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EURBANITIES

Playing Participation

Blended Participatory Education for Trainer,
Learner and Activists

Training Handbook

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Table of Content

CHAPTER 1: FROM STORYTELLING TO BLENDED LEARNING AN INTRODUCTION	5
FROM STORYTELLING TO EURBANITIES– CO- CREATION OF A CURRICULUM THROUGH SCENARIO BUILDING, GAMING AND TRAINING	6
Eurbanities a learning method based on participation	7
The main pedagogical elements	8
Introduction to the concept of participation for social change in neighbourhoods	9
Role play	9
Blended learning with Eurbania game	9
Group reflection and self-reflection on the learning outcomes of the game	10
Analysis of Eurbanities	10
Transferable elements	11
EURBANITIES– SUPPORTING LOCAL PARTICIPATION THROUGH GAMIFICATION – SOME THEORETICAL REFLECTIONS	12
From local experiences to scenario building	12
The Typology of the Experiences of Citizen Participation	13
Turning Points	14
Tools of participation	15
Scenario Building	15
FOR WHOM IS EURBANITIES? – THE TARGET GROUPS	17
Empowerment for (re)action	17
Informal or Non-formal Learning	17
Formal Educational system	18
CHAPTER 2: THE EURBANITIES GAME	19
WALKTHROUGH THE EURBANITIES ONLINE/MOBILE GAME – THE DIGITAL PART	20



Overview	20
Rundown of the main scenes	21
HOW WAS THE GAME DEVELOPED? – FROM SCENARIO BUILDING TO GAMIFICATION	26
Phase 1	26
Phase 2	27
Phase 3	27
CHAPTER 3: THE TRAINING MODULES AND SESSIONS	28
	28
THE TRAINING MODULES – BLENDED LEARNING CONNECTING DIGITAL LEARNING WITH ACTIVISM.	29
What is done?	29
Structure of the Training Modules	30
IMPRESSIONS	31
MODULE A – TRAIN THE TRAINERS	34
MODULE B – TEACHING PARTICIPATION	38
MODULE C – IMPROVING STRATEGIES	41
MODULE D – ONE DAY TRAINING FOR UNIVERSITY STUDENTS	64
An experience – Module D performed in Krakow	64
Main goal	64
Part 1 – ANALYSIS	65
Part 2 – INSTRUMENTS / TOOLS	65
Workshop	65
Part 3 – CAMPAIGN (SOCIAL)	65
Part 4 – SUMMARY	66
Workshops Report	66
CHAPTER 4: CONCLUSION & RECOMMENDATIONS	68



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8 RECOMMENDATIONS TO IMPROVE URBAN PARTICIPATORY PROCESSES 69

CHAPTER 5 - THE EURBANITIES PARTNERSHIP 71

Urbanistimo 72

National Institute for Spatial Policy and Housing 72

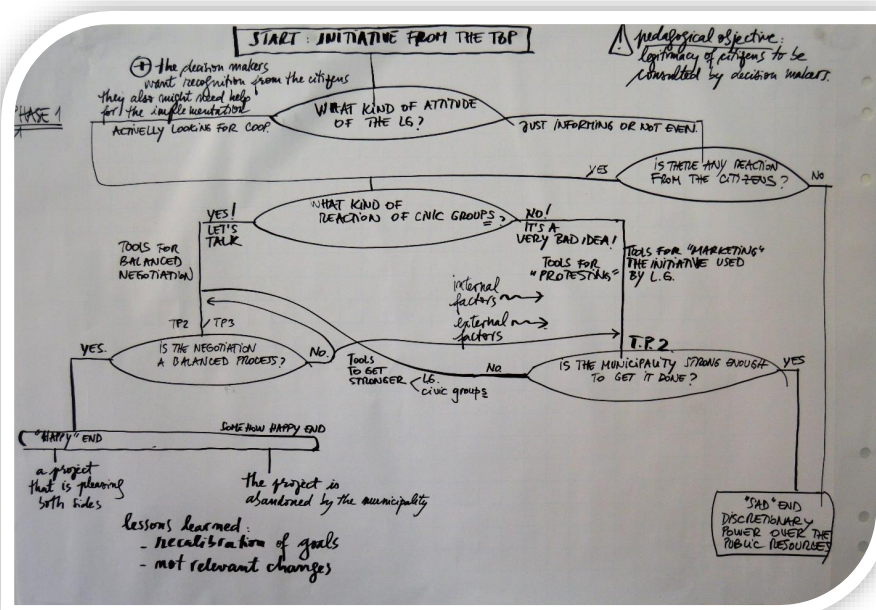
Mine Vaganti NGO 72

Comparative Research Network e.V. (CRN) 73

Association for Urban Transition / ATU 74



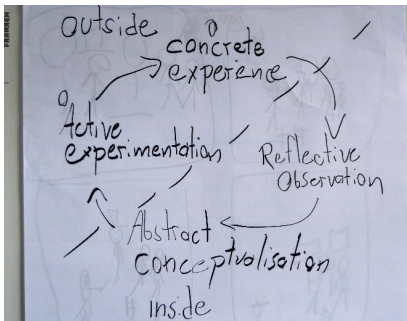
Chapter 1: From Storytelling to Blended Learning an Introduction





From storytelling to Eurbanities– co-creation of a curriculum through scenario building, gaming and training

Krisztina Keresztelyi, CRN



EURBANITIES is a pedagogical method developed in the frame of a three year-long transnational project financed by the ERASMUS Plus program between 2015 and 2018. The main objective of the project has been the realization of a game-based pedagogical curriculum for empowering civil participation in neighbourhood level development.

The Eurbanities game-based learning method is the result of a co-creation process involving 7 partners, working together in the frame of participatory workshops and remote co-working periods in between the meetings. The process was divided into 4 main phases:

1) construction of a set of local experiences representing different situations of citizen

participation in European urban neighbourhoods. 20 local experiences were analysed based on a storytelling approach. In order to ensure a general pattern for comparability of different routes and outcomes designed by the experiences, a single structure (grid) was developed for the story-telling. The stories of citizen participation are based on the description of a sequence of actions (phases) cut by turning points transforming the positions of stakeholders in a way that affects the entire development process and its outcome.

2) Based on the stories, different scenarios of participation were identified through the assessment of the initial state of affairs, the turning points within the stories, the tools of participation used by stakeholders and the overall outcome of the experience. The complex outline of these scenarios became the base of the storyboard of the game.

3) The storyboard, the characters of the game and the main dialogues were identified in the frame of a co-design process during several partner meetings. Based on these, Eurbanities game is the result of a one and a half year-long design process.

4) The construction of the Eurbanities curriculum took place parallel to the game development. The curriculum was developed following the main steps of the game. The curriculum was tested at two trainings and was improved constantly during the last year of the project.

The above described process resulted in the preparation of three pedagogical tools:



1. Our Neighbourhood's Heroes: a handbook containing 20 stories of existing experiences in local participation.
2. Eurbanities game: an online serious game to be used as an educational tool but also individually as a storyline for neighbourhood participation.
3. Eurbanities Training Handbook: the description of the learning method based on the use of the two previous materials.

Eurbanities a learning method based on participation

Eurbanities method is generally targeting all citizens willing to intervene for a positive social change in their neighbourhood by providing them general knowledge and practical support for planning and implementing their actions. More specifically, three modules of the learning method have been worked out targeting three different target groups:

A: Capacity building for active citizenship, targeting experienced citizens, activists and educators in non-formal education;

B: Teaching civic education, targeting mainly youth educators and teachers in formal education;

C: Empowering citizens in local situations: targeting all individuals with few or any knowledge background related to the specific aspects of civil participation.

Participatory aspects are in the core of Eurbanities method on several levels. The most

evidently, the objective of the method is to empower citizens engaged or willing to be engaged in participatory processes designed for the improvement of their neighbourhoods. Eurbanities game, the main learning tool of the method itself is based on a story of how local citizens organize their movement ending up in a participatory planning process bringing together all local stakeholders. The game itself has been co-constructed by the partners based on a series of existing stories of local participation.

Participation is not only the essence of the method's learning outcomes but is also the core element of its learning tools.

Gamification or game-based learning is a process that itself generates participation. Gaming does not only let educators to transfer information to the learners in a funny and playful way. Gaming in itself teaches participation through the following elements:

- **Interactivity**: certain board games or video games are based on the interaction of players who have to find common solutions or compromises in order to achieve a goal.
- **Strategy making**: Games teach us how to take risks, how to deal with the consequences of our decisions and how to sum up and reorient our actions.
- **Evaluating/Monitoring**: Gaming is a permanent repetition, offering the possibility of experiencing different scenarios, different solutions for the same challenge. Repetition permits the consolidation of the mastery.

The training itself is also constituted by different participatory elements such as:

- Group discussions aiming at the identification of common aspects and concepts such as citizenship, participation, urban neighbourhood etc.
- Role plays, based on concrete experiences of participatory processes, played within groups of learners.
- Participatory methods permitting a common reflection on the main learning outcomes.

The main pedagogical elements

Eurbanities is a blended learning method, using the video game as the main story line of the Eurbanities training curriculum.

As identified by Wikipedia, “**Blended learning** is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.” The use of blended learning method in teaching can vary from the use of digital tools in a classical face-to-face teaching environment through the variation between online and offline teaching till the more classical online courses. Depending on these variants, blended learning might be a way to support individual learning (permitting to the students to use the digital tools in the frame of online courses) but it might also be used as a form of participatory learning when, in the frame of a

class, the digital tool is shared between the students (learners) and the teacher.

Eurbanities learning method intends to follow this latter variant, nevertheless, the game tool can also be used individually, as a source of learning through entertainment.

Within the curriculum three modules are designed, according to three main target groups as already mentioned above:

A: Capacity building for active citizenship: this module is targeting experienced citizens, activists and educators providing non-formal education for individual citizens and NGOs; the main aim of this module is to teach the general processes of how citizen participation may lead to social change in urban neighbourhoods.

B: Youth educators and teachers in formal education: this module is designed for civic education in the frame of classical teaching environment. It concentrates on the transfer of concrete conceptual and practical knowledge related to local democracy, local development and participatory processes.

C: Empowering citizens in local situations: this third module is targeting community leaders and trainers who want to provide know-how to any individual with few or any knowledge background related to the specific aspects of civil participation. This module will therefore concentrate more on concrete practical advices related to the organization and delivery of local movements.

The modules vary according to the main expectations related to the learning outcomes as



described above. Four main components are identified and used in different ways or with different intensity in the three modules.

Introduction to the concept of participation for social change in neighbourhoods

In the beginning of the training a participatory discussion is moderated on the concepts linked to citizen participation and on the main scenarios of participation as identified in the Eurbanities handbook. According to the target groups the intensity and the length of these discussions may be different: they can obtain a larger role in the case of Module B and C, and less importance in the case of Module A, when the learners are in general aware of the concepts and processes.

Role play

Once the main concepts clarified, the learners will be led to discover the concrete challenges of citizen participation in neighbourhoods. The aim of this part is to help learners to identify themselves with one specific case, either by using their own experiences or by using the experiences described and analysed in the handbook. In order to do this, a role play is organized, when the participants are divided in groups, each group forming an NGO preparing a strategy for the defence of the cause selected from the book. In the first part of the role play the participants will present their strategies in front of a commission simulating the main stakeholders in the city (the mayor, the NGO sector, the private sector and the media) and, independently of their results, they will fail because of the intervention of an outsider, an investor who will offer a better opportunity to the mayor. This artificially generated failure

provokes a shock for the participants who are then invited to take part in a training aiming at empowering their skills of self- organisation and strategy making. Through this shock, the training intends to simulate the often fragile situation of local NGOs face to other, more powerful stakeholders in cities.

Following this, the participants will go through a blended training based on the Eurbanities game, and at the end they will have the opportunity to renegotiate their strategies with the stakeholders and the other NGO groups.

This role play part will be dedicated mainly to the trainings in the frame of module A and B, where the learning outcome focuses on mainly a general knowledge, whereas in the case of Module C the role play can simply be abandoned, as here the participants have already a strong identification with the specific challenges of their neighbourhood, and do not need to place themselves in any other specific situations

Blended learning with Eurbanities game

The core of the curriculum is constituted by the blended learning part. Playing the game section by section, the participants go through the journey of citizen participation in neighbourhoods and widen their knowledge on the different elements of this process. Each section of the game played together by the group is followed by a mini role game, permitting to the participants to improve their strategies – either the strategies developed in the role game part, or their existing strategies brought from their lived experience. The sections cover the main activities of participatory processes as revealed by the

experiences analysed in the beginning of the Eurbanities project as follows:

- Understanding and analysing the challenges and the tools of participation
- Revisiting the needs and strategies of the civil society to achieve social change in the neighbourhood
- Using different methods to find supporters, to convince people of the NGO's objectives such as working out a campaign based on appealing arguments, writing petition and collecting signatures, organizing a demonstration...
- Negotiating the strategy with other stakeholders
- Community planning based on a compromise between the stakeholders

Group reflection and self-reflection on the learning outcomes of the game

The closing element of the training is a session permitting the participants to get back to their own reality and to identify the ways and opportunities of exploiting the learning outcomes in their own professional and personal background.

Between the four elements, the third (blended learning) and fourth (reflection on the exploitation of the learning outcomes) are compulsory parts of the Eurbanities training, whereas the first (introduction to the concepts) and second (role play) are optional, according to the needs of the learners. In the case of some of

the elements of the training, Eurbanities curriculum also proposes variants and extra activities such as:

- An urban excursion, visiting one neighbourhood where a participatory process has already led to social change.
- Organising some urban activities by using the gained experiences on local participation in order to activate the participants to act immediately.
- Market of ideas: instead of a moderated negotiation a more fun and dizzy negotiation process is organised leading the participants to find compromise.

The time consuming of the variants is of course different, the trainings can be of different length, between 2 to 5 days.

Analysis of Eurbanities

Strength

The method is constructed on the base of solid, commonly validated facts linked to participation and co-design. The training is based on existing experiences analysed according to a grid and method identified by the partners. The training has been tested several times in various publics before the creation of the final curriculum.

Weakness

As most of the serious games, Eurbanities game can rather be used as a storyline supporting the curriculum whereas its use as an independent game is more limited: the financial and organisational limits of the project did not permit



the creation of a game with a large number of variants.

Opportunities

Eurbanities project is based on three pillars such as: a) Research; b) Storytelling, gaming and other participatory processes; and c) Non-formal education.

The project outcomes can therefore be used for a wide range of purposes, and in a wide range of public, permitting also the combination of methods and objectives (for instance those of traditional research with storytelling) leading to real innovative results.

Threads

The target group of the training has been consciously identified to be as wide as possible as the topic itself concerns practically all citizens. This is the reason why the curriculum offers different modules and variants to be used according to the needs of the specific learning groups. The identification of the target group is therefore a task of the trainers before each training. Some misuse of the training elements might occur in case if trainers cannot identify the adequate elements of the curriculum for a given learner group.

Transferable elements

Eurbanities method has a wide transferability. First the combination of social research with storytelling and gaming can be used in any projects aiming at bringing research closer to citizens. Further the use

of real existing stories/experiences gives scientific credibility to both the game and the training curriculum. This method could therefore be useful in the construction of any training curricula dealing with diverse challenges of our societies, such as migration, land use, climate change etc.

Eurbanities method is based on co-creation: all the elements of the method and the three main materials have been worked out and discussed with the participation of all partners. Eurbanities project has thus permitted to develop a co-design methodology where individual – remote work is altered by participatory discussions and evaluation. This method can be used for the elaboration of any other similar methodologies.

Eurbanities training curriculum can be used for a wide range of public and can be easily transferred into other curricula and in different teaching environment: it can be used in schools, universities, VET education or simply as a gaming/empowering activity

Eurbanities– Supporting Local Participation through Gamification – some theoretical reflections

Krisztina Keresztely, CRN

The Eurbanities game-based learning method is the result of a co-creation process involving 7 partners, working together in the frame of participatory workshops and remote co-working periods. The process was divided into 4 main phases:

1) construction of a set of local experiences representing different situations of citizen participation in neighbourhoods in European cities. 20 local experiences were analysed based on a storytelling approach.

2) Based on the stories, different scenarios of participation were identified through the assessment of the initial state of affairs, the turning points of the stories, tools of participation used by stakeholders and the outcome of the participation experience. The complex outline of these scenarios became the base of the storyboard of the game.

3) The storyboard, the characters of the game and the main dialogues were identified in the frame of a co-construction process during several partner meetings and remote work. Eurbanities game is the result of a one-and-a-half-year design process.

4) The creation of Eurbanities curriculum took place parallel to the game development. The curriculum was developed following the main steps of the game. The curriculum was tested at two test trainings and was improved constantly during the last year of the project.

The above described process resulted in the preparation of three pedagogical tools:

4. Our Neighbourhood's Heroes: a handbook containing 20 stories of existing experiences in local participation.
5. Eurbanities game: an online serious game to be used as an educational tool but also individually as a storyline for neighbourhood participation.
6. And the present Eurbanities Training Handbook: the description of the learning method based on the use of the two previous materials.

From local experiences to scenario building

In the first phase of Eurbanities, partners were involved in identifying, analysing and evaluating existing experiences of citizen participation in different European countries. The main product of this phase is a booklet entitled "Our Neighbourhoods' Heroes", containing the description of 20 cases from 9 European countries representing Northern, Western, Southern, and Central and Eastern Europe¹.

The experiences represent a large variety of urban situations, from the very small city (Rónakeresztes in Hungary for instance) through middle sized regional centres (Brighton, Sassari, Krakow), to large-scale European capitals and urban regions (Budapest, Berlin, Bucharest or Ile de France (Colombes)). They all reveal some

¹ Belgium (1), Finland (2), France(1), Germany(1), Hungary (6), Italy (2), Poland (3),

Romania (1), Ukraine (3) and the United Kingdom (1)

specific social conflict between local stakeholders, civil society and local inhabitants, whose resolution unfolds in the course of the development project.

Experience has been defined as a process that can last over an extended period of time (years) and is affected by several external and internal factors, changes and events. The experience narratives describe processes in diverse contexts and present the way the positions, objectives and strategies of different stakeholders transform as they attempt to achieve their goals.

The narratives apply the methodology of storytelling. They focus on the logical construction of the experiences, the successive follow-up of actions and their consequences and are destined to lead to the elaboration of different types and scenarios of participation. In order to ensure a general pattern for comparability of different routes and outcomes designed by the experiences, a single structure (grid) was developed for each narrative.

In the grid and the narratives of Eurbanities, neighbourhood level development is considered as a long-term, non-linear process, during which actors – stakeholders in the story – interact with each other in different ways and to various degrees. As the story of development and of the interaction unfolds, the process can be organized into phases separated by turning points. A turning point can be an event such as a sudden change in the general political or economic context, or the breakdown of negotiations between stakeholders that transforms the positions of stakeholders in a way that affects the entire development process and its outcome. The position and points of view of stakeholders (civil,

public, private) are redefined at each turning point.

The Typology of the Experiences of Citizen Participation

Based on the initial state of affairs and on the evolution of the analysed processes, a typology of the cases of local experience has been identified and tested by the project partners. The 20 cases were classified by forms of participation, referring to the general direction of stakeholders' interactions and the kind value of this interaction.

A bottom-up state of affairs concerns actions initiated by actors *without political power*, such as NGOs or citizens. Projects initiated by an intermediate NGO can also be considered as bottom up, even if they are not rooted in the given community. Exceptions are the cases when the NGO is acting through an assignment on behalf of the local government or any other local authorities.

A top-down state of affairs describes all projects initiated by the local governments or other

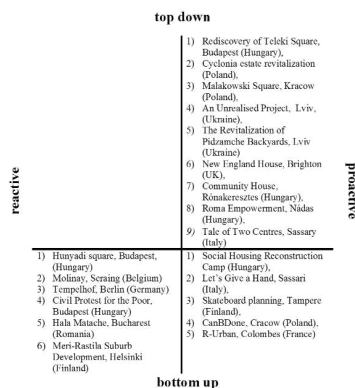


Figure 1. Classification of Eurbanities experiences according to the forms of participation



stakeholders *with political power*. The top down character does not directly qualify the local embeddedness of the project: in several cases the local government is an important element of the local community. However, political power enables the initiators to implement the project even if the other stakeholders or/and citizens are against it.

Furthermore, stakeholders' interaction can also range from reactive to proactive according to their position in the given situation. *A reactive state of affairs* describes the initial nature of the participative action that responds to an exclusionary policy decision or step of another actor (e.g. local government). *A proactive state of affairs* concerns a situation, when the participatory or developmental process was triggered as a response to an existing urban or social problem of the above types. Proactive initiatives can be regarded as forms of innovation. The distribution of the cases of experiences shows a relative balance among three states of affairs (Bottom Up Proactive, Bottom Up Reactive and Top Down Proactive), with a slight over-representation of the top-down proactive type. Here, 7 from the 9 experiences are from Central and Eastern Europe. This might reflect the different socio-political background of these post-socialist environments, where NGOs have fewer financial resources to launch independent participative processes and therefore the civil sector is more dependent on the local authorities' initiatives and assignments, then in other European countries.

The fourth quarter of the matrix (top-down reactive) could not be filled as such cases only exist when a public authority intervenes as a

reaction to an external event, e.g.: a natural disaster, a strong political conflict or a social conflict caused by political circumstances - for instance the refugee crisis. These cases mainly happen at a higher territorial (administrative) level, such as the national, regional or even international levels. However, these situations can be the base of local projects (on neighbourhood level) initiated by NGOs (for instance, education or integration programs for refugees living in a neighbourhood).

Turning Points

Turning Points are crucial elements of the stories and the scenarios as they introduce a change in the flow of events. They lead to a cut of the logical sequence of stakeholders' actions and reactions and often a more or less radical change of their position and mutual relationship. Turning points might be crucial with regards to the final outcome of the processes, they can turn a positive process into a negative one and vice versa.

The local experiences include a large variety of turning points, such as different events, decisions, changing attitudes, arrival of new stakeholders etc. Overall, turning points can be classified according two main types of transformations:

Internal transformations: These changes are related to the reactions of the stakeholders included in the story: reactions of local stakeholders to a social issue or to the behaviour of other stakeholders in the course of the story. Each story begins as a reaction to a pending social issue or challenge of either one of the two major types of stakeholders (the NGOs or the local authority/local government). In this sense, the coming about of the initiative can be regarded as



the first turning point in the flow of events, in the sequence of the narrative.

2. **External changes:** These transformations denote events external to the jurisdiction of stakeholders within the community that local actors cannot influence but that can have an impact on the evolution of the development story. External changes can be, for instance, the appearance of a new (external) stakeholder or a facilitator who can help local actors redefine their goals and points of view or can introduce new ideas that both sides of stakeholders can identify with. Turning points can also be triggered by external events, such as the transformation of the political context as a result of municipal or regional/national elections; a sudden change in the financial capacities of either of the participants; a general economic and/or political crisis, a transformation of the physical environment or the social composition of the area, the appearance of new funding tenders.

Tools of participation

Tools are types of actions and mechanisms deployed by local actors in their reaction to each other's initiatives, proposals, actions and/or to the new situation triggered by internal and external events. Tools can vary according to the status of the actor who uses them (actors with and without any power) and the situations in which they are used. Some tools can be used by both types of actors and in several scenarios, others are specific to the actor and the situation. Based on the narratives of experiences the following types of tools can be identified:

Constructive tools: used in case if both parties with or without power agree and cooperate

Recalibration tools: helping to renegotiate some problematic issues between the parties.

Protest tools: used in case if no negotiation and compromise is possible.

Scenario Building

The above presented typology has been elaborated according to the initial state of affairs and turning points as they appeared in the experiences. From the relative common starting points, the stories may follow very different paths, determined by the different turning points that cut the story into phases. Identifying these paths has been a first step in the building of the scenarios of participation.

Scenario building can be regarded as a practice of simplification: the main objective is to draw general development paths based on the stories. As typologies in general, instead of highlighting the small differences between the experiences, scenario building also intends to create large categories and thus to hide the small details. This exercise has been an important step towards the creation of the game tool, in which the processes are presented in a simplified way. Scenarios for storytelling were developed through the assessment of the initial state of affairs, the turning points of the stories, tools of participation used by stakeholders and the outcome of the participation experience. The scenarios are not isolated from each other: at certain points, there are possibilities for

passing from one scenario to the other. Depending on the evolution of the initial state of affairs, the position of the stakeholders and the tools used by them, one scenario may turn into the other at certain points of the story. For instance, a bottom-up reactive scenario may turn into a bottom-up pro-active one in case of a positive collaboration between the stakeholders and the strengthening of the local community. Or, a bottom-up state of affairs might change into a top-down situation in case the local authority takes over the initiation as a result of financial, political or other reasons. Based on this logical reflexion, different variants of possible scenarios have been described in the case of the three initial states of affairs represented by the narratives presenting the experiences (bottom-up pro-active, bottom-up reactive and top-down proactive models). A combination of these variants resulted in the creation of a complex scheme of participatory processes. This complex

outline of the scenarios became the base of the storyboard of the game.

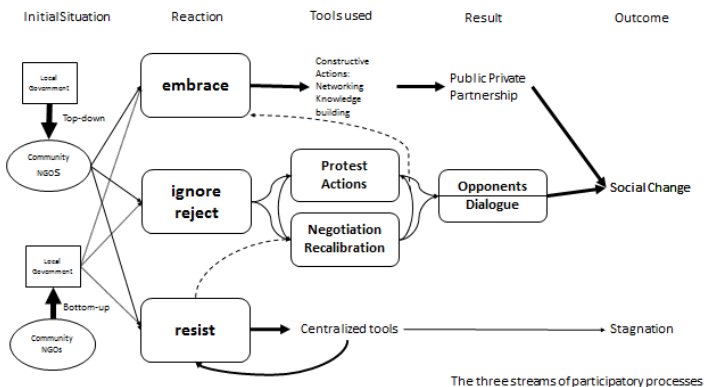


Figure 2: The three streams of participatory processes

For whom is Eurbanities? – the Target groups

Vera Marin, ATU



The EURBANITIES partners' previous experiences have shown that there are various circumstances in which the training materials like this one could be used. In the case-studies of the first stage of the Eurbanities project, the triggering factors of reactions or pro-actions were related to some existing capacity and personal skills of activists, of professionals with a strong will to help local communities, of some inhabitants who were leading the neighbours, etc. These skills and orientations can be formed in various circumstances: in school (in countries where the civic education is taken seriously), in universities (in faculties where the role of the professionals in the society is considered), in order to define the categories of target groups that would use the handbook but also the online game, the project team has identified few major questions related to the possible learning situations that could occur: what is the major purpose of the training, and, in close relation to this question, the status of facilitators (persons using the materials to coordinate a learning

experience), and, of course, the categories of trainees.

Purpose of the training	facilitators	Trainees
Empowerment of activists fighting for specific issues of neighbourhood improvement	NGO representatives, community leaders...	Local activists, community members, neighbours, refugees etc.

Empowerment for (re)action

As stated above, both acting for the improvement of a place or reacting to some initiatives from other urban stakeholders require skills and knowledge. If there are not enough skills and knowledge, then another situation in which these materials are useful is the one of learning for doing. The facilitators could therefore be among the community leaders, NGOs representatives. They might design the learning experience together with the trainees. In order to attract participants in this learning experience, there is need to share the objectives, to convince about its utility. The motivational side of this situation is the fact that the participants are already engaged somehow with very concrete issues in their neighbourhood or community. They could be local activists, community members, neighbours, refugees, etc.

Informal or Non-formal Learning

The project consortium is not formed by organizations that are part of the formal education system, but they have a certain overview on learning needs that are in between the grassroots initiatives and the formal learning contexts. As public applied research institutions, as think tank NGOs, as youth-oriented associations or as trainers concerned by more inclusive and mutual learning processes, the members of the Eurbanities project team have recognized the benefits of informal or non-formal learning contexts when dealing with capacity building for active citizenship outside the school or the university. The role of the professional trainers working with adults, youth, or activists (for heritage protection, environment protection, affordable housing, inclusive public space, etc.) is even more important in countries where the formal civic education is poorly addressed or in societies where the democratic culture is quite

Purpose of the training	Facilitators	Trainees
Civic education / Forming professionals	Regular school, high school teachers/ university teachers	Pupils / Students

rare. The advantages of these learning experiences have to be clearly presented to potential participants. As direct stakeholders of a particular context, this category of participants could refer to concrete situations from their experience in which these skills and knowledge were understood as being necessary.

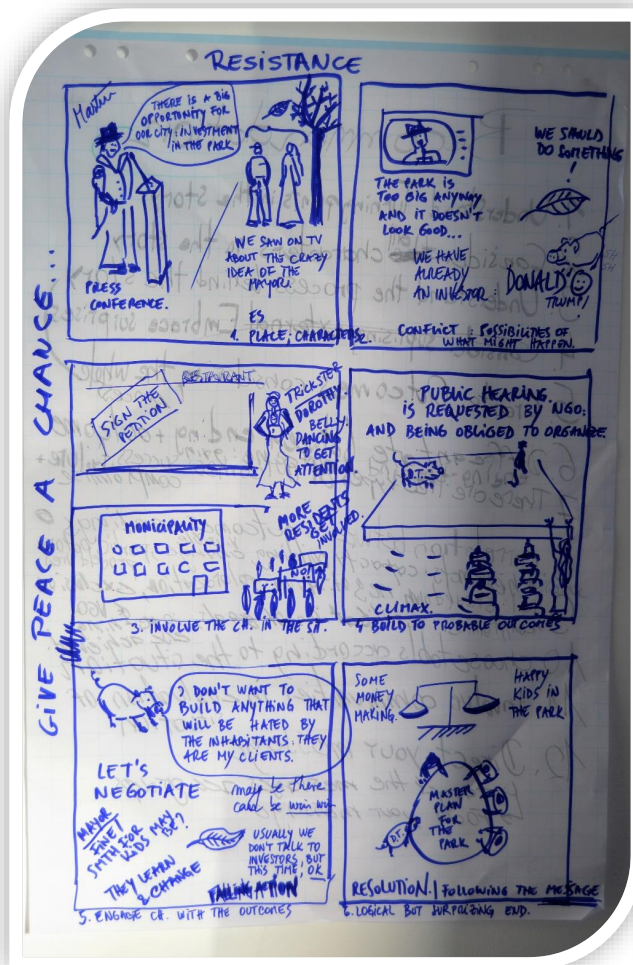
Formal Educational system

The most common learning experience is expected to take place in the educational system. Here, the trainees of various have the status of pupils or students, depending on their age group. The facilitators have the role of the teacher – a secondary or high school teacher, a university teacher. The learning environment here is defined by the fact that the teacher is designing the learning process for pupils and students who have a low level of decision over the learning process. Of course, the purpose can be related to general civic education, to forming more open professionals (e.g. urban planning faculties which prepare the students for participatory processes). The somehow weak side of this situation is related to the fact that it does not refer

Purpose of the training	facilitators	Trainees
Capacity building for active citizenship	trainers	activists, adults, youth etc...

to challenges that are real to the participants. The trainees are asked to imagine, to play roles that are not necessarily familiar to them.

Chapter 2: The EURBANITIES Game





Walkthrough the Eurbanities Online/mobile Game – the digital part

Timo Hämäläinen, Urbanistimo

Overview

Gameplay

The EUrbanities game is a 2D adventure game. It is played from a third person perspective and via a point-and-click interface. The player guides neighbourhood "activist" Anna through the game's world and interacts with the environment by clicking on entrances and people. Most of the dialogues between Anna and the people she meets are predesigned, but occasionally the player needs to choose between different dialogue options. The in-game action is also at times interrupted by cutscenes and there are minigames within the game that the player must solve to advance.

Main characters

The main character of the game is Anna. She is a proponent of taking action to improve an

underused pocket of land in her neighbourhood.

Anna is accompanied by her friends Amin, a local bartender, and Ben, the owner of the neighbourhood bike shop.

The local government is represented by Chief Architect Tomson and Mayor Donald who is characterized by uncertainty.

Finally, the private sector is represented by Investor Marta who specializes in retail real estate development.

Plot

A forgotten but green piece of land in the imaginary city of Eurbania gets a shadow cast over it. The local residents are accustomed to using the site as if it was a park, but just as they are about to do something to develop it by themselves, an investor begins to view the plot as a site for a future shopping mall. The Mayor quickly becomes fond of the investor's idea, which forces Anna and her friends to begin a campaign to get their point of view across. Once successful in stalling the project, all stakeholders convene to co-create a balanced solution for the site.

Rundown of the main scenes

The following is a compilation of the main scenes and elements in different stages of the game.

Start



At the beginning, the player will see the site that the game revolves around. To follow Anna's wish for doing something to improve it, the player must choose between two options: A) Go brainstorm with friends, or B) begin cleaning up.

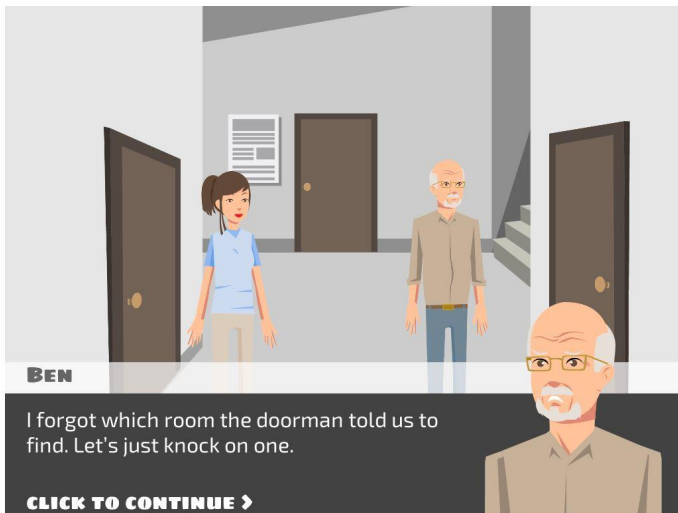
Choosing A – Anna must find her way to Amin's bar for discussing a plan to act. (*scene 2*)

The move Anna and her friends come up with is to go share their concerns with someone at the town hall.

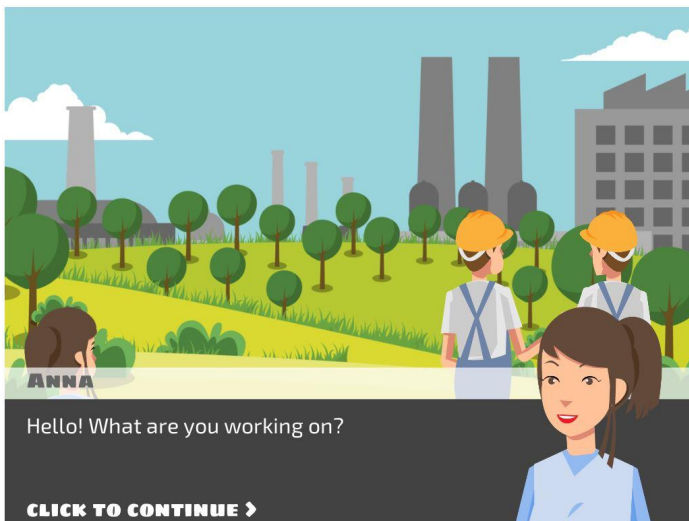


Once the player has found town hall, they will need to see behind each of the three doors. Each door will

give more background information of the situation at hand and introduce three new characters to the player: The Mayor, Chief Architect Tomson, and Investor Marta.



Choosing B If choosing to stay and clean up, the player is faced with a mini game. If they succeed in it, two construction workers will appear to the plot. When conversing with the work crew, Anna and the player will learn about Investor Marta and her plans to build a shopping mall to the site.



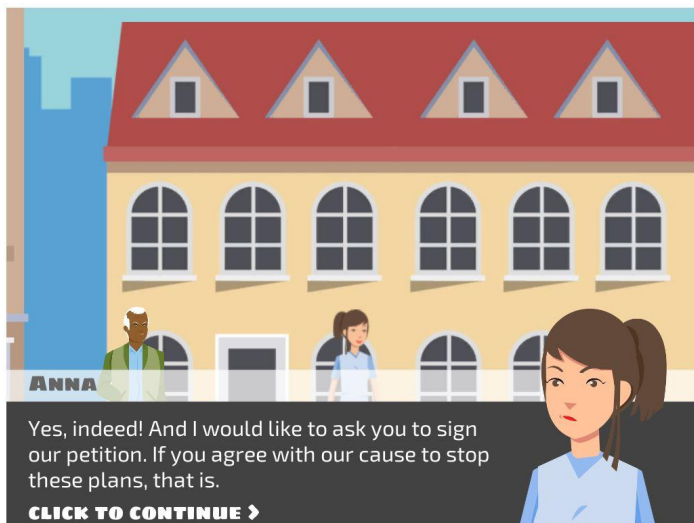
A+B

Regardless of whether the player chose route A or B, after the town hall or talking with the construction workers Anna will need to return to Amin's bar to make new plans with her friends. In the route A scenario, Anna will at this point at the latest learn about the Investor's plans. Ultimately, Anna and Ben will decide to draft a petition to show the city's administration that people in the neighbourhood are not fond of Investor Marta's shopping mall plan.



Once the petition paper is written, the player must engage with people in the neighbourhood to have them sign Anna's petition.





Once the player has gathered enough signatures, she must take them to Tomson for passing them on the Mayor. In the end, the city's administration will, however, not change their mind.

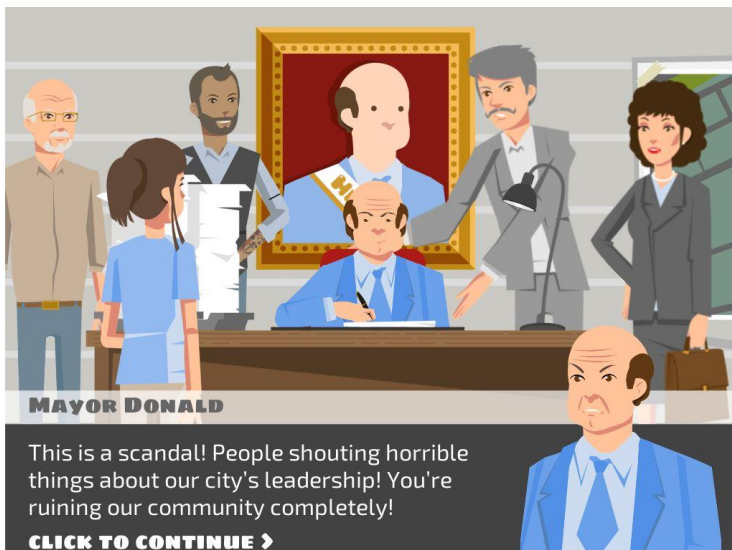


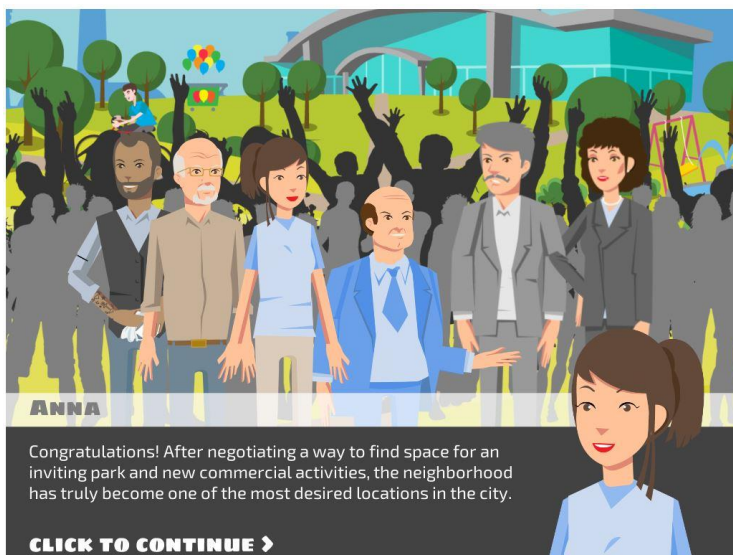
The drawback makes Anna and her friends to plan for organizing a demonstration. The player is taken to a social media mini game where they must help Anna to spread the word about their demonstration.

After the demonstration, all the main characters come to together to discuss the situation. The discussion will end up with a decision to organize a workshop for co-creating the site in a balanced way.



After a successful co-creation mini game, the game ends in a happy win-win scene.





How was the game developed? - From Scenario Building to Gamification

Timo Hämäläinen, Urbanistimo

This chapter sums up the process for developing the EURbanities game. The starting point and foundation for progressing was the earlier definition of different participation scenarios. The general framework was determined by their logic and the set of tools identified while examining them. While the project team already included expertise in digital game making, a group of students from the University of Geneva were invited to share some extra inspiration. As part of their coursework, the students transformed one of the EURbanities case studies into a game for the project team's internal use. After this dip into the

world of gamification, the EURbanities game began to unfold through three distinct phases.

Phase 1

The first task in the gamification process was to bring the generic participation scenarios to life. As a first step, the EURbanities team learned about storytelling to familiarize themselves with the universal narratives and elements that people have found attractive throughout history. Applying this knowledge, the next step was to create an imaginary scenario of a local development process that would build in the analysis previously explored of real-life participation experiences. Following creative exercises, the team managed to produce three different storyboards. The best one of them was chosen to represent the soul of the game. A decision was also made to tell the game's participation story from the bottom up



perspective, which people more easily identify with.

Phase 2

With the general storyboard in place, the next task was to begin drafting a plot and script for the game. In other words, the game received a skeleton: the scenes and locations where the dialogues of the story would take place. The first draft was made by the principal game designer and the rest of the project team convened to a workshop for developing it further. The script was enriched together by character descriptions, a more nuanced around, and the first ideas for dialogue in each scene.

Phase 3

Finally, the content was transferred to a game environment. The game designer built a demo version of the game. Another workshop was

arranged to for the rest of the project team to experience it and brainstorm development ideas. The structure of the game was updated to be sure there are enough game-like qualities from the player's point of view. A new version was prepared and the trainings in Palermo and Rheinbach provided a useful opportunity to have a group of outsiders experience the game. The feedback from this "crowdsourcing" was applied to develop the game further. One concrete idea that emerged was the introduction of more minigames to strengthen the feeling of playfulness.

After the trainings, the remaining step was to repeat cycles of testing and revising to fix bugs, find any remaining illogical things in the scenes, and to generally make the EURbanities gaming experience as smooth as possible.



Chapter 3: The training modules and sessions





The Training Modules – blended learning connecting digital learning with activism.

Martin Barthel, CRN; Maria Grazia Pirina, Mine Vaganti NGO

EURBANITIES understands that a game alone is not enough to activate and teach participatory processes, thus we developed three training modules which can be applied in a blended way (combining online and offline phases) for different contexts:

A 4-5 days training designed for **trainer, facilitators and teacher**, who will deliver the two training modules above, but have no practical experiences on urban participatory processes. (Module A)

A 4 Day Training for **inexperienced local actors, students, school kids**, which do not have any experience in urban participation. (Module B)

A two-day training for **experienced local actors**, wishing to improve their ongoing campaigns/projects. (Module C)

A one-day training for **university students** of urban geography (Module D)

What is done?

The learners are divided in four teams which form a mini-NGO and they have to decide which story they would advocate.

The mini-NGOs have to work in a role play, creating a strategy to be presented to a local commission (formed out of the trainers), during this process they are interrupted by interventions (e.g. media, investor) and all strategies are denied in favour of an investor. The real frustration the learners will feel, are the same as real NGOs or active citizens have.

In order to improve their strategies, the “NGOs” are invited to a training with an online game, which is telling the story of a typical urban invention. While playing the game, the process will be stopped by real-time interventions, which will help the “mini-NGOs” to improve their strategy, work on campaigns and learn to use strategic SWOT analysis and learning to cooperate and negotiate.

After ending the game, the mini-NGOs will face again the commission, which will now grant the projects.

After the blended part is played, the learners receive the chance to reflect on the experience and transfer the learned into their real-life experience.

The train-the-trainer part (Module A) and the module for inexperienced local actors and general learners (Module B) is containing the whole training circle. This module was tested in Palermo and Bonn.

The part for experienced local activist (Module C) just contains the blended learning part, as they usually bring already their own experiences and frustration into the training and an additional stimulated frustration is de-motivating them.

The development of the training and the online game is based on a model developed out of 32 urban experiences (stories) which had been



deconstructed and generalised, in order to identify a kind of sample storyline out of which the online game is created.

Structure of the Training Modules

The following chapter will be split in two parts. In the first parts the outline of the 4 trainings modules are given. Each table contains the session number. The Sessions are described in detail in the second part of the chapter. In order to adapt the full training both, have to be put in context.

As the training is highly experimental, we strongly recommend alternate on and adaptation, as not in every case participatory realities, obstacles and experiences are the same. It is thus, important to reflect while preparing a training based on the EURBANITIES methodology, to incorporate local case studies, tools and programs.

The development of the training and the online game is based on a model developed out of 32 urban experiences (stories) which had been deconstructed and generalised, in order to identify a kind of sample storyline out of which the online game is created.

Impressions



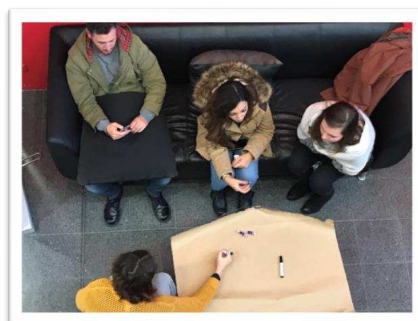
POSTER PRESENTATION TO GET TO
KNOW EACH OTHER



PITCHING A PROJECT



FORMING MINI-NGOS



REFLECTING AND IMPROVING THE
PROJECTS



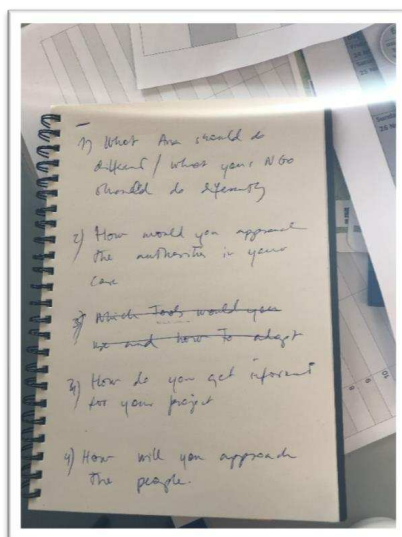
PLAYING „OUR NEIGHBOURHOOD
IDOL“



ONLINE PHASE DURING THE
TRAINING



A PITCH DURING „OUR
NEIGHBOURHOOD IDOL“



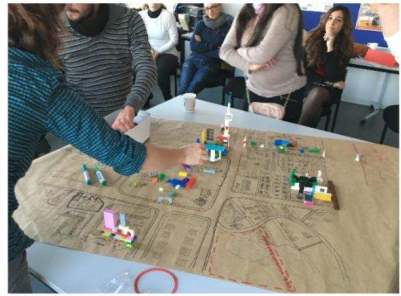
GIVING SPACE FOR LEARNERS
REFLECTION



ORGANISING SUPPORT



FIELD DAY- PARTICIPATION IN
ACTION



CO-CREATION OF A DEVELOPMENT
PLAN



NEGOTIATION



CHALLENGING THE PLANS OF THE
INVESTOR



FUZZY NEGOTIATION ON THE
MARKET OF IDEAS

Module A – Train the trainers

Modul A	Training Frame
Trained skills and aims:	<p>The training is centred around teaching to improve neighbourhood participation, leadership, active citizenship.</p> <p>Analytical skills: understanding analysing interpretation</p> <p>Personal skills: critical thinking self-confidence openness for others</p> <p>Strategical skills: Transferring Planning implementing</p> <p>Communication skills: openness for others negotiating</p> <p>Conceptual Skills: Repeating Flexible thinking adapting reflecting Producing</p>
Target group:	teachers, youth workers and pedagogical staff
Room:	A big room with space to move around; chairs and tables which can be re-ordered flexible. For group work extra corners, where groups can meet would be ideal.
Materials:	Laptops, projector, internet, flip chart and markers, brown paper, activity cards, Lego or other building blocks, scotch tape, marker for the participants, scissors
Duration:	2,5 Days (less if trainers focus on certain aspects and leave certain steps out). The variation with the market place will make it ca. 60 min. shorter)

**Narrative Guideline/
Procedures during the
module**

The training starts with an introduction day, where learners talk about urban issues in their city. They are divided in four teams which form a mini-NGO and they have to decide which story they would advocate.

The mini-NGOs must work in a role play, creating a strategy to be presented to a local commission (formed out of the trainers), during this process they are interrupted by interventions (e.g. media, investor) and all strategies are denied in favour of an investor.

The real frustration the learners will feel, are the same as real NGOs or active citizens have.

In order to improve their strategies, the NGOs play a specifically designed online game, which is telling the story of a typical urban invention. While playing the game, the process will be stopped by real-time interventions, which will help the "mini-NGOs" to improve the strategy, work on campaigns and learn to use strategic SWOT analysis and learning to cooperate and negotiate.

After ending the game, the mini-NGOs will face again the commission, which will now grant the projects.

After the blending part is played, the learners receive the chance to reflect on the experience and transfer the learned into their real-life experience.

The train-the-trainer part is containing the whole training circle, the part for local activist or learners might just contain the blended learning part, as they usually bring already their own experiences and frustration into the training.

The development of the training and the online game is based on a model developed out of 32 urban experiences (stories) which had been deconstructed and generalised, to identify a kind of sample storyline out of which the online game is created.

Day	Unit	Title of Session	Objectives and main outcomes	Length
1		Icebreaker	Make the participants welcome in an informal environment	15 min.
	1	Introduction	Getting the participants know each other and the topic	3h



1	1.1	Poster Presentation	The participants get to know each other and the organisations they represent.	60 Min
1	1.2	Collecting Expectation	Getting to know the expectations of the participants	30 min.
1	1.3	What is participation?	The participants will discuss the main concepts and elements of citizen participation and the results of the four participation models, outlined in the handbook	1h 30 min.
	2	Roleplay I – Citizen participation	Simulation of the stories of the handbook	2h 30 min.
1	2.1	Forming NGOs – Developing a Strategy		1h 30 min.
1	2.2	Presenting the strategy to the commission		60 min.
	3	Blended Process – Playing the Eurbania Game	The participants will improve their strategies by playing the Eurbania game in a guided training with offline interventions.	7 h 25 min.
2	3.1	What are our tools again?	Integrating and analysing existing tools, adapting them for the own strategy	45 min.
2	3.2	Our Neighbourhood idol	Learning to review and judge the efficiency of gaining support	1h
	3.3	Convince me – collecting for a petition	arguing and involving other people into your cause	1h
	3.4	SWAT with SWOT – reflecting, adapting, overcoming problems	Reviewing the process so far and adapting the strategy for the future	45 min.
	3.5.	Get your story out – making a campaign	Transferring their cause to a campaign, creating the tools, learning the pros and cons	1h 20 min.



	3.6.	Is this a bazaar? Negotiating and compromise.	Negotiating the cause and finding compromise	1h
	3.7	Building Eurbania	Getting into the process of participatory planning. Negotiating, compromise	1h 30 min
	4	Role Play II – Happy End	Simulating offline the improved scenarios	1h
	4.1	The happy end	Adapting the learnings of the game into the stories developed during the stimulation activity of day 1	1h
	5	Transfer	The participants will transfer their experience into their everyday work	3h 20 min.
	5.1.	Group Reflection	transfer the game into their work life and practical experience	1h 30 min.
	5.2	Self-Reflection	Elaborating independent transfer strategies	1h 20 min.
	5.3	Wrap-up	Final evaluation and wrap up of the training	30 min.
Total (approx.) 15h 45 min.				

Module B – Teaching Participation

Modul B	Training Frame
Trained skills and aims:	<p>The training is centred around learning and beginning to be active in neighbourhood participation, leadership, active citizenship.</p> <p>Analytical skills: understanding analysing interpretation</p> <p>Personal skills: critical thinking self-confidence openness for others</p> <p>Strategical skills: Transferring Planning implementing</p> <p>Communication skills: openness for others negotiating</p> <p>Conceptual Skills: Repeating Flexible thinking adapting reflecting Producing</p>
Target group:	Mainly adult learners, who are inexperienced in local activism, but would like to start own local initiatives
Room:	A big room with space to move around; chairs and tables which can be re-ordered flexible. For group work extra corners, where groups can meet would be ideal.
Materials:	Laptops, projector, internet, flip chart and markers, brown paper, activity cards, Lego or other building blocks, scotch tape, marker for the participants, scissors
Duration:	3 Days (less if trainers focus on certain aspects and leave certain steps out). The variation with the market place will make it ca. 60 min. shorter)



**Narrative Guideline/
Procedures during the
module**

The training starts with an introduction day, where learners talk about urban issues in their city. They are divided in four teams which form a mini-NGO and they have to decide which story they would advocate.

The mini-NGOs must work in a role play, creating a strategy to be presented to a local commission (formed out of the trainers), during this process they are interrupted by interventions (e.g. media, investor) and all strategies are denied in favour of an investor.

The real frustration the learners will feel, are the same as real NGOs or active citizens have.

In order to improve their strategies, the NGOs play a specifically designed online game, which is telling the story of a typical urban invention. While playing the game, the process will be stopped by real-time interventions, which will help the "mini-NGOs" to improve the strategy, work on campaigns and learn to use strategic SWOT analysis and learning to cooperate and negotiate.

After ending the game, the mini-NGOs will face again the commission, which will now grant the projects.

After the blending part is played, the learners receive the chance to reflect on the experience and transfer the learned into their real-life experience by creating and implementing real action plans. In this phase it is important, that the facilitator is aware which action plans are realistic and is aware of the implication of them (e.g. which and from whom do I need permission? Will the action plans interfere with the needs of other users? Which partner/ stakeholder could I activate?).

Day	Unit	Title of Session	Objectives and main outcomes	Length
1		Icebreaker	Make the participants welcome in an informal environment	15 min.
	1	Introduction	Getting the participants know each other and the topic	3h
1	1.1	Poster Presentation	The participants get to know each other and their initial ideas.	60 Min



1	1.2	Collecting Expectation	Getting to know the expectations of the participants	30 min.
1	1.3	What is participation?	The participants will discuss the main concepts and elements of citizen participation and the results of the four participation models, outlined in the handbook	1h 30 min.
	2	Roleplay I – Citizen participation	Simulation of the stories of the handbook	2h 30 min.
1	2.1	Forming NGOs – Developing a Strategy		1h 30 min.
1	2.2	Presenting the strategy to the commission		60 min.
	3	Blended Process – Playing the Eurbania Game	The participants will improve their strategies by playing the Eurbania game in a guided training with offline interventions.	7 h 25 min.
2	3.1	What are our tools again?	Integrating and analysing existing tools, adapting them for the own strategy	45 min.
2	3.2	Our Neighbourhood idol	Learning to review and judge the efficiency of gaining support	1h
	3.3	Convince me – collecting for a petition	arguing and involving other people into your cause	1h
	3.4	SWAT with SWOT – reflecting, adapting, overcoming problems	Reviewing the process so far and adapting the strategy for the future	45 min.
	3.5.	Get your story out – making a campaign	Transferring their cause to a campaign, creating the tools, learning the pros and cons	1h 20 min.
	3.6.	Is this a bazaar? Negotiating and compromise.	Negotiating the cause and finding compromise	1h

	3.7	Building Eurbania	Getting into the process of participatory planning. Negotiating, compromise	1h 30 min
	4	Role Play II – Happy End	Simulating offline the improved scenarios	1h
	4.1	The happy end	Adapting the learnings of the game into the stories developed during the stimulation activity of day 1	1h
	5	Transfer	The participants will transfer their experience into their everyday work	3h 20 min.
	5.1.	Group Reflection	transfer the game into their work life and practical experience	1h 30 min.
	5.2	Self-Reflection	Elaborating independent transfer strategies	1h 20 min.
	5.3	Wrap-up	Final evaluation and wrap up of the training	30 min.
Total (approx.) 3 days.				

Module C – Improving strategies

Module C	Training Frame
Trained skills and aims:	<p>The training is centred improving and reviewing participatory projects, initiatives or actions which have failed or did not fully gained momentum.</p> <p>Analytical skills: understanding analysing interpretation</p>



	<p>Personal skills: critical thinking self-confidence openness for others</p> <p>Strategical skills: Transferring Planning implementing</p> <p>Communication skills: openness for others negotiating</p> <p>Conceptual Skills: Repeating Flexible thinking adapting reflecting Producing</p>
Target group:	Local activists, who want to improve participatory concepts or strategies.
Room:	A big room with space to move around; chairs and tables which can be re-ordered flexible. For group work extra corners, where groups can meet would be ideal.
Materials:	Laptops, projector, internet, flip chart and markers, brown paper, activity cards, Lego or other building blocks, scotch tape, marker for the participants, scissors
Duration:	1,5 Days (less if trainers focus on certain aspects and leave certain steps out). The variation with the market place will make it ca. 60 min. shorter)
Narrative Guideline/ Procedures during the module	<p>The training starts with an introduction day, where learners talk about urban issues in their city. They are divided in four teams which form a mini-NGO and will each work with one of the case studies they are struggling with.</p> <p>In order to improve their strategies, the NGOs play a specifically designed online game, which is telling the story of a typical urban invention. While playing the game, the process will be stopped by real-time interventions, which will help the "mini-NGOs" to improve the strategy, work on campaigns and learn to use strategic SWOT analysis and learning to cooperate and negotiate.</p> <p>After the blending part is played, the learners receive the chance to reflect on the experience and transfer the learned into their real-life experience by reflecting on their strategies and adapting them to the needs of their community, with the aim to improve ongoing actions.</p>



Day	Unit	Title of Session	Objectives and main outcomes	Length
1		Icebreaker	Make the participants welcome in an informal environment	15 min.
	1	Introduction	Getting the participants know each other and the topic	3h
1	1.1	Poster Presentation	The participants get to know each other and the organisations they represent.	60 Min
1	1.2	Collecting Expectation	Getting to know the expectations of the participants	30 min.
1	1.3	What is participation?	The participants will discuss the main concepts and elements of citizen participation and the results of the four participation models, outlined in the handbook	1h 30 min.
	3	Blended Process – Playing the Eurbanities Game	The participants will improve their strategies by playing the Eurbanities game in a guided training with offline interventions.	7 h 25 min.
2	3.1	What are our tools again?	Integrating and analysing existing tools, adapting them for the own strategy	45 min.
2	3.2	Our Neighbourhood idol	Learning to review and judge the efficiency of gaining support	1h
	3.3	Convince me – collecting for a petition	arguing and involving other people into your cause	1h
	3.4	SWAT with SWOT – reflecting, adapting, overcoming problems	Reviewing the process so far and adapting the strategy for the future	45 min.



	3.5.	Get your story out – making a campaign	Transferring their cause to a campaign, creating the tools, learning the pros and cons	1h 20 min.
	3.6.	Is this a bazaar? Negotiating and compromise.	Negotiating the cause and finding compromise	1h
	3.7	Building Eurbania	Getting into the process of participatory planning. Negotiating, compromise	1h 30 min
	5	Transfer	The participants will transfer their experience into their everyday work	3h 20 min.
	5.1.	Group Reflection	transfer the game into their work life and practical experience	1h 30 min.
	5.2	Self-Reflection	Elaborating independent transfer strategies	1h 20 min.
	5.3	Wrap-up	Final evaluation and wrap up of the training	30 min.
Alternative	6	Action Plan	Creation of Action Plans	4h.
Total (approx.) 14h				

Session 1	Introduction
Introduction:	<p>In this unit the teachers and participants have the chance to get to know each other and the topic of neighbourhood participation. The atmosphere should be open and respectful.</p> <p>In the introduction the facilitator should build references to the local context of participation (e.g. new investments in the city, local discussions, elections etc.)</p>
Objectives:	<p>finding a common ground of the facilitators and participants on the future learning process</p> <p>letting every participant speak up</p> <p>understanding the backgrounds and needs of the group</p> <p>Discover key factors enabling or preventing participation</p> <p>Creating awareness for actions that facilitators can take to enable participation</p>
Time:	3h 20 min.
Preparation	<p>The facilitator will prepare a brief power-point presentation on participation process (see the "Our Neighbourhoods' Heroes" Book).</p> <p>The facilitators will ask the participants: <i>"Please prepare a poster on you and your work. If you are a group from one organisation, please do it together."</i></p> <p>Further on the facilitator should share the Our Neighbourhoods' Heroes" Book with the participants and ask them to get acquainted with the scenarios and reflect on them.</p> <p>The participants will have later to choose a scenario or bring their own local case to the training.</p> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin-top: 20px; background-color: #d4edda;"> <p><i>Tip: The session is designed for facilitators and newcomers. It is not recommended that already active learners choose scenarios or cases they are personal involved – as the frustrations created later might block the learning process.</i></p> </div>
Facilitation Style	<p>The facilitation style should be relaxed and suited to facilitate encounters.</p> <p>The participants should find their comfort zone in the training room.</p>
Learning Check/ Evaluation	<p>No formal check, the participants get to know each other, learned about the work of each other and got acquainted with the basic instruments and process of local participation.</p>

Session activity 1.1	Poster Presentation.
Aims:	Make the participants welcome in an informal environment, get to know each other and the topics they are working in. Establishing an atmosphere of recognition.
Materials:	Brownbag paper, Pins, Scotch Tape, Poster (A3-A1), Movable Walls or other place for the poster, time keeper.
Duration:	20 minutes per round – depending on the amount of participants
Procedure	<p>The facilitator must check how many groups participate in the training. Depending on the amount, the facilitator will group them into rounds, where usually 3-4 posters are presented.</p> <p>Each group has three minutes to introduce the main talking points of the poster to the plenum. After the presentation had been done for all posters in the same round, all participants have 10-15 minutes to go to the posters and talk with the poster host group in an open, non-structured atmosphere.</p> <p>When the time is up, the facilitator invites the next round and repeat the procedure.</p>
Outcomes:	Teambuilding, Icebreaking, get-to-know the group and the topic.
Evaluation/ Learn Check:	Participants start to talk to each other.
Further Background/references:	The poster presentation form is a variation of the open space method. The participants will prepare the poster beforehand the training. The facilitator should ensure that the poster can be printed and that all participants finalised the task.

Session activity 1.2	Collecting Expectations
Aims:	Understanding and levelling the expectations of the participants
Materials:	Flipchart/movable walls, pins, cards, marker
Duration:	30 minutes
Procedure:	<p>The facilitator will provide paper cards and marker to the participants. The participants will be asked to write down:</p> <ul style="list-style-type: none"> The skills you would like to improve the most The topic you would like to address most A change they would like to have at the last day of the training <p>The facilitator will provide either a flipchart or a movable wall, where the three categories are mentioned. The participants have 15 minutes to think about it and to put the cards on the wall/chart.</p> <p>In a group discussion, the facilitator will react to the answers and re-group the cards according to topics addressed or not addressed and regarding if there are general thoughts or specific demands.</p>
Outcomes:	The whole group has a common understanding of the expectations but as well the realistic frame of the training.
Evaluation/ Learn Check:	A common agreement is reached.
Further Background/references:	As a facilitator it is better to let the group decide which topics are relevant and which not. If you as a facilitator disagree, please argue sensible. Please keep the cards for the last day, where you revisit the

	expectations. If not other possibility, take a photo of the finalised wall.
Session activity 1.3	What is participation? Exchange on the key concepts
Aims:	The participants will discuss the main concepts and elements of citizen participation and the results of the four participation models, outlined in the handbook.
Materials:	4 Tables or corners, 4 sheets of Brown paper, markers
Duration:	90 Minutes
Procedure:	<p>World café discussion around 4 tables. The facilitator will prepare four sheets of brown paper with a choice of the below questions: QU1: Which case study do you like and why? QU2: Which participatory issues are you aware of in your city? QU3: which tools of participation do you now? QU4: Open table on participation and citizen activation. QU5: What is citizen participation? (please think about a good description or definition. It is also possible to check the internet) QU6: What is local - neighbourhood level - development? Which are the main actors? What are their relationships? (discussion also reflecting the own experience of participants) QU7: How civil society can react to an initiative for action coming from the decisionmakers? Top down proactive scenarios stories/ actions/reactions/interest of actors QU8: How civil society reacts on social challenges or political decisions? Bottom up proactive / reactive scenarios</p> <p>Four participants will become the hosts of each table. Their task is to facilitate the discussion and document the main outcomes on the brown papers. The other participants can choose freely in which order they will attend the tables, as long they went through every station. The facilitator let the tables discuss and will break the discussion after 15-20 minutes and gives a sign to the audience. After the last round the moderators present shortly the discussions and the main outcomes. The brown papers with all remarks will be put on the wall of the training room, to remain visible during the whole training.</p>
Outcomes:	Brainstorming and initial discussions on the methods and tools of participation, creating an understanding of the crucial participatory tools and elements.
Evaluation/ Learn Check:	All participants went through all stations. The world café discussion had been sufficiently summarised and documented.

Further Background/references:	<p>The world café works as well as conversation starter. The idea is to break discussions, as usually the talks will be continued during other moments of the training.</p> <p>The world café should be held in a relaxed atmosphere. It is a good moment to provide drinks and cookies to the participants, as it is important to prevent an academic atmosphere.</p> <p>The basis for the models of participation are the process identified by EURBANITIES in the neighbourhood's heroes' book. The participatory model is based on more than 40 case studies of urban participation all over Europe.</p>
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Session 2	Role Play I
Introduction:	<p>The present unit is a role-play wherein participants will experience a concrete scenario of urban participation through simulating the solution/management of urban challenges.</p> <p>The main theme of the role-play is represented by an urban challenge to be addressed/solved through a requalification initiative which participants, as representatives of a bottom-up citizens' initiative, will be in charge of advocating in front of a municipal commission representing a cluster of key city stakeholders.</p>
Objectives:	<ul style="list-style-type: none"> ▪ Introducing participants to the establishment and development of NGOs/urban participation initiatives. ▪ Introducing participant to strategic planning in the field of urban participation. ▪ Developing participants' advocacy and presentation skills. ▪ Developing skills in assessing stakeholders' characteristics and motivations with a view to fine-tuning/adapting approaches and initiatives.
Time:	150 minutes
Preparation	Projector, Flipcharts, Markers, 1 Table
Facilitation Style	Relaxed facilitation and light oversight leaving room for participants to reflect, organize themselves and plan their initiatives/strategies.
Learning Check/Evaluation	Overall evaluation will be performed after session 2.2

Session activity 2.1	Forming an NGO – starting to work on your case
Aims:	<ul style="list-style-type: none"> ▪ Roles assigned.



	<ul style="list-style-type: none"> Participants will design and plan their own initiative of urban participation. Preparing presentation of the initiatives before the municipal stakeholders' Commission.
Materials:	Flipchart, Markers, Table.
Duration:	75 minutes.
Procedure:	<p>The session is introduced by a power-point presentation delivered by the Trainer (or group of Trainers) to the plenary of participants. The presentation introduces "Imaginary City", a town placed in an unspecified country and plagued by several urban decay issues. The issues introduced in the presentation will pertain each to a specific urban area, whose challenges will be described in generic terms:</p> <ul style="list-style-type: none"> - Area 1: "Historic center in decline". - Area 2: Abandoned Train Station. - Area 3: Abandoned Factory. - Area 4: Historical Villa in ruins. <p>The Municipality of "Imaginary City" has launched a public context, open to local citizens constituted as NGOs/groups for the purposes of identifying the most deserving initiative for revitalizing these areas. The proposal will be assessed by a municipal commission representing the key city stakeholders. The challenge of each group will therefore be of appealing to the interests and motivations of each of these stakeholders for winning support for their own strategy. Brief individual profiles of municipal stakeholders will be thereafter provided, with the stakeholders being the following:</p> <ul style="list-style-type: none"> - Mayor - Investor - Council of Citizens (One New Change) - Newspaper reporter - Community Manager - Investor's Assistant <p>Upon the conclusion of the presentation, participants will be divided in groups (a size of 4 to 6 persons per group is advised, depending on the overall group's size). 6 participants will be selected to impersonate the components of the Commission.</p> <p>The composition of the groups will be left to the discretion of participants, provided the limit of 6 participants per group is not exceeded.</p> <p>Each group will be provided with markers and 2 flipcharts. The upcoming task of the groups will be to create/plan a project proposal to be submitted to the evaluation of the commission as well as to design an identity of their own NGO/citizens' group, which will advocate for the chosen urban renewal initiative.</p> <p>Brainstorming within the group (60 minutes) will have to produce the following results:</p> <ol style="list-style-type: none"> 1- 1 Flipchart detailing the features of the proposed initiative (Name, Area concerned, Details, Costs envisaged [economic, social, environmental etc.], prospective benefits for the community, strategy of advocacy) 2- Flipchart with the name of the citizens' group/NGO and an outline of the groups out of which the latter springs or that are represented/supported by the group.



Outcomes:	The groups supporting the different proposals have been established. The roles of the stakeholders have been assigned. Each group has developed their own NGO and initiative, presenting it to the Commission.
Evaluation/ Learn Check:	Open discussion between the group and the Trainer.
Further Background/references:	<p>In order to provide those participants impersonating municipal stakeholders with indications circa how to orient their behaviours in the phase of hearing, the Trainer will submit each of them a paper with specific questions for reflection, with the questions being the following for each profile:</p> <p>1) Mayor</p> <ul style="list-style-type: none"> Are you personally or politically, directly or indirectly, involved in any of the proposals under the assessment of this commission? Are there any factors at play (political, electoral) in addition to the merits of the different initiatives? What do you consider would be in the best interest of the town and why? How do you think the opinion of the citizens should be kept into account in the proceedings of this commission? Is the Council of Citizen representative of the will of the citizens? What would you do if your appraisal and that of the Citizens' Council diverged? <p>2) Investor</p> <ul style="list-style-type: none"> Do you have any personal/business interests which would lead you to prefer a particular proposal over another? To which extent do you consider yourself a stakeholder in the community? Do you value the community as an actual/potential market or you feel you have a stake (morally/empathically) in its wellbeing and development? Do you consider your influence (non-democratically sanctioned) in the town gives you an excessive/undue control over local decision-making processes thereby devolving political participation by the citizens of significance? Please explain why. How and where would you draw the balance between business and social concerns in your appraisal of the different proposals? Can a higher added social value offset a limited economic impact? To what extent? <p>3) Council of Citizens</p> <ul style="list-style-type: none"> What is it that unites the components of your group in terms of shared concerns? Do you think the group is representative of the citizens' will/opinion? Why? Do you consider the group to be at a disadvantage in this process as compared with the other carriers of vested interests (i.e. business, politics, media)? If yes, how are you planning on redressing this situation/counterbalancing the disadvantage? Are there actual/potential elements of discord and diverging interests within the group? What might let the discords/divergencies within the group emerge in the process of selection?



4) Newspaper reporter

- What is the average audience of your Newspaper? What would they be most interested in knowing about this selection process as well as about the merits of the different proposals which are going to be presented?
- What is the degree and nature of your involvement? Do you consider yourself more an objective observer/reporter or a concerned member of the community in this selection process? What do you think the role of journalism to be in such cases?
- Which kind of external pressures (by editors, politicians, business) would you face in reporting this story? Would you cave in? To what extent (if yes)?
- In case the proponents of specific projects and/or by particular actors within the community were interested in achieving media support, what do you think the requirements would be? Would the merits of arguments/proposals be enough, or would it be necessary to frame the message in an "appealing" fashion? Do you think this would be even more important than the message itself?

5) Community Manager

- Do you have a vested interest in this process? Which one(s)?
- What kind of projects would you support in your capacity of Community Manager?
- Which strategies and messages would you put in place in order to engage the community across the different categories/groups?
- What would you consider the best means to apply pressure (if need be) on the political establishment of the city to be? And on business?
- Considering the loose structuring of the Citizens' Committee and the concrete possibility that internal divisions emerged, how would you deal with this potential fracture within the community?

6) Investor's Assistant

- To what extent would you consider to be in the Investor's best interest to enhance his standing in the eyes of the local community?
- Do you have an interest, at the personal/professional levels, in this process? Which one(s)?
- What balance should be drawn between this kind of return and a purely economic one?
- What do you think are the interests the Investor and the local community share? Do you think the interests of the Investor overlap more with those of particular groups in the community as compared with the others?
- How would you assist the Investor in case he risked consenting to options that would not benefit him economically? How would you assist the Investor if he were risking "bad press" due to accepting/refusing particular options?

Session activity 2.2	Presenting your case to the municipal commission
Aims:	<ul style="list-style-type: none"> ▪ Present participants' initiatives before the municipal Commission. ▪ Achieving a first evaluation from the Commission.
Materials:	Table, 7 microphones (if available)
Duration:	75 minutes
Procedure:	<p>The next phase of the activity will be represented by group presentations before the evaluation Commission.</p> <p>Each group will appoint a spokesperson in charge of presenting the group/NGO and the initiative it advocates in front of the stakeholders, with the support of the flipcharts produced in the brainstorming phase.</p> <p>The presentation will be divided in an interlocutory phase (wherein the spokesperson(s) will present the group(s) and the proposed initiative) and in a discussion wherein the stakeholders will address questions and insights to be answered and elaborated upon circa the initiatives.</p> <p>The participants acting as municipal stakeholders (unbeknownst to the other participants) will take inspiration from the individual stakeholders' questions (see section Further Background/references in Session activity 2.1) for the orientation of their questions and behaviours in the hearing.</p> <p>After the end of individual groups' presentations, the commission will hold an open debate for assessing the different proposals and producing a final winner. The debate will be observed by the proponents, who will though not be able to intervene.</p> <p>Each stakeholder, as representative of a particular sector and set of interests will support or contrast the different proposals only on the grounds of the arguments/facts/strategies put forward by the spokespersons in the phase of hearing. No additional elements (for instance, reasons/strategies which may have let emerge an interest of a specific stakeholder in supporting a given initiative) may be raised in this phase.</p> <p>The commission will decide over the winner by a final vote. In case two proposals were carried by the same numbers, the vote of the President (Mayor) will tell.</p>
Outcomes:	<ul style="list-style-type: none"> ▪ Participants presenting their initiative in front of the Commission and ▪ Participants will design and plan their own initiative of urban participation. ▪ Preparing presentation of the initiatives before the municipal stakeholders' Commission.

Evaluation/ Learn Check:	<p>After the final decision by the Commission, the debriefing of the session will be performed through an open discussion among participants stimulated by the Trainer(s), with the following questions:</p> <p>Q1: (To individual stakeholders): Do you perceive any elements which may have placed a proposal under a more/less favourable light to have been omitted?</p> <p>Q2: (To individual stakeholders): Which proposal was supported by the most effective arguments? Which by the most effective strategy (advocacy, etc.)? Were they the same proposal? If not, what was the relative weight of these two aspects?</p> <p>Q3: (To individual stakeholders): What do you perceive the aspects of weakness in the rejected proposals to have been?</p> <p>Q4: (To participants): Did you receive any insights from the other proposals you would have integrated in yours?</p> <p>Q5: (To participants): What do you perceive the elements of weakness in your proposal to have been? Did they pertain to the merits or to the supporting strategy?</p> <p>Q6: (To participants) What would you do different? What do you perceive you still need to learn in order for your proposal to be more appealing before the Commission?</p> <p>Trainers will place participants' answers on a flipchart for further reflection and orientation of the upcoming sessions.</p>
Further Background/references:	<p>The role-play of this session will be built upon in the upcoming sessions of Blended Learning. The objective thereof will be to provide participants with the instruments needed to devise a better case before the Commission.</p>

Session 3	Blended Learning – Playing Eurbania
Introduction:	<p>Blended learning is an education method that combines online digital media with traditional classroom teaching. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. Face-to-face classroom practices are combined with digital mediated activities regarding content and delivery. In this training we will use the method of Face-to-face driver – where the teacher drives the instruction and augments with digital tools.</p>
Objectives:	<p>This session will build on the previous role play, helping the struggling initiatives to improve their cases. The “improvement” training is the core of the EURBANITIES methodology, which will give the learners many opportunities to discuss, experiment, adapt and reflect on their chosen case studies.</p> <p>The idea is to initiate a learning process, where the participants will be encouraged to transfer the knowledge to their own work life and reality.</p> <p>While the game is used as the guideline and the players can follow individual the path of the hero, the interventions done by the facilitator will be used to apply the game themes to their simulated case study and later to their own reality.</p>



	<p>The aim is to simulate the whole participatory process, as identified by the EURBANITIES case studies in the “our neighbourhood heroes” book.</p>
Time:	7-8 hours
Preparation	<p>Since the training will depend on playing the Eurbania game, the facilitator should test and play the game well before the training. We recommend sending the link of the game to all participant, as they can play the game already by themselves and will download it to their devices.</p> <p>If the game is not sent before, the facilitator should reserve some time for the installation of the game and let participants experiment a little. The training room should have enough plugs, Wi-Fi and a projector, to enable the facilitation.</p> <p>We recommend agreeing with the participants on a digital netiquette, as otherwise they might be distracted by other temptations of the internet</p>
Facilitation Style	<p>The facilitator must be the guide through the game for the participants. We recommend showing the game with a projector on a screen. The facilitator will play with help of the participants the game until the below mentioned moments of intervention, where the game is paused.</p> <p>Now the participants will play the game individual and will pause at the same moment, where the facilitator will collect reflections and calls the players back to their “NGOs”, to work in groups.</p> <div><p><i>Tip: Be flexible with the supporters. Their main role is to provoke competition and ownership in the initial phase of the game. They will lose their appeal towards the end of the blended learning activity.</i></p></div> <p>The facilitator should be aware of technical difficulties and be prepared how to deal with them.</p> <p>The simulation will start with competition between the NGOs and will develop through a negotiation phase to cooperation, this is especially evoked through rewarding “supporters”. In case of upcoming frustration, the facilitator should either hand out some extra supporters to level the competition or provide some incants for cooperation.</p>
Learning Check/ Evaluation	<p>The improved case study will reflect on all skills foreseen for the training.</p>

Session activity 3.1	What are our tools again?
Moment of intervention:	After getting to know all backgrounds in the town hall (1.2.2.1 – 1.2.2.3)
Aims:	Integrating and analysing existing tools, adapting them for the own strategy.
Materials:	A table and four chairs, the other participants will form an audience.
Duration:	15 minutes group discussion, 20 Minutes round table, 10 minutes conclusion by moderator (trainer) (45 minutes total)
Procedure:	The groups meet and discuss in their NGOs the available mechanisms and tools of participation in their countries and how they are relevant for their cause. A discussant is chosen, who will participate in a round table discussion with the other three discussants. The facilitator will moderate the discussion, with a few prepared questions regarding participation, local empowerment and the case studies of the “NGOs”. The aim is to provide 5 recommendations for each NGO on how to reshape their case.
Outcomes:	The team strategy will be enriched and sharpened with further participatory tools and mechanism. Reward: None (improved strategy)
Evaluation/ Learn Check:	Each team reshaped their campaign and decided which tools they prefer.
Further Background/references:	http://urbact.eu/participation-or-inclusion http://www.urbanet.info/participation-prerequisite-sustainable-urban-development/ http://citiscope.org/topics/citizen-participation

Session activity 3.2	Our Neighbourhood Idol
Moment of intervention:	After playing Scene 3.2.
Aims:	Learning to review and judge the efficiency of gaining support. Learn to create a comprehensive message, which is appealing to others.
Materials:	Table with three chairs, pen and paper for the jury. Materials for learners: Markers, scissor, glue, scotch tape, brown bag paper, other materials to maybe used for a presentation (important: No Power Point!)
Duration:	20 minutes for preparation in small teams, 20 minutes (4x5) presenting the campaign, 20 minutes for the judges (60 minutes in total).



Procedure:	<p>The participants meet in their small groups and must identify instruments suitable for their cause and create a strategy. The strategy will be pitched to all teams and the jury. The form of the presentation is up to the groups, but they should be aware of the competitive character. The jury should consist ideally of three people, best external persons (facilitators, staff, guests etc.) If no externals are available, the participants should vote two judges. The jury will be the judge in an American Idol style, commenting the presentations and create secretly an order. The jury will reward the teams: 1 - 100 supporters, 2 - 60 supporters, 3 - 40 supporters 4- 30 supporters.</p> <div> <p><i>Tip: Be aware of the composition of the groups. Introverts will feel uncomfortable and challenged. Competitive participants betrayed or disadvantaged. Keep the activity fun and don't over heat the competition. The decision of the jury might frustrate learners, who experienced rejections with their own projects in reality. Keep an open eye and ear and wrap-up the activity with a unifying message.</i></p> </div>
Outcomes:	The teams created a clear, visible strategy for their cause.
Evaluation/ Learn Check:	The project has a name and any kind of story/message.
Further Background/references:	https://crlte.engin.umich.edu/wp-content/uploads/sites/7/2013/06/2008final_ringenberg_poster56x36ver2.pdf

	Convince me – collecting petitions
Moment of intervention:	After collecting and interacting for a while in Scene 4
Aims:	Arguing, convincing and involving other people into your cause.
Materials:	Papers (A4), pen.
Duration:	Preparation 20 minutes, Collecting 30 minutes, wrap-up 10 minutes (60 minutes total)
Procedure:	Each team has to create a petition for the cause and collect arguments (see strategy from Part1) to convince other to sign the petition. The teams must visit the other participants in order win signatures. Each participant has to sign 1 petition – but not their own.



Outcomes:	Learn to summarise your cause, "sell" it to other and convince people. Reward: Team with most petitions: 100 supporters (multiplied by result intervention 3) 2nd 60 supporters (multiplied by intervention 3) 3rd 40 supporters (multiplied by intervention 3) 4th 30 supporters (multiplied by intervention 3)
Evaluation/ Learn Check:	Every NGO learned to argue for their cause, especially if there is resistance, disagreement or apathy coming to them.
Further Background/references:	https://www.learningtogive.org/resources/right-petition-government https://www.wikihow.com/Write-a-Petition https://www.thepetitionsite.com/de-de/how-to-write-a-petition/ The collecting process can become fuzzy and loud. If the facilitation is done in a small room, consider doing it outside. As a facilitator you should be aware that personal conflicts could escalate, observe the participants continuously and be prepared to mediate.

Session activity 3.4	SWAT with SWOT – reflecting, adapting, overcoming problems
Moment of intervention:	After playing scene 6.2.2. or 6.2.3.
Aims:	Reviewing the process so far and adapting the strategy for the future. Moment of reflection.
Materials:	Paper (A4), pens
Duration:	45 min. (40 minutes group work, 5 min. wrap-up)
Procedure:	The teams sit down and review the process so far. They perform on a sheet of paper a SWOT Analysis, summarising the Strengths, weaknesses, opportunities and threats of the applied strategy. The teams work inside their groups to adapt the strategy for the future. The SWOT stay an internal document for the mini NGOs, they will not be shared with the others. During the wrap-up the facilitator will just reflect with the group on the overall process, not the contents.
Outcomes:	Learn to analyse, critical review, discuss and adapt. Reward: None
Evaluation/ Learn Check:	Each team has a SWOT analysis, reflecting the learning process so far.
Further Background/references:	http://www.educationworld.com/a_admin/greatmeetings/greatmeetings018.shtml http://smallbusiness.chron.com/swot-analysis-organizational-training-5049.html

Session activity 3.5	Get your story out – making a campaign
Moment of intervention:	After playing scene 6.3.



Aims:	Transferring a cause to a campaign, creating the tools, learning the pros and cons.
Materials:	For Facebook Campaign: Digital devices, internet. For Flyer and banner: Brown bag paper, marker, scissors, A4 paper (alternatively: could be designed on computer). Press release: paper, pen.
Duration:	45 minutes creation of the campaign, 30 minutes presentation 25 minutes discussion (90 minutes total)
Procedure:	After the teams decided which kind of campaign they would launch, they must create: A Facebook group for their cause a Press release for the local media two banners and a flyer for the demonstration After the creation the teams will present the campaign to the audience. During the wrap-up the facilitator discuss in a circle, pros and cons of every campaign
Outcomes:	Knowledge on how to implement campaigns and use their arguments Reward: Each group will gain 100 supporters
Evaluation/ Learn Check:	All groups can transfer their cause into a campaign. All participants discussed the pro and cons of every campaign strategy, including ideas on how to combine them. A campaign element was physically produced.
Further Background/references:	https://www.postplanner.com/ways-to-use-facebook-for-nonprofits-ngos/ https://www.theguardian.com/small-business-network/2014/jul/14/how-to-write-press-release http://www.marchforeurope2017.eu/a-linguist-explains-how-to-write-protest-signs-that-everyone-will-remember/ Embrace real campaigns on Facebook or twitter, as it will set free a lot of creativity and strengthen the feeling of ownership to the chosen cause among the learners.

Session activity 3.6	Is this a bazaar? Negotiating and compromise
	After playing scene 7.1.
Moment of intervention:	
Aims:	Negotiating the cause and finding compromise.
Materials:	No specific materials, two characters must be involved (investor, media)
Duration:	60 min.
Procedure:	All teams must sit on a round table and must discuss their causes, find common ground and alliances. The investor and the media from the role play will be present and advocate their cases. The teams have to find a way to convince at least one of the two (media or investor).



Outcomes:	Negotiating, leverage. Reward: if the teams can convince either media or the investor: each 200 supporters - if not none for all.
Evaluation/ Learn Check:	All participants understand the necessity of compromise and cooperation to achieve their goals.
Further Background/references:	The activity was created reflecting the experiences from group simulation like the model UNs. The facilitator has to push the groups towards overcoming their own interest and consider cooperation. https://outreach.un.org/mun/content/step-step-outline-organizing-mun

Session activity 3.7	Building Eurbania
Moment of intervention:	After playing scene 7.2.
Aims:	Getting into the process of participatory planning. Negotiating, compromise.
Materials:	A1 Map on paper, containing all areas of the four scenarios, marker, Lego or building bricks.
Duration:	15 minutes initial discussion, 60 minutes common planning, 15 minutes wrap-up (90 Minutes)
Procedure:	Each team will get time to collect their most important demands and "red lines" for their cause. After this all teams and the investor will sit down together on a double A3 Sheet - containing an area, combining the four team set-ups. The teams now must work together to enable as many of their demands as possible, negotiating with the other teams and the investor. The results must be drawn or build with bricks on the sheet to create a final participatory plan, which everyone can agree on.
Outcomes:	Learn to negotiate, adapt, compromise. Reward: All teams will receive 100 supporters
Evaluation/ Learn Check:	The group will create a common, accepted participatory urban plan for Eurbania.
Further Background/references:	The negotiation process can become fuzzy and confusing, a focused facilitation is needed, and we recommend having two facilitators present. The facilitator must prepare a map during the training, which will contain elements of all groups plus an empty space in the middle. We recommend using bricks for the negotiation, as writing with a pen, especially when changes happen, will make the original map less visible. For more experienced or advanced learners, we recommend including the variation into the training.

Session 4	Role Play II
Introduction:	Participants will go back to the role play implemented in Session II, building on the results and learning outcomes developed in the previous sessions. The rehearsal of the role play will allow participants to improve their case before the municipal Commission.
Objectives:	<ul style="list-style-type: none"> - Integrating the learning outcomes and strategies developed in Session 3 in the role-play. - Enabling participants to present an improved case before the municipal Commission.
Time:	60 minutes.
Preparation	Table, 7 microphones (if available)
Facilitation Style	Relaxed facilitation. The Trainer(s) should leave full room to the interplay between participants and the Commission.
Learning Check/ Evaluation	Reflection over and evaluation of the session will be performed in the upcoming Session 5.

Session activity 4.1	Here comes the commission again. Presenting the improved case to the municipal commission
Aims:	Reshaping the outcome of selection in accordance with the improved cases/strategies.
Materials:	Table, 7 microphones (if available)
Duration:	60 minutes
Procedure:	<p>Each group will present their improved case before the Commission, with the support of the materials developed in Session 3. with the support of the flipcharts produced in the brainstorming phase.</p> <p>After the end of individual groups' presentations, the commission will hold an open debate for assessing the different proposals and producing a final winner. The debate will be observed by the proponents, who will though not be able to intervene.</p> <p>The commission will decide over the winner by a final vote. In case two proposals were carried by the same numbers, the vote of the President (Mayor) will tell.</p>
Outcomes:	<ul style="list-style-type: none"> - Improved cases presented before the Commission. - Outcome of the role-play reshaped in accordance the evolution of the learning and design process of Session 3.
Evaluation/ Learn Check:	Reflection over and evaluation of the session will be performed in the upcoming Session 5.
Further Background/references:	None (See sections no.2 and 3).

Session 5	Reflection and Transfer
Introduction:	<p>The reflection and transfer module are designed to let the participants transfer and adapt the content of the training for their own work life. The adaption could be the full repetition of the training, using elements of it or even just adapting the topic and translate it into their everyday life.</p> <p>The reflection will be held two folded – first the participants will have the chance to reflect individual on their learning experiences and mapping their journey. The results will be kept “secret”, but in a second group activity the conclusions can be shared in a carousel, which will create a group reflection, recommendation and peer-review.</p> <p>The aim of the session is to secure the impact of the training, the sustainable use of the methods but as well their development.</p> <p>The facilitation should thus concentrate on bringing the participants from their role as learners back to their professional role as educators. The facilitator can reveal in the final wrap-up more ideas of the meta level of the week and reflect with the participants on improvements and experiences on eye-to-eye level.</p>
Objectives:	<p>The session is specifically designed for participants who are facilitators, educators or other multipliers. Thus, the reflection is not just concentrating on the personal learning journey, but as well an instant peer-review process.</p> <p>The overall aim is not to have a pre-produced transfer strategy but provide the participants with a set of self-designed strategies. While the professional experiences of the learners had previously no role for the training, in this session the role will be switched, from learners back to educators.</p>
Time:	2h 30 min.
Preparation	<p>The facilitator should have collected all materials, which had been created during the training and provide them to the learners. Additionally, the expectations should be available and should be ensured that every participant can find a quiet spot for themselves.</p> <p>The learners should be on an earlier phase be encouraged to write down reflections and be permanently reminded to collect them in a notebook/diary.</p>
Facilitation Style	<p>The facilitator should be aware that the group will be approached in this session as professionals on eye-to-eye level. Their experiences and contributions should not just be encouraged but actively embraced.</p> <p>As this means a change of role, the facilitator might think about a ceremonial passage of rites activity, to make as well for the participants clear, that their role is changed, and they should work on the exercises professional, independent and for their own sake.</p>

Session activity 5.1	Self-Reflection
Aims:	The learners shall review and reflect on the learned materials in a "training diary". The content of the personal review will not be discussed in detail, but the participants have the chance to share their reflections in the following reflective carousel.
Materials:	Pen, notebooks, access to all learning materials and the game.
Duration:	60 min.
Procedure:	<p>The facilitator should stress that the participants reflect on each workday, write down what they liked and what helped and put down as well their struggles and doubts.</p> <p>As a recap the learners should have access to all learning materials, flipcharts, brown bag papers and the game.</p> <p>The participants should write or sketch their own strategy in a note book as a reflective learning diary, which they can use as well for post-evaluation.</p> <p>The content of the strategies will not be discussed and shared, however elements of the self-reflection will become part of the reflective carousel, where they receive a peer-review.</p> <p>Every participant will have one hour to think about their individual strategy to apply the training content in their work life.</p>
Outcomes:	The learners will transfer the content of the training into an individual reflective learning strategy. Learning diaries will help the learners to understand their individual learning journey and help to understand individual strength, weakness and doubts regarding the delivery.
Evaluation/ Learn Check:	Every participant is aware of their own learning process in the training and an individual learning strategy is outlined.
Further Background/references:	

Session activity 5.2	Reflective Carousel
Aims:	The participants shall share the main findings of their self-reflection in a peer situation. The groups will review the individual points and provide an enhanced, improved common strategy.
Materials:	Brown paper, markers, time keeper
Duration:	1h 20 min.
Procedure:	<p>The participants will have four tables with specific statements, leading to formulating recommendations.</p> <p>After 20 minutes, every group moves to the next table, commenting the existing recommendations, deleting or adding things and explaining support or disagreement in 10 minutes. At the end another 20 minutes are dedicated to formulating the recommendations of the group and presenting them to the plenum.</p>



	<p>The learners shall use the key points of their self-reflection in the carousel, helping them to receive a peer-review and a common application strategy.</p> <p>Statements could be:</p> <p>St. 1 We recommend the following golden rules for delivering the training:</p> <p>St.2 Be careful of the following obstacles in the delivery:</p> <p>St.3 We see the following methods, which can be additional used in the training:</p> <p>St. 4 Our learners will benefit from the training because:</p>
Outcomes:	Four flipcharts with a set of peer-reviewed recommendation on how to apply the training in the work reality of the participants.
Evaluation/ Learn Check:	The four flip charts are accepted by all participants. Every learner has a solid understanding on how to apply the learned curriculum in their own teaching.
Further Background/references:	http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html
Session 6	Action Plan
Introduction:	<p>The aim of the rapid prototyping is to create strategies how to apply the content of the training into intercultural, non-verbal trainings.</p> <p>The problem given to the group will be: An NGO is faced to work with a group of refugees, not having the language to communicate. They want to use storytelling in this situation and are asking for an easy applicable exercise. Four teams are collaborating to work on solutions.</p> <ol style="list-style-type: none"> 1. Design Phase is for brain-storming, each team will have papers to create a mock-up exercise. (45 minutes) 2. Building Phase – the participants have time to gather the materials they need (20 Minutes) 3. Testing Phase – the teams will try out the exercise among each other (60 minutes) 4. The exercises will be presented and reviewed in the forum (30 minutes) 5. The teams meet and adapt the method after the feedback (30 minutes)



Module D – One Day Training for University Students

Agnieszka Świgost, Łukasz Sykała, Karolina Anielska, KiPPIM

An experience – Module D performed in Krakow

The large diversity of phase at participatory process in different European countries but also specific local conditions can make big differences in understanding described training scenarios. Because of that please notice that the training programme should be adapted to local conditions, especially legal acts, solutions applied in a given country and also used tools. Focusing on the local conditions will help with broader understating of the participation process. Furthermore, referring to local examples may highlight problems and difficulties that may be encountered by trainees during participation process. What is more, presentation of local participatory tools and instruments can be inspiring to act and indicate ready solutions.

- The game – from the scene in which they write a petition up to the scene where they receive a phone call from the Town Hall informing them that nothing can be done.

Main goal

- a) The main goal of the workshop is to gain knowledge and skills in engaging citizens in local activities in order to improve the area where they live in.

Basic info

- Target group: students (by changing the content, the activities can be adapted to various age groups)
- Duration: (3 parts, 1.5 hrs each)
- Notice: The workshop programme should be adapted to local conditions (legal acts, solutions applied in a given country)
- Group activities (the number of groups and their division can be chosen freely; one group should not be bigger than 4 people)
- For the purpose of the workshop the creators have used a computer game called Eurbanities, a multimedia presentation, worksheets (they can be replaced with big sheets of paper, a group discussion). Every part includes an introduction (the presentation – based on theoretical aspects, and the game – based on practical aspects) as well as the workshop part – the group work.
- Before the classes, short descriptions of situations for every workshop group should be prepared. Every story should include a different conflict of interest in the context of spatial development. The stories should also include a short description of a current state, planned directions of changes as well as characteristics of the parties of the conflict (especially their expectations as for the area of change). The stories should relate to local activities and conditions.

Example:

An NGO is working on activities in the area of environmental education. The area next to the protected and environmentally valuable zone which initially was supposed to be an educational trail is now going to be sold by the city. The NGO really wants to create there this trail which could be valuable for the local citizens, schools and kindergartens. The citizens and the

representatives have very different views on that opportunity and the most important risk for the entire – most of them support the NGO but some of them strategy (both tools and social campaign). are open to the idea of building development.

- Optional: sharing the game with the participants before the activities

Part 1 – ANALYSIS

Introductory part

The aim of Part 1 is to show the importance of previous area analysis for the participation process, especially the identification and characteristics of stakeholders, local society, social and technical infrastructure, including development and construction context.

The game – the workshop participants play the game from the beginning up to the scene where in a bar Anna is reading a newspaper about the planned investment.

Workshop part

Every group make short characteristic in relation to the story they had chosen.

1. Introductory part – location, current state, planned directions of changes
2. Characteristics of stakeholders – who are they and why are they taking part in the participation process.
3. Summary of Part 1 – a short presentation by every group and a discussion between the participants.

Part 2 – INSTRUMENTS / TOOLS

The aim of Part 2 is to familiarise the participants with the instruments, tools, initiatives and actions that the citizens can take for spatial planning purposes (e.g. a research walk, a local picnic, a petition, as well as other ways which take into consideration local conditions).

At the end of the workshop every group presents their summary where they show the most important

Workshop

- Every group chooses a few tools that will be useful in solving the conflict described in the story.
- Every tool should be described, and the participants should explain why they think their choice is important in the context of the story they had chosen.
- Advantages and disadvantages of every tool.
- Summary of Part 2 – a short presentation by every group and a discussion between the participants.

Part 3 – CAMPAIGN (SOCIAL)

Introductory part

1. The aim of Part 3 is to present various sources of information and promotion (e.g. a leaflet, a website, press, social media). It's very important to underline the necessity of various forms of information and promotion, the choice of the right time and the right place.
2. The game – from the scene of organising the demonstration to the demonstration itself.

Workshop part

- △ Every group chooses a few sources of information which are useful in the promotion of activities within the story they had chosen.
- △ Every tool should be described, and the participants should explain why they think their choice is important in the context of the story they had chosen.
- △ Advantages and disadvantages of every tool.

- ^ Summary of Part 3 – a short presentation by every group and a discussion between the participants

Part 4 – SUMMARY

The game – negotiations (till the end of the game)
Of course, it may also be helpful to present good practices and solutions from other European Union countries. However, we should deeply underline that due to the local conditions, it is often impossible to repeat the process in another county. The description of 20 cases from 9 European countries representing Northern, Western, Southern, and Central and Eastern Europe (Belgium, Finland, France, Germany, Hungary, Italy, Poland, Romania, Ukraine and the United Kingdom) you can find at the EURBANITIES booklet titled *Our Neighbourhoods Heroes. Stories on Citizen Participation in Local Development in European Cities*. It is available here:

https://cdn4.fpfis.tech.ec.europa.eu/epale/cdn/farufnet/DVLoXlJJJC2ik0r-RnzzfUJvOzZQR9TKdYwHELldMk/mtime:1505986821/sites/epale/files/scenario_booklet_eurbanities_-_our_neighborhoods_heroes.pdf

Workshops Report

On 15 June, during the two-day conference 'Participatory Spatial Planning –Processes, Challenges and Tools' organised by the National Institute for Spatial Policy and Housing, in cooperation with the Jagiellonian University and the City of Krakow, a workshop devoted to an educational computer game on spatial planning took place. The game, developed for students to be used during classes, is the main product which resulted from the project *EURbanities – Empowering civil participation through game-based learning* co-financed from the Erasmus +

funds. The workshop was attended by 16 participants – a final-year students of the Jagiellonian University and the Cracow University of Technology, and it was conducted by 5 educators – Karolina Anielska, Katarzyna Ner, Agnieszka Świgost, Łukasz Sykała and Maciej Mróz. The educators are theoreticians and practitioners in the subject of participation, PhD students and social activists from the National Institute for Spatial Policy and Housing, the Jagiellonian University and the Cracow University of Technology.

The aim of the workshop was to share the knowledge and the skills in the area of citizen involvement in local activities in order to improve environment. Through the workshop, the participants extended their knowledge and skills in realising their own initiatives, engaging in local activities and using particular tools of citizen participation.

The activities were very diverse. The lecture was followed by a group work (5 groups of 3 participants) as well as individual tasks related to the computer game. The game was prepared by educators, researchers and activists, on the basis of case studies analysis from all over Europe. For the group work, the educators prepared worksheets which included various tasks and exercises. During the workshop the participants worked on developing their abstract and strategic thinking, argumentation, negotiations and team work.

Each group drew one story – a description of a situation to work with during the activities. The stories included potential conflict situations where citizens had to engage in such actions as inner-city square revitalisation, park construction, designation of an educational path

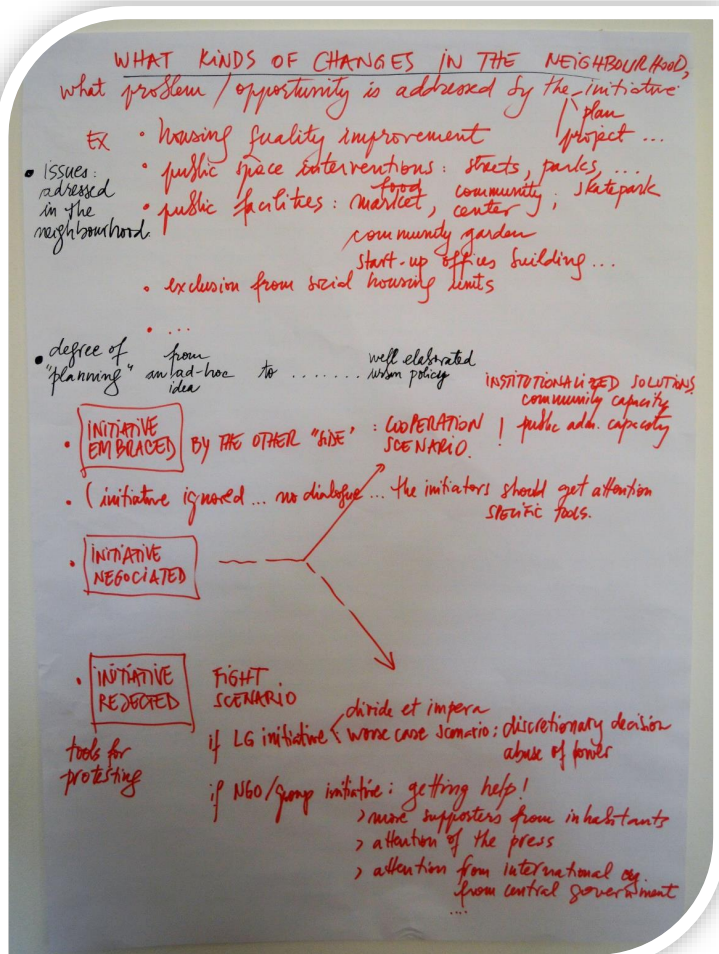
in a nearby protected area as well as renovation of a district playground.

The activities were divided into four phases of strategy development –analysis of participatory activities, citizen participation tools, social campaign and summary. At the end of every part there was a discussion and a presentation of solutions by each group.

In the first place, there was a short lecture on the methods of determining the area of activities and identifying the main stakeholders. Later, the students were familiarised with the first part of the game which focuses on taking the initiative in a local community. Based on the gained knowledge, the students did an analysis of the story they had drawn previously –indicating the place (WHERE?) and the characteristics of the activities (WHAT IS GOING TO HAPPEN THERE? WHAT DO WE, THE CITIZENS, WANT TO DO THERE?). By answering additional questions (WHO? WHY? HOW?) they also analysed the stakeholders. The second topic that was discussed included the tools that are most frequently used in the participatory process. During a short lecture the participatory budget, local initiative and private sector grants (Nivea Playground, Lechstarter and Zielona Ławeczka). The students were familiarised with the second part of the game which concerns petition and from the available tools they chose 2 best suited to their situation. On their worksheets, they

justified the choices and elaborated on their advantages and disadvantages. The third part of the workshop concentrated on planning and conducting a social campaign. During a short theoretical introduction, various tools used to inform and promote as well as their advantages and disadvantages were discussed. The students were familiarised with the third part of the game in which citizens of Eurbanities organise a protest. They also chose 2 social campaign tools which they had to describe and give characteristics of on the worksheets, pointing out the main advantages and disadvantages. The fourth stage was a summary of previous activities. In the game this part corresponds to the negotiations part. During the workshop, the groups had to indicate the greatest opportunities and risks for the prepared strategies. The participants of the workshop completed surveys in which they appreciated the idea for the game as an educational tool and the parts related to negotiations and petition. They also marked high the topic of the activities, their varied character and the preparation of the educators. The use of real-life examples was also highly appreciated, both in the game and during the workshop, and so was the focus on practical information. The participants emphasised (50% of the statements) that the game should be extended and include additional scenarios as well as it should have a greater selection of actions and tools.

Chapter 4: Conclusion & Recommendations





8 Recommendations to improve urban participatory processes

Martin Barthel, CRN

Based on the above made findings, the Strategic Partnership “EUrbaniities” has identified several recommendations concerning participatory urban processes to be considered by educators, trainers, activists and any individuals working with local citizen groups and other stakeholders engaged in local level development projects including public participation

1. **The process is never straight** – urban participatory process does not follow lineal logics. Like in storytelling, the process is connected to turning points, which determine the success of the process. If the turning points and their implications on the participatory process are well understood, a positive outcome for all the community can be expected.
2. **Have more than one viewpoint** – Embrace and consider all actors in the participatory process. A comprehensive and holistic vision taking into consideration the changing interests and needs of the actors is a key condition for building sustainable processes. Sustainable but as well positive interventions help to build a community and enable active citizenship.
3. **Understand the process and embrace surprises** – As mentioned earlier, participatory process is not straight forward. Turning points can help actors to reconsider their strategies or let new actors intervene. Understanding the process means to steer

and moderate it, and to be able to even change the initial plan according to the reaction of the stakeholders. Surprises will help to negotiate between the actors and result in creative and innovative solutions.

4. **Differentiate between an ending and outcomes** – If the participatory process is well designed, it will hardly end at a certain point. The ending is always a temporary snapshot which might be used to tell the story of the process. In this context, the outcomes are indicators on the gain (or the loss) of the community. They are not stagnant, and they may always turn into a new phase or a new process. We can only speak about an ending in the case of the complete failure of the process, when no social change takes place – neither in terms of the project’s objectives none in terms of community building.
5. **Be aware of the correlation between outcomes and endings** the analysis of the experiences showed three kind of outcomes:
Success – social change
Failure – lack of social change
Compromise – a certain degree of social change
Success leads to an ending consisting out of achievement, capacity building, visible change and establishment of participatory procedures. Failure will lead to the breakdown of negotiations, polarisation and exclusion. Compromise will lead to the recalibration of the process, in order to achieve another outcome. The processes are flexible, and each outcome can lead to another ending.
6. **Choose the participatory tools according to the situation** – Since outcomes and processes are fuzzy and flexible, be aware of the



methods you will use. Analyse together with the actors what is needed in order to support the participatory process and choose your tools accordingly.

7. **Involve the community** – The core of participatory process is the involvement of active citizens. In order to understand the need of a community, involve them in the assessment of the situation. The involvement

will ensure participation and ownership, which is crucial for the success of the process.

8. **Direct your message** – When you communicate on the process think about to whom you want to target your message and focus your message on your subject. In this way people can easily understand the concern but as well the implications.



Chapter 5 - The EURbanities Partnership



Urbanistimo

UrbanisTimo is a Helsinki-based sole proprietorship owned and operated by Timo Hämäläinen. The business offers advisory and consulting services within the fields of urban policy, urban planning and citizen engagement, ranging from research & analysis, presentations, and partnerships to content creation & communications. In UrbanisTimo's work, emphasis is particularly placed on the integration of bottom up perspectives and institutional ambitions.

UrbanisTimo is excited to participate in the EUrbanities project for its overarching goal and contemporary approach to share knowledge about the opportunities and possibilities for people to act and begin improving neighborhoods on their own. EUrbanities offers tools to heighten the discussion around the role of public involvement in an era where much of the development in cities comes in the form of large-scale projects that are disconnected from the needs of local communities.

National Institute for Spatial Policy and Housing

National Institute for Spatial Policy and Housing (KIPPiM) is the new official name of the Institute of Urban Development (IRM) which is in operation since 1 January 2018 and was established by incorporating Institute of Spatial Management and Housing into Institute of Urban Development.

The Institute of Urban Development was founded in 2002 based on the decision of the Minister of Infrastructure and Construction who decided to merge the Krakow branch of the Institute of Spatial and Municipal Management (founded in 1977) with the Institute of Housing Management (operating since 1950).

The strategic mission of the Institute is to serve the society by supporting state and local governments (both local and regional) not only in the process of efficient management of cities and functional areas but also broadly defined spatial, local and regional development.

Our website: <http://irm.krakow.pl/en/>

Motivations for the project:

Our main motivation to participate in the EUrbanities project was the desire to expand the knowledge, getting new skills, establish long-lasting cooperation with foreign partners and learn about their experiences related to social participation. KIPPiM (IRM) is a scientific institution and our main task is to support public administration in the creation and implementation of public policies. Because of that we are focused on continuous learning and improvement of competences. In solutions used in other European countries, we wanted to find the inspiration for our research. The EUrbanities project was a very good opportunity for this.

Mine Vaganti NGO

Mine Vaganti NGO is a not for profit organization based in Italy (Northern Sardinia) working in the fields of Project Management, Consultancy and Education (Formal and Non-Formal). The organization covers the entire area of North Sardinia through its 4 offices in Sassari (where the organization is based), Uri, Olbia and Tempio Pausania, with branches established in the rest of Italy.

The mission of MVNGO consists in the promotion of intercultural dialogue, social and green entrepreneurship and Social Inclusion by means of Sport and Formal as well as Non-Formal Education methodologies, with a particular view on supporting disadvantaged targets, such as migrants and people with disabilities across age-brackets (youth and adults).

MVNGO's activities in the field of project design encompass the Erasmus Plus Programme (Youth, Adult, VET, Higher Education and Sport), local activities in the frame of the European Youth Foundation (EYF), top-tier programmes of the European Union (Horizon 2020, Growth, Cosme Justice) as well as national and international foundations among which UNDEF, Fondazione CON IL SUD, Anna Lindh and Open Society. In the frame of Justice, MVNGO is a partner organization in the project "VOICITYS" aimed at analysing and elaborating innovative approaches for dealing with diversity in 4 culturally diversified European neighbourhoods.

At the transnational level, MVNGO was the coordinating organization of the Erasmus Plus Capacity Building Youth project "Inclusion through Sport", managed by the organization between 2016 and 2017 with the participation of 12 organizations from 12 countries across 4 continents of the World and the aim of exploring the role of Sport as a vehicle of social inclusion for young people.

MVNGO is the coordinating organization of the National Higher Education Consortium (NHEI) since 2014, one of the only 3 NGOs in Italy performing such a role.

MVNGO has a consulting role for public and private bodies in order to promote and develop European and trans-continental projects in Youth/Adults/VET/HEI/Sport Sectors.

The staff of MVNGO comprises professionals with an internationally recognized expertise and experience in the use of Formal, Non-Formal and Education Through Sport (ETS) methodologies with a diversified audience including youngsters, adult and VET learners. Such transversality of targets is compounded by a special attention to disadvantaged categories as NEETs, people with disabilities and migrants.

MVNGO's professionals in the field of education are active in the local, European and international initiatives carried out by the organization as well as provide support to the initiatives organized in the frame of projects run by external organizations in Italy and in Europe.

MVNGO's involvement in Eurbanities stemmed from the locally developed experience, role and interest in urban development/participation.

MVNGO has always been an active and concerned stakeholder in its area of establishment (North Sardinia) and particularly in the area of Sassari, where the organization has its headquarters located in the Historic Center of the town, where economic disadvantage and social/urban degradation are rampant, in a context of ever increasing diversity brought about by migration dynamics and by the growth of a sizeable second-generation migrant community. MVNGO's involvement in Sassari's Historic Center dates back to 2014, when the organization initiated an experience as managing entity of the local Youth Center "Santa Caterina", under a convention stipulated with the Municipality of Sassari. The challenges faced by the area were reflected in the high number of NEET, many of whom with migrant origins, composing the audience of customers in the Youth Center. MVNGO's commitment as managing entity of the Youth Center lasted 2 years (2014–2016). Upon the expiry of the foregoing convention, MVNGO continued to be involved in the Historic Center (where its headquarters are based) as well as kept an open and profitable relationship with the Municipality of Sassari being allowed to develop activities in the Youth Center even after the end the formal end of the organization's commitment.

MVNGO's experience in the Youth Center was a powerful catalyst of new connections with the composite landscape of civil society organizations active in dealing with the multifaceted criticalities faced by the area, ranging from urban/environmental decay to the massive youth unemployment.

To this period date several activities (Conferences, Seminars, Educational initiatives) implemented by MVNGO in connection with local stakeholders (including the Municipality) with a view of raising awareness, promoting participation and deploying joint solutions/approaches towards a holistic development encompassing the social as well as urban dimensions (conceived as mutually reinforcing components of sustainable community-building). This approach of cooperative urban participation is carried on to this very day thanks to the crucial network of relations and to the pooling of knowledge/expertise achieved in the foregoing early start.

Also, MVNGO was a concerned party in the process of policy-making for what concerns the governance of the Historic Center in the context of the interplay among diverging and competing views and proposals brought forward by the different active stakeholder parties (Municipality, Associations, Citizens' Committees, Youth groups) for what concerns the use of the Youth Center and the wider arrangement of social/urban life in the Santa Caterina square (where the Youth Center is located).

It was therefore with the purpose of sharing the latter experience, compare it with similar challenges/contexts in other European urban realities and achieving a greater understanding of urban

participation processes that MVNGO resolved for participation in the Eurbanities project

Comparative Research Network e.V. (CRN)



The Comparative Research Network was founded in 2007 and worked since then in the field of adult education and research. The CRN Network is specialised in training activities within the fields of intercultural competences, intergenerational learning, mobilities and migration. Additionally, the CRN is specialised in creating and performing evaluation and dissemination processes. CRN lately gained through various projects both as coordinator and participant expertise in game design in education, storytelling and community reporting, where the network is currently carrying out training for several target groups. Due to CRN being organised as a transnational network, it has an international scope. At the moment, it employs 4 permanent and around 10 freelance staff, and has a network of more than 120 members, located in almost every European country. As a NGO CRN is non-profit oriented and performs crucial part of its work on a voluntary basis. Major target groups of the CRN are beside trainer marginalized groups, such as persons living in remote rural areas, seniors and unemployed. Generally, CRN is seeking to link social science with civil society actions - that is why CRN joined itself various local, national and transnational networks. In its European Work as adult training provider, CRN coordinated already 4 Erasmus Plus Partnerships and participated in two more. During our intercultural training courses, more than 200 facilitators (teacher, trainer) from all programme countries participated in three years. In the research department CRN participated as impact partner and facilitators in a few FP5-7 and Horizon 2020 projects. CRN has an outreach to more than 30 universities across Europe. As the latest achievement CRN started to edit and publish scientific and educational papers and books. All publication receive ISBN but are accessible open source and free of charge.

CRN investigates among other things:

The changing significance of national borders within the context of European integration and global change Post-Social transformation and its implications for urban and regional development in Central and Eastern Europe

The emerging geopolitics of the European Union



Cultural dimensions of urban change

Cross-sectoral approaches for education and training Participation is a crucial step for active citizenship. Placemaking, digital literacy, neighborhood involvement and civic education are among the multiple elements through which CRN is contributing to teaching and empowering participatory processes. Currently, in order to bring together in a systemic way all these elements of our activity, CRN is building a Horizontal Participatory Lab, for developing scientific research, organising conferences and workshops, editing divers publications and last but not least developing learning methods, games and other tools for empowering active citizenship. One of our first activities is the constitution of a European Participatory Map summarizing all the good practices gathered so far.

Teaching participation is a two-way process: educators/trainers should be committed to transfer basic information to the citizens; but they also need to be aware that citizens are the main experts of participatory processes. While offering them assistance to better organise themselves and complete their knowledge, an emphasis should be put on the permanent learning from their experiences and achievements. Teaching Participation has to be a participatory process in itself.

During the session several examples will be shown on how this knowledge transfer is realised in direct and indirect ways.

Smart Participation also means Inclusive Participation, involving Smart Citizens: "Smart participation should go beyond the token participation, it should give power to the people" (Participatory.org) Through their empowerment, Smart citizens should become co-designers of the city.

Who are these Smart Citizens? The use of ICT technologies is important, but not enough. Smart citizens need to be aware of all the mechanisms of participation: they need to understand the sense and values, the objectives and also the barriers of this democratic form of self-expression, they need to be prepared to answer to questions and to argument for defending their points of view. A large variety of knowledge is needed for smart participatory processes, starting from civic education, human rights, urban planning, social processes.

Empowering citizens for successful, inclusive and smart participation has to be realized through education and knowledge transfer.

Association for Urban Transition / ATU

ATU was established in 2001 by a group of young professionals passionate about the study of the CITY through various lenses and methods belonging to different disciplines concerned with urban phenomena.

The organization developed through many projects involving diverse spatial settings: historical centres, collective housing estates, slums, green

infrastructure, rural micro-regions, and brownfields. It functions as a think-tank and its work concerns methods definitions, encouraging encounters and exploring alternative means of disseminating knowledge through art, public engagement actions and teaching.

The goal of ATU is to facilitate the sustainable transformation of space by acting as a feedback mechanism between university, public authorities and civil society following the belief that the process of transformation should be negotiated among all stakeholders and analysed from an interdisciplinary perspective.

ATU has always maintained strong links with academia. Many ATU members teach in various faculties, inspiring their students to use our organisation as a platform for conducting their own research by accessing our know-how and professional network, applying for project funding or organizing exhibitions and conferences. The association benefits a great deal from the work of students as well. The theory and method fundamentals of their Masters or PhD degrees provide

ATU with an up-to-date knowledge pool of contemporary research topics contributing to a high-quality basis for our applied research projects. Bachelor students are invested volunteers who experience live learning through on-site participatory projects or during our summer schools.

ATU is not focused on a single topic or place and its portfolio gets richer with every new

member who is willing to coordinate a project—be it about sustainable mobility, transparency for good governance, urban pedagogy, housing and heritage policies, history of architecture or contemporary urban dynamics.

In the recent years, the main current concern of ATU falls in the field of education, as a way of looking for effective ways to spread into the public realm the ideas gathered so far.

One of these projects is Urboteca, a mobile lab for participatory urbanism in and about Bucharest, created in 2015. It is basically a truck which brings professional knowledge into the spaces of the everyday life, through games and interactive pedagogical instruments which engage citizens in conversations about processes of urban development at all scales. So far, it has reached a total audience of over 1000 people in public places around the city, and has performed as "guest" facilitator of consultation events created by other organizations in Bucharest and Sibiu. Over the following three years, Urboteca will focus on a single neighbourhood, to develop social mapping methods to document local patterns of urban change. This fieldwork is part of the Urban Education Live (UEL) project, which aims to create and test a new model of collaboration between universities and urban communities, by bringing together strategic and applied research done in partnership with the Tampere School of Architecture, The University of Sheffield School of Architecture, and the Centre for Spatial Sociology at the Ljubljana University.

EURBANITIES



EURBANITIES Partner:



COMPARATIVE RESEARCH NETWORK:



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COMPARATIVE RESEARCH NETWORK:



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