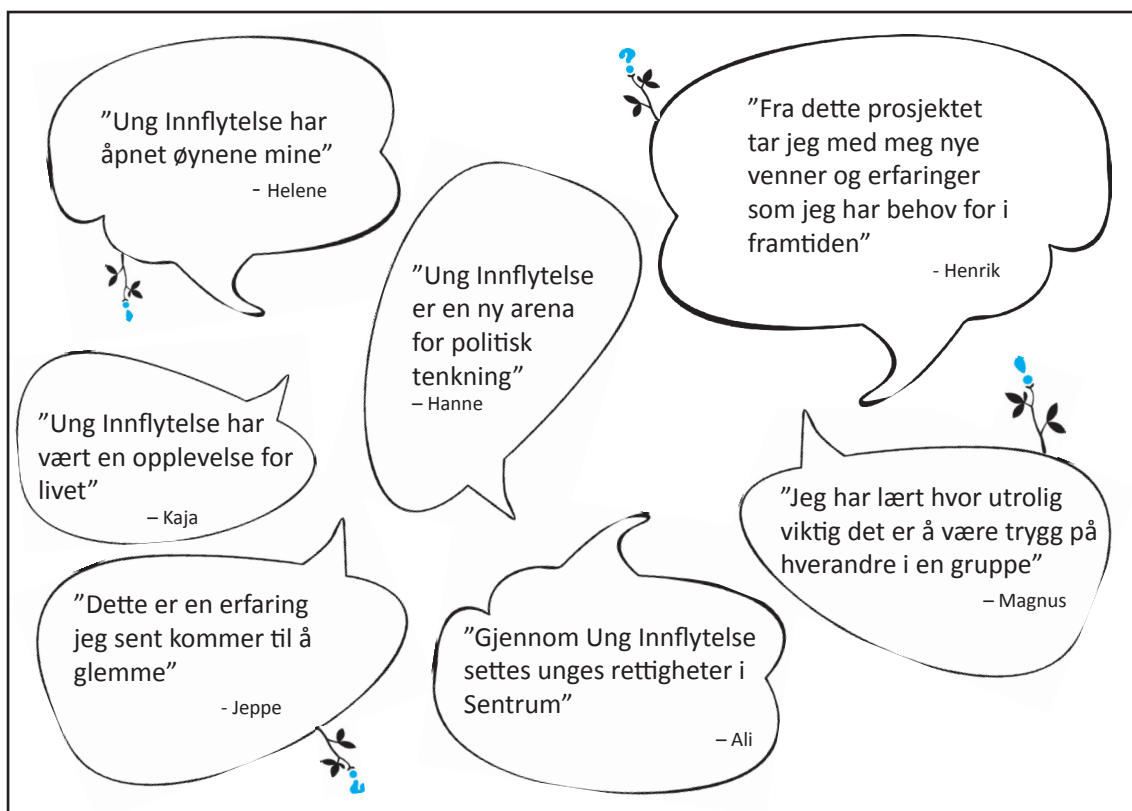
Bring forward a vision for BVA: How can we become the best municipality in the world when it comes to prevention of dropouts in school.

Give us:

- 5 suggestions as to how BVA can get pupils who have a high level of absence back to school.
- 5 suggestions to alternative educational alternatives that can lead to more pupils graduating from school.
- 5 suggestions to what kind of follow-up dropouts need in order to get back to school or in to work. And how do we reach them?

APPENDIX 3

The full report written by the youths, containing their solutions to BVA's task. I have taken out the youths' pictures and contact information, and further changed their names in coherence with this thesis' aim not to disclose any personal information about the youths. As authorized by my supervisor, Birgitte Tufte, this report has not been translated into English.



Innholdsfortegnelse

Forord	s. 1	Alternative Opplæringstilbud	s. 18
Ung Innflytelse i Bydel Vestre Aker	s. 2	Sansitorium	s. 18
Årets Deltagere	s. 3	Verktøykassa	s. 19
Oppdraget	s. 4	Riv ned muren!	s. 20
Research	s. 5	Golden Academy	s. 21
Visjon	s. 6	Ting dere ikke visste dere trengte	s. 22
De som har droppet ut	s. 7	ungibva.no	s. 22
Ikkademiker	s. 7	Drømmefangeren	s. 23
Ikkademikerne	s. 8	Etterord	s. 24
Pop-up Snack	s. 9		
Veiviseren	s. 10		
De som er i faresonen	s. 11		
BVA - Bydelens VisjonsAkademi	s. 11		
Drømmeverkstedet	s. 13		
iPraksis	s. 14		
Flush	s. 15		
App-fabrikken	s. 16		

Forord

Dagen jeg fikk telefonen "Gratulerer, du er en av de tolv heldige som er med på Ung Innflytelse 2012" er en av de dagene jeg alltid kommer til å huske. Hvor jeg var, hvem jeg var sammen med og gleden av å være en del av prosjektet. Det var en utrolig god følelse, for dette skulle bli verdens viktigste sommerjobb.

Hovseterklubben, første mandag i ferien, presis klokken ni. Uten å vite helt hva jeg skulle forvente kom jeg inn i et rom med tolv forskjellige mennesker, men ulike verdier og tanker. Hva enn jeg forventet, kunne det ikke måle seg med hva jeg møtte. Det tok ikke lang tid før vi var en gruppe som fungerte sammen på alle tenkelige måter. Alle hadde noe å si og vi utfylte hverandre der det var behov. Gruppen var perfekt.

Tross våre ulikheter hadde vi alle et felles mål. Skape det beste Ung Innflytelse-resultatet noensinne. Ettersom dette var første gang Ung Innflytelse ble kjørt i Norge var vi hvertfall Norgesmestre, men vi – vi skulle bli Verdensmestre!

Etter mange bøtter med kaffe og en berg-og-dal bane tur vi aldri har sett maken til, sitter du nå med resultatet av tre lange, intensive og helt utrolige uker. Vi har brukt hodet, kroppen og tankene våre på helt nye måter. Den kreative delen av hjernen har jobbet på spreng, vi har kommet frem til idéer vi ikke engang trodde var mulige. Noen av idéene vi presenterer er visjonære, og vi håper de åpner noen øyne for de mulighetene som fins der ute. Vi har lagt vår sjel i disse 27 sidene og vi har kommet med et resultat vi ikke kunne ha vært stoltere av.

Velkommen inn i vårt Drømmeunivers, våre tanker og idéer. Velkommen til Ung Innflytelse 2012!

Anette,
Ung Innflytelse deltager 2012



Ung Innflytelse i Bydel Vestre Aker

At unge mennesker skal ha innflytelse i alle spørsmål som angår dem, står i artikkel 12 i FNs konvensjon om barnets rettigheter. Altfor ofte begrenses unge menneskers innflytelse i de kommunale virksomhetene, og unge blir ikke engang spurt om spørsmål som angår dem direkte. Grunnet dette ble prosjektet Ung Innflytelse født i Nacka Kommune i Sverige, hvor det ble gjennomført for første gang i 2008. I år er det første gang prosjektet gjennomføres i Norge med Bydel Vestre Aker som foregangsbydel.

Grunntanken i Ung Innflytelse er enkel: La 12 ungdommer få sommerjobb i tre uker med et reelt oppdrag som kommunen eller bydelen står ovenfor. Gjennom Ung Innflytelse aktualiserer Bydel Vestre Aker Barnekonvensjonen og tilfører kommunen en ny måte å arbeide med unges innflytelse på.

Årets oppdrag har handlet om frafall i skolen og drop-out. Et spørsmål som er komplekst og en stor utfordring for samfunnet som helhet. Årets deltagere har arbeidet intenst i tre uker for å forstå, utforske og komme med løsninger på hvordan Bydelen kan senke frafall og drop-outs i skolen.

Vil du vite mer om prosjektet Ung Innflytelse eller komme i kontakt med Innflytelsepilottene? Les mer på bloggen, og last ned rapporten på: www.unginnflytelse.wordpress.com. Eller ta kontakt med en av Prosjektlederne.



Anniken Sand
Annikensand@gmail.com
0047 41613004



Benedicte Felix
felixbenedicte@gmail.com
0047 93420194



2

Oppdraget fra Bydel Vestre Aker

Drop-out og skolefravær

Det overordnede tema for Ung innflytelse 2012 er byrådets hovedmålsetning om å bidra til at alle ungdommer fullfører videregående skole.

Bakgrunn for oppdraget

Bydelen jobber med å redusere skolefravær og drop-out. Med bakgrunn i byrådets målsetninger og SaLTo handlingsprogram 2012-15, skal utdanningsetaten, bydelene, NAV og andre samarbeidspartnere jobbe med å redusere skolefravær og bidra til at flest mulig gjennomfører videregående skole.

Oppdraget 2012

Ta fram en visjon for bydelen: hvordan blir vi verdens beste bydel i arbeidet med forebygging av frafall i skolen?

Og gi oss

- 5 gode råd om hva vi BVA kan gjøre for at elever som har stort skolefravær vil velge å gå på skolen
- Forslag til 5 alternative opplæringsstilbud som kan føre til at flere elever fullfører og består skolen. Med alternative opplæringsstilbud menes andre måter og/eller steder å få kunnskap om hele eller deler av pensum på.
- 5 gode råd om hva de som dropper ut trenger av oppfølging for å komme tilbake til skolen, eller i arbeid, og hvordan når vi ut til de det gjelder?

OBS! Mens vi jobbet med idéene fant vi ut av noen av løsningene glir mellom de forskjellige målgruppene. Samtidig fant vi noen andre geniale løsninger som vi har valgt å plassere under kategorien "Ting dere ikke visste at dere trengte" Derfor er det ikke fem tanker på hvert tema, men en inndeling vi synes er mye mer genial!



4

Research

For å kunne svare på oppdraget vi fikk, var det viktig at alle var innforstått med målgruppen vi skulle hjelpe, og hvilke tiltak som allerede var satt i gang. For å få et bilde av hvilke tiltak som allerede var satt i gang, har vi lært av tre aktører: Kompass, Reaktorskolen, og Golden Academy. Uteteamet var også en hjelpende hånd i læringsfasen.

Men før møtet med de forskjellige aktørene hadde vi en briefing med leder for avdelingen for barn og unge i bydelen, Jeannette Wold. Her ble vi informert om hvor alvorlig temaet "drop-out" virkelig var. Blant annet fikk vi vite at 1/3 av alle som starter på videregående dropper ut. Vi fikk også informasjon om at vi ikke kunne gjøre forandringer i selve skolen, hvilket gjorde jobben om alternative læringsmetoder svært utfordrende.

Kompass er en frivillig organisasjon startet av Sherry og Katerina. De har plukket opp noen av de ungdommene som er gitt opp av Barnevernet, og innlemmet dem i et catering-business. Fokus ligger på å gi ungdommene mestringsfølelse og støtte, to ting disse ungdommene har hatt lite av i sitt liv. Dette, samt å gi ungdommene en rutinemessig hverdag, er med på å bedre deres hverdag og kanskje gi dem den motivasjonen og selvtilliten de trenger for å komme tilbake i skole eller arbeid.

Reaktorskolen er en annen privat aktør som tilbyr kurs til arbeidsledige om hvordan de kan komme inn i arbeid eller skole. Da vi var der fikk vi også det mest verdifulle foredraget så langt. Det ble holdt av grunnleggeren av leksehjelpstjenesten Golden Academy, Shafi. Shafi fortalte om sin egen oppvekst og

skolehverdag. Han hadde vært en dårlig elev faglig sett, og hadde blant annet en toer i matte. Han fortalte videre om hvordan han fant sin drøm: å kjøpe en veldig dyr Canada Goose jakke. Han fikk seg en jobb på Bunnpris og fant fort ut at han ikke ville jobbe der resten av livet. Dette ga han motivasjonen til å ta seg sammen på skolebenken, og resulterte senere i toppkarter i både matte og flere andre fag. Det ene førte til det andre, og nå har Shafi startet leksehjelpstjenesten Golden Academy, hvor han hjelper andre unge til å finne sin motivasjon og gjøre det bedre på skolen!

Det siste møtet vi foretok oss utenfor jobblokalene var møtet med 17-år gamle "Zascha". Hun har droppet ut fra videregående. Drømmen hennes var å bli frisør, men hun fikk ingen lærlingplass. Dette resulterte i at hun droppet ut fra skolen, og hun fortalte om den manglende oppfølgingen fra skolesystemet da dette skjedde. Hun havnet i et miljø preget av rus og vold, og hun endte i en ond sirkel hun ikke klarte å bryte ut av. Hun ble plukket opp av Sherry, ildsjelen bak Kompass, og hun fikk en ny start. Nå har hun funnet ut at det å ikke ha noe å gjøre gir lite mening, og hun har nå samlet motivasjonen hun trenger for å komme seg tilbake på skolebenken. Dette viser hvor viktig det er med konstant oppfølging og motivering fra en person som Sherry, som er villig til å ofre mye.



5

BVA - Drømmenes Teater

Et spillerom for alle

Vi i Ung Innflytelse ønsker å forme en bydel som gir alle muligheten til å utforske de ressursene de har. Kort sagt vil vi inkludere alle. Bydel Vestre Aker skal bli en helhet, et lappeteppes av drømmer, et sted der muligheten til å utforske seg selv eksisterer. Alle burde ha muligheten til å drømme. Alle burde ha en drøm å følge. Alle burde ha sjansen til å følge sin drøm. Vi ser for oss Bydel Vestre Aker som Drømmenes Teater, der alle finner rom til å oppfylle sin drøm. Det er vår [visjon](#).

Alle ideene våre er linket til visjonen og vi har satt et stort fokus på å få lov til å drømme og å få ressursene som trengs for å oppfylle disse. Her er det viktig å understreke at vi med "ressursene" ikke bare mener utdanning, men også interesse, motivasjon, godt selvbilde, og et aksepterende og inkluderende miljø som lar individet spille ut sin drøm. Vi har valgt en visjon som symboliserer at alles drøm har en verdi og de skal derfor få muligheten til å verdsette og utvikle disse. Målet er å få ungdommer til å skjønne verdiene av drømmene de holder inne og at de aldri, aldri må være flau over å snakke høyt om drømmen sin, men heller være stolte og å få ha muligheten til å realisere den.

Et av hovedpunktene med vår visjon er å inkludere alle og bruke alle ressursene vi har. Vi vil se potensiale der man ikke har sett potensiale før. Her liker vi å bruke uttrykket "få gull ut av gråstein". Vi vil finne drømmene, kunnskapen og historiene som gemmer seg i hvert individ, og vi vil gi dem spillerom til å utvikle sine evner og å få oppfylle sin drøm.

Når alle en dag har ressursene, kunnskapen og ikke minst motivasjonen til å oppfylle sin drøm og får muligheten til å jobbe med det de elsker å gjøre håper vi i Ung Innflytelse at å observere bydel Vestre Aker blir som å observere et mangfold av oppfylte drømmer som utspiller seg som et fantastisk teater.



6

Fire tanker om løsninger for de som har droppet ut

Tanke 1 - Ikkademi

"Dropout!", "taper!", "outsider!", "du kan ingenting!". Det er ikke måte på alt de som har falt utenfor skolen skal tåle. De hører konstant at de ikke kan eller ikke vil. Med ordet "dropout" hengende over seg er det vanskelig å finne motivasjon. Vi i Ung Innflytelse synes ikke "dropouts" er noen som er noe dårligere enn noen andre. De har akkurat like mye kompetanse. Det er bare en annen kompetanse enn akademikerne. De er Ikkademi.

Ordet Ikkademi representerer de tankene vi har gjort oss rundt det å falle ut av skolen. Mange mister den motivasjonen de trenger, andre vil noe annet, men vet bare ikke hva. Ikkademikere er de som har valgt noe annet enn akademikerne, noen som kjører et annet løp utenfor det tradisjonelle utdannelses-systemet; de er noe helt eget. De sitter på kompetanse som akademikerne ikke innehar, og det er viktig å se på de som en ressurs som kan utvikles, og ikke som såkalte "tapere". Ordet Ikkademi er positivt ladet, nettopp fordi vi vil illustrere at de er en ressurs og ikke en belastning. Det er ikke noe galt ved å være en Ikkademi, tvert imot!

Ved å gi "dropouts" et nytt navn vil man få vekk negativiteten og stigmaen forbundet med dem. Bare ved å gjøre et enkelt navnebytte vil man kunne gi ny driv og motivasjon til de som har falt utenfor. Vi har ordet, vi vet hva det står for. Nå er det bare å spre ordet, bokstavelig talt. Budskapet må komme frem, og ved å bruke det konsekvent kan vi utrede mye både for Ikkademikerne selv og også samfunnet generelt!



7

Tanke 2 - Ikkademikerne

Etter å ha vært gjennom Ung Innflytelse 2012 er vi overbevist om at dette er et utrolig prosjekt. Vi vil nå ta det til neste nivå. "Zascha" og Kompass fortalte oss om ferier og hvordan de kan være ekstra tunge. Ikkademikere glemmes av systemet, det er ingen steder å gå og ingen tar deg med. Ikke før nå.

Ung Innflytelse baserer seg på at ungdom ansettes for å komme med løsninger på et gitt problem fra sitt unge perspektiv. Ung Innflytelse for Ikkademikere er gull for bydelen. Vi ønsker å starte et prosjekt hvor Ikkademikerne får bruke de ressursene de har i et prosjekt hvor de utfører oppdrag for bydelen. Disse oppdragene vil være praktiske og baseres på deres interesser og ferdigheter, utførelsen samt resultatet vil være deres ansvar.

Ikkademikerne ansettes av bydelen, og har et oppdrag i likhet med Ung Innflytelse. Forskjellen ligger i hva prosjektet innebærer, men her som der; ungdommenes ressurser er i sentrum, ergo, det blir et mer praktisk prosjekt. I starten kan det brukes litt tid på å veilede og hjelpe de unge til å finne ut hva de kan og ønsker å gjøre. Dette videreføres så til produksjonsfasen der de utvikler og jobber praktisk med det de ønsker. Oppdragene kan være alt fra utviklingen av et uteareal, arrangere konserter av og for unge til maling av bygninger. Han taggeren som fikk prikk på rullebladet? Han er en dyktig kunstner. Vi gir han nå sjansen til å dekorere triste vegger i bydelen. Han som aldri klarte å sitte i ro på skolen? Han er breakdanser, og fikk i feriejobben Ikkademikerne vist seg frem på

en scene for første gang. Vi ønsker å bruke ikkademiene for det de er, gi de en jobb som de kan komme til og arbeid de kan være stolte av.

En av de vesentligste nytteverdiene er at man lærer ungdom hva engasjement fører til. De får sjansen til å være en stor del av bydelen, samfunnet og de får bestemme selv hvordan de ønsker å gjøre det. Det gir også en mestringsfølelse som er blitt mangelfull for mange av disse ungdommene. De får høre at de ikke kan, og får med tiden følelsen av at det de gjør ikke er godt nok uansett. Mange av disse ungdommene er kanskje ikke helt klare til å hive seg ut i oppdrag som dette. De har hatt problemer med å stole på folk og har opplevd å bli forlatt av alle. Men kanskje man kan samarbeide med Uteteamet som allerede har bygget opp en tillitt hos den enkelte. Med et konkret prosjekt som dette ønsker vi å bruke de evnene Ikkademikerne sitter på direkte inn i bydelen, og vi tror på at dette vil skape et fantastisk engasjement og resultat!



8

Tanke 3 - Pop-up Snack

Researchen vår viser at Ikkademikere ofte har lite å bruke tiden sin på. De har verken skole eller jobb å gå til. De har også gjerne lav selvtillit og lav mestringsfølelse, som står i veien for å komme tilbake til enten skole eller jobb. Nettopp derfor har vi laget den mobile restauranten Pop Up Snack.

Vi har hentet inspirasjonen vår fra det mest voksende konseptet innen matbransjen: Pop-up restauranter. Konseptet går ut på å skape et spisested der det ikke fantes for fem minutter siden. Videre har vi tatt inspirasjon fra prosjektet "Kompass", som driver en cateringtjeneste som involverer Ikkademikere. En av lederne for prosjektet, Sherry, forteller hvor viktig det er for Ikkademikerene å ha noe å gjøre med tiden sin, samt å skape mestringsarenaer som bygger selvtilliten til en Ikkademiker. Mat finnes i alle kulturer og har alltid vært noe som bringer folk sammen, og dette er den mestringsarenaen Pop Up Snack tilbyr.

Konseptet går ut på å skape en arbeidsplass for Ikkademikere og de personene mellom 20-25 som ikke lenger har tilbudet om videregående opplæring. Lederne på kjøkkenet kan være elever fra kokkelinjer i Oslo som trenger mer erfaring, samt en ildsjel som har ansvaret for å ansette og drive konseptet framover. Maten tilberedes på et kjøkken som allerede er godkjent av Mattilsynet, og kjøres så ut med Pop Up Snack's minivan.

Pop Up Snack dukker opp utenfor skoler og på åpne plasser der ungdom befinner seg i Bydel Vestre Aker. Vi har tro på at dette skaper et godt miljø, ikke bare på arbeidsplassen blant Ikkademikere, men også blant de som blir servert god mat til en billig penge.

Dette er en vinn-vinn situasjon, ettersom Ikkademikerne får arbeidsplass, og elever fra kokkelinja får praksisplass. Pop Up Snack tilbyr hele bydelen billig og god mat som kommer til deg der du er. Ta en stol der du kanskje aldri har spist før, og nyt et spennende måltid. Bon appétite!



9

Tanke 4 - Veiviseren

Visste dere at vi allerede har mange tjenester i bydelen som hjelper ungdom med sine problemer? Hvis du vet dette, tør du å ta skrittet og faktisk gå dit? Hvis du tør dette, vet du i det hele tatt hvor de holder til? Vi skal vise deg veien dit.

Vi vet at det allerede finnes mange tiltak i bydelen, men man vet gjerne ikke om dem, og man vet gjerne heller ikke hvor de holder til. Vi må vise hva bydelen har å by på, og utnytte det for alt det er verdt. Vårt forslag er ganske enkelt å vise dem veien.

Vi i Ung Innflytelse vil bokstavelig talt lyse opp veien til de hjelpetjenestene som allerede finnes i vår bydel. Vi vil sette opp gule, lysende, eller i alle fall tydelige fotspor som går fra skoler og bussholdeplasser til nærmeste hjelpetjeneste, for eksempel Uteteamet.

Vi tror dette vil føre til at flere bruker hjelpetjenestene som finnes, og at de som har behov for å snakke ut, deriblant Ikkademikere, får oppleve å ha en god relasjon med et annet menneske som genuint ønsker å hjelpe deg. Det at mange ikke har opplevd en god relasjon med hjelpeinstanser, eksempelvis helsesøster, og kanskje heller aldri har hatt ett godt forhold med en voksen, vet vi at er et stort problem. Det å få kontakt med andre hjelpetjenester drevet av mennesker som virkelig ønsker å hjelpe, tror vi både kan føre til at Ikkademikere og andre med behov for en støttespiller får dette, og at det å søke hjelp ikke blir sett ned på.

Vi vil sette lys på det som allerede finnes, og det som allerede fungerer. Vi vil at det å søke hjelp skal bli sett på som normalt, ettersom ingen, uansett situasjon kan gå gjennom livet på egen hånd. Og hvis du ikke vet hvor du kan få denne hjelpen, skal vi vise deg veien!



10

Fem tanker om de som er i faresonen

Tanke 1 - BVA - Bydelens Visjons Akademi

I dagens skole er det et krav til teoretisk tankegang og skriving. Mange blir fort lei det teoretiske, og uten tilstrekkelig informasjon om andre muligheter ender mange opp i en skolelei hverdag. Hvor mange elever har ikke sittet på skolebenken og tenkt "Dette er ikke meg, dette er helt feil." Dette vil med tid kunne føre til at de velger bort skolen eller faller utenom. Vi gir deg en mulighet til å finne ut av hva du vil og hva du ønsker. Velkommen til en ny, drømmende skole. Velkommen til Bydelens Visjons Akademi!

Bydelens Visjons Akademi (BVA) har et tydelig slektskap til Efterskolen i Danmark. Efterskolen gir ungdom i alderen 14-18 år muligheten til et annerledes år før de går videre til videregående. Det er en friskole, noe som gjør at de er selvstendige og kan føre den praksis og regler de ønsker. Det er i dag 264 efterskoler i Danmark, og ikke én i Norge. Det skal vi gjøre noe med!

Vi ønsker å skape en skole hvor du kan bli kjent med deg selv, dine ferdigheter og interesser. Vi tilbyr fag slik det er ønsket, alt fra musikk og drama til snekker og kokk. Dette er din skole og du skal få finne ut hva som er viktig for nettopp deg. Bydelens Visjonsakademi skal fungere som en mellomstasjon. Både for å velge den retningen som passer deg, men også for å tette faglige hull fra ungdomsskolen og forberede deg til videregående. Derfor vil vi også tilby undervisning i de tradisjonelle fagene, som realfag og samfunnsfag, men vi har en ambisjon om at dette skal gjøres på en lærerik og engasjerende måte. Et annet viktig element er

tilbakemeldingen. Istedenfor en evig jakt på karakter, ønsker vi å fokusere på tilbakemelding i form av feedback. Dette gjør at du istedenfor å føle at du ikke klarer noe, heller blir fortalt hva du klarer og hva du kan gjøre videre.

Bydelens Visjonsakademi er noe dagens elever trenger. Hvis du begynner å falle utenfor, trenger du oppmuntring og tilbakemelding som drar deg videre, ikke en karakter som rakker ytterligere ned på deg. Vi har hørt fra flere ikkademikere at i det man først begynner å falle, og ingen hjelper deg opp igjen, da er det lite vits i å prøve også. De har mistet mestringsfølelsen, noe vi ønsker å tilbakeføre. Videre har dette en direkte effekt på frafallet i skolen. Om flere elever velger å bli sterke faglig og også velger den studieretningen de ønsker, vil færre falle fra og flere vil gjennomføre. Vi ønsker å gi ungdommen muligheten til å finne og følge sin drøm, sine interesser. Slik får man motiverte og drømmende elever.

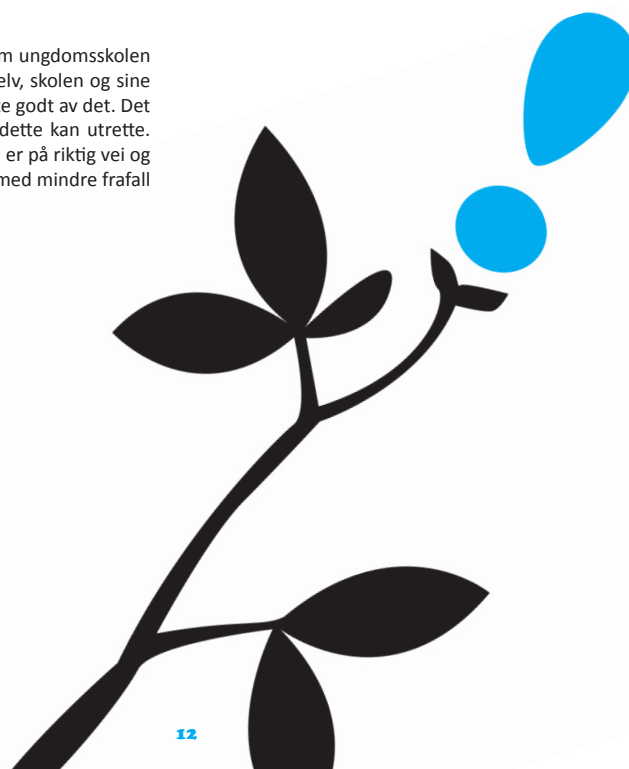
Vi ønsker å lage en skole, et fornyet system. Det er ikke en liten drøm, men den er realistisk. For å finne ut av interessen rundt BVA, er det mulig å snakke med ungdomsskoleelever og de



11

tankene de gjør seg. Det er også mulig å kontakte en Efterskole i Danmark og få råd og tips til hvordan man kan bygge opp noe lignende her i Vestre Aker.

Om det ble sosialt akseptert med et år imellom ungdomsskolen og videregående, for å finne ut mer om seg selv, skolen og sine egne drømmer, vil både elever og samfunn nyte godt av det. Det er ingen stopper for hvor mye en skole som dette kan utrette. Den gir motivasjon, inspirasjon, studenter som er på riktig vei og som brenner for det de gjør. Vi vil få en bydel med mindre frafall og mer engasjement og variasjon!



12

Tanke 2 - Drømmeverkstedet

Du husker den drømmen du hadde om å bli pilot? Eller var det kanskje pop-stjerne? Hva enn drømmen var, fikk du nok aldri muligheten til å realisere den eller vite hva det egentlig innebar å bli pilot. De dager er omme, ungdommen i dag skal få vite det de ønsker om hva de vil.

Som en datter av Bydelens Visjons Akademi gir Drømmeverkstedet en liten smakebit på hva man kan bli og hvordan man kan nå denne drømmen. Drømmeverkstedet gir deg sjansen til å ta en titt inn i Visjons Akademiets hverdag og er et utstillingsvindu for det havet av muligheter som finnes. Ideen er at man minimum en gang i uken kan ha en temakveld hvor elever utenfra kan komme til Visjons Akademiet, se hvordan det funker og prøve seg innenfor en linje den dagen. Rørlegger, danser eller sangerinne for en dag!

Denne smakebiten skal både gi folk et innblikk til skolen og det fantastiske tilbudet de gir, men er også en viktig faktor for de som ikke ønsker å bruke et helt år på å finne ut hva de ønsker, men bare et par kvelder på drømmeverkstedet. Dermed når drømmeverkstedet den gruppen hvor ikke Visjons-Akademiet når frem. Igjen ønsker vi å skape et miljø hvor det å velge studieretning etter egne interesser og ønsker, er viktigere enn å gjøre det alle andre gjør og det du tror er rett. Drømmeverkstedet gir deg også den veiledning og informasjonen som behøves når det kommer til utdanning og forskjellige yrkesmuligheter.

Dette skal foregå etter skoletid på Bydelens Visjons-Akademi. Ettersom temakveldene går innenfor de forskjellige linjene som tilbys ved BVA, kan elever eller lærere ved BVA innenfor den linjen som er i fokus ta seg av opplegget på sin temakveld.

Ideen er utrolig viktig for utviklingen av utdanningssystemet. Vi trenger flere tilbud og tiltak som gjør yrkesfaglig og andre retninger mer attraktivt og mer akseptert. Det er viktig at dagens ungdom velger en retning de selv ønsker!



13

Tanke 3 - iPraksis

Forestill deg at alle bedrifter i Bydel Vestre Aker tilbyr praksisplass til elever på yrkesfaglige linjer. At det å ha lærlinger ved sin bedrift ble et kvalitetsstempel fremfor en utgift. Og at alle tilgjengelige lærlingeplasser ble samlet digitalt, og var tilgjengelig for søk fra mobil. Si hallo til appen iPraksis!

82% av elever på studiespesialiserende fullfører videregående utdanning i løpet av 5 år. Men bare 55% av elever på yrkesfaglige linjer fullfører sin videregående utdanning. I 2009 var det litt over 3300 elever som søkte lærlingeplass som ikke fikk noen tilbud. Uten arbeidserfaring får du ikke jobb, og uten jobb får du ikke arbeidserfaring. Vi anser det faktum at det ikke er tilstrekkelig med lærlingeplasser som et stort problem, noe vi vil få gjort noe med.

iPraksis skal bli en app for iPhone og Android-mobiler, som hjelper unge elever på yrkesfaglige linjer til å finne praksisplass. Der skal tilgjengelige lærlingeplasser samles og deles fra mobilen. Vi forestiller oss at vi oppretter et samarbeid med arbeidsplasser i Vestre Aker som tilbyr lærlingeplasser, og lister opp hvilke lærlingeplasser som finnes. Dette blir både god reklame for bedriftene, og vi får kontroll på hvilke plasser som finnes der ute. Hvis det å være med på iPraksis-prosjektet blir et kvalitetsstempel for bedrifter, ser vi for oss at flere bedrifter vil samarbeide også for reklamens skyld. Vi vil holde av plassene til elever som bor i bydel Vestre Aker til å begynne med, og etter hvert vil vi få med oss hele Oslo på samarbeidet, bydel for bydel.

Gjennom denne appen vil elevene få arbeidserfaring, og bedriftene vil få god reklame og arbeidskraft. Vi ser på dette som en vinn-vinn situasjon. Eller, ettersom vi får flere i jobb, og færre som faller fra videregående opplæring, en vinn-vinn-vinn situasjon.



14

Tanke 4 - Flush

Det finnes få mer private steder i denne verden enn et toalett. Det er det ene stedet der du kan gjøre det du må, og være helt for deg selv. Ungdom sitter med mange tanker og følelser, og nå gir vi dem muligheten til å snakke ut. Vi introduserer ungdommen for tilbudet der de er mest for seg selv; på do, og gir dem muligheten til å "Flushe" ned tankene sine.

I dag finnes det et virvar av hjelpetjenester til unge som kan være vanskelig å navigere i. Vi har også lært at terskelen for å faktisk ta opp telefonen og ringe er per dags dato høy. Ideen Flush har som mål å senke denne terskelen slik at unge mennesker skal tørre å be om hjelp. Ved å sende FLUSH "PROBLEM" til 2000 vil man så bli oppringt av en av bydelens hjelpetjenester som passer til ditt problemområde.

Ungdom går som sagt rundt med mange tanker. Disse er med på å tynge ned hverdagen og humøret. Over tid kan dette utvikles til noe større, og kan ha direkte innvirkning på personens psykiske helse og velvære. Det å søke etter hjelp er som nevnt vanskelig for mange, men med en ett-ords-melding kan man få forenklet en lang og tung prosess, og hjelpen er nærmere enn før.

Telefonsamtalen er i tillegg helt anonym og gratis. Tanker om skole, rus og psykiske problemer kan du nå få dele med en fagperson. Gjennom denne ideen kan vedkommende få flere råd, færre bekymringer og muligheten til å tømme hodet.

Allerede i morgen må bydelen få samlet en felles database med alle hjelpetjenestene slik at SMSen kommer til riktig fagperson. På den måten samler vi mange problemområder og forskjellige hjelpeområder til en enkel melding. Steg to er å henge opp Flush-plakater på skoletoaletter, samt offentlige, med informasjon om hva det er og hvor de skal sende SMS.

"Toalettet er det eneste stedet hvor det er rom for å tenke i dagens samfunn."

- Jeppe



15

Tanke 5 - App-fabrikken

Facebook, Twitter, Wordfued, vi har alle hørt om dem; Software og applikasjoner som håver inn penger, og fra tid til annen revolusjonerer måten vi bruker dagens teknologi. Det som ofte er gjennomgående i disse programmene er at det står unge, innovative mennesker bak. Disse menneskene er folk som har blitt stimulert kompetansemessig på skolen. Dessverre tar vi per dags dato i Norge ikke nok nytte av disse ressurssterke menneskene. Dette har vi lyst til å gjøre noe med. Velkommen til App-fabrikken!

App-fabrikken er som i navnet ett sted som produserer framtidens applikasjoner til mobiler og dataer. Dette er ett årlig prosjekt i regi av Bydel Vestre Aker der unge talentfulle dataeksperter kan samles og utvikle framtidens apper. Vi vet at mange velger å være hjemme foran dataen i stedet for å gå på skolen, og her ser vi en enormt ubrukt ressurs. I App-fabrikken bruker vi den kompetansen som de ikke vet selv at de har opparbeidet seg gjennom mye erfaring.

Dette er et årlig prosjekt som tilbys på alle skolene i bydelen, der skolens lokaler blir brukt etter skoletid. Når en stor nok gruppe ungdommer har meldt seg på prosjektet, kan det starte, alle villende om at produktet til slutt kan selges på en internasjonal applikasjonsforvalter. Når produktet er ferdig vil det være en innbyrdes konkurranse mellom skolene hvor en jury bestemmer hvilken skole som har det beste produktet, som også blir premiert.

Grunnen til at vi tror ungdommene møter opp, er fordi dette handler om å skape noe reelt, som også kan resultere i penger. Fra vår egen erfaring vet vi at dette kan være en svært motivasjonsfaktor. En annen nytteverdi ser vi også. Siden lederen skal være en ung person som har fullført studiene, vil han/hun også fungere som en rollemodell, og inspirere ungdommene til å for eksempel ta vanskelig realfag, som er nødvendig for å ta IT på NTNU. Vi ønsker å inspirere samfunnet til å bruke de ressursene datasterke ungdommer sitter på, og sette pris på de evnene de har.



16

“Det finnes ikke drop-outs, det finnes bare Ikkademikere!”

– Helene

“Alle er ikke skapt for samme undervisning – vi må tørre å tenke nytt omkring dagens skolesystem”

– Aisha

“Drop-outs er historie!”

– Ali



17

Fire tanker om alternative opplæringstilbud

Tanke 1 - Sansitorium

I løpet av de siste tiårene har verden vært vitne til en teknologisk utvikling uten like, og vi gjør ting forfedrene våre bare kunne drømme om. Aksjeroboter, matlaging og murlegging – alt blir erstattet med teknologiske nyvinninger. Alle sektorer i samfunnet benytter seg av mulighetene som nå byr seg, men ett sted mangler: skolen.

Forestill deg at du kan gå inn i et rom der hele verden kan oppdages. Forestill deg at du kan gå inn i et rom der du kan lære gjennom alle sansene, ikke bare hørsel og syn. Tavleundervisning blir byttet ut med opplevelser, og kunnskap kan både sees, føles, høres, luktes, danses og merkes. “Sansitoriumet” er et virtuelt og interaktivt studio bygget for nettopp dette, der du ikke bare lærer faget, men opplever faget. Du skal kunne oppleve at du er på toppen av Mount Everest, eller se dinosaurer kjempe om maten foran deg.

Vi tenker at dette er et eget rom utenfor skolen (kanskje i bydelens lokaler), som kan brukes som en alternativ opplæringsmetode for alle klasser i Bydel Vestre Aker. Sansitoriumet skal være utviklet med programvare som retter seg mot pensum. For å utvikle Sansitoriumet, kan vi basere oss på IT-/ingeniørstudenter. De har akkurat vært på skolebenken og vet både hva som trengs og hva som kan gjøres. Akkurat hvordan teknologien vil fungere vet vi ikke enda, men vi ser for oss enten et rom der tak og gulv er skjermer, og veggene er touch-screens, slik at du kan gå rundt å trykke hvor du vil, eller mer optimalt at vi kan bruke

hologrambaserte videoer (tredimensjonal teknologi). Dette er uten tvil en visjonær idé, og vi forstår at den ikke er den mest realistiske. Vi ønsker allikevel å introdusere den, og selvfølgelig at den skal satses på, nettopp fordi det er så mange som sliter faglig. Vi tror en grunn til dette kan være at mennesker lærer på åtte forskjellige måter, og dagens skole bruker kun to av dem. (Howard Gardners teori om læring). Sansitoriumet lærer deg det du trenger å lære på den måten du lærer det best!

Sansitoriumet er et rom der du opplever læring på en helt annen måte enn du gjør med tavleundervisning i dag. En stor utfordring i skolen, er at det er vanskelig for en lærer som bare har tavle, Power Point, og ord til rådighet å få faget sitt til å bli levende. I Sansitoriumet vil du få muligheten til å gjøre akkurat dette. Denne praktiske og alternative læringen tror vi er et av flere steg mot å lage en mer spennende skolehverdag, samt et sted hvor studenter kan utfolde seg som innovative sjeler. Hvis dette gjennomføres, vil Bydel Vestre Aker være de første i Norge som bruker teknologi på denne måten, og bydelen vil videre bli et attraktivt reisemål for hele Norge. La oss bedre læringen gjennom å ta i bruk teknologiens fantastiske verden!



18

Tanke 2 - Verktøyskassa

I 13 år har vi blitt undervist av lærere, nå er det vår tur til å undervise dem! Verktøyskassen er et kurs for lærere, laget av Ung Innflytelses deltagere. Kurset gir lærerne verktøy i hvordan de kan skape et godt klassemiljø, trygge omgivelser og mer energi i klasserommet. Det er vi som elever som vet best hva som fungerer og denne kompetansen vil vi nå dele med bydelens lærere.

I dag er klasserommene preget av tavleundervisning, hvor elevene ofte blir sittende passive og kun tar imot informasjon. Utfordringer som utestenging, mobbing og usikkerhet er noe som preger dagens skole. Det er lite fokus på å bli kjent med hverandre, skape et positivt læringsmiljø og alternativ undervisning. Vi ønsker å skape en skole der hver klasse fungerer som et team, som støtter hverandre, hjelper hverandre og får hver enkelt elev til å lyse.

På kurset gir vi lærerne de verktøyene som vi har lært på Ung Innflytelse, som teambuildingsøvelser, dramaleker og andre metoder for å bedre gruppesamholdet og klassemiljøet på skolen. Hvorfor ikke starte hver morgen med en "check-in" der alle får si hva de forventer av dagen, eller en lek som får opp energien? Lærerne får også våre tips på hva som fungerer i undervisningen og hva de burde fokusere på for å skape en klasse der alle får muligheten til å vokse og føle seg trygge.

Dette kurset skal tilbys til lærere på alle skoler fra barneskolen til videregående, noe som kan forebygge at unge mennesker dropper ut eller blir umotiverte på veien.

Allerede i morgen kan dere ansette oss til å holde et pilotkurs for noen lærere i bydelen. Vi vil bli den første bydelen som ansetter elever til å lære lærerne, og også ha skoler der elevene sier «endelig mandag» i stedet for «endelig fredag»!

19



Tanke 3 - Riv ned muren!

Hvor mange ganger har du ikke sittet i et klasserom og lurt på hvorfor du skal lære dette? Hvor putter vi abc-formelen i det praktiske liv? Hvorfor skal jeg bry meg om ting som har skjedd før? Jeg lever i nuet! Og det eneste svaret du får fra læreren er at "vi skal lære det fordi det står i læreplanen."

Vi i Ung Innflytelse vil gjøre noe med forståelsen for hvorfor vi skal lære det vi gjør. Vi har latt oss inspirere av Google. Google er flere ganger kåret til verdens beste arbeidsplass. De mener at de beste idéene og den største motivasjonen ikke nødvendigvis kommer når man er på jobb, og derfor pålegger de sine ansatte 1 av 5 arbeidsdager til å gjøre noe de selv vil for å få inspirasjon utenfor arbeidsplassen.

Vi ønsker å innføre noe av det samme i skolen, med en liten twist. "Riv ned muren" går ut på å gå utenfor skolen for å sette fag i perspektiv. Vi vil gi elever og lærere 8 timer i måneden, til å gå ut og oppleve noe som viser hvilken verdi skolefagene har i hverdagslivet eller i jobbsammenheng.

For å sørge for at prosjektet blir gjennomført på en god måte, og at elevene ikke anser dette som 8 timer fri, trengs en veileder, potensielt kontaktlæreren. Denne veilederen har som oppgave å hjelpe elever med å finne ut hvilket område de ønsker å fokusere på, og hvor og hvordan det skal gjennomføres. Etter å ha gjennomført prosjektet, skal erfaringen deles med klassen, for å utvide hele klassens perspektiv og forståelse av faget. Eksempler på hva man kan bruke sine tildelte 8 timer på, er å besøke et arkitektbyrå for å få et større perspektiv på hva matte kan brukes til, eller besøke et sykehus for å se hvordan naturfagkunnskaper kan redde liv. Denne formen å tenke på kan trekkes inn i alle fag i skolen.

Målet med dette er at elevene og lærere får en opplevelse av faget i en større, praktisk sammenheng, som vi håper skaper ikke bare et perspektiv og forståelse, men også genuin interesse for faget.

20



Tanke 4 - Golden Academy

"Da vi besøkte skolen, sa læreren at høyst 5-6 elever ville ta imot tilbudet om leksehjelp. Da ba vi om 5 minutter alene med elevene. På slutten av dagen hadde 58 av 60 elever meldt seg på, og 55 gjennomførte. Da det etter hvert møtte opp 400 elever, fant vi ut at vi måtte ansette flere folk."

Dette er en historie fortalt av Shafi, en av grunnleggerne for Golden Academy. Golden Academy er et etablert privat konsept som tilbyr leksehjelp og eksamensforberedende kurs, privatundervisning og vikarutleie. De som underviser her er unge studenter. De har meget gode resultater og kan vise til at 90% av elevene de hjelper går opp i karakter, i tillegg er elevene som går der meget fornøyd.

Vi ønsker et liknende konsept i vår bydel. Vi må starte opp et godt leksehjelptilbud, som helst skal være drevet av studenter. I den sammenheng trenger vi personer som Shafi, som kan lære studenter hva som har gjort Golden Academy til en suksess. Vi ser ofte at det først og fremst er de faglig sterke som møter opp på leksehjelp, og vi ønsker å gjøre dette til et attraktivt tilbud for alle. Dette har Golden Academy klart. Også derfor må vi ta inspirasjon fra dem.

Ut fra erfaring vet vi at de fleste elever trenger hjelp i ulike fag. Men det er ikke nødvendigvis foreldre eller lærere som passer best til denne oppgaven. Ved å bruke studenter, som for ikke lenge siden har lært stoffet, som også er unge, og på samme bølgelengde som elevene, vil resultatet bli mye bedre. Derfor trenger vi et tilbud om organisert leksehjelp utenfor skolen, som elevene faktisk er interessert i å utnytte. Her kan vi lære av Golden Academy, de som underviser bør være unge og motiverte. Unge folk som selv har lært det de skal lære bort, og forklarer på en mer forståelig og enklere måte for elevene.

Vi mener det er viktig å komme i gang med dette allerede på ungdomsskolen for å kunne jobbe forebyggende mot frafall i videregående skole. Dette tiltaket går ikke direkte inn i skolen, for det er noe som vil foregå etter skoletid, men i skolens lokale. Golden Academy har et leksehjelp-program med en suksess-rate uten like. De har knukket koden og vet hva som skal til for å frem det beste i alle, og nå skal vi gjøre det samme i Bydel Vestre Aker!



21

Ting dere ikke visste dere trengte

Tanke 1 - ungibva.no

Vi i Ung Innflytelse opplever at den eksisterende hjemmesiden til Bydel Vestre Aker og Oslo Kommune, er kronglete og vanskelig å navigere seg på. Til tross for at det er mye nyttig informasjon, er det vanskelig å finne frem til hva som er ment for voksne og hva som er til ungdom. Man kan bli sittende på siden i timevis uten å finne det man egentlig leter etter. Vi ønsker heller en side av ungdom, om ungdom og for ungdom. En side for oss!

Vi har på disse tre ukene kommet til en løsning som vi mener kan løse problemet på en effektiv og attraktiv måte, derfor introduserer vi "ungibva.no". Ungibva.no er en nettside som er laget, designet og oppdatert for og av ungdom. Vi ønsker å samle innholdet på Bydel Vestre Aker og Oslo kommune sin nettside som er ment for ungdom på én oversiktlig nettside. Noen eksempler på innhold er informasjon om fritidsklubber, fritidsaktiviteter, hva som skjer i bydelen og hvor. Her kan vi også legge inn den informasjonen man trenger om skoler, utdanning og krav til de forskjellige linjene.

Idéen starter opp ved at bydel Vestre Aker ansetter ungdom som kan og har en sterk interesse for data, IT og/eller design. Dette er en unik mulighet til å sette i gang et prosjekt som engasjerer, utvikler og tar i bruk de mange talentene som finnes i bydelen. Dette vil ikke bare fylle ett behov ved å gi mer attraktiv informasjon til unge i bydelen, men også skape arbeidsplasser for unge ildsjeler. Stillingene kan utlyses med plakater og informasjon på skoler og andre offentlige steder. Slik kan vi få spredd den fantastiske muligheten til å skape en innholdsrik og informativ side for ungdommen.

Selve nettsiden er også lett å markedsføre. Både rundt på plakater, men også gjennom de mange sosiale mediene som finnes. Vi ønsker å skape en side som ungdom bruker. Facebooks dager er talte, nå er det ungibva.no som gjelder!



22

Tanke 2 - Drømmefangeren

Forestill deg Bydel Vestre Aker. Deretter tenker du på en drøm du hadde da du var liten. Og nå, kombiner de to verdene. Vi gir deg Bydel Vestre Aker – Drømmenes Teater. Det er her drømmene skal få spille en rolle og komme til liv igjen. Vi skal ta drømmene tilbake, de skal bli en del av hverdagen vår. Vi gir deg Drømmefangeren.

Da vi forhørte oss med ungdom som hadde droppet ut av skolen ble vi raskt klar over en fellesnevner: De hadde sluttet å drømme, og derfor sluttet å prøve. Som "Zascha" sier: "Når du først har droppet ut, havner du i en ond sirkel." Hun snakker om hvordan det er når du havner i et miljø hvor ingen drømmer, og ingen har ambisjoner. Etter møtet med "Zascha" skjønte vi at det var en stor sammenheng med å drømme og å ha et mål.

Vi har nå lyst til å ta drømmene til innbyggerne i BVA til det offentlige rom! Konseptet stammer fra Times Square, New York, hvor svære skjermer viser det folk har på hjertet. Dette gjøres ved at de går inn på en tjeneste på smarttelefonen sin eller melding, og skriver ned hva du vil. Dette går deretter gjennom en sensur, for å så vises på storskjermen slik at alle andre kan se det til vedkommendes store fornøyelse. Det var en suksess i New York, og det skal bli en suksess i Bydel Vestre Aker!

Vi vil sette opp store skjermer rundt i bydelen, på åpne plasser, på T-bane stasjoner og på skoler. Alle skal kunne se det, og med tanke på målgruppen gjelder prinsippet: jo større, jo bedre. Teksten sendes inn på melding fra mobilen, og er i teorien helt anonym, med mindre du "undertegner". En relativ streng sensur er også nødvendig, og må skje av en reell person, slik at krenkelser og indirekte mobbing unngås. Dette er kunst på et nytt nivå, men det vil også skape et godt miljø og gi folk en ny holdning til drømmer. Ved at drømmene våre blir offentlig publisert kan folk se andres, lære av de og bli inspirert til å drømme videre.

For bydelen vil også dette være et morsomt unikt kulturprosjekt. Dette er et enestående prosjekt her til lands, og vi håper på at dette skaper engasjement rundt i bydelen. Vi håper også på at dette kan være noe vi er kjent for, slik at mennesker i bydelen setter sin ære i å kunne drømme. Drømmeskjermene vil starte en drømmeverden. Det skal bli en del av hverdagen, en del av den vi er. Vi er tross alt bydel Vestre Aker – Drømmenes teater!



23

Etterord

Etter tre uker med et mål om å skape verdens viktigste sommerjobb er det tolv fornyede ungdommer som vandrer rundt i jobblokalene. Vi har, nesten ubevisst, fått mange nye erfaringer, inntrykk, lærdommer og vennskap, som uten tvil vil vare livet ut. Vi har, takket være de alternative og kreative prosessene i oppstartsfasen skapt en samhold uten like. Og med samholdet kom engasjementet. Vi føler på en måte at vi har vært gjennom og opplevd det beste alternativet for lærdom, og det har flere ganger blitt nevnt at det beste for skolene hadde vært en læringsfilosofi på like linje som i Ung innflytelse.

Som sagt, vi har lært masse her. Miljøet, læringsmetodene, og friheten, alt har vært en fryd å være med på. Platon sier: "Påtvungen kunnskap blir aldri sjelens varige eie" og det kan enhver skoleelev skrive under på. I Ung Innflytelse har vi gjort det motsatte. Engasjementet som ble skapt gjorde at vi virkelig ville skape noe, og med det, en forandring. Vi skapte en enestående nærhet til produktet, og vi er ekstremt stolte av hva vi har kommet frem til.

Det at vi alle har et fantastisk samhold, og noe vi ser på som et fantastisk resultat, viser hvor utrolig Ung Innflytelse har vært både som jobb og konsept. Vi er alle kjempestolte over idéene vi har kommet opp med, og kommer alle til å legge mye energi i å jobbe med resultatet videre.

Vi håper utelukkende på å skape en forandring, og vi er alle fornøyde så lenge vi hjelper én person med å finne veien tilbake til skolebenken. Men når alt kommer til alt så har denne sommerjobben betydd så mye for oss at vi allerede kan konkludere med at det var verdt det. Og vi håper alle intenst at flere får muligheten til å oppleve det samme. Dette er bare det første av mange Ung Innflytelse – prosjekter som skal gjennomføres i Norge.

Takk for oss - dette VAR virkelig verdens viktigste sommerjobb.



24

APPENDIX 4

The questionnaire answered by the youths. It is directly translated from Norwegian to English.

Name:

Age:

Mark the alternative you agree most with. Only mark ONE alternative per question.

1. After Ung Innflytelse I can apply new knowledge about UNs Convention on the Rights of the Child

Completely agree	Partially agree	I don't know	Partially disagree	Completely disagree
------------------	-----------------	--------------	--------------------	---------------------

2. After Ung Innflytelse I can apply new knowledge about working in teams

Completely agree	Partially agree	I don't know	Partially disagree	Completely disagree
------------------	-----------------	--------------	--------------------	---------------------

3. After Ung Innflytelse I can apply new knowledge about creative processes

Completely agree	Partially agree	I don't know	Partially disagree	Completely disagree
------------------	-----------------	--------------	--------------------	---------------------

4. After Ung Innflytelse I can apply new knowledge about drop-outs in school

Completely agree	Partially agree	I don't know	Partially disagree	Completely disagree
------------------	-----------------	--------------	--------------------	---------------------

5. After Ung Innflytelse I can apply new knowledge about the current situation in the Norwegian school system

Completely agree	Partially agree	I don't know	Partially disagree	Completely disagree
------------------	-----------------	--------------	--------------------	---------------------

6. After Ung Innflytelse I feel safer in a group situation

Completely
agree

Partially
agree

I don't
know

Partially
disagree

Completely
disagree

7. After Ung Innflytelse I feel safer in myself

Completely
agree

Partially
agree

I don't
know

Partially
disagree

Completely
disagree

8. I have learned new things about myself over the course of Ung Innflytelse

Completely
agree

Partially
agree

I don't
know

Partially
disagree

Completely
disagree

9. I have gotten higher self-esteem over the course of Ung Innflytelse

Completely
agree

Partially
agree

I don't
know

Partially
disagree

Completely
disagree

10. Ung Innflytelse has affected my world-view

Completely
agree

Partially
agree

I don't
know

Partially
disagree

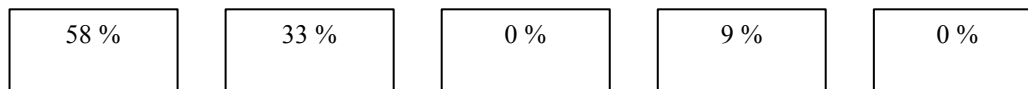
Completely
disagree

APPENDIX 5

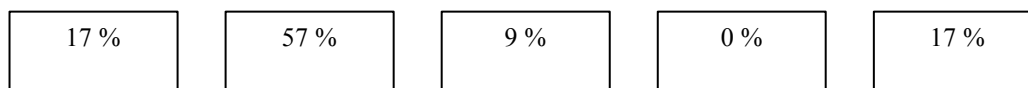
The average results from the questionnaires filled out by the youths.

Completely agree	Partially agree	I don't know	Partially disagree	Completely disagree
1. After Ung Innflytelse I can apply new knowledge about UNs Convention on the Rights of the Child				
42 %	58 %	0 %	0 %	0 %
2. After Ung Innflytelse I can apply new knowledge about working in teams				
67 %	33 %	0 %	0 %	0 %
3. After Ung Innflytelse I can apply new knowledge about creative processes				
83 %	17 %	0 %	0 %	0 %
4. After Ung Innflytelse I can apply new knowledge about drop-outs in school				
42 %	58 %	0 %	0 %	0 %
5. After Ung Innflytelse I can apply new knowledge about the current situation in the Norwegian school system				
49 %	33 %	9 %	9 %	0 %

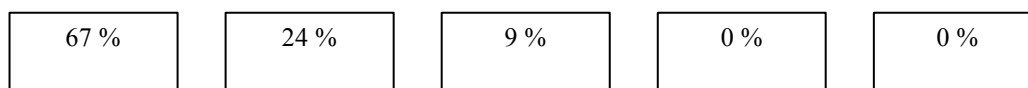
6. After Ung Innflytelse I feel safer in a group situation



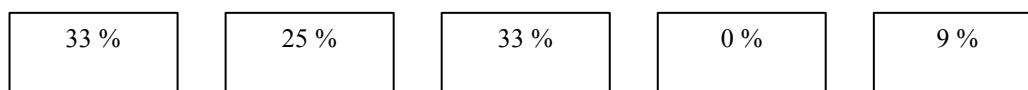
7. After Ung Innflytelse I feel safer in myself



8. I have learned new things about myself over the course of Ung Innflytelse



9. I have gotten higher self-esteem over the course of Ung Innflytelse



10. Ung Innflytelse has affected my world-view

