

■ Introduction to the session

- Problems as a starting point for innovation. "You don't invent medicine and then look for a disease to cure". Solutions are based on the perception of problems that need to be solved.
- What are the incentives of the actors to start or adopt an innovation?
- Basic values plus analysis of problems/circumstances plus praxis based solution

■ A historic example – the introduction of the study circle in Sweden (Oscar Olsson 1905)

- Problem: need for knowledge in popular movements, "knowledge is power". Fight for a democratic society.
- Values: All citizens have equal rights, empowerment perspective
- Realities: lack of teachers and state support for adults, but strong popular backing. Tradition of top-down pedagogy.
- The solution: The introduction of a new pedagogical concept: the study circle.
- Voluntary studies among a small group of equals. One person leader – not a teacher. All participants contribute and take active part.

■ When innovation becomes an ”institution” ...

- Swedish *folkbildning* (folk high schools and study associations) has gained legitimacy and public support
- Still based on the concept ”free and voluntary” - state aims: democracy, empowerment, reducing educational gaps, cultural awareness
- What is the role of *folkbildning* in Swedish society of the 2010´s?
- At present: Revision of policy document based on basic values plus an analysis of the present challenges in society
- Innovations are still needed – the drive is the need for adult learning and culture.

■ Some questions for group discussion

1. Do you have experiences to share from innovations in your fields of work? (What were the problems to solve, drive, solutions, your conclusions?)
2. What are the major needs for innovation you identify today? What are the incentives for change? Obstacles? Opportunities?
3. Agree on one burning question or statement on innovation that you want to address to the panel!